


Subject: Civics and Citizenship



Introduction



Countless resources available online support the embedding of a Catholic perspective into lessons across a wide range of school subjects. Some of these resources explicitly mention the teachings of Jesus and refer to scripture but most draw on the rich tradition of Catholic Social Teaching simply by virtue of the subject matter involved, their fostering of particular values and encouragement of learners' consideration of various ethical standpoints, without overt reference to religion at all. Regardless, the integration of key principles of Catholic Social Teaching across the curriculum strengthens and underlines the religious life and identity of Catholic schools.

In these grids, resources for English, Geography, Mathematics and Science learners in P-10 have been selected and arranged according to year level. They have been drawn from, in the main, Caritas, the Global Education Project and the Edmund Rice Centre. The grid shows which principles of Catholic Social Teaching are reinforced by each resource, a brief overview of the activities and the Australian Curriculum content and skills that are incorporated therein.




After finding the phase of schooling in which they teach (Early Years, Lower Primary, Middle Primary, Upper Primary, Lower Secondary or Middle Secondary), users may select a learning area in the right-hand column and find suitable activities on that basis or, alternatively, decide on a principle of Catholic Social Teaching they would like to cover, and identify which learning areas might be supported through the activities suggested.





Activity	Curriculum
Middle Primary (3-4)	
<p>Human Dignity</p> <p>Explore the idea of God-given dignity or worth. (Define dignity; discuss its source; feed discussion into word cloud or artwork; read scripture verse; meditate or reflect on its meaning)</p> <p>Explore the implications of God-given dignity. (Discuss need to respect others; write diamante poem based on scripture; read comic; discuss the role of a home in dignity)</p> <p>Explore how a home provides a sense of dignity. (Read comic; Brainstorm what home provides; initiate wondering about whether everyone has a home and whether this is fair; discuss situations of unfairness)</p> <p>Explore responses to situations where people's dignity is not upheld. (Introduce learning about Brazil; read cartoon; what do / could / should we do when we see injustice?; read scripture and explain what it behoves us to do; discuss some ways in which love can be expressed; connect small local action with work of Caritas)</p> <p>http://www.caritas.org.au/learn/catholic-social-teaching/educational-toolkit/middle-primary-resources/dignity-of-the-human-person</p>	<p>Year 4 Civics and Citizenship</p> <ul style="list-style-type: none">Work in groups to identify issues, possible solutions and a plan for action (ACHCS019) 



<p>Stewardship of Creation</p> <p>Explore how God is revealed in the activity of the Holy Spirit- creation, Church and the human experience. (Consider a special place; Think-Pair-Share on 3 questions; Explore God's presence in creation' Read / view dreaming story; Explore spirituality of and/or feelings evoked by nature; read scripture; Create poster of favourite nature scene.)</p> <p>Explore accounts of creation in Genesis and begin to understand that they have the capacity to make choices and these choices have consequences. (Read comic; discuss sacred creation and God's wishes; discuss the fine balance of life on earth; discuss rubbish and habits; create an anchor chart; connect to God's presence in creation).</p> <p>Demonstrate ways of living in harmony with and caring for God's creation. (Read comic on Sao Paulo's rubbish problem and solution; discuss cause and lessons of situation; discuss consumerism in relation to special places nominated earlier)</p> <p>Consider a way to work together towards a solution to one environmental issue in the school or community. (Discuss problem and solution process; design a school-wide campaign)</p> <p>http://www.caritas.org.au/learn/catholic-social-teaching/educational-toolkit/middle-primary-resources/stewardship-of-creation</p>	<p>Year 4 Civics and Citizenship</p> <ul style="list-style-type: none"> • Work in groups to identify issues, possible solutions and a plan for action (ACHCS019) 
<p>Subsidiarity and Participation</p> <p>Explore the decision making systems in their school communities. (Read comic and discuss questions; generate list of decision-makers)</p> <p>Explore the decision making process and begin to reflect on the role of conscience. (Read comic; discuss what students think of the process depicted and their own experiences of similar; Create visual representation of structures; Discuss nature of leadership)</p> <p>Analyse decision making makes life easier for the poor using the example of Caritas Australia's work in the favelas of São Paulo, Brazil. (Orientate Sao Paulo; read comic; complete Think-Pair-Share on given questions; Complete PMI about process of change; explain rights and responsibilities; generate list of rights; discuss role of government)</p> <p>Students explore their role in the community. (Examine our role in problem-solving; emphasise responsibilities; read scripture; connect actions of youth in Brazil case study with potential actions of young people in school or local community; create 'What can I do' chart; present response in comic strip form.)</p> <p>http://www.caritas.org.au/learn/catholic-social-teaching/educational-toolkit/middle-primary-resources/subsidiarity-and-participation</p>	<p>Year 3 Civics and Citizenship</p> <ul style="list-style-type: none"> • How and why decisions are made democratically in communities(ACHCK001) • How and why people make rules (ACHCK002) • Why people participate within communities and how students can actively participate and contribute (ACHCK003) 
<p>Upper Primary (5-6)</p>	



