



## **HISTORY HOUSE MUSEUM**

## **LOCAL GOVERNMENT LESSON PLANS**



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## **INTRODUCTION**

### **How to Integrate the Lesson Plans in the Classroom**

This series of Lesson Plans has been produced to assist classroom teachers in integrating elements of public history into student learning. The lessons outlined provide a basic starting point for teachers to work from when planning for the following ages:

- Middle Childhood
- Early Adolescence



*Although the Lesson Plans are not specifically designed for the Early Childhood ages elements of the plans can be adapted and incorporated into student learning.*

In addition to these plans a range of potential tasks from the following curriculum areas have been provided:

- Society & Environment
- English
- The Arts
- Technology & Enterprise



As many of these areas overlap this offers the ability to work collaboratively with other teachers to provide a more holistic approach for students to begin investigating the topic of laws and governance. These lesson plans are designed to supplement students visiting the City of Armadale History House Museum and complement the Museum Local Government in Armadale educational tour.

### **City of Armadale Council History**

The region now known as the City of Armadale developed very early on in relation to the history of the settlement and development of Western Australia. The townsite of Kelmscott was surveyed in 1829 only five months after the proclamation of Perth.

Kelmscott was officially gazetted in July 1830 and from this time settlers to the area were concerned with making the town a thriving community. Essential to creating community is good governance and it is from these beginnings that we can today celebrate the successes of the City of Armadale.

### **1893 - 1905**

The official opening of the railway line from Perth to Bunbury in 1893 accelerated the development of Armadale and Kelmscott. The Armadale

siding soon grew into a busy railway station from which the products of the region were freighted.

In 1894, the southern section of the Canning Roads Board, an area of approximately 504 square kilometres was formed into the new Kelmscott Roads Board.

In 1905, Roleystone was opened up for closer settlement, with property brochures extolling the virtues of the beautiful scenery and fertile valley soils.

During the early 1900s, planting of orchards grew at an increasing rate in Roleystone and Karragullen. This was a time of Italian migration into the district.

### **1920s to World War II**

The 1920s brought to the area an increase in motorised transport, introduction of electricity, and the beginning of construction of Churchman Brook Dam.

The 1930s started badly as the Great Depression began to take its toll. However, the Armadale area was fortunate because the State Government started construction of nearby Canning Dam in 1933, which boosted the local economy. The dam was officially opened in 1940.

The era 1934 to 1944 was one of growth, with rural enterprises generally making good returns. In 1942 the munitions depot was established at Byford, providing employment for over 100 people during the war years.

### **Post-war**

The decade after the war saw the arrival of migrants from war-devastated Eastern and Central Europe. Initial housing was provided in two Nissen hut camps at Morrison Park (Brookton Highway) and the site of the Good Shepherd School in Kelmscott. Large numbers of migrants arrived from 1948. By 1950, a minor housing boom occurred in the area as the State Housing Commission initiated a construction program of affordable but comfortable houses to counter the acute housing shortage.

By 1951 the new State brickworks situated just south of Armadale had been finished and the bricks produced were crucial to post-war recovery.

In 1956, the population of the Roads Board area was estimated at about 6,000 and the district still had the characteristics of a rural community. This began to change as increasing prosperity was reflected in the development of new civic and social facilities. In the same year, Armadale High School was also opened.

In 1957, Kelmscott swimming pool was opened, which was the first pool to be constructed by a metropolitan municipal authority. Libraries were established at Armadale and Kelmscott in cooperation with the State Library Board - a first for any local government area.

### **Buoyant Growth in the 1960s and 1970s**

1964 to 1974 was an era of unprecedented population growth for the area. Whole new areas of housing appeared at Kingsley, Westfield Park and Clifton Hills, where many of the residents were British immigrants. By 1970 major urban development was taking place on the slopes of the Darling scarp. Community amenities and facilities matched the pace of growth with new railway stations, primary schools, shopping centres, sports grounds and playing fields.

