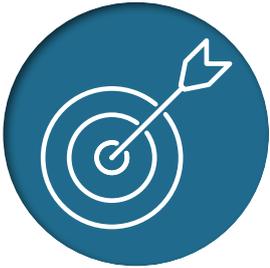




THE WORKDAY REVOLUTION

TOMMY'S JOY: PARTICIPATING IN DEMOCRACY

LESSON PLAN 3/3
YEAR 7-8

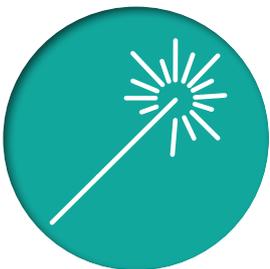


LEARNING GOALS

By the end of this unit, students will be able to:

- Define the concept of democracy
- Understand how lobby groups, interest groups and direct action work
- Find out how to make contact with their elected representative/s
- Understand how Parliament responded to community sentiment in the case of the eight-hour day
- [One personal goal] – students set an individual goal in Portfolio

Students rate current levels of understanding in their Portfolio.



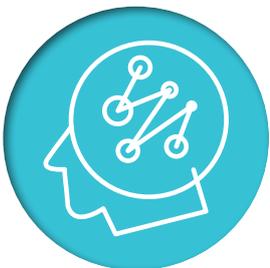
SPARK AN INTEREST

Tommy's Joy

We're now going to have another look at one section from the 'Tommy and The Workday Revolution' video from Lesson One.

Show these videos:

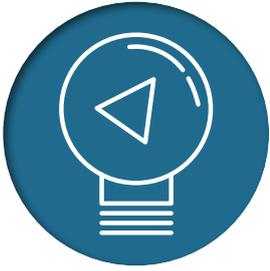
- Play 'Tommy's Joy'
- Play the accompanying 'Tommy's Joy: Students Discuss' video.
- If students need a refresher, play 'Tommy and the Workday Revolution'



LINK TO EXISTING KNOWLEDGE

Discussion questions (pair, small group or class):

1. What do you most enjoy doing after school or on the weekends?
2. If you could change one thing about your local community, what would it be?
3. How would you describe the work/life balance of your family member and other adults that you know? Do you think we have lost the eight-hour day?
4. Why did Tommy's Mum say, "Let's just say, I wish I worked on a worksite"?
5. What are the groups, clubs or societies of which you are a member?
What is the overall aim of the group?



ACTIVATE NEW UNDERSTANDINGS

WHAT IS DEMOCRACY?

Further information and learning activities regarding democratic values can be found here:

<https://www.parliament.vic.gov.au/education/learning-a-teaching-resources/primary-and-secondary>

- See 'Level 5 & 6 Democratic Values' Primary Lesson Plan
- You can also order the #Opinions Count interactive data disc for secondary school students - see the Government and Democracy topics

Show this video:

- <http://www.abc.net.au/btn/story/s4460249.htm> - Defining Democracy

Discussion questions:

1. How do we see the 'rule of the people' alive and well in Australia?
2. What were some of the unfair aspects of the democratic system introduced in Greece?
3. What are some of the values that underpin a democratic system in Australia?
4. As a young person, you are not able to vote until you are 18. What are some other ways you can have your voice heard in Australia as a young person?

Students view Magna Carta infographic website (<https://www.humanrights.gov.au/magnacarta/infographic/>) and complete the 'Democracy Reflection Questions' in their Portfolio.

Answers to Democracy Reflection Questions:

1. Limits on government. Government by consent. The Rule of Law. Justice.
2. Any three of: 1215 Magna Carta; 1679 Habeas Corpus Act (England); 1689 English Bill of Rights (England); 1776 Declaration of Independence (United States of America); 1901 Federation (Australia); 1945 United Nations is formed; 1948 Universal Declaration of Human Rights

ACTIVE PARTICIPATION

Show this video:

- https://www.youtube.com/watch?v=EG_ICin1-Gw - Taking Action

Students complete the 'Active Participation' plan in their Portfolio.

LOBBY GROUPS, INTEREST GROUPS, DIRECT ACTION

Show these videos:

- <http://www.abc.net.au/btn/story/s3340153.htm> - Strike Action
Strike is one example of direct action. The stonemasons went on strike to demand the introduction of an eight-hour day.
- https://www.youtube.com/watch?time_continue=2&v=ZOnBv-ephJo - Lobbying Parliament
Here we see students lobbying for better treatment of horses. The stonemasons united to lobby for the introduction of the eight-hour day.
- <https://www.youtube.com/watch?v=SZlozPBgiG4&index=2&list=PL76E06EB70EFA41DD> - Committees
Here we see the work of Parliamentary Committees. Committees will often receive submissions from interest groups. The Operative Society of the Stonemasons could be considered a special interest group.

Students match the terms below to their correct definition in their Portfolio (Participation Mix-up).

TERM	DEFINITION
Direct action	Actions such as protests, strikes, demonstrations or other forms of public protest that are held in an effort to achieve demands.
Interest group	A group of people that seeks to influence public policy on the basis of a particular common interest or concern. Also known as a special interest group or pressure group.
Lobby group	Lobbying is a process of meeting with MPs and ministers to persuade them to accept and promote particular ideas or interests. Lobby groups are the groups of people who carry out this work. Parliamentarians are frequently lobbied by individuals, groups and organisations, who often present opposing points of view on an issue. A lobby group is likely to be more effective if it can influence a number of voters to support or oppose the government.

CONTACT YOUR REPRESENTATIVE

Students go to this address: <https://www.parliament.vic.gov.au/about/electorates>

Using their home address, students can find their elected representative in the Legislative Assembly (District) and Legislative Council (Region). Clicking on 'view member' will bring up contact details and other information regarding their representative.

Students record the details in their Portfolio. These details will be required in the 'Demonstrate Learning' section of the Portfolio activities.

PARLIAMENT RESPONDS

In 1856, stonemasons participated in their democracy and thanks to their efforts, the eight-hour day was soon a reality for almost all building trade workers.

Nevertheless, as we saw in Tommy's family, women and other workers were not so lucky.

There were many key steps that led to the eight-hour day being 'legislated' (becoming law) in Victoria.

Students design a comic strip visual timeline with the following key events:

- 1859 Charles Jardine Don became one of the first working class members of parliament
- In 1859 Mr Don moved a motion that all government contracts should be worked according to the eight-hour system. It was debated but received limited support.
- In 1869 a petition was presented to Parliament by John Everard (member for Collingwood) with 8,000 signatures.
- James Casey (member for Mandurang) introduced a bill the same day in an effort to 'legalise' the eight-hour day. It was unsupported.
- In 1871 he introduced a Labour Bill, which passed the Assembly but did not progress in the Council.
- John Gardiner (member for Carlton) introduced an Eight-hour Bill in 1883, but it was not debated.
- John James (member for Ballarat East) introduced another bill in 1885, and it passed the Assembly but not the Council.
- The Eight-hours Act passed in the New South Wales parliament in 1916, limiting the working week to 48 hours.

Summarising Discussion:

1. How did the stonemasons actively participate in their community?
2. The stonemasons saw an opportunity to make life better. How could life be better for people in your school or local community?
3. What are some ways you could take action to make the world a better place?
4. Why do you think it was so difficult for members of parliament to make an eight-hour day the law?

