

Module 3: Participation in the Community

Outcomes

At the completion of this module, you will be able to:

- reflect on your current civics and citizenship practice and identify areas for extension
- make real world connections for student learning through the civics and citizenship curriculum
- make links between students' citizenship practices and their civic knowledge
- design a civics and citizenship curriculum that includes opportunities for civics and citizenship participation.

Purpose

Citizenship participation is an existing dimension of students' lives, rather than something to which they need to graduate. Students who feel they have control over their lives, and the events that affect them, are more willing to participate in communities during their school life and then into adulthood. In this module you will be assisted to make links between the school and its communities by creating opportunities for 'real world' educational outcomes for students. In doing so, you will be empowered to provide students with opportunities for purposeful and constructive participation in their communities. Throughout this module you will be encouraged to reflect on different kinds of citizenship (local, national and global), to think about different kinds of communities, and different kinds of participation and/or activism available to your students.

Aims

The aims of the module are to:

- familiarise you with the dispositions for successful civics and citizenship participation
- engage you in interrogating case studies of good civics and citizenship practice in which students participated in communities beyond the school

- assist you in making connections between stories of good practice and your own school and community contexts
- encourage you to draw conclusions from your learning experiences in this module for your own practice in creating opportunities for student participation in their communities
- provide you with a foundation to create your own program for student civics and citizenship participation.

Structure and content

This module identifies the civics and citizenship education outcomes that students develop through their involvement in communities beyond their schools, and contains case studies of teacher practice in civics and citizenship education. Connections are made between classroom learning and the exercise of citizenship skills and dispositions in school communities.

The civics and citizenship focus of the module outlines the dispositions that students are able to develop or hone by becoming active participants in their communities. You will be required to bear these in mind when interrogating the case studies and developing your own opportunities for student participation in their communities.



Your engagement with this module will be facilitated by the learning model outlined in the introduction. The learning model structures engagement with the module, and constructs the learning experience for you. Designated sections (*) of the learning model will assist you in constructing your own program for student civics and citizenship participation in their communities. You will be required to consider the reasons for student participation in their communities, to work through three case studies in which teachers created opportunities for student civic and citizenship participation, to reflect on your own practice and the opportunities in your curriculum for student participation in their communities, and to develop ways of assessing that participation.

The focuses of the case studies are:

- fundraising to support HIV affected and infected orphans in Africa
- working with a town's historical society to restore local historical artefacts
- participating in public forums considering a proposal for change in the local area that will impact on the environment and the community.

In your consideration of the three cases studies, you will be asked to reflect on how you would:

- identify student interests and dispositions for participation
- build connections between students' existing levels of participation and the curriculum; and connections between the curriculum and opportunities for students to participate in their communities
- explore opportunities for student participation in their communities.

Civics and citizenship education focus

This module emphasises civics and citizenship education skills, dispositions and knowledge, specifically:

- creating and sustaining an interest in the world – social, political and environmental
- fostering a willingness to participate in communities – local, national and global
- raising awareness of social and political issues to make informed choices and decisions
- developing a propensity to take positive civic action to bring about change
- understanding the importance of working collaboratively for the common good to support or counter the behaviours and/or actions of individuals, business and governments
- building a capacity for leadership in the decision-making process
- having an awareness of self-held beliefs and values.

Reflect

Before proceeding, reflect on your current strengths, areas for development, questions that you may have, and ideas in terms of the skills, dispositions and knowledge required to implement a community participation program. You may wish to begin a reflective journal or create a 'parking lot', which can be added to as you engage with this and other modules.

Reflective journals are useful learning tools. You can use your journal to record, illustrate or challenge ideas within the Professional Learning Package.

A parking lot is a graphic organiser that can be used to record your strengths, questions, areas for development and ideas.



