

Governing Australia

This unit of work is excursion-based and is written for a multistage classroom. The excursions include a visit to the local council and a major overnight(s) excursion to either Sydney or Canberra, depending on your proximity and access. This unit enables students in all Stages at a P5 or P6 school to undertake the major excursion. Some schools may choose to alternate between Sydney and Canberra.

The activities are designed to complement the learning in Stages 1, 2 and 3 of the HSIE syllabus and have students work towards the achievement of outcomes relevant to each stage. The unit can be taught as a multistage unit or as a separate unit for one of the stages. However it is not really suitable for a single Stage 1 class outside of a multistage setting. It can also be used in a class across Stages 2 and 3.

Note: If this unit is being used in a Stage 2 classroom only it is not necessary to undertake the State of Federal Parliament excursion.

The green shading indicates teaching activities for all stages, while the yellow shading indicates teaching activities for students in Stages 1 and 2 and the turquoise shading indicates teaching for students in Stages 2 and 3. There are also many activities that are specific to one stage and allow for group work and the development of skills and content from the HSIE syllabus. These multistage units provide an example of the ways the mandatory subject matter and outcomes can be incorporated into teaching and learning in HSIE K–6.

Governing Australia provides the opportunity to develop background knowledge using a wide range of oral, visual and written text types. Teachers can further develop this material to support the teaching of the Talking and Listening, Reading and Writing outcomes of the English syllabus. In particular this unit uses reading material that can significantly support the *learning to read* and *learning about reading* outcomes of the English syllabus.

Syllabus links

Stage 1 Outcomes	Stage 2 Outcomes	Stage 3 Outcomes
Social systems and structures SSS1.8 Roles, rights and responsibilities Identifies roles and responsibilities within families, schools and the local community, and determines ways in which they should interact with others.	Social systems and structures SSS2.8 Roles, rights and responsibilities Investigates rights, responsibilities and decision-making processes in the school and community and demonstrates how participation can contribute to the quality of their school and community life.	Social systems and structures SSS3.8 Roles rights and responsibilities Explains the structures, roles, responsibilities and decision-making processes of state and federal governments and explains why Australians value fairness and socially just principles.

Subject matter

<p>Students in Stage 1 will learn about:</p> <p>Social systems and structures</p> <ul style="list-style-type: none">• function of families and family activities• personal needs and wants• forms of monetary exchange• roles, rights and responsibilities in the family and at school• roles and responsibilities of people who work in services in the community, both paid and unpaid• family, school and community rules and their purposes	<p>Students in Stage 2 will learn about:</p> <p>Social systems and structures</p> <ul style="list-style-type: none">• services and contributions made by community organisations and groups• local government structure and processes• use of technology in monetary exchange• roles and responsibilities of citizens in local government• class and school decision-making• conflict resolution within the classroom and the school• goods, services and facilities in communities• changes in technologies in community organisations and systems, and effects on lifestyles and environments• contributions of paid and unpaid workers and voluntary organisations in the community	<p>Students in Stage 3 will learn about:</p> <p>Social systems and structures</p> <ul style="list-style-type: none">• organisations involved with monetary exchange• state and federal government structures and the relationships between them• processes by which laws are made and changed in state and federal governments• electoral processes• community, school and class decision-making and democratic processes
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Resources

1. *Australians All!* 2001 Discovering Democracy Australian Reader of Lower Primary, Big Book and teachers manual
2. *Discovering Democracy Teaching Kit*, 1998 Curriculum Corporation
3. *Australian readers* 1999 Discovering Democracy Middle Primary collection and teacher's manual
4. *Australian readers* 1999 Discovering Democracy Upper Primary collection and teacher's manual
5. *Electoral Education, Teacher's Resource Folder*, 1992 revised 1994, Australian Electoral Commission
6. *Parliament at Work*, CD-ROM 1999 included in Discovering Democracy teaching kit
7. *Stories of Democracy*, CD-ROM 1999 included in Discovering Democracy teaching kit
8. *Student leadership framework for primary students*, DET 2001
9. *HSIE K-6 Units of Work*, 1998 NSW Board of Studies
10. Australian Electoral Commission: <http://www.aec.gov.au/content/how/education/index.htm>
11. Canberra Tourism: <http://www.canberratourism.com.au>