Between 1967 and 1979, the population increased five fold from 7,000 to 35,000, which was the third highest growth for any local government area in Perth.

There was also rapid growth in services and facilities, including:

- The opening of the Gwynne Park Recreation and Sporting Centre in 1979
- John Dunn Oval, on the site of a previous landfill site
- The Armadale Aquatic Centre in 1980
- A third Government High School, Cecil Andrews, in West Armadale in 1980.

### **City Status in 1985**

In 1985 Armadale was granted City status, coinciding with the opening of the City Administration Centre. The Armadale City business precinct underwent considerable change through unprecedented building activity. At Kelmscott the commercial and business area along Albany Highway had also changed dramatically.

In 2006 the population of the City of Armadale is approximately 54,000 and the Council offers a bright future for residents.



## **Middle Childhood & Early Adolescence** **Lesson Plans**

### **Topic: Law and Local Government**

**Time Allocated:** Sequenced as a set of four (4) lessons approximately 1 hour each.



**Background/Prior Knowledge:** No prior knowledge of this topic is necessary.

#### **Learning Experiences:**

These lessons are focused around a set of worksheets and activities based from these sheets.

The purpose of these lessons is to look at the impact laws have on everyday life. Students will gain an understanding of the necessity of laws for communal living and will also appreciate how laws are created and enforced at the community level through examination of Local Government; specifically the City of Armadale.

#### **Teaching Learning Purposes:**

##### **Society & Environment**

- Investigation, Communication & Participation
- Natural and Social Systems
- Time, Continuity and Change
- Resources
- Active Citizenship

##### **English**

- Listening and Speaking
- Viewing
- Reading
- Writing



#### **Other Curriculum Framework Outcome Links:**

##### **The Arts**

- Arts Ideas

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#### **Lesson One:**

This lesson examines why laws are necessary in society. Students will discuss why laws have been created and are essential in social systems.

**Middle Childhood:** This worksheet focuses on examining the school rules and why they are needed. Students will explore these issues by constructing a series of class rules. This activity involves pair or group work, brainstorming activity and concept consolidation through text or visual presentation.

**Early Adolescence:** Context is given by examining some laws of early societies such as looking at the *Hammurabi* of ancient Babylonia or the *Ten Commandments* from the Bible. The difference between Civil and Criminal Law is explained so students can understand why we have laws and what the consequences of breaking different laws may be.

**Cross Curricula Extension:** The class could read the William Golding novel *Lord of the Flies* in English and view the video as part of Society and Environment lessons. This text deals with the need to make laws and what happens when authority is questioned. Ultimately students will see that breaking rules and laws has consequences for individuals and communities.



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### **Lesson Two:**

In this lesson students will investigate the three levels of Government in Australia: Federal, State and Local. The basic roles and responsibilities of each level of government will briefly be investigated.

**Middle Childhood:** The corresponding worksheet for this lesson outlines the roles and responsibilities of the three government types. Students will gain understanding by working either in pairs or individually to look at a range of issues and placing the responsibility for these in the appropriate government.

**Extension Activity:** To augment the lesson students could conduct additional research using the library or web based references and construct a comic strip to show the three different types of government in Australia. These comics could then be displayed around the classroom. Alternatively, students could be split into groups and given a level of government to research and prepare a comic strip for.

**Early Adolescence:** The corresponding worksheet for this lesson outlines the roles and responsibilities of the three government types. Students will gain understanding by working either in pairs or individually to look at a range of issues and placing the responsibility for these in the appropriate government.