Student participation in their communities

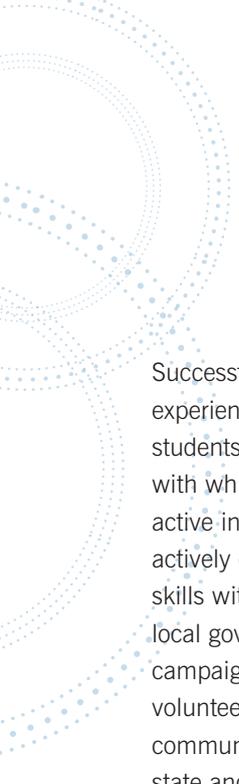
'From the standpoint of the child, the great waste in the school comes from his inability to utilize the experiences he gets outside the school in any complete and free way within the school itself; while, on the other hand, he is unable to apply in daily life what he is learning in school. That is the isolation of the school, its isolation from life.'

John Dewey, American philosopher and educational reformer (1938)

Over seventy years later, the issue raised by John Dewey, of connecting our students to the real world, remains a concern for many teachers in contemporary classrooms. Is civics and citizenship education a possible pathway for resolving this issue, particularly through community participation programs? After all, one of the key goals of civics and citizenship programs is to equip students with civic knowledge and understanding and improve their citizenship

dispositions so they, as citizens, can participate in society. Perhaps the key for successfully engaging students with their communities, in part, comes from the realisation that students are not 'future citizens'; rather they are citizens now who can make significant contributions to their communities today.

In order for students to understand the world in which they live and to participate in the building of strong communities, schools' participation programs need to draw upon students' knowledge of their communities as well as that which is of interest and is meaningful to them. Suzanne Mellor, Senior Research Fellow with the Australian Council for Educational Research (ACER) notes that, 'Students never have any trouble telling you about an issue or concern that is important to them. They never have any trouble telling you why they would like it addressed.'



Successful programs capitalise on students' personal experiences, the media and popular culture to present students with real scenarios and practical problems with which they can engage. Schools need to be active in seeking out opportunities where students can actively demonstrate and extend their participatory skills within their communities such as interacting with local government and participating in awareness raising campaigns, fundraising and service learning (for example, volunteering and community service projects). While community participation programs are often drawn from state and territory curriculum documents, they also need to be set within the broad social context in which students live and go to school so as to be purposeful and of value to their current and future lives.

According to Roger Holdsworth, Senior Research Associate at the Australian Youth Research Centre University of Melbourne, 'We need to look for ways to connect our students to real outcomes. Often the work of students sees no outcome except for the teacher. For example, an assignment, a project, a survey about a community issue. But the only person who sees it is the teacher. The only purpose is to hand it in and get a tick. We need to get our students involved in real things, doing real roles about things they see as important – that have a broader community value that goes beyond the teacher.'

Reflect

What social, political and environmental issues or concerns have meaning and value to your students? Consider ways that you could find out. Make a list of your students' issues and concerns. The issues or concerns may have a local, national or global context.

Collaborate

If you are undertaking a collegial learning activity, use a think-pair-share activity to brainstorm a list of specific opportunities that exist for students to actively demonstrate and extend their participatory skills in ways that have a 'broader community value' (that is, have value beyond the classroom or school).

A think-pair-share strategy enables learners to 'think' first, then to 'pair' with another learner to exchange ideas. The pair then presents to the group, allowing for diverse ideas to be collated.

*Connect

View your state or territory's curriculum documents that are related to civics and citizenship education. Use a highlighter to identify the sections that are relevant to student participation in their communities. Draw up a three-column table. Label the columns 'Curriculum', 'Student issues and concerns' and 'Opportunities for participation'. Fill in the table by collating your responses for this and the previous two tasks.

Case studies

The following case studies showcase different ways in which students can be engaged in their communities, and highlight the different opportunities that might exist in the curriculum for making connections to communities beyond the school.

