

Introduction

This activity book is designed for primary school students to learn about local government and how they fit into their communities.

Teachers can use this resource to meet the Grade 4 Humanities and Social Sciences Australian Curriculum. <https://www.australiancurriculum.edu.au/resources/work-samples/portfolios/hass-satisfactory-year-4/>

After completing the activities in this resource students will be better equipped with:

- engagement with, civic life as an active and informed Australian citizen in the context of local government in a secular democratic nation
- knowledge, understanding and appreciation of the values, principles, institutions and practices of local government in Australia
- skills, including questioning and research; analysis, synthesis and interpretation; problem-solving and decision-making; communication and reflection, to investigate contemporary civics and citizenship issues and foster responsible participation at the local government level

For most students, this guide will provide the first opportunity to study these terms in depth. It's important to note that the knowledge they are acquiring is gained in the context of sharing it with others. We hope that this will set the stage for a life in which the individual's personal growth and sense of citizenship are an integrated whole.

Teachers might choose to work on one activity per lesson with the class. Some activities are suitable to complete at home. Greater understanding of some material might be achieved in collective discussion with peers and teachers in the classroom setting.

Happy learning!

My school is in the Moreton Bay Council division:



Name of my school _____

My school is in division _____

What I look like (draw yourself):

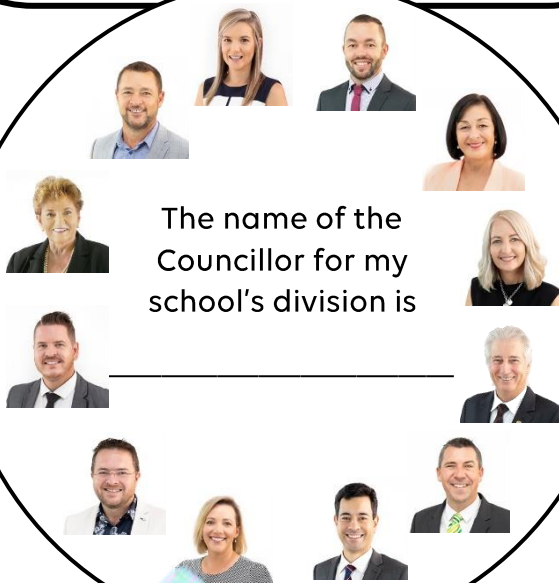
My name is:

The name of the Mayor of Moreton Bay is:

P _____
F _____



The name of the Councillor for my school's division is



My favourite animal in Moreton Bay is:



A: _____

Q: If I wrote to my Councillor to change one thing about where I go to school, what would I ask?

A social issue I care about:



Match the Councillor

Search the Council website for Councillor information. Draw a line matching the Councillor to the division they represent.



