



Index and Introduction



AUSTRALIAN CONSTITUTION CENTRE

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 society. ([AC9HS4K07](#))

(C & C Strand: Laws & Citizens)

Curriculum Knowledge: Year 4: The differences between 'rules' and 'laws', why laws are important and how they affect the lives of people ([AC9HS4K07](#))

Cross Curricular areas: Sustainability and Aboriginal and Torres Strait Islander Histories and Cultures

Area/Questions and four Takeaways:

1. What is a rule and who makes them
2. What is a law and who makes them
3. How is a rule is different to a law
4. How different was the customary lore of Aboriginal and Torres Strait Islander Peoples prior to 1788

(Previous knowledge Year 3 – who makes rules, why rules are important in the school and/or the local community and the consequences of rules not being followed ([AC9HS3K09](#)))

Topic summary:

- Students understand why rules are important in the home, schools and when playing in a sporting team. They discover who makes rules and why. Activities around rulemaking in the home, school and in sport demonstrate how rules provide safety, fairness and fun for our local communities and the people in them.
- Students discover why laws apply to everyone in Australian society and their purpose. They recognise that laws apply to everyone in society and why they are important to students' lives who has the power to make them in local government and through the parliaments at the State/Territory and the Commonwealth Government levels. Students discover why both rules and laws are essential for governing the nation and for democracy.
- Students undertake various activities distinguishing between "laws", such as not speeding in school zones, and "rules", such as practising sun safety in the school.
- Students discover Australia's three levels of government and how local, state, national and international law impacts on Australian society.
- At the global community level students discover why treaties and international agreements are created as our Federal Government cooperates with other nations in the interest of our nation and the world.

Activities and lessons demonstrate how rules and laws deal with garbage locally, through to internationally, and explore important contemporary issues such as pollution, recycling, and how to efficiently process waste. Students conclude by debating topics such as whether Australia and the world can find compromised pathways forward for agreed rules and laws on the issues affecting our planet such as climate change. They learn why following rules and laws are important so that we have a fair, peaceful, stable, tolerant, and functioning society in Australia and that we respect our governments, the laws they make and the institutions that implement and uphold them. Students are introduced to the Uluru Statement of the Heart and understand there will be a referendum held late in 2023 on whether to alter the nation's rule book, the Constitution, to recognise the Aboriginal and Torres Strait Islander peoples. Finally students learn how to implement a Reconciliation Action Plan (RAP).

Teacher Reference Documents (TRD's) and Lessons/Activities Index

- **TRD 1: Rules v Laws:**
 - Lesson One: What are rules and why are they important?
 - Lesson Two: Who makes the rules and who enforces them?
 - Lesson Three: What is the difference between a Rule and a Law and why are laws important?
- **TRD 2: Informal rules in Australian Society (Student Resource)**
 - Lesson Four: What about courtesy and etiquette?
- **TRD 3: Respecting and changing rules and laws:**
 - Lesson Five: Respecting and Changing Rules and Laws: What happens when people don't agree with laws?
- **TRD 4: Rules and Laws – It's all garbage:**
 - Lesson six: It's all Garbage: How does what I do at home, impact on local, state, national and international law?
 - Lesson Seven: Different laws and different governments

Achievement standards: Year 4

By the end of year 4 students describe the importance and role of local government, community members and the difference between rules and laws, and the cultural and social factors that shape identity. Students describe the importance of environments, and sustainable allocation and management of resources.

Students develop questions and locate, collect and record information and data from a range of sources and formats. They interpret and analyse information and data to identify perspectives, and draw conclusions. Students propose considered actions or responses. Students use ideas from sources and relevant subject-specific terms to present descriptions and explanations.

Special COVID-19 Disclaimer: Learning on the topic of COVID-19 may cause sadness or distress for some students. Teachers need to account for such sensitivities. By asking students to remember how these COVID-19 laws affected their life, the unit may open up issues that are not covered in the content. Teachers may need to be prepared to handle emotional issues that students and families experienced eg compulsory face masks in schools and work, teachers sacked for not complying with vaccine mandates, families not being able to travel, visit very ill relatives or to attend funerals including across State borders or overseas.

COVID-19 resulted in unprecedented new rules, laws, and emergency powers usually only applied by governments in war times. Most students will remember for their entire life experiences of living through COVID-19. CEFA considers it essential to reference the lockdowns through the C&C Units, topics, lessons & activities and including through Case studies. Therefore CEFA has developed a resources disclaimer similar to that developed for the First Nations resources. Teachers should be sensitive and use discretion if encouraging classroom activities inquiring on the effects of lockdowns on the students, their families, and their communities.

