



COMMUNITIES / COMMUNITY AND REMEMBRANCE

Year 3 Teacher Post-Visit Resource

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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.

Note: We have created a Kahoot! Quiz based on this resource which can be found at:
<https://create.kahoot.it/share/fblep-year-3-quiz/8e182b12-e56b-4e45-87f8-72e28901197c>

	True	False
Everyone has the same rules at their house? Rules differ from one place to another.		✓
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? <u>The coats of arms of the Australian states and territories.</u>	✓	
Everyone in Australia celebrates and commemorates the same important dates and events? Important dates and events to celebrate or commemorate often differ according to a person's culture and customs. As Australia is a multicultural country the important dates and events to celebrate or commemorate tend to differ from one person to another according to that person's culture and customs.		✓
Everyone in our community has the same legal rights and responsibilities? This is the essential element of the rule of law.	✓	
The Old Court House is the oldest building in Western Australia? The Old Court House is the oldest building in the City of Perth		✓

Oldest Buildings in WA

1. 1831: [The Round House](#)
2. 1832: [Patrick Taylor Cottage – Albany](#)
3. 1835: [The Windmill – South Perth](#)
4. 1836: The Old Court House

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.
1829	WA was colonised by Britain as free colony.
1836	The Old Court House was built.
1837	The Old Court House was used for a church service on Good Friday.
1838	The Old Court House was used as a school.
1849	The Old Court House was used for a meeting to demand that convicts be allowed to come to WA.
1856	The Old Court House was used for a meeting to demand representative government in WA.

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 is of great 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.**

A place of freedom before European settlement. Not necessarily a religious area but the area was treated with the utmost respect. A gathering area for food, berries and nuts; there was plenty to eat and drink. A meeting place to share stories, sing, dance and play sports. People would swim in the river to cleanse and then would go back to the meeting place to share.

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

Kar Dooga Ni, Jinninging Bo and Kaarta Koomba.

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

Further information on Noongar lore can be accessed via the [Kaartdijin Noongar website](#).

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

Traditional Aboriginal lore still exists today and is practised by Aboriginal Peoples across Western Australia, however in 1829 the British legal system was brought to Western Australia and that has evolved into the Australian legal system that you see in Western Australian courts today.

- 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**

The Aboriginal Peoples have had a connection to this land for more than 40,000 years and are Western Australia's original inhabitants. Aboriginal Peoples' cultures and customs are an extremely important feature of Western Australian cultural heritage and are extremely significant.

COMMUNITIES: HERITAGE BUILDINGS IN YOUR COMMUNITY

Heritage: Denoting or relating to things of special architectural, historical, or natural value that are preserved for the nation.¹

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.

The Heritage Council of WA has an online database of heritage listed buildings. Teachers might like to start by searching by the appropriate suburb, town or local government and identifying 3-4 heritage places for students to choose from.

Heritage Council of WA: [Search Heritage Places](#)

In cases where a local building is not listed and is of significance this creates an excellent research activity for the class and potentially an opportunity to engage with the wider community.

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?**
For example a church, a town hall or theatre.
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.**
Students could add information about who designed the building, the opening ceremony for the building and/or interesting or unusual events that took place in the building.
7. **Do you think it is important to take care of and maintain heritage places? Why or why not?** **Yes / No**
Hopefully, the majority of students will think it is important. Possible responses could include:
 - I think it is important to take care of and maintain heritage places because such places remind future generations of the past and the history of the local area.
 - I don't think it is important to take care of and maintain heritage places because old places don't mean much to me.

¹ English Oxford Living Dictionaries, heritage definition, <https://en.oxforddictionaries.com/definition/heritage>

ADDITIONAL RESOURCES

Heritage Perth:
[Learning Portal](#)

[Historic Heart](#)

[Heritage Council of WA](#)

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 (Note: The PEO Facts Sheet Resource).


OTHER USEFUL LINKS:

[National symbols](#) Australian Government

[Symbols of Australia](#) National Museum of Australia

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.



OPTIONAL TASK

1. Get your students to create either a flora or fauna emblem, the students have the option to choose which one, for your class.
2. After everyone has created an emblem separate them into the flora and fauna emblems, number them and put them on display.
3. Each student then needs to vote for her/his preferred flora and fauna emblem for the class.
4. The flora and fauna emblems that get the most the votes then become the classroom emblems for that school term.

This task provides an excellent opportunity to reflect and discuss the fact that the majority decision/vote means that not everyone has got what they wanted/voted for. However, the assumption is that if the majority voted for that then the minority should accept that decision as part of the democratic process.

