



Australian Curriculum Civics and Citizenship

What is Justice?

Year 5/6/7 Learning Program

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Unit Outline

This Unit has been created with 'Outreach Project'. Collaboration with Peter Cavouras from Outreach Education and teachers from the Northern Adelaide region has been critical in the development of this unit of work. The aim of the project is to engage students in the learning area of Civics and Citizenship and provide authentic learning experiences within the community. The unit has underpinning it the Australian curriculum, Tfel design and the philosophy of Outreach Education.

The unit explores ideas around Justice within the legal system of South Australia. The lessons and resources are easily adaptable for year levels 5,6 and 7. During this learning program students undertake a range of activities utilising critical thinking strategies and technologies to develop transferable understandings.

An important aspect of Outreach philosophy is that students are given real world opportunities to explore learning through their community. This unit incorporates an enriching exploratory experience at the Law Courts of South Australia and the Migration Museum.

A framework for developing students' **Civics and Citizenship** knowledge, understanding and skills is provided by the Australian Curriculum through inquiry questions. The key inquiry questions, for this unit of work, at these year levels are:

Key Inquiry Questions

YEAR 5

How do laws affect the lives of citizens?

YEAR 6










How are laws developed in Australia?

YEAR 7

What principles of justice help to protect the individual's rights to justice in Australia's system of law?

Australian Curriculum Links

Civics and Citizenship Knowledge and Understanding	Civics and Citizenship Skills
<p><i>The following Civics and Citizenship concepts are integrated in the lesson sequences:</i></p> <p>YEAR 5 How laws affect the lives of citizens, including experiences of Aboriginal and Torres Strait Islander Peoples (ACHCK025)</p> <p>YEAR 7 How Australia's legal system aims to provide justice, including through the rule of law, presumption of innocence, burden of proof, right to a fair trial and right to legal representation (ACHCK050)</p>	<p><i>The following Civics and Citizenship skills are integrated in the lesson sequences:</i></p> <p>YEAR 5 Use and evaluate a range of information to develop a point of view (ACHCS030)</p> <p>Work in groups to identify issues and develop possible solutions and a plan for action using decision making processes (ACHCS032)</p>

	<p>YEAR 6 Use and evaluate a range of information to develop a point of view (ACHCS042)</p> <p>Interact with others with respect, identify different points of view and share personal perspectives and opinions (ACHCS043)</p> <p>Work in groups to identify issues and develop possible solutions and a plan for action using decision making processes (ACHCS044)</p> <p>YEAR 7 Appreciate multiple perspectives and use strategies to mediate differences (ACHCS057)</p> <p>Present evidence-based civics and citizenship arguments using subject-specific language (ACHCS059)</p>
<p>General Capabilities</p>	<p>Cross-Curriculum Priorities</p>
<ul style="list-style-type: none">  Literacy  Numeracy  ICT capability  Critical and creative thinking  Personal and social capability  Ethical behaviour  Intercultural understanding 	<ul style="list-style-type: none">  Aboriginal and Torres Strait Islander histories and cultures  Sustainability

Achievement Standards

*The highlighted sections of the following **Civics and Citizenship** achievement standards are integrated in the lesson sequences:*

YEAR 5

By the end of Year 5, students identify the values that underpin Australia's democracy and explain the importance of the electoral process.

They describe the role of different people in Australia's legal system. They identify various ways people can participate effectively in groups to achieve shared goals.

Students develop questions and use information from different sources to investigate the society in which they live. They identify possible solutions to an issue as part of a plan for action. Students develop and present civics and citizenship ideas and viewpoints, using civics and citizenship terms and concepts.

YEAR 6

By the end of Year 6, students explain the purpose of key institutions and levels of government in Australia's democracy. **They describe the role of parliaments in creating law.** Students explain what it means to be an Australian citizen and how people can participate as global citizens.

When researching, students develop questions and gather and analyse information from different sources to investigate the society in which they live. When planning for action, they identify different points of view and solutions to an issue. Students develop and present their ideas and viewpoints using appropriate texts and civics and citizenship terms and concepts. They identify the ways they can participate as citizens in the school.

YEAR 7

By the end of Year 7, students explain features of Australia's system of government, and the purpose of the Constitution in Australia's representative democracy. **They explain how Australia's legal system is based on the principle of justice.** Students identify the importance of shared values, and explain the diverse nature of Australian society.

