



FIRST CONTACTS / GOVERNMENT AND SOCIETY

Year 4 Student Post-Visit Resource

POINTS TO REVIEW AFTER YOUR VISIT TO THE FBLEP

Review the points below and your previous answers with a partner or in a small group and then discuss them with your class.

Instructions: Read the sentences below and mark them True or False.		
	True	False
1. The Old Court House is the oldest building in the City of Perth.		
2. There is no difference between rules and laws.		
3. Convicts first arrived in WA in 1829.		
4. Aboriginal Peoples lived in WA and had their own lore before the arrival of British people.		
5. Noongar spirituality has a strong link to nature and country.		
6. From 1829, Aboriginal People understood British Law and agreed to follow it.		
7. The Noongar People know when to gather or hunt certain foods.		
8. Under the law everyone has the same rights and responsibilities.		

Language Activity Revision

- Your teacher will call out twenty four words and phrases.
- Twelve of the words/phrases are legal words/phrases and the other twelve are not legal words/phrases (others).
- Put the legal words/phrases and the non-legal words/phrases in the correct column.
- Check your list with a partner and then with the class.

LEGAL	OTHERS

LEGAL	OTHERS



Rule or Law?

Read the sentences below and mark them as True or False.

	True	False
a) Everyone is equal in the eyes of the law.		
b) An accused person is thought to be guilty until proven innocent.		
c) Nobody is above the law.		

DISCUSSION QUESTIONS

In the *Alice in Court* mock trial, the Defence Counsel said in the closing address: “The Queen of Hearts seems to think that she is the law in Wonderland but we must remember that today Kings and Queens do not make laws. Parliament makes the laws and people can only be arrested if they have broken a law.”

1. What is the difference between rules and laws?

2. In the past Kings and Queens made laws. Now parliament makes laws. Which do you think is fairer? Why?

MULTIMODAL PRESENTATION (See Appendix 1 for student task sheet)

Complete a multimodal presentation that includes the following features:

- A Podcast or Biography of either an Indigenous person or group you have studied or a world navigator you have studied;
- A timeline of some significant people and events that occurred during the first contacts between the British People and the Indigenous People;
- Charts and/or Maps that illustrate the impact of the first contacts; and

d) Any other information that you might like to include in your presentation. For example, your own reflections or an imaginative piece.

Present your multimodal report to the class in digital format.

WRITING TASK ACTIVITY *(See Appendix 2 for student task sheet)*

Imagine you are going to talk to the Year 2 students. You need to explain to the students why laws are important. Write your talk giving at least five reasons why you believe laws are important.

OPTIONAL ACTIVITIES

Court Personnel Activity

1. Judge

The name/s of the class members who acted out this part in the mock trial.

2. Judge's Associate

The name/s of the class members who acted out this part in the mock trial.

3. State Counsel

The name/s of the class members who acted out this part in the mock trial.

4. Counsel for the Accused

The name/s of the class members who acted out this part in the mock trial.

5. Accused

The name/s of the class members who acted out this part in the mock trial.

6. Witness

The name/s of the class members who acted out this part in the mock trial.

7. Usher

The name/s of the class members who acted out this part in the mock trial.

8. Jury

The name/s of the class members who acted out this part in the mock trial.

9. Jury Foreperson

The name/s of the class members who acted out this part in the mock trial.

General Questions

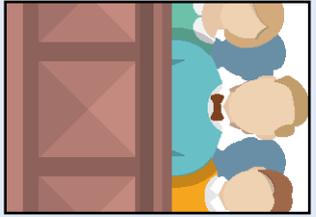
1. Who do you think has the hardest job in a court room? Why?