<p>Preferential Option for the Poor</p> <p>Explore current personal understandings of justice. (Display editorial cartoon and conduct See-Think-Wonder discussion; Use 3Ts routine; Introduce inquiry question on justice for the poor; collect list of student questions and display)</p> <p>Investigate Church text teachings on caring for the poor. (Display and deconstruct excerpt from <i>Populorum Progressio</i> or alternative; discuss implications; paraphrase)</p> <p>Draw on Scripture and their own experiences of love and compassion to consider ways they can live and act. (Discuss understanding actions of Caritas; read mandate; discuss what this reveals; conduct group research task; read scripture passage and discuss in relation to research; complete consequences chart)</p> <p>Explore how we are all connected in the quest for justice for the poor (Review editorial cartoon; discuss meaning of 'preferential option for the poor'; conduct sentence starter activity or answer questions to be presented visually)</p> <p>As a class or individually, generate questions they still have about justice for the poor.</p> <p>http://www.caritas.org.au/learn/catholic-social-teaching/educational-toolkit/upper-primary/preferential-option-for-the-poor</p>	<p>Year 5 Civics and Citizenship</p> <ul style="list-style-type: none"> • The key values that underpin Australia's democratic system of government (ACHCK022) • Why people work in groups to achieve their aims, and how they can express their shared beliefs and values and exercise influence(ACHCK027) 
<p>Human Dignity</p> <p>Explore the Biblical principle that dignity is God given. (Use 'snappy words' to tap into existing understanding; discuss self-worth; conduct think-pair-share; create anchor chart or graffiti board etc;)</p> <p>Explore the connection between dignity and rights. (Discuss personal experience of self-esteem; view editorial cartoon; conduct think-see-wonder; discuss and reveal quote on cartoon; write senryu poem)</p> <p>Explore further the connection between dignity and rights (Read parts of provided script excerpt; use PP to introduce UN Convention; discuss; display illustration; use now-then-later routine; discuss further questions)</p> <p>Discuss how people can uphold the dignity of others. (Explain responsibility to help protect rights; watch 'be more' clip; discuss; write one-sentence statement and display)</p> <p>http://www.caritas.org.au/learn/catholic-social-teaching/educational-toolkit/upper-primary/dignity-of-the-human-person</p>	<p>Year 5 Civics and Citizenship</p> <ul style="list-style-type: none"> • The key values that underpin Australia's democratic system of government (ACHCK022) • How laws affect the lives of citizens, including experiences of Aboriginal and Torres Strait Islander Peoples (ACHCK025) 

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

<p>Stewardship of Creation</p> <p>Identify issues of misuse and mismanagement in the environment. (Define 'steward' and explore source of stewardship; Explain principle – all creation; discuss relationships; emphasise God's self-revelation in humankind)</p> <p>Consider that the respect people show for nature and for all people is an expression of our relationship with God. (Investigate OT scriptures; consider implications using 'if... then' strategy; discuss God's requirements of humanity)</p> <p>Explore God's calls to us to act courageously in issues of environment justice. (Consider editorial cartoon; conduct Think-Pair-Share; discuss effect of individual choices on community; read and clarify Papal speech; Use RAPS strategy; illustrate paragraph; conduct 'Connect-Extend-Challenge' routine)</p> <p>Demonstrate and reflect on ways in which humanity can exercise stewardship. (Consider editorial cartoon and suggest appropriate speech bubbles; explain need for concern for poor; Prompt synthesis with work of Caritas; option – view suggested mockumentary)</p> <p>http://www.caritas.org.au/learn/catholic-social-teaching/educational-toolkit/upper-primary/stewardship-of-creation</p>	<p>Year 6 Civics and Citizenship</p> <ul style="list-style-type: none"> The obligations citizens may consider they have beyond their own national borders as active and informed global citizens (ACHCK039) 
<p>Subsidiarity and Participation</p> <p>Explore decision-making structures and possible consequences of decisions on self, other and environment. (Consider editorial cartoon, deconstruct and discuss using 'what makes you say that?' routine)</p> <p>Consider how Christian decision-making involves reflecting on the teaching of Jesus. (Review Brazil case study and pose suggested questions as well as considering Matthew's gospel account of the Golden Rule)</p> <p>Consider how Christian decision-making involves reflecting on the teaching of the principles of subsidiarity and participation. (Conduct 'slogan vote' activity in which students choose statements that best characterise their views on subsidiarity and participation; these are summarised; create posters or virtual billboards)</p> <p>Students illustrate their thinking around issues of government and citizenship. (Re-draw aspect of editorial cartoon based on the principle explored to demonstrate understanding of concepts; complete 'connect-extend-challenge' routine).</p>	<p>Year 5 Civics and Citizenship</p> <ul style="list-style-type: none"> The key values that underpin Australia's democratic system of government (ACHCK022) The roles and responsibilities of electors and representatives in Australia's democracy (ACHCK023) The key features of the Australian electoral process (ACHCK024) 
<p>Common Good</p> <p>Explore the importance of Christian values in community. (Consider editorial poster; conduct 'Think-Pair-Share'; create T-chart on behaviour and impact; consider classroom behaviours and guidelines)</p> <p>Make connections between Biblical teaching and living in community. (Discuss what Scripture says about working together; read suggested passages; summarise; generate class list; contrast with what is depicted in the cartoon)</p> <p>Make further connections between Biblical teaching and living in community. (Read passage from Corinthians; identify benefits of working together; list examples of students' respective communities and their benefits; review case study and discuss)</p> <p>Demonstrate an appreciation of interdependence in community. (Paraphrase and discuss Paul VI quote; complete 'Think Pair Share'; conduct 'if... then...' exercise)</p> <p>http://www.caritas.org.au/learn/catholic-social-teaching/educational-toolkit/upper-primary/common-good</p>	<p>Year 5 Civics and Citizenship</p> <ul style="list-style-type: none"> Why people work in groups to achieve their aims, and how they can express their shared beliefs and values and exercise influence(ACHCK027) <p>Year 6 Civics and Citizenship</p> <ul style="list-style-type: none"> Who can be an Australian citizen, the formal rights and responsibilities, and shared values of Australian citizenship(ACHCK038) 