When researching, students develop a range of questions and gather and analyse information from different sources to investigate Australia's political and legal systems. They consider different points of view on civics and citizenship issues. When planning for action, students take into account multiple perspectives to develop solutions to an issue. Students develop and present arguments on civics and citizenship issues using appropriate texts, terms and concepts. They identify ways they can be active and informed citizens.

Links to the *Teaching for Effective Learning* framework

- 1.1** Develop understanding of current learning theories
- 1.3** Participate in professional learning communities
- 1.4** Engage with the community
- 1.6** Design, plan and organise for teaching and learning
- 2.2** Build a community of learners
- 2.4** Challenge students to achieve high standards
- 3.1** Names strategies for thinking and learning
- 4.1** Build on learners' understandings
- 4.2** Connect learning to students' lives
- 4.3** Apply and assess learning
- 4.4** Communicate learning in multiple modes

Links to the *Australian Professional Standards for Teachers*

Standard 1 Know students and how they learn

Standard 2 Know the content and how to teach it

Standard 3 Plan for and implement effective teaching and learning

Standard 4 Create and maintain supportive and safe learning environments

Standard 5 Assess, provide feedback and report on student learning

Standard 6 Engage in professional learning

Standard 7 Engage professionally with colleagues, parents/carers and the community

Links to other Curriculum Areas

ENGLISH

Discussion writing

Persuasive writing

Text analysis

Oral presentations

LITERATURE STUDY

Holes by Louis Sachar

Once by Morris Gleitzman

There are supporting resources available for use in facilitating the study of these suggested texts on our website.

NUMERACY

Mapping
Data analysis

DESIGN AND TECHNOLOGY

3D model construction and development using Google Sketch-Up 8

As educators we embrace and understand the importance of providing our students with the opportunity to guide their own learning experiences and investigate specific areas of interest. We are committed to using inquiry based pedagogy within all learning areas. The following Inquiry Pathway illustrates how our learning program incorporates the inquiry process.

Inquiry Pathway	Resources
<p>Engage Visual and discussion Cosmo’s Casebook KWH Chart Video – Kids in Court</p>	<p>What is Justice Website Supporting Slideshow Visual Cosmo’s Casebook (laptops/iPads) Learning Journal Kids in Court Video</p>
<p>Question Questions, Feelings and Wonderings in Journal</p>	<p>What is Justice Website Supporting Slideshow Learning Journal</p>
<p>Process Famous Speech Analysis Finish Statements Is Justice Equal for all visual Introduce types of courts found in Adelaide; Magistrates, Youth and Supreme. Take a virtual tour at http://www.courts.sa.gov.au/Community/VirtualTour/Pages/default.aspx</p>	<p>What is Justice Website Supporting Slideshow Visual Learning Journal SA Courts Website Opinion Article Court room diagram Australian Court Hierarchy Poster</p>

<p>Y Chart – Similarities and Differences Venn Diagram – Identifying differences Australian Court Hierarchy Focus Questions Sentencing Remarks Analysis Higher Order Thinking – Should Youth Crime be treated differently to adult crime? Analysis of an opinion article All courts have – annotated diagram PMI –Parents should be made accountable for the actions of their children</p>	
<p>Investigate Excursion to the law courts Students research case studies and use the knowledge gained from their research and excursion to the law courts to conduct a fair trial <i>See Assessment of Learning section</i></p>	<p>Task Sheet Rubric Case Studies</p>
<p>Conclude Conduction of Mock Trial</p>	<p>Task Sheet Rubric Invitations for guests (to be sent out prior) Costumes (provided by Peter Cavouras)</p>
<p>Reflect Complete Student Feedback Sheet</p>	<p>Student Feedback Sheet</p>

Assessment

Assessment for learning

KWH Chart
Analysis of Visual

Assessment of learning

Mock Trial Case Study Analysis
Argument Development
Participation in Mock Trial

Assessment as learning

Ongoing Learning Journal and Blog Entries
Famous Speech Analysis
Finish Statements
Is Justice Equal for all visual analysis
Introduce types of courts found in Adelaide; Magistrates, Youth and Supreme.
Y Chart – Similarities and Differences
Venn Diagram – Identifying differences
Australian Court Hierarchy Focus Questions
Higher Order Thinking – Should Youth Crime be treated differently to adult crime?
Analysis of an opinion article
All courts have – annotated diagram
PMI –Parents should be made accountable for the actions of their children

