



**Religious
Education**
Curriculum P-12
ARCHDIOCESE OF BRISBANE

Religion and Ethics

E1 The Australian Scene

Supporting Resources for
the QCAA Applied Syllabus -
Religion and Ethics

Support Resources for
P-12 RE Curriculum, Years 11 and 12

Elective 1: The Australian scene

The Australian scene

Context

Attitudes to religion and spirituality in Australia are diverse. This unit will examine the place of the Catholic Christian tradition in Australia. It allows students to investigate cultural and religious diversity and critique the apparent contradictions and stereotypes that are present in Australia today.

Consider showing the introductory You Tube clip as unit overview [The Australian Scene](#)

Spend approximately 2 weeks for each of the three Content Areas.

1. Generate a survey through Survey Monkey or 365 Form (Choose: *Anyone with this link can respond* or *Collaborate*) to be used to gather data
2. Encourage students to create a Media Log throughout this unit.

Core content 1: Australia's Diversity (R) (P)

1. Who calls Australia home?

- Statistics on historical and contemporary populations of Australia
- Citizenship Understandings
- The Value of Diversity in Australia
- Extending Knowledge: Refugees and Asylum Seekers

2. What is important to Australians?

- Cultural Values – Perceived and Changing Perceptions
- Stereotypes – Examine and Critique
- Holidays and Rituals – Religious and Secular that celebrates or isolates diversity

3. How does Australia handle diversity?

- Land – attitude and connection
- Racism – inherent underlying attitudes
- Policy – government response to cultural diversity

4. Deepthng Knowledge: Media and Diversity

- Media – portrays and responds to cultural diversity

Core Content 2: Australia's Religious Diversity (S)

1. Religion in Australia

- Statistics – religious diversity
- Media Attitudes - examine, critique and reflect on the attitudes media's attitudes about religion.
- Emerging Trends - investigate emerging trends in religion and spirituality in contemporary Australia.

2. How did it all begin?

- Indigenous Spiritualities - deepen understanding about the Dreaming stories from different groups of Indigenous Australians.
- Arrival of Christianity – effects of Christian religions on the Australian Colonies
- Arrival of Other Religious Traditions - how world religions other than Christianity had their beginnings in Australia.

3. How does Australia culture interact with religion?

- Ritual and Pilgrimage -view examples of the ways in which contemporary Australians interact with religion.
- Religious Phenomena in Australia – Catholicism (largest) VS Buddhism (fastest growing)
- Australianising Religion – how religions and culture interact in the Australian landscape

4. Deepening Understanding: Early Catholic Mission

- Different viewpoints about the effects of Missions on Aboriginal people in colonial Australia.

Core content 3: The Influence of Religious Diversity in Australia (R) (S)

1. Religions impact on Education, Health, Welfare

- Contribution of the Catholic Church – impact on essential services
- Aid and Development – Australasia and Pacific regions
- Adversity through Diversity - analyse responses of various religious groups to crises and times of adversity.

2. Religion and its influence on cultural values and debate

- Reconciliation and Other Issues of Justice – Catholic understanding and response to for a future Australia
- Moral Dilemmas and Law - investigate the involvement of religion in various moral issues
- Scandals and Skeletons - examine some controversial issues associated with religion in Australia

3. Australia tomorrow

- Emerging Spirituality - consider the future of spirituality and religion in Australia.
- Living Sustainably - examine the contribution of churches towards sustainable living in Australia.
- Living in the Asia-Pacific - contribution religion makes to meeting Australia's responsibilities in the Asia Pacific region.

4. Deepening Understanding: Interfaith Dialogue

- Explore the value of interfaith dialogue in contemporary Australia

Core Content Area 1 (CCA 1): Australia's Diversity

Select activities in order to complete Core Content Area 1 (CCA1) within the recommended teaching time of two weeks.

1. Who Calls Australia Home?

Lesson 1.1 Statistics

In this introductory lesson students can investigate the diversity of people that make up Australia. Showing [YouTube clip](#) as overview for students.

1. Create a survey on the diversity of the population demographic of Australia. This can be used as a data source.
2. Encourage students to create a Media Log for this unit. (See Useful Resources)

Students are to investigate the diversity of Australian people select from the following learning activities:

1. Students:

Access the website on Population Demographics of Australia.

- locate and examine the percentages and statistics on immigration
- list three significant or interesting facts or points of difference
- discuss with a partner (and with the class) what you think could be the reasons for the differences.

Discuss the following statement from *The Australian Multicultural Advisory Council People of Australia (2010)*: ... in 2010, one in four or 25% of Australia's 22 million people were born overseas and 45 per cent were either born overseas or have a parent who was:

- design and implement a survey to determine whether your class demographic is similar to this Australian statistic. Refer to examples of survey questions.
- Complete this activity independently or as a whole class. An extension of this activity could involve the gathering of data using digital social networking, beyond the class.
- interpret your results by calculating the percentage of students. For example:
 1. Percentage born overseas = (Number of students born overseas x 100)/ Number of students surveyed
 2. Percentage with one or more parent/s born overseas. Calculate as above.
- conclude whether the class is representative of the diversity of the country. Students explore why or why not the class statistics reflect the overall Australian statistics.
- Students consider what other information might be required to explain the class statistics.
- Students and teachers, further exploration of the sites on this page provides excellent information and insights into the diversity of Australian peoples.

Lesson 1.2 Citizenship

In this lesson students will critique the Australian Citizenship test by examining the underlying values.

1. Consider using an extending knowledge lesson available for this area on [Refugees and Asylum Seekers](#).
2. Familiarise yourself with [Wordle](#), a digital tool that facilitates key word searches within existing documents.

Students are to critique the Australian citizenship test select from the following learning activities:

Access and explore the [Australian Citizenship](#) webpage.

- Review the citizenship test and examine your own 'Australian-ness' by completing the [Practice Tests](#)
- Critique the results with other members of the class.
- Create a [wordle](#) using the citizenship test text
- As a class, analyse the cultural values and beliefs that underpin the citizenship test by examining the

created Wordle and answering the following questions:

- What are the dominant values presented in the text?
- What values seem to be silenced or absent?
- Did it surprise you the number of questions relating to religion? Why?
- Do you think this is a valid way of determining citizenship? Why or Why not?
- Design 5 more questions that you think an Australian must be able to answer to be a 'good' citizen, as defined by parameters of the current test. For example: What side of the road do you drive on in Australia? Or what is an aboriginal word for koala? Or what did Caroline Chisholm do?

Lesson 1.3 Value of Diversity

In this lesson students can explore the effects of diversity on the Australian way of life.

