

House of Assembly – Write your own classroom role-play lesson plan



Subject: HaSS – Civics and Citizenship

Year level/stage: Upper primary

Curriculum Links

Year 5:

the key values and features of Australia's democracy, including elections, and the roles and responsibilities of elected representatives (AC9HS5K06)

Year 6:

the key institutions of Australia's system of government, how it is based on the Westminster system, and the key values and beliefs of Western democracies (AC9HS6K06)

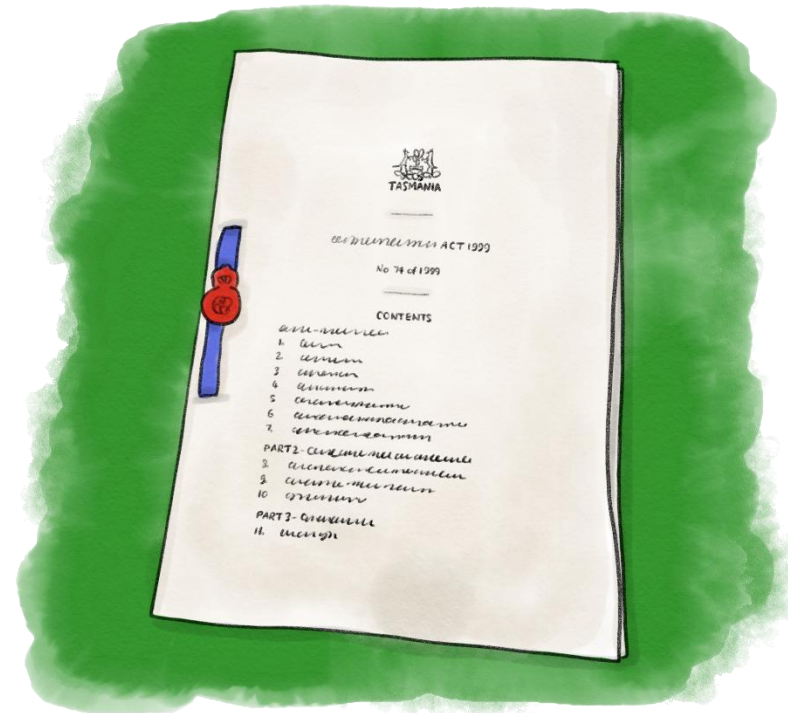
the roles and responsibilities of the 3 levels of government in Australia (AC9HS6K07)

Learning Objective

Understand how a law is made in Tasmania

Success Criteria

Students understand the principles behind the creation of legislation and can list the stages in the process.



Classroom role-play lesson plan

Before the lesson and writing the role-play

Prior knowledge	<p>The following activities are optional, depending on what civics learning the class has covered.</p> <p>Pre-teach key vocabulary</p> <p>As a class, watch the video illustrating the passage of legislation</p>
Resources required	<ul style="list-style-type: none">• Facilitator runsheet• Student script templates• Title cards• Props – a bell, a Mace. You can make a Mace for your classroom using these instructions or improvise using something like a broom handle.• Optional - gowns for the Speaker, Clerk and Sergeant-At-Arms. You can make gowns following this pattern or improvise using suit jackets to mark them out from the rest of the class.• Optional – Coloured sport sashes to illustrate different parties in the Parliament.• Exit card

Classroom role-play lesson plan

During the role-play

Duration	Step	Instructions	Resources/Note
5 minutes	Set the learning intention and identify the success criteria	Go over the plan for the lesson with students.	
5 minutes	Choose topic for debate	<p>Determine what topic your class will debate for the role-play. Some suggested topics are listed below. If choosing a different topic, consider one that falls under the jurisdiction of the state level of government, to reinforce key learning about the 3 levels of government.</p> <p>Possible topics:</p> <ul style="list-style-type: none">• Compulsory first aid courses for Tasmanian Year 5/6 students.• Tasmanian school day to run 4 days a week, 9 am to 5 pm.• Tasmania to introduce a new state public holidays known as "Children's Day". <p>Give the Bill a title e.g "A Bill for an Act to make first aid classes compulsory". Brainstorm arguments for and against to activate student thinking.</p>	

Classroom role-play lesson plan

5 minutes	<p>Allocate roles and divide into Government, Opposition and crossbench.</p>	<p>Nominate Clerk and Sergeant-at-Arms. They are parliamentary officers and will not participate in debate. All other students are Members of Parliament. Choose or elect the Speaker. When chosen, the Speaker makes an Oath to the class – see student scripts. The Speaker will not participate in debate, rather they will oversee it.</p> <p>Divide the remaining Members into Government, Opposition and crossbench. Choose whether to have a majority Government or a minority Government. A majority Government will have an overall majority out of all the Members, a minority Government will have the biggest single group but not an overall majority. Use the coloured sports sashes to identify to Government, Opposition and crossbench. The sashes help student see that Government and Opposition are “teams” who work together. The crossbench is made up of minor parties and independents, so they are not one entity and sash accordingly.</p> <p>Allocate key roles, such as Premier, Minister, Leader of the Opposition, Shadow Minister, Government Whip and Opposition Whip.</p>	<ul style="list-style-type: none"> • Student script templates • Coloured sports sashes (optional) • Gowns for Speaker, Clerk and Sergeant-at-Arms (optional)
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Classroom role-play lesson plan

5 minutes	Write scripts	<p>Have students in their groups write short scripts. The Minister and Shadow Minister will lead the debate for their side. Print enough of each template for Government, Opposition and crossbench Members.</p> <p>While the groups are working on their arguments, work with Clerk, Sergeant-at-Arms and Speaker to understand their roles.</p>	<ul style="list-style-type: none"> • Student script templates
5 minutes	Set up the classroom	Arrange the classroom for the debate	<ul style="list-style-type: none"> • Classroom layout plan • Title cards • Mace/bell for the Clerk
2 minutes	Prepare for the debate	<p>Set behaviour expectations for the debate, highlighting the need for debate to remain respectful and the Speaker's role in maintaining order.</p> <p>"Hear, hear" is the parliamentary way to show support for a member, often used after a Member has spoken.</p>	
30 minutes	Conduct the debate	Follow the facilitator run sheet	Facilitator run sheet

Classroom role-play lesson plan

Lesson Summary

10 minutes	Recap and reflection	Chance for students to ask questions and reflect on their learning	
2 minutes	Exit card	Questions for exit card <ul style="list-style-type: none">• What's one thing you loved about the lesson?• What's one thing you learnt in the lesson?• What is one thing you are still puzzled by?	Exit card printed, or answer questions in student books about what they have learnt.

Differentiation

Differentiation	<ul style="list-style-type: none">• Allocate roles according to student comfort reading and speaking in front of the group. All Members of Parliament have the right to speak on a Bill, allowing for brainstorming time during the debate will help build student confidence participating.	
Modification	<ul style="list-style-type: none">• If you have a large class, you can nominate students to act as a media gallery, taking notes during the debate and preparing a written report or video piece covering the proceedings.	

Classroom role-play lesson plan

Extension	<ul style="list-style-type: none">• Extend the role-play with the committee stage of the Bill, where Members propose amendments (changes) to the Bill. Each amendment is debated and voted on and if a majority agree it becomes part of the Bill.• Incorporate persuasive text writing into creating scripts for the role-play. Have students research the topic and write more detailed arguments, citing evidence and using persuasive language devices.	
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