

Classroom rules

1. Write up to 5 classroom rules
2. Write down a reason for each rule on a separate sticky note



1. _____

2. _____

3. _____

4. _____

5. _____

Playground rules

1. Write up to 5 playground rules
2. Write down a reason for each rule on a separate sticky note



1. _____

2. _____

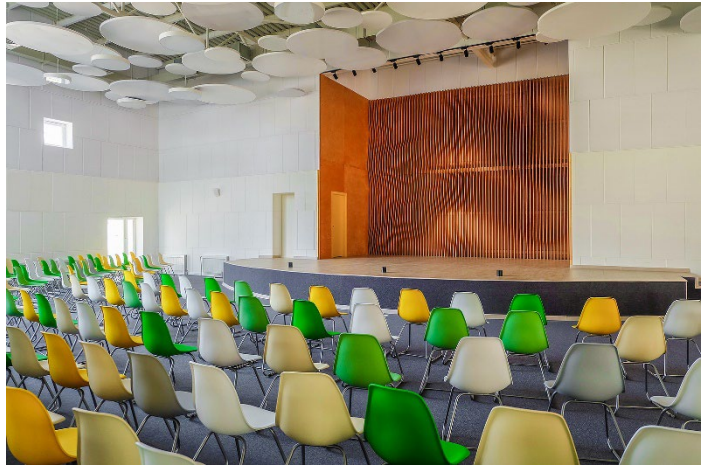
3. _____

4. _____

5. _____

Assembly/hall rules

1. Write up to 5 assembly/hall rules
2. Write down a reason for each rule on a separate sticky note



1.	<hr/> <hr/> <hr/> <hr/>
2.	<hr/> <hr/> <hr/> <hr/>
3.	<hr/> <hr/> <hr/> <hr/>
4.	<hr/> <hr/> <hr/> <hr/>
5.	<hr/> <hr/> <hr/> <hr/>

Library rules

1. Write down up to 5 library rules
2. Write down a reason for each rule on a separate sticky note



1. _____

2. _____

3. _____

4. _____

5. _____

Canteen rules

1. Write down up to 5 canteen rules
2. Write down a reason for each rule on a separate sticky note



1.	<hr/> <hr/> <hr/> <hr/>
2.	<hr/> <hr/> <hr/> <hr/>
3.	<hr/> <hr/> <hr/> <hr/>
4.	<hr/> <hr/> <hr/> <hr/>
5.	<hr/> <hr/> <hr/> <hr/>

Rules

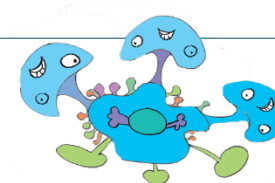
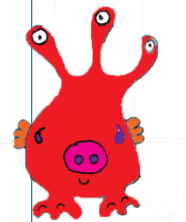
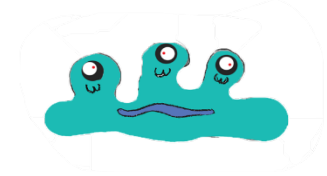
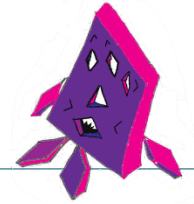
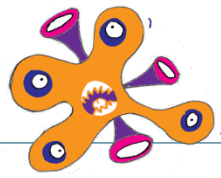
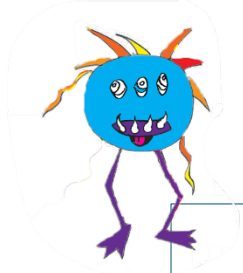
DEFINITION: Rules are instructions for a place or situation, such as school, home or sports teams. Rules are based on ideas about what is right and what is wrong. They can be made by people who have authority, such as teachers, parents and coaches. Sometimes they are made with the input of the whole group.