1. Utilise the Persuasion Map (a digital tool for organising arguments) and Half Class Debate Strategy.

Select from the following learning activities:

Pros and Cons Listing. Discuss, as a response to the following statements:

- It is the mongrel dog that generally proves healthier than the thoroughbred. (Tacey D, 2000 p. 247)
- Multiculturalism is an appropriate policy for those residents who hold two sets of national loyalties and two passports. For the millions of Australians who have only one loyalty this policy is a national insult (Geoffrey Blainey, 1988).
- Scott Morrison's (2013) Operation Sovereign Borders was a "zero tolerance" policy directed towards so-called "illegal boat arrivals" in Australia, in conjunction with mandatory detention in offshore detention facilities.

Use the Half Class Debate strategy to debate the following: Allowing people from many other countries to settle in Australia is a good thing.

- Prepare for the debate, by using Persuasion Map to help develop and justify arguments.
- Discuss the arguments as a class, challenging unsubstantiated claims.

Research the cultural heritage of the following: Julia Gillard, Russell Crowe, Fred Hollows, Lachlan Murdoch, Matt Preston, Patrick White, Victor Chang, Munjed Al Muderis.

- Record the contributions they have made to Australia. Discuss how diversity has contributed to the Australian culture.

Critique a political cartoon below by answering the following questions

- What region or people of Australia is represented in the cartoon?
- Is this an accurate or stereotypical representation?
- What is a "Burqa?"
- What is the cartoonist saying about the value of diversity?

Lesson 1.4 Extending Knowledge: Asylum Seekers and Refugees

Students can examine facts and affirm or challenge their own beliefs about refugees and asylum seekers.

1. Determine which resource you will use to present facts about refugees or asylum seekers to students.

To do this it is recommended to review those resources written into the unit and under the Useful Resource.

Consider locating a guest speaker with a personal story about being a refugee or asylum seeker.

2. Be very clear on definitions of terms:

- Refugee: A person fleeing danger in their home nation who tries to find a place where they will be protected from the threats they fear.
- Asylum Seeker: A person who has a well-founded fear of being persecuted for reasons of race, religion, nationality or membership of a particular social group or political party, who is outside their country, is unable or unwilling to return to their country due to fear of persecution and who is not a war criminal.
- Terrorist: A person who engages in the systematic use of violence and intimidation for the purpose of achieving a political, religious, social or economic goal.
- Mandatory Detention: The detention of any person regardless of age, sex or nationality who is unlawfully in Australia.

Lesson Ideas

Select from the following learning activities.

Critique personal knowledge and attitudes about refugees and asylum seekers by:

- completing a KWH around the issue of refugees and asylum seekers in Australia by asking:
 - What do I know?
 - What do I want to know?
 - How do I find out?

View a resource that presents facts about refugees and asylum seekers. Two examples:

- [Asylum Seekers in Australia – What kind of nation?](#)
- [Refugee Myth busting Animation](#)
 - Both clips above are emotive and students are encouraged to use critical literacy skills when viewing.
 - the facts in the clips can be verified at [Multicultural Australia](#).
 - Examine the language that appears frequently in the media are relevant to multicultural Australia, refugees and on HOTWORDS definitions in the above website.
 - From this, write a first draft of a description of an asylum seeker by using this sentence starter:
An asylum seeker is someone who is ...
 - Critique and redraft the description in light of these questions:
 - Does this description apply to all asylum seekers?
 - Where have the ideas for this description come from?
 - What evidence is there to support this description? Is the evidence reliable?
 - Is this description positive or negative?
 - Compare this description with others. Is it similar? Why or why not?

Create a cartoon based on the final draft of the description. Justify the content and style of the cartoon in a small or whole class. Use [Toon Do](#) a digital tool for cartooning.

Review and discuss the following facts based on this question – Can you describe how does this set of facts point about the way Australia is treating refugees.

- "Australia is the only Western country that mandatorily detains asylum seekers whilst their claims are being heard. Asylum seekers who may subsequently be granted permanent residence as a refugee. This assessment can take a number of years. In the meantime, these refugees remain detainees, often in harsh conditions." (www.multiculturalaustralia.edu.au/)
- Australia has been criticised by the outside world for violating the human rights of refugees and asylum seekers. This is in violation of the Universal Declaration of Human Rights in 1948.
- Catholic Social Teaching: dignity of the human person. *All human beings are precious because we are all made in the image and likeness of God. Every human being has dignity and deserves to be respected by other human beings. That means that they should be free from fear of violence and from experiences or social structures that undermine human dignity and development.* (Catholic Social Teaching Statement, 2010)

Examine the cartoon (Inkcinct 2010-464) below on the links below and answer the following questions:

- <https://www.inkcinct.com.au/web-pages/cartoons/past/2010/2010-464--shut-the-door-.gif>
- <https://www.inkcinct.com.au/web-pages/australian/social-general/2010-social-general.htm>
 - How is Australia being represented by the cartoonist?
 - Is this an accurate or stereotypical representation?
 - Who do the people in the boat represent?
 - What attitudes are being challenged by the cartoonist?
 - Create two new captions to replace those in the existing cartoon that offer an alternative viewpoint.

2. What is important to Australians?

Lesson 2.1 Values

Students reflect on the values that underpin Australian culture and way of life.

Familiarise yourself with:

[Flickr.com](https://www.flickr.com/)
[Wordle.](https://www.wordle.net/)

Students identify and reflect on the values that underpin the Australian culture select from the following learning activities:

1. Access [Flickr Creative Commons](https://www.flickr.com/) or other image source.
 - Assemble a collage of 4-8 digital images that represent what you value about being Australian from
 - Insert digital images into a digital presentation format e.g. Windows Movie Maker.
 - Be able to justify your selection of images and the values they represent.
 - Present to groups or the class with justification.
2. Consider and examine the words and use of the Australian National Anthem Advance Australia Fair
 - identify the values and images of Australia that it promotes.
 - Listen to and view the [National Anthem](https://www.australiananthem.com.au/) and answer the following questions as a class or individually:
 - What is the purpose of an anthem?
 - When do you hear it?
 - Why is it sung and not spoken?
 - Why are the players and crowd singing or not singing?
 - How do you feel when you hear the anthem sung?
Research the origin of the Australian anthem.
 - Who wrote it?
 - When was it written?
Critique the words of all the [original verses](#).
 - Why are only verses one and three usually sung? [LINK](#)
Complete the following Cloze activity using words or meanings from the Australian Anthem.

Phrase or term	Meaning
Our home is girt by sea	Australia is an island surrounded by oceans
	Describes Australia as a welcoming country
Wealth for toil	
We are young and free	
	Australia has unique gifts
Advance Australia fair	

Creating a [Wordle](#) identify the values promoted by the words in verses one and three. Discuss as a class

- the relevance of the anthem in contemporary society?
- Consider the values presented or missing, the language used.

