

Parliament House-*Our House*

HSIE/SOSE Outcome

Explains how various beliefs and practices influence the ways in which people interact with, change and value their environment.

Subject matter focus

Using the *Our House* interactive, students will learn about some of the groups who contribute to the democratic process in Australia.

Implications for learning

In this area of study, students have opportunities to:

- Identify groups who meet at Australia's Parliament House.
- Compare and contrast the groups who meet at Australia's Parliament House.
- Consider current and past use of the site on which Australia's Parliament House is built.

Take home message

Parliament House is a meeting place for Australians contributing to the democratic process.

***Our House* interactive outcome**

Students understand that many groups of people come to Australia's Parliament House and that they come for different reasons.

Using the *Our House* interactive

The *Our House* interactive may be used in the following way:

- View the animation and list the groups depicted.
- Listen to the animation with your eyes closed. Identify the groups by sound.
- Examine each photograph. What do you think is happening?
- List other groups who might use Parliament House as a meeting place.
- List other types of meeting places. Compare and contrast with Parliament House.

Key questions

- If you had to write a definition of a 'meeting place' what criteria would you apply?
- Can you think of a reason why the animation begins with a symbol of Parliament House and an aboriginal campsite? (Links the concepts of current and past use of the site).
- What contribution does each group make to Australian democracy?
- Why is it so important that Parliament House be open to everyone in Australia?
- What or who else comes and goes from the building?

Class activities

- Identify groups from the interactive, that you have encountered (first hand or through someone else). Share with class or a friend.
- If you were to visit Parliament House, would you like to be there as an international visitor (or dignitary); as a member of the Australian public, as a parliamentarian, as a member of the media or as a protestor? Explain your choice.
- Imagine you coming to Parliament House to speak to a committee. Go to http://www.aph.gov.au/committee/inquiries_subject.htm and list three facts about what a committee does.
- Compare and contrast the roles of members of the media, parliamentarians, the public, protestors and visitors at Parliament House. Are the roles essentially the same or significantly different?

- Use the *Our House* interactive to build a diorama of Parliament House showing people coming, meeting and going.
- What if one group were missing? What might be the effect on Australian democracy?
- Think about the people who contribute to the running of other parts of Australian society. Who are they and what contribution do they make? e.g. to schools, sports clubs, volunteer organisations etc.

Reflection

- Decide whether Australia's Parliament House is an effective meeting place.
- Decide whether you think Australia's Parliament House will last for 200 years as it was intended. Explain your answer.
- Can you find out what the word 'Kamberra' means in the language of the Namadji people?

Integration

English: Look in the newspaper for articles that show politicians, the public, the media, protestors or international guests contributing to Australian democracy.

Literacy notes

This study provides opportunities for students to practice listing, explain choices and to compare and contrast ideas.

Resources

Get Parliament, magazine available from the Parliamentary Education Office.

See http://www.peo.gov.au/publications/get_parliament.html

Links

- Video - What is Parliament:
<http://www.peo.gov.au/multimedia/video/whatIsParliament/transcript.html>
- The Parliament of Australia: <http://www.aph.gov.au/senate/general/constitution/>
- Parliament House of Australia's committees page:
<http://www.aph.gov.au/committee/index.htm>