

Lesson	Aim	Strategy/Pedagogy	Resources
1 What is Government?	Establish what Ss understand about what a government is and the responsibilities of each level of government. The lesson will also touch on groups that influence decision making and the constitution.	<ul style="list-style-type: none"> • Wordle - Definition of Government -Ss lead. • Directed reading and Co-operative learning –Different newspaper articles. In groups Ss report on issue, parties involved, govt level role and responsibility. • Questioning - T lead Q and A on the groups that influenced decision making and the role of the constitution. 	http://www.wordle.net/create Newspaper clippings – local, state and federal issues. Constitution - http://www.peo.gov.au/students/fss/fss31.pdf
2 How can I make a difference?	Continue with roles and responsibilities of government and also the roles and responsibilities of citizens. Ss will learn how they can be informed members of the community and influence decisions made.	<ul style="list-style-type: none"> • Source study and Questioning –Guest Speaker – Local state or federal representative. Ss and T able to ask Speaker questions related to the aim of the lesson. 	http://www.parliament.nsw.gov.au/prod/parlment/members.nsf/V3ListCurrentMembers Example of Local member- http://www.stuartayres.com.au/what-can-i-do-for-you/what-can-i-do-for-you.html
3 How can I make a difference?	Following on from Lesson 2, Ss will be given a current issue which affects their community. In groups they will be required to research the issue, form opinions and consensus, and then employ various methods to demonstrate their ideas and lobby relevant parties.	<ul style="list-style-type: none"> • Problem Based Learning, mind mapping/brainstorming, directed reading, simulation game – use Webquest to create activities, using Internet resources, which encourage students to use higher order thinking skills and enhance their ICT inquiry skills, to find solutions to a current issue affecting their community. 	My Webquest http://questgarden.com/148/57/9/120929074340/ What is a webquest - http://www.webquestdirect.com.au/whatis_awq.asp
4 How can I make a difference?	This lesson is used to finalise task from previous lesson. Ss should be finalising the how they will be presenting their ideas e.g. displays, meetings, presentations. Encourage Students to reflect on the process they used.	<ul style="list-style-type: none"> • Presentations, simulation. • Group skills –negotiation and consensus • Reflection 	
5 How laws are made and changed in Australia.	Students will learn what a law is, what an act is, the powers responsible for laws and the process of passing and amending laws.	<ul style="list-style-type: none"> • Teacher lead lecture and discussion – to ensure Ss understand definitions and processes. • Simulation Game – Ss see the theory put into action through an interactive game. 	Simulation Game- http://www.peo.gov.au/kidsview/lawmaking/passthebill.html Definitions- http://www.parliament.nsw.gov.au/prod/web/common.nsf/key/LegislativeProcessExplained

<p>6 The Electoral Process in Australia</p>	<p>Using a range of resources and activities students will learn about the electoral process, preferential voting, the counting of votes and the importance of minority political parties.</p>	<ul style="list-style-type: none"> • Film and media sources • Blooms Taxonomy – activities to enhance students knowing, understanding, applying, analysing, creating, evaluating 	<p>Preferential voting - http://www.youtube.com/watch?v=0xs1TUGwqiE How senate votes are counted http://www.youtube.com/watch?v=rTamidDoG6g&feature=related Activities http://www.aec.gov.au/Education/files/electoral-knowledge-bloom.pdf</p>
<p>7 The class election campaign</p>	<p>In groups Ss will construct and run a political campaign. Groups will be given 3 issues regarding the school and they will need to form a campaign which will be presented to year 5 students and teachers, who will then vote for their preferred party. Groups will need to negotiate with each other over preference vote's allocation.</p>	<ul style="list-style-type: none"> • Role playing/ Debonos hats to allocate roles • Simulation Games • Interviewing/Inquiry • Problem based Learning • Group skills –negotiation and consensus <p>Ss need to use the inquiry skills they have previously developed, negotiate with groups for preferences, and allocate roles including speaker, Poll booth manning and vote counters.</p>	<p>Running an election - http://www.aec.gov.au/Education/Democracy_Rules/files/Teacher_Guide_by_section/Runninganelection.pdf</p>
<p>8 The election result</p>	<p>In this lesson the classroom will be transformed into a polling booth and students will present their campaign to year 5 who will then walk into the booth and vote. The students will then count votes, allocate preferences and announce the winner.</p>	<ul style="list-style-type: none"> • Role playing/ Debonos hats to allocate roles • Simulation Games • Reflection 	<p>Running an election - http://www.aec.gov.au/Education/Democracy_Rules/files/Teacher_Guide_by_section/Runninganelection.pdf</p> <p>Ballot papers - http://www.aec.gov.au/Education/Democracy_Rules/ballot-templates.htm</p> <p>Scrutiny chart - http://www.aec.gov.au/Education/Democracy_Rules/files/Teachers_Toolbox/5_Conducting_Elections/Scrutiny_Chart.pdf</p> <p>Ballot Boxes – http://www.aec.gov.au/Education/</p>

Note: This unit could be concluded with an excursion to Canberra to visit Parliament to experience their learnings in action. The excursion could be combined with other KLA's including PDHPE (AIS), Science (Questacon) or History (War Memorial).