

**CIVICS AND CITIZENSHIP  
Making and Enforcing Laws**

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| **Unit name**: Making and Enforcing Laws | **BAND:**  Levels 5 – 6 | **Time:** 8 x 60 minutes |
| **Civics and Citizenship Strand/S:**  Law and Citizens | | |
| **Learning intention:**   * To investigate and examine the rights and responsibilities of Australian citizens. * To develop in students the combination of knowledge, skills, values and motivation which will enable them to make a difference in the civic life of the local, national and global community. * To provide learning contexts which emphasise collaboration and develops skills such as listening, asking questions, responding, negotiating, developing plans, assuming a range of roles – cooperative skills that underpin global citizenship action. | | |

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| **CIVIC PARTICIPATION ACTIVITY** | To understand how citizen participation is related to the making and changing laws at a local level. |

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| **CIVICS AND CITIZENSHIP CONTENT** | | | | |
| **STRAND** | **CONTENT DESCRIPTIONS** | **ACHIEVEMENT STANDARDS** | | |
| **Law and Citizens** | Explain how and why laws are enforced and describe the roles and responsibilities of key personnel in law enforcement, and in the legal system. (VCCCL013)  Explain how state/territory and federal laws are initiated and passed through parliament. (VCCCL012) | ***Students working at Level 3 - 4 will be able to: (extract only)***   * Recognise the importance of rules and distinguish between rules and laws. | ***Students working at Level 5 - 6 will be able to: (extract only)***   * Explain the role of different people in Australia’s legal system * Explain the role of parliaments in creating law. | ***Students working at Level 7-8 will be able to: (extract only)***   * Explain how Australia’s legal system is based on the principle of justice. * Describe the types of law and how laws are made. |

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| **LEARNING ACTIVITIES** | **TEACHING NOTES** |
| **Lesson 1: Why are laws needed?** (VCCCL013)  **Prior Knowledge of Rules and Laws (Level 3-4 Curriculum)**   1. Whole class Brainstorm or individually complete a Think/Pair/Share to gain an understanding of students’ previous knowledge about law and rules. Remind students about the content they learnt in the previous year that enabled them to distinguish between rules and laws. Alternatively use the handout: Why do we need laws? **Resource 1** 2. Categorise the different types of laws and who enforces them using post-it notes. Students list as many laws as they can think of and place them on the appropriate posters labelled home, school, and community. Divide the laws into groups. Students will identify the law, what it means, share an example and identify who enforces these laws.   Students should consider:   * How these laws impact on their lives directly. * Why the laws are needed.  1. Consider a rule or law that may directly impacts the student. Students complete a POOCH template that considers alternatives in a situation where the choice it to follow the law or break the law. Complete a POOCH graphic organiser: **P**roblem, **O**utcome, **O**ptions, **Ch**oiceavailable in **Resource 2**. | **Resource 1 -** Civics and Citizenship Education, Teaching and Learning Activities, Teaching and Learning Activities for CCE, Why do we need laws? Handout 1  <http://www1.curriculum.edu.au/ddunits/downloads/pdf/up2_hand1.pdf>. Accessed 27 May 2016  **Resource 2 -** EnviroActive website, POOCH, [www.enviroactive.com.au/sites/default/files/docs/worksheet-pooch.pdf](http://www.enviroactive.com.au/sites/default/files/docs/worksheet-pooch.pdf) Accessed 27 May 2016 or  It Couldn’t Happen To Me, Resources, <http://www.itcouldnthappentome.com.au/assets/Uploads/8.Strategy%20tool/POOCH.pdf> Accessed 27 June 2017 |

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| **LEARNING ACTIVITIES** | **TEACHING NOTES** |
| **Lesson 2:** **Laws and law breaking** (VCCCL013)  Learning intent: To explain the types of laws in Australian and to explore the results of law breaking. Whole class activity: Using large pieces of paper write one of the following headings at the top of each sheet: laws, law making, law breaking, courts. Ask each group to nominate one student in each group to record every idea relating to the heading that the group can come up with in five minutes. At the end of the time each group exchanges its paper with another group and has five minutes to add any new ideas on the particular topic. Repeat, until all groups have written on all sheets of paper. Conduct a report-back by asking groups to pick the most relevant three comments from each sheet to tell to the rest of the class. Ask the class if they agree with that choice and if there are any other points that are important. Use Resource 3. **Lesson 3: Who makes the laws?** Watch *Camera Cop* video, Scootle website Resource 4. This is an excerpt taken from the beginning of an item that featured in the 16 June 1949 episode of the weekly black-and-white newsreel Cinesound Review. The item as a whole is about a policeman using a camera to take photographs of motorists infringing traffic rules to assist with gaining convictions.  Discuss the reason for the introduction of this law, who was responsible for drafting and passing the law, and who enforced it. | **Resource 3 –**  Civics and Citizenship Education, Teaching and Learning Activities, Teaching and Learning Activities for CCE, For Teachers, School Case Studies,  <http://www.civicsandcitizenship.edu.au/cce/pl_law_types,9538.html> Accessed 20 June 2017  Criminal laws: designed to protect society as a whole from wrongful actions (police can take action)   * Traffic/road laws * Public order (peaceful and safe community) * Property * People   Civil laws: help to solve problems which occur between individuals or groups (trained legal personnel and courts help solve)   * Contract laws   (agreements, responsibilities) * Employment law * Family law   **Resource 4 -**  Scootle, **TLF-ID**R5198, <https://www.scootle.edu.au/ec/p/home> Camera cop, 1949 - asset 1 **TLF ID** R5198 Accessed 27 May 2016 |

