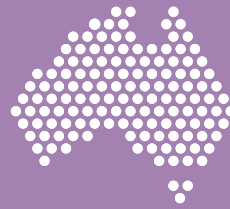




# Teacher Reference Document 1



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Unit 1: Rules and Laws in Australia today – Year 4 – Civics and Citizenship (C & C) Strand: Laws and Citizens

Topic 4.1: The difference between rules and laws and why laws apply to everyone in our society

## Rules v Laws

Can you imagine what life would be like if we had no rules? You might think it would be good not to have to do chores at home. Perhaps you might think it would be better if you could just play all day at school rather than go to class.

There are some very good reasons why we have rules and laws. Rules and laws protect us from the actions of others. They make sure that things get done. They share out responsibilities so that everyone can benefit, fairly, from the outcomes.

## Sporting rules

Sometimes the rules in sport can be frustrating. But imagine that there were no rules. How would you know when the game started or ended? There could be no winners or losers, because it is rules that determine success (eg when a goal has been scored). There would be no rules to protect the players from dangerous tackles or violence, so if someone else wanted the ball, they could just take it. There would be no scoring of points, as that involves rules too. In the end, it would be a waste of time and people wouldn't participate.



Source: iStock

Rules are essential for sport to exist. Breaking the rules spoils the game and makes it unfair. It steals success from those who work hard to develop sporting skills. It discourages people from trying and putting in the effort to succeed. No one likes sport cheats who break the rules. When you play in a sporting team you must respect the umpire or referee so that when they make a decision to blow their whistle the game comes to a halt because a rule has been broken. Similarly, if you start hitting a member of the opposing sporting team the umpire or referee will send you off for the rest of the game and perhaps you might be banned from the game for the rest of the season.



Source: CEFA

## School rules

When people get together in a large group in one place, rules of behaviour are needed. Rules are necessary to maintain order, get things done, meet common aims and keep everyone safe. Some rules may be annoying, but mostly they are there for a good purpose, even though you may not realise it or agree with it.



*Parliament House, Canberra  
Source: IStock*

For example, there may be rules about being quiet in class, particularly when the teacher is teaching. You might not like those rules and would rather talk to your friends, but other people in the class are there because they want or need to learn. What if they miss out on learning important basic things and this stops them from getting good marks? It's not fair to take away their chances by stopping them learning. Rules are there to protect the rights of everyone to learn in the classroom. Rules, such as those about cheating and bullying, make school fairer for all.

## Home rules

One rule in your house might be that you have to take the rubbish out. A parent or other adult in your house might have made that rule, which you have to follow, even if you don't like it. But what would happen if there were no rules and no one took the rubbish out? Your bin would overflow. The rubbish would keep piling up and would start to smell. You might have rats moving into your house to feed from the garbage and they might spread diseases. In the end, life would be uncomfortable and unpleasant. It is really worth trying to understand the benefits of rules that exist in your home.

## The difference between rules and laws

Rules are applied by those who have authority to set and enforce them in a particular group or organisation. This includes parents or adults in a household, teachers and the principal in a school, and the rule-setting bodies of sporting organisations.

The power to punish someone for breaking a rule is limited to the power and authority of the person who makes and enforces the rule. For example, you might get sent to your room by your parents for refusing to put out the rubbish, because they have authority over the family, but you cannot be sent to prison for breaking family rules – only if you are convicted by a court of breaking the law.

Laws are special types of rules. They apply to everyone and are made by elected bodies, like the Federal and State Parliaments. Breaking a law can result in more serious penalties, like being sent to prison for a long time. Because of this, there are lots of laws about how laws are made and enforced, to make sure that it is done fairly.

## Aboriginal and Torres Strait Islander law and lore

For millennia, Aboriginal and Torres Strait Islander people have had their own laws and lore. These words sound the same, but they mean different things.

A law is a binding rule that everyone has to obey. Instead of using courts to judge and punish breaches of the law, Aboriginal and Torres Strait Islander peoples relied on elders to resolve conflicts about the law and suitable punishments.

Lore is the body of traditions, customs and knowledge that one generation of people passes on to the next generation. This includes the Dreaming. Lore can be passed on through songs, dances and stories.



*The High Court of Australia, Canberra  
Source: HCA*

## The Constitution and the separation of powers

There is one top law (a book of rules) which is the source of the power to make and enforce all other laws. It is called the Australian 'Constitution'. It separates out power to deal with laws among three different bodies – the Parliament, the Executive Government and the courts. This is known as the 'separation of powers', and the reason for it is to prevent one person or body from getting all the power and possibly using it to do bad things.

The Constitution gives the power to make laws to Parliament, which is made up of representatives of the people who are chosen in elections. This way, the people get to choose those who decide what the law should be. If they don't like the type of laws that are being made, they can vote for different representatives at the next election who will change the laws.

The law is 'administered' (i.e. applied) by the Executive Government, which is comprised of Ministers and public servants. It also includes the police, who can arrest a person they believe has broken the law and make sure that the person appears before a court.

The Constitution gives to the courts the power to decide whether or not a person is guilty of breaking the law. Courts are required to act independently of the Executive Government and to be fair. They must hear from each side before making a decision, and they must not be biased.

A person is presumed innocent until found guilty by a court. While Parliament usually sets the maximum punishment for breaching particular types of laws, it is the judge of the court who sets the actual punishment a convicted person receives in each case, depending on its own facts.

Punishment, these days, might involve paying a fine (i.e. paying money) or spending a period of time in prison. In older times, such as when the British first came to Australia in 1788, it could include being executed (i.e. the death penalty) or being whipped.

## The rule of law

In Australia, we live by an important principle known as the 'rule of law'. This means that the law applies to everyone, including the government. No one is so important that they can ignore the law.

Everyone should be able to find out what the law is and it should be clear enough that people can make sure they obey it. Everyone is also protected by the law and cannot be found guilty or punished for breaking the law, except by an independent court in a fair process.





## Topic 4.1:

The difference between rules and laws and why laws apply to everyone in our society



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### Lesson One: What are rules and why are they important?