Councillor Yvonne Barlow



Councillor Mark Booth



Councillor Matthew Constance



Councillor Mick Gillam



Councillor Darren Grimwade



Councillor Adam Hain



Councillor Tony Latter



Councillor Sandra Ruck



Councillor Brooke Savige



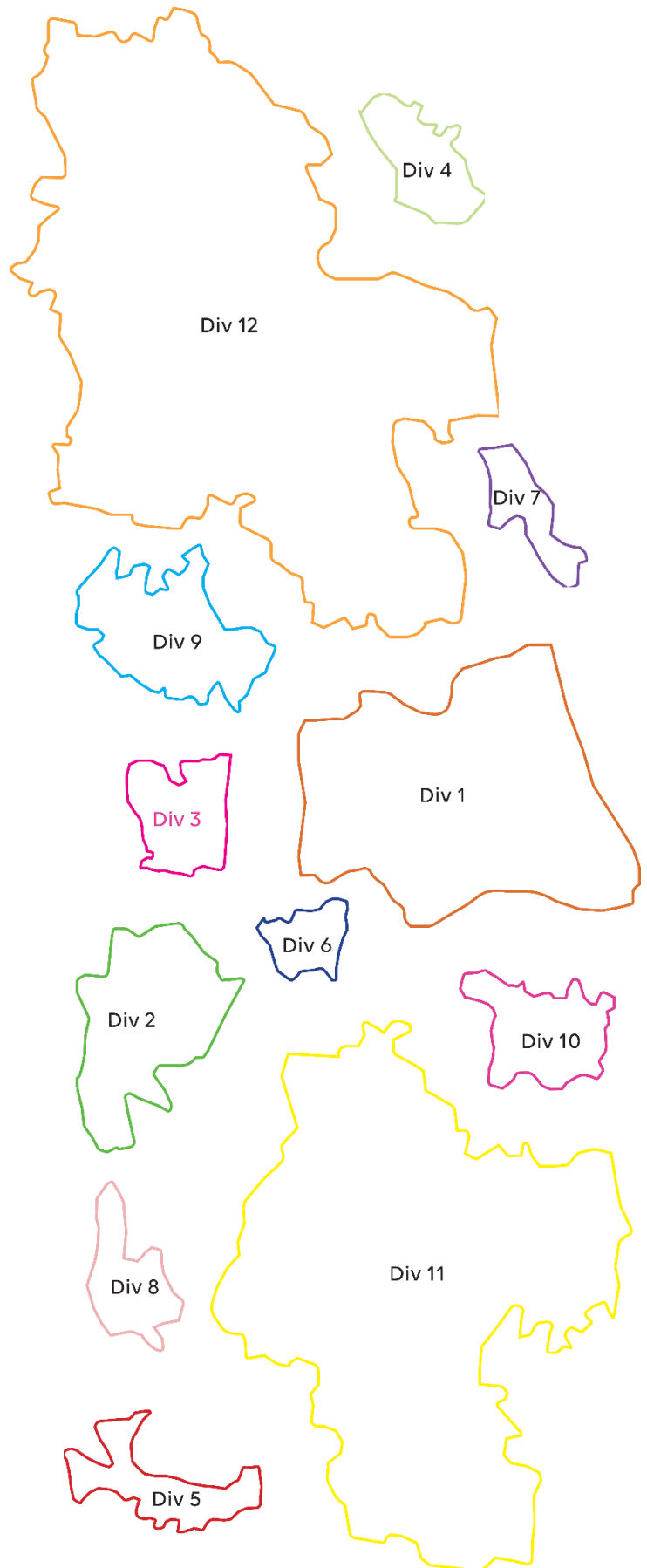
Councillor Jodie Shipway



Councillor Cath Tonks



Councillor Karl Winchester



The role of Local Government

Objective:

To help students learn about the range of services and roles that Moreton Bay Council performs.

Required materials:

- Scissors
- Glue
- Role of Council theme cards (**appendix A**)

Task Description:

Cut out the images in **appendix A** then glue them into text box underneath the example services theme.

Planning communities for people to live in	Local job opportunities
Active and healthy programs	Events that celebrate art, culture and heritage

Helping people after a disaster	Dog registration
Caring for native animals and ecosystems	Waste and recycling

What makes communities inclusive?

Objective:

To help students understand the qualities that make communities inclusive. Provides a range of themes, values, behaviours and systems for students to consider and discuss collectively.

Required materials:

- Scissors
- Concept cards (**appendix B**)
- Pen and A4 paper

Task Description:

1. Teacher writes onto a sign the below categories (1 sign for each category). Stick the sign up in a zone / area in the classroom (1 zone for each category)
 - Inclusive
 - Not inclusive
 - Not sure
2. Teacher cuts out the concept cards and places all of them in a bucket
3. Each student selects a card/s until all are distributed. Some students may receive more than one card depending on the size of the class
4. Each student reads their card as they draw it from the bucket, asking the teacher to clarify the meaning of any difficult words
5. Once all cards are distributed, students individually classify their concept cards into the three categories, moving to the classroom zone for that designated category
6. Once all students are in position, teacher identifies the zone / category (inclusive, not inclusive, not sure) and asks each student to again read out the card they have classified to that zone / category
7. At this stage, some cards may be changed to different positions because cards in the 'not sure' position might be explained by others. Cards are moved with the agreement of the person who categorised that card and by class consensus
8. Any cards that students disagree about can be classified in the 'not sure' category and be revisited later
9. Teachers should keep a checklist of the card placements so the concepts can be revisited in 'going further' at the end of this investigation (**appendix B**)

Suggestion for teachers:

Use prompting questions to facilitate discussion on a few selected cards, for example: If Mary just read out loud that 'including others in activities' is an example of inclusive communities, the teacher can prompt with "Thanks Mary, would you like to share with the class when you have noticed others being included in an activity?"