<p>Solidarity</p> <p>Explore the values of just leaders. (Review part of comic; display poster; complete 'Think Pair Share'; review leadership qualities; complete values worksheet with discussion; complete leaders' values mapping activity; create large collaborative Y chart)</p> <p>Students investigate the call from Jesus for Justice. (Consider Christian leadership, incorporating scripture and Caritas PP; explain works of mercy; conduct pair work to find examples; consider global application, using resources provided; review definition of solidarity; discuss just leadership and solidarity)</p> <p>Students design a personal leadership covenant. (Create presentation on Christian leadership using suggested digital media and focus questions)</p> <p>Students participate in experiences of journaling and the Examen. (Explain the examen and lead individually or in a group)</p> <p>http://www.caritas.org.au/learn/catholic-social-teaching/educational-toolkit/upper-primary/solidarity</p>	<p>Year 5 Civics and Citizenship</p> <ul style="list-style-type: none"> • The roles and responsibilities of electors and representatives in Australia's democracy (ACHCK023) • The roles and responsibilities of key personnel in law enforcement and in the legal system (ACHCK026) 
<p>Stewardship, Subsidiarity, Preferential Option for the Poor, Human Dignity: Disaster Preparedness</p> <p>Students investigate different kinds of disasters to develop an understanding of their causes, effects, and the types of assistance people and communities need to recover. They also explore how disaster preparedness can help to reduce the impact of disasters and build hope and resilience for the future.</p> <ul style="list-style-type: none"> • Activity 1: When disaster strikes • Activity 2: Disaster preparedness • Activity 3: Earthquake preparedness • Activity 4: Researching disasters and risk reduction 	<p>Year 4 Civics and Citizenship</p> <ul style="list-style-type: none"> • The roles and responsibilities of the three levels of government, including shared roles and responsibilities within Australia's federal system (ACHCK036) <p>Year 5 Civics and Citizenship</p> <ul style="list-style-type: none"> • The purpose of government and some familiar services provided at the local level (ACHCK011) 
<p>Stewardship, Human Dignity, Preferential Option for the Poor, Common Good: Food For the World</p> <p>Students investigate the types and amounts of foods eaten around the world, and the environmental, economic, political and cultural factors that affect access to food. They develop an understanding of why some people in the world have more than enough to eat, while others struggle to have the basics for survival, and explore ways people could work together to achieve food security for all.</p> <ul style="list-style-type: none"> • Activity 1: What is food security? • Activity 2: Food around the world • Activity 3: Understanding food insecurity • Activity 4: Investigating rice • Activity 5: Rice and rice products • Activity 6: Food for all 	<p>Year 6 Civics and Citizenship</p> <ul style="list-style-type: none"> • The obligations citizens may consider they have beyond their own national borders as active and informed global citizens (ACHCK039)  