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| **LEARNING ACTIVITIES** | **ASSESSMENT** | **TEACHING NOTES** |
| **Lesson 4: Who makes the laws?** (VCCCL012)  Learning Intent: to understand the process of law making.  Ask students to think of a new school rule or one recently implemented by the school. Ask students to create a flow diagram that illustrates the process of the new rule from conception, development, implementation and enforcement.  Ask the question ‘How do people have a say in what the laws are?'. Point out to students that we have a say today because we elect the Parliament, which makes the laws. Use **Resource 5 Activity 3** Who makes the laws today? Use the handout to explain the process of making a law.  Other resources include:   * Parliamentary Education Office website, [Learning](http://www.peo.gov.au/learning.html), [Fact Sheets](http://www.peo.gov.au/learning/fact-sheets.html), Making a Law **Resource 6** * Watch the short animation ‘How a Law is made’ **Resource 7** * Alternatively students could access the interactive ‘How a Law is Made’ **Resource 8**   **Lesson 5: Who enforces the laws? A self-paced project**  Choose a person within Australia’s legal system making or enforcing our laws such as judge, magistrate, barrister, lawyer, jury, police person, and parliamentarian. Describe their role in the legal system. List types of decisions that may be made by this person. Present your role to the class in your chosen format: monologue, interview, powerpoint, fact sheet. | 1. **Assessment task 1** 2. **Who enforces the laws?**   Choose a person within Australia’s legal system making or enforcing our laws such as judge, magistrate, barrister, lawyer, jury, police person, and parliamentarian. Describe their role in the legal system. List types of decisions that may be made by this person. Present your role to the class in your chosen format: monologue, interview, PowerPoint, fact sheet. Appendix 2 as part of their self-reflection. | 1. **Resource 5 –**   Civics and Citizenship Education website**,**[Teaching and Learning Activities](http://www.civicsandcitizenship.edu.au/cce/teaching_and_learning_activities_landing,24129.html), [Teaching and Learning Activities for CCE](http://www.civicsandcitizenship.edu.au/cce/teaching_and_learning_activities_for_cce,34745.html)**,** Upper Primary, Focus question 2: Who makes the law?**,** Activity 3: Who makes the laws today? <http://www1.curriculum.edu.au/ddunits/units/up2fq2acts.htm>  & <http://www1.curriculum.edu.au/ddunits/downloads/pdf/up2_hand8.pdf>  Accessed 27 May 2016   1. **Resource 6 –**   Parliamentary Education Office website, [Learning](http://www.peo.gov.au/learning.html), [Fact Sheets](http://www.peo.gov.au/learning/fact-sheets.html), Making a Law: <https://www.peo.gov.au/uploads/peo/docs/fact-sheets/making_law.pdf> Accessed 27 May 2016  **Resource 7 -**  Parliament of Victoria, [About Parliament](http://www.parliament.vic.gov.au/about) How a Law is Made  <https://www.parliament.vic.gov.au/about/how-a-law-is-made/how-a-law-is-made-interactive> Accessed 27 May 2016  **Resource 8 -** Parliament of Victoria website, [About Parliament](http://www.parliament.vic.gov.au/about), [How a Law is Made](http://www.parliament.vic.gov.au/about/how-a-law-is-made), How a Law is Made (interactive) <https://www.parliament.vic.gov.au/about/how-a-law-is-made/how-a-law-is-made-interactive> Accessed 27 May 2016 |

