



# Teacher Reference Document 2



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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

## Informal Rules in Australian society Today

*Identifying informal social rules, such as courtesy and etiquette*

In addition to formal rules, which can be enforced by someone in power, we have many social standards and practices, known as 'courtesy' or 'etiquette' which help us get along with each other and are ways of showing respect and kindness to others.

They include saying 'sorry' or 'excuse-me' if you bump into someone or need to squeeze past them. If you insult or upset someone, or do something wrong, you are expected to apologise. When you ask for something, you say 'please' and when you receive something you say 'thank you' to show your gratitude to the person who is helping you or being kind or generous to you.

How does it make you feel if you share something with someone, or help them, and they don't say thank you. Does it make you feel less likely to share or help that person again in the future?

Sometimes these practices are based upon consideration for others who are more vulnerable than you or who need help - such as giving up your seat for an older person on a bus, or someone who is ill or carrying a child, or struggling to carry lots of shopping. Holding open a door, or a lift door, to someone following you is also polite and helpful.

Knowledge of informal social rules leads to an understanding of the importance of shared beliefs and values. This helps people come together, compromise, tolerate each other and work together in their communities and within the Australian democracy as good citizens.

## Respect for different cultural social expectations

Social expectations and courtesy may be different in different cultural or religious groups. In some religions, for example, it is impolite to wear a hat, such as a baseball cap, in a place of worship, while in others it is impolite not to wear something covering the top of your head. In some places you need to remove your shoes before entering a home or a place of worship.



Source: iStock

If you are uncertain what to do, watch what other people do and ask politely for guidance. Most people are glad to share their knowledge with anyone who is wanting to learn and to be respectful.

## Visiting other countries

When we visit another country, it is a good idea to learn beforehand about local customs and social expectations. There is a saying: 'When in Rome, do as the Romans do'. It means that we respect the culture of the people we are visiting by behaving in a way that conforms with their social expectations.

You could learn words like 'please', 'thank you' and 'excuse-me' in their local language. You could learn about when it is appropriate to tip people for services and when it is not. You could learn about what sort of clothing is appropriate for particular situations. Sometimes it is necessary to have clothing that covers below the knees or that covers shoulders. Following the local rules of politeness will ensure that people are happy to help you and will avoid angry responses if people think you are being deliberately disrespectful.

## The social expectations of First Nation communities

Each of the First Nations has its own social expectations that are based upon its 'lore' (i.e. traditions and customs), which comes from the Dreaming. Learning about the social expectations of the Aboriginal or Torres Strait Islander peoples of your local area is important to understand better the history and culture of the 'country' in which you live and to show respect to the local First Nations people. Showing respect to people by following their social expectations is one element of treating everyone as equals, with equity and fairness.

## Addressing and greeting people

How we address people is also important if we want to show respect and be polite. Sometimes, especially where a person is older or holds a position of importance, we should address them by a formal title, such as Mr/Mrs/Ms/Miss, Doctor, Professor, Your Excellency or even Your Majesty (if you happen to meet the King).

How we greet people can also differ between cultures and may depend upon the relationship between the two people. It might be appropriate to give a kiss to a relative or close friend and to shake the hand of a stranger. But in some cultures, touching a stranger is impolite and you should greet them in another way, such as bowing.

## Changing social expectations

Social expectations can also change over time or as a result of events. The COVID-19 pandemic caused people to stop shaking hands, to bump elbows and to sneeze into their elbow rather than into their hand. We can show courtesy to others by not coughing over them and trying not to spread germs, by staying home when sick.

## Visiting a friend's house

If you are invited to the house of a friend who comes from a different cultural or religious background, and you feel a bit nervous about how you should behave, you should ask your friend, or a parent at your friend's house about what you should do. Explain that you want to be respectful and to learn about their culture. That way they will feel comfortable that you are not asking so that you can tease or ridicule. Showing respect by being polite and courteous is a good beginning for building trust and friendship between people of different cultures.





## Topic 4.1

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



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### Lesson Four: What about fairness, courtesy and etiquette?

Time/Lesson	Assumed prior learning
<ul style="list-style-type: none"><li>1 hour</li></ul>	Students' understanding of family, school, sporting and community rules. Students own experience with using and observing courtesy and etiquette in social situations.
Rationale	Learning goal
To understand the importance of courtesy and etiquette in society, and how this may shape a person's identity and belonging in society.	To <u>understand</u> what courtesy and etiquette are, and <u>determine</u> the similarities and differences between these social expectations and rules.
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 scenarios, one for each group</li><li>Resource #2 for each group</li><li>Glue sticks, scissors and pencils for each group</li><li>Teacher Reference materials</li></ul>	Students can articulate what courtesy and etiquette is, and identify the similarities and differences between these social expectations and rules determined by family, school, sporting and community groups.
Teaching Reference Documents:	
<u>TRD 2 Informal Rules in Australian Society (Student Resource)</u>	

Identifying informal social rules, such as courtesy and etiquette is really important for good citizenship and to be fair to those around us. In addition to formal rules, which can be enforced by someone in power, we have many social standards and practices, known as 'courtesy' or 'etiquette' which help us get along with each other and are ways of showing respect and kindness to others. They include saying 'sorry' or 'excuse-me' if you bump into someone or need to squeeze past them. If you insult or upset someone, or do something wrong, you are expected to apologise. When you ask for something, you say 'please' and when you receive something you say 'thank you' to show your gratitude to the person who is helping you or being kind or generous to you. Ask students to reflect on how it makes them feel if they share something with someone, or help them, and they don't say thank you. Does it make them feel less likely to share or help that person again in the future?

Sometimes these practices are based upon consideration for others who are more vulnerable than you or who need help - such as giving up your seat for an older person on a bus, or someone who is ill or carrying a child, or struggling to carry lots of shopping. Holding open a door, or a lift door, to someone following you is also polite and helpful.