<p>Human Dignity, Participation, Common Good: Inclusion and opportunity</p> <p>Students learn about the Convention on the Rights of the Child and the Universal Declaration of Human Rights. They investigate the impact of unequal treatment or discrimination and examine ways of ensuring that everyone's rights are equally valued and protected.</p> <ul style="list-style-type: none"> • Activity 1: Children's rights • Activity 2: Opportunities for girls • Activity 3: Right to participate • Activity 4: Equality and discrimination 	<p>Year 5 Civics and Citizenship</p> <ul style="list-style-type: none"> • The obligations citizens may consider they have beyond their own national borders as active and informed global citizens (ACHCK039) <p>Year 6 Civics and Citizenship</p> <ul style="list-style-type: none"> • How laws affect the lives of citizens, including experiences of Aboriginal and Torres Strait Islander Peoples (ACHCK025) • Who can be an Australian citizen, the formal rights and responsibilities, and shared values of Australian citizenship(ACHCK038) 
<p>Landmines</p> <p>Students investigate the use of landmines and other explosive remnants of war and their impact on people's lives and human rights. They learn about the international campaign to ban landmines, ways of helping people injured by mines to rebuild their lives, and how the work of individuals, communities and projects at a global level can all make a difference.</p> <ul style="list-style-type: none"> • Activity 1: Learning about landmines • Activity 2: Stepping out • Activity 3: International mine action <p>Related activity</p>	<p>Year 5 Civics and Citizenship</p> <ul style="list-style-type: none"> • The obligations citizens may consider they have beyond their own national borders as active and informed global citizens (ACHCK039)
<p>Human Dignity, Preferential Option for the Poor, Subsidiarity: Microfinance</p> <p>Students use mathematical skills to develop understanding of the poverty cycle and critically evaluate how borrowing to run a small business, microfinance, works.</p> <ul style="list-style-type: none"> • Activity 1: Trapped in the poverty cycle • Activity 2: Operating a small business • Activity 3: Microfinance • Activity 4: Making microfinance multiply • Activity 5: Funding microfinance 	<p>Year 5 Civics and Citizenship</p> <ul style="list-style-type: none"> • The obligations citizens may consider they have beyond their own national borders as active and informed global citizens (ACHCK039) 
<p>Lower Secondary (7-8)</p>	

<p>Preferential Option for the Poor</p> <p>Explore the concept of fair sharing through personal experiences. (Display poster; view film eliciting small group responses; generate response discussion using Placemat proforma; use suggested online tool/s to record and display class members' responses; introduce inquiry into nature of just world)</p> <p>Explore current understandings of justice. (Define 'preferential' and 'poor', perhaps using Visuwords; consider God's dream for just world; suggest ways in which this has been shared and what it looks like; explicit teachings of prophets; find Prophetic literature and identify aspects of justice canvassed therein; read Caritas Australia's Vision statement; discuss in relation to Caritas film.)</p> <p>Investigate God's dream for a just world – what is the preferential option for the poor? (Read Good Samaritan; connect to meaning of 'preferential option for the poor' and God's dream; brainstorm who the poor are today, locally and globally, perhaps using Bubble.us; use causes and consequences chart provided; pose reflection question; research Caritas project and complete Comparison worksheet)</p> <p>Explore how we are all connected in the quest for justice for the poor. (Explain pursuit of justice and Jesus' vision of right relationship and how we should act as a result; explain the nature of a motto; students design motto encapsulating commitment to 'preferential option for the poor' and how they wish to live it out; present in visual format)</p> <p>http://www.caritas.org.au/learn/catholic-social-teaching/educational-toolkit/secondary/preferential-option-for-the-poor</p>	<p>Year 7 Civics and Citizenship</p> <ul style="list-style-type: none"> How Australia's legal system aims to provide justice, including through the rule of law, presumption of innocence, burden of proof, right to a fair trial and right to legal representation (ACHCK050) How values, including freedom, respect, inclusion, civility, responsibility, compassion, equality and a 'fair go', can promote cohesion within Australian society (ACHCK052) 
<p>Human Dignity</p> <p>Explore the idea of God given dignity and worth. (Watch first part of Caritas dignity film; view and discuss given quotes; write a headline for this CST principle; introduce the inquiry; display poster)</p> <p>Explore what dignity means in everyday life (Watch second part of Caritas dignity film; small group responses to film based on prompts; use 'connect, extend, challenge' worksheet – compile questions on large piece of paper for display; reflect on meaning of dignity)</p> <p>Explore how we should honour each other's worth by upholding each other's rights (Thoughtstorm what is needed for a good life; use Caritas worksheet to introduce UNDHR; differentiate wants and needs; categorise list; discuss Brazil case study objectives as basic human needs)</p> <p>Take up God's invitation to show his love to others – to love and care for myself and others. (Use MYST thinking routine to develop an action plan for promotion of dignity)</p> <p>http://www.caritas.org.au/learn/catholic-social-teaching/educational-toolkit/secondary/dignity-of-the-human-person</p>	<p>Year 7 Civics and Citizenship</p> <ul style="list-style-type: none"> How values, including freedom, respect, inclusion, civility, responsibility, compassion, equality and a 'fair go', can promote cohesion within Australian society (ACHCK052) How national identity can shape a sense of belonging in Australia's multicultural society (ACHCK067) <p>Year 8 Civics and Citizenship</p> <ul style="list-style-type: none"> The freedoms that enable active participation in Australia's democracy within the bounds of law, including freedom of speech, association, assembly, religion and movement (ACHCK061) 