Time/Lesson	Assumed Prior Learning
<ul style="list-style-type: none"><li>1 hour</li></ul>	Students' understanding of family, school, sporting and community groups.
Rationale	Learning Goal
To understand the importance of rules in family, school and community settings, and how this may shape a person's identity and sense of belonging in society.	To <u>define</u> what a rule is, and <u>identify</u> where we find rules, and why they are an important part of family, school and community life.
Resources	Success Criteria
<ul style="list-style-type: none"><li>Smartboard with access to PowerPoint to guide discussions</li><li>Whiteboard, Whiteboard markers</li><li>Post-it notes or strips of cardboard</li><li>Talking ball/talking stick</li></ul>	Students can articulate the rules that are evident in their own family, classroom and community settings. Students will be able to reflect on what it feels like when rules may be taken away or not enforced or explained.

#### Teaching Reference Documents:

##### TRD 1 Rules v Laws

Teacher and students read the TRD and discuss Introduction, Sporting Rules, School Rules and Home Rules

"Can you imagine what life would be like if we had no rules? You might think it would be good not to have to do chores at home. Perhaps you might think it would be better if you could just play all day at school rather than go to class.

There are some very good reasons why we have rules and laws. Rules and laws protect us from the actions of others. They make sure that things get done. They share out responsibilities so that everyone can benefit, fairly, from the outcomes."

#### Tuning In

##### Activate Prior Knowledge

- Teacher displays or writes the question on the board 'What is a rule?' (4.1. Lesson 1. Worksheet 1) Students work in triad groups, to determine what they think a rule is.

This could be written down on a post-it note and added to the board, or reported back to the class as a whole discussion where student voice is a basis for discussion.

### Teacher Instruction

- Teacher asks the students the question 'What are the rules we stick to?' ([4.1. Lesson 1. Worksheet 2](#))
- Explain that the students are going to work collaboratively in their triad groups, to determine rules for different settings eg. Classroom rules, School rules, Home rules, Game rules or Sporting rules.
- Teacher gives each group a page with the title 'Rules for \_\_\_\_\_' ([4.1. Lesson 1. Resource 1](#)). Collaboratively each group determines which setting they will be focussing on, and time is given over to the students to brainstorm a list of rules for their setting. While the students are brainstorming, challenge them to highlight a rule that they LIKE in their setting, and a rule they DISLIKE. ([4.1. Lesson 1. Worksheet 3](#))
- When brainstorming is completed, students are given opportunity to share the setting, the rules and the rules they like or dislike. Students are challenged to explain why they like or dislike those rules.
- As the students are explaining why they like or dislike rules, highlight some of their reasons, identifying key values that underpin them eg. safety, fairness, responsibility, respect, care etc. You may also like to highlight any observations about the 'enforcer' of the rules.

### Group/Independent Learning

- As a class, discuss the reasons the children like rules and dislike rules, following up with the question 'What if we didn't have rules?'
- Explain to the students that they are going to play a collaborative whole class game of 'silent ball.' Students don't know the rules, and are given time to play (around 2 minutes). At the conclusion of the game, ask the students some key questions:
  - o How did the game go? Was it successful? Why/why not?
  - o What were the rules? How did you know?
  - o Who enforced the rules?
  - o How did the game make you feel?
  - o What rules do you think the game should have? ([4.1. Lesson 1. Worksheet 4](#))
- As a class determine the rules for Silent Ball (either use the rules they have decided on, or watch the video ([4.1. Lesson 1. Resource 2](#)) to find out the rules) Once the students have been given time to play (around 2 minutes) ask the students the same key questions:
  - o How did the game go? Was it successful? Why/why not?
  - o What were the rules? How did you know?
  - o Who enforced the rules?
  - o How did the game make you feel?
  - o Are there any other rules you would add or change to make this game more successful? ([4.1. Lesson 1. Worksheet 5](#))

### Wrapping it up

- Sitting in the circle, using a talking ball, ask the students to take turns to finish this sentence: I think rules are \_\_\_\_\_ because \_\_\_\_\_.
- Give students post-it notes, or strips of paper where they can write any 'big juicy questions' that they may have about rules that can be displayed in the classroom, as a way to determine student interest, prior knowledge and to help navigate further discussion through this series of lessons.
- Add any new words to a class word wall.

## Differentiation

### Support

Prepare your triad groups ahead of time, to ensure students who need social or academic support are paired with a team who are able to assist or guide these students. Alternatively, you could give students choice on their triad group.

### Extension

Students can take an active role in class discussions around rules.

## Assessment strategies

As this lesson is a 'tuning in' session, this is a perfect opportunity to see what prior knowledge and experiences the students have with this topic. It is also a good opportunity to explore what skills they have when working in collaborative working teams, and posing questions. A whole class checklist ([4.1. Lesson 1. Resource 3](#)) could be used, to help the teacher determine where the class sits with their prior knowledge, and what skills may need to be developed.

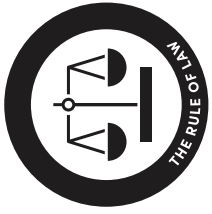
This diagnostic view, will give teachers an opportunity to make adjustments for the following lessons.



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# What is a rule?



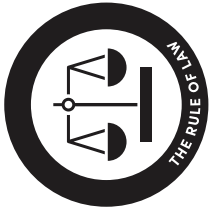


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# What are the rules I stick to?







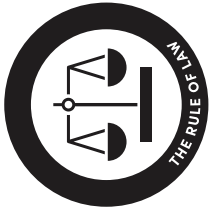
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# Rules for \_\_\_\_\_

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Circle a rule that you like, and underline a rule you dislike.



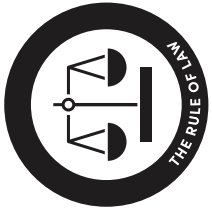


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Why we like rules...

Why we dislike rules...





