

Three Levels of Government

ACHASS143 ACHASS144

Year 6

Essential concepts:

- Students continue building on their understanding of the concepts of justice, rights and responsibilities, and the Westminster system. They investigate Australia's democratic system of government, including state/territory and federal parliaments.
- Students develop their understanding and application of skills, including questioning and researching, analysing, evaluating, communicating and reflecting. They apply these skills to their daily learning experiences and to investigate events, developments, issues and phenomena, both historical and contemporary.

Achievement standard:

- Students recognise that Australia's democracy is based on the Westminster system, and describe the roles and responsibilities of each level of government and how laws are made.

Curriculum descriptor	Suggested Lessons	Resources	Assessment	Excursions
<p>Content: ACHASS143</p> <p>Skills: WAHASS26 WAHASS27 WAHASS28</p> <p>Cross Curriculum Priorities: Nil</p> <p>General Capabilities: L, CCT</p>	<p>Lesson 1: Focus Questions:</p> <ul style="list-style-type: none"> • What is democracy? • What does democracy look like in Australia? <ol style="list-style-type: none"> 1. Create class brainstorm of "Democracy". 2. Create a class word wall, encourage students to write interesting and relevant words on cards and add them to the wall. 3. Pose the question "What does Democracy look like in Australia?". Create KWL chart. 4. From the information in the "W" column students develop an inquiry question to help guide their research. (What system of Government do we have in Australia? / Where did our system of government come from? etc.) 5. Using their inquiry question students locate and collect relevant information and data from primary and secondary sources. 	<p>KWL Chart</p> <p>Constitutional Centre Loan Box Program <i>*regional and remote schools only.</i></p>		

<p>Content: ACHASS144</p> <p>Skills: WAHASS59 WAHASS60</p> <p>Cross Curriculum Priorities: Nil</p> <p>General Capabilities: L, CCT</p>	<p>Lesson 2: Continuation of Lesson 1</p> <ol style="list-style-type: none"> 1. Students complete the “L” column of their KWL chart then present their findings in a small group. 2. As a group students evaluate what they have learned about Australia’s democratic system of Government in the context of the following question. “Is the Westminster system of Government the best system of government for Australia? Is there a better alternative”. 			<p>Visit to Constitutional Centre of WA Three Levels of Government This program focusses on the role and responsibilities of the Three Levels of government, including shared roles. Students participate in a series of interactive activities to reinforce their knowledge of the Three Levels of Government Make a booking</p>
<p>Content: ACHASS144</p> <p>Skills: WAHASS61 WAHASS62 WAHASS63</p> <p>Cross Curriculum Priorities: Nil</p> <p>General Capabilities: L, CCT</p>	<p>Lesson 3: Focus Questions:</p> <ul style="list-style-type: none"> • How many Levels of Government do we have in Australia? • Is each level of Government responsible for the same things? • What services do you think are needed to run a country? <ol style="list-style-type: none"> 1. Class discussion – Focus questions. 2. As a class, watch the “Three Levels of Government” video. During the video brainstorm six important pieces of information. 3. Class discussion – Responsibilities of each level of Government. Pose questions that encourage students to identify the correct level. E.g. If my dog gets out who do I call? (Ranger) which level of government is responsible for providing ranger services (Local). 4. Assessment Task: Students choose an issue that is important to them, write a letter to a representative at the appropriate level of government. 	<p>VIDEO and TRANSCRIPT Three Levels of Government 2m27s</p>	<p>Assessment Task</p>	

<p>Content: ACHASS144</p> <p>Skills: WAHASS61 WAHASS62 WAHASS63</p> <p>Cross Curriculum Priorities: Nil</p> <p>General Capabilities: L, CCT, ICT, PSC,</p>	<p>Lesson 4 & 5: "Debate"</p> <ul style="list-style-type: none"> • "Australia has the most effective system of Government in the world" <ol style="list-style-type: none"> 1. Divide the class in half (half- "FOR", half "AGAINST"). 2. Using the knowledge and learning from the previous 3 lessons students design an argument supporting the view they have been given. Each argument should take no longer than 2 minutes to present and should include their proposal from improvement (where relevant). This argument is to be presented individually and can implement PP, sound clips or video as desired. 3. Allow more research time if necessary. 4. Present their argument to the class (Teacher to alternate between for and against presentations). 5. At the end of the presentations ask the students to consider the arguments for and against and decide if they agree or disagree with the statement. 			
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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