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<p>Stewardship of Creation</p> <p>Consider God's creation and our responsibility to look after it. (View first part of Caritas Stewardship film; read Genesis 1 and 2 and discuss implications; Use slides, natural environment and Think-Pair-Share to meditate on nature; point out Pope Francis' questions about responsible care of creation; illustrate nature psalm; introduce inquiry; display poster)</p> <p>Learn about looking after creation – respecting people. (View rest of Caritas Stewardship film; display slide and lead discussion; use text to prompt connection between care of creation and respect for others; we're all connected game)</p> <p>Explore Stewardship (Create short film; brainstorm questions and discuss)</p> <p>Work towards developing a moral conscience – 'be green' (Understand the power of our consumer choices; explain how conscience works; investigate how Jesus demonstrated behaviour towards others; complete Caritas 'decision-making' worksheet; add three new elements to show informed use of power)</p> <p>Decide what we can do? Being green and being ethical consumers. (Illustrate decision-making flow chart using one of a variety of modes suggested)</p> <p>http://www.caritas.org.au/learn/catholic-social-teaching/educational-toolkit/secondary/stewardship-of-creation</p>	<p>Year 7 Civics and Citizenship</p> <ul style="list-style-type: none"> How values, including freedom, respect, inclusion, civility, responsibility, compassion, equality and a 'fair go', can promote cohesion within Australian society (ACHCK052) 
<p>Subsidiarity and Participation</p> <p>Rights and Duties (View Caritas 'Subsidiarity and Participation' film; introduce church teaching on rights and responsibilities (resting on human dignity); prioritise and rank rights from list on slide 1 from two perspectives; use 'what makes you say that' routine to justify; introduce inquiry and display poster)</p> <p>Who's in charge? Understanding the system. (Explain diagram on slide 3; complete 'levels of rights' worksheet to connect personal, social and institutional rights)</p> <p>How people in positions of authority have to care for people, and how we contribute through participation (Explore necessity of care from people in authority and our contribution to that through participation; re-watch a section of film, then use thinking routine outlined to identify and evaluate actions that might make a situation fair)</p> <p>Understandings of injustice – when should we act? (Scripture hunt on Jesus' understanding of injustice; debrief and connect to Caritas' work in Brazil and Catholics' moral duty to challenge injustice)</p> <p>http://www.caritas.org.au/learn/catholic-social-teaching/educational-toolkit/secondary/subsidiarity-and-participation</p>	<p>Year 7 Civics and Citizenship</p> <ul style="list-style-type: none"> The key features of government under the Australian Constitution with a focus on: the separation of powers, the roles of the Houses of Parliament, and the division of powers (ACHCK048) <p>Year 8 Civics and Citizenship</p> <ul style="list-style-type: none"> The freedoms that enable active participation in Australia's democracy within the bounds of law, including freedom of speech, association, assembly, religion and movement (ACHCK061) How citizens can participate in Australia's democracy, including use of the electoral system, contact with their elected representatives, use of lobby groups, and direct action (ACHCK062) 

<p>Common Good</p> <p>Defining the Common Good. (View section of Caritas 'Common Good' film; use 'connect – extend – challenge' routine as outlined; introduce inquiry; display poster)</p> <p>Common Good in Scripture: Loving your neighbour and working as one. (View section of film; explain that common good is enshrined in Jesus' teachings; scripture hunt; complete scripture hunt worksheet; create three-window comic to illustrate)</p> <p>Social exclusion - discrimination. (View section of film; discuss given questions on threats or obstacles to the common good in various contexts; define discrimination; pairs write one-sentence description / headline; explain difference between prejudice and discrimination; discuss powerful and powerless in video)</p> <p>Christian attitudes towards prejudice and discrimination (Review principle of dignity; groups devise short drama to enact Bible verses provided; complete Caritas discrimination worksheet)</p> <p>What can I do for the good of all – family – school – society (social and political action) (Technology brainstorm; use presentation to explore how social media can be used for greater good; view part of film and discuss given points; small groups identify and blog about aspects of their own lives that need transformation)</p> <p>http://www.caritas.org.au/learn/catholic-social-teaching/educational-toolkit/secondary/common-good</p>	<p>Year 7 Civics and Citizenship</p> <ul style="list-style-type: none"> How values, including freedom, respect, inclusion, civility, responsibility, compassion, equality and a 'fair go', can promote cohesion within Australian society (ACHCK052) <p>Year 8 Civics and Citizenship</p> <ul style="list-style-type: none"> The freedoms that enable active participation in Australia's democracy within the bounds of law, including freedom of speech, association, assembly, religion and movement (ACHCK061) <p>See also Year 9 Civics and Citizenship</p> <ul style="list-style-type: none"> The influence of a range of media, including social media, in shaping identities and attitudes to diversity (ACHCK080) 
<p>Edmund Rice Centre</p> <p>Preferential option for the poor; Common good: Activity 5 - Terms and their meaning</p> <p>Refining understanding of UN Protocols: What is a protocol, what does it mean to ratify one, what protection is Australia supposed to provide, 'non-refoulement', find media articles about rejected asylum claims and investigate http://www.erc.org.au/Resources_for_Schools/ERC_Asylum_Seekers_schools_resource_Activities_for_Students_Mar2015.pdf</p> <p>Preferential Option for the poor; solidarity; human dignity: Activity 6 - Definitions</p> <p>Asylum-seeker Refugee Mandatory Immigration Detention Irregular Maritime Arrival Resettlement An Unauthorised Entrant Bridging Visa E Refugee Status Determination TPV Refugee Convention Non-refoulement Refoulement</p> <p>http://www.erc.org.au/Resources_for_Schools/ERC_Asylum_Seekers_schools_resource_Activities_for_Students_Mar2015.pdf</p>	<p>Year 7 Civics and Citizenship</p> <ul style="list-style-type: none"> How values, including freedom, respect, inclusion, civility, responsibility, compassion, equality and a 'fair go', can promote cohesion within Australian society (ACHCK052) <p>Year 7 Civics and Citizenship</p> <ul style="list-style-type: none"> The key features of government under the Australian Constitution with a focus on: the separation of powers, the roles of the Houses of Parliament, and the division of powers (ACHCK048) How values, including freedom, respect, inclusion, civility, responsibility, compassion, equality and a 'fair go', can promote cohesion within Australian society (ACHCK052)