3. Suggest what should be included and excluded in a contemporary Australian anthem. [Check this out for inspiration.](#)
4. List Australia's [major national symbols](#) and critique their relevance for today.

Lesson 1.2.2 Stereotypes

In this lesson students examine and critique the stereotyping of Australia and Australians.

Teachers: *Before You Start!*

- Obtain A3 or butcher's paper for drawing purposes.

Students:

For students to critique some Australian stereotypes select from the following learning activities:

1. Form groups of four and divide a large sheet of butcher's paper into four equal parts.
 - Discuss four different stereotypical Australians. Each member chooses one stereotype and complete the following:
 - Illustrate the chosen stereotype identifying name, sex, age, hair and eye colour, skin tone, body type, religion, economic status.
 - add speech bubbles with words or phrases commonly used by the stereotype.
 - Add to your illustration the typical house, family, and food of the stereotype.
 - Add symbols representing activities that the stereotype would do on the weekend.
 - Considering your illustrations discuss as a group if your illustration might change if you were:
 - a farmer in Western QLD?
 - an aboriginal elder in far north QLD?
 - the grandson or daughter of a Vietnamese refugee?
 - an Australian soldier fighting in Afghanistan?
 - living in Tasmania?
 - the Prime Minister?
 - Compare your illustrations with the other groups in the class. List the most commonly identified stereotypical Australian
 - Reflect on and record your response to the following questions: How much am I like the stereotypical Australian? How much am I not like the Australian Stereotype? What are the limitations of using stereotypes to describe a diverse nation?

2. Analyse and critique the analyse and critique the [1984, 2010 tourism campaigns](#) as well as the [2019 tourist campaign](#) for Australia.
 - Identify stereotypical characters and behaviours in both campaigns.
 - Name what is valued as Australian
 - Determine which Australians are silenced?
 - Describe the change in social values and beliefs about Australia and Australians from 1984 to 2010 to now as projected in these campaigns.

Lesson 1.2.3 Holidays and Rituals

In this lesson students can investigate the values that underlie public holidays and the structure and function of ANZAC Day and other public rituals.

Students

For students to examine the structure and function of Australian public holidays and rituals, select from the following activities:

1. Analyse the origin, and purpose of Australia's public holidays.
 - Australia Day,
 - Anzac Day,
 - Good Friday,
 - Christmas Day,
 - Boxing Day,
 - New Year's Day,
 - Queen's Birthday,
 - Labour Day,
 - Show holiday
 - Melbourne Cup
2. Record your findings in a table
3. Choose one word that you think best describes the reason for the day and record it in the table
4. Think about how your family spends each of these days. For your family which of the holidays still holds its original meaning and purpose? Share your thoughts with a partner.
5. As a class discuss the values that underpin the holidays and whether they are still relevant for today. Should they be reconsidered? If there are Christian holidays, should there be other religious holidays?
6. Imagine if the government, as a cost-cutting activity decided to cut back to two public holidays for next year. As a class, choose the two holidays and justify your decision based on what is important to Australians. Can your class government reach a consensus?
7. Research the structure of an Anzac Day ceremony, a Citizenship ceremony and a Catholic Wedding or Baptism ritual. In the Venn Diagram record the similarities and differences of structure and meanings in a diagram.
8. Discuss and brainstorm the class understanding of how separate the church and state are in Australia.

3.How does Australia handle diversity?

Lesson 1.3.1 Land

In this lesson students will investigate the various attitudes and connections to land in Australia.

Teachers: *Before You Start!*

- Consider showing the [four minute slide show of Australian landscapes](#) as a starter.

Students

For students to investigate the diversity of attitudes to land in Australia select from the following activities.

1. View [Aboriginal connection to land](#) which is a six minute video clip of Indigenous Australians and their deep connection to the land.
2. Reflect on the diversity of Australia's landscapes and consider the diversity of people's attitudes towards it. Imagine how you would feel about the land if you were: a farmer, a miner, a bushwalker, a greenie or environmentalist, a landscape artist, a soldier or a forestry worker.
 - Choose one of these and devise a mind map of key thoughts and concepts from their perspective describing what the Australian land means to you. As a class, examine the various perspectives and identify the differences in the way the land is viewed.
3. Consider the responsibilities of the Australian government regarding its responsibilities regarding land ownership, protection and usage. View this six minute clip about a [farmer and his land](#) and discuss the issues about land and the environment that are presented. Here are a few other examples to compare:
 - [Drought 2019](#)
 - [Fire Chiefs Vs Coalition 2019](#)
4. Examine the diverse responsibilities regarding land management of the Queensland State Government at <http://www.ehp.qld.gov.au/>. If you could choose one value that underpins the government's decisions regarding the management of land in Australia, what would it be? Share your opinion with a partner or the class.
5. Read the poem by Dorothea McKellar [My Country](#) and some of the reviews that follow.
 - Jot down some thoughts about your own feelings about Australia and the land compared to this poem. What differences can you identify between you and the poet? Is it inclusive?
6. Participate in a class panel on a rich topic about land management i.e. a section of land west of Toowoomba is going to be flooded to build a dam for flood mitigation. Prior to the panel discussion, students in groups prepare panel responses to the land management issue from the perspective of one of the following:
 - an indigenous teacher,
 - a farmer,
 - a hydrologist,
 - a bushwalker,
 - a greenie or environmentalist,
 - a landscape artist,
 - an existing resident or
 - a forestry worker.

Lesson 1.3.2 Racism

In this lesson students will be encouraged to reflect deeply on their own attitudes to people of other nations and cultures.

Students

For students to investigate the diversity of attitudes to land in Australia select from the following activities:

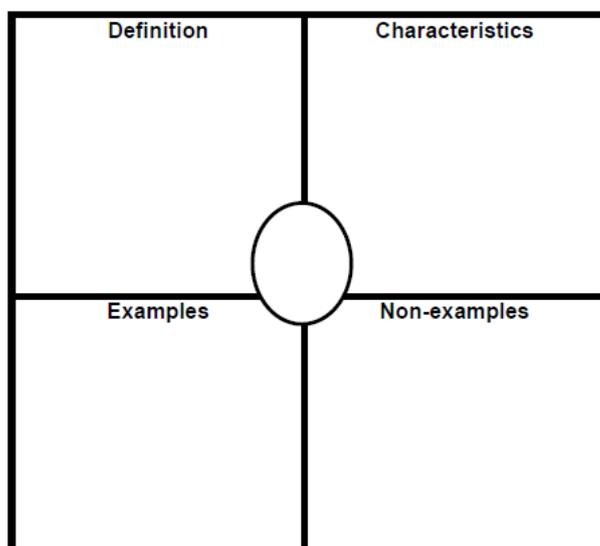
1. Think about this statement. *"What one person considers to be racist is to another just a joke"*. Define the term racism? Use the Frayer Concept Map on the concept of racism:

Frayer Concept Model Strategy

The Frayer Concept Model is an adaptation of a concept map. The framework of the Frayer Concept Model includes:

- ❑ concept word
- ❑ definition
- ❑ characteristics of the concept word
- ❑ examples of the concept word
- ❑ non-examples of the concept word.