2. Which job would you like to have if you worked in a court room? Why?

Court Personnel Challenge

INSTRUCTIONS

1. The Court Personnel Challenge is a card game.
2. Descriptions of the duties of the court personnel are on separate cards.
3. Place the cards face down on the desk.
4. Each person chooses a card and then s/he reads the duties card aloud.
5. The challenge for the other students is to guess which of the court personnel is being described.
6. If the other students can guess which of the court personnel is being described the person reading will keep the card. Then another student has his/her turn.
7. If the other students cannot guess which of the court personnel is being described the person reading puts the card back. Then another student has his/her turn.
8. Keep going until you have been able to describe the duties of all of the court personnel on the cards



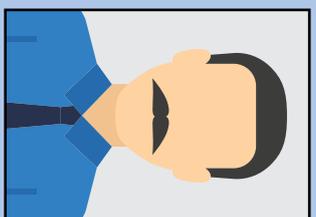
I am one of twelve people selected to listen to the evidence. We decide if the accused is guilty or not guilty in the Supreme and District Courts.

Who am I?



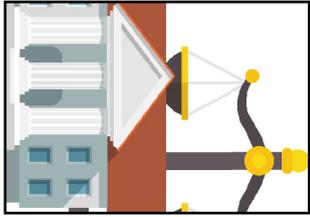
I am the judge's personal assistant. I ensure that files are ready for court, read the charges and label any exhibits.

Who am I?



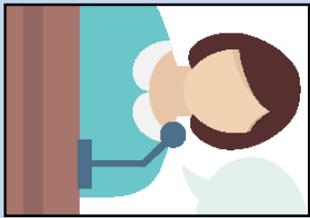
I say "All Rise" when the court starts and ends. I go outside the court to call witnesses and bring them into court.

Who am I?



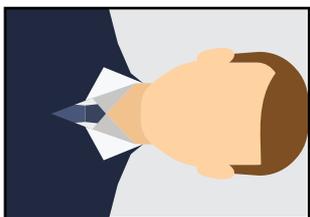
I make sure the accused person gets a fair trial. I help the jury to understand the law and legal concepts and answer their questions. Finally I decide on the sentence if the accused is found guilty.

Who am I?



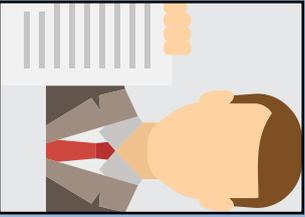
I am called to give evidence for the prosecution or defence. I tell the court what I know about the case.

Who am I?



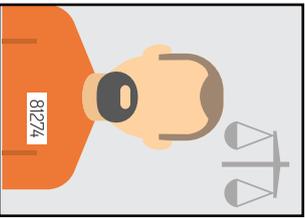
I am the lawyer who represents the accused. I try to create doubt that the accused is guilty.

Who am I?



I am the lawyer who represents the State. I must prove beyond reasonable doubt that the accused is guilty.

Who am I?



I am the person defending the charge.

Who am I?



I am the spokesperson for the jury in court. My role is to ask the judge questions on behalf of members of the jury and I announce the verdict.

Who am I?

FIRST CONTACTS ASSESSMENT TASK YEAR 4 MULTIMODAL PRESENTATION



TASK

Complete a multimodal presentation in the form of a website, movie, role-play, mock-trial, television news interviews, or interactive web-based games. Present your multimodal presentation to the class in digital format.

Your multimodal presentation should include the following:

- **A Podcast or Biography of either an Indigenous person or group you have studied or a world navigator you have studied.**
- **A Timeline of some significant people and events that occurred during the first contacts between the British People and the Indigenous People**
- **Charts and/or Maps that illustrate the impact of the first contacts**
- **Any other information that you might like to include in your presentation. For example, your own reflections or an imaginative piece**
- **As your presentation is in digital format, aim to present to the class for 2-3 minutes.**

Resources available

- **www.freewebs.com**
- **Audacity**
- **Movie Making**
- **Kaartdijin Noongar – Sharing Noongar Culture website**
- **There are a number of websites available on how to make a podcast on the internet.**

YEAR 4 WRITING TASK ACTIVITY



WRITING TASK

Imagine you are to talk to the students in Year 2. You are required to explain to the students why laws are important. Write your talk giving at least five reasons why you believe laws are important.

Your writing task should include the following:

- **An introduction**
- **At least five reasons why laws are important**
- **A conclusion**
- **Aim for your talk to the Year 2 class to be for about 2-3 minutes.**



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