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**CIVICS AND CITIZENSHIP**

**Why do we make rules and laws?**

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| **Unit name**: Why do we make rules and laws? | **BAND:** Level 3–4 | **Time:** 6 x 60 minutes |
| **Civics and Citizenship Strand/S:**  Law and Citizens | | |
| **Learning intention**   * To investigate the role of groups in the community and examine the rights and responsibilities of Australian citizens. * To examine rules and laws and be able to distinguish between them. * To explore the process for changing rules or laws. | | |

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| **CIVIC PARTICIPATION ACTIVITY** | Changing a rule to improve safety or fairness. |

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| **CIVICS AND CITIZENSHIP CONTENT** | | | |
| **STRAND** | **CONTENT DESCRIPTIONS** | **ACHIEVEMENT STANDARDS** | |
| **Law and Citizens** | Explain how and why people make rules. ([VCCCL004](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCL004))  Distinguish between rules and laws and discuss why rules and laws are important. ([VCCCL005](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCL005)) | ***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 and the role of parliaments in creating law. |

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| **LEARNING ACTIVITIES** | **TEACHING NOTES** |
| **Lesson 1: Tuning in! Why do people make rules?** ([VCCCL004](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCL004))  Introduction:   1. As a formative task students complete the handout. Pick the rule, pick the law. See: Resource 1 and 2. This task will assess whether students can distinguish between rules and laws. 2. Students in pairs discuss their choice and suggest why one is a rule and the other is a law. Teacher records feedback on the board under the headings Rules and Laws. 3. List four to five school rules and make a card game of ‘Match the rule and the reason’. Play with a junior class; i.e. buddies.   See: Appendix 1. | The word *democracy* describes a government *by the people* and *for the people* in which citizens exercise their power by voting. In our democracy, citizens have other rights that include the right to express opinions, receive an education, and practice any religion they choose. Having the right to vote is part of living in a democracy. Exercising that right is a way for citizens to take responsibility for, and take part in, their government and the decisions made on their behalf.  Australia is a representative democracy. In Australia eligible people vote for candidates to carry out the governing on our behalf. This is called representative democracy. Those elected to parliament make laws on our behalf.  A rule is a set of explicit and understood behaviours that govern those who belong to a particular group or activity; e.g. sporting club or a sport, school, Scouts.  **Resource 1:**  Put the phrase ‘keep calm and follow the rules’ into a search engine to search for copyright free images. Example image: [www.keepcalmandposters.com/poster/37508\_keep\_calm\_and\_follow\_the\_rules](http://www.keepcalmandposters.com/poster/37508_keep_calm_and_follow_the_rules)  These posters may be purchased. Accessed: 2 May 2016.  **Resource 2:**  Civics and Citizenship Education, Discovering Democracy Units, Laws and Rights, Handout Quiz: [www1.curriculum.edu.au/ddunits/downloads/pdf/mp2\_hand3.pdf](http://www1.curriculum.edu.au/ddunits/downloads/pdf/mp2_hand3.pdf) Accessed: 2 May 2016. |

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| **LEARNING ACTIVITIES** | **TEACHING NOTES** |
| **Lesson 1: Tuning in! Why do people make rules? (continued)**   1. Read[*What If Everybody Did That?*](http://www.amazon.com/What-If-Everybody-Did-That/dp/0761456864) *or If Everybody Did.* See: Book Suggestions in Resources.   Ask students to imagine what might happen if everybody broke the rules! Discuss as a class. Suggest scenarios: What if there were no rules at school or at home?   1. Activity: Play a game with minimal rules. As the game progresses change the rules. Adapted from. See: **Resource 3** and **4.**   Discussion:   * What did you think of the game? Was it a good game? Was it a fair game? Give reasons. * How did you know that there were some rules? * How did you feel about not knowing what the rules were? * Students develop criteria for fairness in a game.   List the rules of the game and ask students to indicate which ones the teacher changed.  Discuss whether it is fair that only one person:   * Made the rules * Changed the rules * Knew what the rules were.   In groups of three students list five reasons in response to the question: Why do we need rules and laws? Students organise their five reasons in order of most important to the least important. Students share their top two reasons with the group. Student feedback is added to the earlier feedback. | **Resource 3:**  Activities adapted from Civics and Citizenship Education, Discovering Democracy, Democracy.  [www1.curriculum.edu.au/ddunits/units/mp2rules-glance.htm](http://www1.curriculum.edu.au/ddunits/units/mp2rules-glance.htm)  Accessed: 2 May 2016  **Resource 4:**  Civics and Citizenship Education, Discovering Democracy Units, Why do we need rules and laws: Activity 1: Guess my rules game.  [www1.curriculum.edu.au/ddunits/units/mp2fq1acts.htm#act1](http://www1.curriculum.edu.au/ddunits/units/mp2fq1acts.htm#act1)  Accessed: 2 May 2016 |

