

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



Subject: HaSS – Civics and Citizenship

Year level/stage: Secondary

Curriculum Links

Year 7:
the key features of Australia's system of government, including democracy, the Australian Constitution, responsible government and federalism (AC9HC7K01)

Year 8:
the role of political parties and independent representatives in Australian democracy, including elections and the formation of governments (AC9HC8K02)

the characteristics of laws and how laws are made in Australia through parliaments (statutory law) and courts (common law) (AC9HC8K02)

Year 9:
the legislative processes through which federal government policy is shaped, developed and implemented (AC 9HC9K02)

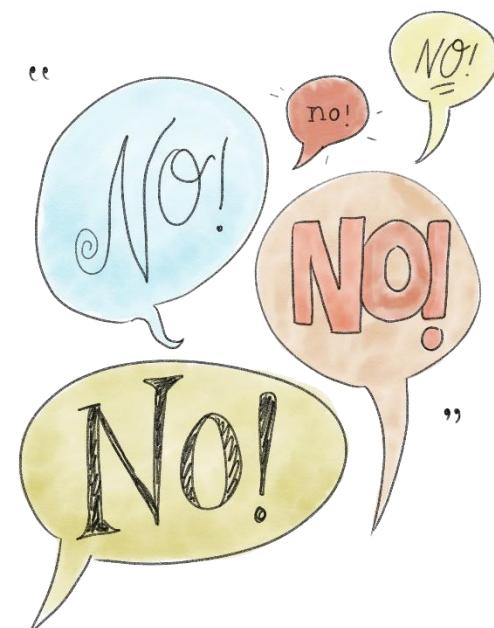
Learning Objective

Understand the legislative process in Tasmania



Success Criteria

Students understand the principles behind the formation of government and the creation of legislation



Classroom role-play lesson plan

Before the lesson and writing the role-play

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| 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. |

Classroom role-play lesson plan

During the role-play

| Duration | Step | Instructions | Resources>Note |
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| 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, give consideration to 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">• Tasmanian school day to run 4 days a week, 9 am to 5 pm.• Raising the legal smoking age in Tasmania to 21 years.• Licence required to operate a quad bike in Tasmania <p>Brainstorm arguments for and against to activate thinking.</p> | |

Classroom role-play lesson plan

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| 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.</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. Allocate key roles, such as Premier, Minister, Leader of the Opposition and Shadow Minister.</p> | <ul style="list-style-type: none">• Coloured sports sashes (optional)• Gowns for Speaker, Clerk and Sergeant-at-Arms (optional) |
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Classroom role-play lesson plan

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| 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.</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 |
| 5 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

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| 10 minutes | Recap and reflection | Chance for students to ask questions and reflect on their learning | |
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Differentiation

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| 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. | |
| 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. | |

