

Story of Our Rights and Freedoms – The Balance of Power – Year 7 Civics

Thought Starter: When a power imbalance occurs, our rights and freedoms can be compromised.

1. Complete the 3-2-1 Bridge visible thinking routine to explore POWER:

Three thoughts you have about POWER:	
Two questions you have about POWER:	
One analogy you have about POWER:	



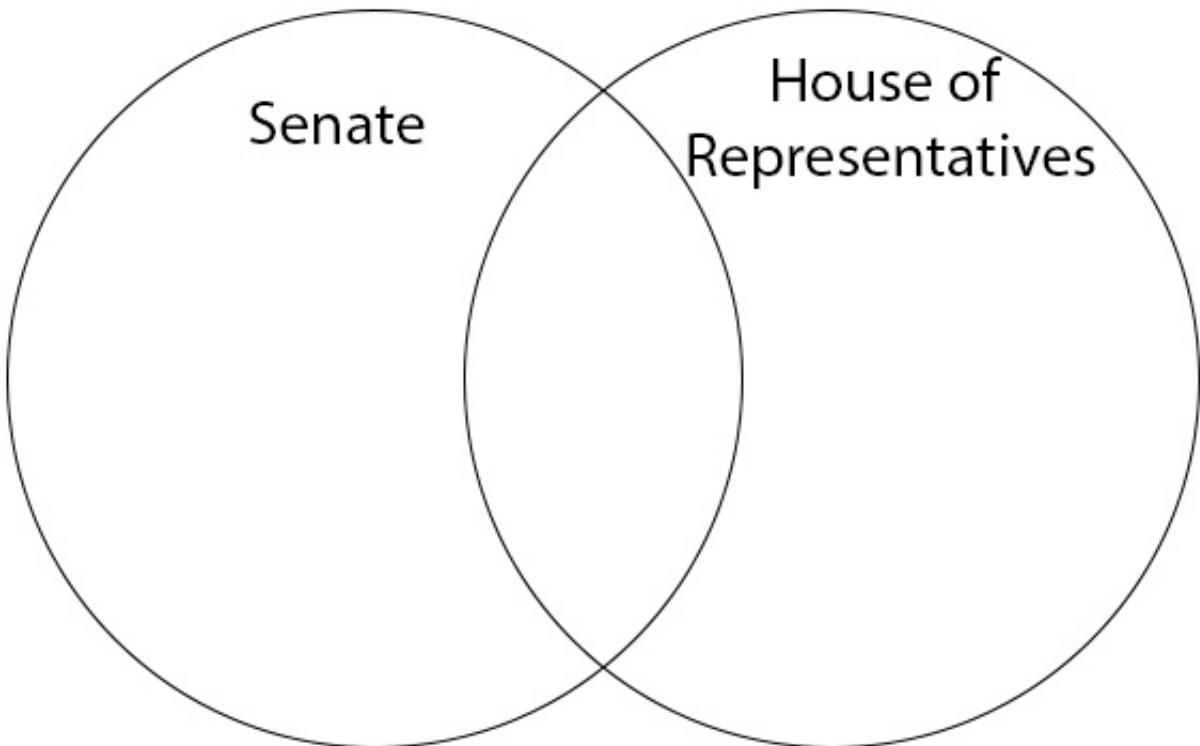
2. Write a summary of your understanding of POWER:

3. As you rotate around the tables and read the factsheets on each of the arms of government, respond to each of these questions and complete the activities. You will have time to complete this after the table rotation; however it may be helpful to look at these now to know what you are looking for.

The Legislature (Parliament)

a. Create a flow chart to illustrate the membership of the Australian Federal Parliament:

b. Use a Venn Diagram to show the differences and similarities of the responsibilities/powers of the Senate and the House of Representatives. Any shared responsibilities or powers should be listed where the circles overlap.



- c. After reading the information about the Federal Legislature, identify three key pieces of information and write a question that asks about each.

For example:

Key information: 'Members of Parliament are responsible for responding to the needs of the people they represent, known as their electorate.'

Question: 'Who do Members of Parliament represent?'

Key Information:

Question:

Key Information:

Question:

Key Information:

Question:

d. In your own words, describe how the power of the Legislature can be checked, and by who:

e. Does the Legislature keep the other arms of government in check?
How?



The Executive

a. Using your preferred communication method (such as drawing images or using key words or phrases), show who makes up the Executive:

b. In your own words, describe how the power of the Executive can be checked, and by who:

c. Why is it important that the powers of the Executive are checked?
Hint: Think about people's rights and freedoms.

The Judiciary

a. Have a go at explaining what the Judiciary is:

b. If someone is unhappy with a ruling of a court, what can they do?

c. Outline how the Judiciary can check the power of the Executive and the Legislature:

4. Using the diagram below to describe the relationships between the Legislature, the Executive and the Judiciary. Indicate where the checks and balances occur.

- Use arrows to indicate the direction of the checks you identify.
- Add in an extra circle labelled ‘people’ in the place that you think it should go - how do ‘people’ come into the separation of powers?

Name: _____

Class: _____

EXECUTIVE

JUDICIARY

PARLIAMENT



Reflection

Return to the 3-2-1 Bridge visible thinking routine from the start of the lesson and note down three new thoughts, two new questions and one new analogy around the concept of POWER.

Three new thoughts you have about POWER:	
Two new questions you have about POWER:	
One new analogy you have about POWER:	
Write a short paragraph that 'bridges' (explains) the change in your understanding:	