Rules and laws

Objective:

To help students examine the purpose of local laws, the decision process and the laws that apply to people who live in Moreton Bay. This activity focuses on filling in the blanks, designed to help with deduction and memory.

Required materials:

- Reading sections (below)
- Exercises (below)
- Pen and paper

Task Description:

1. Students read the local laws individually or as a group, asking the teacher to clarify or explain any difficult words
2. Complete the exercises following the extracts, filling in the blanks.

Reading sections:

Rules and laws keep us safe and tell us what we should and shouldn't do. They help us understand how to participate safely and fairly in groups and society.

Laws are rules that apply to all people at all times and can have legal consequences if they are not followed.

Moreton Bay Council's local laws control a wide range of local issues. They can cover camping, swimming pools, fireworks, drones and festivals.

Laws respond to the what people in our communities need. They help to make communities safer and a better place to live for everyone.

Local laws are reviewed regularly. Moreton Bay council is in the middle of reviewing and drafting all locals laws with help from communities.

The Mayor and Councillors for Moreton Bay decide at a Council meeting whether to accept or reject a new or changed local law.

Local laws can only be made when authorised by the *Local Government Act 1995*.

Exercises:

What do rules and laws help us to understand? _____

Who do laws apply to and when should they apply? _____

Complete the following sentence:

Moreton Bay council's _____ control a wide range of _____
_____. They can cover camping, _____, fireworks,
_____ and festivals.

What do local laws respond to? _____

What do local laws help to make? _____

How often are local laws reviewed? _____

Complete the following sentences:

The _____ and _____ for Moreton Bay decide at a Council
meeting whether to _____ or _____ a new or changed local law.

Local laws can only be made when _____ by the _____
_____.

Using online research find **four** examples of any current local law and describe the current situation of what the law tells us.



<https://www.moretonbay.qld.gov.au/Services/Reports-Policies/Local-Laws>

Law	What's the current situation?
<i>Example:</i> Animal numbers	<i>Example:</i> A person can keep one dog, or one cat, but cannot keep two dogs or two cats on a property under 300m ² . For multi-level units, a person can keep one dog and one cat, but cannot keep two dogs or two cats.

Ways to get involved

Objective:

Students will become aware that they hold great power in their voices and actions. Young people can influence local government and participate in activities that advance ideas and policies, draw attention to issues, enlist community support and make a difference. This activity presents a few options for young people to get involved in issues that matter to them. It has a strong focus on empowerment through personal research.

Discuss with students the different ways that they can participate in and advocate for causes they believe in, for example;

- Political rallies
- Student parliaments
- Multicultural organisations
- Student Representative Council (SRC) activities
- Organise citizen forums
- Volunteering
- Social media campaigns
- Contacting local mayors and/or councillors or members for parliament.

Required materials:

- **Appendix C** - Young people, influence and interest groups
- Pen and paper
- Internet access

Task Description:

Part 1

1. Provide students with a copy of **part 1 appendix C** - Young people, influence and interest groups
2. Ask students to tick the things that people under the age of 18 can be involved in to advocate for issues and influence government. Have them complete the checklist with a partner. (Explain that they may need to conduct online research when making some decisions.)

Part 2

1. Have students conduct research on one of the organisations listed under the table in **part 2 appendix C**. These are just some examples of organisations that have a focus on young people.

2. Students should focus their research on:
 - the name of the organisation
 - the target audience of the organisation
 - the goals of the organisation
 - the issues addressed by the organisation
 - How does the organisation support young people
 - What sort of things can young people do to get involved using the organisation resources
 - What influence does the organisation have on local government
 - The actions taken by the organisation
 - The challenges to resolving the issues raised
3. Have student pairs present and discuss their research findings. What did they find out about these organisations?

