

A democracy is a system of government in which the people have the power to participate in decision making.

Individually, complete the table below.

	DEMOCRATIC VALUES	EXAMPLE	WHY IS THIS IMPORTANT?	HOW DOES THIS AFFECT ME?	WHAT ARE SOME OTHER EXAMPLES?
FREEDOMS	Free speech	<i>Maddi wants to tell people why her school canteen should be healthier</i>			
	Freedom of religion	<i>Harry wants to celebrate special religious days with his family</i>			
	Freedom to vote for people who make decisions for us	<i>Mr Patel wants to help choose the government</i>			
RESPONSIBILITIES	Voting	<i>Mr Lee thinks he is too busy to vote on election day</i>			
	Following laws	<i>Alex wants to let her dog off the leash at a national park</i>			
	Cooperating respectfully	<i>Mia and Ali want the whole school oval to themselves every lunch time</i>			

What are 3 ways living in a democracy affects me?

1. _____
2. _____
3. _____

How would my life be different without the freedoms and responsibilities in the table above?

As a group, choose 1 scenario to work on. Write down your answers to the questions.

Scenario 1: Safety laws

Mei enjoys riding her bike near her house. There are also people driving cars and people walking in the area she rides.

- What sort of laws might Mei need to follow?
- What sort of laws might other people there need to follow?
- Why does everyone need to follow these laws?
- What could happen if they don't?
- Who would enforce these laws?
- Who else needs to follow these laws?

Scenario 4: Theft laws

Sam is in a lolly shop but has no money. They want to take some lollies anyway.

- What sort of laws might Sam need to follow?
- What sort of laws might the shop need to follow?
- Why do Sam and the lolly shop need to follow these laws?
- What could happen if they don't?
- Who would enforce these laws?
- Who else needs to follow these laws?

Scenario 2: Damage to public property laws

A group of teenagers are meeting at the local playground. They are being rough, and the slides and swings might break.

- What sort of laws might the teenagers need to follow?
- Why do they need to follow these laws?
- What could happen if they don't?
- Who would enforce these laws?
- Who else needs to follow these laws?

Scenario 5: Health laws

Jeff is smoking inside the shopping centre.

- What sorts of laws might Jeff need to follow?
- What sorts of laws might other people in the shopping centre need to follow?
- Why do does everyone need to follow these laws?
- What could happen if they don't?
- Who would enforce these laws?
- Who else needs to follow these laws?

Scenario 3: Equality laws

Bo is in a wheelchair but his school does not have ramps, so he can't get around.

- What sorts of laws might the school need to follow?
- Why do they need to follow these laws?
- What could happen if they don't?
- Who would enforce these laws?
- What other places need to follow laws like these?

Scenario 6: Environment laws

Claire has lots of rubbish and thinks she can dump it in the local river.

- What sorts of laws might Claire need to follow?
- What sorts of laws might the people who look after the river need to follow?
- Why do these laws need to be followed?
- What could happen if they don't?
- Who would enforce these laws?
- Who else needs to follow these laws?

Complete the following details about your electorate.

MY ELECTORATE	
<p>Name of electorate (including the meaning behind the name)</p>	
<p>Location and size (where is it in Australia and how big is it?)</p>	
<p>People (what kind of people live here—age groups, families, cultural diversity, income)</p>	
<p>Issues (what is important to the people who live here—for example, house prices, public transport, internet speeds, drought)</p>	

ACTION PLAN	
Issue	
Causes	
Who could help?	1. _____ 2. _____ 3. _____
Potential solutions	1. _____ 2. _____ 3. _____
Which potential solution will you act on? Why?	
What is the result you hope to see from this solution?	
How long will it take to do?	
How will we know if it works?	

STEPS			
Action	Resources	Who	Timeline
<i>Break down the solution into small steps</i>	<i>What do we need for this step?</i>	<i>Who will be involved in this step?</i>	<i>When will this step start and stop?</i>

REFLECTION	
Did we reach our goal?	
What worked?	
What would we change next time?	
Was it easier or harder than we thought? Why?	