Reflect/Collaborate

Referring to the civics and citizenship education focus on page 7, use a highlighter to identify the skills, dispositions and knowledge being developed in each of the three case studies below. If you are undertaking a collegial learning activity, consider dividing up this task by focusing on one of the following and sharing your findings:

- the skills, dispositions and knowledge evident in a single case study
- a single skill, disposition or understanding across the three case studies.

Case study 1

(P–12 school in the northern suburbs of Melbourne, Victoria)

Case study 1 is a Year 4/5/6 class at a P–12 school with approximately 1,000 students. The school prides itself on its graduating students leaving with the skills and desire to make a difference to their communities in relation to global and local issues.

Supporting Africa’s HIV/AIDS affected and infected orphans

In 2002, the Year 4/5/6 class was watching the ABC1 television news program for upper primary and lower secondary students, *Behind the News*. The program presents students with current events and issues that are relevant to their world. One particular show aired a segment that exposed students to the plight of children starving in Africa. During a class meeting later that week, one student suggested that the class do something about the issue. A vote was taken and it was unanimously decided that the class would help a group of children like the ones seen on the program through a fundraising effort.

At the time, students were completing an integrated unit on enterprise education and involved in a whole-school literature focus that had a fantasy theme. While there had been no plans to formally address civics and citizenship in the program, the teacher decided to capitalise on the students’ interests and desire to make a difference to the lives of others by aligning this new focus with the existing learning outcomes for the term. The students were to design, make and market a confectionary-type product similar to that in their literary focus *Charlie and the Chocolate Factory*. The teacher also used contacts and arranged for students to be addressed by a nurse who had recently returned from volunteering at a camp for HIV/AIDS affected and infected orphans in Zimbabwe. At a second class meeting, the students voted that the money would be donated to the camp.

Realising that if they raised more money they could help more children, the students suggested that the other senior class also be involved in the fundraising efforts. This suggestion was agreed to with the support of the other teacher. The students wrote to the school council to seek approval for the fundraiser. The council was so impressed with the students' commitment that it pledged a \$250.00 donation. The students were involved in drafting a letter home to parents explaining the fundraiser and the plight of the children in Africa who they were planning to support.

The students raised an impressive \$217.00 on the day and this was combined with the school council donation. Media coverage resulted in a number of neighbouring schools also making a series of small donations. The school decided that the camp for HIV/AIDS affected and infected orphans would be the subject of annual fundraising. Through out-of-uniform days, canteen meal deals, ongoing school council donations and staff luncheons, the school has raised over \$5,000.00 to date.

The project provided opportunities for students to:

- reflect on their values and their responsibilities as global citizens
- participate in processes such as decision making and voting related to a real issue
- develop the skills and dispositions to engage with an issue and interact with their community and take action to effect positive change.

Case study 2

(R–12 school in rural South Australia)

Case study 2 is an R–12 school with approximately 170 students and is situated on the Eyre Peninsula in South Australia. The town of just over 600 inhabitants has a lively civic and sporting life. An important part of the town is its historical society, which has established and runs a pioneer village museum. The historical society maintains many archives relating to the settlement of the district, its inhabitants and civic organisations.

The Local History Project

For many years, the school's Year 9 students have worked with the town's historical society to research the history of the district and its inhabitants. They also undertook restoration projects for pieces of agricultural machinery such as a 1920s milk cart.

The school's Local History Project aimed to:

- give students a significant role as active citizens of their community in a visible and tangible way
- build an awareness of how the history of rural Australia is shaped by overcoming hardship through perseverance, resilience and ingenuity
- recognise how ordinary people can be active, creative and engaged citizens
- develop lifelong skills in literacy and numeracy and skills in research conventions that can be applied in practical ways.

The Local History Project gave students insight into what could be achieved when people worked together. It raised their awareness of how ordinary people could be active citizens, through the efforts of the students themselves as well as their research about the lives of ordinary people who overcame hardship and built a community. As an ongoing project, the students were able to read the research completed by their own parents, many of whom were former students of the school. The Local History Project enabled students to make an active, visible contribution to their community and their families.

