



## ***Call to Action***

by Tim Bevitt (2017)

### **Teacher Resource**

The following activities are designed to provide flexibility for teachers in the classroom, enabling engagement with the song at multiple levels depending on students' prior knowledge of Australian Democracy.

Each verse is broken into 3 levels of questioning.

1. **Define** – students are asked to define key terms
2. **Think** – students are asked to consider ideas based on their current knowledge and understanding
3. **Discover** – students are asked to complete additional research about a topic

Each verse and their associated questions are separated into individual sections for ease of use. Teachers may use these prompter questions:

- to split song content into small group activities
- to provide extension activities
- as an introduction to Democracy
- as a recap on key features of our Democracy

### **Pre-activity: *Before listening to the song***

Aim – to gauge student current knowledge and understanding of key words

- in small groups have students read through the lyrics for the whole song and identify words they don't understand. Write each word on a separate sticky note. Groups place these sticky notes around the class, in allocated areas for each verse, the chorus and the bridge.
- divide a section of the song to each group, eg Verse 1, and have the group create a glossary for all the words in that verse the class didn't understand (perhaps in a collaborative Google document), and then provide feedback of their learning to the whole class group.

**This song supports content within the HASS Civics and Citizenship sub-strand for Years 5, 6 and 7 of the Australian Curriculum and the Civics and Citizenship strand for Years 7, 8, and 9 of the Australian Curriculum. It also supports the Literacy General Capabilities for Years 5-10.**



<p>“Australia a Federation, a Nation”</p>	<p><b>Introduction</b>  <b>Define</b>  Federation.  <b>Think</b>  When was Australia federated and why?  <b>Discover</b>  What important document was created for Federation, to use when governing Australia?  What changed in Australia because of Federation?</p>
<p><b>V1.</b>  We live here in Australia in our own democracy.  The freedom of speech is ours to say what we believe.  We have the right to justice, to be treated fair and square.  We’ve equal rights and human rights to treat us all with care.</p>	<p><b>Verse 1 paragraph 1 – Democracy</b>  <b>Define</b>  Define democracy.  What are our rights and responsibilities? Where are these written – how do we know about them?  <b>Think</b>  What does democracy in Australia look like?  How do we employ and benefit from our rights and responsibilities every day? Are these rights and responsibilities only for adults, or children too? Do all Australians enjoy these rights and responsibilities?  <b>Discover</b>  How are we linked to the Westminster system of government?  Research the role of the United Nations Declaration of Human Rights, and the Declaration of the Rights of the Child to maintain human rights.</p>
<p>Freedom of election and the process that is run for representative democracy means you can vote for anyone.  Greeks tried an idea through the power of the people,  for citizens to have a say and every say is equal.</p>	<p><b>Verse 1 paragraph 2 - Voting</b>  <b>Define</b>  Representative democracy.  <b>Think</b>  Why is voting important? Who can vote? Why is it important for citizens to have an equal say?  <b>Discover</b>  Explore the creation of the ‘Australian secret ballot’.  Democracy has Greek origins – Demos Kratos (people power). Research why the Greeks changed to this system of government.</p>



<p><b>CH:</b> When we open up, We can step on up, then when speaking up We can start to make a difference When we open up, We can step on up, then when speaking up With every step we're taking a better world we're making the power to be changing's in us all.</p>	<p><b>Chorus – Opening up to Change</b> <b>Think</b> Think of some examples of where you have seen change happen because people have opened up, stepped up, spoken up. Whose voices should/can be heard in our democracy? Does your voice count? How can you have your voice heard? What are some topics/areas that you think Australians need to 'open up' to? <b>Discover</b> Research some key issues from our history where Australians needed to open up, step up and speak up to help change happen, examples include suffrage for women and rights for Indigenous Australians.</p>
<p><b>V2.</b> Our government is broken into three important sections, Parliament, judiciary and executive connected. Parliament debate and vote for laws, executive make them be. Then they need enforcing with the judiciary.</p>	<p><b>Verse 2 paragraph 1 – Government</b> <b>Define</b> Define Parliament, judiciary and executive. What are the roles and responsibilities of each level of government? How do they work together? <b>Think</b> How can you have your voice heard at each level of government? <b>Discover</b> What are the responsibilities of our politicians? How do you become a politician? How are new laws made? Why are they debated? Explore some key figures from our parliament, for example our first female and Indigenous MP, Speaker, PM, Senator, Governor General.</p>



Now when you are a citizen in this Australian land, you need the knowledge and the skills for you to understand.

How you can engage and even question how it's done;  
politics, economy, the law for everyone.

**CH:**

***Verse 2 paragraph 2 – Citizenship***

**Define**

Define citizen.

**Think**

What knowledge and skills would be useful if you were a new citizen?

Are you allowed to 'question'? Why is it important to question? Who or what do you question?

**Discover**

Research the following individuals and consider why 'the law for everyone' is important: Oliver Cromwell and Thomas Muir



**V3.**

So take a look around at what you hear and feel and see.

There are so many ways to take part in democracy. It can be as simple as picking the rubbish off the ground, caring for the environment there, democracy is found.

Welcoming new classmates, looking after friends, Look to the community for ways that never end. ideas come from everywhere and simple ones can grow. Stepping up with passion it could change the world we know.

**CH:**

***Verse 3 - Participation***

**Think**

As a student, what are some ways you can take part in democracy? What are the benefits to you and others when you do participate? Do these ways differ greatly for adults – why or why not? Consider environmental issues that are of concern to you – what can you do about them? Consider ways others have ‘stepped’ up to support a cause and how their passion has helped create change.

**Discover**

Research the damming of the Franklin River and how people helped to create change. There are many environmental issues that people are passionate about – how have they helped create change using people power?



<p><b>V4.</b> Everyone can have a place and free to make their choice. Understanding your identity can help you raise your voice. Who is your community? And what do you believe? If you speak your truth there's no limit to what you can achieve.</p>	<p><b>Verse 4 – paragraph 1 - Identity</b> <b>Define</b> Define identity and community. <b>Think</b> Who makes the changes in a democracy? Who holds the power? Do you think Australia has an identity? What is your personal identity? How can knowing your identity help you raise your voice? Think of some examples. How can we respect each other's identities? Why is it so important to speak the truth in a democracy? Is the truth always spoken?</p>
<p>So value freedom, inclusion, responsibility, civility, compassion, a fair go for you and me. Connecting to each other when we open hands to reach. We can make a better world because we all can learn and teach</p> <p><b>CH:</b></p>	<p><b>Verse 4 paragraph 2 - Rights and Freedoms</b> <b>Define</b> Define the right to freedom, inclusion, responsibility, civility, compassion, a fair go. <b>Think</b> Why do we need to value these rights? What are some ways you can connect with your community to make a change? How can you learn and teach about an issue that you're passionate about? <b>Discover</b> Do all nations share the same rights? How are our rights protected? What do they need protection from?</p>



**Bridge:**

We can make a difference  
This our call, a call to action  
We can change the world  
take an idea, it's gaining traction  
We can make a difference  
People power, a chain reaction  
and that's how we change the world!

**CH:**

**Bridge**

**Define** traction.

**Think**

Consider change you have seen - what was the idea, how did it gain traction, who were the main players, how did people power create change?

**Discover**

Explore some historical events that have gained traction and changed Australia and/or the world. For example, Federation, women's suffrage, reconciliation, Franklin River protest, Indigenous land rights, etc. How was people power used to make change?