<p>Preferential Option for the poor; subsidiarity and participation: Activity 7 – A Fact-finding mission</p> <p>Using Fed Gov website, examine tables and graphs to investigate numbers and percentages of immigrants in various categories. Draw conclusions.</p> <p>http://www.erc.org.au/Resources_for_Schools/ERC_Asylum_Seekers_schools_resource_Activities_for_Students_Mar2015.pdf</p>	<p>Year 7 Civics and Citizenship</p> <ul style="list-style-type: none"> The key features of government under the Australian Constitution with a focus on: the separation of powers, the roles of the Houses of Parliament, and the division of powers (ACHCK048)
<p>Subsidiarity & Participation; Solidarity; Common Good Activity 10 - Where do asylum-seekers and refugees make their homes?</p> <p>List three suburbs or towns and label /shade on map</p> <p>http://www.erc.org.au/Resources_for_Schools/ERC_Asylum_Seekers_schools_resource_Activities_for_Students_Mar2015.pdf</p>	<p>Year 7 Civics and Citizenship</p> <ul style="list-style-type: none"> How Australia is a secular nation and a multi-faith society (ACHCK051) How values, including freedom, respect, inclusion, civility, responsibility, compassion, equality and a 'fair go', can promote cohesion within Australian society (ACHCK052) How groups, including Aboriginal and Torres Strait Islander Peoples, express their particular identities, how this influences their perceptions of others, and others' perception of them (ACHCK053) <p>Year 8 Civics and Citizenship</p> <ul style="list-style-type: none"> The freedoms that enable active participation in Australia's democracy within the bounds of <u>law</u>, including freedom of speech, association, assembly, religion and movement (ACHCK061) How national <u>identity</u> can shape a sense of belonging in Australia's multicultural society (ACHCK067) 
<p>Preferential option for the poor; Subsidiarity & participation; Solidarity; Common good Activity 26 - What do you recommend?</p> <p>Make a 10-point plan</p> <p>http://www.erc.org.au/Resources_for_Schools/ERC_Asylum_Seekers_schools_resource_Activities_for_Students_Mar2015.pdf</p>	<p>Year 8 Civics and Citizenship</p> <ul style="list-style-type: none"> The freedoms that enable active participation in Australia's <u>democracy</u> within the bounds of <u>law</u>, including freedom of speech, association, assembly, religion and movement (ACHCK061) How citizens can participate in Australia's <u>democracy</u>, including use of the electoral system, contact with their elected representatives, use of lobby groups, and <u>direct action</u> (ACHCK062) 
<p>Solidarity Activity 27 - Picture book study</p> <p>Read picture books from list provided; create own picture book; review a picture book</p> <p>http://www.erc.org.au/Resources_for_Schools/ERC_Asylum_Seekers_schools_resource_Activities_for_Students_Mar2015.pdf</p>	<p>Year 7 Civics and Citizenship</p> <ul style="list-style-type: none"> How national <u>identity</u> can shape a sense of belonging in Australia's multicultural society (ACHCK067) <p>Year 8 Civics and Citizenship</p> <ul style="list-style-type: none"> How groups, including Aboriginal and Torres Strait Islander Peoples, express their particular identities, how this influences their perceptions of others, and others' perception of them (ACHCK053)

Middle Secondary (9-10)

Human Dignity

Explore the idea of God given dignity and worth.

