

Year 5: Civics And Citizenship



Aligned with the Australian National Curriculum



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NATIONAL CURRICULUM LINKS

Civics and Citizenship Knowledge and Understanding

Government and Democracy

- The key values that underpin Australia's democratic system of government (ACHCK022)
- The roles and responsibilities of electors and representatives in Australia's democracy (ACHCK023)
- The key features of the Australian electoral process (ACHCK024)

Laws and Citizens

- How laws affect the lives of citizens, including experiences of Aboriginal and Torres Strait Islander Peoples (ACHCK025)
- The roles and responsibilities of key personnel in law enforcement and in the legal system (ACHCK026)

Citizenship, Diversity and Identity

- Why people in groups achieve their aims, and how they can express their shared beliefs and values and exercise influence (ACHCK027)

Civics and Citizenship Skills

Questioning and Research

- Develop questions and gather a range of information to investigate the society in which they live (ACHCS028)

Analysis, Synthesis and Interpretation

- Identify over-generalised statements in relation to civics and citizenship topics and issues (ACHCS029)
- Use and evaluate a range of information to develop a point of view (ACHCS030)

Problem Solving and Decision Making

- Interact with others with respect, identify different points of view and share personal perspectives and opinions (ACHCS031)
- Work in groups to identify issues and develop possible solutions and a plan for action using decision making processes (ACHCS032)

Communication and Reflection

- Present civics and citizenship ideas and viewpoints for a particular purpose using civics and citizenship terms and concepts (ACHCS033)
- Reflect on personal roles and actions as a citizen in the school and in the community (ACHCS034)

TEACHERS' NOTES

Year 5: Civics And Citizenship is part of a series which helps teachers in Australia to implement the new Civics and Citizenship national curriculum with ease. Which part of the curriculum each activity page in this book is assessing is clearly marked at the bottom of each sheet. Students have the opportunity to demonstrate civics and citizenship skills throughout the entire book. The book is divided into three sections: *Government And Democracy*, *Democratic Laws*, and *Working In Groups*.

The first section of this book helps students to identify the fundamental values of a democracy - freedom, equality, fairness and justice. It also makes clear our responsibilities as electors and the responsibilities of those wishing to be elected. The electoral process is explored in some detail - the secret ballot, compulsory voting, preferential voting and proportional representation are all discussed.

The second section is entitled *Democratic Laws* and examines the types and importance of laws in Australia. It encourages students to identify our law enforcers and explain the laws that they are responsible for enforcing. The Australian legal system, the courts and the key people within the courts are all investigated.

The third and final section in this book is entitled *Working In Groups*. It asks students to think about the benefits of working in groups rather than as an individual. Students are prompted to investigate local, regional and global groups, as well as Aboriginal and Torres Strait Islander organisations.

To demonstrate their knowledge and skills, students will be asked to use their research skills, work in groups, question, sequence, experiment, create, organise, interpret and voice their opinion.

The pages in this book can be used sequentially or in no particular order. To make life even easier for the teacher, the answers are provided at the back of this book.

Read the information, then answer the questions below.



Every country has a government – a system of management. Not every country has the same type of government. There are democracies. Australia is an example of a democracy. There are autocracies – North Korea is an example of an autocracy. These two forms of government operate differently, but both types of government make decisions for their people.

The people who live in democracies have a lot of influence over their governments' decisions – which is why democracies are often referred to as 'rule by the people'. The word *democracy* derives from two Greek words - *demos* meaning *the people* and *kratos* meaning *power*. The people who live in autocracies have no influence over their governments' decisions. One person is in charge of an autocracy and therefore one person makes all of the decisions. In Australia the values which underpin our democratic system are: freedom, equality, fairness and justice.

Sample

1. What type of government is in place in Australia?

2. How do you think Australian people influence their government's decisions?

3. Refer to a recent event that was designed to influence decisions made by our government.

4. In your opinion which type of government is the fairest – a democracy or an autocracy? Support your answer.

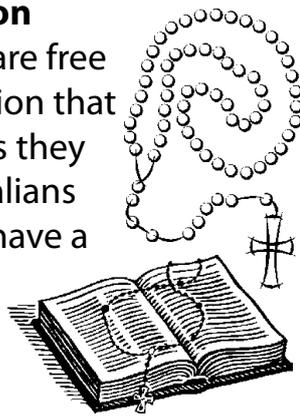
5. Use your research skills to name some autocratic countries other than North Korea.

- Read the information, then answer the questions.

Australia adopts a liberal democratic system of government. One of the key values which underpins this system of government is freedom. There are many types of freedoms which Australians enjoy compared to other non-democratic countries. Two are: freedom of religion and freedom of the press.

