

LAWS AND THE PEOPLE INVOLVED

Key inquiry question

- What is the difference between rules and laws and why are they important?

Knowledge and understanding

The differences between 'rules' and 'laws', why laws are important and how they affect the lives of people, including experiences of Aboriginal and Torres Strait Islander Peoples (ACHASSK092) **AC**

- Different types of laws and who enforces them, and how they affect the lives of people

Inquiry and skills

- R** Researching **ER** Evaluating and reflecting
- C** Communicating

Terminology

law enforcement, state, local, federal, rules, laws, mayor, ranger, police officer, customs officer

Additional activities

- Compile a book of rules and laws that affect the students around their school, including the consequences for breaking the rules and laws. The book can be given to the library for other students to see or access. **R ER C**
- Present scenarios to students and discuss the difference between the right to freedom and the need to obey the rules and the law; e.g. a student may not like wearing the colour blue, but at school they don't have a choice if it is their faction colour. **A**
- Role-play how consequences of breaking laws are enforced, compared to rules; e.g. one student can be a police officer and the other a car thief, or one student can be a child that doesn't want to wear a hat outside and the other student can be a teacher. **ER C**

Answers

Page 41

- 1.–3. Teacher check

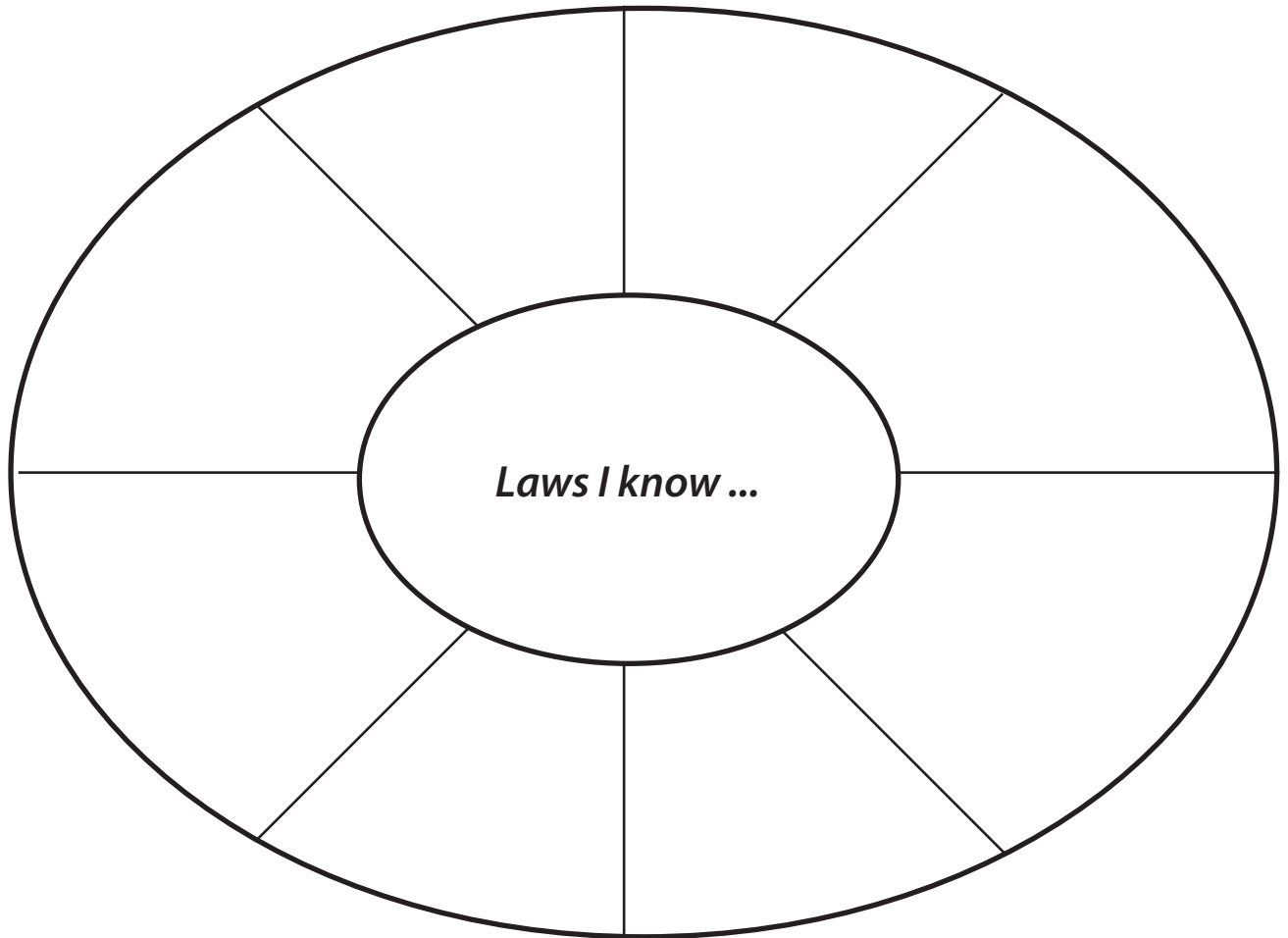
Page 42

- 1.–2. Teacher check

Page 43

1. QLD police officer – state
customs officer – federal
ranger – local
2. QLD police officer: speeding, stealing, murder, bank robbery.
customs officer: illegal food importing and exporting, drug smuggling, people smuggling, illegal goods or goods that need duty paid
ranger: noise complaints, animal control, parking offences, littering
3. Teacher check. Answer should indicate that there is a need for new laws as the world and technology changes.
4. Teacher check

1. Write down as many laws as you can think of.



LAWS AND CITIZENS

2. As a group, take a walk around your school grounds. Take a pen and this worksheet with you and list any laws and rules that you notice or can think of.