**Extension Activity:** Students could view an episode of the cartoon *The Simpson's* to investigate the use of laws at the local government level. On viewing the episode students could be asked to analyse the law issues they saw in the episode and look at how these were resolved. Possible episodes include:

- Series 4: Episode 9f10 - *Marge vs. The Monorail* (Written by Conan O'Brien / Directed by Rich Moore)
- Series 8: Episode 4f17 - *Mr Burns goes green, but can he be trusted?* (Written by Jon Swatzwelder / Directed by Mark Kirkland)
- Series 9: Episode 5N1 - *Das Bust* (Written by David S Cohen / Directed by Pete Michel)

### **Lessons Three:**

Students will examine who represents them in government and what the job of an elected member entails. The basic process of voting will also be outlined.

**Middle Childhood:** This worksheet outlines the following facts:

- Who can vote at the various levels of government
- Who can become a candidate
- What the responsibilities of a Local Government elected member are.

Learning tasks include class discussion and written clarifying tasks.

**Extension Activity:** At this stage you may like to invite a local elected member to come and briefly speak to your class. Ask them to outline why they wanted to work for their community and what their job involves.



**Early Adolescence:** This worksheet outlines the following facts:

- Who can vote at the various levels of government
- Who can become a candidate
- What the responsibilities of a Local Government elected member are.

Learning tasks include class discussion and written clarifying tasks.

**Optional Learning Task:** Organise a class election before the scheduled visit to the City of Armadale. Get students to nominate for Mayor, Deputy Mayor and Councillors (There are fourteen (14) councillors representing the City of Armadale including the Mayor and Deputy Mayor).

Nominated students could write a short minute long election speech before the class votes. Once the fourteen (14) councillors are elected, ask these 14 students to elect the positions of Mayor and Deputy Mayor.

The elected classmates can then take their place in the council chamber during the class visit. Students who are not elected can be given a role to play such as member of the press or public gallery member.

**Extension Activity:** At this stage you may like to invite a local elected member to come and briefly speak to your class. Ask them to outline why they wanted to work for their community and what their job involves.

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### **(City of Armadale Visit)**



#### **Lessons Four:**

Use this lesson to consolidate students understanding of laws and government.

#### **Middle Childhood:**

##### **Evaluation:**

Students can be encouraged to reflect on their experiences by completing a self/group evaluation sheet ( which is included) or a series of questions.

**Learning Task:** Following the class visit to the City of Armadale students could produce a class collage looking at the overall topic. Ways to tackle this task include:

- Examining a law at local government level and how it is enforced
- Collage outlining the three levels of government
- Depicting the layout of the City of Armadale chamber and writing a description of roles and responsibilities for: \*individuals, \*communities, \*elected members and the Mayor.

The collage could be displayed in the class, cluster area or the library. Perhaps students could present a segment at the next assembly or prepare an oral presentation with the collage to another class in their year group!

#### **Early Adolescence:**

##### **Evaluation:**

Students can be encouraged to reflect on their experiences by completing a self/group evaluation sheet (which is included) or a series of questions.

**Learning Task:** Students can set up the classroom to resemble as close as is possible the council chamber. Get students to research how a council meeting is conducted, they will need to set an agenda and look at the types of issues that are discussed (this material is accessible from the City of Armadale website). Students can then conduct a mock council meeting.

To finalise the task ask the class to individually prepare a report on the mock meeting. They could tackle this from many angles:

- An investigation
- Newspaper article
- Television report
- Political cartoon

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#### **Additional Materials/Activities:**

Final works could be displayed at the library along with details of History House Museum.

It is recommended that teachers arrange for students to participate in the History House Museum City of Armadale Local Government Education tour. The tour is suitable for Years 4 to 10 and takes 60+ minutes. Enquiries regarding guided visits and student activities: History House Museum curator 9399 0670 or [cbell@armdale.wa.gov.au](mailto:cbell@armdale.wa.gov.au)

#### **Other enhancing activities include:**

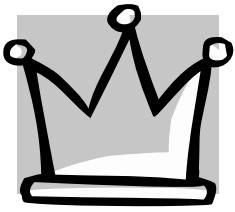
- City of Armadale. Information available at <http://www.armadale.wa.gov.au>
- Western Australian State Parliament . Information available at <http://www.wa.gov.au>
- Constitutional Centre of WA <http://www.ccentre.wa.gov.au/>