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| **LEARNING ACTIVITIES** | **ASSESSMENT TASKS** |
| **Lesson 6-8 The law and my community** (VCCCL012) (VCCCL013)  **Investigating a local law/community issue**  As a class brainstorm laws that affects you and your family and/ or in the local community i.e. parking signs. Students may organise these into federal, state or local laws.  Students discuss possible new laws or existing laws or a new law that may be required in response to a community concern. They Investigate how students and community members can actually participate in the task of changing a law: How are the views of all stakeholders in the community considered? If possible invite a local councillor to explain the process.  **Assessment Task 2 Proposing new or changing laws**   1. Students identify a local law or a law that may require change or identify a community issue that may require a new law. This may be a result of a community issue. 2. Students investigatedifferent perspectives on a proposed new or existing law. Students gather initial research/data and record it in the Scenario Template: What will you choose to do? **Appendix 2.** Using the process defined **Appendix 2** ask groups to decide on a relevant and authentic local issue. Alternatively students may choose to use the community issues scenarios provided and consider process and options. 3. Students complete a POOCH template to help students to identify the **P**roblems, **O**utcomes, **O**ptions, and **Ch**oice for a proposed new or existing law. 4. Once a choice has been made students design a plan for action. This will include mapping out the process in changing the law, identifying experts, and gathering further information through surveying the community. 5. Students develop a simple statement of proposition for their changed or new law. This main include the aim and intent of the law, who it affects and how it will benefit the community. 6. Students develop a campaign to promote there proposition. This may include preparing a social media campaign, guest speakers, speaking to a local Council Member or Member of Parliament, writing a letter and/or creating a petition. 7. Students conduct an evaluation and reflection on the effectiveness of their action plan. | **Assessment Task 2**  **Proposing new or changing laws**  Using the process defined in the scenario in **Appendix 2** groups decide on a relevant and authentic local issue or one may choose to use the scenarios provided and consider process and options. Students complete a POOCH template to help students to identify the Problem, Outcome, Options, and Choice. |

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| **LEARNING ACTIVITIES** | **ASSESSMENT TASKS** |
| **Lesson 6-8 continued**  **Scenario 1:**  Problem: Your local government decides to build a new freeway that will slice off part of the local football oval. While the football oval will remain intact the playground on the edge of the oval will be demolished to make way for the freeway. Local schools, playgroups, and children frequently use the playground.   * What will you choose to do? * What other options are there? * What are the problems with each option? * Who wins? * Who loses? * Who compromises?   In your team decide on your plan of action.  However, you might need to consider whether it would make a difference if the council tells you:  A. There is a better route farther south but that route would cut through a local school.  B. The government agrees to fund a new and better playground on land a kilometre away.   * What is your team’s solution?   How do you support your position and what personal or civic responsibility does this address?  **Scenario 2:**  Problem: A significant one hundred year old oak tree in the centre of the school ground has to be removed due to oak wilt. The school council wish to plant a new tree but some members of the council wish it to be an Australian native.   * What do you do? * What other options are there? * What are the problems with each option? * Who wins? Who loses? Who compromises? * How do you support your position and what personal or civic responsibility does this address?   How and why does it make a difference if;  A. The native is considerably cheaper to purchase and will be better established in terms of shade protection  B. The oak tree was planted in the school grounds by a famous Australian writer. It has historical significance. |  |

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| **RESOURCES** |
| **Resource 1 -**  Civics and Citizenship Education, Teaching and Learning Activities, Teaching and Learning Activities for CCE, Why do we need laws? Handout 1  <http://www1.curriculum.edu.au/ddunits/downloads/pdf/up2_hand1.pdf>. Accessed 27 May 2016  **Resource 2 -**  EnviroActive website, POOCH, [www.enviroactive.com.au/sites/default/files/docs/worksheet-pooch.pdf](http://www.enviroactive.com.au/sites/default/files/docs/worksheet-pooch.pdf) Accessed 27 May 2016 or  It Couldn’t Happen To Me, Resources,  <http://www.itcouldnthappentome.com.au/assets/Uploads/8.Strategy%20tool/POOCH.pdf> Accessed 27 June 2017   1. **Resource 3 -**   Civics and Citizenship Education, Teaching and Learning Activities, Teaching and Learning Activities for CCE, For Teachers, School Case Studies,   <http://www.civicsandcitizenship.edu.au/cce/pl_law_types,9538.html> Accessed 20 June 2017  **Resource 4 -**   Scootle, **TLF-ID**R5198,  <https://www.scootle.edu.au/ec/p/home>, Camera cop, 1949 - asset 1 **TLF-ID**R5198, (It is free to join Scootle) Accessed 27 May 2016   1. **Resource 5 -**   Civics and Citizenship Education website**,**[Teaching and Learning Activities](http://www.civicsandcitizenship.edu.au/cce/teaching_and_learning_activities_landing,24129.html), [Teaching and Learning Activities for CCE](http://www.civicsandcitizenship.edu.au/cce/teaching_and_learning_activities_for_cce,34745.html)**,** Upper Primary, Focus question 2: Who makes the law?**,** Activity 3: Who makes the laws today?  <http://www1.curriculum.edu.au/ddunits/> Accessed 27 May 2016 2. **Resource 6 -**   Parliamentary Education Office website, [Learning](http://www.peo.gov.au/learning.html), [Fact Sheets](http://www.peo.gov.au/learning/fact-sheets.html), Making a Law:  <https://www.peo.gov.au/uploads/peo/docs/fact-sheets/making_law.pdf> Accessed 27 May 2016   **Resource 7 -** Parliament of Victoria, [About Parliament](http://www.parliament.vic.gov.au/about) How a Law is Made (Animation)  <http://www.parliament.vic.gov.au/about/how-a-law-is-made/how-a-law-is-made-animated> Accessed 27 May 2016  **Resource 8 -** Parliament of Victoria website, [About Parliament](http://www.parliament.vic.gov.au/about), [How a Law is Made](http://www.parliament.vic.gov.au/about/how-a-law-is-made), How a Law is Made (interactive)  <https://www.parliament.vic.gov.au/about/how-a-law-is-made/how-a-law-is-made-interactive> Accessed 27 May 2016 |

