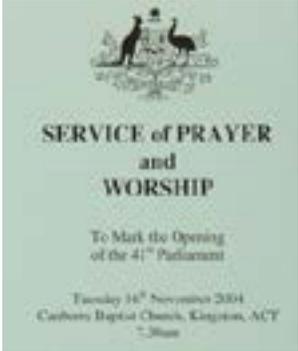
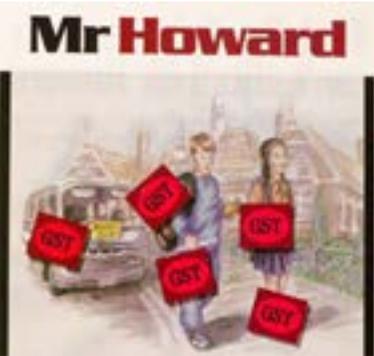


JOHN HOWARD PRIME MINISTERIAL LIBRARY

Exhibition Item	Decision Point Question	C&C Curriculum Relevance	Level of Difficulty
<p>GST Advertising 1998 – 1999 (students watch all 4 ads)</p> 	<p>Which advertisements – those for or against tax reform– do you find most persuasive? Why?</p>	<p>K&U – Year 9 - How citizens’ political choices are shaped, including the influence of the media (ACHCK076 -)</p> <p>Skills – Year 9 & 10 - Critically evaluate information and ideas from a range of sources in relation to civics and citizenship topics and issues (ACHCS097)</p>	<p>Moderate: students identify & respond to persuasive features in the advertisements, but do not require prior knowledge of the 2000 tax reforms that introduced the GST.</p>
<p>Service of Prayer and Worship</p> 	<p>Do you think the tradition of opening a new Australian parliament with a Christian prayer and worship service should continue? Why or why not?</p>	<p>K&U – Year 9 – How and why individuals and groups, including religious groups, participate in and contribute to civic life (ACHCK079)</p> <p>Skills – Year 9 & 10– Account for different interpretations and points of view(ACHCS098)</p> <p>Recognise and consider multiple perspectives and ambiguities, and use strategies to negotiate and resolve contentious issues (ACHCS099)</p>	<p>Moderate: students use pre-existing views and ideas about the role of religion in civic life and Australia’s Christian heritage to discuss a potentially contentious issue.</p> <p>Students may also have to work a little harder to locate this (smaller) item in the collection.</p>

Exhibition Item	Decision Point Question	C&C Curriculum Relevance	Level of Difficulty
<p>Mr Howard's Australian Tracksuit</p> 	<p>Do you think the way a Prime Minister dresses – in Australia, overseas, and in front of the media – matters? Why or why not?</p> <p>If you were Prime Minister, how would you choose to dress?</p>	<p>K&U – Year 9 – The process through which government policy is shaped and developed, including the role of Prime Minister and Cabinet (ACHCK103)</p> <p>The influence of a range of media, including social media, in shaping identities and attitudes to diversity (ACHCK080)</p> <p>Skills – Year 9 & 10 – Account for different interpretations and points of view (ACHCS085)</p> <p>Reflect on their role as a citizen in Australian, regional and global contexts (ACHCS102)</p>	<p>Easy – this is an accessible question that requires students to look at an exhibition item that is eye-catching and easy to interpret.</p>
<p>Traditional dress from Korea</p> 	<p>Imagine Australia wants to offer clothing to world leaders who are visiting us for an important conference.</p> <p>Decide, as a group, what that clothing should look like.</p>	<p>K&U Year 9 – How ideas about and experiences of Australian identity are influenced by global connectedness and mobility (ACHCK081)</p> <p>Skills Year 9 & 10 – Use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue and plan for that action (ACHCS100-)</p>	<p>Easy – students use pre-existing ideas and views about Australian identity to decide how it could be expressed through clothing</p>