## **City of Armadale Class Visit Outline**

This outline has been devised to assist the Curator of the City of Armadale History House Museum as well as instructed volunteers how to conduct educational tours for the Middle Childhood and Early Adolescence age groups. Information should be adjusted accordingly:

- Curator should begin by giving a short oral presentation outlining the changing role of the City of Armadale.
- This could be done by starting outside and taking students to the far car park and show them the original road Board Building - Town of Armadale structure and then by standing them on the grassed area in front of the City of Armadale building.
- Following this take students into view Museum - perhaps have a range of archival documents there to elucidate experience, these could include:
  - Maps outlining past and present boundaries
  - Old photographs of past and present councillors
  - Old rate books with text outlining current practice of computerised rates and pay on-line system
  - Have some copies of old minutes and agendas and compare these to current minutes and agendas
  - Have a range of council ephemera items to display.
- Discuss how City of Armadale was one of the first Western Australian townsites (Kelmscott) and why it would have been important to establish law and local authority. You could mention the affect on the indigenous Nyoongar population for the Early Adolescent groups.
- Talk more about the changing role of the council - use the archival items.
- Proceed over to the Council Chambers and get students to take seats in the appropriate places (If the class has done the election task some students will be sitting in the councillor chairs). Outline the roles of the various elected members .
- Organise for an elected member to come and welcome the students and speak to them about councils roles and current projects - perhaps from a youth perspective. You might even like to invite the youth officer to speak to them as a worker employed by council dealing with youth!
- Give students time to ask questions.





# Who chooses the Government?

## Definitions

Use the text opposite and your dictionary to find the meaning of the words listed below.

- Rules -  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- Customs-  
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\_\_\_\_\_  
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- Government -  
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- Behaviour -  
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- Laws -  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Background.

Imagine that you live in a world with no rules. What would it be like with no one to tell you what to do, where to go, how to dress or what time you need to be home.



**Think Question: Does that world sound good. Why?**

Now think about a place where there are no laws to protect people. It doesn't sound very good does it. **Would you want to live there. Why not?**



The type of society where there are no rules or laws doesn't happen very often. However, you can see why it is important for countries to have governments that make rules which people follow.

## What laws affect me?

- If you think about it there are many different rules, laws and customs that affect your day. Your Mum and Dad probably have some rules about what time you get up in the morning to get ready for school. Your school will have rules about what you should wear, or perhaps customs may also influence what you wear. Certainly the way you behave and act is governed by rules and laws.



- A rule usually applies to a particular group, like a school of students; even your class may have a set of rules. Rules are based on the way we behave and breaking them can lead to consequences.



**Think Question: Do you have class rules? What about school rules?**

A law is more formal than a rule and the consequences are usually more serious. Laws are made by governments and everyone living in the country must follow them. Examples of the laws governments make that would effect your day include making you go to school, or making you wear a bike helmet when you ride to school. **So what happens when you break the rules?**

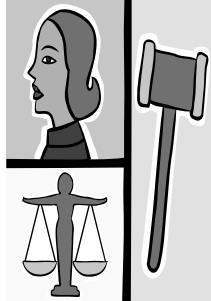
**Think Question: Think about why we have rules and laws. Do you think society would run well without them?**



Rules and laws are necessary in a community because they help to make it run smoothly for the majority of people who live in them. Everyone has rights but they also have responsibilities - to themselves and the community. If you break a law you are not behaving responsibly or acting in the best interest of your community. Usually some form of punishment will apply. Gaol is one form of punishment that we use in Australia as a punishment for people who break the law.