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| **OTHER RESOURCES** |
| **Other useful resources:**  Science Netlinks   <http://sciencenetlinks.com/lessons/creating-classroom-rules/> for younger classes (F-2) but could be adapted. Accessed 6 JUNE2016  Parliamentary Education Office, Kids View  <http://www.peo.gov.au/sub-site/_kidsview/lawmaking/ptb_tnotes.html> Accessed 6 JUNE2016  Parliamentary Education Office, Law-making: House of Representatives,  <http://www.peo.gov.au/teaching/role-play-lesson-plans/law-making-house.html> Accessed 6 JUNE2016  Year 5 Unit, Catholic Education Services, Cairns Diocese, Year How do laws affect the lives of citizens?  <http://www.cnscurric.catholic.edu.au/units-of-work4.html> Accessed 27 May 2016 |

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| **BOOK SUGGESTIONS** |
| **Teachers should exercise appropriate judgment when selecting texts.**  Carlson, N. (1987) *Arnie and the Stolen Markers,* New York: Viking.  Bear, J. (1988) *Better not get wet.* New York: Macmillan.  Knudsen, M. (2006).*Library Lion.* Cambridge, MA: Candlewick Press  Javernick, E. (1990) *What if everybody did that?* Chicago: Children’s Press.  Miller, D. (2015) *Refugees.* Sydney, N.S.W.: Lothian  Greder, A. (2002) *The Island.* Crows Nest, N.S.W: Allen & Unwin  Marsden, J. (1998) *The Rabbits.* Port Melbourne, Victoria: Thomas C. Lothian Pty. Ltd.  Global Citizenship  Smith, D. J. (2002) *If the world were a village.* Toronto: Kids Can Press  Fox, M. (1989) *Whoever you are.* Rydalmere, N.S.W.: Hodder Headline Australia Pty. Ltd.  Holmsen, D. *Make a Difference Challenge.* Greenwood, W.A. Ready Ed. Publications.  Victorian Electoral Commission, *Activate* (2016) Teacher notes <http://passport.vec.vic.gov.au/teachers/lessons/activate/> accessed 6th June 2016  **Teachers may choose any books to explore the concepts.** |

Appendix 1

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| **ASSESSMENT**  **Level 5-6 Civics & Citizenship: Laws & Citizens**  *The following uses the Achievement Standard and is for teacher use only. Teachers may choose to elaborate on the Achievement Standards by developing an assessment rubric to describe student learning and achievement in the task.* | | | | | |
| **Content Descriptions** | **Achievement Standards** | | **Assessment task 1**  **Who enforces the laws**  **Assessment Task Proposing new or changing laws** | | |
| High | Medium | Low |
|  | **Students working at Level 3 - 4 will be able to:**  ***(extract only)*** | * Recognise the importance of rules and distinguish between rules and laws. |  |  |  |
| Explain how and why laws are enforced and describe the roles and responsibilities of key personnel in law enforcement, and in the legal system. (VCCCL013)  Explain how state/territory and federal laws are initiated and passed through parliament. (VCCCL012) | ***Students working at Level 5 - 6 will be able to:***  ***(extract only)*** | * Explain the role of different people in Australia’s legal system |  |  |  |
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| * Explain the role of parliaments in creating law. |
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|  | ***Students working at Level 7-8 will be able to:***  ***(extract only)*** | * Explain how Australia’s legal system is based on the principle of justice. |  |  |  |
| * Describe the types of law and how laws are made. |  |  |  |

Appendix 2

**SCENARIO TEMPLATE**

What will you choose to do?

Scenario/Community issue/ law requiring change:

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| Which groups are affected by the problem? | What solution do they seek? | What other factors might affect their solution? |
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What solution is fairest to all the people involved?

List the arguments you will use to persuade others.