Learning Experiences			
Key Concept	Key Terms	Lesson Structure	Civics and Citizenship Skills
<p>Session 1</p> <p>Engagement What is Justice?</p>	<p>Case Justice Law Courts Democracy Civics and Citizenship</p>	<p>Civics and Citizenship <i>(See our website and supporting slideshow)</i> Learners will be engaged using the visual (in the appendices) to use as a discussion point for the question 'What is justice?'</p> <p>Students will play Cosmo's casebook, with a partner, to support engagement and understanding of democracy and justice. The cases are set in Ancient Rome, in the format of an interactive online adventure, supporting in depth studies in the Australian Curriculum: History and Civics and Citizenship.</p> <p>Complete a KWH chart to ascertain students prior knowledge. This is completed as a whole class discussion.</p> <p>In students Learning Journals they need to make a list of 10 things that could happen in court.</p> <p>Once complete view the video 'Kids in Court' on the website and add any new concepts to students list and KWH chart.</p> <p>Reflect: Do you have any questions/feelings or wonderings? Write these down in a journal to share within small group and whole class discussions.</p>	<p>Questioning</p> <p>Problem solving and decision making</p> <p>Communication and reflection</p>

<p>Session 2</p> <p>What is justice? Law Courts</p>	<p>Architecture Martin Luther King Justice Freedom Racism Court Equal Magistrates Court Youth Court Supreme Court</p>	<p>Civics and Citizenship <i>(See our website and supporting slideshow)</i></p> <p>Students are played part of Martin Luther King’s famous speech. Students must then answer the following questions in their Learning Journals or as a Think, Pair, Share:</p> <ul style="list-style-type: none"> ▪ <i>What is the name of the speech?</i> ▪ <i>Who was it?</i> ▪ <i>How does it relate to concept of JUSTICE?</i> <p>As a class complete the following statements to use for display in the classroom to refer to during the unit of work.</p> <ul style="list-style-type: none"> ▪ <i>Courts are fair when.....</i> ▪ <i>A court is like.....</i> <p>Students critically reflect on the following question in their Learning Journal <i>Is Justice equal for all?</i></p> <p>Introduce the different types of courts found in Adelaide; Magistrates, Youth and Supreme.</p> <p>Take a virtual tour at: http://www.courts.sa.gov.au/Community/VirtualTour/Pages/default.aspx</p>	<p>Questioning</p> <p>Analysis and interpretation</p> <p>Decision making</p> <p>Communication and reflection</p>
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<p>Session 3</p> <p>Magistrates Court</p>	<p>Jurisdiction Minor claims General claims Consumer Presides Magistrate Litigation Judicial officer Disputes Statute Act Police commissioner</p>	<p>Civics and Citizenship What could you expect to hear, feel and see in a Magistrates Court? <i>(See supporting slideshow)</i></p> <p>Visit the Adelaide Magistrates Court website to help you answer the following questions;</p> <ul style="list-style-type: none"> ▪ <i>What do people wear?</i> ▪ <i>How is the courtroom organised?</i> ▪ <i>What criminal offences are heard here?</i> <p><i>In order to cater for the Year 5's undertaking this unit of work there are slides within the supporting PowerPoint with information collated from the Courts website for the Magistrates Court which can be used or omitted depending on individual class/student needs.</i></p>	<p>Questioning and research</p> <p>Analysis, synthesis and interpretation</p> <p>Communication and reflection</p>
<p>Session 4</p> <p>Youth Court</p>	<p>Hearing Trial Young offenders Indictable trial Alleged Proceedings Children's Protection Act 1993 Diversionary mechanisms Juvenile Sentence Suspended sentence Court Family conference Prosecution Rehabilitation</p>	<p>Civics and Citizenship What could you expect to hear, feel and see in a Youth Court? <i>(See supporting slideshow)</i></p> <p>Visit the Youth Court website to help you answer the following questions:</p> <ul style="list-style-type: none"> ▪ <i>What do people wear?</i> ▪ <i>How is the courtroom organised?</i> ▪ <i>What criminal offences are heard here?</i> <p>View the videos from the Youth Court CD Rom which can be found on our website.</p> <p><i>In order to cater for the Year 5's undertaking this unit of work there are slides within the supporting PowerPoint with information collated from the Courts website for the Youth Court which can be used or omitted depending on individual class/student needs.</i></p>	<p>Questioning and research</p> <p>Analysis, synthesis and interpretation</p> <p>Communication and reflection</p>

