



COMMUNITIES / COMMUNITY AND REMEMBRANCE

Year 3 Student Post-Visit Resource

CONTENTS

Points to Review After Your Visit to the FBLEP	2
Communities: The Old Court House.....	3
Communities: Heritage Buildings in Your Community	6
Australian Symbols and Emblems.....	8
Rules: Features of Rules.....	10
Alice in Court	13
Rule or Law?.....	16
Court Personnel.....	16
Court Personnel Challenge	20
APPENDIX 1.....	22
APPENDIX 2.....	23
APPENDIX 3.....	24

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 the answers with your class.

	True	False
Everyone has the same rules at their house.		
The jury votes to decide whether the accused is guilty or not guilty based on the evidence presented in court.		
Every Australian State and Territory has its own coat of arms.		
Everyone in Australia celebrates and commemorates the same important dates and events		
Everyone in our community has the same legal rights and responsibilities		
The Old Court House is the oldest building in Western Australia		

Communities: The Old Court House

TASK

Fill in the gaps in Table 1 using the Years and Events in Table 2. *If you can't remember talk to a partner and take a guess.*

Table 1

YEAR	EVENT
40,000+ years	The Aboriginal Peoples of Western Australia have been living in WA.
	WA was colonised by Britain as free colony.
1836	
	The Old Court House was used for a church service on Good Friday.
1838	
	The Old Court House was used for a meeting to demand that convicts be allowed to come to WA.
1856	

Table 2

YEAR
1849
1837
1829
EVENT
The Old Court House was used as a school
The Old Court House was used for a meeting to demand representative government in WA.
The Old Court House was built.

DISCUSSION

The area around the Old Court House was of significance to the Noongar Peoples of Western Australia.

- 1. Note down what you can remember about what the Noongar Elders said about the area around the Old Court House.**

2. Can you remember any of 3 names Noongar names for Kings Park? If yes, write them down.

**3. The Aboriginal Peoples of Western Australia had their own lore and legal system before the British arrived in 1829.
True / False**

**4. The Aboriginal Peoples of Western Australia still have their own lore and legal system now.
True / False**

**5. How important do you think Aboriginal Peoples' culture and customs are to the heritage of Western Australia? Why?
Low importance / Medium importance / High importance**

Communities: Heritage Buildings in Your Community

The Old Court House is an important heritage building in the City of Perth. Almost every community has heritage buildings that are either listed by the Heritage Council of WA or are recognised locally as being significant.

