



Stories from the Bunker – Our Collection

Focus questions

Below are some focus questions to accompany this episode. You can tailor these for your student cohort.

- 1) How might objects in the collection, like the telephone, tell us what Old Parliament House was like when it was a working Federal Parliament? Why is it important that we keep everyday items like these?

- 2) Why might badges be a good way of expressing opinions of important topics? What might you wear a badge for? Have you ever worn a badge or another item (t-shirt) to express your opinion? Discuss/create some badge designs about issues that are important to you.

- 3) What is Freedom of Speech? How do you use your right to free speech at school? What other rights and freedoms do you have living in a Democracy? How do you use these in your daily life?

- 4) Do you have special items at home that celebrate or remember important things to your family? Talk to your family (example Mum, Dad, Aunts, Uncles, Grandparents), and ask them what important items they have that remind them of special things that happened in their lives.

- 5) From the episode, what are some of the different ways that MoAD preserves and protects our collection objects?

Want more?

Teacher Resources – 3 sets of personal collection items:

We have created a set of teacher resources to accompany 3 sets of personal collection items in our collection:

- Neil Baker – Telecommunications technician (for lower primary students)
- Neville Bonner – Australia’s first Indigenous federal parliamentarian (for upper primary students)
- Ann Picot – Activist (for secondary students)

<https://www.moadoph.gov.au/learning/resources/finders-keepers/>

<https://www.moadoph.gov.au/learning/>



Old
Parliament
House

Other MoAD collection items:

We have many other objects in our collection that show how people have expressed their right to free speech or to commemorate special events. Find out more on our [website](#):

Some to examine –

“Petition Book used during the Freedom Ride”

<https://collection.moadoph.gov.au/objects/2013-0017/>

“Stonewall Week 1981 Poster”

<https://collection.moadoph.gov.au/objects/2014-0237/>

“Table Lamp in the likeness of Bob Hawke”

<https://collection.moadoph.gov.au/objects/2011-0071/>

“The Three Wise Monkeys”

<https://collection.moadoph.gov.au/objects/2012-0057/>

““Renew Our Economy With Strong Targets’ Banner”

<https://collection.moadoph.gov.au/objects/2015-0004/>

“Anti-Tony Abbott T-shirt”

<https://collection.moadoph.gov.au/objects/2014-0019/>

You can also have a look at all the **Badges** we have in our collection;

<https://collection.moadoph.gov.au/objects/2014-0019/>

[Wear Your Colours - Protest Badges](#) - A website which contains many of our protest badges under themes to examine with your students



Australian Curriculum 8.3 - Links

Year 5 HASS:

Civics and Citizenship

The key values that underpin Australia's democracy ([ACHASSK115](#))

How people with shared beliefs and values work together to achieve a civic goal ([ACHASSK118](#))

Year 6 HASS:

Civics and Citizenship

The responsibilities of electors and representatives in Australia's democracy ([ACHASSK145](#))

The roles and responsibilities of Australia's three levels of government ([ACHASSK144](#))

The shared values of Australian citizenship and the formal rights and responsibilities of Australian citizens ([ACHASSK147](#))

Year 7 Civics and Citizenship:

The key features of government under the Australian Constitution with a focus on: the separation of powers, the roles of the Executive, the Houses of Parliament, and the division of powers ([ACHCK048](#))

Year 8 Civics and Citizenship:

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](#))