Curriculum alignment — Year 5

After completing this Unit of work and associated assessment tasks, students will have met the achievement standard for the Year 5 Australian HASS Curriculum sub-strand: Civics and Citizenship.

Australian Curriculum 8.4

Knowledge

By the end of Year 5, students identify the importance of values and processes to Australia's democracy and describe the roles of different people in Australia's legal system. They identify various ways people can participate effectively in groups to achieve shared goals and describe different views on how to respond to a current issue or challenge.

Skills

Students develop questions for an investigation about the society in which they live. They locate and collect information from different sources to answer these questions. They examine sources to determine their purpose and identify different viewpoints. They interpret information to suggest conclusions based on evidence. Students identify possible solutions to an issue as part of a plan for action and reflect on how they work together. They present their ideas, conclusions and viewpoints in a range of communication forms using civics and citizenship terms and concepts.

Australian Curriculum 9.0

Knowledge

By the end of Year 5, students explain the key values and features of Australia's democracy and how people achieve civic goals.

Skills

Students develop questions and locate, collect and organise information and data from primary and secondary sources. They evaluate sources to determine origin and perspectives. Students evaluate information and data to identify and describe patterns or trends. They suggest conclusions based on evidence. Students consider criteria in proposing actions or responses. Students select ideas and findings from sources and use relevant terms and conventions, to present descriptions and explanations.

Unit assessment overview

This Unit of work provides a range of informal and formal assessment items. The suggested formal assessment tasks are a creative task where students develop their own electorate, a speech and an action plan for a community project. These tasks align to the Year 5 Australian HASS Curriculum sub-strand: Civics and Citizenship, including skills components. [PEO quizzes](#) could be used as further assessment items. Teachers will need to develop an appropriate marking criterion and rubric using the relevant Australian Curriculum content descriptors.

Australian Curriculum 8.4	Australian Curriculum 9.0	Topic	Learning goals and success criteria
Knowledge ACHASS115 Skills ACHASSI099 ACHASSI101	Knowledge AC9HS5K06 Skills AC9HS5S05	Topic 1 What is democracy?	Students will understand: The importance of values to Australia's democracy. Students will be able to: Explain how living in a democracy impacts upon the lives of its participants.

Australian Curriculum 8.4	Australian Curriculum 9.0	Topic	Learning goals and success criteria
<p>Knowledge ACHASS117</p> <p>Skills ACHASSI095 ACHASSI105</p>		<p>Topic 2 Laws and regulations</p>	<p>Students will understand: Why Australia has laws, why they are enforced and by who.</p> <p>Students will be able to: Describe the roles of different people in Australia's legal system.</p>
<p>Knowledge ACHASS116</p> <p>Skills ACHASSI095 ACHASSI096 ACHASSI098 ACHASSI105</p>	<p>Knowledge AC9HS5K06</p> <p>Skills AC9HS5S02 AC9HS5S03 AC9HS5S04 AC9HS5S07</p>	<p>Topic 3 Representative democracy and the electoral process</p>	<p>Students will understand: What a representative democracy is and how this is reflected in the Australian electoral process.</p> <p>Students will be able to: Understand the electoral process and articulate the characteristics of a representative.</p>
<p>Knowledge ACHASS118</p> <p>Skills ACHASSI094 ACHASSI097 ACHASSI101 ACHASSI102 ACHASSI103 ACHASSI104 ACHASSI105</p>	<p>Knowledge AC9HS5K07</p> <p>Skills AC9HS5S01 AC9HS5S05 AC9HS5S06 AC9HS5S07</p>	<p>Topic 4 Active citizenship</p>	<p>Students will understand: The various ways people can participate effectively in groups to achieve shared goals.</p> <p>Students will be able to: Describe different views on how to respond to a current issue or challenge.</p>