Am I an Australian?

Topic description
Students consider different Australian identities and explore what it means to be an Australian. Students reflect on the lives of both famous and personal Australian role models and consider the values they demonstrate. Students then think about how they might be special Australians and set and enact personal goals based on specific values.

Ages
7-years

Explicit values focus
- Care and compassion
- Doing Your Best
- Fair Go
- Freedom
- Honesty and Trustworthiness
- Integrity
- Respect
- Responsibility
- Understanding, Tolerance and Inclusion

KLAs
- The Arts
- Society and Environment
- English

Teaching and learning activities

Getting started

Activity 1
Have students do a Think, Pair, Share, activity, asking them to think about who they believe are some famous Australians and why they are famous? They then discuss their thoughts with a classmate. Ask all pairs to share their discussion with the class. You could write their ideas on the whiteboard or ask a student to volunteer to be a scribe.

Discovering

Activity 2
Introduce students to some famous Australian role models. Some ideas for famous Australians can be found at the Civics and Citizenship website at http://www.civicsandcitizenship.edu.au/cce/default.asp?id=9075. Show pictures of these Australians and read about their lives. You could use a data projector to show this site or have students in small groups access the site from computers. As a class discuss:
- What values did these Australians demonstrate? Consider the following values: Care and Compassion; Doing Your Best; Fair Go; Freedom;
Honesty and Trustworthiness; Integrity; Respect; Responsibility; Understanding, Tolerance and Inclusion.

- How did they demonstrate these values? What things did they do?

You may like to identify a specific value, such as Care and Compassion, and ask a student to identify a famous Australian who has demonstrated this value.

The students then work in small teams to construct a concept map by identifying several values and linking these values to famous Australians who have demonstrated them. See the diagram below for an idea of how to start the concept map.

Alternatively, students could work in small teams and select one famous Australian and construct a concept map illustrating those values this person has demonstrated and examples of how they have demonstrated these values. See the diagram below for an idea of how to start the concept map.
After completing this task, ask the students to display their concepts maps around the classroom. Students rotate around the classroom, looking at everyone’s concept maps, and then complete the following questions.
- Two things I learnt from this activity are …
- Two things I learnt specifically about values are …
- What I enjoyed most about this activity was …

Ask two or three students to volunteer to act as a famous Australian and sit in the ‘hot seat’, one at a time. Each student is interviewed by the other students. For example, to help them work out who the person is, a student in the ‘hot seat’ could be Shirley Smith (Mum Shirl) and the rest of the class ask questions such as:
- Are you still alive?
- Where were you born?
- How did you demonstrate care and compassion?

**Activity 3: Australians Special to Me**
Ask students to think about an Australian who is special to them, such as a friend or family member. They are to create a mind map, recording information in images and words about this person. The software program *Kidspiration®* could be used. Ideas they could consider to include on their mind map is information about:
- Why you care about this person
• The values this person demonstrates
• How they demonstrate these values
• How they do their best in life
• How they are fair
• How they are honest
• How they demonstrate understanding, inclusion and tolerance
• Why I love and respect them

Bringing it together

Activity 4
As a class, sit in a circle and ask the students in what ways each of them are special Australians. Ask them to consider the following questions about themselves.

• How do you speak to others?
• How do you act at school?
• How do you care for your classmates?
• How do you do your best?
• How are you fair?
• How are you honest?
• How do you show responsibility at school?
• How are you respectful with your classmates?
• How do you show understanding?

You could ask the question and then select several students to volunteer their response.

Students then have to select one value (eg Fair Go, Honesty, Responsibility, Care and Compassion, Understanding, Tolerance and Inclusion) and write a response in their journal about how they could demonstrate or improve on this value at home. Each student sets three personal goals to improve their display of this value over one week.

For example, Responsibility:
1. I will feed my pet dog without having to be reminded.
2. I will make my bed every morning.
3. I will make sure I am on time for class.

At the end of the week, each student will reflect on their goals and refine them if necessary.

Teacher notes
The Values Education Curriculum and Professional Learning Resources contain KLA units of work that could complement this lesson.