It is important to include both examples and non-examples so students are able to identify what the concept word is and what the concept word is not. First, the teacher will assign the concept word being studied and then talk about the steps involved in completing the chart.



In the centre oval of the Frayer Model, students write the concept word. Eg *racism*
(A-Z strategies)

2. Compare your examples and non-examples with a partner and then with another pair. As a class finalise a definition of racism.
3. Reflect on your own attitudes toward the concept of race. Read through the questionnaire at the ["Can you recognise racism?"](#) site answering yes or no to the statements. Think about any question to which you answered no. Compare and discuss with a partner.
4. Discuss as a class what you could do to reduce the level of racism in your community and the world.

Lesson 1.3.3 Policy

In this lesson students will critique policies of Australian governments past and present on cultural diversity.

Teachers: *Before you start!*

- Register for [Time toast](#), a free digital tool to create timelines. An email address is required to register.

Students

For students to examine and critique policies on cultural diversity select from the following activities:

1. Create a class timeline of Australia's immigration policies beginning with the 1850s believed to be the origin of the White Australia Policy.
 - read about the [White Australia Policy](#). Allocate a student or pair of students a year from the following: 1850s, 1901, 1919, 1949, 1957, 1958, 1966, 1973, 1975, 1978. These students

- locate the information about the White Australia Policy and record it on a class timeline either on a wall or electronically using [Time toast](#).
 - Add other related events from 2003 to current day. Use an internet search. Note the changing names of the Immigration Department, which now includes: Home Affairs; Border Protection. [Starting Source](#)
 - Examine the completed timeline and discuss the changing attitude of the Australian Governments about immigration over the time period. What's really changed and what has stayed the same? What are the possible reasons for this that you can identify?
2. Examine a history of the treatment of Aboriginal and Torres Strait Islander people in Australia.
 - Read through the [NAIDOC timeline](#) to gain an initial insight into the issues dealt with and faced by Indigenous people since 1920.
 - Research the Australian Government's approach to social justice and human rights for Aboriginal and Torres Strait Islanders at [The Australian Human Rights Commission](#).
 - Form groups of four. Each member chooses one of the Major Issues to read about.
 - Take brief notes including a description of the issue, what happened in the past and what is happening now.
 - Present your information to the other group members.
 3. Research an issue of diversity and the Australian government's response. Examples: gay marriage, religious diversity and freedoms, LGBTQI

Deepening Understanding

The Media and Diversity

Students can deepen understanding about how Australia handles its diversity by exploring the way the media represents the Australian people.

Students will be utilising their Media logs.

Select from the following activities:

- Review media log.
 - How commonly did articles on diversity appear?
 - Were articles related to certain groups written more favourably than others? Which ones?
 - What can you conclude about the media and the way in which it reports cultural diversity?
- Read the following comments on a story that appeared in the Courier Mail on December 21, 2010

and answer the questions that follow.

Goodwill to all but those in boats

Gordon of Brisbane Posted at 2:07 am December 21, 2010

You know, this is the first intelligent article I've seen in the Courier Mail for a long time. You did fail to mention though, that the negativity spewed out about 'boat people' (not real people in need) is seeded by the Australian. government and propagated by our press (particularly as most of it is owned by Murdoch)! It's no wonder people 'parrot' phrases like queue-jumping, when it has been pumped into our daily language in this way. Queuing is not even an Australian trait, but a British one!

Poor Article of Brisbane Posted at 11:02 am December 20, 2010

And if we don't want Australia to be "enriched" anymore by overseas hoards? What then Mr Syvret? I'd gladly swap you and your Joseph and Mary analogy for an overseas non-queue jumper any day.

- Do the responses agree or disagree with the point of view of the author of the article?
- What is Gordon implying about the press?
- How much do you think people's opinions are influenced by the media? What else affects people's opinions?

Useful Resources

- Survey questions
- Survey Monkey
- 365 Forms
- Media Log
- [Department of Foreign Affairs Teaching Resources](#)
- [Department of Home Affairs](#)
- [Population Demographics of Australia](#)
- [Refugees and Asylum Seekers.](#)
- [Wordle](#)
- [Persuasion Map](#)
- [Beyond the White Australia Policy](#)
- [Multiculturalism: a review of Australian policy statements and recent debates in Australia and overseas](#)
- [SWOT Strategy](#)
- [Political cartoons on Multiculturalism](#)

Core Content Area 2: Australia's Religious Diversity

2.1: What is Religion like in Australia?

Lesson 2.1.1 Statistics

In this lesson students will examine religious diversity in Australia.

Teachers:

1. You may wish to use [Survey Monkey](#) or 365 Forms
2. ABC Compass program [My Generation: Y God?](#) (30min duration)

Students

For students to examine religious diversity in Australia select from the following activities:

1. Brainstorm definitions of religion and spirituality to broaden students' knowledge of diversity beyond cultural to include religious diversity.
2. Take a census of the religious affiliations of the students in the class. This could be done using a survey tool so that the data can be analysed and used for informed discussion.
3. Examine the [ABS statistics](#) from the 1996 and 2016 census on religious affiliation in Australia and answer the following:
 - Which religions are in decline and which religions are growing?
 - What was the total percentage of people in 2016 who were in the no religion or not stated categories? Propose a reason for this. How could you test your proposal? Discuss alternatives.
 - How do you account for the large percentage increase in the eastern religion category? Check the [ABS data](#) for more information.
4. Reflect on the content and discussions from this topic and create a brief response that represents gained understandings of religious diversity in Australia.

Lesson 2.1.2 Media Attitudes

In this lesson students will examine, critique and reflect on the attitudes presented in the Australian media about religion.

Teachers: *before you start!*

- Familiarise yourself with the [Sofia website](#). Understanding the media representation of religious diversity can assist students
- Familiarise yourself with [digital tools](#) for creating cartoons. Here is a starting point.

