



LEGISLATIVE ASSEMBLY
FOR THE AUSTRALIAN CAPITAL TERRITORY

EDUCATION AND ENGAGEMENT PROGRAM



YEAR 4 INQUIRY RESOURCES
AUSTRALIAN CURRICULUM—HUMANITIES AND SOCIAL SCIENCES—CIVICS AND
CITIZENSHIP STRAND

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YEAR 4 INQUIRY QUESTION—WHAT IS THE DIFFERENCE BETWEEN RULES AND LAWS AND WHY ARE THEY IMPORTANT?

The following set of civics and citizenship lesson plans have been designed around the David Walliams novel *Mr Stink*. The Mr Stink story presents an opportunity to acquaint students from lower primary school with a number of key democratic concepts.

The lesson plans are designed to be completed after students have read the story (or viewed the film/play) as they will need to be familiar with the characters and plot to understand and complete the activities.

Schools groups are welcome to visit the Legislative Assembly to participate in role play activities where students take on roles as the Speaker, Clerk, government members, opposition members and more.

The Assembly's education and engagement program offers a wide range of different programs for primary and high school students that can be tailored to meet the needs of teachers and students. For more information, contact:

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WHAT IS THE DIFFERENCE BETWEEN RULES AND LAWS?

Inquiry question: What is the difference between rules and laws?

Learning Objectives: By the end of the lesson the students will have identified the difference between a rule and a law.

Resources: David Walliams novel *Mr Stink*, resource 1 and worksheet 1.

AUSTRALIAN CURRICULUM

- What is the difference between rules and laws, why laws are important and how they affect the lives of people (ACHASSK092)
- Draw simple conclusions based on analysis of information and data (ACHASSI079)
- Interact with others with respect to share points of view (ACHASSI080)

LESSON ORIENTATION

Teacher led class discussion:

- Imagine you are a friend of Chloe Crumb and you are going to visit her house for a weekend in the holidays, have a look at the rules for the Crumb household (resource 1). Class discussion about some of the rules the students experience in their own homes.
- Where else do students encounter rules—some examples include—classroom, school, board games, sport, clubs/groups and locations such as libraries, swimming pools, or other. Teacher to record the examples of where you find rules provided by the students.
- What do students think a rule is? How is a rule different to a law? What do students think a law is?
- Look at the list of where do we find rules on the board, can students identify where laws might apply in any of these places (eg for school a law is that students are required to attend school, swimming pool law for health and safety is water must be clean to a certain standard)

LESSON BODY

Students to complete **worksheet 1**—group discussion—each group to provide an example of one rule and one law for the area of your school on the worksheet. When groups have completed the worksheet each group can report back to the class on what rule and law they have identified. How many different rules and laws were they able to identify? Who do they think makes rules? Who do they think makes the laws?

LESSON REFLECTION

Can the students come up with a definition for a rule and a law? Is this different from what they thought at the start of the lesson?

- What is a rule? (Made by a group, affects people only in that group eg. rules for classroom, sport)
- What is a law? (Made by the government, affects all people eg. school zone 40 km/hr)

WHY LAWS ARE IMPORTANT?

Inquiry question: Why are laws important and how do they affect the lives of people?

Learning Objectives: By the end of the lesson the students will have identified why laws are important and how laws can affect their lives.

Resources: David Walliams novel *Mr Stink*, role play resource 2 and 3 (suggested that 5 copies of the role play be printed out for use in the lesson, for teacher and main roles) and youtube clip <https://www.youtube.com/watch?v=WT7xT0q6yQo&feature=youtu.be>

AUSTRALIAN CURRICULUM

- What is the difference between rules and laws, why laws are important and how they affect the lives of people (ACHASSK092)
- Interact with others with respect to share points of view (ACHASSI059)
- Plan, rehearse and deliver presentations incorporating learned content and taking into account particular purposes and audiences (ACELY1689)

LESSON ORIENTATION

In the book *Mr Stink*, Mrs Crumb would like to have a new law banning homeless people from the streets in her town because “they are a menace to society.....and they smell” (policy 20 pg 88). Discuss what would happen to Mr Stink if there was a law banning him from living on the street, how would he feel about this, do the students think this is a good law or not and what type of laws might be good for helping homeless people.