TASK

1. Identify 2 heritage buildings in your community.

2. When was each building built?

3. How old is each building now?

4. What was each building built for?

5. What are each of those buildings now used for?

6. Choose one of the buildings and add any further interesting details on that building.

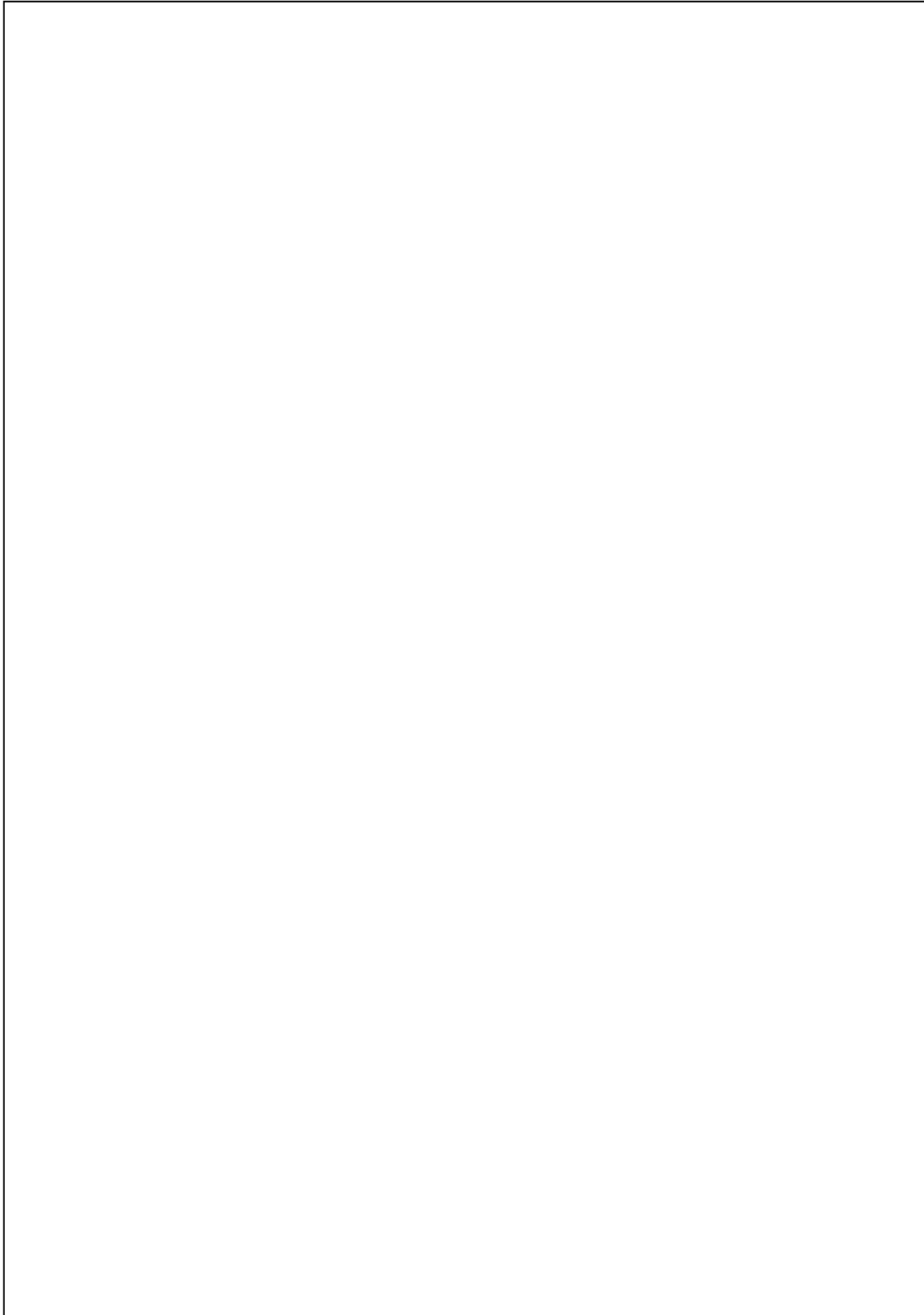
7. Do you think it is important to take care of and maintain heritage places? Yes / No Why or why not?

Australian Symbols and Emblems

Australia has its own symbols and emblems some of which include the Australian Coat of Arms, the Australian Flag, the Aboriginal flag and the Torres Strait Islander flag and the floral emblem: [National Symbols](#) Parliamentary Education Office.

YOUR CLASS FLORA AND FAUNA EMBLEMS

- 1. Imagine you have been put in charge of deciding the new floral, bird or animal emblem for your local community. Draw your emblem below and describe why you chose that as the new local emblem.**

A large, empty rectangular box with a thin black border, intended for students to draw their chosen emblem. The box is currently blank.

3. What are the penalties or consequences of breaking any one of the three rules at your school.

RULES AT SCHOOL: PENALTIES OR CONSEQUENCES	
Rule 1	
Rule 2	
Rule 3	

4. Why do you have those rules at your school? *If you don't know then ask the person that made the rule.*

RULES AT SCHOOL: WHY DO YOU HAVE THEM	
Rule 1: Why?	
Rule 2: Why?	
Rule 3: Why?	

DISCUSSION

5. Sometimes rules differ because of the age of the participants, a person's disabilities and/or a person's culture or customs. For examples a cultural rule at some peoples' houses is to remove your shoes before entering the house. Do you have that rule at your house?

Yes / No

8. Identify a consequence or penalty for breaking the new school rule that you have created. Remember the consequence or penalty must be appropriate and fair.

Alice in Court

If your group took part in the *Alice in Court* mock trial, discuss and complete the following tasks.

TASK

1. What was Alice charged with?

2. In your *Alice in Court* mock trial who decided if Alice was guilty or not guilty?

OPTIONAL TASK

5. How old was Alice? (*imagine*)

6. If she was under 18 she would go to the Children’s Court of WA. Do you think having a special court for children is a good or bad idea? Why?

Rule or Law?

Read the sentences below and mark them Rule or Law.

