

WEEK / LESSON	Australian Curriculum links	ASSESSMENT (WHAT & HOW)	Lesson steps	RESOURCES
<p>Lesson one</p> <p>Balloon activity</p>	<p>Topic: Rules and laws</p> <p><i>Year 6 / Historical Skills / Chronology, terms and concepts.</i></p> <p>Key figures and events that led to Australia's Federation, including British and American influences on Australia's system of law and government.</p> <p>Lesson objectives:</p> <p>A) Students will be able to identify the negative effect that having no rules or laws has on society.</p> <p>B) Students will identify what impact basic rules have on society.</p> <p>C) Students will discuss the effects that having too many rules have on society.</p> <p>D) Students will identify the implications that disabilities have on laws.</p>	<p>This lesson would be assessed through an observational checklist. The checklist would assess a child's overall knowledge on rules and the impact they have on society. Each child would be provided with an opportunity to answer a question in the discussion so I can tick off if they know or do not know the importance of laws/rules.</p> <p><i>See appendix A</i></p>	<p>Students sit on matt in a big circle. The teacher asks for four volunteers</p> <p>A) Importance of no rules Give the four students one balloon and tell them that they can do what ever they like with the balloon but cannot make up any rules.</p> <p>Discussion on what children thought about the game, and the effect that having no rules or laws have on society.</p> <p>B) Basic rules: The teacher will provide basic rules that the students in the circle have to abide by. For example the balloon can not touch the ground, you can only use your right hand to balance the ball.</p> <p>Discussion on how effective the game was and the effect that having basic rules have on society.</p> <p>C) Too many rules. With guidance from the teacher students sitting in the circle will provide 10 funny rules in order to demonstrate the effect of implementing too many rules. For example balance the balloon on your head whilst hopping on one leg.</p> <p>Discussion on how effective the game was and the negative impact that having too many rules have on society.</p> <p>D) Disabled rules (modifying laws) One of the four people in the group are blind folded and the class has to make up rules of how that person has to play within the group.</p> <p>Discussion on how effective the game was and why and impact that disabilities have on law, i.e. disabled parking. - summary of rules and effects.</p>	<p>A balloon, with some spare on hand in case one pops.</p> <p>Assessment checklist</p>