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| **LEARNING ACTIVITIES** | **TEACHING NOTES** |
| **Lesson 2: What is a rule?** ([VCCCL004](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCL004))   1. Individually or in a small group: List some family rules and school rules.   Home rules: pick up your toys, put your dirty clothes in the laundry basket.  School rules: raise your hand and wait to be called on, wait your turn; ask permission to leave the room.  Class discussion activity:   * Why do we need rules? * Who creates a rule? * Who do rules affect? * How do we know what they are? * Should rules be only designed to keep us safe? * How do we decide what is fair or not? Apply or refine lesson 1 criteria.   Divide the class into groups. Each group makes a poster showing:   * a situation where certain rules apply * who has to obey these rules.   Definition of rule: Guidelines for behaviour; they are a set of explicit or understood regulations or principles governing conduct or procedure within a particular area of activity; e.g. school rules; rules of cricket. Rules are usually developed and set by people who have the power and authority to create and enforce them.   1. What if?   Imagine what might happen if someone chose to break a rule. Reflect on the intended and unintended consequences using a consequences tree. In pairs decide a process for creating a rule and responses to breaking a rule.  **Resource 5** has a number of useful handouts on this topic. | **Resource 5:**  Civics and Citizenship Education, Discovering Democracy Units, Laws and Rights, Rules and Laws, Focus question 2: What is a rule and what is a law?  Teaching and Learning Activities:  <www1.curriculum.edu.au/ddunits/units/mp2fq2acts.htm>  Accessed: 2 May 2016 |

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| **LEARNING ACTIVITIES** | **TEACHING NOTES** |
| **Lesson 3: What is a law?** ([VCCCL005](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCL005))  Class/Group Discussion:   * Does everybody who rides a bike or a scooter have to wear helmets? * Why must you wear a helmet? * What could happen if a police officer saw you without a helmet? * What could happen if you do not wear a helmet? What are the consequences?   Discuss what makes wearing a helmet a law. List the reasons on the board in a column. Ask students to suggest other laws they know and list those on the board. Discuss why these are laws. Who makes a law? Who do laws affect?  How are laws made?  Using **Resource 6**, Making A Law, discuss with students the process of making a law. | Definition of Law: Refers to the system of rules which a particular country or community recognises as regulating the actions of all members of that country or community which it may enforce by the imposition of penalties and sanctions.  **Resource 6:**  Parliamentary Education Office, Making A Law, Fact Sheet:  [www.peo.gov.au/uploads/peo/docs/fact-sheets/making\_law.pdf](http://www.peo.gov.au/uploads/peo/docs/fact-sheets/making_law.pdf)  Accessed: 2 May 2016  This diagram may be adapted to simplify the explanation. |

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| **LEARNING ACTIVITIES** | **ASSESSMENT TASKS** | **TEACHING NOTES** |
| Lesson 4: Pick the Rule, Pick the Law([VCCCL005](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCL005)) Take the class for a walk around the school, or local neighbourhood to collect evidence for rules and laws that operate in the local area. This might include: parking signs, speed limit, areas where students line up at the school canteen.  From the notes students take on their walk, design a rules and laws map for the school newsletter or website.  To distinguish between a law and a rule, students should ask themselves, 'Does this apply to everybody in a state or territory’ (law) or ‘only to some groups’? Create a Venn-diagram that compares rules and laws. See: **Resource 5**  **Extension Task**  Students may investigate who creates laws, who implements the laws and who enforces the laws:   * Parliamentarian * Judge * Jury * Police Officer * Lawyer. | **Assessment Task**: **Investigating a law**  Students collectively brainstorm as many laws as possible which are recorded by the teacher.  In pairs, students select one law to investigate and:   1. Explain the purpose of the law. 2. Suggest consequences if we did not have this law. 3. Find out who made the law? Why? 4. Explain why the law is important. 5. Find out how the law is enforced.   Students present their understanding using a KWL Chart. See: **Resource 7**  Assessment Rubric. See: **Appendix 2**  *The example 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.* | **Resource 7:**  Education Place, Houghton Miffin Harcourt Company.  KWL Chart  [www.eduplace.com/graphicorganizer/pdf/kwl.pdf](http://www.eduplace.com/graphicorganizer/pdf/kwl.pdf)  Accessed: 2 May 2016 |

