



Teacher Resource

Young Mayors Program

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. What was the main point of the BTN story?
2. Who do the young mayors work alongside:
 - a. Local Government
 - b. State Government
 - c. Federal Government
3. What issues are important to the young mayors in the BTN story?
4. Why is it important for young people to have a voice in the community?
5. If you could be the mayor of your town, what would you do?

Activity: Class Discussion

Before watching the BTN story facilitate a class discussion asking students the following question.

If you could be the mayor of your town, what would you do?

In pairs, students will brainstorm what they would do if they were mayor, recording their ideas on a piece of paper. Ask some volunteers in the class to share what they would do if they were mayor.

After watching the BTN Young Mayors Program story, hold a class discussion using the following discussion starters.

- What do mayors do?
- What issues are important to you?
- Complete the following sentence. It is important that young people's voices are heard because...
- How can young people get their voice heard about issues they care about?
- Think of three questions you have about the BTN story.



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KEY LEARNING

Students will explore what their priorities would be if they were mayor. Students will explore ways of becoming more active and engaged citizens.

CURRICULUM

HASS – Year 4

Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions.

HASS – Year 5

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

HASS – Years 5 and 6

Work in groups to generate responses to issues and challenges.

HASS – Year 6

Reflect on learning to propose personal and/or collective action in response to an issue or challenge and predict the probable effects.

HASS – Year 7

Collaborate to generate alternatives in response to an issue or challenge and compare the potential costs and benefits of each.

Use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue and plan for that action.

Reflect on learning to propose personal and/or collective action in response to an issue or challenge, taking into account different perspectives, and describe the expected effects.

Activity: Glossary

Students will brainstorm a list of key words that relate to the BTN Young Mayors Program story. The glossary will help inform students while working through the activities in this resource. Below are some words to get them started.

LOCAL GOVERNMENT	MAYOR	REPRESENTATIVE DEMOCRACY
ENGAGED & ACTIVE CITIZEN	COUNCIL	PRIORITIES

Further activities for students:

- Choose one word/term from your glossary. Find a definition for the word and explore its meaning in more detail. Explain the meaning of the word or term to your classmates. Use examples to help explain the word's meaning.
- Visit the Parliamentary Education Office (PEO) for a [glossary](#) to browse or search the meanings of key parliamentary terms.

Activity: If I were Mayor...

In this activity students will explore what their priorities would be if they were the mayor of their council and come up with a list of their top three priorities. During this activity students will practise communication, decision-making and public speaking skills. Hold a brainstorming session as a class to make a list of priorities and issues that mayors focus on in their job. Below are some suggestions to get you started.

Housing	Education	Buildings & Roads	Environment
Mental Health	Jobs	Community	Transportation

In small groups (4-5 students per group), students will discuss their individual priorities and come up with a list of their top three priorities as a group. Each group should appoint a spokesperson to present their priorities to the whole class. Each group's spokesperson will share their group's top priorities with the class.

Further Investigation

- Were there common themes across the different groups?
- What impact do you think your priorities would have on the community?
- Create a poster that outlines your vision and priorities if you were mayor.

Reflection

- How did this activity make you feel?
- What surprised you when completing the activity?

- Write a short paragraph reflecting on why you believe it is important for all individuals to have a voice in society. Having the right to voice allows people to participate in decision-making, share their experiences, and advocate for change.

Activity: Representative Democracy

In Australia we have something called a representative democracy, which means that citizens choose representatives to make decisions on their behalf. They're our members of parliament, senators, and mayors. It's their responsibility to keep in touch with their voters and make sure their voices are heard on either a national, state, or local level. Learn more about what a [representative democracy](#) is on the PEO website.

Three Levels of Government

Students will investigate the three levels of government in Australia and the responsibilities of each. Watch the Parliamentary Education Office [Introduction to the three Levels of Government](#) video and the BTN [Levels of Government](#) story to learn more about how the levels of government in Australia work.

Additional Resources

Students can test their knowledge of the three levels of government in Australia with this PEO [game](#). After watching the PEO's video, explore the three levels of government—federal, state, and local—with this PEO [classroom activity](#).



Students will investigate who represents them and their views on a local and school community level. Students will use the following to guide them throughout their investigation.

Who represents you in your local council?

Find out which council your school is in and who represents you and your school community.

- Visit the website of your council to do more research and find out who represents you and your school.
- Find more information about the council that your school is situated. On a map locate your school and draw the boundary of your council area.
- What are the responsibilities of local government? Give three examples. For example, local road maintenance, garbage collection, building regulations and land subdivisions, public health, and recreation facilities such as swimming pools.
- Learn more about the mayor of the council and create a profile.
 - Who is your mayor? What is their name and title?
 - What does a mayor do? Make a list of their roles and responsibilities.
 - How do you become a mayor?

Invite the mayor of your council to visit your school to talk about their role and responsibilities.

Alternatively, organise a class excursion to visit your mayor where they work. Prepare a list of questions with your students in advance that they would like to ask the mayor.

Who represents you in your school community?

What makes your school a democratic community?

- Who makes decisions at your school? Give examples.
- What decisions do you make personally?
- How do your school representatives know what you want?
- Who represents you on the School Representative Council (SRC)? Consider joining your school SRC.
- How important is it for us to have good representatives that make decisions on our behalf?
- How can teachers, students and parents have a say in what happens in your school community?

Activity – Active Citizenship

Ask students to brainstorm ideas on the whiteboard about what it means to be an active engaged citizen. Encourage them to think about actions that individuals can take to make a positive impact on their communities.

Individually or in pairs students will discuss and respond to the following questions.

- What issues are important to you in your community?
- How can individuals contribute to positive change in these areas? Think of big and small actions.

Below are some ways that students can become more active and engaged citizens.

Join your SRC

Would you like to have a greater say in your school community? Nominate yourself for your School Representative Council.

Write a letter

Would you like to see an improvement in your local community? Write a letter to the mayor of your council asking for change.

Petition

Would you like to raise awareness about an issue in your school, local community or in parliament? Get involved and have your say by starting a petition.

Run a Class Poll

What's important to your school community? Conduct a poll in your class or whole school to learn more about your community's needs and opinions.

Useful Websites

- [Young Mayors program](#) – The Foundation for Young Australians
- [Three Levels of Government](#) – AEC
- [Levels of Government](#) – BTN
- [Three Levels of Government](#) – PEO
- [Start a Petition](#) – PEO