<p>Tampa replica items</p> 	<p>Imagine that your group is the Cabinet – the top decision-making group in the Australian Government.</p> <p>Decide how you will respond to a boat that is headed towards Australian waters. There are 200 asylum seekers on board, including children, who are in need of food, water and medical attention.</p>	<p>K&U Year 9 – The process through which government policy is shaped and developed, including the role of Prime Minister and Cabinet (ACHCK103)</p> <p>K&U Year 10 – The Australian Government’s role and responsibilities at a global level, for example provision of foreign aid, peacekeeping, participation in international organisations and the United Nations (ACHCK091)</p> <p>Skills Year 9 & 10 – Use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue and plan for that action (ACHCS100 -)</p>	<p>Hard – groups that already have some knowledge of and interest in Australian refugee policy will be best placed to discuss this question.</p> <p>The question is also difficult because it requires the group to reach a consensus on a controversial issue.</p>
<p>Photo of families mourning the Port Arthur Massacre</p> 	<p>The Port Arthur Massacre received a huge amount of media attention.</p> <p>How much media attention do you think mass shootings should receive? Should the coverage focus more on the shooter or the victims? Why?</p>	<p>K&U year 9 – The influence of a range of media, including social media, in shaping identities and attitudes to diversity (ACHCK080)</p> <p>K&U year 10 – The challenges to and ways of sustaining a resilient democracy and cohesive society(ACHCK094)</p> <p>Skills year 9&10 – Account for different interpretations and points of view (ACHCS098)</p>	<p>Moderate to Hard – groups that already have some prior knowledge about the ethics of covering mass shootings in the media (e.g. inadvertently glorifying the offender) will be best placed to answer this question.</p>

<p>Mr Howard's jacket and replica vest</p> 	<p>Decision point:</p> <p>Many gun-owners who attended the rally at Sales felt that the new laws treated them like criminals.</p> <p>If you were Mr Howard, would you have worn a bullet proof vest to address the unhappy crowd at the rally? Why or why not?</p>	<p>K&U Year 9 – The process through which government policy is shaped and developed, including the role of Prime Minister and Cabinet (ACHCK103)</p> <p>K&U year 10 – The challenges to and ways of sustaining a resilient democracy and cohesive society(ACHCK094)</p> <p>Skills year 9&10 – Recognise and consider multiple perspectives and ambiguities, and use strategies to negotiate and resolve contentious issues (ACHCS099)</p>	<p>Hard – To get the most out of this discussion, groups would need to be able to pick up on some subtleties that may not be completely clear if their only context is the item and the item description (e.g. they would need to see the potential of the vest to offend the crowd, who already feel they are being treated as criminals).</p>
<p>“Public Education Can't Afford the GST”</p> 	<p>Mr Howard introduced the GST five years after stating that it would never be a policy of his government.</p> <p>Should the public be able to take promises made by politicians seriously?</p> <p>If you were Prime Minister, would you always keep your word, or sometime change your mind?</p>	<p>K&U Year 9 – The process through which government policy is shaped and developed, including the role of Prime Minister and Cabinet (ACHCK103)</p> <p>Skills year 9&10 – Account for different interpretations and points of view (ACHCS098)</p>	<p>Moderate – allows for ethical thinking & discussion of the role of a leader but does not require detailed understanding of the 2000 tax reform that included the introduction of the GST.</p>

<p>Mr 18% magazine cover</p>	<p>Imagine that you are the Leader of the Opposition in Australia. A pre-election poll has revealed that only 18% of Australians would like to see you as their future PM.</p> <p>Would you keep trying to become Prime Minister, or would you step down as Leader of the Opposition? Why or why not?</p>	<p>K&U year 9 – The role of political parties and independent representatives in Australia’s system of government, including the formation of governments (ACHCK075)</p> <p>How citizens’ political choices are shaped, including the influence of the media (ACHCK076 -)</p> <p>Skills year 9&10 – Critically evaluate information and ideas from a range of sources in relation to civics and citizenship topics and issues (ACHCS097)</p>	<p>Moderate – To fully understand this question and answer it well, students would need to understand who the Leader of the Opposition is and how government is formed in the House of Representatives.</p>
<p>US firefighter helmet</p>	<p>Why is it important to honour and remember people who work in the emergency services?</p> <p>Would you consider a career as a first responder (for police, fire or ambulance?) Why or why not?</p>	<p>Skills year 9&10 – Reflect on their role as a citizen in Australian, regional and global contexts (ACHCS102)</p>	<p>Easy – personal focus</p>
<p>ID tags belonging to Australian soldier</p>	<p>Why is it important for Australian troops to wear their ID when serving overseas?</p> <p>Would you consider a career in the Australian Defence Force? Why or why not?</p>	<p>Skills year 9&10 – Reflect on their role as a citizen in Australian, regional and global contexts (ACHCS102)</p>	<p>Easy – Simple object interpretation followed by a question with a personal focus</p>