Students

For students to examine and critique attitudes in the Australian media select from the following activities:

- Examine religious news headlines in the Australian media and in groups of four access the [Sofia website](#).
 - Choose a week to examine from the Religion News tab, ensuring each group chooses a different week. Divide the articles about religious news in Australia for a particular week amongst the group members. Read allocated article(s) and record the following information in a common table with headers:
 - Date,
 - Media type and name,
 - Key content,
 - Opinion or Report
 - Attitude towards religion.

Discuss the findings as a class and determine:

- the most common topics,
- the most prevalent attitudes.
- Synthesise and record the most commonly presented attitudes of the Australian press about religion.
- Using a digital tool create a cartoon to represent the synthesised ideas.

Lesson 2.1.3 Emerging Trends

In this lesson students will investigate emerging trends in religion and spirituality in contemporary Australia.

Teachers: *Before you start!*

- Familiarise yourself with the statements about emerging religious trends in Australia.

Students

For students to investigate the emerging trends in matters relating to religion and spirituality select from the following activities:

- read the following quote and the facts that follow:
 - Australian youth are present in Protestant Mega churches (like Hillsong), Catholic Parishes and among Buddhists and other forms of spirituality. It is unlikely that they will commit to a weekly

event. Youth are event-oriented and spirituality events attract large numbers. Gary Bouma (2006.)

- Over 200 000, mostly young people, attend the [Buddha's birthday festival in Brisbane](#).
- An estimated 400 000 pilgrims attended Mass celebrated by Pope Benedict XVI at Randwick Racecourse in Sydney in 2008 for World Youth Day (WYD). See also [WYD Krakow](#) and [WYD Panama](#)
- 150 000 people made the pilgrimage to attend the Anzac Dawn Service in Turkey in 2015. [100th Anniversary ANZAC Day](#)
- In 2007 the Brisbane Entertainment Centre filled with 15 000 people to hear the Dalai Lama speak.
- 8 000 Australian pilgrims witnessed the canonisation of Mary MacKillop in Rome in 2010.
- Discuss with a partner, whether the statements are enough evidence to support Bouma's statement? What other evidence might be required?
- Reflect upon and discuss with a partner the experience of a recent retreat that you have attended, and identify the elements that, for you, were the most meaningful. For example, being together with your friends, silence, meditation, prayer, affirmation, reconciliation, Mass, etc.
- With a partner, design the ideal retreat experience for your year level. Determine the purpose, location, length of time and activities. Share ideas with the class.
- Predict emerging experiences that will engage and nurture the religious experience and spirituality of Australian young people.

Topic 2.2: How did it all begin?

Lesson 2.2.1 Indigenous Spiritualities

In this lesson students will deepen understanding about the Dreaming stories from different groups of Indigenous Australians.

Teachers: *Before you start!*

- Consider viewing excerpts of the film *Ten Canoes*

Students

For students to further their understanding of Indigenous spiritualities select from the following activities:

- read the following statement about Indigenous spirituality from the [Australian Museum website](#).

Spirituality for Indigenous Australians takes many forms. Its forms and practices have been profoundly influenced by the impact of colonialism, both past and present. Some Indigenous Australians share the religious beliefs and values of religions introduced into Australia from other cultures around the world, particularly Europe. But for most people, religious beliefs are derived from a sense of belonging - to the land, to the sea, to other people, to one's culture. The form and expression of spirituality differs between Aboriginal people and Torres Strait Islanders. Aboriginal spirituality mainly derives from the stories of the Dreaming, while Torres Strait Islander spirituality draws upon the stories of the Tagai. (site updated: 3/6/19)

- Find on the website identified above, definitions or descriptions for these words and answer the question that follows:
 - Dreaming,
 - Dreaming Stories,
 - Tracks of Life,
 - Songlines
 - Rainbow Serpent,
 - Mimi Spirits,
 - Tagai.

- Why do you think there is such diversity in Dreaming stories?
- Listen to some [Dreaming Stories](#) and notice differences and similarities in the stories from different parts of Australia. (Each story is 6-7 mins long.)
- View excerpts from the movie *Ten Canoes* for an example of a Dreaming Story from the Northern Territory that includes Law, Land, Clan rule and ritual. Explore the key concepts within the film: origins, ritual, law/punishment, family, land, relationships within and beyond the tribe, importance of story, concept of time and patience, stewardship and tradition.
- Investigate the impact of the arrival of Christianity on Indigenous people by trying the Extending Knowledge lesson on Christian Missionaries.

Topic 2.2: How did it all begin?

Lesson 2.2.2 Arrival of Christianity

In this lesson students will investigate the effects of the arrival of Christian religions to the Australian colonies.

Teachers: *Before you start!*

- For access to excellent content material on this topic familiarise yourself with the [NSW State Library website](#).

Students

For students to investigate the arrival of Christianity to the Australian colonies select from the following activities:

- research the history of Christianity at the [NSW state library website](#) by reading first, The Early Years and then, Christian Foundations: Complete one or more of the following.
 - Create a timeline recording the first arrivals of the various Christian denominations including Catholic, Church of England, Lutheran, Presbyterians, Methodists etc.
 - Read Places of worship and answer the following questions: What happened to the first church? Why do you think the convicts were relatively indifferent to church services?
 - View the Gallery of Churches and describe how the construction of the rebuilt St Phillips church compares with the other early churches?
- read Catholics in the Colony and Letters from convicts and their families to Father Therry from the above website.
- Complete a PMI chart regarding the importance of religion to colonial Australians as depicted in the letters.
- Critique from the perspective of an Anglican, a Catholic, a Jew or an Indigenous person, the attitude and actions of the authorities towards religious freedom in early colonial times, drawing on evidence from the letters and gained understandings from research.
- explore the origin of your own religion in Australia.

Topic 2.2: How did it all begin?

Core Content Area 2: Australia's Religious Diversity

Lesson 2.2.3 Arrival of Other Traditions

In this lesson students will investigate how world religions other than Christianity had their beginnings in Australia.

Teachers: Before you start!

- Familiarise yourself with the websites referred to in the lesson.

Students

For students to understand the beginnings of Australia's religious diversity you could try these activities:

1. investigate the origins of world religions in Australia in groups of four. Each member of the group chooses one world religion from the following list: Buddhism, Judaism, Islam or Hinduism. Reliable content can be accessed from the websites listed below.
 - Access the appropriate website, locate the following information and record on a Retrieval Chart entitled: Origins of World Religions in Australia under the following headings:
 - Name and Denomination/Branch of the religion
 - Numbers, Location, Time and Mode of arrival
 - Religious Leader/s
 - Places of worship
 - Success or Failure (in the first fifty years after arrival).
 - List the places of worship for this religion in your local area today.
 - Present the information in a mode of your choice to the rest of the group, e.g. PowerPoint, short report, photo story, cartoon etc. Review and evaluate the quality of the website content.
2. Choose the most engaging presentation of your group to present to the whole class.
 - [Australian Muslim Cameleers](#)
 - [Sydney Jewish Museum](#)
 - [Religion Cultural Diversity Resource Manual](#)
 - [Judaisa Library](#)
 - [Hinduism Fact Sheet](#)

Topic 2.3: How does Australian culture interact with religion?