12. Local Government: <http://www.lgov.org.au>
13. Federal Parliament: <http://www.aph.gov.au>
14. Parliament of New South Wales: <http://www.parliament.nsw.gov.au>
15. Parliamentary Education Office: Federal Government <http://www.peo.gov.au>
16. NSW State Transit Authority educational excursion site: <http://www.liveituseit.nsw.gov.au>
17. *Councils at Work*: <http://www.lgov.org.au/docs/NewsAndInfo/KidsAndCouncils/INDEX.HTM> or telephone (02) 9242 4000 to purchased at a small cost.

Rules and Laws

Play a short game without rules.

Divide the class into equal teams; provide something to identify each team. Define a play space and provide a large round ball. Clearly indicate that the teacher is the umpire and that safe play is essential. Put the ball in the middle of the field and “play”. Only the umpire knows the rules and the teams must obey the umpire.

The teacher needs a whistle and ideas of different rules that can be introduced as the game is played. Rules can be: only girls or boys, children wearing jumpers, with black shoes, in Stage 2, can handle the ball, can or cannot run with the ball, only passing or throwing etc. Eliminate any students who break the rules. Once students begin to realise what some of the rules are, change them. Once the game has achieved its purpose, that a game is impossible to play without everyone knowing the rules, stop the game and go back to the classroom.

Discuss what happened.

Did you enjoy the game? Was the game fair? Give reasons. How did you know there were some rules? How do you feel now knowing what the rules were? Would you like the class, school or community not to have any rules? What do you think would happen? Can you think of communities or countries that are organised like this? (The problems that East Timor experienced is a good example.)

Look at what our roles, rights, responsibilities and consequences are in relation to the class, school and community rules (and laws).

Stage 1		Stage 2		Stage 3	
SSS1.8 Roles, rights and responsibilities Identifies roles and responsibilities within families, schools and the local community, and determines ways in which they should interact with others.		SSS2.8 Roles, rights and responsibilities Investigates rights, responsibilities and decision-making processes in the school and community and demonstrates how participation can contribute to the quality of their school and community life.		SSS3.8 Roles, rights and responsibilities Explains the structures, roles, responsibilities and decision-making processes of State and federal governments and explains why Australians value fairness and socially just principles.	
Activities	Indicators	Activities	Indicators	Activities	Indicators
List the rules that are used in the classroom. Are all the rules written down? List the school rules. Discuss what happens when these rules are broken. Have each student design a <i>Consequence Chart</i> (See page 162 BOS units of work) for one of the class	SSS1.8 <ul style="list-style-type: none"> • <i>participates in activities that highlight the need for rules</i> • <i>identifies the rules in own classroom and school</i> • <i>explains the purpose of</i> 	Look at rules in our lives. Look at some of the rules that affect our daily lives in the wider community. List as many as possible and organise into categories. Have students develop an individual <i>matrix</i> (see page 188 BOS units of work) look at three or four different rules, the rights, responsibilities and	SSS2.8 <ul style="list-style-type: none"> • <i>develops a personal understanding of the need for rules</i> • <i>identifies community rules</i> • <i>lists some of the rights of</i> 	1. Identify some of the values in Australian society and the rules or laws that relate to these. Some values could be: care, rights, honesty, equity, fairness, respect, diversity, integrity, community decision-making. 2. Prepare an informal class discussion on “Rules and	SSS3.8 <ul style="list-style-type: none"> • <i>relates the need for rules to democratic processes in our society</i> • <i>identifies the links between</i>

or school rules. Display.	<i>having rules</i>	the consequences of breaking each rule.	<i>individuals associated with different rules</i> <ul style="list-style-type: none"> • <i>identifies the responsibilities associated with the rights of citizens</i> 	laws can't always keep everyone safe". Divide Stage 3 into two groups to prepare for and against cases. Each student speaks taking turns from each side. Conclude with a discussion on the individual's responsibilities to wider society.	<i>community values and rules or laws</i> <ul style="list-style-type: none"> • <i>develops an understanding of the interrelation of the rights and responsibilities of Australian citizens</i>
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Local government

Walk around the local community and list all of the facilities that are available for people to share, e.g. lighting, roads, cemetery, footpaths and parks. Who looks after each of these? What are our responsibilities towards these facilities? If there is something wrong with these facilities, e.g. a hole in the road, what can we do about it? Read *Ducks Crossing Here*, page 33, DD Upper Primary Readers to class. Stage 3 students can read it themselves.

