



## ***Digital Excursion Program – It’s My Right, Isn’t It?*** **Background information**

Dear Teachers,

Welcome to the Museum of Australian Democracy (MoAD), Canberra. We’re a museum which is located in the iconic Old Parliament House (OPH), home of federal parliament 1927-88. Our mission is to engage Australians in our democracy and how they can have a voice in it. MoAD Learning develops and delivers programs for primary and secondary students and teachers.

Our digital excursion program *It’s My Right, Isn’t It?* closely aligns with the Australian Curriculum (Civics and Citizenship and History Learning areas, see below) for years 8-10.

### **Content of the program:**

*The program runs for approximately 45-50 minutes and will cover the following areas (described briefly below):*

- Kings Hall - we discern students’ current understanding of key terms and discuss freedoms and rights in our democracy. Students participate in a series of True or False questions.
- Press Gallery - we discuss freedom of speech, the media (extending to social media too) - looking at what rights we have here/what restrictions we have and why. We discuss historical and contemporary examples of restrictions to freedom of speech.
- Cabinet Room - we look at freedom of association and challenges to it in contemporary examples and then look at historic parallels like the attempt at banning the communist party in the 1950s.
- The Prime Minister's Office - we look at freedom of assembly - the right to protest (looking at the 1985 Farmers Protest outside OPH) and what this means for others today.
- Activity where students bring together their knowledge from the program to consider ways they may use their freedoms and rights to help create change on an issue they are passionate about.
- End of program out the front of the building - discussion of Aboriginal Tent Embassy and questions.

### **In the program we:**

- Use snippets of sound files from the past to engage the students (historical news broadcasts, voices from past significant figures in OPH history, soundscape recreations of offices in OPH, protests outside OPH etc.)
- Show images of the building and events that have occurred here
- Utilise video footage to show a walk-through of areas of the building
- Have students participate in small group discussions during the program, read out historic speeches and excerpts and interpret primary sources that we provide, as well as participating in a series of true/false activities.

### **How do we do this?**

We connect with your students using the free meeting app Zoom which is loaded onto ONE device and connected to a display such as an interactive whiteboard or TV in your classroom. We will send you through more information about how to prepare your classroom for the program at the time of booking.

### **When is it offered?**

We are currently offering the program on Tuesdays and Thursdays between 10-2pm. Allowances can be made for time zone differences, please be in touch.

### **Cost?**

Free

### **How many students?**

We recommend a class size group for the program, up to 30 students.



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**Pre/post activities** – we have a range of activities to support you and your students in the classroom, available on our website.

If this excursion is of interest to you or your colleagues, I certainly look forward to hearing from you. Also, please feel free to pass this information to other teachers in your network.

**Contact me -**

MoAD - Digital Excursions [DigitalExcursions@moadoph.gov.au](mailto:DigitalExcursions@moadoph.gov.au) OR



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## Australian Curriculum 8.3

### Civics and Citizenship

#### Year 8 - *Government and democracy*

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](#))

- explaining how each freedom supports active participation in Australia's democracy
- discussing how and why 'the bounds of law' can limit these freedoms
- considering the circumstances that can lead to dissent in a democracy
- debating how to manage situations when rights and freedoms are in conflict (for example, whether it should be a matter for parliaments or judges to resolve)

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](#))

- comparing the effectiveness of different forms of participation in Australia's democracy
- exploring how elected representatives can advocate on behalf of citizens
- investigating examples where citizens have taken direct action such as organising a public demonstration or social media campaign
- analysing how opinion polls are conducted and the ways they are used in democratic debate
- exploring the different ways that citizens can participate in and support Australia's democracy through their working lives, such as by serving in the armed services or as a reservist, teaching, representing Australia abroad as a diplomat or aid worker, or joining the police service or the public service

#### Year 9 - *Government and democracy*

The role of political parties and independent representatives in Australia's system of government, including the formation of governments ([ACHCK075](#))

- investigating how the contemporary party system operates in Australia's liberal democracy and how governments are formed in parliament
- discussing the meaning of key concepts such as parliamentary majority, the opposition, hung parliament, minority government
- exploring the role of the Senate and state upper Houses, and the balance of power in these Houses

How citizens' political choices are shaped, including the influence of the media ([ACHCK076](#))

- discussing how social media is used to influence people's understanding of issues

The process through which government policy is shaped and developed, including the role of Prime Minister and Cabinet ([ACHCK103](#))

- investigating the development and implementation of policy and the role of the public service in Australia, including the role of the Prime Minister and Cabinet in proposing policy and the role of parliament in debating it

#### Year 10 - *Government and democracy*

The key features and values of Australia's system of government compared with at least ONE other system of government in the Asia region ([ACHCK090](#))

- categorising the key features of Australia's system of government (for example, democratic elections and the separation of powers) and comparing and contrasting these to the key features found in another country in the Asia region, such as Japan, India or Indonesia

The Australian Government's role and responsibilities at a global level, for example provision of foreign aid, peacekeeping, participation in international organisations and the United Nations ([ACHCK091](#))

- investigating Australia's involvement with the United Nations (for example, representation in the organisation and adherence to conventions and declarations that Australia has ratified)



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## History

### Year 10 – *World War II (1939-45)*

The impact of World War II, with a particular emphasis on the Australian home front, including the changing roles of women and use of wartime government controls (conscription, manpower controls, rationing and censorship) ([ACDSEH109](#))