The completed projects were presented to town dignitaries including the mayor and representatives of local bodies, such as the Country Fire Service, parents and friends. The projects were then maintained by the historical society as part of its permanent records and were made available for study to members of the general public. The students were involved in the planning and implementation of the restoration project presentations. The success of the restoration projects was reported in the local press.

From a curricular perspective, the Local History Project drew from all four strands of South Australia's society and environment strand – Time, continuity and change; Place, space and environment; Societies and cultures; and Social systems. The students' assessment involved learning logs, meeting stated assessment criteria and an oral presentation to the community at the end of the semester. The success of the program was measured by the students, community members (through the use of questionnaires) and teachers.

Case study 3

(P–10 school in northern Queensland)

Case study 3 is a P–10 school located on Queensland's Cooloola Coast between Bundaberg and Noosa Heads. The school has a population of approximately 500 students with around 25 per cent of the student population being made up of secondary students. The local community relies mainly on fishing and tourism industries. The school uses its location to create learning opportunities that are worthwhile and meaningful to its students.

Marina development versus the environment

When a proposal to develop and extend the local marina was made, a Year 9 unit of work was devised to develop the students' ability to uncover multiple perspectives on a local issue and reach a negotiated and reasoned conclusion.

Students took on the role of local councillors and worked in groups to consider the proposal by a company to develop the area. They ascertained the needs and wants of locals in order to develop a vision for the future of their community. The students used this information together with statistics supplied by a regional development organisation and local planning legislation to develop a set of prioritised and weighted criteria with which to assess the proposal.

The students then booked speakers to present at two forums – one in favour of the proposal to develop the marina and the other against. The speakers that argued the case for or against the proposal included the developer; their environmental scientist; representatives from the chamber of commerce; local beach, net and recreational fishermen; and a representative from a community environmental preservation group.

The students discovered that much of the development was either on crown land or below the high water mark and therefore fell under the jurisdiction of the Department of Transport. The groups used their criteria to decide whether the proposal should be passed by council and reached a justifiable decision. The students invited the mayor and local member of parliament to a presentation of their research, findings and recommendations.

The mayor and the member of parliament assured students that their opinions were important and that, as representatives, they had sought to understand them and take their concerns to council and state parliament. So impressive was the students' understanding of the community and its context, and the impacts of the proposed development, that the mayor invited the students to submit their assignment work as a formal submission to council and to be present when the marina proposal came before council.

Feedback from community members involved suggested that the unit was a great success. Students felt much more comfortable in articulating their opinions as they knew that their work was contributing to their own

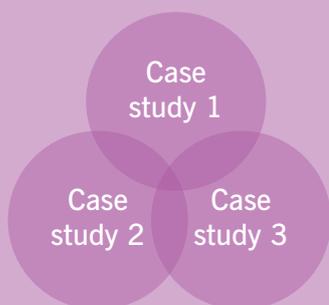
community's future development. The parents reported that the sense of empowerment within their children had improved dramatically through the learning experience.

The unit of work was drawn from the Queensland studies of society and environment strands of Place and space; and Systems, resources and power. It also focused on a number of 'big questions' for students including:

- What is our preferred vision of the future?
- What does our community value?
- How does local government make decisions when there are a variety of contradictory but compelling arguments from different stakeholders?

Construct

Use a Venn diagram to compare the precepts contained in the three case studies. A precept is an underlying teaching or principle that underscores the key messages and deeper learning that has taken place. What do the three case studies have in common? If you are using a reflective journal, record your findings.



A Venn diagram can help you make comparisons. Similarities are shown in the overlapping area and the differences are shown in the areas that do not overlap.

Reflect/Collaborate

Record responses for each of the following questions.