Part 3

Required materials:

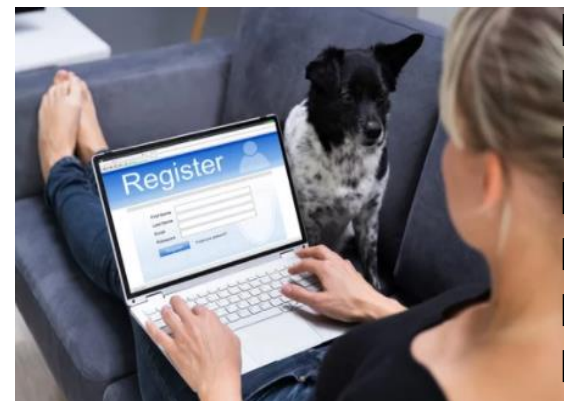
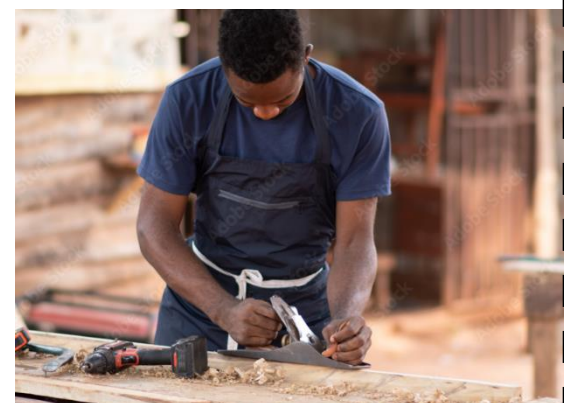
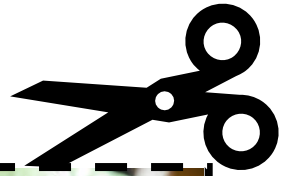
- Letter example (**Part 3 appendix C**)
- Pen, paper and Envelope
- Councillor contact details
- Internet access (if emailing letter)

Task Description:

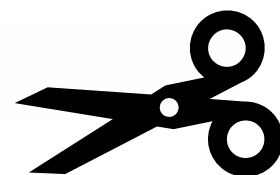


1. First step is to 'know your why' - Have students in groups discuss and come up with a list of four or five local issues that they think are most important and why.
2. Have groups report back to the class. What issues have students identified as the most important? Are the issues local, state, national or global? Writing to your councillor for local issues is a step in the right direction of change.
3. One or more class representatives write to their divisional councillor on behalf of the class (**Part 3 appendix C**)
4. Letter can be hand posted or emailed

A. Role of Council



B. Concept Cards



Respecting others	Racism	Wheelchair accessible beaches	Asking different people for feedback on things that could affect them
Making sure people in rural areas are connected	Translating information into different languages	Free speech	Behaving in a violent way towards others
Eating ice cream with Grandma	Justice	Giving people a fair go	Corruption
Treating people equally	Including others in activities	Supporting small local businesses	Bribing people to get your own way
Access to resources	Freely available information	Providing people with opportunities to reach their potential regardless of race, age or gender	Bullying
Brushing your teeth before bed	Celebrating young people through innovation awards	Not welcoming new people into our communities	Excluding people because of their background or gender
Intolerance	Being allowed to change your mind	Decisions made by one person	Taking the dog for a walk
Unpacking your school backpack at the end of the day	Being able to demonstrate against a decision	Picking on my little brother	Respecting diversity

C. Young people, influence and interest groups

Part 1 - Tick Box

	Organise or sign a petition
	Write a wiki or blog about an issues
	Start a social media campaign
	Speak at a public meeting
	Hand out brochures
	Put up posters
	Contact a local councillor or member of parliament about an issue
	Wear a badge or T-shirt supporting a cause
	Write a letter to mainstream media
	Join or arrange a street demonstration
	Perform street theatre
	Join a non-government organisation (NGO)

Part 2 - Research links

- Oaktree <https://www.oaktree.org/>
- VicSRC Student Voice Hub | The Home of Student Voice
<https://studentvoicehub.org.au/>
- Australian Youth Climate Coalition <https://www.aycc.org.au/>
- MYAN Australia <https://myan.org.au/>
- UN Youth Australia | Opening Young Eyes To The World <https://unyouth.org.au/>
- Sydney's Young Mob Leadership Program | World Vision Australia
<https://www.worldvision.com.au/global-issues/work-we-do/supporting-indigenous-australia/sydneys-young-mob-leadership-program>
- About Us - FYA <https://www.fya.org.au/about-us/>
- Victorian Student Representative Council | VicSRC <https://vicsrc.org.au/>
- 27th National Schools Constitutional Convention 2022 - NCS Online
<https://ncsonline.com.au/projects/national-schools-constitutional-convention>

Part 3 - Letter starters

Introduction

Dear Councillor _____

In class, we are learning about government. We are learning lots of things about how as citizens we can contribute positively to our communities. To us, community means

During class we discussed the things that we would like to change about where we go to school. We voted on the key suggestions from each group in our class and the one thing we all agree would be good for our community is:

Suggestion: *[example] We need a community garden across the road from the school*

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 area 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.

