



Teacher Resource

Democracy Year

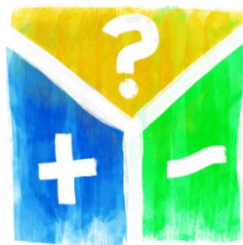
Focus Questions

Discuss the BTN story as a class and record the main points of the discussion. Students will then respond to the following:

1. Which two Greek words does democracy come from?
2. Give at least three examples of countries having elections this year.
3. Approximately how many people are eligible to vote in elections this year?
 - a. 1 billion
 - b. 2 billion
 - c. 4 billion
4. Give an example of another system of government.
5. What do you understand more clearly since watching the BTN story?

Activity: Note taking

Students will practise their note-taking skills while watching the BTN Democracy Year story. After watching the story, ask students to reflect on and organise the information into three categories. What information in the story was positive, negative, or interesting?



Activity: Class Discussion

Discuss the BTN Democracy Year story as a class and record the main points on a mind map with DEMOCRACY in the centre. Use the following questions to help guide discussion:

- What is democracy? Come up with a class definition.
- Where does the word *democracy* come from?
- What are the key features of a democracy?
- What are some threats to democracy?
- What are some other systems of government? Give examples.
- What did the BTN story tell you about democracy in other countries?



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KEY LEARNING

Students will learn more about what democracy is and explore democracy in Australia.

CURRICULUM

HASS – Year 5

The key values and features of Australia's democracy, including elections, and the roles and responsibilities of elected representatives.

HASS – Year 6

The key institutions of Australia's system of government, how it is based on the Westminster system, and the key values and beliefs of Western democracies.

Activity: Glossary

Students will brainstorm a list of key words that relate to the BTN Democracy Year story. Here are some words to get them started.

DEMOCRACY	ELECTION	DECISION-MAKING
RIGHTS	FAIR	GOVERNMENT

Ask students to write what they think is the meaning of each word (including unfamiliar words). They will swap definitions with a partner and ask them to add to or change the definition. Check these against the dictionary definition.

Activity: Democracy Research

Discuss the information raised in the BTN Democracy Year story. What questions were raised in the discussion and what are the gaps in students' knowledge? The following KWLH organiser provides students with a framework to explore their knowledge on this topic.

What do I <u>k</u> now?	What do I <u>w</u> ant to know?	What have I <u>l</u> earnt?	<u>H</u> ow will I find out?

Students will develop their own question/s to research or choose one or more of the questions below. Encourage students to collect and record information from a wide variety of sources and present the information they find in an interesting way.

- What are the benefits of democracy? Is everyone's experience of democracy the same?
- What does it mean to have a free and fair election?
- What are the main challenges facing democracy today?
- What role do young people play in the future of democracy? Investigate the work being done by young activists like Malala Yousafzai and Greta Thunberg.
- What impact does social media have on democracy?
- Compared to some parliaments around the world, Australia's is quite young, but it is based on practices and ideals from parliaments in centuries past. Research the origins of parliament and present your findings in a timeline which highlights significant events.
- Investigate the following statement: Australia is a representative democracy and a constitutional monarchy.
- Investigate the key values that underpin Australia's democratic system of government: freedom, equality, fairness and justice. What does each value mean to you? Why are these values important?

Activity: Australian Democracy

Look at this infographic, [The Story of Our Freedom](#), to get a picture of the origins of democracy and how it has influenced our rights and freedoms today.

Students can then create their own timeline highlighting the main events that led to democracy in Australia. Research the origins of democracy and what democracy looks like in Australia today. Include three significant facts about each event. Reflect on ways in which people in ancient societies were represented and compare to Australia today. Students can watch [Ten Fast Facts about Australian Democracy](#) to help them create their timelines.



Source: [Parliamentary Education Office](#)

Activity: Democratic Values

As a class, discuss the meanings of the key values that underpin Australia's democratic system of government: freedom, equality, fairness and justice. What does each value mean to you? Why are these values important? Write your ideas on post-it notes and share with the class.

What democratic values are important to your school?

- Make a list of values that you think are important in your school community - care and compassion; doing your best; fair go; freedom; honesty and trustworthiness; integrity; respect; responsibility and understanding, tolerance and inclusion.
- Does your SRC already have a set of values? What are they?
- How recently were your SRC values reviewed?
- Hold an all school survey (including students, teachers and parents) to find out what values are most important to your school community. Plot your results on a graph and write a few paragraphs summarising your findings. Provide feedback to the SRC presenting your findings.
- What are your school's key values? Create an eye-catching poster to put up around your school to remind your school community of these values.

Useful Websites

- [Across India in Pictures: Elections in the world's biggest democracy](#) – ABC News
- [History of Democracy](#) – BTN
- [Democracy Day](#) - BTN
- [Australian Democracy](#) – MOAD
- [Democracy](#) – Parliamentary Education Office
- [Democracy](#) – United Nations