- What beliefs about teaching and learning might the teachers who facilitated the three case studies have? What civics and citizenship education dispositions are demonstrated?
- How are the students being helped to make sense of the world in which they live and to act effectively in that world? How are they being taught to influence political and social systems for the benefit of society?
- What considerations might the teachers have made in relation to their students' backgrounds and the social contexts in which the students live and go to school?

If you are undertaking a collegial learning activity share your responses. What evidence (stated or underlying) is there in the case studies to support your responses?

Reflect/Collaborate

Use a SWOT analysis to identify the civics and citizenship Strengths, Weaknesses, Opportunities and Threats that are apparent in the three case studies. If you are undertaking a collegial learning activity you might like to develop a group SWOT analysis.



A SWOT analysis identifies:

- internal factors (strengths, weaknesses)
- external factors (opportunities, threats)
- positives (strengths, opportunities)
- negatives (weaknesses, threats).

Drawing conclusions

You now have the opportunity to relate your experiences with the three case studies to your community context. Drawing conclusions will help you to identify the key messages – guiding principles, beliefs, values and assumptions – that were woven through the three case studies and led to their success.

The following tasks will assist you in applying what you have learnt from the case studies so that you are better placed – in terms of your knowledge, skills and confidence – to develop and implement a community participation program for your students. You will engage in tasks such as creating a rationale for finding opportunities for student participation, considering the steps involved in planning and implementing a program and completing a SWOT analysis for a unit of work or topic that you are about to implement or have implemented in the past.

Reflect/Collaborate

If you had to report back on the five key messages to someone who had not read the case studies, what would you want them to know? Provide a reason or reasons why each key message is important. Which of the key messages are apparent in your practice and/or programs? If you are undertaking a collegial learning activity share your key messages and reasons.

Use the key messages to create a rationale for finding opportunities for students to participate in their communities. Refer to the rationale when you are evaluating a unit of work or topic for implementation.

First key message

• Reason why it is important

Second key message

• Reason why it is important

Third key message

• Reason why it is important

Fourth key message

• Reason why it is important

Fifth key message

• Reason why it is important

Reflect

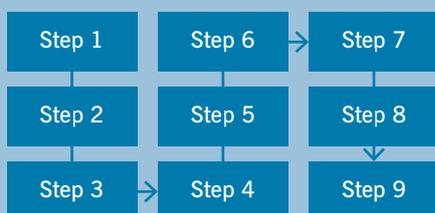
Record responses for each of the following questions.

- What assumptions might the teachers have made about their students' backgrounds, their interests and the things that were important to them? What assumptions can you make about your students? How might you use these assumptions when developing a community participation program for your students?
- Why might the teachers have selected the historical society and the proposed marina development as the focus for their programs? Which aspects of your students' community could be used as a focus for a unit of work or topic?
- How was the media used as a stimulus and as a means for recognising the work of students in the case studies? Which contemporary events or current issues could be used as launching pads for a community participation program for your students?

*Construct

A successful community participation program requires planning. What steps might have been used to plan the activities showcased in the three case studies? At what point might the teachers have referred to their state curriculum documents – at the beginning or at the end of the planning? Why might this be an important consideration? Consider the steps that may have been common to developing and implementing the programs. Use a vertical blending process to record the nine most important steps that the teachers may have taken. If you are undertaking a collegial learning activity, share your vertical blending process. Are the steps similar or different?

Use this tool to assist you in developing and implementing your own community participation program for your students.



A vertical blending process shows a progression or a sequence of steps employed to complete a task such as planning a unit of work or topic. The process is used to obtain clarity in the steps and to communicate these steps to others.

Reflect/Connect

Strengths

Weaknesses

Opportunities

Threats

Use a SWOT analysis to identify the civics and citizenship Strengths, Weaknesses, Opportunities and Threats for a unit of work or topic that you are about to implement or have implemented in the past. What strengths, weaknesses, opportunities or threats do you have in common with the case studies? Annotate the unit or topic by pinpointing the opportunities that exist for individuals to influence social or political systems for the benefit of the community.