Rules	Laws

3. Discuss who enforces the rules and laws on your list, and the difference in consequences for those who break the rules or laws.

Researching Evaluating and reflecting Communicating

A society without laws

Imagine it is the year 2089 in Australia and there are no laws. The government does not exist and the people live and do whatever they please. What effect would this have on society?

1. Write a journal entry from the point of view of a former mayor.

13 January, 2089

2. Write a journal entry from the point of view of an Indigenous person.

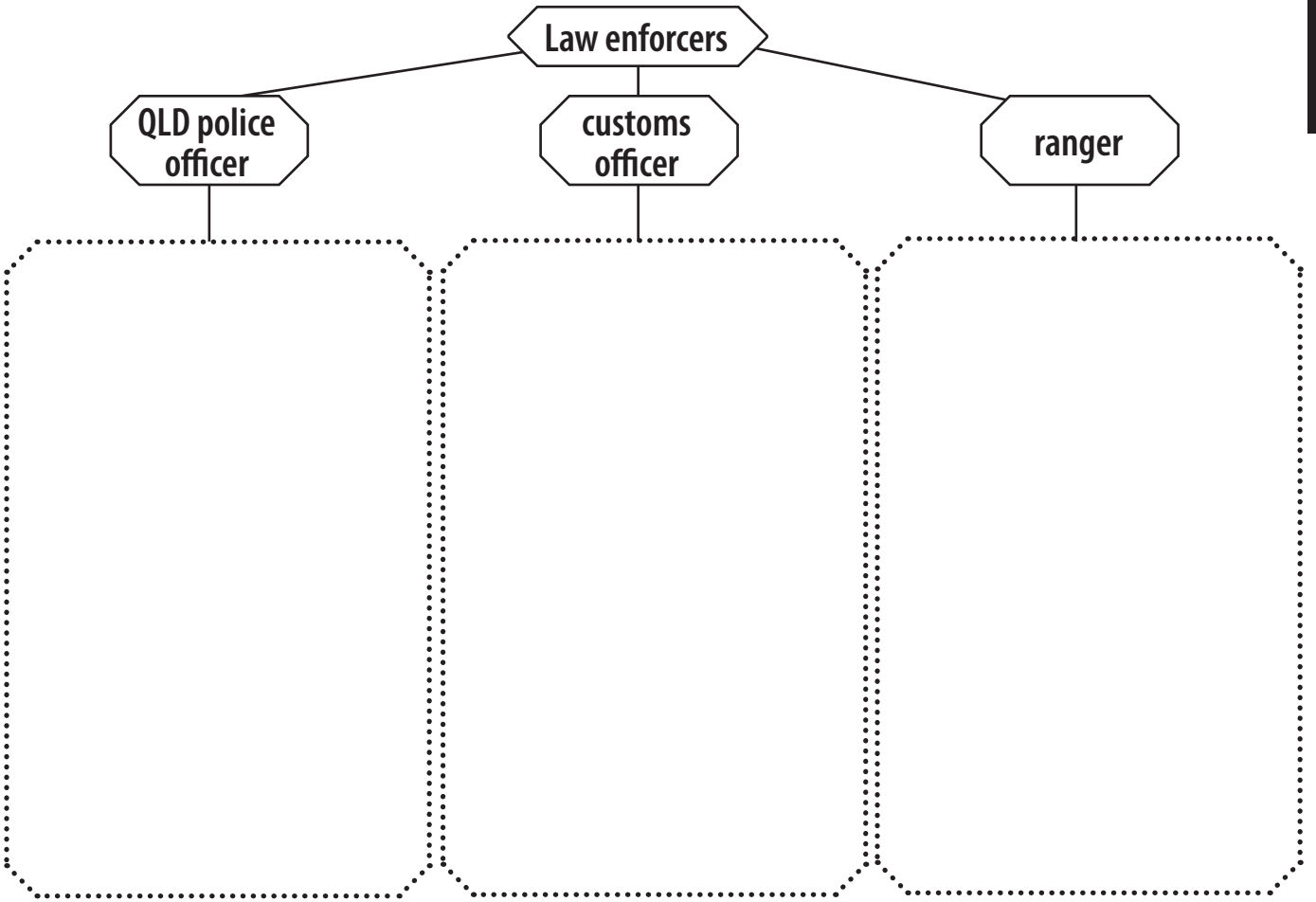
13 January, 2089

Enforcing the law

1. Draw a line to match the occupation with the correct level of government.

- | | | | |
|--------------------|---|---|---------|
| QLD police officer | • | • | local |
| customs officer | • | • | state |
| ranger | • | • | federal |

2. In the boxes below, write some examples of laws that are the responsibility of each law enforcer. You may need to research to find the answers.



3. Think about all of the laws that you know, what their purpose is, and who they apply to. Is there any need for new laws? Explain your answer.

4. Write one new law you would like to be enforced in your community, state or nation. Suggest a reason why the law would be a good idea and who would be responsible for enforcing it.

Researching **A** Analysing **EA** Evaluating and reflecting