Stage 1		Stage 2		Stage 3	
SSS1.8 Roles, rights and responsibilities Identifies roles and responsibilities within families, schools and the local community, and determines ways in which they should interact with others.		SSS2.8 Roles, rights and responsibilities Investigates rights, responsibilities and decision-making processes in the school and community and demonstrates how participation can contribute to the quality of their school and community life.		SSS3.8 Roles, rights and responsibilities Explains the structures, roles, responsibilities and decision-making processes of State and federal governments and explains why Australians value fairness and socially just principles.	
Activities	Indicators	Activities	Indicators	Activities	Indicators
What was Farmer Shultz's problem? List each of the solutions he tried. Use a storyboard format to illustrate and annotate the different ways Farmer Shultz tried to solve his problem. What was wrong with each attempt at solving the problem?	SSS1.8 • <i>describes how problems can be solved</i>	What was Farmer Shultz's problem? List each of the solutions he tried. Why did they fail? Who is responsible for the safety of the ducks? Should Farmer Shultz have been made to sell his ducks, or prevent his ducks crossing the road? When does the safety of the community matter more than the interests of the individual? Why did Farmer Shultz decide to solve the problem himself? Was he wrong to attempt to do this? List the advantages and disadvantages of his actions. In choosing direct action, what should Farmer	SSS2.8 • <i>examines the implications of using different solutions</i> • <i>develops an understanding of the role of local council</i>	What was Farmer Shultz's problem? List each of the solutions he tried. Why did they fail? Who is responsible for the safety of the ducks? Should Farmer Shultz have been made to sell his ducks, or prevent his ducks crossing the road? When does the safety of the community matter more than the interests of the individual? Why did Farmer Shultz decide to solve the problem himself? Was he wrong to attempt to do this? List the advantages and disadvantages of his actions. In choosing direct action, what should Farmer	SSS3.8 • <i>evaluates the reasons for seeking government approval for the farmer's solution</i>

	<p>Shultz have considered? Can you think of other actions he could have taken? Why was it important he went to the government?</p>		<p>Shultz have considered? Can you think of other actions he could have taken? Why was it important he went to the government? How does this relate to the different levels of government? See the chart <i>Three Levels of Government</i> in the DD Teaching Kit. Or do some of the activities from the unit of work <i>Three Levels of Government</i> available on the (Federal) Parliamentary Education Office web site: http://www.peo.gov.au The <i>Electoral Education teacher resource folder</i> has some very useful information and posters after the Tasmanian section. Which level of government did Farmer Shultz consult?</p>	<ul style="list-style-type: none"> • <i>investigates the different roles of local council, state and federal government</i> 	
<p>For Stage 2 and 3: Identify a real issue or pose a hypothetical one, for students to follow. See the case studies available in <i>Councils at Work</i>. (<i>Councils at Work</i> is available online at: http://www.lgov.org.au/docs/NewsAndInfo/KidsAndCouncils/INDEX.HTM or can be purchased at a small cost, by contacting (02) 9242 4000. This publication provides background information and teaching ideas on local councils.</p>					
<p>Read <i>The Bindi Gully Band</i> from <i>Australians All!</i> DD Big Book. List the</p>	<p>SSS1.8 • <i>associates aspects of</i></p>	<p>Work through the process for handling an issue. Define the issue. Why is it</p>	<p>SSS2.8 • <i>explores some of the procedures</i></p>	<p>Work through the process for handling an issue. Define the issue. Why is it</p>	<p>SSS3.8 • <i>explains some strategies for</i></p>