## Exercises:

- 1) Working with the person next to you think about your school rules and why they are necessary. You may like to use the brainstorming sheet to help you with this.
- 2) Using the information on this sheet and your brainstorming task work together to write a set of class rules that you think is fair for most people in your class. Remember to think about the rules and the consequences carefully.



## Brainstorming activity: Thinking about the school rules

- Jot down everything you and your partner knows about the current school rules
- The couple of rules listed below might help you to start...



Makes us dress in a school uniform.

School rules

Rules to tell us when we can have a break. EG - recess and lunchtime.



# OUR CLASS RULES...



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

# CLASS CONSEQUENCES...



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

# Who chooses the Government?



## TASK

Discuss this statement with your partner

“There were no rules, customs or laws when the British came to Australia!”

Points to consider

- \_\_\_\_\_
- \_\_\_\_\_
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On a separate piece of paper work with your partner to construct a speech outlining your point of view to read to the class.



## Background

Take a moment and imagine that you live in a world with no rules. Imagine what it would be like with no one to tell you what to do, where to go, how to dress or what time you need to be home. Does that sound good?

Now take the time to think about a society where there are no laws to protect people. There are no laws for murder or assault - no one to protect the property you work for. It would be total chaos!

The type of society outlined above is called anarchy and thankfully for us it doesn't happen very often. However, you can see why it is important for countries to have governments that make rules which people follow.



## So where did laws start?



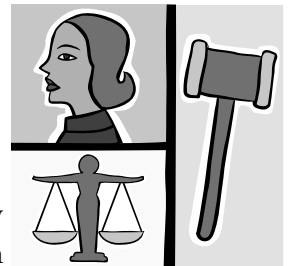
- From the start of civilization people have created rules and laws so that communities can run effectively. Even some of Australia's laws were developed from ancient laws.
- Perhaps the earliest laws came from the Middle Eastern area of Babylon. They are the laws of the King named Hammarabi. Hammarabi Law was carved in stone placed them around the city so his people could follow them.
- Some laws evolved because of the belief systems of the people. An example of this type of laws would be the Ten Commandments from the Bible. The commandments have been enforced in the past and also influence many western legal systems as their foundation.

## Current Australia Law

- There are two ways laws can be made in Australia.

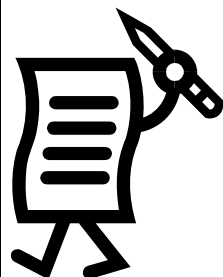
These are by common law and statute law.

- Common law is made only by courts. This type of law is based on previous court decisions which have been recorded.
- Statute Law is made by parliaments and applies to everyone in the country. It can be made by state and federal governments and is the more powerful of the two law types.



## Comprehension Questions:

On a separate sheet of paper in your file or book write your answers to the following questions.

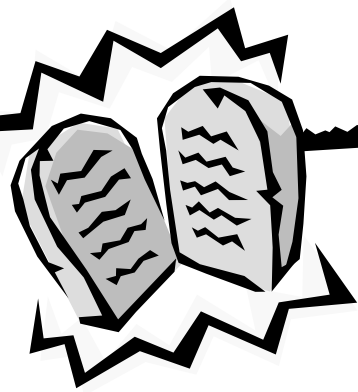


- 1) Explain the term - Common Law
- 2) Explain the term - Statute Law
- 3) Write a paragraph to explain where laws originally came from.

# Comparison of Early Laws...

## Hammurabi's Law

1. If a noble destroys an eye of a member of the aristocracy, they shall destroy his eye.
2. If he has broken the bone of a member of the working class he shall pay one measure of silver.
3. If he has destroyed the eye of a man's slave he shall pay half his value.
4. If a man knocks out the teeth of a man the same rank as him he shall pay by knocking out his own teeth.
5. If a man strikes the body of a man greater than him he shall be publicly lashed with a whip 60 times.