Rules in your community

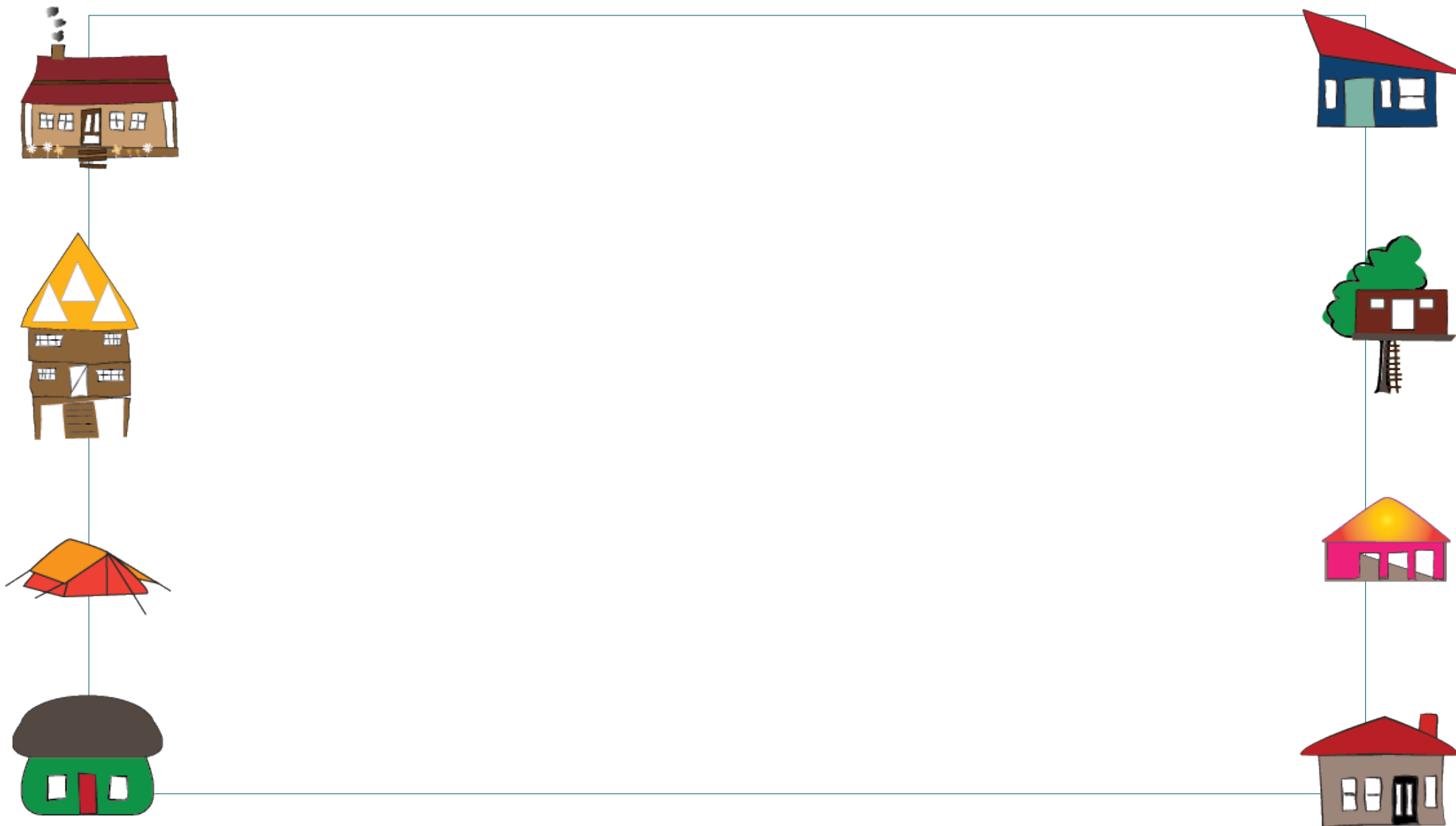
Choose a place or a game where you have to follow rules. Choose 3 rules and fill out the table below.

RULE	WHO MAKES THIS RULE?	WHY DOES THIS RULE EXIST?	WHAT WOULD HAPPEN IF THIS RULE DIDN'T EXIST?
1. _____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____
2. _____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____
3. _____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____
















Draw an alien



Draw a house



Circle the emoticon that best reflects how you feel about each statement.

STATEMENT	FEELING (SCALE)	WHY?
1. Only adults can make and change rules	  	
2. Rules are designed to keep us safe	  	
3. Most places have rules	  	
4. There should be different rules for different people or situations	  	
5. Good citizens break the rules	  	

What is their name?

Where do they live?

What award did they win?

What did they do?

Why did they participate in their community?

Other interesting facts



A group of students from your class are playing a game on the oval during lunch time. Another student asks to join-in and the group say no and tells them to go away. Right after the group tell this student no, they let a few other students join-in.

Every day after school, you take your dog to the local park. You've noticed that people have not been cleaning up after their dogs and there is a lot of dog poo in the park.