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| **LEARNING ACTIVITIES** | **TEACHING NOTES** |
| **Lesson 5 and 6: Changing a rule to improve safety or fairness.** ([VCCCL005](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCL005))  Sometimes laws have to be changed because they take away rights people should have. Sometimes rules need to be changed because they are unfair to one group in a family, organisation or community.  Watch the video, ‘Changing family rules’, about a family changing a simple rule about doing the laundry. The video demonstrates how a change like this can be handled so that everyone feels happy with it. Ask students to list reasons why a rule may need to be changed. See: **Resource 6**  Make a list of either family, class or community rules you’d like to change. Form a group and discuss a rule you’d like to change. Follow the rule making process. Consider the views of all groups who are impacted by the change and discuss the perspective of each.  [Step 1](http://www.aemc.gov.au/Energy-Rules/National-energy-rules/Rule-making-process/Stage-1): Initial consideration by the team of a request/suggestion for the changing of a rule; i.e. dogs should be allowed in school on Wednesdays.  [Step 2](http://www.aemc.gov.au/Energy-Rules/National-energy-rules/Rule-making-process/Stage-2): Consultation with all people who will be affected by the change.  [Step 3](http://www.aemc.gov.au/Energy-Rules/National-energy-rules/Rule-making-process/Stage-3): Draft a rule and then take it back to the people/classmates to be affected for agreement or modification; i.e. students with dogs, students without dogs, students who are scared of large dogs, etc.  [Step 4](http://www.aemc.gov.au/Energy-Rules/National-energy-rules/Rule-making-process/Stage-4): Presentation of the rule to the class. Vote on amendment of rule.  Scenarios could include:   * Changing an aspect of the school uniform. * Making a different rule for canteen queues to allow better access for junior students. * Allowing pets to come to school.   Reflect on their rule change:   * Does the rule apply to all or to some? * Is the rule fair? * Are there some unintended effects of the rule change? * How could the rule be changed to make it fairer? * Does everybody agree to the rule? | **Resource 8:**  Raising Children website, changing family rules: <http://raisingchildren.net.au/articles/rules_role_play_video.html>  Accessed: 10 May 2016.  An alternate lesson plan: <www1.curriculum.edu.au/ddunits/units/mp2fq5acts.htm> |

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| **RESOURCES** |
| **Resource 1:**  Put the phrase ‘keep calm and follow the rules’ into a search engine to search for copyright free images. Example: [www.keepcalmandposters.com/poster/37508\_keep\_calm\_and\_follow\_the\_rules](http://www.keepcalmandposters.com/poster/37508_keep_calm_and_follow_the_rules) (these posters may be purchased). Accessed: 2 May 2016.  **Resource 2:**  Civics and Citizenship Education, Discovering Democracy Units, Laws and Rights, Handout Quiz: [www1.curriculum.edu.au/ddunits/downloads/pdf/mp2\_hand3.pdf](http://www1.curriculum.edu.au/ddunits/downloads/pdf/mp2_hand3.pdf) Accessed: 2 May 2016.  **Resource 3:**  Activities adapted from Civics and Citizenship Education, Discovering Democracy, Democracy:  [www1.curriculum.edu.au/ddunits/units/mp2rules-glance.htm](http://www1.curriculum.edu.au/ddunits/units/mp2rules-glance.htm) Accessed: 2 May 2016.  **Resource 4:**  Civics and Citizenship Education, Discovering Democracy Units, Why do we need rules and laws: Activity 1: Guess my rules game: [www1.curriculum.edu.au/ddunits/units/mp2fq1acts.htm#act1](http://www1.curriculum.edu.au/ddunits/units/mp2fq1acts.htm#act1) Accessed: 2 May 2016.  **Resource 5:**  Civics and Citizenship Education, Discovering Democracy Units, Laws and Rights, Rules and Laws, Focus question 2: What is a rule and what is a law? Teaching and Learning Activities: [www1.curriculum.edu.au/ddunits/units/mp2fq2acts.htm](http://www1.curriculum.edu.au/ddunits/units/mp2fq2acts.htm) Accessed: 2 May 2016.  **Resource 6:**  Parliamentary Education Office, Making A Law, Fact Sheet: [www.peo.gov.au/uploads/peo/docs/fact-sheets/making\_law.pdf](http://www.peo.gov.au/uploads/peo/docs/fact-sheets/making_law.pdf) Accessed: 2 May 2016.  **Resource 7:**  Education Place, Houghton Miffin Harcourt Company. KWL Chart: [www.eduplace.com/graphicorganizer/pdf/kwl.pdf](http://www.eduplace.com/graphicorganizer/pdf/kwl.pdf) Accessed: 2 May 2016.  **Resource 8:**  Raising Children website, changing family rules: <http://raisingchildren.net.au/articles/rules_role_play_video.html> Accessed: 10 May2016.  **Other websites:**  Teaching Ideas, Rules and Laws: [www.teachingideas.co.uk/re/rules-and-laws](http://www.teachingideas.co.uk/re/rules-and-laws) Accessed: 16 June 2016.  Justice Teaching, Candy Game: [www.justiceteaching.org/resource\_material/CandyGame.pdf](http://www.justiceteaching.org/resource_material/CandyGame.pdf) Accessed: 16 June 2016. |