<p>problems and the different ways the community solved each one. Identify a school problem that needs some community action and develop ideas to resolve this situation, e.g. sharing the handball court or sharing computer access.</p>	<p><i>community life that are supported by a range of formal and informal organisations</i></p> <ul style="list-style-type: none"> • <i>develops an understanding of how community groups meet the needs of particular communities</i> 	<p>an issue? Brainstorm possible solutions. Select the most appropriate strategy; see pages 127 and 145 in the DD Upper Primary Units. Model the use of some of these strategies. This could involve gaining community support: questionnaire, petition, “advertising”, voting, forming a committee, etc. If appropriate, raise the issue during the class visit to the local council. Advise council that you want to discuss this issue during the council visit.</p> <p>Explore <i>Save the Wombat</i> (found on <i>Parliament at Work</i> CD-ROM) or <i>Help Town</i> (found on <i>Stories of Democracy</i> CD-ROM, go to Middle Primary units, <i>Joining In, Game</i>). List and discuss the different strategies used to solve community problems.</p> <p>Find out how many councillors your local</p>	<p><i>for improving community life</i></p> <ul style="list-style-type: none"> • <i>explores a simulation game of civic action</i> • <i>explains the processes</i> 	<p>an issue? Brainstorm possible solutions. Select the most appropriate strategy; see pages 127 and 145 in the DD Upper Primary Units. Model the use of some of these strategies. This could involve gaining community support: questionnaire, petition, “advertising”, voting, forming a committee, etc. If appropriate raise the issue during the class visit to the local council. Advise council that you want to discuss this issue during the council visit.</p> <p>Read <i>Too Young to have a say</i>, page 37 Upper Primary DD Readers. What issues are raised in the story? What does it mean by mobilising people and raising an army? Has your family been in a situation like this? What happened? What could have been done to change the situation? Look at how Australians</p>	<p><i>improving community life</i></p> <ul style="list-style-type: none"> • <i>learns about the electoral processes used in Australia</i>
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	<p>council has. Do all councils have the same number of representatives? How often are council elections held? Who chooses the mayor or shire president? Look at the processes of electing your local council. See unit nine of <i>Councils at work</i> for information and discussion points.</p> <p>Students use newspaper articles collected for homework. Read different articles and collate into a matrix. Matrix headings could be: headline, community issue, strategies, alternative strategies and outcome. Use copies of the local paper to identify an issue and follow its progress over time. How was the issue resolved?</p>	<p><i>involved in electing local council members</i></p> <ul style="list-style-type: none"> <i>identifies and follows an example of civic action in their own community</i> 	<p>choose representatives who make decisions for the wider community. Investigate the Australian Electoral Commission web site at: http://www.aec.gov.au Play the <i>Election Game</i> found in the Electoral Education teacher's resource folder after the Tasmanian section.</p> <p>Students use newspaper articles collected for homework. Read different articles and collate into a matrix. Matrix headings could be: headline, community issue, strategies, alternative strategies and outcome. Use copies of state of national newspapers to identify an issue and follow its progress over time. The local papers often carry a column written by the State and Federal representatives of the area. They often address issues that can then be followed up in other papers.</p> <ul style="list-style-type: none"> <i>develops an understanding of how community issues are dealt with by community representatives</i>
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Visiting Local Council

Book a visit to the local council. Arrange for a senior council officer to speak to the class. Have the class prepare some questions to ask during the visit. Do let the council officer know the kind of things you would like to know about. Visit the council offices, the administration centre of council to see how different sections of council work. Hold a mock council meeting in the council chambers. Undertake some tours of council facilities, e.g. water treatment works, sewage works to show how council provides clean water and disposes of sewage. Visit other council facilities such as parks, library, swimming pool, and art gallery. Note: Sydney Water provides drinking water, wastewater services, and some stormwater services to the communities of Sydney, the Blue Mountains and the Illawarra. Hunter Water supplies these facilities in the Hunter district. In most other areas of NSW this is the responsibility of the local council. This is one area that can be clarified during the class visit to council.