(Watch first part of Caritas dignity film; use worksheet or Encyclicals app to explore scripture and church teachings that underpin this CST principle to explore the centrality of this principle; use 3-2-1 method to summarise thinking; introduce the inquiry; display poster)

Explore what dignity means in everyday life

(Watch second part of Caritas dignity film; small group responses to film based on prompts; explain that dignity is inherent; students list challenges and realities that threaten human dignity' complete 'Unfair, Fairer' worksheet in small groups; reflect on meaning of dignity)

Explore how we should honour each other's worth by upholding each other's rights

(in groups or pairs, research aspect of 'global issues' page; complete 'problems and solutions' tree; show how Caritas is effecting change; present findings to class perhaps using webtool)

Take up God's invitation to show his love to others – to love and care for myself and others.

(Review lists of challenges; choose one and create an action plan using 'take action' worksheet)

<http://www.caritas.org.au/learn/catholic-social-teaching/educational-toolkit/secondary/dignity-of-the-human-person>

Year 9 Civics and Citizenship

- The key principles of Australia's justice system, including equality before the law, independent judiciary, and right of appeal (ACHCK078)
- How and why groups, including religious groups, participate in civic life (ACHCK079)
- The influence of a range of media, including social media, in shaping identities and attitudes to diversity (ACHCK080)



Subsidiarity and Participation

Rights and Duties.

(View Caritas 'Subsidiarity and Participation' film; introduce church teaching on rights and responsibilities, resting on human dignity; small group work based on Education for Justice worksheet on Rights and Responsibilities with questions to discuss; introduce inquiry and display poster)

Who's in charge? Understanding the system.

(Starter: structure of Australian political system and what each institution is responsible for; complete 'who decides what' worksheet; prepare submission to government body on contemporary issue of injustice)

How people in positions of authority have to care for people, and how we contribute through participation

(Display slide 4 and discuss this principle; questions and answers; groups research and prepare for class debate on topic: 'individuals/institutions should be able to do whatever they like' – examples of points and critical thinking questions are provided)

Understandings of injustice – when should we act?


(Whole class 'tug of war' activity)


<http://www.caritas.org.au/learn/catholic-social-teaching/educational-toolkit/secondary/subsidiarity-and-participation>



Year 6 Civics and Citizenship

- The roles and responsibilities of the three levels of government, including shared roles and responsibilities within Australia's federal system (ACHCK036)



<p>Common Good</p> <p>Defining the Common Good. (View section of Caritas 'common good' film; Think-Pair-Share to summarise principle; display slides 1-5 - students identify link between each image and summary; analyse extent of consistency between class summary and Caritas summary; display slide 6 and read quote which students discuss in relation to the film; cut and paste activity or value line using 'common good statements' cards; introduce the inquiry, display poster)</p> <p>Common Good in Scripture: Loving your neighbour and working as one. (View section of 'common good' film; explain that principle is enshrined in Jesus' teachings; read great commandment and Jesus mission, link to Caritas; students research Caritas vision, mission and values; students in groups discuss list of given points; Read <i>Gaudium et Spes</i> and highlight sections related to common good.</p> <p>Social exclusion - discrimination. (View section of 'Common Good' film; class discussion on threats or obstacles to common good in range of contexts; brainstorm types of discrimination; view TED talk by Chimamanda Adichie ('The Danger of a Single Story'); discuss using given questions; complete Causes and Consequences worksheet; read extract from Corinthians and Think-Pair-Share; create artwork or interactive poster to illustrate 1 Cor 12:26)</p> <p>What can I do for the good of all – family – school – society (social and political action) (Explain nature of shared identity in community and how this is expressed in groups; explain church teaching about relationships strengthening community and communion; watch final section of film; students explain how Youth Empowerment Program is working towards common good in favelas; students create visual representation of community network and identify three areas where they can increase their involvement)</p> <p>http://www.caritas.org.au/learn/catholic-social-teaching/educational-toolkit/secondary/common-good</p>	<p>Year 9 Civics and Citizenship</p> <ul style="list-style-type: none"> • How and why groups, including religious groups, participate in civic life (ACHCK079) • The influence of a range of media, including social media, in shaping identities and attitudes to diversity (ACHCK080) <p>Year 10 Civics and Citizenship</p> <ul style="list-style-type: none"> • The challenges to and ways of sustaining a resilient democracy and cohesive society (ACHCK094) 
<p>Edmund Rice</p> <p>Preferential option for the poor; Common good: Activity 5 - Terms and their meaning</p> <p>Refining understanding of UN Protocols: What is a protocol, what does it mean to ratify one, what protection is Australia supposed to provide, 'non-refoulement', find media articles about rejected asylum claims and investigate</p> <p>http://www.erc.org.au/Resources_for_Schools/ERC_Asylum_Seekers_schools_resource_Activities_for_Students_Mar2015.pdf</p>	<p>Year 9 Civics and Citizenship</p> <ul style="list-style-type: none"> • The key principles of Australia's justice system, including equality before the law, independent judiciary, and right of appeal(ACHCK078) • How ideas about and experiences of Australian identity are influenced by global connectedness and mobility (ACHCK081)

