

## Section 2—Who is Responsible?

### Aims

The section aims to assist participants to:

- Understand concepts of personal and collective responsibility.
- Explore a range of perspectives about what constitutes responsible citizenship.
- Examine the concept of co-operation in different contexts.

### Introduction

The workshop is designed to incorporate participants' personal experiences of taking on responsibilities and their perceptions of the various meanings of responsible citizenship. Connections between Australian understandings and understandings of individuals and states within the Asia region are made. Consideration of a 'responsible' national policy is approached through the 'One Child Policy' of the Peoples' Republic of China.

### Planning for Delivery

Allow time at the end of the section for participants to suggest how they would adapt it to suit their own context. Particularly encourage reflection about the emphasis necessary to adjust for their own State or Territory curriculum guidelines and their own teaching and facilitation styles in professional development.

### Expertise Required

Presenters require:

- Familiarity with the text *Voices and Values: Citizenship in Asia*.
- An understanding of China's 'One Child Policy'.

### Resources Required

- OHTs 2.1–2.3
  - Resources 2.1–2.5
  - A3 Drawing paper and coloured crayons or pencils
  - Blank overhead transparencies and pens
  - Butchers paper and coloured pencils, textas or crayons
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## **Bibliography**

**Lewis, Robert 1997 *Vietnam: Young People, Old Country*, Curriculum Corporation.**

A lower secondary resource for students with briefing notes for teachers. It contains a section entitled 'Vietnam: A Nation in Change' which has suggestions about how to investigate the concept of citizenship.

**Wong, L & MacPherson, S 1995 *Social Change and Social Policy in Contemporary China*, Avebury, Aldershot.**

Contains a relevant chapter by Linda Wong on the 'One Child Policy'.

**Dwyer, D (ed) 1994 *China: The Next Decades*, Longman.**

Contains a comprehensive article by Sarah Harper entitled 'China's Population: Prospects and Policies'.

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## Delivering the section

### 1. Introduction

Introduce the aims of The section using **OHT 2.1: 'Who is Responsible?'**.

Distribute slips of paper to participants and invite them to list one or two responsibilities that are part of being members of families, communities or countries. Place these in a bowl and mix them. Ask participants to select a slip from the bowl and to express whether or not they agree or disagree with these responsibilities and why.

If possible, draw out a range of responsibilities, from concepts of agreed responsibilities within families (such as household maintenance) to legal responsibilities within society (such as paying tax). Community responsibilities such as 'waste minimisation' may be an example of a responsibility not legally enforced or embraced by all members of society.

### 2. Personal Responsibility Timeline

Distribute **Resource 2.1: 'Responsibility Timeline'** and invite participants to draw a time line of personal responsibilities and the age at which they began those responsibilities. **OHT 2.2: 'Sample Timeline'** can be used if necessary as an illustration.

Ask participants to work in small groups or pairs to discuss their time lines.

### 3. Age-Related Responsibilities

Distribute **Resource 2.2: 'Pitching In! Rural Java'** and ask participants to examine it and think about how it is likely to compare with our own and Australian students' experience of age-related responsibilities. Also ask them to consider differences for rural and urban students differ.

Then discuss the following question in open forum:

- What seem to be the factors impacting on types of responsibilities and the ages at which these begin?

(Possible factors include: household income; family size; cultural background and expectations; gender roles; urban or rural residential context; misadventure such as illness; access to services and opportunities.)

### 4. What Makes a Responsible Citizen?

Distribute large pieces of drawing paper and different coloured crayons, textas or pencils. Arrange for participants to work in small groups to create a web around the focus question:

- What makes a responsible citizen?

Ask participants to use one colour only on the web at this stage because they will be adding to the web with other colours later. Leave the webs on group tables and invite participants to move around and examine other webs.

Then discuss similarities and differences in perspectives about 'responsible citizenship', as observed in the webs.

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## 5. Responsible Citizenship

Distribute **Resource 2.3: 'Citizens Count!'** After participants have read the opinions of individuals from the Asian region, ask them to use a different colour for each person quoted and add their perspectives to the web.

Then discuss:

- The extent to which participants share the views of these individuals.
- Reasons for differences in our understandings of responsible citizenship.

Use **OHT 2.3: 'Understandings of Citizenship'** to make key points about why notions of citizenship can be quite diverse.

## 6. Working Together for Change

Refer participants to Page 6, of *Voices and Values*; 'Bugs!', 'Disaster!' and 'Beauty!' Taking the three examples given, ask participants to work in pairs to complete the table in **Resource 2.4: 'Why Make a Difference Together?'** Ask participants to add two Australian examples.

Discuss:

- What appears to motivate people to work together for change or difference?
- Do Australians share similar motives? Why/Why not?

## 7. Responsible Decision Making

Invite participants to form small groups to 'become' a Chinese government advisory think tank. Ask participants to refer to page 29, *Voices and Values*: **'Too Many in the Family'** and use it as a basis for creating a list of options for government strategy, with responsible planning for the country and responsible care for the population as the two major goals.