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Activities	Indicators	Activities	Indicators	Activities	Indicators
<p>Create an illustrated big book of facilities provided by council that were visited on the excursion. Allocate different aspects of the visit to different students. Label illustrations with student's responses.</p>	<p>SSS1.7</p> <ul style="list-style-type: none"> • <i>shares text to develop an understanding of community services</i> • <i>identifies local government services</i> 	<p>Prior to the council visit investigate your local council web page. Follow the links from: http://www.lgov.org.au. Look at another local council in a completely different area to where you are. Is this council organised differently? What services do they provide that are the same? Or different?</p> <p>Use <i>Councils at Work, Unit 5</i>. This looks at some of the more unusual things that</p>	<p>SSS2.8</p> <ul style="list-style-type: none"> • <i>investigates the roles of local council.</i> • <i>explores some of the different services</i> 	<p>Prior to the council visit investigate your local council web page. Follow the links from http://www.lgov.org.au. Look at another local council in a completely different area to where you are. Is this council organised differently? What services do they provide that are the same? Or different?</p> <p>Investigate the roles of people connected with parliament by completing</p>	<p>SSS3.8</p> <ul style="list-style-type: none"> • <i>compares services and organization of two different local councils.</i> • <i>investigates the different roles of Federal</i>

	<p>councils look after. Do some of the suggested activities.</p>	<p><i>undertaken by local councils.</i></p>	<p>the <i>People in Parliament</i> interactive on the <i>Parliament at Work</i> CD-ROM. (In Primary Units: <i>People make a nation</i>). Prepare a parliamentary people gallery by designing a poster outlining their role in parliament for a variety of people including the Prime Minister, Leader of the Opposition, Speaker, Ministers etc. Information on the roles of people in Federal Parliament can also be found at: http://www.aph.gov.au</p>	<p><i>Parliamentary representatives.</i></p>
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Decision Making Processes

At each level of government there is an established procedure for making decisions once our representatives have been elected. Students can develop an understanding of what decisions are made at each level of government, is allowed to make decisions on, then how they go about making these decisions within the context of Australian democratic representation. This section looks specifically at how we make decisions at home, in the classroom and school (Stage 1), at a local council level (Stage 2) and at State and Federal government (Stage 3). This will take into account the role of our elected representatives and how individuals and groups may be able to influence these decisions.

Students have already participated in a local council role-play and will go on to participate in a role-play at State or Federal Parliament House. Use the parliamentary web sites to access research material. For Federal Parliament go to <http://www.aph.gov.au> and use the education links. The NSW State Parliament web site can be found at <http://www.parliament.nsw.gov.au>, go to the link *for schools*. Both of these web sites provide a wealth of information including information sheets that can be downloaded. However teachers will need to review and select material suitable for their students.

Information on local government can be found in *Councils at work*, Unit 6 and 8 and your own local council website. Find links to all local council web sites at http://www.dlg.nsw.gov.au/dlg/dlghome/dlg_LocalGovDirectory.asp?index=1

Stage 1		Stage 2		Stage 3	
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Activities	Indicators	Activities	Indicators	Activities	Indicators
Individually make a list of all the independent decisions students make in a day, e.g. who you play with, what you play, watch, read, eat, wear, etc. Students discuss their list with a partner comparing what is the same and different.	<ul style="list-style-type: none"> clarify and compare decisions made by individuals 	Use a glossary of government terms. Look at local council decision making processes using <i>Councils at Work: Unit 6, Making decisions</i> and <i>Unit 8, Meetings and Committees</i> . Look at the flow chart in Unit 8, read and discuss the information on page 27 about council meetings and	<ul style="list-style-type: none"> determine how local councils make decisions 	Use a glossary of government terms. Investigate how State and Federal Parliament passes a Bill. Use the <i>Discovering Democracy</i> CD-ROM <i>Parliament at Work</i> , go to the Secondary section and the activity <i>Pass the Bill</i> , that is part of the second unit <i>Parties control</i>	<ul style="list-style-type: none"> research the processes used in state and federal parliament in making law
Discuss the concept that decisions always have	<ul style="list-style-type: none"> determine the consequences of 				

