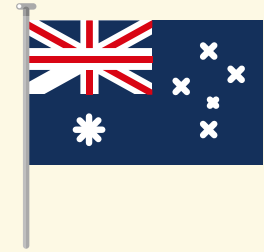




Tax spending and our sense of community



This sequence is intended as a framework to be modified and adapted by teachers to suit the needs of a class group.

Resources needed

- Practice citizenship test
- Deakin University Challenge
- Design and publish a coffee table book – Visualiser
- Citizenship Challenge – Worksheet
- Writing paragraphs in Civics and Citizenship – Model

Suggested activity sequence

Part A: Exploring what it means to be Australian

- 1 Display the 'Australian Citizenship Practice' test on a whiteboard or screen.

Go to immi.homeaffairs.gov.au and search for 'Australian Citizenship practice test' or google 'Australian Citizenship Practice test'.

- 2 Students open and complete the 'Australian Citizenship Practice test'. Invite students to share their results.
- 3 Discuss the types of questions they were asked to answer and whether they believe they were equipped to answer them.

- 4 Display the 'Deakin University Challenge' on a whiteboard or screen.

Go to this.deakin.edu.au/self-improvement and search for 'past citizenship test'.

- 5 Go through the first question and ask students for a response. Select the most popular answer and press next. Read the information that accompanies the answer at the bottom of the page.
- 6 In pairs, students complete the *Worksheet*.
- 7 Pose the discussion question: What do the sample citizenship test questions indicate about the knowledge and values considered to be important to an Australian citizen?
- 8 Set a task for students to write a paragraph explaining: Being Australian; what it means.

Refer students to *Writing paragraphs in Civics and Citizenship – Model*.



Part B: Highlighting examples of governments acting to support a sense of Australian community

- 1 Use the 'Class design brief' on the *Visualiser* to explain that each student will become a graphic designer and will research and design the content of a single page. Discuss examples of possible places, events and institutions that benefit from government funding and could feature in the book such as:
 - Museum of Australia
 - National Gallery of Australia
 - National War Museum
 - NAIDOC in the City – City of Sydney Council
 - Garma Festival of Traditional Cultures
 - National Film and Sound Archive
- 2 Students identify 3 possible inclusions as pages of the book's content.
- 3 From the student-identified possible places, events and institutions, select a page for each student to design and publish so that the book contains unique entries.
- 4 Display the example provided on the visualiser. As a class, deconstruct the example and discuss:
 - the role of the title
 - colour, font and the use of space
 - the importance of an image/images
 - key text about people and the valuing of the Australian community
 - link to further information
 - acknowledgement of government funding.
- 5 Choose a software program that all students will use and explore its functions.
- 6 Identify publishing 'expert buddies' to assist other students.
- 7 As a class, establish and document design criteria. Possible questions to prompt the drafting of criteria include:
 - Should the style of the page reflect the nature of the place, event or institution?
 - Does the key information describe its purposes?
 - Is the page layout clean and simple?
 - Has government funding been declared?
- 8 Using a sample website, students practise locating key information and the steps for copying and pasting text and images (if available, a screen snipping tool can be useful).
- 9 Allocate time for student designing. At points throughout the process, students provide feedback on each other's design by referring to the design criteria.
- 10 Print and assemble the publication.
- 11 Following publication, ask students to reflect and draft a one sentence response to the question:

Why should revenue from taxpayers be used to fund the places, events and institutions highlighted in the book?