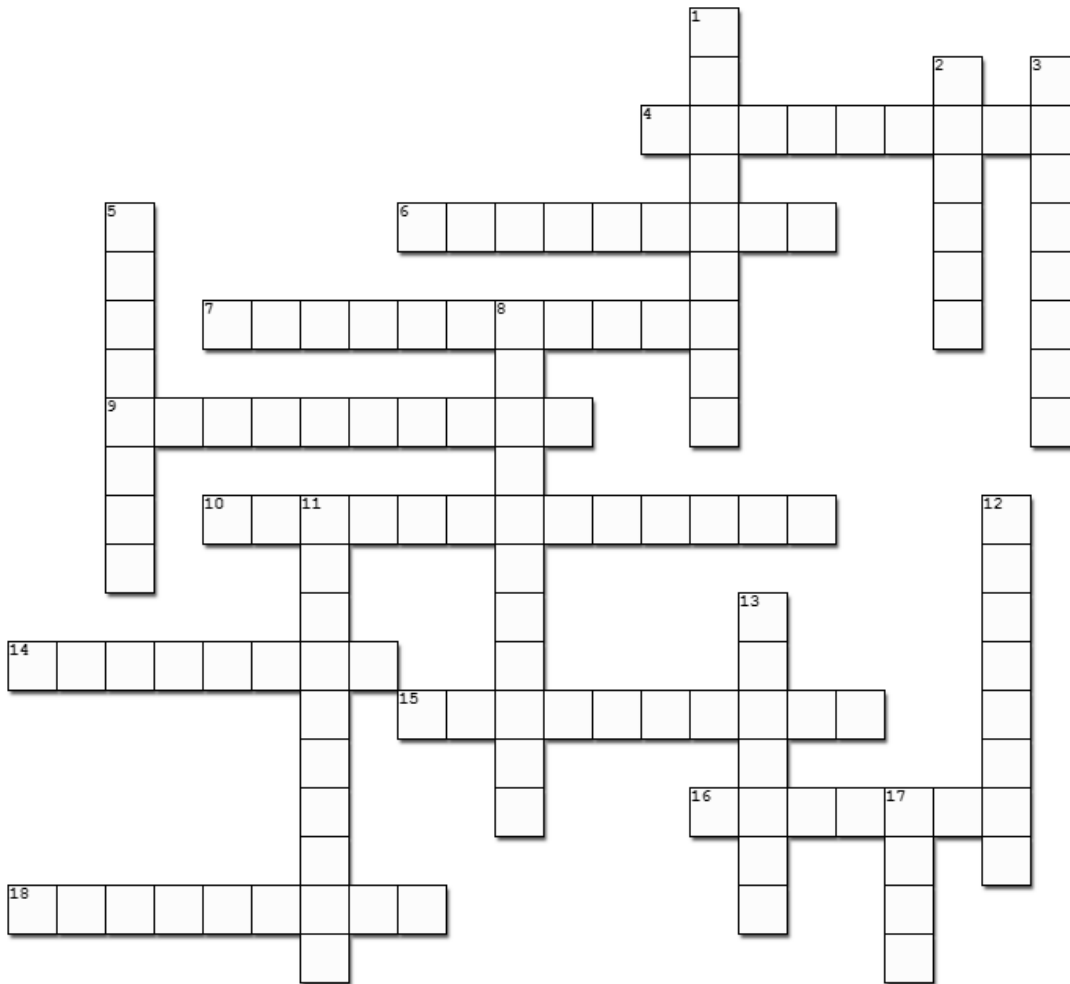
We hope you will consider this idea and we would love to meet with you to discuss it. Thank you for reading my letter.

Sign your name.

Brain Teaser

Crossword

What qualities make a successful leader?



Understanding
Tolerant
Trustworthy
Unbiased
Confident
Inclusive

Determined
Resilient
Accountable
Optimistic
Vision
Helpful

Fair
Flexible
Accepting
Patient
Respectful
Reliable

What other qualities can you think of?

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Brain Teaser

Moreton Bay Jig-Saw Puzzle