Ask the students to list examples of these social expectations. What is the difference between a formal rule, such as a school rule, and these social expectations involving politeness and courtesy? Do they have similar aims? Who enforces them? What do we think of people who don't follow them? Is there a kind of punishment, such as social exclusion or disrespect for people who are rude and impolite? How do these social practices aid society as a whole?

Knowledge of informal social rules leads to an understanding of the importance of shared beliefs and values. This helps people come together, compromise, tolerate each other and work together in their communities and within the Australian democracy as good citizens.

### 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 courtesy and etiquette, and understand how they might be similar to or different from the rules we have been investigating.

### Teacher instruction

Teacher asks the students the questions:

- What is courtesy or etiquette? (4.1. Lesson 3. Worksheet 1)
  - o Have you heard these terms before?
  - o What do you think they mean?
- Read the following extract:

#### **Fairness: A core Australian value**

Treating people fairly and recognising the equal dignity of people is an important Australian value. All Australians are treated as equal, whether they be descended from the First Peoples of Australia or migrants to Australia, whether they be men or women, young or old. Treating people as equals doesn't always mean treating everyone the same. Some groups may have different needs (eg the disabled) and those needs should be respected so that everyone can fulfill their potential and live full and happy lives.

Following is an edited extract from: Commonwealth, 'Australian Citizenship Our Common Bond', p.36

#### **"Equality of all people under the law**

Australian society values the equal rights of all people, regardless of gender, age, disability, religion, race, or national or ethnic origin. There are a number of laws in Australia that protect a person from being treated differently from others.

The law is applied in Australia so that people from different backgrounds are not given preferential treatment, or discriminated against.

Men and women have equal rights in Australia and should be provided equality of opportunity to pursue their goals and interests. Both men and women have equal access to education and employment, can vote at elections, stand for parliament, join the Australian Defence Force and the police force, and are treated equally in courts of law.

It is against the law to discriminate against a person because of their gender or race. In Australia, it is a right for a woman to get a job ahead of a man, if she has better qualifications and skills.

#### **Equality of opportunity and a 'fair go'**

We believe that everyone deserves a 'fair go'."

- Teacher explains to the students that these words are used to explain social standards that help us get along with each other and are ways of showing respect and kindness to others. Teacher shows the students some examples like 'Sorry, Please, Thank you, Excuse Me, standing up on the bus for someone older etc.' Teacher asks students:
  - o 'Can you think of any other examples we can add?'
- Teacher explains that today they are going to be engaging in some role play activities in their triad groups. Each group are given a scenario (4.1. Lesson 3. Resource 1) to act out that displays social interactions that either meet social expectations, or don't meet social expectations. Students are given time to practise their scenario.

- Students are given time to present their short scenario to the class, and the audience have to identify the social expectation that is on display in the scenario. Students then decide if this scenario is 'meeting social expectations' or 'not meeting social expectations.' As the students are performing and discussing each scenario, take time to unpack how students might be feeling when people use courtesy or when they do not.

#### Group/Independent learning

- Teacher explains to the students that they are going to continue working in their groups with their scenario, to determine the courtesy that is/should be on display in their scenario. They will then determine the reason for the expectation, who makes the expectation, who enforces it, and what the punishment might be for not doing it.
- Students work collaboratively on 'Social Expectations' (4.1. Lesson 3. Resource 2). Students share their thinking with other triad groups during 'sharing time.'

#### Wrapping it up

- Class gathers together to answer the question 'What is the difference between formal rules (like school rules), and these social expectations?' (4.1. Lesson 3. Worksheet 2)
- Students sit in a circle, and using a talking ball/stick, spend time answering the question 'How do you feel about people who don't follow these social expectations?'
- 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.

##### Extension

Ask students to create a poster or video of the kinds of social expectations that apply in their classroom, outlining the reasons for these expectations. Students can present this to their classmates.

#### 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 3. Teacher Resource 1) or individual Assessment Rubric that is used throughout the entirety of the unit (4.1. Lesson 3. Teacher Resource 2)





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# What is Courtesy or Etiquette?

Social standards that help us get along with each other and are ways of showing respect and kindness to others.

- Sorry
- Please
- Thank you
- Excuse me
- Waiting your turn
- Giving your seat to someone in need on the bus





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## Scenarios for Role Play

A child is receiving birthday presents on her birthday and she says 'Thank you'.	Parents are doing the shopping at the supermarket, and their child wants a toy and yells 'I want THAT toy!'	A teacher is in a rush to get to a meeting and bumps into people in a crowd and says 'I'm so sorry.'	A family is eating dinner at a restaurant and a parent decides to eat dinner with their fingers instead of a knife and fork.
A group of children are playing a game of handball and are taking turns.	Some people are entering a room and a person slams the door shut in another person's face.	Two adults are having a conversation and a child has something REALLY exciting to say, but waits their turn before saying 'Excuse me.'	Two children are at the shops and are paying for an ice cream and say 'Thank you, have a nice day.'
A family is out shopping when they see an older person struggling with their groceries. The family helps carry the groceries to the person's car.	Some children are working together on a project, when one of the children is struggling to spell a word. The other children don't help.	Some people are sitting on a bus, and an older person doesn't have somewhere to sit, so one of the people gives up their seat.	Some people are shopping for toilet paper, when someone comes and snatches the last roll of toilet paper from the shelf.





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# Social Expectations

Reason	Social Expectation	Who made this?	Who enforces it?	What is the punishment for not doing this?





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'What is the difference between formal rules (like school rules), and these social expectations?





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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 )	Present ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline-specific terms (ACHASSI082 - Scootle )



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# 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 )					