Lesson 2.3.1 Ritual and Pilgrimage

In this lesson students will view several examples of the ways in which contemporary Australians interact with religion.

Teachers: *Before you start!*

- Familiarise yourself with the visual presentations referred to in the lesson.

Students

For students to experience the ways in which the Australian culture interacts with religion select from the following activities:

- view one or more of the audio-visual resources in the box below and answer the questions that follow:
 - [Andy Irons memorial paddle out](#) featuring Australian surfers Stefanie Gilmore and Mick Fanning.
 - Scenes from [World Youth Day Sydney 2008](#)- a celebration of Catholic youth in Australia and consider the photograph above of the construction workers taken whilst walking across the Sydney harbour bridge during the pilgrim walk to Randwick Racecourse.
 - Compass program Gallipoli pilgrimage 2006. 50 mins.
 - Canonisation of Australia's first saint [Mary MacKillop](#), or the Channel Ten [news clip](#).
 - Identify the ways in which religion and sacred rituals have influenced the design and experiences of significant events important to contemporary Australians. For example, sacred objects such as candles, incense, sacred words, actions, processions or movement, hymns, prayers, responses, silences, formal presider.
 - Discuss the following question: Is it possible to define or describe a uniquely Australian spirituality? Use a Retrieval Chart with the following headings: Characteristics, Non-characteristics.
-

Topic 2.3: How does Australian culture interact with Religion?

Core Content Area 2: Australia's Religious Diversity

Lesson 2.3.2 WYD and the Dalai Lama

In this lesson students will investigate two religious phenomena in Australia, Catholicism, the largest Christian denomination and Buddhism, the fastest growing religion.

Teachers: *Before you start!*

- Familiarise yourself with the websites and audio-visual clips used in this lesson.

Students

For students to investigate the religious phenomena in Australia select from the following activities:

- investigate the phenomenon of World Youth Day in Australia.
 - View the clip of the people of Sydney [welcoming Pope Benedict the XVI](#) in 2008.
 - View the You Tube clip of a news report on the [closing Mass at WYD](#) or the [Ray Martin summary](#).
 - What reasons did Pope Benedict the XVI give for events like WYD?
 - Share any personal stories or experiences students or staff may have had with World Youth Day. If possible, invite someone who has been to a WYD event to share their experiences. Discuss the following: What does the large responses of both religious and non-religious Australian people to contemporary religious events such as World Youth Day and the canonization of St Mary MacKillop say about the nature of Australian culture.
- investigate the phenomenon of the increasing number of Buddhists in Australia.
 - Listen to the interview between [Kochi and the Dalai Lama](#) on Sunrise in 2009 and record the Dalai Lama's spiritual advice on the issue of the fast pace of life and materialism in Australia. Investigate for yourself: Who is the Dalai Lama? What is the significance of his role and his person for the adherents of the Buddhist Religion? Name some of the main teachings of Buddhism espoused by the Dalai Lama.
 - Discuss the following in light of the thousands of Australians who participated in events associated with the Dalai Lama and Buddhism in recent times:

What do the large responses of both religious and non-religious Australian people to contemporary religious events such as Buddha's birthday festivals and talks given by the Dalai Lama say about the nature of Australian culture?

Topic 2.3: How does Australian culture interact with Religion?

Core Content Area 2: Australia's Religious Diversity

Lesson 2.3.3 Australianising Religion

In this lesson students will investigate how religious groups interact with Australian culture.

Teachers: *Before you start!*

- Familiarise yourself with the [Sydney Morning Herald website](#).
- Finalise the Assessment task ensuring it provides students with opportunities to respond to the fertile question.

Students

For students to increase understanding of the interaction between religion and Australian culture select from the following activities:

- explore the Sydney Morning Herald special on [Islam in Australia](#).
 - listen to one of the stories of an Australian Muslim.
 - read the first article Islam in Australia - a diverse society finds a new voice.
 - Reflect on the interaction between Australia and Islam by answering this question: What are the positive effects of increasing understanding of religions and cultures different to your own?
- review understandings gained from activities completed from the first two Core Content Areas in light of the fertile question for this unit How does religious diversity advance Australia fair?
- share and clarify understandings about the assessment task and identify content areas for further inquiry.

Deepening Understanding: *Early Christian Missions*

In this lesson students will explore and critique different points of view about the effects of Missions on Aboriginal people in colonial Australia.

Teachers: *Before you start!*

- Familiarise yourself with the websites and film referred to in the lesson.

Students

For students to explore the establishment of Missions for Aboriginal people select from the following activities:

- explore the [Voices of the Mission](#) website. Choose one mission to explore in depth (Lake Condah Mission is a good example)
 - Identify the diverse points of view presented on the effects of the Christian Missions on Indigenous Australians.
- read the article "[Breaking Open the Word for Aborigines](#)".
 - Complete a PMI (plus minus interesting) chart either on your own, or with a partner on the major points in the article.
 - Discuss as a class the spirituality of Rev Rosendale and his efforts to connect with his Christian Aboriginal congregation.
- explore the [Hermannsburg Historic precinct website](#) noticing that original Aboriginal language of Aranda is local language. Reflect on the contribution that some early Christian Missions made to the preservation of Indigenous Australian languages.
- view excerpts of the film Rabbit Proof Fence. Analyse and critique the rationale for and motivation behind the work of the Missionaries, taking into consideration the world views of the key stakeholders.
- express on a class graffiti chart or on Wallwisher the thoughts, feelings, frustrations, inspirations, intentions, dreams, pain, joy, forgiveness etc of the key stakeholders involved with the issues surrounding Aboriginal missions in Australia.

Core Content Area 3

The Influence of Religious Diversity in Australia

Extending Knowledge: *Religion and the arts*

In this lesson students will explore the works of Australians who work in the Arts who have been influenced by religion.

Teachers: *Before you start!*

- Identify which of the arts to focus on for this lesson.

