

# 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><b>Content:</b> ACHASS092</p> <p><b>Skills:</b> WAHASS026</p> <p><b>Cross Curriculum Priorities:</b> Nil</p> <p><b>General Capabilities:</b> L, CCT, PSC</p>	<p>Lesson 1: Focus Questions:</p> <ul style="list-style-type: none"> <li>• What are rules and laws?</li> </ul> <ol style="list-style-type: none"> <li>1. Think pair share: students brainstorm what they know about rules/laws. Half the class considers rules, the other half considers laws.</li> <li>2. Opportunity to use Rules and Laws Brainstorm.</li> <li>3. Share information with the whole class.</li> </ol>	<p><a href="#">Rules and Laws Brainstorm</a></p> <p><a href="#">Constitutional Centre Loan Box Program *regional and remote schools only</a></p> <p><a href="#">Western Australia Police Force, Our Community, Student and Teacher Resources</a></p>		<p><a href="#">Visit to Constitutional Centre of WA</a></p> <p><b>Rules and Laws</b></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><a href="#">Make a booking</a></p>
<p><b>Content:</b> ACHASS092</p> <p><b>Skills:</b> WAHASS037</p> <p><b>Cross Curriculum Priorities:</b> Nil</p>	<p>Lesson 2: Focus Questions:</p> <ul style="list-style-type: none"> <li>• What are rules and laws?</li> <li>• Why do we have rules and laws?</li> </ul> <ol style="list-style-type: none"> <li>1. In pairs, allocate students a rule/law from the Rules and Laws Role Play.</li> <li>2. Together, students role play rule/law for the class.</li> <li>3. Can the class guess which rule/law it is?</li> <li>4. Ask students to categorise it as a rule/law. How do</li> </ol>	<p><a href="#">Rules and Laws Role Play</a></p> <p><a href="#">Rule or Law?</a></p>		<p><a href="#">Francis Burt Law Education Programme</a></p> <p><a href="#">Fremantle Prison Schools and Groups</a></p> <p><a href="#">DFES – Department of Fire and Emergency Services - Education and</a></p>

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

		<a href="#">primary</a>		
<p><b>Content:</b> ACHASS092</p> <p><b>Skills:</b> WAHASS033</p> <p><b>Cross Curriculum Priorities:</b> Nil</p> <p><b>General Capabilities:</b> L, CCT, EU, PSC</p>	<p>Lesson 4: Focus Question:</p> <ul style="list-style-type: none"> <li>• Why do we have school rules?</li> <li>• How do we feel when they are broken?</li> </ul> <ol style="list-style-type: none"> <li>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.</li> <li>2. In partners write down: 1) The rule that was broken. 2) One feeling that student felt at the time. Present to the class.</li> </ol> <p>EXTENSION:</p> <ol style="list-style-type: none"> <li>3. Consider that scenario. What would they do differently next time? In pairs, write down one idea for changing behaviours and put it in a box at the front.</li> </ol>	<p><a href="#">SDERA: Drug and road safety education programs.</a></p>		<p>Additional support services:</p> <p><a href="#">PCYC Safe Space</a></p> <p><a href="#">Uni Camp for Kids</a></p> <p><a href="#">City of Cockburn Youth</a></p> <p><a href="#">City of Wanneroo Youth</a></p>

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