<p>Lesson two</p> <p>Lobbying activity</p>	<p>Topic: Lobbying, candidates and preferential voting.</p> <p><i>Year 6 / Historical Skills / Chronology, terms and concepts.</i></p> <p>Key figures and events that led to Australia’s Federation, including British and American influences on Australia’s system of law and government.</p> <p>Lesson objectives:</p> <p>Students will implement the strategy of preferential voting.</p> <p>Students will work collaboratively to create an argument for their topic.</p> <p>Students will demonstrate and put into practice the concept of lobbying.</p>	<p><i>This lesson would be assessed through an observational checklist. The checklist would assess:</i></p> <ul style="list-style-type: none"> - <i>If students understand the topic of lobbying.</i> - <i>Students ability to lobby a topic.</i> - <i>how students work in a group</i> <p><i>See appendix B</i></p>	<p>The class will be split into five groups (depending on the number of students). Each group will be allocated a topic for the debate.</p> <p>The topics will be:</p> <ul style="list-style-type: none"> - Sport school - Food school - Educational school - Art school - Music school. <p>Each student in the group will brainstorm and discuss ideas for the topic. Students within each group will then collaborate ideas into an argument to promote their school. One student in each group will be allocated the role of candidate by their group members and will present the groups argument to the class. After all candidates have presented their arguments, each students in the class will vote for the school they would want to attend in the form of a preferential voting system.</p> <p>To ensure that students have grasped each of the three main concepts (lobbying, candidates and preferential voting), the students, with guidance from the teacher will summaries them.</p> <p><i>Questions</i></p> <p>“Who can describe to the class what lobbying is?”</p> <p>“Who knows what a candidate is and what they do?”</p> <p>“Who can describe what preferential voting is, and why do you think it is an effective way of voting?”</p>	<p>Pencils</p> <p>Paper (to brainstorm ideas and write arguments)</p> <p>Assesment checkist</p>
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<p>Lesson Three</p> <p>Debating homework bills</p>	<p>Topic: Debating homework bill</p> <p><i>Year 6 / Historical Skills / Chronology, terms and concepts.</i></p> <p>Key figures and events that led to Australia's Federation, including British and American influences on Australia's system of law and government.</p> <p>Lesson objectives:</p> <p>Students will gain a foundational understanding of the roles and duties of the members of parliament.</p> <p>Students will experience the process involved in the creating and passing of a bill.</p> <p>Students will gain an understanding of the upper and lower houses of parliament.</p>	<p><i>To assess this lesson student's short arguments will be collected. We would assess student's initial understanding of the roles of members of parliament.</i></p> <p><i>See appendix A</i></p>	<p>Debating homework bill</p> <p><i>Students will take on a persona of a member of parliament and write a short argument on their views about the homework bill.</i></p> <p>Students will be separated into two groups one being the upper house and the other the lower house.</p> <p>The teacher will explain to students the several stages involved in passing a bill.</p> <p>The first stage involves the bill being presented in the lower house of parliament.</p> <p>The second stage involves the bill being explained in more detail and argued for or against by the members of parliament.</p> <p>The third stage is when changes can be made to the bill.</p> <p>The fourth stage: If the bill has been approved by the lower house it goes through the same process in the upper house.</p> <p>The teacher tells the class that now they are going to practice this with the no homework bill.</p> <p>Each student within each house is given a title, for example the minister of education, the minister of foreign affairs, or the minister of health.</p> <p>Each student takes on the role of their minister and then debates. The class will vote with a show of hands to pass the bill.</p>	<p>Paper Tables Chairs Parliament signs:</p> <ul style="list-style-type: none"> - Upper house - Lower house.
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<p>Lesson Four</p> <p>Local, state, and federal government safari.</p>	<p><i>Year 6 / Historical Skills / Chronology, terms and concepts.</i></p> <p>Key figures and events that led to Australia's Federation, including British and American influences on Australia's system of law and government.</p> <p>Lesson objectives:</p> <p>Student will be able to define the three levels of government.</p> <p>Students will give examples of the tasks involved in each of the three levels of government.</p>	<p><i>Student's tables will be collected to assess their understanding of the three levels of government.</i></p> <p><i>See appendix A</i></p>	<p>Government safari</p> <p>Show students a map of Australia and indicate the areas where the local, state and federal government are active, with a brief explanation.</p> <p>Prior to the lesson the teacher would have set up the classroom with words, objects and pictures of the areas the three levels of government are involved in. For example:</p> <p>Local government Rubbish disposal, Swimming pools, libraries, footpaths, parking areas, parks and ovals and building approvals (such as cubby house).</p> <p>State government Schools, hospitals, police force, making roads, public transport, housing estates, aboriginal welfare.</p> <p>Federal government Taxation, Immigration, Defence, Money supply, relations with other countries, Lighthouses, social security payment.</p> <p>Students will silently walk around the class with a table containing the headings local, state and federal governments. Student will sort the objects, pictures and words into one of the three categories.</p> <p>At the front of the classroom will be three signs saying local, state and federal government. The teacher, with guidance from the students, can place the pictures, words and objects under the three appropriate titles.</p>	<p>Local, State and Federal signs.</p> <p>Objects, pictures and words relating to the duties.</p> <p>Create and print the categorising table. (appendix C)</p>
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<p>Lesson five</p>	<p><i>Year 6 / Historical Skills / Chronology, terms and concepts.</i></p> <p>Key figures and events that led to Australia's Federation, including British and American influences on Australia's system of law and government.</p> <p>Lesson objectives:</p> <p>Students will be able to effectively analyse an ad in terms of lighting, target audience, etc.</p> <p>Student will bring together ideas to formulate an effective advertising campaign.</p>	<p><i>Students will be assessed on their advertising campaign. They will be assessed on the ad's originality and effectiveness.</i></p>	<p>Government advertising</p> <p>Government video and print advertising will be brought up on the interactive whiteboard. Students will discuss the effectiveness of the ad's in terms of target audience, clarity of ad, camera angles, lighting, sound, colours and slogans.</p> <p>Student advertising campaign</p> <p>Students will work in groups of three to four in creating a new law. In using knowledge from previous lessons they will create a three-minute presentation describing their law, telling the class why it is important and discussing why it should be passed.</p> <p>Students will be asked to also tell us which form of government this new law would fall under (local, state or federal).</p> <p>Students will present their advertisements to the class.</p>	<ul style="list-style-type: none"> - Interactive whiteboard or projector and computer. - Pens and pencils - Paper - Video recorders and tripods to be booked. <p><i>YouTube videos to be analysed as examples of effective government advertising.</i></p> <p>Funny campaigning Against smoking www.youtube.com/watch?v=mz0N-jVrRWU&NR=1</p> <p>Stop smoking – funny ad www.youtube.com/watch?v=Olf3Ryr6jrw&NR=1</p> <p>Funny anti-smoking ad www.youtube.com/watch?v=J3POpdlxWE</p> <p>Healthy eating</p>
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APPENDIX B

Topic: Lobbying, candidates and preferential voting.

	Names	Ability to lobby a topic	Oral skills	Collaborative work	Ideas for future planning													
Sport School						Ideas for future planning												
							Ideas for future planning											
								Ideas for future planning										
Food School									Ideas for future planning									
										Ideas for future planning								
											Ideas for future planning							
Educational School												Ideas for future planning						
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														Ideas for future planning				
Art School															Ideas for future planning			
																Ideas for future planning		
																	Ideas for future planning	
Music School																		Ideas for future planning
					Ideas for future planning													

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