<p>Session 5</p> <p>Supreme Court</p>	<p>Sir Samuel Way Building Chief Justice Judicial Officer Appeals Director of Public Prosecutions (DPP) Trial Bail Criminal Law Consolidation Act Jury Committal process Legislation Full court</p>	<p>Civics and Citizenship What could you expect to hear, feel and see in a Supreme Court? <i>(See supporting slideshow)</i></p> <p>Visit the Supreme Court website to help you answer the following questions:</p> <ul style="list-style-type: none"> ▪ <i>What do people wear?</i> ▪ <i>How is the courtroom organised?</i> ▪ <i>What criminal offences are heard here?</i> <p><i>In order to cater for the Year 5's undertaking this unit of work there are slides within the supporting PowerPoint with information collated from the Courts website for the Supreme Court which can be used or omitted depending on individual class/student needs.</i></p>	<p>Questioning and research</p> <p>Analysis, synthesis and interpretation</p> <p>Communication and reflection</p>
<p>Session 6</p> <p>Sentencing, Opinions and Hierarchy</p>	<p>High Court of Australia State Courts Supreme Court District Court Magistrates Court Commonwealth Courts Federal Court Family Court Federal Magistrates Court Judge Jury Perspectives Justice Sentencing</p>	<p>Civics and Citizenship <i>(See our website and supporting slideshow)</i></p> <p>Use the Y chart to begin active discussion about the similarities and differences of the types of courts.</p> <p>Students can work in small groups to apply their knowledge to the Venn diagram to support their understanding in identifying the differences in types of courts and what each are responsible for ascertaining.</p> <p>Look at the Court Hierarchy diagram and answer the following focus questions:</p> <ol style="list-style-type: none"> 1. <i>Where and when are juries used in this hierarchy?</i> 2. <i>How are judges given their jobs?</i> 3. <i>How many different types of courts are found in South Australia?</i> 4. <i>Locate them on a map</i> 	<p>Analysis, synthesis and interpretation</p> <p>Communication and reflection</p>

