



### **Extension Activities – It’s My Right, Isn’t It?**

Teachers, below you will find some extension activities/stimulus for use with your students - based on the content explored in the program.

*The program explored a variety of rights - the right to freedom of speech, the right to association and assembly. It also examined our responsibilities as active citizens in our democracy - we need to ensure we know what’s going on in society, by following reliable media sources and understanding the decisions being made by government. If we don’t like what we hear and see, then there are ways we can have a say! The following activities will explore some of these ideas further.*

- 1) Consider something in your school or community that you’d like changed/addressed.
  - Brainstorm the democratic processes you may use to help ensure this change occurred - after identifying a problem, what is a solution?
  - Examine the various viewpoints and positions of the differing groups affected by your issue, how will these be addressed/or will they? What may happen if they’re not?
  
- 2) Research a protest that has occurred in the local community or wider Australia.
  - What was it about? Investigate the different perspectives (sides) of those involved.
  - What were people hoping to change by protesting?
  - What result was achieved?
  - What can be learnt from this example about the rights and responsibilities of citizens in our democracy?

Consider the above questions by examining one of these protests that have occurred outside Old Parliament House -

- the Wollongong coal miners and steelworkers protest of 1983 (see Whispers in the Corridor clip, *Smashing Down the Doors*, <https://www.youtube.com/watch?v=TUbzK5c83OM>)
- Farmers against tax increases, Canberra, 1 July 1985- the largest protest outside the building, <https://www.moadoph.gov.au/blog/memorable-marches/>
- Aboriginal Tent Embassy (still present) <https://explore-origin.moadoph.gov.au/timelines/equal-rights#milestone=aboriginal-tent-embassy-opens>



Complete some research into protests that have occurred/are currently occurring in other countries - do these individuals have similar rights, freedoms and responsibilities to those living in Australia? How is their experience similar or different?

3) Analyse objects from MoAD's *Anne Picot Collection* by using activities from the Learning Resource - <https://www.moadoph.gov.au/learning/resources/finders-keepers/>. Anne Picot was an Australian activist and her collection reflects a life spent fighting for the things she believes in. Her badges and T-shirts demonstrate her belief in the need to stand up and be counted. These badges and T-shirts were not collected for the sake of collecting; they piled up as Anne took to the streets for protests over the decades.

4) Investigate a variety of protest badges from the MoAD website - <https://wearyourcolours.moadoph.gov.au/>. Consider whether people still show support for a cause in this way, and what other ways people show support with increasing changes in technology and social media. Conduct further research into the "No Dams" badge and the associated protest within the environmental section of this site. What was the result of this environmental campaign, what values, rights and freedoms were used during this protest and were they used well?

5) Examine a variety of sources and the media coverage of a particular protest. Are different viewpoints of the protest being addressed? If so think about why they are, or if not why they are not, and consider how the portrayal may affect how society thinks about the issue.

6) Using a Green Screen app (for example *Green Screen by Do Ink*), iMotion (stop motion animation) or a movie app such as iMovie – create a media report about a fictional protest which focuses on a particular view-point/or side of the cause.

- Why did you choose this view-point to report on and how did you report it (eg favourably or not?).
- How would the protest be affected by having only this view-point discussed by the media (would it gain more support or not).
- Consider what this may tell us about the power of the media in deciding what they show and what they don't?
- What are some ways you can learn to develop a more critical view of the information you read/listen to in the media; how do you know what you can rely on or not? With your class come up with some strategies.