## Ten Commandments

1. I am the Lord your God. Do not worship any other Gods.
2. Do not worship any image or statue of God.
3. Do not misuse the name of the Lord.
4. Keep the Sabbath (Sunday) holy.
5. Honour your Mother and Father.
6. Do not commit murder.
7. Do not commit adultery.
8. Do not steal.
9. Do not give false evidence (tell lies) against your neighbour.
10. Do not desire your neighbour's house, nor wife, nor servant, nor his ox nor anything that is your neighbour's.

## Student Activities



On a separate piece of paper complete the following:

1. Group each of the laws into two categories: laws that protect people and laws that protect property - What is the most common type?
2. Which laws in the two codes are similar?
3. What laws are different?
4. In your opinion, are any of the laws like Australian laws today?
5. Write a short answer explanation detailing your thoughts on whether any of the laws in Hammurabi's Laws or the Ten Commandments are appropriate for Australian law today.

Explain your answer giving examples where you can.



## What do Local Governments do?

In Australia, there are three levels of government: local, state and federal. Each level works differently, and has different responsibilities. Some are only handled by one level of government, though often they overlap. For example, all three types of government manage roads, public health, education, sport, taxes, and the environment. Confusing isn't it!



### Local Government

Local governments like the City of Armadale are based in your city, municipality or shire. The City of Armadale works with issues at a community level.



Local governments are controlled by Acts of State parliaments such as the Local Government Acts.

The City of Armadale and all local governments are responsible for handling local issues like:

- ✓ sport
- ✓ Taxes
- ✓ environment
- ✓ rubbish collection
- ✓ local libraries
- ✓ local museums
- ✓ parks and playgrounds



- ✓ roads
- ✓ public health
- ✓ education



### THINKING TASK:



Design and draw a cartoon or comic strip on a separate sheet of paper that shows all the things that the City of Armadale is responsible for.

Find a partner and use the headings listed above to jot down examples for each heading that you know of or use in your local community. These can then be used as a starting point to create your drawing.

- ✓ roads \_\_\_\_\_
- ✓ education \_\_\_\_\_
- ✓ Taxes \_\_\_\_\_
- ✓ rubbish collection \_\_\_\_\_
- ✓ local museums \_\_\_\_\_

- public health \_\_\_\_\_
- sport \_\_\_\_\_
- environment \_\_\_\_\_
- local libraries \_\_\_\_\_
- parks and playgrounds \_\_\_\_\_

## Which Government is responsible for what?

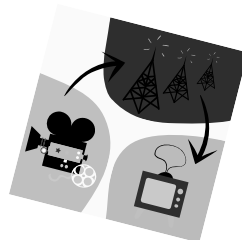
In Australia, there are three levels of government: local, state or territory, and federal. Each level works differently, and has different responsibilities. Some responsibilities are only handled by one level of government, though often responsibilities overlap. For example, all three levels of government manage roads, public health, education, sport, taxes, and the environment. Confusing isn't it! - So who's in charge of what?



### **Federal government**

The Australian federal government is based in Canberra. The federal government responsibilities are written in the Australian Constitution. The Commonwealth handles:

- ✓ advertising regulations
- ✓ Broadcasting
- ✓ Currency
- ✓ Defence
- ✓ Immigration
- ✓ international treaties and policy
- ✓ Marriage
- ✓ Quarantine
- ✓ Telecommunications
- ✓ trade.



When Commonwealth responsibilities overlap with state or local governments, the federal government takes a national role. For example, it handles:

- ✓ roads by managing national highways
- ✓ public health by managing Medicare
- ✓ education by funding universities
- ✓ sport by supporting national teams
- ✓ taxes by collecting income tax
- ✓ environment.



### **Think Exercise:**

As a class discuss examples where each federal government responsibility has impacted on your decision making. Like how the government regulates broadcasting - it clears what TV programmes or movies you watch. They are also responsible for the classification rating system which effects the computer games you may play!

