

Year 3: 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

- How and why decisions are made democratically in communities (ACHCK001)

Laws and Citizens

- How and why people make rules (ACHCK002)

Citizenship, Diversity and Identity

- Why people participate within communities and how students can actively participate and contribute (ACHCK003)

Civics and Citizenship Skills

Questioning and Research

- Pose questions about the society in which they live (ACHCS004)

Analysis, Synthesis and Interpretation

- Distinguish facts from opinions in relation to civics and citizenship topics and issues (ACHCS005)
- Use information to develop a point of view (ACHCS006)

Problem Solving and Decision Making

- Interact with others with respect, share views and recognise there are different points of view (ACHCS007)
- Work in groups to identify issues, possible solutions and a plan for action (ACHCS008)

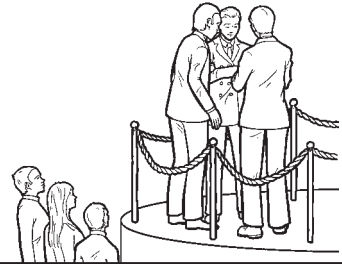
Communication and Reflection

- Present ideas and opinions on civics and citizenship topics and issues using civics and citizenship terms (ACHCS009)
- Reflect on their cultural identity and how it might be similar and different from others (ACHCS010)

☐ Read the information, then answer the questions below.

Communism

One small party of people is in charge of the people living in a communist country. One political party therefore makes the decisions.



Democracy

The people are in charge in a democracy. The people make the decisions.



Autocracy

One person is in charge of the people living in an autocracy. One person therefore makes the decisions.



1. Who makes the decisions in a communist country?

2. Who makes the decisions in a democracy?

3. Who makes the decisions in an autocracy?

4. Which system of government includes people in their decision-making?

5. Which systems of government exclude people in their decision-making?

6. Have you ever been left out from making a decision? How did this make you feel?

☐ Read the information, then answer the questions.

In a democracy, lots of people are involved in making important decisions. When somebody commits a crime for example, they might appear in front of a jury. A jury is made up of lots of different people – members of the public. Jury members are randomly selected from the electoral roll to sit and listen to court cases and help decide if somebody is guilty. If you are called up for jury duty you must attend – it is considered your duty as a member of a democracy.

Jury duty is another way in which people in a democracy can make their voices heard.



1. Explain how jury duty means that people living in a democracy are part of an important decision-making process.

2. If there was no jury in a court, who would decide if a person was innocent or guilty of a crime?

3. How might the presence of a jury make the decision-making process in court fairer?

4. Do you think that certain people should be excused from jury duty? Explain your answer.

EXTRA!

Arrange the classroom so that it mirrors a courtroom. Select a member of your class to pretend to have been charged with a serious crime. Decide on the crime, then randomly select other class members to act as a jury. Role-play a hearing and have the jury members together with the judge, decide whether the defendant is guilty or innocent.

Activity

Rules At School

Rules are important. Your teacher may have created some rules for you to obey in the classroom.

☐ Look at the picture below, then complete the task.



Write down four rules that you think the children in the picture are following.

1. _____
2. _____
3. _____
4. _____

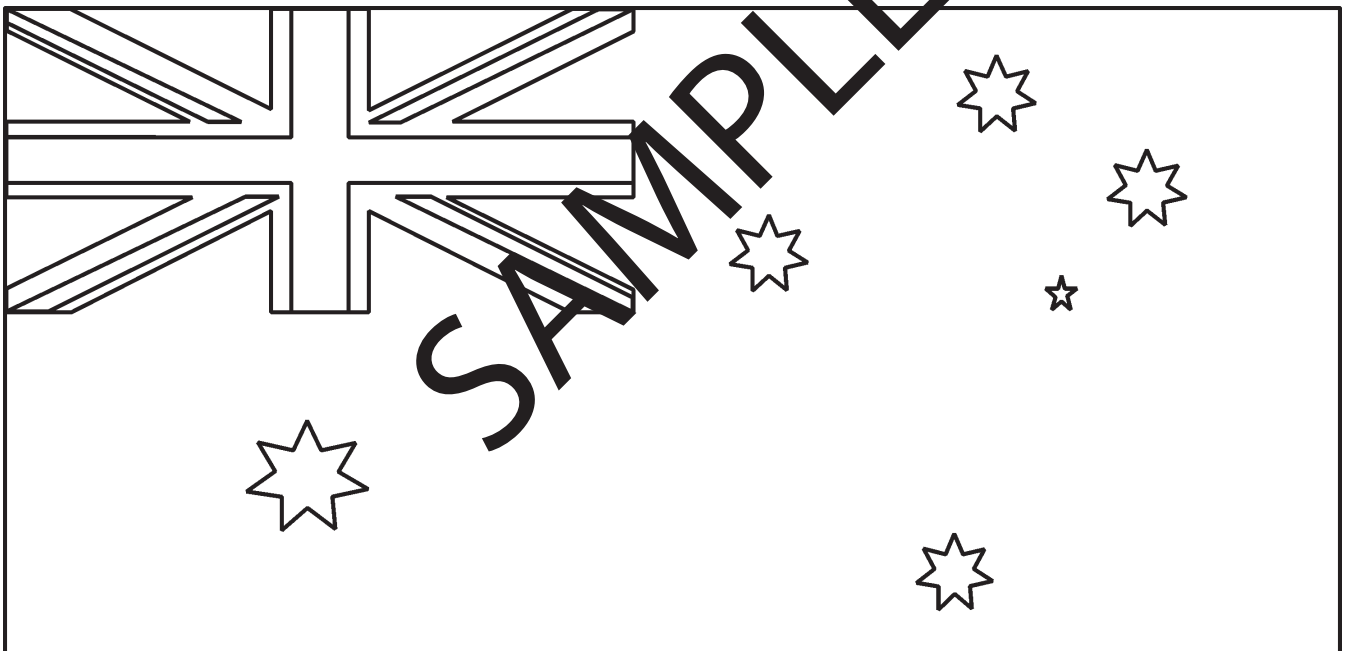
EXTRA! Write down three rules in your classroom.