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# Silent Ball

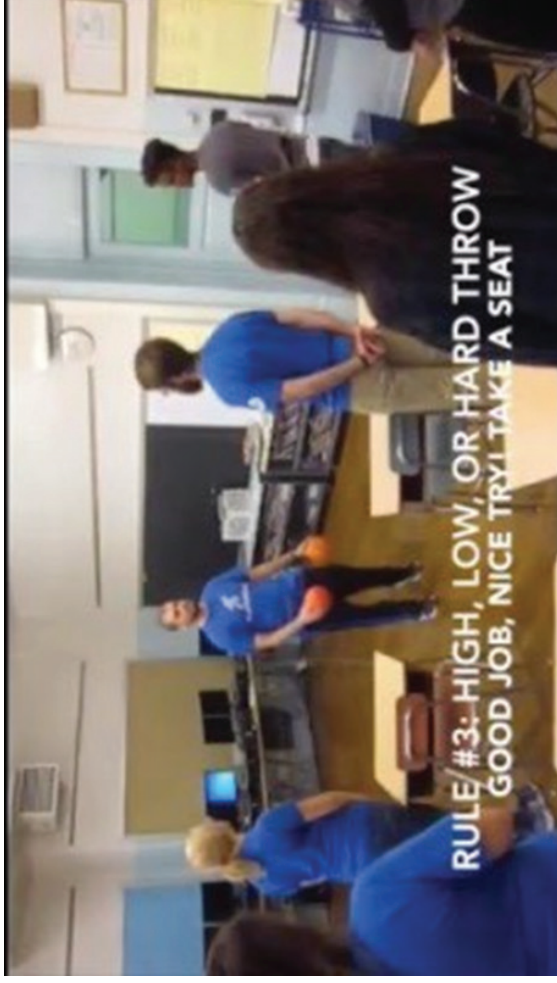
- How did the game go? Was it successful? Why/why not?
- What were the rules? How did you know?
- How did the game make you feel?
- What rules do you think the game should have?

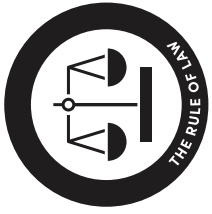




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# Silent Ball





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# Silent Ball

- How did the game go? Was it successful? Why/why not?
- What were the rules? How did you know?
- How did the game make you feel?
- Are there any rules that you would add or change to make this game more successful?







## Topic 4.1

The difference between rules and laws and why laws apply to everyone in our society



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### Lesson Two: Who makes the rules and who enforces them?

Time/Lesson	Assumed Prior Learning
<ul style="list-style-type: none"> <li>1 hour</li> </ul>	Students' understanding of family, school, sporting and community groups.
Rationale	Learning Goal
To understand the importance of rules in family, school and community settings, and how this may shape a person's identity and belonging in society.	To continue to <u>define</u> what a rule is, and <u>identify</u> who makes rules in family, school and community life, and <u>understand</u> who enforces them.
Resources	Success Criteria
<ul style="list-style-type: none"> <li>Smartboard with access to PowerPoint to guide discussions</li> <li>Whiteboard, Whiteboard markers</li> <li>Talking ball/talking stick</li> <li>Resource #1 (Copied A3 for each triad group)</li> <li>Glue sticks, scissors and pencils for each group</li> <li>Resource #2 for each student</li> <li>Teacher Reference materials</li> </ul>	<p>Students can articulate the rules that are evident in their own family, classroom and community settings.</p> <p>Students will be able to identify who makes rules and enforces them in these familiar settings, developing perspectives as to the rule maker, rule follower and rule breaker.</p>

#### Teaching Reference Documents:

##### TRD 1 Rules v Laws

Reread and discuss paragraphs from the previous lesson:

##### **Sporting rules**

But imagine that there were no rules. How would you know when the game started or ended? There could be no winners or losers, because it is rules that determine success (eg when a goal has been scored). There would be no rules to protect the players from dangerous tackles or violence, so if someone else wanted the ball, they could just take it. There would be no scoring of points, as that involves rules too. In the end, it would be a waste of time and people wouldn't participate.

Rules are essential for sport to exist. Breaking the rules spoils the game and makes it unfair. It steals success from those who work hard to develop sporting skills. It discourages people from trying and putting in the effort to succeed. No one likes sport cheats who break the rules. When you play in a sporting team you must respect the umpire or referee so that when they make a decision to blow their whistle the game comes to a halt because a rule has been broken. Similarly, if you start hitting a member of the opposing sporting team the umpire or referee will send you off for the rest of the game and perhaps you might be banned from the game for the rest of the season.

##### **School rules**

When people get together in a large group in one place, rules of behaviour are needed. Rules are necessary to maintain order, get things done, meet common aims and keep everyone safe. Some rules may be annoying, but mostly they are there for a good purpose, even though you may not realise it or agree with it.

For example, there may be rules about being quiet in class, particularly when the teacher is teaching. You might not like those rules and would rather talk to your friends, but other people in the class are there because they want or need to learn. What if they miss out on learning important basic things and this stops them from getting good marks? It's not fair to take away their chances by stopping them learning.

Rules are there to protect the rights of everyone to learn in the classroom. Rules, such as those about cheating and bullying, make school fairer for all.

### Home rules

One rule in your house might be that you have to take the rubbish out. A parent or other adult in your house might have made that rule, which you have to follow, even if you don't like it. But what would happen if there were no rules and no one took the rubbish out? Your bin would overflow. The rubbish would keep piling up and would start to smell. You might have rats moving into your house to feed from the garbage and they might spread diseases. In the end, life would be uncomfortable and unpleasant. It is really worth trying to understand the benefits of rules that exist in your home.

## Tuning In

### Activate Prior Knowledge

- Teacher revisits previous lesson, by referring back to display of 'thoughts' around rules, and the 'big juicy questions' they have posed about rules.
- Teacher explains to the students that today they are going to explore who makes the rules, and who might enforce them in different settings. ([4.1. Lesson 2. Worksheet 1](#))
- Teacher asks the students 'What does it mean to 'enforce' something?' Discuss as a class, to ensure students understand that to enforce, is to make sure people stick to something (in this case, obey a rule). ([4.1. Lesson 2. Worksheet 2](#))