Students

For students to explore the influence of religion and religious faith on Australian artists and poets, select from the following activities:

- create an anthology of Australian poems that reflect a religious theme: choose from poets such as Les Murray, Adam Lindsay Gordon, Oodgeroo Noonuccal. Alternatively create a class anthology of poems with a religious or spiritual theme with each student contributing one poem.
 - Describe the religious theme that is reflected in the poem. For example: wonder, mystery, Dreaming, creation, love, forgiveness, compassion, social justice, afterlife etc.
- view [a collection of Michael Leunig's](#) cartoons.
 - Identify religious or spiritual themes evident in his work. What are the advantages and disadvantages of cartooning as a way of publicly expressing opinion?
 - Use [ToonDoo](#) to develop a cartoon of your own that represents a religious or spiritual idea.
- explore themes of religion and spirituality through the works of Australian artists.

- View sacred ground beating heart 1989 by [Judy Watson](#) and [other works of art](#) by Indigenous Australians.
- Investigate the Blake Prize for art and identify religious symbols, themes and rituals depicted.
- reflect on the contribution that diverse religions and spiritualities have made to Australian culture.

Core Content Area 3: The Influence of Religious Diversity in Australia

Topic 3.1: How does Religion impact on education, health, welfare?

Lesson 3.1.1 Contribution of the Catholic church

In this lesson students will investigate the importance of the Catholic church to the areas of education, health and welfare in Australia.

Teachers: *Before you start!*

- If you plan to use the suggested assessment item, firstly review the item and develop a process for its implementation. Encourage students to reflect on material and understandings gained throughout this unit to inform their completion of the assessment task.

Students

For students to investigate the contribution of the Catholic church in Australia select from the following learning activities:

- investigate the various sectors of the Catholic Church in a community.
 - Locate, using a phone book or the internet, Catholic organisations such as schools, nursing homes, hospitals, counselling services, migrant, refugee and welfare services in the [Brisbane Archdiocese](#).
- choose a Catholic organisation from the following list to investigate further: [St Vincent de Paul Society](#), [Centacare](#), [Mater Hospitals](#), [Brisbane Catholic Education](#). Record the following information in a Frayer Concept Chart:
 - the origins of the organisation
 - the services provided by the organisation
 - the number of people serviced by the organisation each year
 - the demographic catered for by the organisation: age, gender, religion and cultural background.
- Write a statement expressing an opinion about the import
- Complete a [futures wheel](#) after discussing the consequences of the following hypothetical event as a class: The Catholic Church is bankrupt. Keep in mind that the Catholic Church is the largest non-government agency providing these services in Australia

Core Content Area 3: The Influence of Religious Diversity in Australia

Lesson 3.1.2 Aid and Development

In this lesson students will examine the contributions of diverse religious groups to Aid and Development in Australia and the Pacific.

Teachers: *Before you start!*

- Familiarise yourself with the [Pro Bono Australia website](#).

Students

For students to examine the contributions of diverse religious groups select from the following learning activities:

- Explore the not for profit organisations explore the not for profit organisations [Pro Bono Australia website](#), noting the diversity of religions that are represented.
- Explore closely the O.S. Aid and Development list. Create a table with two columns and list the organisations affiliated with a religion in one column and organisations not affiliated with religion in the other column. Access the websites of each organisation where provided.
- Paste the words of the mission or vision statements of a religious organisation and a non-religious organisation associated with O.S. Aid and Development into [Wordle](#). Discuss the values underpinning the mission of both organisations. Identify points of commonality and points of distinction.
- Choose one of the following organisations to investigate: [Caritas Australia](#), [Muslim Aid Australia](#), [Mercy Works Inc](#), [Anglican Board of Mission](#), or [Uniting World](#). Complete a 5Ws+H retrieval chart to deepen your understandings of the operations of the chosen organisation.
- Use a FALL strategy to formulate a conclusion about the contribution of religious groups to aid and development in Australia, Australia's pacific neighbours and Australia's reputation as a global citizen.
- A quality conclusion will assist with the assessment task.

Core Content Area 3: The Influence of Religious Diversity in Australia

Lesson 3.1.3 Diversity through adversity

In this lesson students will analyse the responses of various religious groups to crises and times of adversity.

Teachers: *Before you start!*

- Organise a guest speaker from St Vincent de Paul or arrange for students to visit a local Vinnies store.

Students

For students to analyse the responses and contribution of diverse religious groups in times of adversity, select from the following activities:

- Explore the [national council of churches website](#) and locate and read an article that describes how the churches support victims of natural and human caused disasters, for example, flood, cyclone, fire.
- With a partner, discuss the following: Describe the ways that churches are able to help in times of crisis. What advantages do churches have over governments when it comes to supplying assistance in times of crisis.
- With teacher support, make contact with a local St Vincent de Paul shop and organise an interview or guest speaker appearance from a St Vincent de Paul volunteer to explore the contribution of a local church organisation to a community in times of adversity.
 - Construct relevant interview questions to find out how the organisation works, how they assist in times of crisis and how volunteers respond.
 - Reflect on your own contribution to your community in the light of the call for Christians to assist the disadvantaged in society.
 - Draw conclusions about the value of the contribution of the diverse religious groups to Australian communities in times of adversity.

Topic 3.2: How did it all begin?

Topic 3.2: Does Religion influence cultural values and debate?

Core Content Area 3: The Influence of Religious Diversity in Australia

Lesson 3.2.1. Reconciliation and other issues of justice

In this lesson students will explore a Catholic understanding of, and actions for, reconciliation in Australia and the importance of Indigenous reconciliation for the future of Australia.

Teachers: *Before you start!*

- Familiarise yourself with the websites and articles referred to in the lesson.

Students

For students to investigate the contribution of religious diversity to improved cultural understandings select from the following activities:

- view the [YouTube clip](#) about the process of reconciliation with Australian Indigenous people, and participate in a class discussion to clarify understandings regarding the importance of reconciliation in Australia.
 - Locate the [article](#) on the Catholic teachings about reconciliation. As a class, read the introduction and construct a whole class Twitter-style response (limiting the response to 150 characters only). This response should synthesise the main ideas in the introduction. Divide the class into seven groups and allocate each of the seven groups one section of the article. Students read the article and construct a group Tweet of the main ideas within their allocated section. Each group shares their Tweet and the final versions of the Tweets are published for future reference.
 - Investigate the differing perspectives on the importance of reconciliation with Indigenous Australians for the future of Australia. Record your
- explore the [National Council of Churches website](#).
 - Click on Departments, NATSIEC, Advocacy, and Issues for an example of how the Council tries to influence Government policies on issues of justice.

Topic 3.2: Does Religion influence cultural values and debate?

Core Content Area 3: The Influence of Religious Diversity in Australia

Lesson 3.2.2 Moral Dilemmas and Law

In this lesson students will investigate the involvement of religion in various moral issues in Australia.

Teachers: *Before you start!*

- Listen to the [interview](#) between Julia Gillard and the Australian Christian Lobby Group.

