



Passage of a Bill Roleplay

Demonstrate the way a law is made in South Australia by roleplaying the steps in the passage of a Bill.

Overview

Subject:	<ul style="list-style-type: none"> HASS F-6 Civics and Citizenship SACE Legal Studies SACE Politics Power & People 	Prior Knowledge:	<ul style="list-style-type: none"> Why we make laws Who sits where in Parliament
Year Level:	5, 6, 8, SACE	Learning Objective:	Understand how a law is made in SA
Grouping:	<p>Minimum 9 students:</p> <ul style="list-style-type: none"> 1x Student to be the Speaker 1x Student to be the Clerk 1x Student to be the Serjeant-at-Arms 4x Key speakers to be Premier, Minister, Leader of the Opposition and Shadow Minister 2x Students to be Whips – Government and Opposition <p>7 templates are provided for other speeches. Remaining students can improvise speeches.</p>	Success Criteria:	<p>Students can list the steps in the Passage of a Bill</p> <ul style="list-style-type: none"> First Reading Second Reading Committee Stage Third Reading Sending the Bill over to the other House Royal Assent
Resources Required:	<ul style="list-style-type: none"> Facilitator runsheet. Debate cards for each student – choose from a prepared script or blank templates. If blank templates are chosen, speeches must be prepared in advance. Classroom layout plan. Roles should be decided in advance. Scripts are not required for the Whips – their role is to count votes. A script is not required for the Serjeant-at-Arms, their only line is on the facilitator sheet. Name tags. Props – a bell and an object to use as a Mace. Handmake a class Mace, or use a broom handle. 		

Outline

Duration	Step	Instructions	Resources/Notes
5 minutes	Set the learning intention and identify the success criteria.	Go over the plan for the lesson with students.	
10 minutes	Prepare the classroom.	Using the class layout, arrange the classroom ready for a debate. Get everyone into position.	<ul style="list-style-type: none"> Classroom layout Name tags
10 minutes	Prepare for the debate.	<ul style="list-style-type: none"> Discuss things the Speaker might say or do to keep everyone in line. Discuss ways they can support their own party e.g. “hear hear!”, “good point!” Discuss respectful ways to comment on points of contention e.g. “This Government is out of touch!” Allow students to re-read their scripts and ask any questions before commencement. 	
30 minutes	Conduct the debate.	Follow the facilitator runsheet.	Facilitator runsheet.
10 minutes	Restore the classroom.	Time allocated for putting desks and equipment back to normal.	
10 minutes	Return to the learning intention and success criteria.	Opportunity for formative assessment – check on what the students remember via quick quiz or a recap.	

Differentiation

Support	Extend
<ul style="list-style-type: none"> Use scripted speeches Allocate students to roles with less public speaking, but ceremonial duties e.g. Serjeant at Arms, Clerk Give students a modified version of the facilitator runsheet to follow along 	<ul style="list-style-type: none"> No prepared speeches – improvise on a topic of the students’ choice Improvise rebuttal Increase length of speeches Remove teacher facilitator and students self-direct the debate

Modifications

Shorten	Lengthen
<ul style="list-style-type: none"> Set speech time limits Reduce the number of speeches for the class Extend over two lessons to give everyone a turn 	<ul style="list-style-type: none"> Add in a Committee stage – let students debate amendments to the Bill Increase speech length Have students make more than one contribution or respond to another speech

Sensory Notes

- Interjections (e.g. “hear hear!”, “ridiculous!” and “Order!” can be loud.
- Changes to classroom seating arrangements out of the ordinary.

Follow Up/Assessment

- Repeat the exercise with less teacher support, on a different topic.
- Use self-drafted speeches as an assessment task.
- Create a passage of a Bill flowchart as an assessment task.

Australian Curriculum

Year Level	Knowledge & Understanding	Inquiry & Skills
HASS 5		<p><u>AC9HS5S06</u> Propose actions or responses to issues or challenges and use criteria to assess the possible effects</p> <ul style="list-style-type: none"> • Participating in a relevant democratic process, such as class votes, mock parliament and school decision-making processes such as student councils
HASS 6	<p><u>AC9HS6K06</u> 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</p> <ul style="list-style-type: none"> • Exploring how bills are debated and scrutinised; for example, the role of parliamentary committees and the ability of citizens to make submissions to these committees 	<p><u>AC9HS6S02</u> Locate, collect and organise information and data from primary and secondary sources in a range of formats</p> <ul style="list-style-type: none"> • Developing flow charts to show steps in a sequence; for example, the flow of goods and services, the passage of a bill through parliament, the chain of events leading to the Formal Apology to the Stolen Generations, and timelines to show the chronological sequence of key events, ideas, movements and lives <p><u>AC9HS6S06</u> Propose actions or responses to issues or challenges and use criteria to assess the possible effects</p> <ul style="list-style-type: none"> • Brainstorming solutions to an issue that is significant to a group, collecting evidence to build a case for action that takes account of alternative views, minimises risks and mitigates any negative outcomes, and using negotiation to reach consensus on a preferred approach to resolving the issue <p><u>AC9HS6S07</u> Present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions</p> <ul style="list-style-type: none"> • Composing informative and persuasive texts, supported by evidence, to describe and explain conclusions from their economic, civic, historical and geographical inquiries
Civics & Citizenship 8	<p><u>AC9HC8K03</u> The characteristics of laws and how laws are made in Australia through parliaments (statutory law) and through the courts (common law)</p> <ul style="list-style-type: none"> • Identifying the 2 chief sources of law (parliament and the courts) and analysing a case study of statute and common law 	<p><u>AC9HC8S03</u> Analyse information, data and ideas about political, legal or civic issues to identify and explain differences in perspectives and potential challenges</p> <ul style="list-style-type: none"> • Identifying and explaining possible reasons for the difference in perspectives about a civics and citizenship issue, such as marriage equality <p><u>AC9HC8S05</u></p>

Year Level	Knowledge & Understanding			Inquiry & Skills			
				Create descriptions, explanations and arguments using civics and citizenship knowledge, concepts and terms that reference evidence <ul style="list-style-type: none"> Persuading the public on a contemporary issue or about a need for action, using evidence; for example, to argue the case for a constitutional change or an advertisement promoting participation in Australia's democracy 			
General Capabilities							
Intercultural Understanding		Critical & Creative Thinking	✓	Personal & Social	✓	Ethical Behaviour	✓
Numeracy		Literacy	✓	ICT			
Cross Curriculum Priorities							
ATSI Histories and Cultures		Asia			Sustainability		

SACE

Subject	Content
Stage 1 Legal Studies	Focus Area 1: Law and Communities <ul style="list-style-type: none"> How do perspectives of individuals and groups shape our law? What factors may lead to changes in law? Representative Government Option Areas: <ul style="list-style-type: none"> Government Lawmaking
Stage 2 Legal Studies	Focus Area 1: Sources of law <ul style="list-style-type: none"> How adequately do laws provide for future generations? Are laws responsive to change? Structure, composition and role of the Parliament How and why are laws made by the Parliament
Stage 1 People, Politics and Power	Compulsory Theme <ul style="list-style-type: none"> What is Australian politics? How different are the political parties in Australia?
Stage 2 People, Politics and Power	Compulsory Theme <ul style="list-style-type: none"> To what extent does Australia's political system reflect democratic values? To what extent do political parties effectively represent the will of the people?

Further Information

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