## Teacher Instruction

- Teacher asks the students the question 'What are some rules that we have at our school?' Teacher works with students to list them on the whiteboard.
- Teacher explains that rules are usually made for a specific purpose eg. to keep students safe, to ensure students can learn, to keep the school running properly, to protect the environment and to ensure people are treated fairly. ([4.1. Lesson 2. Worksheet 3](#))
- Teacher explains that there is usually a rule maker, a rule follower and a rule enforcer. Sometimes we have rule breakers, and it is the rule enforcer's job to make sure they follow the rules next time.
- Teacher breaks students into triad groups, where the students will be given a page they will be working on collaboratively together (Rules for School – ([4.1. Lesson 2. Resource 1a](#))). Students will cut & paste examples of school rules under the headings of 'keeping students safe,' 'ensuring students can learn,' 'keeping the school running properly,' 'protecting the environment,' and 'rules to ensure people are treated fairly.' Teacher moves around the classroom, engaging in discussion about reasons for rules in their school. ([4.1. Lesson 2. Resource 1b](#))  
Discuss:
  - what rules are, how they are made, who is in charge of enforcing them, and what punishment occurs if the relevant rule is broken;
  - that rules are important so people can stay safe and work together in a fair way in their family, school and local communities; and
  - how breaking rules affects the lives of other people and how rules should be obeyed for the good of others.
- Teacher gathers students together, and discusses the students' thinking about the reasons that rules are established.
- Teacher then asks students to help make a list of people in the school, who might make these rules, and who might enforce them. Teacher might like to look at one rule together, and work with the students to model a response. Teacher explains to the students that they are now going to work in their triad groups to decide on who might have made each of these school rules ([4.1. Lesson 2. Resources 1c & 1d](#)), and who might enforce them.
- Students can share their thoughts with the class in their triad groups, making adjustments to their thinking as they go.



### Group/Independent Learning

- Teacher tells the class to imagine that their parents have made a new rule at home. Teacher displays the rule on the board for the students to contemplate. Discuss: Who made this rule? Why did they make this rule? Who will enforce this rule? What is the punishment for breaking this rule? ([4.1. Lesson 2. Worksheet 4](#))
- Students turn to their knee-partner, and discuss how they feel about this rule. Is it a rule they are happy to follow, or is it a rule that they think should be changed? Why/why not?
- Students work independently through 'Our New Home Rule' ([4.1. Lesson 2. Resource 2](#)). Students will be prompted to answer questions about the new home rule, and begin to think about how they could go about changing the rule. If your class is ready to find consensus on what should be enforced as punishment for breaking rules, develop group exercises for writing down agreed punishments lists.

### Wrapping it up

- Teacher reminds the students that there are rules that we like, and rules that we don't like, but we are starting to understand that these rules are there for different reasons.
- Sitting in the circle, using a talking ball, ask the students to take turns to finish this sentence: I learnt that rules are \_\_\_\_\_.
- Look at the questions posed in the first lesson, and ask students if they have managed to answer any of the questions during today's lesson.
- Add any new words to a class word wall.

### Differentiation

#### Support

Prepare your triad groups ahead of time, to ensure students who need social or academic support are paired with a team who are able to assist or guide these students. Alternatively, you could give students choice on their triad group.

Pair any students with reading/writing difficulties with a peer helper, or teacher aide to complete an independent activity ([4.1. Lesson 2. Resource 2](#)).

#### Extension

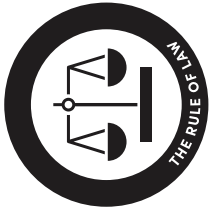
Ask students to present their response to 'Our New Home Rule' as a persuasive speech to the class or parent (rule maker).

Teacher presents to the class their own school rules and leads class discussion on core rules, student responsibilities, staff responsibilities and parent responsibilities. See Colo Vale Public School ([4.1. Lesson 2. Resource 3](#))

### Assessment strategies

There are plenty of opportunities to draw upon HASS skills in this lesson, and this can be observed through a whole class checklist ([4.1. Lesson 2. Teacher Resource 1](#)) or individual Assessment Rubric that is used throughout the entirety of the unit ([4.1. Lesson 2. Teacher Resource 2](#))

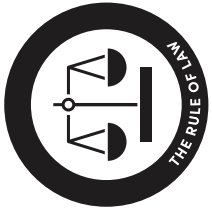




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# Who makes the rules? Who enforces the rules?

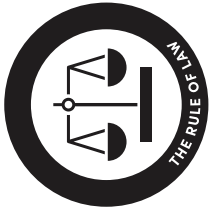




# What does enforce mean?

To enforce is to make sure people stick to something (in this case, a rule).





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## Purpose of rules in schools

- To keep students safe
- To ensure students can learn
- To keep the school running properly
- To protect the environment
- To ensure people are treated fairly

Rule Maker  
Rule Follower  
Rule Enforcer  
Rule Breakers





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# Rules for School

Reason for Making the Rule	School Rule	Who made this rule?	Who enforces this rule?	What is the punishment for not following the rule?
To keep students Safe				
To ensure students can learn				
To keep the school running properly				
To protect the environment				
To ensure people are treated fairly				





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# Rules for School

School Rule
Don't bully other students
Wear a hat in the playground
Wear a uniform
Put your rubbish in the bin
Return your library books on time
Don't touch other students' bags or belongings
Leave sticks and stones on the ground
Use indoor voices
Be prepared for class

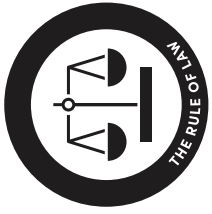




# Who might make our school rules?

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# Rules for School

Reason for Making the Rule	School Rule	Who made this rule?	Who enforces this rule?	What is the punishment for not following the rule?
To keep students safe	Don't bully other students Wear a hat in the playground Leave sticks and stones on the ground			
To ensure students can learn	Use indoor voices Be prepared for class			
To keep the school running properly	Return your library books on time			
To protect the environment	Put your rubbish in the bin			
To ensure people are treated fairly	Don't touch other students' bags or belongings Wear a uniform			







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# HOME RULES: You have to mow the lawn, if you haven't made your bed

This is our new home rule.

Who made the rule?

Why did they make the rule?

Who will enforce the rule?

What is the punishment for breaking the rule?





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# Our New Home Rule

Reason for Making the Rule	Home Rule	Who made this rule?	Who enforces this rule?	What is the punishment for not following the rule?

Do you think this rule should be changed?      YES      NO

Why/why not?

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How would you go about changing this rule at home? What would you do?