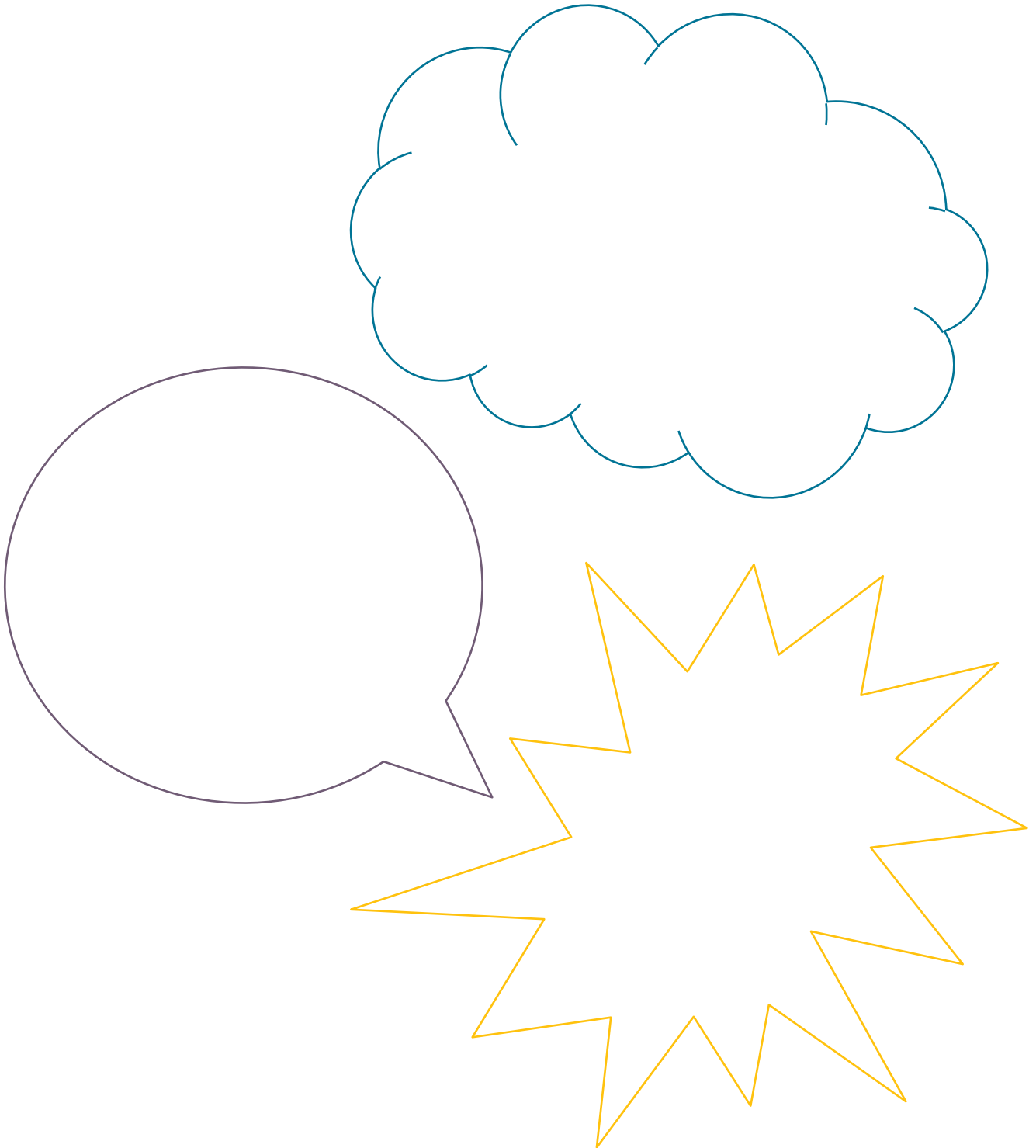
You have been in line at the canteen for 10 minutes when someone pushes in front of you taking the last plate of hot chips.

A new person has started at your school and you notice them wandering around. They seem lost.

Every Saturday you play sport at your local oval. Recently, it has been getting very warm and there is not much shelter and shade.

What groups do I belong to?

Fill in the shapes with the community groups you belong to. You might like to write in some and draw in others!



Part A

From your research and discussions with other students, list 3 reasons why people get involved in their communities:

1. _____

2. _____

3. _____

Part B

List 3 things you can do to help to improve your school community.

WHAT CAN I DO?	WHY IS IT IMPORTANT?

IDEA 1	IDEA 2	IDEA 3
Identify an area in the school	Identify an area in the school	Identify an area in the school
What is the issue?	What is the issue?	What is the issue?
What is your idea?	What is your idea?	What is your idea?
What materials and resources will you need?	What materials and resources will you need?	What materials and resources will you need?

If you had to choose 1 of these ideas, which one would you choose and why?

Draw a picture of your best idea on the back of this worksheet or in your workbook.

Introduction

- Who are you writing to?
- Why are you writing this letter?
- What do you hope to achieve?

In class, we are learning about what a community is, why people participate in them and how we can contribute to our communities. To me, community means ...

We read a book called _____ and it inspired us to ...