1. _____
2. _____
3. _____

- ☐ Below is a picture of the Australian flag. Colour it accurately then use your research skills to find four rules about our flag that must be followed. Write these rules around the flag.

Rule 1

Rule 2


Rule 3

Rule 4

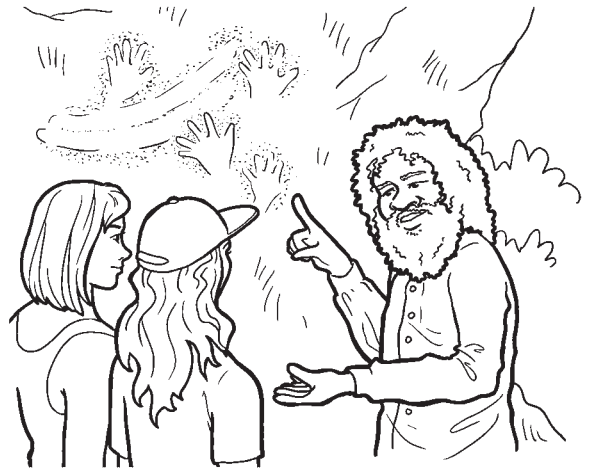
Activity

Indigenous Community Groups 2

☐ Read the information, then answer the questions below.

There are a number of Indigenous community groups, especially in The Top End of Australia, who have formed to support and promote awareness of ecotourism. Ecotourism is about preserving places of interest so that they can be enjoyed by future generations. It is also about educating people how to refrain from damaging the environment.

Some Indigenous community groups guide tourists on nature walks to see precious rock art and animal inhabitants. These groups try to teach tourists about the negative effects of clearing natural vegetation, and the importance of local culture, history, plants and wildlife.



1. In your own words define ecotourism.

2. Why would Indigenous groups be particularly supportive of ecotourism?

3. Describe what you think The Top End of Australia is like compared to where you live.

4. What is the role and purpose of Indigenous groups who guide tourists through The Top End?

5. How could you support ecotourism in Australia?

- ☐ Complete the task below to find out if you can slash your water use by using only 140 litres of water in 40 hours. This is the amount recommended by the Australian government. Challenge yourself and find out how much water you really use. Your whole family can try it.

Challenger: _____

STEPS:

- Record all your water use over a 40 hour period in the table left. For example you could start at 7am on a Tuesday and finish at 11pm on a Wednesday.
- Use tally marks to record each time you complete a Water Use Action.
- To fill in the **Total** column, multiply the **Amount Of Water** used by the number of times you recorded the action in your **Tally**.
- Add up all of the results and record in the **Total** column (e.g, *washed face 6 times; 6 times x 2 litres = 12 litres used*).

RESULTS:

1. Did you use more than 140 litres of water?

2. Did you surprise yourself?

3. What will you do from now on to save water?

Water Use Action	Amount Of Water	Tally	Total (litres)
Getting a drink	0.5 litre		
Washing face/ hands	2 litres		
Bath – high water level	150 litres		
Bath – low water level	80 litres		
Brushing teeth – water off	1 litre		
Brushing teeth – water on	8 litres		
Showering	50 litres		
Laundry	110 litres		
Cooking a meal	7 litres		
Dishwasher	15 litres		
Washing up by hand	20 litres		
Flushing toilet – half	9 litres		
Flushing toilet – full	4.5 litres		
Other			

The average amount of water used for each action has been supplied as a guide to complete this project.

This activity has been adapted from the 40 hour drought www.abc.net.au/water/40hourdrought/

Activity

Contributions To The Community

☐ Read the information, then complete the tasks below.

INFORMATION

The only way that change will happen is if people make different choices in life. There are many passionate people who fight for a cleaner, greener planet.

Find the names of people who have contributed to the community and words associated with them in the word search.

Green Hero Word List

David Suzuki

Jane Goodall

protect

Steve Irwin

Anita Roddick

inspire

Tim Flannery

Attenborough

campaign

National Geographic

conserve

care

UN

Greenpeace

WWF

tree

lead

save

J	L	I	F	E	A	C	R	I	P	I	J	K	B	W	W	F
A	T	T	E	N	H	A	V	E	R	G	C	M	O	B	E	S
N	A	T	I	O	N	A	L	G	E	O	G	R	A	P	H	I
E	C	A	E	P	E	R	G	T	N	E	T	R	D	N	A	
G	E	M	V	O	Y	T	C	E	D	S	E	N	E	S	M	
O	D	S	V	E	V	E	R	Y	B	C	P	O	E	W	T	P
O	S	A	T	A	M	E	O	N	N	T	R	E	E	R	Q	I
D	A	V	I	D	S	U	Z	U	K	I	L	O	M	W	V	R
A	V	E	G	A	N	I	T	A	R	O	D	D	I	C	K	E
L	E	S	T	E	V	E	I	R	W	I	N	E	D	C	W	B
L	H	E	A	T	T	E	N	B	O	R	O	U	G	H	I	N
C	E	T	I	M	F	L	A	N	N	E	R	Y	M	Y	O	U

Choose three people or three organisations from the *Green Hero Word List* and jot down an environmental achievement by each one.

Name of Person/Organisation	Environmental Achievement