<p>consequences, e.g. what happens if you wear the “wrong” clothes, don’t eat a balanced diet etc.</p> <p>Play the <i>Good luck, bad luck</i> game. Sit in a circle to tell a story with each student adding a sentence starting with, “Fortunately...” alternating with “Unfortunately...” e.g. “Fortunately it was a nice day as I walked to the shops.” “Unfortunately I forgot my money.” “Fortunately I met a friend.” “Unfortunately ...” etc.</p> <p>Students develop a roster of class monitors. List classroom jobs, enough for at least one each. Nominate and negotiate the students most suitable for each position of responsibility. Write each student’s name on sticky notes and attach to the roster. What qualities or skills did you consider? Develop a PMI on what</p>	<p><i>different decisions</i></p> <p>council committees. Read and discuss the information on how councils make decisions on page 23. Use some of the activities on page 22.</p> <p>Develop a flow chart showing how council decisions are made. List the different types of things councillors can make decisions about and the types of things that are dealt with by council employees. Look at how this could affect you or your family.</p> <p>• <i>determine the consequences of the way councils make decisions</i></p> <p>• <i>participates in democratic decision making processes</i></p>	<p><i>parliament / Law</i>. Look at the different steps outlined here. Identify the key words in each step, then use these key words to form the basis of further research using the State and Federal Parliamentary web sites. Teachers should select the most suitable information sheets available on these web sites.</p> <p>Include: Federal Parliament, research the House of Representatives and the Senate. State Parliament, research the Legislative Council (Upper House) and the Legislative Assembly (Lower House).</p> <p>Use jigsaw groups to share the information collected. Teachers can develop questions for students to answer. Spend some time with the students discussing and explaining the process of how a Bill</p> <p>• <i>clarify how a Bill becomes legislation</i></p> <p>• <i>shows a clear understanding of the different stages of passing a Bill</i></p>
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<p>sort of qualities are needed in a “representative”, consider both positive and negative features: aggressive, good at sport, kind, organised, good looking, thoughtful, a good talker, etc. Discuss what can be done if students have been nominated for a classroom job they feel they are not suited to, e.g. lobby for another position, negotiate a swap, etc.</p> <p>Initiate a class meeting to discuss the upcoming excursion. See Section C of the SA section in the <i>Electoral Education Resource Folder</i>, pages 14–22 for establishing a class meeting agenda and following a meeting procedure. Refer to <i>Student leadership framework for primary schools</i> for additional information.</p> <ul style="list-style-type: none"> • <i>undertake different roles in a more formal decisions making process</i> 	<p>What can you do if council wants to make decisions that you don't agree with? Citizens can take a variety of civic action when objecting to political or social issues in the local area. This could include:</p> <ul style="list-style-type: none"> • writing to a councillor • setting up a petition and getting other people to sign it to send to council. • make an appointment to see the councillor <ul style="list-style-type: none"> • <i>identifies some of the processes of active citizenship in the local community</i> 	<p>becomes an Act at State and Federal levels. Research and discuss the role of parliamentary debates, committees and amendments have in the process of developing fair legislation (law). Students design their own flow chart to show the progress of a Bill through State parliament. Use the <i>Pass the Bill</i> on the CD-ROM as a model. Label with information collected in their research.</p> <p>Pose the question, What can you do if you disagree with what the government is doing or not doing? Citizens can take a variety of civic action when objecting to political or social issues in the local area. This could include:</p> <ul style="list-style-type: none"> • writing to a councillor • setting up a petition and getting other people to sign it to send to council. • make an appointment to see the councillor <ul style="list-style-type: none"> • <i>identify some of the processes and purposes of active citizenship in Australian society</i>
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	<p>involved either individually or as part of a delegation. use their vote at elections to vote for the candidate that best supports their views.</p> <ul style="list-style-type: none"> • individuals may choose to stand for election themselves. • protesting peacefully by attending rallies • writing to the editor of a newspaper • more recently individuals or groups have developed web sites to air their point of view. <p>View the DD video segment on <i>Clean Up Australia</i>. This is a very good example of positive civic action and can be used to identify and discuss local area issues. Read and discuss some of the handouts in the DD Middle Primary unit <i>Joining In</i>, Handout 2–4, pages 113–115.</p> <p>Identify a local area example that uses civic</p>	<ul style="list-style-type: none"> • <i>investigates a local example of civic action</i> 	<p>involved either individually or as part of a delegation. use their vote at elections to vote for the candidate that best supports their views.</p> <ul style="list-style-type: none"> • individuals may choose to stand for election themselves. • protesting peacefully by attending rallies • writing to the editor of a newspaper • more recently individuals or groups have developed web sites to air their point of view. <p>Use the examples in DD Upper Primary unit <i>People Power</i>. Do the activity on Handout 16, page 145 on <i>People Power strategies</i>. Then use the different examples in Handouts 11 – 15 , pages 140 – 144 to identify the strategies used and the issues that concerned these people. Use these as models to look at a recent example to show how civic action has changed government or</p>	<ul style="list-style-type: none"> • <i>investigates examples of civic action in the Australian community</i>
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	<p>action. This often involves development proposals or environmental issues. Follow the issue to see how it is resolved.</p>	<p>community ideas, e.g. Reconciliation.</p> <p>Once a Bill becomes an Act of Parliament (Law), what happens? How is it applied and administered? Read the information sheets available at (1) and (2). These provide information on the separation of powers and the role of the judiciary in our Australian democracy. Discuss what the separation of powers means to individuals and to our society.</p> <ul style="list-style-type: none"> • <i>develops an understanding of the separation of powers and their purpose</i>
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(1) <http://www.aph.gov.au/house/info/infosheets/is20.pdf>