If you are new to teaching or do not have a unit of work or topic on hand, go to the 'For teachers' section of the Civics and Citizenship website and complete the SWOT analysis on a lesson plan that you could integrate into your program.

www.civicsandcitizenship.edu.au/cce/teaching_and_learning_activities,9023.html

Scenarios for implementation

When considering how to engage students in a community participation program, Roger Holdsworth, Senior Research Associate at the Australian Youth Research Centre University of Melbourne recommends Student Action Teams. He describes them as 'teams of students who, as part of their school curriculum, adopt a community issue that they care passionately about, research it, decide what needs to be changed or improved, and take action to achieve that. These teams are:

- purposeful: the learning that takes place is seen by students to have immediately useful purposes
- productive: the work that students do produces practical and significant outcomes over and above individuals' own learning, and beyond the classroom.'

Examples of purposeful and productive topics, activities and projects that have the potential to expand on the work illustrated in the three case studies and capitalise on the power of student action teams include the following.

Valuing the community

- Recognising the work of local community 'heroes'
- Engaging in cross-age support programs for younger and older people
- Using online projects that connect students to social issues within their communities and have them respond with positive action; for example, CIVICS: Youth Volunteerism and Service (See 'Resources' for the iEARN Australia online projects website).

Caring for the environment

- Participating in activities such as Clean Up Australia Day, Streamwatch and FrogWatch
- Joining an environment restoration/protection group
- Using online projects that help students to measure their carbon footprint and suggest ways to reduce it; for example, OF(2): Our Footprints, Our Future! (See 'Resources' for the iEARN Australia online projects website).

Acting on global issues

- Fundraising for the International Red Cross (or similar)
- Raising awareness for Amnesty International, including writing letters that seek to bring about universal human rights
- Using online projects that aim to free the world from hunger and malnutrition; for example, Feeding Minds Fighting Hunger (see 'Resources' for the iEARN Australia online projects website).

Developing and implementing a successful community participation program that is both purposeful and productive involves a number of key factors. These factors include having an awareness of your current practice and the needs of your students and the things that they value, having an implementation plan, being forearmed with strategies for overcoming or minimising barriers and having a strong network of community contacts so as to develop partnerships between the school and the broader community.

The following tasks will assist you in auditing your current practice and programs, creating a tool to find out about your students in relation to community participation, preparing an action plan and a document that will help you identify the factors that may help you to drive your program, and the factors that may prevent or slow it down. Importantly, you will consider strategies that will help you to overcome or minimise the negative factors. You will also employ strategies for building a network of contacts from which you and your students can draw.

Reflect

Use the Auditing your practice and program tool (page 54) to monitor your program and practice in terms of providing opportunities for your students to participate in the local, national and/or global community. Each statement needs to be considered in the light of your school context and the age of the students. Such factors influence the degree to which particular statements can be applied and appropriately addressed. Reflect on how you could work on the areas of practice that require attention.

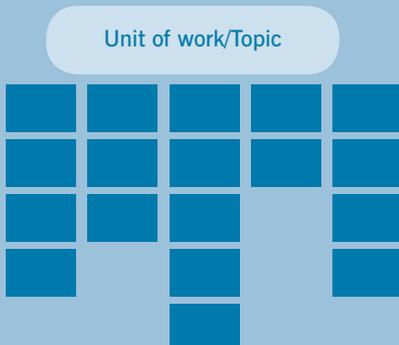
Construct/Implement

What are your students' attitudes towards community participation programs? What are the sorts of things that they value and believe to be important? Are they currently involved in programs outside of school hours? Develop an auditing tool similar to the Auditing your practice and program tool that you could use with your class to find out.

*Construct /Collaborate

Build a network of contacts for the purpose of developing partnerships between the school and the broader community. Use a tool such as an affinity diagram to brainstorm and categorise a list of possible contacts. If you are undertaking a collegial professional learning activity, complete this task in a group. You might also like to complete this task with your students to broaden your list of potential contacts further. Also, refer to the websites listed in the 'Resources' section under the heading 'Collaborating with schools, cultural institutions and the local community'.