	<p>Suspended sentence Bond Bail Fine Compensation Imprisonment Prosecution Defence</p>	<p>5. Explain why they might be situated in these particular areas?</p> <p><i>Who makes the decisions?</i></p> <p>View the information provided in the supporting PowerPoint about the sentencing process. After learning the different components of the process, students will work with a partner to review sentencing remarks provided by the teacher and review the sorts of legal considerations that may have come into play with that particular case (<i>these can be found on our website</i>).</p> <p>Literacy</p> <p>Write an opinion! View and discuss the structure, features and purpose of an opinion article from a newspaper. Students create their own opinion piece for the local messenger. Students devise questions that demonstrate varying perspectives eg rich, poor, old and young. The example opinion piece (Lost in space) from the Daily Telegraph and case on our website could be used as a spring board for students to write their opinion about a topical issue to do with 'JUSTICE'. Students' articles could be sent to the local messenger to highlight a current important issue that students' feel strongly about.</p>	
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<p>Session 7</p> <p>Learning Exploration</p> <p><i>Migration Museum with Rosa Garcia</i></p> <p><i>Law Courts with Peter Cavouras</i></p>	<p>Youth Crime Court room Sentencing Magistrates Court Migration Immigration 20th Century 21st Century Mapping Adelaide Metro Route</p>	<p>Numeracy <i>(See our website and supporting slideshow)</i> Students will investigate the best route and most economical mode of transport to arrive at the Law Courts on time for our excursion. They are provided with relevant information such as time and location (Year 5's are also given links to relevant websites such as, Adelaide Metro, Buses are us). <i>This information is located on the supporting PowerPoint linked to our website.</i></p> <p>Civics and Citizenship <i>(See our website and supporting slideshow)</i> Using knowledge gained from learning about the types of courts in Adelaide students answer the following question for discussion purposes: <i>Should youth crime be treated differently to adult crime?</i></p> <p>Reflect on the learning undertaken at the Law Courts and Migration Museum</p> <p>Students use a Venn Diagram to compare the similarities and differences between the types of courts. From a picture of a courtroom scene make generalisations about its: size, colour, uses, materials used, various parts and shapes</p> <p>Then complete the following statement 'All courts have...'</p> <p>Using the information about the Hierarchy of Courts students can draw an annotated diagram which includes the information from the statement 'All courts have...'</p>	<p>Questioning and research</p> <p>Analysis, synthesis and interpretation</p> <p>Problem solving and decision making</p> <p>Communication and reflection</p>
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<p>Session 8</p> <p>Eddie the Echidna</p> <p><i>We have created a Supporting PowerPoint with the collation of Peter Cavouras' resources and is available on our website</i></p> <p><i>The following resources are available on the Law Courts Website, a link for which can be found on our website</i></p> <ul style="list-style-type: none"> ▪ The story ▪ Recording Sheets ▪ Question Cards (laminated) ▪ Teacher Answers 	<p>Investigate Murder Accountability Accused Adjourn Appointment Beyond reasonable doubt Bond Compensation Conviction Democracy Dossier Election Evidence Independence Larceny Recompense Suspended sentence Tenure Witness</p>	<p>Civics and Citizenship <i>(See our website and supporting slideshow)</i> <i>Eddie Echidna has been murdered and the criminal process is now in full swing. See if you can correctly identify the stages in the process and the order in which they occur.</i></p> <p>Answer the questions on each card and record your responses as you proceed.</p> <ul style="list-style-type: none"> ▪ Rank the cards into their correct sequence of events according to the conduct of the South Australian legal system in settling this criminal dispute. ▪ Respond to the answers on each card. ▪ Complete the chart using the headings outlined in the sample in the package. <p><i>For Yr 6 - 9 classes Peter suggests the omission of cards 2, 5, 6, 9, 10, 11, 12, 13, 14, 15, 16, 17, 19, 21, 23, 26, 27, 31, 32, 34, 38, 40, 42, 45 and 48. Questions are optional depending on the nature of the exercise and the class group.</i></p>	<p>Questioning and research</p> <p>Analysis, synthesis and interpretation</p> <p>Problem solving and decision making</p> <p>Communication and reflection</p>
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<p>Session 9</p> <p>Preparation for Mock Trial</p> <p><i>We have collated some familiar stories and Nursery Rhymes that could be used as a starting point or supporting tool for students. They are available on our website.</i></p>	<p>Prosecution Defence Witness Sentencing Trial Jury Judge Trial Guilty Beyond reasonable doubt</p>	<p>Civics and Citizenship/Literacy <i>(See our website and supporting slideshow)</i></p> <p>Students use a familiar children’s story/fairy tale to develop and create a Mock Trial. They use the knowledge gained from their research and excursion to the law courts to conduct a fair trial. The trial will involve every student in the class and will be presented to parents and the community on our Trial Day.</p> <p>Snippets of the example Mock trial we have provided can be used to model to students how to conduct a fair trial. The story of Goldie Locks is used to develop a case against Goldie Locks using the constraints of the legal system to seek justice.</p>	<p>Questioning and research</p> <p>Analysis, synthesis and interpretation</p> <p>Decision making</p> <p>Communication and reflection</p>
<p>Session 10</p> <p>Mock Trial Day</p>	<p>Prosecution Defence Witness Sentencing Trial Jury Judge Trial Guilty Beyond reasonable doubt</p>	<p>Civics and Citizenship/Literacy</p> <p>Students will conduct their mock trial at school in front of an audience. They will present their evidence and walk through the process of a criminal trial. Guests from the community will be invited, as well as parents, staff and the other classes involved in undertaking the learning experience.</p> <p>This summative assessment task is to be Teacher, Peer and Self Assessed.</p>	<p>Synthesis and interpretation</p> <p>Problem solving and decision making</p> <p>Communication and reflection</p>

Reflection on the Learning Program

Identify what worked well during and at the end of the unit, including:

- activities that worked well and why
- activities that could be improved and how
- assessment that worked well and why
- assessment that could be improved and how
- common student misconceptions that need, or needed, to be clarified.

Web Links

What is Justice Weebly

<http://www.adelaidelawcourts.weebly.com>

Law courts of South Australia

<http://www.courts.sa.gov.au/Pages/default.aspx>

Migration Museum

<http://migration.historysa.com.au/>

Introduction to Jury Service Video

<https://www.youtube.com/watch?v=Okc8iEgF4Y&feature=youtu.be>

Numeracy Lesson

[Adelaide Metro](#)

[Google Maps](#)

[Where is](#)

References

Cavouras, P. 2014, *SA Law Courts DECD Education Manager*, Adelaide, South Australia.

Garcia, R. 2014, *Migration Museum DECD Education Manager*, Adelaide, South Australia.

Cameron, S. and Dempsey, L. 2012, *The Writing Book, A practical guide for teachers*, S & L Publishing, China.