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What would be a better rule or punishment?

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## Sample of a Primary Schools Rules: Colo Vale Public School (4.1 (2) Resource 3)

**Values, Rules and Responsibilities.** Our School Values and the Core Rules for students in NSW public schools form the basis of rules followed by students at Colo Vale Public School and underpin the philosophy of “learn and let others learn” and “do not hurt anyone by what you say or what you do”. These values, rules, behaviours and responsibilities need to be taught, reinforced and modelled on a regular basis. The principle of procedural fairness - the right to be heard and the right to an impartial decision - will be applied.

Values	Core Rules	Student Responsibilities	Staff Responsibilities	Parent Responsibilities
RESPECT YOURSELF	<ol style="list-style-type: none"> <li>Attend school everyday and be in class on time.</li> <li>Be readily equipped and prepared to learn.</li> <li>Maintain a neat appearance adhering to school dress code.</li> </ol>	<ul style="list-style-type: none"> <li>Arrive at school after 8:30 and before 9:00am (Exceptions: vocal group etc)</li> <li>Bell rings-move straight to class</li> <li>Enter classroom quietly as directed</li> <li>Ask permission to leave the classroom</li> <li>Bring class supplies as requested</li> <li>Look after belongings</li> <li>Be organised e.g. sport gear, joggers, library books</li> <li>Wear full school uniform including wide brimmed school hat</li> <li>Dress appropriately for weather conditions in school uniform</li> <li>Ensure you have white or grey socks</li> <li>Black school shoes or black joggers</li> <li>Any joggers suitable for sport</li> <li>Watches, studs and sleepers are the only jewellery acceptable</li> </ul>	<ul style="list-style-type: none"> <li>Be punctual to class</li> <li>Endure orderly class entry and movement</li> <li>Supervise students</li> <li>Monitor/limit toilet requests</li> <li>Give bell marks-not early marks</li> <li>Communicate expectations</li> <li>Provide list of requirements</li> <li>Encourage and praise students</li> <li>Encourage and implement full school uniform</li> <li>Be a role model</li> <li>Contact home if a child is consistently out of uniform. This can include a particular part of the uniform such as shirt, hat etc.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure punctuality</li> <li>Discourage lateness</li> <li>Promote regular attendance</li> <li>Support the school policy</li> <li>Purchase equipment</li> <li>Check bag for notes and communication</li> <li>Give reminders</li> <li>Support, encourage and implement homework</li> <li>Ensure clean uniform is ready daily.</li> <li>Ensure uniform is appropriate for weather conditions.</li> <li>Write an explanation if in alternative uniform (unless it is a special day).</li> </ul>



# AUSTRALIAN CONSTITUTION CENTRE

Values	Core Rules	Student Responsibilities	Staff Responsibilities	Parent Responsibilities
<p>RESPECT OTHERS</p> <p>'Do not hurt anyone by what you say or what you do'.</p>	<p>4. Behave safely, considerately and responsibly at school.</p>	<ul style="list-style-type: none"> <li>Act safely around others: No hurting, fighting, teasing &amp; bullying</li> <li>Stay in bounds</li> <li>Keep hands, feet and objects to yourself</li> <li>Be careful with equipment</li> <li>Only use school playground equipment when supervised</li> <li>Listen and follow instructions</li> <li>Be sensible when moving around the school and classroom</li> <li>Follow safety instructions on the way to and from school. This includes safe bus behaviour, following road rules and using a helmet when riding a bike.</li> <li>No dangerous equipment or weapons</li> </ul>	<ul style="list-style-type: none"> <li>Teach, model and practise safe behaviour</li> <li>Have clear guidelines</li> <li>Check student understanding</li> <li>Rehearse safety procedures</li> <li>Ensure safe environment</li> <li>Check equipment safety</li> <li>Ensure student and staff safety and welfare</li> <li>Implement school discipline policy</li> </ul>	<ul style="list-style-type: none"> <li>Reinforce safe behaviour standards at home</li> <li>Support the school discipline policy</li> <li>Ensure no dangerous equipment, prohibited weapons or illegal substances come to school e.g knives; this may result in immediate suspension.</li> <li>Ensure safe travel between home and school.</li> </ul>
	<p>5. Show respect at all times for teachers, other school staff and helpers, including following class rules, speaking courteously and cooperating with instructions and learning activities.</p>	<ul style="list-style-type: none"> <li>Listen and follow instructions</li> <li>Be sensible when moving around the school and classroom</li> <li>Follow safety instructions on the way to and from school. This includes safe bus behaviour, following road rules and using a helmet when riding a bike.</li> <li>Follow instructions on excursions</li> <li>No dangerous equipment or weapons</li> <li>Try your best in class</li> <li>Encourage others to do their best</li> <li>Ask for help</li> <li>Hands up- do not call out</li> <li>Stay on task and finish work</li> <li>No disruptive behaviour</li> <li>Work cooperatively</li> <li>Do your homework</li> <li>Accept guidance and direction</li> <li>Accept responsibility for your own behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Gain attention</li> <li>Give clear instructions</li> <li>Check for understanding</li> <li>Implement individual specialist behaviour programs as required</li> <li>Monitor and provide feedback</li> <li>Implement school discipline code</li> <li>Implement school behaviour initiatives eg word of the week</li> <li>Teach, support and encourage all children to achieve their best</li> <li>Cater for individual differences</li> <li>Have realistic expectations</li> <li>Set and mark homework</li> <li>Communicate with parents</li> <li>Implement mandatory school curriculum</li> <li>Report learning progress to parents</li> <li>Communicate learning needs with learning support team and support staff as necessary</li> </ul>	<ul style="list-style-type: none"> <li>Reinforce expectations (listening and obedience)</li> <li>Encourage listening skills</li> <li>Support the school so that your child's educational needs can be met</li> <li>Make an appointment with an appropriate person to seek information if concerned</li> <li>Support and encourage your child to do their best</li> <li>Inform school of any special or changing needs</li> <li>Discuss any learning concerns with your class teacher</li> <li>Have realistic expectations</li> <li>Encourage homework. Give feedback: hard or too easy</li> <li>Support school intervention programs such as home reading programs to maximise student success</li> </ul>