Freedom Of Religion

In Australia people are free to practise any religion that they wish, as long as they obey the law. Australians are also free not to have a religion. Australia therefore rejects the notion of a state religion.



Freedom Of The Press

In Australia the media is not to be controlled by any political party or government body. The government is not to censor material printed in the media according to the interests of a political party or government body.



- Why would it be unfair to have a state religion in Australia?

- How could your local government ensure that people are free to practise their chosen religions?

- What is censorship and how can it prevent freedom of the press?

- Name a country which heavily censors the media. Say how this affects the people in this country.

- Go to ► <http://immi.gov.au/living-in-australia/choose-australia/about-australia/five-freedoms.htm> to find out about four other freedoms which underpin Australia's democratic system of government. What are these four other freedoms?

- Split into groups. Each group should be allocated a 'freedom'. Work together to define each freedom, say why it is important in Australia and find a country which doesn't have this freedom. Present your findings to the rest of the class.

Preferential Voting 4

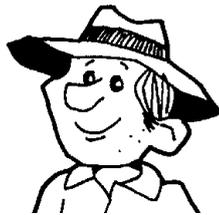
The First Count: 100,000 people have voted.

When no candidate receives a clear majority (over half) of first preference votes in the first count, the voters' preferences are considered. The candidate with the least number of first preference votes is eliminated. Look at the example below.



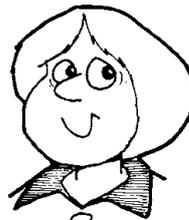
Candidate 1
Harry

40,000 votes



Candidate 2
Peter

20,000 votes



Candidate 3
Mary

30,000 votes



Candidate 4
Sarah

10,000 votes

In this example, no candidate has the clear majority (over half) of first preference votes. Sarah has the lowest first preference votes in the first count, so she is eliminated.

The Second Count

The second preferences of the voters who placed Sarah first are then distributed among the remaining candidates. After this redistribution, if there is no clear winner (a candidate with over half the votes) the candidate with the least amount of preferences is again eliminated.

Candidate 1 = Harry: 40,000 votes plus 1,000 from Sarah = 41,000 votes in total.

Candidate 2 = Peter: 20,000 votes plus 5,000 from Sarah = 25,000 votes in total.

Candidate 3 = Mary: 30,000 votes plus 4,000 from Sarah = 34,000 in total.



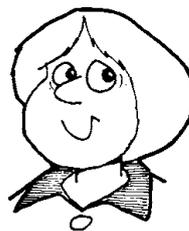
Candidate 1
Harry

41,000 votes



Candidate 2
Peter

25,000 votes



Candidate 3
Mary

34,000 votes



Candidate 4
Sarah

After the votes from Sarah have been redistributed, there is still no clear winner and Peter has the least amount of votes and so is eliminated. His preferences are then distributed among the remaining candidates. After this redistribution, if there is no clear winner, the candidate with the least amount of preferences is again eliminated. This procedure continues until all but the winning candidate has been decided.

- Use the example on the previous page to create your own examples of first and second counts below. Create a clear winner after the second count.

The Votes Are In ...

The First Count

Candidate 1	Candidate 2	Candidate 3	Candidate 4
Votes	Votes	Votes	Votes

The Second Count

Candidate 1	Candidate 2	Candidate 3	Candidate 4
Votes	Votes	Votes	Votes

After the second count the clear winner is: _____

Challenge: Not all countries use a preferential voting system, some countries use a system known as 'First-Past-The-Post'. This means that the candidate who polls the highest number of votes is elected. This method of voting is also known as 'Winner-Takes-All' or 'Simple Plurality'. Find out which countries use the 'First-Past-The-Post' voting system. Record your responses on the back of this sheet.



Use the information presented in the three tables to answer the questions below.

1. Look at Table 1. 337 people have voted. Does any candidate have a clear majority?

Table 1	
Candidate	1st Preference Votes
Gillard	111
Abbott	114
Howard	112

2. Which candidate would be eliminated and have his/her second votes counted?

3. Look at Table 2. Which candidate has the greatest number of votes now that second preferences have been distributed?

Table 2		
Candidate	1st Pref.	2nd Pref.
Gillard	111	
Abbott	114	21
Howard	112	90

4. How many votes does this candidate have?

5. Look at Table 3. Name the candidate who wins this election after second preference votes have been distributed.

Table 3		
Candidate	1st Pref.	2nd Pref.
Hudd	160	
Hockey	220	140
Palmer	260	20

6. The example shown in Table 1 means that the candidate with the most number of votes does not win the election. Do you think that this is fair? Support your answer.

7. In the 'First-Past-The-Post' voting system, the person with the greatest number of votes wins the election. What advantages or disadvantages do you see here?