## State Government

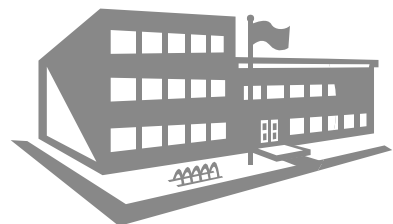
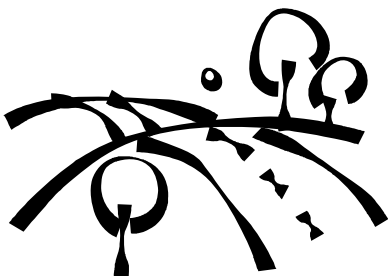


All the responsibilities not given to the Federal Government in the Constitution are given to State Governments. These governments are based in state and territory capitals, and handle issues like:

- ✓ agriculture and fishing
- ✓ law enforcement
- ✓ state planning
- ✓ policing
- ✓ power, gas, water and sewerage
- ✓ prisons
- ✓ public transport.

They also share responsibilities with the other levels of government, but they concentrate on issue at a state level. For example state governments handle:

- ✓ **roads** by managing major state roads
- ✓ **public health** by managing hospitals and ambulance services
- ✓ **education** by funding public primary and secondary schools, as well as public state libraries
- ✓ **sport** by managing major events (like the Commonwealth Games)
- ✓ **taxes** by collecting GST, payroll tax, land tax and stamp duties
- ✓ **environment** by enacting policies that protect the environment on a state level, as well as waste management and recycling.



## Local Government

Local governments like the City of Armadale are based in your city, municipality or shire. The City of Armadale works with issues at a community level.



The power of local governments is controlled by Acts of State parliaments such as the Local Government Acts.

The City of Armadale and all local governments are responsible for handling local issues like:



- ✓ roads by managing local bus stops and street signs
- ✓ public health by managing local services such as Meals on Wheels
- ✓ education by funding local kindergartens and preschools, as well as local libraries
- ✓ sport by managing local playgrounds and sporting fields
- ✓ taxes by collecting rates depending on the value of your property
- ✓ environment by enacting policies protecting the local environment, as well as garbage collection.



### Your Learning Tasks...

On a separate sheet of paper in your file or workbook write out the following examples and create a table placing each example in either Local, State or Federal Government responsibility.

- ✓ A boat load of refugee seekers lands at Darwin.
- ✓ A national programme to target obesity in schoolchildren is created.
- ✓ You finish school and need to apply for Austudy during university.
- ✓ Daylight saving is introduced.
- ✓ The day of your rubbish collection is changed.
- ✓ A new school opens and bus stops need to be put into place.
- ✓ You need to lodge a Tax Return for your part-time job.
- ✓ You apply for a library card.
- ✓ You play football for an organised team at your local playing fields.
- ✓ A new highschool is opened in your suburb.
- ✓ You injure yourself and need to be X-rayed at the local hospital
- ✓ You attend Australia Day fireworks in your local park.
- ✓ Police arrest you as a suspected shop-lifter

# Who chooses the Government?



## Definitions

Use the text opposite and your dictionary to find the meaning of the words listed below.

• Voter -

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• Election-

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• Candidate -

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• Compulsory -

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• Laws -

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## Background.

Do you think you should be able to choose the laws in Australia? Well you can because once you turn 18 you can vote.

## What does it mean to vote?

Voting means that you have a right as an Australian to have your say in who speaks for you in government. Both men and women can vote .



## You must be:

- ✓ 18 years of age
- ✓ An Australian citizen
- ✓ Listed on the electoral roll which is a list compiled by the government of every-one who is allowed to vote. You must be 17 to apply to be on this list.

## So when do I have to vote?

For federal and state government elections you must vote if you meet the points outlined above, in fact you can be fined if you don't vote. This is called com-pulsory voting.



**Did you Know...** If you do not vote and you refuse to pay your fine a judge can sentence you to gaol or community service!