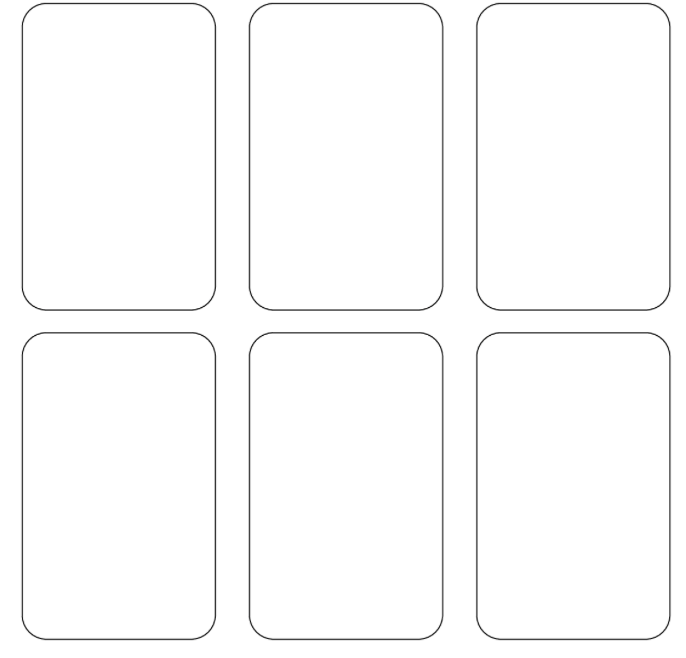
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| **BOOK SUGGESTIONS** |
| **Teachers may choose any books but should exercise appropriate judgment when selecting texts.**  Alberti, D. (2005). *No Rules for Rex*. Kane Press, 2005.  Allard, H. (1977). *Miss Nelson is Missing*. Houghton Mifflin.  Crary, Elizabeth. (1996). *I Can’t Wait*. Parenting Press.  Javernick, E. (1990). [*What If Everybody Did That?*](http://www.amazon.com/What-If-Everybody-Did-That/dp/0761456864) Childrens Press, Inc.  Krulik, N. E. (1999). *Doug Rules*. Disney Press.  Lionni, L. (1996). *It’s Mine!* Dragonfly.  Stover, J. (1990). [*If Everybody Did*](http://www.amazon.com/If-Everybody-Did-Ann-Stover/dp/0890844879/ref=pd_sim_b_21?ie=UTF8&refRID=14GCP5KTQM1660WNVZGC). BJU Press. |

Appendix 1

**GAME TEMPLATE: Understanding Rules**

Laws and Citizens

* Students list four school rules and make a card game of ‘Match the rule and the reason’.
* In each set of three cards one card must list the rule, one the reason for the rule and one illustration of the rule.
* Make a set of 12 cards, mix them up and ask your ‘buddy’ to sort them out. You could play with a younger student from another class.



Appendix 2

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| **ASSESSMENT**  **Party Time! Why do we make rules and laws?**  **Level 3 – 4 Civics and Citizenship: Law and 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 Students working at Level 3 – 4 will be able to:**  *(extract only)* | **Achievement Standards Students working at Level 5 – 6 will be able to:**  *(extract only)* | **Assessment task 1: Investigating a law** | | |
| **High** | **Medium** | **Low** |
| * Explain how and why people make rules. ([VCCCL004](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCL004)) | Recognise the importance of rules and distinguish between rules and laws. | Explain the role of different people in Australia’s legal system and the role of parliaments in creating law |  |  |  |
| * Distinguish between rules and laws and discuss why rules and laws are important. ([VCCCL005](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCL005)) |  |  |  |