We are suggesting that we build a garden/artwork ...

Body

- Include 2-3 arguments with evidence. This is a good section to include any resources you will need and who will benefit from your proposal.

We have looked around the school and the grounds and we think that the _____ could do with improving because ...

This project would be good for the school community because ...

This project would be good for the _____ community because ...

To make this happen, we need ...

Conclusion

- Thank the person for reading your letter and encourage them to support your idea.
- Sign your name.

We hope you will consider this idea and we would love to meet with you to discuss it. Thank you for reading my letter.

Curriculum alignment — Year 3

After completing this Unit of work and associated assessment tasks, students will have met the achievement standard for the Year 3 Australian HASS Curriculum, sub-strand: Civics and Citizenship.

Australian Curriculum 8.4

Knowledge

By the end of Year 3, students explain the role of rules in their community and the importance of making decisions democratically. They describe how people participate in their community as active citizens.

Skills

Students pose simple questions about the society in which they live. They collect information from sources to answer these questions. They examine information to identify a point of view and draw simple conclusions. Students share their views on an issue and describe how they participate in a group. They present their ideas and conclusions in oral, visual and written forms using civics and citizenship terms.

Australian Curriculum 9.0

Knowledge

By the end of Year 3, students describe the importance of rules and people's contributions to communities.

Skills

Students develop questions and locate, collect and record information and data from different sources. They interpret information and data in different formats. They analyse information and data to identify perspectives and they draw conclusions. They propose actions or responses. Students use ideas from sources, and subject-specific terms to present descriptions and explanations.

Unit assessment overview

This Unit of work provides a range of informal and formal assessment items. The suggested formal assessment tasks are a journal entry, an active citizenship research task and a proposal for a community project. These tasks align to the Year 3 Australian HASS Curriculum, sub-strand: Civics and Citizenship, including the skills components. Teachers will need to develop an appropriate marking criterion and rubric using the relevant Australian Curriculum content descriptors.

Australian Curriculum 8.4	Australian Curriculum 9.0	Topic	Learning goals and success criteria
<p>Knowledge ACHASSK071</p> <p>Skills ACHASSI052 ACHASSI057 ACHASSI059 ACHASSI060</p>	<p>Knowledge AC9HS3K06</p> <p>Skills AC9HS3S01 AC9HS3S06</p>	<p>Topic 1 What are rules?</p>	<p>Students will understand: What rules are and why we have them.</p> <p>Students will be able to: Define what a rule is and explain why they are important.</p>
<p>Knowledge ACHASSK071</p> <p>Skills ACHASSI052 ACHASSI054 ACHASSI058 ACHASSI060 ACHASSI061</p>	<p>Knowledge AC9HS3K06</p> <p>Skills AC9HS3S01 AC9HS3S03 AC9HS3S05 AC9HS3S06 AC9HS3S07</p>	<p>Topic 2 Fair rules</p>	<p>Students will understand: The importance of developing and justifying a set of fair rules and consequences for the class.</p> <p>Students will be able to: Explain and identify important features of rules</p>

Australian Curriculum 8.4	Australian Curriculum 9.0	Topic	Learning goals and success criteria
<p>Knowledge ACHASSK070 ACHASSK071</p> <p>Skills ACHASSI056 ACHASSI058 ACHASSI060</p>	<p>Knowledge AC9HS3K06</p> <p>Skills AC9HS3S04 AC9HS3S05 AC9HS3S06</p>	<p>Topic 3 Making decisions</p>	<p>Students will understand: The importance of making decisions democratically.</p> <p>Students will be able to: Make a decision as a class by allowing everyone to have a say and a vote.</p>
<p>Knowledge ACHASSK072</p> <p>Skills ACHASSI053 ACHASSI052 ACHASSI055 ACHASSI056 ACHASSI061</p>	<p>Knowledge AC9HS3K07</p> <p>Skills AC9HS3S02 AC9HS3S04 AC9HS3S07</p>	<p>Topic 4 People in the community</p>	<p>Students will understand: the motivations of people who have contributed to communities.</p> <p>Students will be able to: Identify at least one individual's contribution and why it was recognised (for example, an individual who was awarded an Order of Australia).</p>
<p>Knowledge ACHASSK072</p> <p>Skills ACHASSI052 ACHASSI056 ACHASSI059 ACHASSI061</p>	<p>Knowledge AC9HS3K07</p> <p>Skills AC9HS3S01 AC9HS3S04 AC9HS3S07</p>	<p>Topic 5 Improving our community</p>	<p>Students will understand: The importance and purpose of community groups.</p> <p>Students will be able to: Identify groups in the local community explore their purpose.</p>