



Citizenship

Helping your community

This topic develops students' awareness of the rights, responsibilities and privileges of Australian citizenship.

This topic is made up of five parts. You can present them one at a time or follow on depending on the needs of your students and the time you have available.

## Learning Intentions

When students have finished this topic, they will:

- Understand what we mean when we say 'citizen'
- Understand the rights and responsibilities of Australian citizens
- Develop an awareness of some ways they can be active citizens

They will learn these skills by:

- Participating in group discussions
- Watching a video
- Completing worksheets
- Completing group activities

	What the students will do	What you will need before you start
Part 1: <i>‘What is citizenship?’</i>	Video and activity	<ul style="list-style-type: none"> <li>• Butcher’s paper, whiteboard or Smartboard</li> <li>• A copy of Rights and responsibilities worksheet for each student</li> <li>• Computers with internet connection to show presentation</li> <li>• Australian citizenship presentation from website</li> </ul>
Part 2: <i>‘What are community services?’</i>	Group activity	<ul style="list-style-type: none"> <li>• Butcher’s paper, whiteboard or Smartboard</li> <li>• Pens or marker pens</li> <li>• Computer with access to the internet, with a Google Map of the community, or part of a community. Yellow Pages website is also a good source.</li> <li>• Community map</li> </ul>
Part 3: <i>‘How do community organisations help people?’</i>	Worksheet	<ul style="list-style-type: none"> <li>• Umbakumba Aged Care video <a href="https://www.youtube.com/watch?v=abhDRdKbIII">https://www.youtube.com/watch?v=abhDRdKbIII</a></li> <li>• Butcher’s paper, whiteboard, blackboard or electronic whiteboard</li> <li>• Copy of graphic organiser for each student</li> </ul>
Part 4: <i>‘What is active</i>	Group activity	<ul style="list-style-type: none"> <li>• Butcher’s paper, whiteboard or Smartboard</li> <li>• Computers with internet connection</li> </ul>

<i>citizenship?</i>		<p>to show scenarios</p> <ul style="list-style-type: none"> <li>• Active citizen digital scenarios from website</li> <li>• Community map from Part 3</li> <li>• (optional) copy of Project Plan template for each group</li> </ul>
<p>Part 5: <i>'Community project?'</i></p>	<p>Group activity</p>	<ul style="list-style-type: none"> <li>• Dependant on activity students have chosen. May include an excursion to somewhere outside the school. Supplies like food etc.</li> <li>• Digital cameras</li> <li>• Computers or printed photos and paper to create photo story of active citizenship activity</li> </ul>

## Word list

**right** = something that you must be given by law (the right to vote, the right to free speech, the right to receive education and healthcare etc.)

**responsibility** = something that you must do, either by law, or because it is expected of you by your family, school, workplace or community (you have a responsibility to follow the law and/or the rules of your community).

**citizen** = when you live in a community, town or city, you are a citizen of that community or town or city.

**citizenship** = to have citizenship means you belong to a country (like Australia). It also means you have the rights and the responsibilities that go with it.

**community services** = the services provided by the government (or other organisations) that support the community (e.g. workforce training, skills development, healthcare, childcare, family support, counselling services and so on.)

**active citizenship** = when citizens choose to take an active role in making their community a better place – not because they have to but because they want to.

## Part 1: What is citizenship?

### Objective – What do we want the students to know?

Students will learn about the rights and responsibilities of Australian citizenship.

### Overview – How will they learn this?

Students will watch a short presentation about the rights and responsibilities of Australian citizens. They will fill in a worksheet as a group, identifying those rights and responsibilities. As a class, students present their findings and add to a class master list.

### Resources – What will I need?

- Butcher's paper, whiteboard or Smartboard
- A copy of Rights and responsibilities worksheet for each student
- Computers with internet connection to show presentation
- Australian citizenship presentation from website

### Lesson plan – What do I need to do?

1. Introduce students to what they are going to learn today:  
What: about Australian citizenship.  
How: They will watch a presentation about the rights and responsibilities of Australian citizens and then fill out a worksheet.  
Why: students will learn what their rights are now and the ones they will be able to access as adults
2. Introduce students to the term citizen: someone who is born in Australia and has an Australian parent, or someone who has come from another country and become a citizen.
3. Introduce activity: to look at presentation and identify the rights and responsibilities of Australian citizens. Introduce worksheet and explain the different columns. Model adding information into the columns.
4. Students form groups. Hand out worksheets. Set each group of students up with a computer.

5. Watch the Australian citizenship presentation. This can be done in small groups or as a whole class. Students fill out the worksheet as they watch the presentation and may need to watch more than once.
6. Draw the following table on the board or butcher's paper.

Rights:	Responsibilities:

7. Once students have completed the worksheet, bring them back together. Ask them “What are the rights of an Australian citizen?” Write this information in the table on the board.
8. Ask them “What are the responsibilities of an Australian citizen?” Write this information in the table.
9. Summary: end the lesson summing up that citizenship in Australia gives people a say over the running of the country (right to vote and put yourself forward to stand for government) and protection of Australia (obeying laws, serving on a jury or becoming a member of the armed forces).

## Part 2: What are community services?

### Objective – What do we want the students to know?

Students will learn what community service organisations are and identify organisations in their community.

### Overview – How will they learn this?

Students as a class identify the different community service organisations they are aware of, identify other community services on a map of their community/suburb and identify the people they help.