# AUSTRALIAN CONSTITUTION CENTRE

Values	Core Rules	Student Responsibilities	Staff Responsibilities	Parent Responsibilities
RESPECT OTHERS 'Do not hurt anyone by what you say or what you do.'	6. Treat one another with dignity and respect.	<ul style="list-style-type: none"> <li>• No teasing or bullying</li> <li>• Specific examples of unacceptable behaviours to avoid include:               <ul style="list-style-type: none"> <li>o Rude facial expressions and body language - snubbing, rude gestures, prolonged staring, "dirty looks"</li> <li>o Verbal put-downs or nasty remarks about family, culture, glasses, weight, etc</li> <li>o Social exclusion e.g. "You are not my friend"</li> <li>o Name calling or inappropriate language</li> <li>o Controlling behaviours e.g. "Do this or else"</li> <li>o Writing rude or derogatory notes</li> <li>o Setting up a child to be the butt of jokes</li> <li>o Intimidation or threatening behaviours .e.g. persuading friends to gang up on a person or another group of children.</li> </ul> </li> <li>• Show good manners at all times</li> <li>• No answering back</li> <li>• No inappropriate language or swearing</li> </ul>	<ul style="list-style-type: none"> <li>• Model and encourage respect and good manners</li> <li>• Model and teach conflict resolution strategies</li> <li>• Speak positively and calmly</li> <li>• Be sensitive to individual needs</li> <li>• Follow up on "put downs", teasing and bullying behaviours</li> <li>• Implement proactive teaching of appropriate behaviours through school and class social skills programs</li> <li>• Implement school discipline policy</li> <li>• Support, praise and reward appropriate behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage respect at home</li> <li>• Discuss teasing and bullying behaviours</li> <li>• Promote alternative conflict resolution strategies</li> <li>• Encourage peaceful resolution</li> <li>• Do not promote "hit them back"</li> <li>• Encourage children to talk about worries and solutions</li> <li>• Contact the school to help resolve issues</li> <li>• Do not approach other people's children to work out problems eg at school or on the way home</li> <li>• The rare exception is when parents are in a volunteer supervision capacity, for example, at school functions.</li> <li>• Respect student and family privacy. Do not spread rumours</li> <li>• Contact teachers at an appropriate time and place e.g. make an appointment through the office, by phone or note to the teacher. It is important not to interrupt a class or to confront teachers when on duty.</li> <li>• Note: Inappropriate adult behaviour can result in the enforcement of the Enclosed Lands Act. i.e. removal from the school premises.</li> </ul>
RESPECT the environment	7. Care for own property, school property and property of others.	<ul style="list-style-type: none"> <li>• Respect other people's property</li> <li>• No stealing or vandalism</li> <li>• Care for the environment</li> <li>• Bring class supplies as requested</li> <li>• Look after belongings</li> <li>• Reduce, Reuse and Recycle where possible</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate expectations</li> <li>• Provide list of requirements</li> <li>• Encourage and praise students</li> <li>• Reduce, Reuse and Recycle where possible</li> </ul>	<ul style="list-style-type: none"> <li>• Return all school equipment and resources such as library books and home readers.</li> <li>• Label all belongings.</li> <li>• Encourage children to care for belongings.</li> <li>• Reduce, Reuse and Recycle where possible</li> </ul>



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# HASS Skills Observations

Name of Student	Interact with others with respect to share points of view (ACHASSI080 - Scootle )	Record, sort and represent data and the location of places and their characteristics in different formats, including simple graphs, tables and maps, using discipline-appropriate conventions (ACHASSI075 - Scootle )	Interpret data and information displayed in different formats, to identify and describe distributions and simple patterns (ACHASSI078 - Scootle )	Draw simple conclusions based on analysis of information and data (ACHASSI079 - Scootle )	Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions (ACHASSI081 - Scootle )



# HASS Skills Rubric

	A	B	C	D	E
Questioning	Pose questions to investigate people, events, places and issues (ACHASSI073 - Scootle)				
Researching	Locate and collect information and data from different sources, including observations (ACHASSI074 - Scootle) Record, sort and represent data and the location of places and their characteristics in different formats, including simple graphs, tables and maps, using discipline-appropriate conventions (ACHASSI075 - Scootle) Sequence information about people's lives and events (ACHASSI076 - Scootle)				
Analyzing	Examine information to identify different points of view and distinguish facts from opinions (ACHASSI077 - Scootle) Interpret data and information displayed in different formats, to identify and describe distributions and simple patterns (ACHASSI078 - Scootle)				
Evaluating and Reflecting	Draw simple conclusions based on analysis of information and data (ACHASSI079 - Scootle) Interact with others with respect to share points of view (ACHASSI080 - Scootle) Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions (ACHASSI081 - Scootle)				
Communicating	Present ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline-specific terms (ACHASSI082 - Scootle)				



## Topic 4.1: Lesson Three

What is the difference between a Rule and a Law?



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Time/Lesson	Assumed Prior Learning
<ul style="list-style-type: none"><li>1 hour</li></ul>	Students understanding of general laws observed by themselves, family members and people they know.
Learning Goal	Rationale
To <u>understand</u> what a law is, and <u>identify</u> the similarities and differences between a rule and a law. <i>What is the difference between a Rule and a Law? Includes introducing a copy of the Australian Constitution, the three institutions of government who make and interpret laws known as the 'Separation of powers' (the parliament, the Executive Government and the Courts) and what each does and their powers. Finally the constitutional principle know as 'the rule of law' is examined in detail and explored as fundamental to understanding Australian citizenship and its responsibilities.</i>	To understand the difference between a rule and a law and who makes which.
Resources	Success Criteria
<ul style="list-style-type: none"><li>Smartboard with access to PowerPoint to guide discussions</li><li>Whiteboard, Whiteboard markers</li><li>Talking ball/talking stick</li><li>Resource #1 cut into laws, one for each group</li><li>Glue sticks, scissors and pencils for each group</li><li>Mix of books, videos, graphic images, posters about Australian Laws</li><li>Teacher Reference materials</li><li>A pocket book copy of the Australian Constitution for each child or an online version to flick through in the classroom</li></ul>	Students can articulate what a law is, and how it may be similar or different to a rule, and that there are three levels of Government in Australia to make laws. They can articulate the three institutions in the Australian Constitution <i>the constitutional principle know as 'the rule of law, and the three institutions in the Constitution with law making powers, known as the 'Separation of powers' (the parliament, the Executive Government and the Courts).</i>



## Teaching Reference Document

- TRD 1: Rules v Laws

“Rules are applied by those who have authority to set and enforce them in a particular group or organisation. This includes parents or adults in a household, teachers and the principal in a school, and the rule-setting bodies of sporting organisations. The power to punish someone for breaking a rule is limited to the power and authority of the person who makes and enforces the rule. For example, you might get sent to your room by your parents for refusing to put out the rubbish, because they have authority over the family, but you cannot be sent to prison for breaking family rules – only if you are convicted by a court of breaking the law.