Students

For students to investigate the involvement of religious groups in various moral issues in Australia select from the following activities:

- listen to the interview between the Australian Christian Lobby group and Prime Minister Julia Gillard.
- List ways in which the Prime Minister acknowledges the contribution of the churches to Australian society.
- research one issue that invites legal and social debate from the list that follows: euthanasia, abortion, use of human embryos for research.
 - Use a retrieval chart to record your research using the following headings: definition of the issue, current state government law, positions of different faith traditions in relation to the issue, for example Christian, Buddhist, Islam, other points of interest.
 - Identify ways different faith traditions inform the moral positions on contemporary issues in Australia.

Topic 3.2: Does Religion influence cultural values and debate?

Core Content Area 3: The Influence of Religious Diversity in Australia

Lesson 3.2.3 Scandals and skeletons

In this lesson students will examine some of the controversial issues associated with religion in Australia.

Teachers: *Before you start!*

- Familiarise yourself with the articles and websites listed in Useful Resources.
- familiarise yourself with the Traffic Light tool.

Students

For students to examine some of the controversial issues associated with religion in Australia and to propose a preferred future complete the following activity:

- research one issue that invites public debate in Australia and investigate the various teachings of a particular religion, for example, Muslim, Catholic/Christian, Buddhist or Jewish, regarding that issue: excessive wealth, participation in war, treatment of asylum seekers and refugees, racism, abuse, homosexuality, homelessness, lower life expectancy for Indigenous Australians. Access the [Sofia website](#) to gain further understandings about diverse church and media positions on the issue. See also Useful Resources for religious teachings.
 - Record information using a retrieval chart with the following headings: Description of the issue, Religious teaching regarding the issue, Problems or Contradictions.
 - Identify the modes of communication available to Australians to contribute to public debate.
 - Discuss the value of public debate in order to bring about change.
 - Use the [Traffic Light strategy](#) to propose ways forward to advance Australia fair. Within the strategy substitute the headings:
 - Red light: As a leader within the religious tradition, if you could make anything stop, what would it be? Why?
 - Yellow light: As a leader within the religious tradition, if you could get anything ready, what would it be? Why?
 - Green light: As a leader within the religious tradition, if you could make anything go forward to advance Australia fair, what would it be? Why?
 - Share gained understandings with the class.

Topic 3.3: How does Australian culture interact with religion?

- [Deepening Understanding: Interfaith Dialogue](#)

Topic 3.3: Australia Tomorrow?

Core Content Area 3: The Influence of Religious Diversity in Australia

Lesson 3.3.1 Emerging Spirituality

In this lesson students will consider the future of spirituality and religion in Australia.

Teachers: *Before you start!*

- Preview the You Tube clips of Solid Rock by Goanna.

Students

For students to consider the emerging spirituality of Australians select from the following activities:

- view either or both of the You Tube clips of [Solid Rock original](#) and [cover](#).
 - consider the following statement: the re-enchantment of Australian spirituality will come when we listen to the testimony of rock, the wisdom of the desert, the eternal mind of a timeless country. (David Tacey) Discuss how traditional faiths could be enriched by engaging with these ideas.
- use evidence gathered throughout the unit to complete the following SWOT chart:
- predict the future nature of religion and spirituality in Australia. Discuss as a class.

Topic 3.3: Australia Tomorrow?

Core Content Area 3: The Influence of Religious Diversity in Australia

Lesson 3.3.2 Living Sustainably

In this lesson students will examine the contribution of churches towards sustainable living in Australia.

Teachers: *Before you start!*

- Organise a meditation, yoga or prayer session for students.

Students

For students to investigate the contribution of churches towards sustainable living in Australia select from the following learning activities:

- explore the [Catholic Earthcare website](#) or the Brisbane Catholic Education site [Creation we care](#) to identify the underpinning church teachings about stewardship of the earth.

- Critique the Ecological principles outlined on the Catholic Earthcare site by agreeing or disagreeing with the statements. Compare with a partner. Alternatively cut and paste into Wordle to determine the emphasis.
- Answer the following question to assist with the assessment item: How can Catholic social teaching about the environment advance the cause of sustainable living in Australia?
- participate in a class meditation, prayer or yoga practice.
 - Reflect on the contribution of such practices in helping individuals sustain their health in times of crisis and stress.

Topic 3.3: Australia Tomorrow?

Core Content Area 3: The Influence of Religious Diversity in Australia

Lesson 3.3.3 Living in the Asia Pacific

In this lesson students will investigate the contribution religion makes to meeting Australia's responsibilities in the Asia Pacific region.

Teachers: *Before you start!*

- Familiarise yourself with the website content referred to in the lesson.

Students

For students to investigate the contribution of religion to Australia's responsibilities in the Asia Pacific region, select from the following activities:

- Consider the following statement taken from the [Human Rights Law Resource Centre](#). On 3 May 2010, the Australian Parliament's Human Rights Sub-Committee identified that the 'Asia-Pacific is a diverse and complex region with a mosaic of human rights challenges' and found that there is a 'clear need to enhance mechanisms to protect human rights and to monitor and redress human rights violations'. The Committee further found that, while Australia has a 'significant role to play' in promoting and protecting human rights in the region, Australia must also be 'sensitive and cooperative in its approach and action on human rights matters' and take its lead from organisations already established in the region.
 - Review the [current issues](#) of human rights violations in the Asia Pacific region
 - Read the story of the [multiple human rights violations](#) in Burma.
 - Research the work of one of the religious organisations in parts of the Pacific.
 - [Marist Thailand](#)
 - [Edmund Rice Pacific Calling Partnership](#)
 - [Palms Australia](#)
- Investigate the Catholic Social Teaching of [subsidiarity](#). Use this information to synthesise a conclusion regarding the contribution that religious organisations can offer to the Australian government with regard to human rights violations in the Asia Pacific region.

Depthening Understanding: *Interfaith Dialogue*

In this lesson students will explore the value of interfaith dialogue in contemporary Australia.

Teachers: *Before you start!*

- Preview Compass episode The Quiet Revolution (30min)

Students

For students to explore the contribution of interfaith dialogue to the future of contemporary Australia select from the following learning activities:

- view the Compass episode The Quiet Revolution (30min)
 - Discuss the statement by Chung Hyun Kyung that there will be no peace among nations without peace among religions in the light of Australia's responsibility as a global citizen to contribute to world peace.
- review the [purpose and objectives](#) of the Interfaith Dialogue department of the National Council of Churches in Australia. Predict the future consequences of continued interfaith dialogue in Australia. Complete a [futures wheel](#) beginning with the event open interfaith dialogue in Australia.