	Rule	Law
Only the Queen could win games of croquet in Wonderland.		
You can't steal things from other people.		
Wear a helmet when riding your bike.		
Put your hand up when answering a question in class.		
Don't follow a white rabbit into a hole.		

Court Personnel

Fill in the blanks and add the names of the student/s from your class that took on each of the court personnel roles in the *Alice in Court* mock trial.

1 Judge

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

2 Judge’s Associate

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

3 State Counsel

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

4 Defence Counsel

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

5 Accused

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

6 **Witnesses**

The name/s of the class member/s who acted out these parts in your mock trial.

7 **Orderly**

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

8 **Jury**

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

9 **Jury Foreperson**

The name/s of the class member/s who acted out this part in your 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?

3. Identify one court rule that you observed during the *Alice in Court* mock trial.

Court Personnel Challenge

INSTRUCTIONS

The Court Personnel Challenge is a card game.

Descriptions of the duties of the court personnel are on separate cards.

1. Place the cards face down on the desk.
2. Each person chooses a card and then s/he reads the duties card aloud.
3. The challenge for the other students is to guess which of the court personnel is being described.
4. 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.
5. 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.
6. 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 chosen 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 legal assistant in and out of court.
Who am I?



I take the Judge in and out of court and announce the opening and the closing of court. I also bring witnesses in and out of court.
Who am I?



I am in charge of the court and make sure there is a fair trial. I tell the jury what they have to do and explain the law to them. If the Accused is guilty, I give that person a penalty.
Who am I?



I come to court to give evidence about the case. I must wait outside the court room until I am called to give evidence.
Who am I?



I represent the Accused. I do not have to prove that the Accused is innocent. I try to create doubt that the Accused is guilty.
Who am I?



I speak for the State of Western Australia. I have to prove that the Accused is guilty.
Who am I?



I have been charged with breaking the law. If I say I am guilty I will be given a penalty. If I say I am not guilty there will be a trial. I am **always** thought to be innocent until proven guilty.
Who am I?



I am the jury spokesperson. I ask the Judge questions and say the verdict in court.
Who am I?

APPENDIX 1

YEAR 3 ASSESSMENT TASK: RULES AND SYMBOLS



The Supreme Court of Western Australia has asked you to prepare a chart informing the public of the rules when visiting a court.

Those rules include:

- bow towards the judge when entering or leaving a court room
- your mobile phone must be turned off before entering the court room
- do not eat, smoke or chew gum in the courtroom
- video or other cameras, tape recorders, are not permitted
- Sunglasses may not be worn on your face or on your head
- Religious headwear is permitted, but other headwear such as hats, caps, scarves etc is not permitted to be worn in the public gallery

1. Use icons, images and other symbols to communicate three of the court rules.
2. Provide a brief explanation of why each rule is necessary.
3. For each rule suggest **a suitable** consequence or penalty.
4. Identify one new rule that you would like to suggest when visiting a court in session and explain why that new rule is necessary.

APPENDIX 2

YEAR 3 ASSESSMENT TASK: IMPORTANT DAYS OR EVENTS



OPTION 1

Prepare a multimodal report on an important day or event that you and your family celebrate or commemorate.

1. What is the name of that important day or event?
2. What is the historical origin or significance of that important day or event?
3. When does that important day or event take place?
4. What do you and your family do on that important day or for that event?
5. Is it a celebration or commemoration?
6. What is your favourite part of that day or event? Why?

OPTION 2

Prepare a multimodal report on an important day or event that is celebrated or commemorated in another part of the world.

1. What is the name of that important day or event?
2. What is the historical origin or significance of that important day or event?
3. When does that important day or event take place?
4. What do people do on that important day or for that event?
5. Is it a celebration or commemoration?
6. Why do you think is interesting about that important day or event?

APPENDIX 3

YEAR 3 ASSESSMENT TASK: HERITAGE BUILDINGS



TASK

Prepare a multimodal report on a Western Australian heritage listed building.

Your report should include:

1. The name of building.
2. When it was built and how old it is.
3. What is it made from.
4. What the building was built for.
5. What the building is now used for.
6. Historical facts about the building.
7. A picture of the building and a description of any special or interesting parts of the building.
8. Why you think it is important to take care of and maintain that heritage building.



This work is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/)