Record each known or possible contact for a unit of work or topic on a separate sticky label. Then categorise the list of contacts.



Consider recording the list of contacts and their details electronically as a database to form a ready-reference.

An affinity diagram is a tool for gathering and synthesising large amounts of information.

*Construct/Implement

Create an action plan for a community participation program. Draw up a four-column table with the following headings: What are the tasks? Who will complete the tasks? When will the tasks be completed? What resources are needed? Refer to the vertical blending process you developed on page 51 to assist you in developing your action plan.

What are the tasks?	Who will complete the tasks?	When will the tasks be completed?	What resources are needed?

An action plan is a written document that describes the steps, people and resources (physical, human or financial) needed to develop and implement a program. The action plan also details when a task is to be completed.

*Reflect/Implement

Use a force-field analysis to help you identify the factors that may drive and prevent or slow the development and implementation of your community participation program. Use the deactivating forces to record the possible strategies for overcoming or pre-empting the preventing forces. Draw up a three-column table with the following headings: Driving forces, Preventing forces and Deactivating forces.

Example

Driving force – finding an issue that is meaningful and engaging for students; Preventing force – not having the background knowledge about civic institutions to educate students about how to effect positive change; Deactivating force – seeking out a member of staff who has background knowledge about civic institutions.

Driving forces	Preventing forces	Deactivating forces

Auditing your practice and program

	Strongly disagree	Disagree	Agree	Strongly agree
I publicly acknowledge students who actively contribute to their local, national or global community through their participation in community, volunteer or environmental activities.				
I promote participation in Australia's social, cultural, linguistic and religious diversity in my classroom through the celebration of cultural, local, community and national days.				
I draw upon community resources (people and places) when implementing programs and units of work in order to promote their value and to connect students with their communities.				
I integrate contemporary social, political and environmental issues into new or existing curriculum programs and units of work for my students.				
I foster understanding and acknowledgement of the value of Indigenous cultures so my students can contribute to, and benefit from, reconciliation between Indigenous and non-Indigenous Australians.				
I provide time for students to read newspaper articles and/or watch or listen to news-based television and radio programs, being mindful to present more than one point of view, and follow these up with opportunities for substantive discussion.				
I arrange for my students to collaborate on community and/or global projects with students from other schools (locally, nationally or globally) through the internet.				
I explore avenues for my students to develop the knowledge and practice the skills for addressing issues of local, national or global significance in order to effect positive change.				
<p>I create a learning environment that promotes the enactment of the nine <i>Values for Australian Schooling</i> within and beyond the boundaries of the school fence.</p> <ul style="list-style-type: none"> • Fair Go • Integrity • Doing Your Best • Respect • Freedom • Responsibility • Care and Compassion • Honesty and Trustworthiness • Understanding, Tolerance and Inclusion 				

Monitoring progress/Measuring success

The monitoring of student progress in the area of civics and citizenship education is designed to measure students' civic knowledge and understanding and improve their citizenship dispositions regarding participation in society.

Formal approaches to assessing student knowledge about how to effect change include:

- letters written to members of parliament, local government and editors of newspapers that articulate a balanced and informed opinion about an issue
- quizzes about civic institutions and the strategies that individuals can employ to influence social and political systems for the benefit of society
- research projects that detail findings about an issue and make subsequent recommendations
- modelling, role-plays and simulations that show a depth of understanding about the positive impact student actions can have in relation to an issue
- action plans with evidence of their implementation such as photographs and newspaper reports.

However, measuring the success of student participation in the community can be problematic, as more formal assessment techniques may not reveal what should be a student-driven initiative. Measuring student participation requires less formal approaches for gathering evidence which may include the following.

