

House of Assembly – 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)

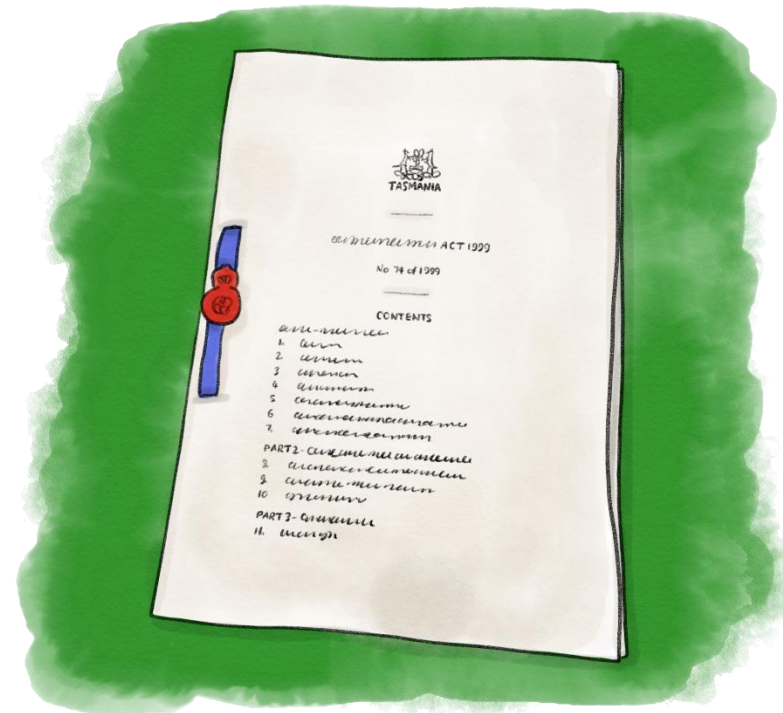
the roles and responsibilities of the 3 levels of government in Australia (AC9HS6K07)

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 – Scripted

Before the lesson

Prior knowledge	<p>The following activities are optional, depending on what civics learning the class has covered.</p> <p>Pre-teach key vocabulary (link)</p> <p>As a class, watch the video illustrating the passage of legislation (link to video)</p> <p>Watch the video of the Speaker's Procession (link)</p>
Resources required	<ul style="list-style-type: none">• Facilitator runsheet• Student scripts• Title/name 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.

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During the lesson

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- 10 minutes	Introduce the topic of the role-play – that the Government proposes a subsidy for vet fees for native animals.	Have students brainstorm reasons for and against this idea to activate their thinking around the topic.	
5 minutes	Allocate roles and divide into Government, Opposition and crossbench.	<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.</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</p>	<ul style="list-style-type: none"> • Student scripts • Coloured sports sashes (optional) • Gowns for Speaker. Clerk and Sergeant-at-Arms (optional)

Classroom role-play lesson plan – Scripted

		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.	
5 minutes	Set up the classroom	Arrange the classroom for the debate	<ul style="list-style-type: none"> • Classroom layout plan • Name tags/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.</p>	
30 minutes	Conduct the debate	Follow the facilitator run sheet	Facilitator run sheet

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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"> • All Members have the right to speak on a Bill, so students who may have difficulty reading scripts can be encouraged to make a verbal contribution. Brainstorming the topic prior to debate and allowing for time for discussion before unscripted contributions helps students feel confident participating. • Modify scripts to fit the class. 	
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. 	

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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.• Conduct another role-play debate with students determining the topic and scripting their own speeches (link to blank role-play template)	
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