Laws are special types of rules. They apply to everyone and have the authority and power of the entire State or the nation behind them. They can result in more serious penalties, like being sent to prison for a long time. Because of this, there are lots of laws about how laws are made and enforced, to make sure that it is done fairly.”

The Rule of law (Student Resource).

## Tuning In

### Activate Prior Knowledge

- Teacher revisits previous lessons, by referring back to display of ‘thoughts’ around rules, and the ‘big juicy questions’ they have posed about rules.
- Teacher explains to the students that today they are going to explore laws, and identify how they are similar or different to a rule.
- Teacher asks the students ‘What is a rule?’ and after discussion, asks the students ‘What is a law?’ Teacher explains that rule are applied by those who have authority to set and enforce them in a particular group or organisation (family, home, school, sport groups), whereas laws apply to everyone and have the authority and power of the entire State, or Nation, behind them. (Resource 1)
- Teacher asks the students ‘What are some Laws you know of?’ Students work together to list some Laws they may know, based on their own experiences, the experiences of their family or people they know. (Worksheet 1)

## Teacher Instruction

- Discuss that it is really important to understand the difference between rules and laws.
- Teacher explains to students that it is a very different procedure to make laws in Australia. We follow a democratic process, that is underpinned by the Australian Constitution (our nation's rule book). Teacher shows the students the [video](#) following with a discussion that summarises the constitution. **(Resource 2)**

Teacher explains that most people obey the laws. However, if accused of breaking the law, they may be fined or even have to go to Court and be judged innocent or guilty. In Australia, we live by an important principle known as the '[rule of law](#)'. This means that the law applies to everyone, including the government. No one is so important that they can ignore the law. Everyone should be able to find out what the law is and it should be clear enough that people can make sure they obey it. Everyone is also protected by the law and cannot be found guilty or punished for breaking the law, except by an independent court in a fair process. This means the Constitution belongs to everyone. (Resource 3)

- Students will view the PEO video on '[How Laws are made.](#)' and talk the students through the [different levels of government diagram](#). (Resource 4)
- Teacher and students discuss:
  - 'Who makes the laws?
  - Why do we require our laws to be made by such a large group of people?
  - Who selected these people to make these laws?
  - Why isn't there just one person to makes the rules?
  - What problems can come from having so many people participating in the law making?
- To further understand the difference between a Rule and a Law students are introduced to a copy of the Australian Constitution as the source of power to make and enforce all other laws and the three bodies described in it known as the 'Separation of powers' (the parliament, the Executive Government and the Courts). Finally students discover that In Australia, we live by an important principle known as the '[rule of law](#)'. This means that the law applies to everyone, including the government. No one is so important that they can ignore the law. Everyone should be able to find out what the law is and it should be clear enough that people can make sure they obey it. Everyone is also protected by the law and cannot be found guilty or punished for breaking the law, except by an independent court in a fair process.

## Group Independent Learning

- Teacher explains that the students are going to be researchers, and will be researching a variety of books, images, videos, posters and drawing on their own knowledge of laws, to research a law. The students will work in their triad groups to find information and complete Researching Laws **(Resource 5)**. Each group are given a law to research through a 'Research Walk' process, and they will complete the retrieval chart that will help the students to identify the reason for making the law, who made the law, who will enforce the law, and what is the punishment for not following the law.
- Students share their research with their classmates, by presenting their retrieval chart as a collaborative team.

## Wrapping It Up

- Class discusses and highlights the differences between rules and laws by answering the question 'What is the difference between a rule and a law?'
- Students sit in a circle, and using a talking ball/stick, spend time answering the question 'How do laws protect us as individuals?'
- Look at the questions posed in the first lesson, and ask students if they have managed to answer any of the questions during today's lesson.
- Add new words to the classroom word wall.

## Differentiation

### Support

Prepare your triad groups ahead of time, to ensure students who need social or academic support are paired with a team who are able to assist or guide these students. Alternatively, you could give students choice on their triad group.

An alternative Resource is prepared for students or groups that may not respond to the targeted question responding activities at the bottom of the activity. It is suggested that when using this resource, the students will complete the retrieval chart, and answer the key questions verbally.

### Extension

Ask students to conquer more complex laws that may be different according to the level of government Federal, State/Territory or local.

## Assessment Strategies

There are plenty of opportunities to draw upon HASS skills in this lesson, and this can be observed through a whole class checklist (**Teacher Resource 1**) or individual Assessment Rubric that is used throughout the entirety of the unit (**Teacher Resource 2**).

## Additional ideas for resources and extension activities

- List of non fiction books that students can refer to for research on their law
- An e-book (or QR code that links to) about Australian Laws that students can explore
- Infographics about specific laws that students can refer to
- Video/animation about specific Australian Laws
- A video like this, that outlines some of the laws that we know and abide by as Australian citizens: Weird Obscure laws <https://www.youtube.com/watch?v=bD3Wfl6dkBw>
- BTN Levels of Government [https://www.youtube.com/watch?v=KKh\\_ynMRmdA](https://www.youtube.com/watch?v=KKh_ynMRmdA)





# What is the difference between a Rule and a Law?

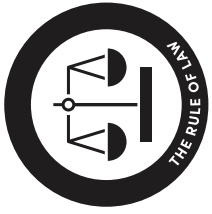
## Rule

Rules are applied by those who have authority to set and enforce them in a particular group or organisation.