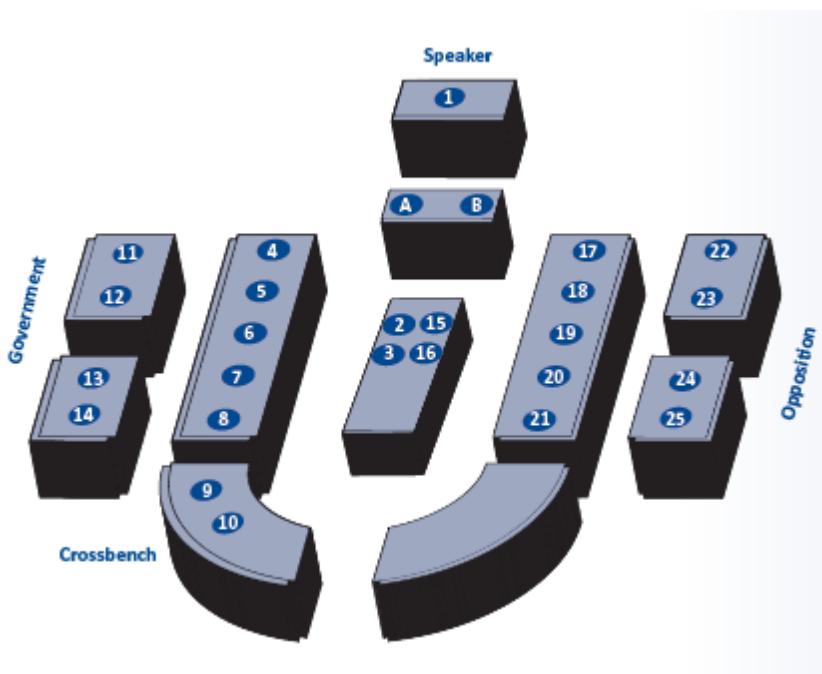
The Legislative Assembly for the ACT has a discussions each sitting week called the “Matter of Public Importance (MPI)” that members can use to highlight policy areas that need improvement or changes to help the people of the ACT. The students can utilise the role play (resource 2 and 3) to discuss a law they think would be good for them and their families. Teacher can also show the students a short clip on a MPI being done at <https://www.youtube.com/watch?v=WT7xT0q6yQo&feature=youtu.be> (4 minutes 35 seconds)

LESSON BODY

A matter of public importance is lodged by members and drawn from a hat by the Speaker at the start of a sitting day. The steps to complete the role play are 1:

1. Decide on 3 topics where students think a new or improved law could be created, this can be done through a class or group (3) discussion. A matter of public importance always starts “The importance of” submitted by All topics must be in this format.
2. Resource 3 provides an example of laws for the homelessness issue if it is preferred. The first one relates to improving public housing law to help homeless people, the second for the government budget (which is a law) to provide money to organisations that help homeless people and the third to health and safety law for official checks on people who are working with homeless people.

3. Write the 3 proposed topics for a new or changed law on a separate piece of paper with the name of 3 students who each submit a different topic. The 3 students submitting the topics will be required to speak first if their topic is selected from the hat for the MPI discussion as they speak first to open the debate.
4. The 3 pieces of paper are placed in a hat or container so that 1 can be drawn out.
5. The Speaker is the person who draws the topic from the hat. Before this can be done a Speaker will need to be chosen, this can be done by the teacher or by a vote where students who would like the role nominate and class members vote. It is best to only have between 2 or 3 people nominate, the students not selected as Speaker can be the Chief Minister (leader of the Government) and Leader of the Opposition.
6. Once a Speaker has been selected they can then draw a topic out of the hat. Write this on a board for the students if required. This will be the only topic discussed during the MPI role play.
7. The student who submitted the chosen topic must speak first. Allow all the students 5-10 minutes to write something down on a piece of paper about the topic that they would like to say during the role play. As part of writing their short speech students should consider their understanding of what the law in this discussion might do, why they think it might be important to have this new or changed law and what impact the law might have on people.
8. It is usually optional to speak in an MPI discussion however students will often stand to speak if they already have something written down. Students can only speak once during the discussion.
9. Set up student chairs represent the Assembly, the Speaker (1) and Clerk/ If a mace has been made, the Serjeant-at-Arms carries this. (A and B) each need a small table. Remaining students can just use chairs in a "U" shape facing each other to represent the chamber. The Speaker has already been decided, other students from that vote could be the Chief Minister and Leader of the Opposition. A Clerk (which is pronounced c-l-a-r-k) is required, they perform the role of Serjeant-at-Arms. The student filling this role does not participate in the debate as they are not a member. The teacher can nominate the student or ask for a volunteer.



10. Once students have taken their positions around the mock chamber the role play can commence. The Speaker and Serjeant-at-Arms enter from the corner of the class room, Members are already standing at their places. A mock mace can be made as an extension to this lesson, alternatively an object from the classroom can be a mock mace (eg. a long ruler). The Speaker is announced by the Serjeant-at-Arms who can place the mock mace on the font of the Clerk's desk.

11. Complete role play as scripted.

Extension: What is a mace? Make a mace that can be used as part of the role play (see the year 3 lesson plan on designing a parliamentary mace).

LESSON REFLECTION

At conclusion of role play discuss where they think laws are discussed and made, do they know where a Speaker and members work (parliament), why are laws made in a parliament (made for everyone), why is it important that we have laws and do they know what happens if you break the law. Students should identify that laws:

- Keeps everyone safe;
- build social behaviour such as respect and protection of other people and the environment;
- equality and fairness as laws apply to everyone; and
- outlines the consequences of breaking the law.