### Resources – What will I need?

- Butcher’s paper, whiteboard or Smartboard
- Pens or marker pens
- Computer with access to the internet, with a Google Map of the community, or part of a community. Yellow Pages website is also a good source.
- Community map

### Lesson plan – What do I need to do?

1. Introduce students to today’s lesson:  
 What: what community services are and how they help people.  
 How: they will create a map of the different community services in their community  
 Why: you will be more aware of the organisations around you that help people, organisations you or a family member might need to access.
2. Introduce the term community service: an organisation that exists to help people in the community OR ask students what they think a community service is.
3. Create the following table on the butcher’s paper or whiteboard.

Name	Who they help

4. Check prior knowledge: ask students if they know of any community organisations. List student input under the Name column.
5. Either in small groups or as a class show how to find the Google Maps or Yellow Pages website. Show them how to find organisations by zooming in Google Maps and doing a search in the Yellow Pages.
6. Ask students to find as many different community organisations as they can and add these to their community map. List the organisations they find in the Name column on the board.
7. Ask students “Who do these organisations help?” You may need to model this, picking one of the organisations, identifying who it helps and writing this information in the second column.
8. Try to fill the second column for all the organisations the students have found.
9. Summary: remind students that community services are organisations that exist to help different groups.

## Part 3: How do community organisations help people?

### Objective – What do we want the students to know?

Students will learn about how a community organisation helps people.

### Overview – How will they learn this?

Students watch a video profiling Umbakumba Aged Care and discuss the kinds of services offered and how this helps their clients

### Resources – What will I need?

- Umbakumba Aged Care video  
<https://www.youtube.com/watch?v=abhDRdKbIII>
- Butcher’s paper, whiteboard, blackboard or electronic whiteboard
- Copy of graphic organiser for each student

### Lesson plan – What do I need to do?

1. Introduce students to today’s lesson:  
 What: find out about the ways a local community organisation helps people in the community.  
 How: watch a video and have a class discussion  
 Why: learn more about the ways people help the community
2. Draw the following table on the board.

What workers did	How this helped the older people

3. Hand out copies of the graphic organiser. Explain that while watching the video they will need to focus on what the aged care workers do.
4. Show students the video
5. Either in small groups or as a class, identify the things the workers did. List these in the first column

6. When finished, ask students to identify how what the workers did helped the elders in the video. Use an example to get students started: making food – gave the older ladies something to eat. Especially useful if ladies are too old to cook for themselves). Add this to the second column.
7. Ask students to consider “What would happen to the older people in Umbakumba if the aged care centre did not exist?”
8. Summary at the end of the lesson: community organisations like aged care facilities exist to help older people who can no longer help themselves

## Part 4: What is active citizenship?

### Objective – What do we want the students to know?

Students will learn about what active citizenship is and think about the ways they could help their community.

### Overview – How will they learn this?

As a class students will work through a series of active citizenship scenarios. They will identify a list of ways to help their community.

### Resources – What will I need?

- Butcher's paper, whiteboard or Smartboard
- Computers with internet connection to show scenarios
- Active citizen digital scenarios from website
- Community map from Part 3
- (optional) copy of Project Plan template for each group

### Lesson plan – What do I need to do?

1. Introduce students to today's lesson:  
What: learning how they can be active citizens and contribute to their community  
How: work on the computer to help a character make the right decisions to help his community, then identify areas of your community that you could help  
Why: helping the community is good for the person and their community. It 'does good' and makes people feel good.
2. Introduce students to the term 'active citizen': someone who actively tries to make their community better.
3. Either in small groups, or as a class, work through the Active Citizen scenarios. Students choose what the character Mike should do.
4. As a class, discuss the different choices Mike has. Ask why some decisions help their community and some don't.
5. Use the community map worked on in Part 3. Ask students to consider what would help their community. You can focus on

specific areas (what would be helpful at the beach: rubbish removal, more stinger signs, more activities for kids, surf lifesaving etc) of the community. Then work your way through key parts of the community or focus on issues (not enough activities for young people) and look at places in the community that could meet these needs.

6. As a class, have students create a list of active citizenship opportunities for their community. If students are having difficulties thinking of ideas, in the course materials there is a series of videos about different people helping their community.
7. Students form teams and decide on a community activity to complete. This can get them started on their enterprising project. If so, they will need to work through the enterprising project plan template.
8. Summary: an active citizen is someone who tries to make their community better and help those around them.

## Part 5: Community project

### Objective – What do we want the students to know?

Students will work on a teacher-directed or student-directed project that will help their community

### Overview – How will they learn this?

Students identify an activity that helps their community, carry this out and record their progress. They reflect on the ways this activity is useful to their community.

### Resources – What will I need?

- Dependant on activity students have chosen. May include an excursion to somewhere outside the school. Supplies like food, water etc. may be required
- Digital cameras
- Computers or printed photos and paper to create photo story of active citizenship activity

### Lesson plan – What do I need to do?

1. Over one or more sessions, students work through the community activity they chose earlier. Students and/or teacher keep notes for each part of the activity, from planning to finishing. Keeping records for each student is recommended.
2. Introduce the activity: creating a photo story of the community activity. Show students an example photo story. Highlight how the photos follow in time order and the captions under key images, telling the story of what has happened.
3. Show students either a digital or paper version, depending on the format the students will use. Show students how to put together their photo story (using printouts and glue, and paper or software).
4. Students create their photo stories. This could be done as a class or in small groups.
5. Show the finished photo stories on the classroom wall
6. Ask students to reflect on what they did. How did it help? Would they do the same thing again? What would they do differently?