(2) <http://www.parliament.nsw.gov.au/prod/web/phweb.nsf/frames/systemofgovt>

Visiting State or Federal Government

Research, plan and organise the class excursion to Canberra or Sydney well in advance. Both cities have a wide range of educational sites including a Parliament House, where the class can undertake a Parliamentary role-play, information session and tour. The excursion should also include other educational sites to visit so that a range of curriculum areas can be covered in each stage. This material has not been referenced here.

Federal Parliament House: <http://www.peo.gov.au>

State Parliament House: <http://www.parliament.nsw.gov.au>

Older students can assist in organising the excursion by researching locations to visit from web sites and suggesting possible itineraries and the *educational* reasons for the of particular sites.

Use <http://www.canberratourism.com.au/> to assist in planning a Canberra excursion.

Use <http://www.liveituseit.nsw.gov.au> to assist in planning a Sydney excursion.

Ensure that the places chosen to visit have an educational purpose and sufficient time is spent at each location for students to absorb the knowledge and understandings through the many displays. When booking it is recommended that the education officer is contacted to arrange a visit that is specifically constructed to meet the needs of a multistage class.

Introduce the class to the city they are going to visit with a range of maps, pictures or videos.

Stage 1		Stage 2		Stage 3	
SSS1.8 Roles, rights and responsibilities Identifies roles and responsibilities within families, schools and the local community, and determines ways in which they should interact with others.		SSS2.8 Roles, rights and responsibilities Investigates rights, responsibilities and decision-making processes in the school and community and demonstrates how participation can contribute to the quality of their school and community life.		SSS3.8 Roles, rights and responsibilities Explains the structures, roles, responsibilities and decision-making processes of State and federal governments and explains why Australians value fairness and socially just principles.	
Activities	Indicators	Activities	Indicators	Activities	Indicators
Participates in role-play activities with the Parliamentary Education office.	SSS1.8 • <i>participates in or observes structured decision-making processes.</i>	Participates in role-play activities with the Parliamentary Education office.	SSS2.8 • <i>shows an understanding of the decision making processes used by government.</i>	Participates in role-play activities with the Parliamentary Education office.	SSS3.8 • <i>develops an understanding of processes of making laws at State or Federal government level.</i>
Once the class has returned to school compile personal and class information portfolios on the different places visited. This can include their diary or		Once the class has returned to school compile personal and class information portfolios on the different places visited. This can include their diary or		Once the class has returned to school compile personal and class information portfolios on the different places visited. This can include their diary or	

<p>reflective journal with sketches or photos of the places visited, information brochures, worksheets etc. This can be displayed during Open day. Include photographs taken on the excursion.</p>	<p>reflective journal with sketches or photos of the places visited, information brochures, worksheets etc. This can be displayed during Open day. Enhance documents with computer skills using word with scanned images.</p>	<p>reflective journal with sketches or photos of the places visited, information brochures, worksheets etc. This can be displayed during Open day. Enhance documents with computer skills documents using <i>PowerPoint</i>.</p>
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