## Law

Laws apply to everyone and have the authority and power of the entire state, or nation behind them.

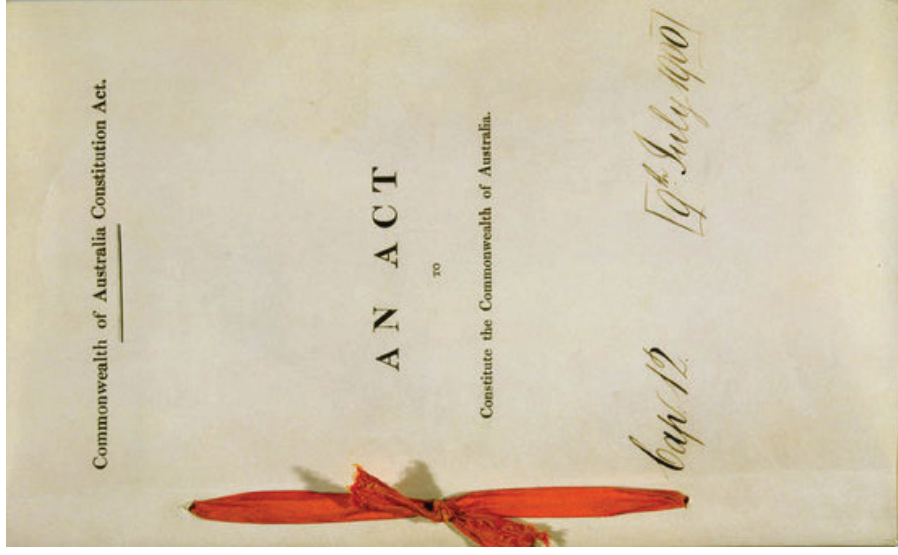




# What are some Laws you know of?

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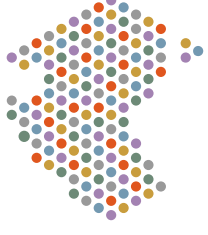


Commonwealth of Australia Constitution Act 1900 (UK)  
Source: National Archives of Australia.

# Australia's Constitution

## Our Nation's Rule Book





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# The Rule of Law

In Australia, we live by an important principle known as the '[rule of law](#)'. This means that the law applies to everyone, including the government. No one is so important that they can ignore the law. Everyone should be able to find out what the law is and it should be clear enough that people can make sure they obey it. Everyone is also protected by the law and cannot be found guilty or punished for breaking the law, except by an independent court in a fair process

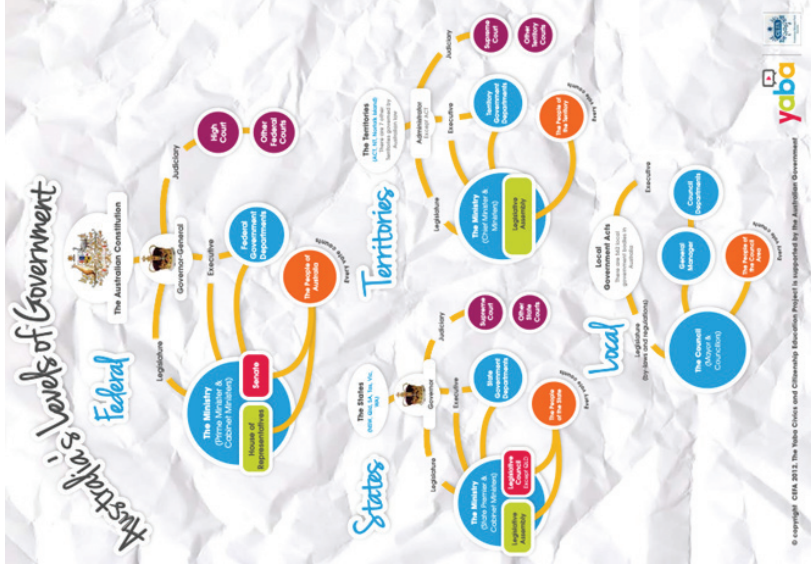




# How are Laws made?



<https://peo.gov.au/understand-our-parliament/how-parliament-works/bills-and-laws/making-a-law/>







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# Researching Laws

Reason for Making the Law	Law	Who made this law?	Who enforces this law?	What is the punishment for not following the law?

Do you think this law should be changed?      YES      NO

Why/why not?  
\_\_\_\_\_  
\_\_\_\_\_

How would you go about changing this law? What would you do?  
\_\_\_\_\_  
\_\_\_\_\_

What would be a better law or punishment?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



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# Australian Laws\*

Fasten your seatbelt when traveling in a car.	Don't use a mobile phone when you are driving.	Wear your helmet when riding a bike or a scooter.	Keep your dog on a lead when walking your dog on a street or road.
Stop at the red light on the road.	Cross the road at the lights when the pedestrian light turns green, or at a pedestrian crossing.	Only drive if you have a licence.	Cars must stop at a pedestrian crossing when someone is crossing the road.
You must not hurt another person in the community intentionally.	You must not burn down property belonging to someone else or an organisation.	You must not smoke in enclosed public spaces or in the car with children under the age of 18.	You must not fire someone from their job because of their age.



4.1. Lesson 3. Resource 5 (continued)  
\* Some of these are State laws and differ in the various States.



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# Researching Laws

Reason for making the law	Law	Who made this law?	Who enforces this law?	What is the punishment for not following this law?







# HASS Skills Rubric

	A	B	C	D	E
Questioning	Pose questions to investigate people, events, places and issues (ACHASSI073 - Scootle)				
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Communicating	Present ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline-specific terms (ACHASSI082 - Scootle)				



## Additional ideas for resources

- List of non fiction books that students can refer to for research on their law
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- Infographics about specific laws that students can refer to
- Video/animation about specific Australian Laws
- A video like this, that outlines some of the laws that we know and abide by as Australian citizens: Weird Obscure laws <https://www.youtube.com/watch?v=bD3Wf16dkBw>
- BTN Levels of Government [https://www.youtube.com/watch?v=KKh\\_ynMRmdA](https://www.youtube.com/watch?v=KKh_ynMRmdA)

