The purpose of this resource is to provide a suggested guide as to how to approach the sequencing and resourcing of the 7-10 Civics & Citizenship WA Curriculum.

### Year: 5

<table>
<thead>
<tr>
<th>Title: Roles, responsibilities and participation</th>
<th>Achievement standard:</th>
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<tbody>
<tr>
<td>The key values that underpin Australia’s democracy including freedom, equality, fairness and justice (ACHCK022)</td>
<td>Students identify the key features of Australia’s democracy, describe the electoral process, and explain the significance of laws and how they are enforced.</td>
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<tr>
<th>Curriculum descriptor</th>
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<th>Content/concepts</th>
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| (ACHCK022)            | 60 mins         | Key concept: A value is something that is important to you  
*Bring in something of value to share with students - Explain to students why you value it.  
**Question:** What does it mean to value something?  
**Question:** What is important to you when you’re at school? (E.g. friendship, safety, respect, care).  
**Question:** Why do you value these things?  
*Create a word cloud highlighting things that are important to students when at school. Students to record values on post-it notes OR teacher to record via word cloud. Display on IWB and discuss.  
*Highlight that some values are shared and others are unique.  
*Display the words in the classroom with the title “We value……”  
**Extra activity:**  
Ask students to bring in something they value from home. Students must explain to the class why it is of value. (It can be an object or a memory). | *Something of value to share with students (E.g. photograph, family recipe, piece of art) or may take the form of a re-tell of a special story/memory.  
*IWB  
*Word Cloud [http://www.wordle.net/]  
*Post-it notes | |
| (ACHCK022)            | 60 mins         | Key concept: Our values are reflected in rules and laws in the community  
*Re-visit the “we value” chart. Students to work on a set of rules to protect each value.  
E.g. Value = Friendship. Rules = “Treat others how you wish to be treated” and “Respect others”.  
*Display rules in classroom. | *Newspapers | |
| (ACHCK022) | 60 mins | **Key concept:** In Australia some of our values are shared  
Common Australian values are often described in popular  
Australian songs or poems (Use Resource 1 for ideas).  
*Divide student into groups (each group with a different song or  
poem).  
*Students to listen to their song or read poem.  
*Students may use the internet to research the meaning of song  
or poem.  
*Students look at the lyrics and with a partner and highlight the  
verse that says something to them about being Australian.  
*Come together as a group and highlight the shared values. (E.g.  
freedom, connection with the land, convicts, mateship, love of  
sport). |  
| | | *Pre-prepared Australian Songs-  
*Highlighters  
*Access to internet (optional) |  
| | |  
| (ACHCK022) | 3 x 60 min lessons | **Key concept:** How are Australian values represented in Parliament?  
**Lesson 1:** Show students the Behind the News (Episode 12) ‘What is Democracy’ (Use Resource 2). (Use Resource 3 for further teaching and learning ideas).  
**Question:** How are Australian values represented in the Parliament? (Representative democracy)  
**Question:** Why is it important to have parties that represent different values? |  
| | | *IWB  
2. [http://www.abc.net.au/btn/story/s4460249.htm](http://www.abc.net.au/btn/story/s4460249.htm)  
| (ACHCK022) | 60 mins | Incursion/excursion-Rules and Laws program with the Constitutional Centre of WA  
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.  
**Lesson 2/3:** Have students create a ‘vote for me’ poster that promotes their values on a current issue. Present to the class as a campaign. Use ‘Get voting’ ballot paper to conduct a class election (Resource 4). Discuss with students the electoral process.

Highlight that the values/interests of the Australian people are represented by the elected members that sit in Parliament to help make laws.

| **(ACHCK022)** | **3 x 60 min lessons** | **Key concept** Australia’s democracy is built on the key values: freedom, equality, fairness and justice.  
*Allocate each group a different value (freedom, equality, fairness and justice).**  
Lessons:  
**Lesson 1:** Each group to complete a Y chart detailing (what their value might “look like, feel like and sound like” in Australia. Share in jigsaw groups.  
**Lesson 2:** Students research the key values (freedom, equality, fairness and justice) and create a comic strip to show how they operate in Australia’s democracy. E.g.- Freedom of speech.  
**Lesson 3:** *Students create a role play to demonstrate how their value operates in Australia’s democracy. Students must include two scenes- One highlighting life with their value and one without their value.**  
**ASSESSMENT TASK**  
Students write a reflective journal entry about life with and life without one of the 4 values in (freedom, equality, fairness and justice) Australia’s democracy. Students are explain why their chosen value is important. | **Y chart**  
**Comic strip template** |
|---|---|---|---|
| **(ACHCK023)** | **3 x 60 mins. incl. investigation time** | **Key Concept Roles and Responsibilities of Electors in Australia’s Democracy**  
**JIGSAW**  
Group 1 “You and Me the Decision Makers”  
**Investigations:** What do we mean by democracy? Can we all make decisions?  
Group 2 – Representing everyone  
**Investigations:** How do you have your say? How are we all represented?  
Group 3- What’s your vote worth? How do electorates change over time?  
**Investigations:** How and why do Australians vote? How do electorates change over time?  
| (ACHCK023) | 1 x 30 min  
1 x 60 min  
1 x 30 min (mini presentations) | **Key Concept Roles and Responsibilities of representatives in Australia’s Democracy**  
**Lesson 1: Meet your MP** (p7 PEOWA Year 5&6 Student Workbook)  
**Lesson 2: PA for an MP.** Students take on the role of a PA to an MP to learn about the role of a Member of Parliament in their electorate and in federal parliament House  
**ASSESSMENT TASK**  
Students create a short speech (approx. 1 min) about their experience of being a PA for an MP. Presentation to include if they would like this job in the future and a supporting reason for their answer. | [http://tinyurl.com/WhatidParliament](http://tinyurl.com/WhatidParliament)  
[http://tinyurl.com/5-6studentWorkbook](http://tinyurl.com/5-6studentWorkbook)  

| (ACHCK023) | 60 mins | **INCURSION/ EXCURSION:**  
**Electoral Education Centre**  
The emphasis of this session is to learn about the way in which Western Australians vote in an election and the importance of this vote. An election is held during this session to expose the students to the intricacies of voting.  