- Learning logs with students reflecting on their successes and challenges regarding their involvement in a community participation program. Consideration of strategies for capitalising on the successes and strategies for overcoming the challenges next time, or what could have been done differently and why, may also form part of the log. Students could also be asked to reflect on how they have applied their civic knowledge to the community participation program to effect positive change.
- Portfolios that contain student-selected letters of appreciation and certificates of recognition from community organisations.
- Pre- and post-interviews with students (facilitated by students) to gauge the degree to which they feel they have the capacity or power to participate in their communities and make a difference (efficacy).

- Feedback from parents and members of the community through short surveys.
- Rubrics for self- and peer-assessment of students' ability to work in teams. Ideally, the criteria for the rubrics can be developed in consultation with the students. Participation pie charts may be used as a visual alternative or to complement the self- and peer-assessment rubrics, as students reflect on the participation levels of group members and justify their assessments. For example:



Equal participation by group members



Unequal participation by group members

Implement

Review the approaches listed above, and add any additional approaches you have thought of. Decide which approaches best suit your students and the context of your community participation program. Identify the points in time when you will employ the approaches for gathering evidence to monitor progress and measure the success of the community participation program. Implement the approaches.

Reflect

During and at the conclusion of the program reflect on the effectiveness of the approaches you have decided to use. Were you able to continuously monitor progress and therefore intervene if required? Did the approaches capture the level of the program's success? Are there other approaches that could have been more useful to you as the teacher?

If you are using a reflective journal, record your responses.

Resources

The following resources and organisations may be helpful in creating opportunities for student participation in their communities.

Collaborating with schools, cultural institutions and the local community

- Community Builders NSW – Get Organised www.communitybuilders.nsw.gov.au/getting_organised
- Get involved in your community www.communityservices.qld.gov.au/community/getinvolved
- Parent and Community Department of Education Tasmania www.education.tas.gov.au/school/parents
- Strategic Partnerships Program www.education.vic.gov.au/studentlearning/programs/partnerships/programs.htm
- School Industry Partnership www.transit.dest.gov.au

Exploring local, national and global issues

- APEC Education www.apeceducation.edu.au/apec
- Behind the News www.abc.net.au/news/btn
- Global Education www.globaleducation.edna.edu.au/globaled/go
- Central Queensland's Problem-Based Learning Web Portal www.pbl.cqu.edu.au
- iEARN Australia (Online projects for primary and secondary students) www.iearn.org.au/projectr.htm
- National, State and Territory Human Rights teaching and learning material www.civicsandcitizenship.edu.au/cce/human_rights_online_resources,15589.html
- Newspapers and their role in teaching civics in the classroom www.civicsandcitizenship.edu.au/cce/default.asp?id=9342
- Youth at the United Nations www.un.org/esa/socdev/unyin/index.html

Supporting non-government organisations

- Amnesty International <http://sant.amnesty.org.au>
- International Committee of the Red Cross www.icrc.org
- Oaktree Foundation www.theoaktree.org/Splash.aspx
- Stir <http://stir.org.au/stir>
- World Vision – Forty Hour Famine www.worldvision.com.au/40hourfamine
- Wilderness Society www.wilderness.org.au

Celebrating local, national and international days

- Civics and Citizenship Education events calendar http://cmsstage.curriculum.edu.au/cce/events_calendar,14546.html
- Education Network Australia (edna) events calendar www.edna.edu.au/edna/go/events/cache/offonce?nbpath=688

Discovering Democracy units (online): Citizens and Public Life

- Joining In (Middle Primary) www1.curriculum.edu.au/ddunits/units/mp4join-glance.htm
- People Power (Upper Primary) www1.curriculum.edu.au/ddunits/units/up4power-glance.htm
- Getting Things Done (Middle Secondary) www1.curriculum.edu.au/ddunits/units/ms6done-glance.htm

The *Discovering Democracy* units were originally distributed as kits to all primary and secondary schools throughout Australia in 1998.