RESOURCE 1—RULES FOR THE CRUMB HOUSE

(based on Mrs Crumb's house rules in *Mr Stink*)

1. Do not talk to tramps (or “such creatures” page 14).
2. The TV is turned off while eating meals (page 28).
3. The downstairs toilet is locked and can only be used by “very important guests” (page 29).
4. The china tea set is only used for the “best” occasions (page 29).
5. Do no answer the door or go outside unless you are properly dressed, especially if you are Mrs Crumb (page 29).
6. Sausages, burgers, fish fingers, soft drinks and ice-cream are not suitable foods for eating, especially if you buy them from a van (page 33).
7. Mrs Crumb can eat one luxury chocolate mint each day (page 34).
8. Homework must be done between 4 and 6pm every day, even in school holidays (page 47).
9. Mrs Crumb does not believe in holidays (page 48).
10. Do not interrupt Mrs Crumb when she is speaking (page 60).

WORKSHEET 1—ALL ABOUT RULES AND LAWS

Talk with your group and answer these questions about rules and laws. In each of these areas for your school can your group think of a rule and law for each one?

Areas of your school	Provide an example of a school rule	Provide an example of a law
School	Treat everyone in your school with respect	Students must attend school
Road around your school		
Watching a movie in your classroom		
Playground equipment		
Canteen		
Dogs		

Who do you think makes rules?	
Who do you think makes laws?	

WORKSHEET 1—ALL ABOUT RULES AND LAWS EXAMPLES

Possible answers, this is not a complete list but can be used as a guide by teachers.

Areas of your school	Provide an example of a school rule	Provide an example of a law for your school
School	Treat everyone in your school with respect	Students must attend school
Road around your school	Cross the road at the right place Look left and right before crossing	Road laws—Speed limit 40 km/hr and cars must stop at a pedestrian crossing
Watching a movie in your classroom	Do not talk during the movie	Classification laws—Age limits for various movies ratings such as PG, M and M15+
Playground equipment	Year 4 are rostered to use the primary playground equipment only on certain days of the week	Health and Safety laws—Equipment must be built to meet safety standards
Canteen	Wait in line until it is your turn Lunch orders must be in by 9am	Food Handling laws—Appropriate storage of food and kitchens must be clean
Dogs	No dogs allowed on the school grounds, except for assistance dogs	Animal laws—Dogs must be registered

Who do you think makes rules?	Made by an individual or a group
Who do you think makes laws?	Made by the parliament (for the ACT laws are made by the Legislative Assembly for the ACT)

RESOURCE 2—ROLE PLAY

MATTER OF PUBLIC IMPORTANCE (MPI) DISCUSSION

Explanatory notes: Every sitting day of the Assembly opens with the Serjeant-at-Arms (who is also the Deputy Clerk) leads the Speaker into the chamber and announces them. All members will already be present in the chamber and stand as the Speaker enters. All members remain standing until after the acknowledgement and reflection. Every member can only speak once during the discussion.

(All members stand).

(Serjeant-at-Arms and Speaker enter the Assembly chamber. If a mace has been made, the Serjeant-at-Arms carries this).

Serjeant-at-Arms: Members, the Speaker

(Speaker and Serjeant-at-Arms stand at their chairs).

Speaker: At the beginning of this session of the Assembly I acknowledge that we are meeting on the lands of the Ngunnawal people, the traditional owners. I respect their continuing culture and the unique contribution they make to the life of this area. Members, I would ask you to stand in silence and pray or reflect on our responsibilities to the people of the Australian Capital Territory.

(Speaker sits after 5 seconds silence, all members and Clerks sit).

Speaker: I have received letters from _____, _____ and _____ proposing that matters of public importance be submitted to the Assembly.

In accordance with standing order 79, I have determined that the matter proposed by _____ be submitted,

“The importance of _____

Speaker: I call Mr/Miss [surname] to speak

(Member whose MPI topic was drawn from the hat stands to speak).

Member: Thank you Mr/Madam Speaker (*insert speech written during time provided earlier in the lesson*)

(Member sits).

REPEAT THE FOLLOWING PROCESS—until time expires or all members who wish to speak have spoken. [*suggested total time 5-15 minutes*]

(Other members—Stand if you wish to speak to this debate, wait for the Speakers call).

Speaker: I call Mr/Miss [surname] to speak

(If the Speaker selects you by saying your name stay standing for your speech, members not selected sit).

Member: Thank you Mr/Madam Speaker (*insert prepared speech*)

(Member sits).

(REPEAT until all members have had a chance to contribute to the discussion).

Speaker: The time for the MPI has expired. It is my understanding that the Assembly wishes to adjourn. The chair will be resumed at the next sitting.

(Members can leave the chamber).

MATTER OF PUBLIC IMPORTANCE EXAMPLES

Topics for MPIs always follow the format of "The importance of....."

Topics are submitted by members and are drawn from a hat by the Speaker on a sitting morning. Listed below are three examples on topics for new laws for helping reduce homelessness which is a theme of *Mr Stink* by David Walliams.

The importance of a law to provide a home for homeless people.

Submitted by (name):

The importance of the government budget law including funding for charities that help homeless people.

Submitted by (name):

The importance of a law requiring police checks for people providing food and clothing to homeless people.

Submitted by (name):