Before you vote a government must tell everyone that there is going to be an election. An election is the name given to the formal process of voting.

## Local Government Elections

Things are a little bit different in a local government election because you are not fined if you don't vote - this is called a non-compulsory vote.

There is one other difference in local elections because only people who pay rates are allowed to vote. Rates are charged to the people who own properties in a community and they fund all of the things that a community needs or wants. Rate money is used for things like your local library or to build a playground at the local park.



## Who do I vote for?

The people that you vote for are called candidates. A candidate is a person who thinks that they would be interested in serving their community by helping to create laws. The candidate nominates so that people can vote for them in an election. If you vote for a candidate you want that person to be someone that you think will represent your opinion in government.

Once a person is elected to federal or state government they are known as a MP or Member of Parliament. If they are elected to local government they are usually known as Councillors. The City of Armadale has 14 councillors including the Mayor and Deputy Mayor.

## What is the role of MPs or Councillors?

MPs and Councillors have certain duties to perform once they are elected to government. They are there to serve the interests of the community and the people who voted for them. They must attend government meetings so that they can create and decide laws. A good councilor will listen to the people they represent and be an active community member.

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• Compulsory -

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• Councillor -

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## Background.

As a citizen of Australia you have a mixture of rights and responsibilities. Choosing who speaks for you in government is one of the rights you have as a member of a democratic society. However, it can also be viewed as a responsibility because it is compulsory in Australia to vote.



To vote you need to be:

- ✓ 18 years of age
- ✓ An Australian citizen
- ✓ Listed on the electoral roll which is a list compiled by the government of everyone who is allowed to vote. You must be 17 to apply to be on this list.

## So when do I have to vote?



For federal and state government elections you must vote on the formal date for the election. In fact you can be fined if you don't vote. If you do not vote and you refuse to pay your fine a judge can sentence you to gaol or community service!

## Local Government Elections

Things are a little bit different in a local government election because you are not fined if you don't vote - this is called a non-compulsory vote.

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## \*\*\*\*\* Writing Task - Candidate Speech \*\*\*\*\*

Imagine you have nominated to represent your local community as a Councillor! Your task is to write a one-page speech that outlines how you feel about your community; the things you think are important and what you want to achieve during your time in government.

Remember to be a persuasive as possible because you are trying to get people interested in what you have to say so that they want to vote. Local government elections are non-compulsory...

**About LOCAL GOVERNMENT: Evaluation sheet**

**What I already knew about LOCAL GOVERNMENT:**

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**What I needed to know about local government:**

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**What I found out about local government at the City of Armadale (point form):**

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**What things about local government do I need to research in more detail:**

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**The things I found interesting were:**

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**Rate your learning experience.  
10- Excellent, 5 - average, 1- poor**

**Why you gave the score you did:** \_\_\_\_\_

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**Rate your learning experience.:**  
**10- Excellent, 5 - average, 1- poor**

**Why you gave the score you did:** \_\_\_\_\_

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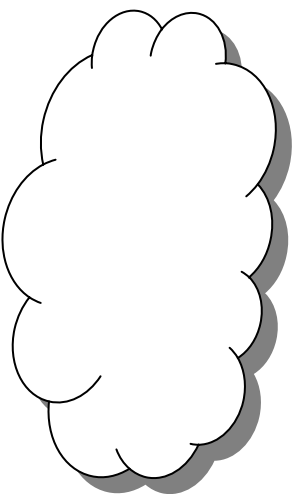
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## Step 1 – OutlineTask:

STEP 2 – Brainstorm everything you know and need to know about your topic.

WHAT I KNOW



WHAT I NEED TO FIND OUT

STEP 3 – Devise your research questions using the three levels of questioning.

<b>LITERAL</b> (Who? What? Where? When?)	<b>INFERENTIAL</b> (How? Why?)	<b>EVALUATIVE</b> (Why is it important? What do I / others think?)