Give each group blank overhead transparencies and pens to use to present their ranked options to the government. At the conclusion of the presentations invite the workshop to consider the following:

- What values appear to be behind the preferred options we recommended to the government?
- What are the factors to take into account in responsible decision making?

## 8. One Child Policy (Optional)

Invite groups to examine the opinion given about the 'One Child Policy' in **Resource 2.5: 'The Option Chosen by the Chinese'**. Using butcher paper and textas, create a web of investigation areas or questions to explore about the operation and degree of success of the One Child Policy.

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## **Aims of the section**

**The section aims to assist you to:**

- **Understand concepts of personal and collective responsibility.**
- **Explore a range of perspectives on what constitutes responsible citizenship.**
- **examine the concept of co-operation in different contexts within Asia.**

## Sample Timeline

<b>Responsibility</b>	<b>Age</b>
<b>light household chores (eg. bed making)</b>	<b>10 yrs</b>
<b>organising sports training</b>	<b>13 yrs</b>
<b>gathering props for school assembly play</b>	<b>13 yrs</b>
<b>part-time employment</b>	<b>15 yrs</b>
<b>baby sitting</b>	<b>15 yrs</b>
<b>coordinating birthday party</b>	<b>16 yrs</b>
<b>cooking for self</b>	<b>18 yrs</b>

## **Understandings of Citizenship**

- **Political context and structures can reinforce conformity or enable challenges.**
- **Religious philosophy and practice can provide the foundational perspective.**
- **Economic development can determine the levels of participation of individuals and groups.**
- **Access and exposure to civic ideas through formal and informal education.**
- **Levels of integration of cultural tradition and modern change.**
- **Organisation of social structures and individual experiences within them.**

**Resource 2.1**

## **Responsibility Timeline**

Indicate a range of responsibilities on the following time line and the age at which these responsibilities began for you personally.

<b>Responsibility</b>	<b>Age</b>

**Resource 2.2****Pitching In! Rural Java**

Most farming families in rural Java need all members of the family, including children, to help plant and harvest. At other times children work in the family vegetable gardens. Their work can free adult family members for work beyond the family farm.

<b>Family Assistance in Rural Java</b>	<b>Average Age of Beginning</b>
Caring for chicken or ducks	7.9
Care of younger children	8.0
Fetching water	8.8
Caring for goats or cattle	9.3
Cutting fodder	9.5
Harvesting rice	9.7
Transplanting rice	9.9
Working for wages	12.9
Hoing wet rice fields	13.0
Hoing dry fields	13.1

**Source:** Adapted from Cooke, D 'Teaching Development Issues: Population Changes' (Salford Education Authority).

Quoted in *Voices and Values: Citizenship in Asia*, p 14

**Resource 2.3**

## **Citizens Count!**

‘To be a responsible citizen in Vietnam today is to contribute to the modernisation and industrialisation. Contributing to the reconstruction and development our country—researching, studying and receiving the advanced technology.’

(Huynh Kim-Thoa, Ho Chi Minh City, Vietnam)

‘Good citizenship in India is trying to do something for your country, trying to help your fellow man, trying to make your own country prosper so that it can compete with more developed countries.’

(Meera Chakravati, Delhi, India)

‘Responsible citizens make the best of the situation. Most people want peace in Sri Lanka—you ask anyone and they dream of peace. People want peace; they don’t want to fight—most people would not fight if they weren’t encouraged.’

(Kuman, Batticaloa, Sri Lanka)

‘To be a responsible citizen in Thailand today is to respect the law and to preserve our own culture. Thai culture is influenced by Buddhism. We have never been colonised by any countries, so we have many things of our own such as our language....’

(Ming Snayhar Lagler, Bangkok, Thailand)

‘Citizens must be useful to society; using your ability to be successful is what responsible citizens do. I want to be a doctor. There should be morality and responsibility and this means that people should not have to sacrifice themselves for their families to survive.’

(Maria Laraquel, Manila, Philippines)

**Resource 2.4****Why Make A Difference Together?**

<b>Model</b>	<b>Group Action</b>	<b>Motives</b>	<b>Outcomes</b>
<b>Pest control (Indonesia)</b>			
<b>Earthquake aftermath (Japan)</b>			
<b>Nature conservation (Singapore)</b>			
<b>Australia</b>			
<b>Australia</b>			

## Resource 2.5

### The Option Chosen by the Chinese

Mrs Rongzhao Li is the Principal of a primary school in Wuhan. She is in her 40s and is a mother. During a recent visit to Australia she gave her understanding of the option chosen by the Chinese government:

*'The Chinese government decided in the late 1970s that it would have to begin to control the population growth....The main strategy the government introduced in 1982 was a radical family planning program to encourage couples to restrict their family size to just one child. This has become known as the 'One Child Policy.' ...*

**Source:** *Voices and Values: Citizenship in Asia*, p 30

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