<p>Preferential Option for the poor; solidarity; human dignity: Activity 6 - Definitions</p> <p>Asylum-seeker Refugee Mandatory Immigration Detention Irregular Maritime Arrival Resettlement An Unauthorised Entrant Bridging Visa E Refugee Status Determination TPV Refugee Convention Non-refoulement Refoulement</p> <p>http://www.erc.org.au/Resources_for_Schools/ERC_Asylum_Seekers_schools_resource_Activities_for_Students_Mar2015.pdf</p>	<p>Year 9 Civics and Citizenship</p> <ul style="list-style-type: none"> • The key principles of Australia's justice system, including equality before the law, independent judiciary, and right of appeal (ACHCK078) • How ideas about and experiences of Australian identity are influenced by global connectedness and mobility (ACHCK081) <p>Year 10 Civics and Citizenship</p> <ul style="list-style-type: none"> • The challenges to and ways of sustaining a resilient democracy and cohesive society (ACHCK094)
<p>Preferential Option for the poor; subsidiarity and participation: Activity 7 – A Fact-finding mission</p> <p>Using Fed Gov website, examine tables and graphs to investigate numbers and percentages of immigrants in various categories. Draw conclusions.</p> <p>http://www.erc.org.au/Resources_for_Schools/ERC_Asylum_Seekers_schools_resource_Activities_for_Students_Mar2015.pdf</p>	<p>Year 10 Civics and Citizenship</p> <ul style="list-style-type: none"> • The challenges to and ways of sustaining a resilient democracy and cohesive society (ACHCK094)
<p>Human Dignity; Stewardship; Preferential option for the poor; solidarity: Activity 8 - Why do people leave their homeland?</p> <p>List three reasons</p> <p>http://www.erc.org.au/Resources_for_Schools/ERC_Asylum_Seekers_schools_resource_Activities_for_Students_Mar2015.pdf</p>	<p>Year 9 Civics and Citizenship</p> <ul style="list-style-type: none"> • How ideas about and experiences of Australian identity are influenced by global connectedness and mobility (ACHCK081) <p>Year 10 Civics and Citizenship</p> <ul style="list-style-type: none"> • The challenges to and ways of sustaining a resilient democracy and cohesive society (ACHCK094) 
<p>Solidarity; Preferential option for the poor: Activity 9 - Where do the asylum-seekers and refugees come from?</p> <p>Use Google Earth and a printed map of the world to complete various tasks (labelling, shading, considering routes, optional: calculate distances)</p> <p>http://www.erc.org.au/Resources_for_Schools/ERC_Asylum_Seekers_schools_resource_Activities_for_Students_Mar2015.pdf</p>	<p>Year 9 Civics and Citizenship</p> <p>How ideas about and experiences of Australian identity are influenced by global connectedness and mobility (ACHCK081)</p>

<p>Subsidiarity & Participation; Solidarity; Common Good Activity 10 - Where do asylum-seekers and refugees make their homes? List three suburbs or towns and label /shade on map http://www.erc.org.au/Resources_for_Schools/ERC_Asylum_Seekers_schools_resource_Activities_for_Students_Mar2015.pdf</p>	<p>Year 9 Civics and Citizenship</p> <ul style="list-style-type: none"> • How ideas about and experiences of Australian identity are influenced by global connectedness and mobility (ACHCK081) <p>Year 10 Civics and Citizenship</p> <p>The challenges to and ways of sustaining a resilient democracy and cohesive society (ACHCK094) </p>
<p>Preferential option for the poor; Subsidiarity & participation; Solidarity; Common good Activity 26 - What do you recommend? Make a 10-point plan http://www.erc.org.au/Resources_for_Schools/ERC_Asylum_Seekers_schools_resource_Activities_for_Students_Mar2015.pdf</p>	<p>Year 9 Civics and Citizenship</p> <ul style="list-style-type: none"> • How ideas about and experiences of Australian identity are influenced by global connectedness and mobility (ACHCK081) • The challenges to and ways of sustaining a resilient democracy and cohesive society (ACHCK094) • The influence of a range of media, including social media, in shaping identities and attitudes to diversity (ACHCK080) • The key principles of Australia's justice system, including equality before the law, independent judiciary, and right of appeal(ACHCK078) 
<p>Solidarity Activity 27 - Picture book study Read picture books from list provided; create own picture book; review a picture book http://www.erc.org.au/Resources_for_Schools/ERC_Asylum_Seekers_schools_resource_Activities_for_Students_Mar2015.pdf</p>	<p>Year 9 Civics and Citizenship</p> <ul style="list-style-type: none"> • How ideas about and experiences of Australian identity are influenced by global connectedness and mobility (ACHCK081) • The challenges to and ways of sustaining a resilient democracy and cohesive society (ACHCK094) • The influence of a range of media, including social media, in shaping identities and attitudes to diversity (ACHCK080) • The key principles of Australia's justice system, including equality before the law, independent judiciary, and right of appeal(ACHCK078)