

Rules and Laws

ACHASSK092

Year 6

Essential concepts:

- Students continue to build on their understanding of civics and citizenship through the concepts of democratic values, rights and responsibilities, and participation.
- The notions of belonging and personal identity are further developed to encompass laws, the importance of laws in society and cultural diversity.

Achievement standard:

- Students distinguish between rules and laws and identify that rights and responsibilities are important in maintaining social cohesion.

Curriculum descriptor	Suggested Lessons	Resources	Assessment	Excursions
<p>Content: ACHASS092</p> <p>Skills: WAHASS026</p> <p>Cross Curriculum Priorities: Nil</p> <p>General Capabilities: L, CCT, PSC</p>	<p>Lesson 1: Focus Questions:</p> <ul style="list-style-type: none"> • What are rules and laws? <ol style="list-style-type: none"> 1. Think pair share: students brainstorm what they know about rules/laws. Half the class considers rules, the other half considers laws. 2. Opportunity to use Rules and Laws Brainstorm. 3. Share information with the whole class. 	<p>Rules and Laws Brainstorm</p> <p>Constitutional Centre Loan Box Program *regional and remote schools only</p> <p>Western Australia Police Force, Our Community, Student and Teacher Resources</p>		<p>Visit to Constitutional Centre of WA</p> <p>Rules and Laws</p> <p>This program concentrates on the difference and similarities between rules and laws. Students are engaged through fun activities to explore the reasons why rules and laws are important.</p> <p>Make a booking</p>
<p>Content: ACHASS092</p> <p>Skills: WAHASS037</p> <p>Cross Curriculum Priorities: Nil</p>	<p>Lesson 2: Focus Questions:</p> <ul style="list-style-type: none"> • What are rules and laws? • Why do we have rules and laws? <ol style="list-style-type: none"> 1. In pairs, allocate students a rule/law from the Rules and Laws Role Play. 2. Together, students role play rule/law for the class. 3. Can the class guess which rule/law it is? 	<p>Rules and Laws Role Play</p> <p>Rule or Law?</p>		<p>Francis Burt Law Education Programme</p> <p>Fremantle Prison Schools and Groups</p> <p>DFES – Department of Fire and Emergency Services - Education and</p>

<p>General Capabilities: L, CCT, PSC, EU</p>	<p>they know?</p> <ol style="list-style-type: none"> 5. Assign a reason for each rule/law. Refer to harmony, safety, order or fairness. 6. Opportunity to use PowerPoint Rule or Law? 			<p>Heritage Centre – School Excursions to the Centre: Home Fire Safety (Year 2 to Year 7)</p> <p>Magistrates Court of Western Australia school visits</p> <p>Supreme Court School and Community</p>
<p>Content: ACHASS092</p> <p>Skills: WAHASS035</p> <p>Cross Curriculum Priorities: Nil</p> <p>General Capabilities: L, CCT, EU</p>	<p>Lesson 3: Focus Questions:</p> <ul style="list-style-type: none"> • Why do we have laws? <ol style="list-style-type: none"> 1. As a class watch the recommended videos and look at brochure. These resources demonstrate different ways students travel to school and highlight safety issues. 2. Discuss with the class road laws for cycling and road laws in general. Draw local knowledge from students. 3. Create a poster showing a road law, e.g. stop at the red light. 4. Create a slogan for the poster, e.g. Red, Ready, Stop! 5. Students present their poster with a reason why this law is important 	<p>VIDEO: Safe Cycling Australia - GREAT VIDEO FROM RSA 1m0s</p> <p>VIDEO: Ride2School presents ride to school 1:29s.</p> <p>VIDEO: Walk Safely to School Day 2018 0m28s</p> <p>Road Safety Commission: Children as Road Users</p> <p>Driver Aware Brochure</p> <p>Additional Resources: Your move – Schools Program</p> <p>Banner Design Competition</p> <p>RAC Little Legends Club Road safety for middle primary</p>	<p>Assessment Task</p>	<p>Constable Care Excursion</p> <p>Constable Care Regional Tours</p> <p>Constable Care Pre-Primary and Lower Primary Performances</p> <p>Walk to School Day, 17 May 2019</p>

<p>Content: ACHASS092</p> <p>Skills: WAHASS033</p> <p>Cross Curriculum Priorities: Nil</p> <p>General Capabilities: L, CCT, EU, PSC</p>	<p>Lesson 4: Focus Question:</p> <ul style="list-style-type: none"> • Why do we have school rules? • How do we feel when they are broken? <ol style="list-style-type: none"> 1. Think pair share: students discuss their own experience of a school rule or a sporting rule being broken. What happened? Which rule was broken? How did they feel about that? Share with the class. 2. In partners write down: 1) The rule that was broken. 2) One feeling that student felt at the time. Present to the class. <p>EXTENSION:</p> <ol style="list-style-type: none"> 3. Consider that scenario. What would they do differently next time? In pairs, write down one idea for changing behaviours 	<p>SDERA: Drug and road safety education programs.</p>		<p>Additional support services:</p> <p>PCYC Safe Space Uni</p> <p>Camp for Kids</p> <p>City of Cockburn Youth</p> <p>City of Wanneroo Youth</p>
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Key	
ATSI HC	Aboriginal and Torres Strait Islander histories and cultures
AAA	Asia and Australia's engagement with Asia
S	Sustainability
L	Literacy
N	Numeracy
ICT	Information and Technology capability
CCT	Critical and creative thinking
PSC	Personal and social capability
EU	Ethical Understanding
IU	Intercultural Understanding