Rules: Features of Rules

Rules: A rule is a statement telling people what they can or cannot do. Rules can be made by anybody but usually they are made by someone in authority. The same person usually decides on the penalty. For example - school rules; rules at home; rules of different sports like cricket and netball.

Features of rules:

1. Rules are made by different people
2. Rules are different and depend on who made them
3. The penalties or consequences for breaking rules differs from one place to another

TASK

1. List 3 rules for a game that you play at school e.g. handball, chasey, it, or another one of your choosing.

RULES AT SCHOOL: LIST	
Rule 1	
Rule 2	
Rule 3	

2. Who makes the rules at your school?

The majority of answers are likely to be the teachers, the Principal and/or the Deputy Principal.

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

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

4. Why do you have those rules in the game?

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

6. Can you think of another example of a rule that differs depending on the age of participants, a person's disabilities and/or a person's culture or customs?

Age of participants: A staggered start to a running race so that the younger participants have more of a chance.

A person's disabilities: A person in a wheelchair may have to leave the line when moving from one place to another if there are no ramps for him/her to use.

A person's culture or customs: Never using your left hand for eating or greeting people is a rule often followed by people from the Middle East, India, Sri Lanka and Africa.

7. Think of one rule that you would like to introduce at your school. Make sure it is fair, safe and an acceptable standard of behaviour.

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 as part of your visit to the Francis Burt Law Education Programme, complete the following tasks.

TASK

1. What was Alice charged with?

Alice was charged with disturbing the peace.

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

The jury decided if Alice was guilty or not guilty.

3. How did the jury decide if Alice was guilty or not guilty?

They had to listen to all of the evidence and after listening to all the evidence if a juror is sure that Alice did the crime and has no real doubt then the juror would find Alice guilty. However, if a juror is not sure that Alice did the crime and has real doubts then the juror would find Alice not guilty.

In short, the jurors then voted and the majority verdict was accepted.

Note: In a real Supreme Court or District Court trial in WA a unanimous decision is required for murder and Commonwealth criminal matters. For all other matters a majority decision of 10 of the 12 jurors will be accepted after a minimum of 3hrs deliberation.

4. Did you agree or disagree with verdict of the jury in the *Alice in Court* mock trial? Why?

Student responses will differ. We suggest that you focus on the students giving clear reasonable reasons for their verdict, e.g. *I agreed/disagreed with the verdict because*
.....

OPTIONAL TASK

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

Alice, most people would say, was under the age of 18.

If Alice was charged with stealing and disturbing the peace she may appear in the Children's Court. The Children's Court of WA is responsible for dealing with criminal allegations against juveniles aged between 10-17 years old.

It would be very likely that Alice would be referred to the Juvenile Justice Team on the disturbing the peace charges and would not have to appear in court.

6. Do you think having a special court for children is a good or bad idea? Why?

A variety of opinions are likely to be expressed. Encourage the students to give reasons for their opinions.

Most people would say that having a special court for children is a good idea as children and adults are different and it is in the community's and the individual's interest for children to turn around their behaviour at an early stage.

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. Stealing is an offence under WA's Criminal Code, i.e. the State Government created this legislation and therefore it became law. Anyone accused of this offence will have the matter heard by a WA Court.		✓
Wear a helmet when riding your bike. Not wearing a helmet when riding a bike is a crime in WA in the Road Traffic Code of WA; created by the State Government. This matter rarely comes to WA Courts as an on the spot fine is immediately issued.		✓
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?

All answers should be accepted. Encourage the students give reasons for their answers.

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

All answers should be accepted. Encourage the students give reasons for their answers.

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

Some likely answers may include standing and bowing when the judge enters and leaves the court, the lawyers stand when they are speaking and only one lawyer at a time should be standing, the witnesses must take an oath or an affirmation before they give evidence, witnesses must wait outside the court before they give evidence and everyone observing the court needs to be silent.

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



Jury

I am one of twelve people who listen to the evidence. We decide if the accused is guilty or not guilty of serious crimes.

Who am I?



Judge's Associate

I am the judge's personal legal assistant in and out of court.

Who am I?



Usher

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?



Judge

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?



Witness

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?



Defence Counsel

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?



State Counsel

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

Who am I?



Accused

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?



Jury Foreperson

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

Who am I?

Cards without the job titles are in the student resource document.



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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



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.

(Details on architect, how much it cost to build, any interesting or unusual things that have taken place in the building.)

7. A picture of the building and a description of any special or interesting parts of the building.
8. An explanation of why you think it is important to take care of and maintain the building.

The Heritage Council of WA has an online database of heritage listed buildings. Teachers might like to start by searching by the appropriate suburb, town or local government and identifying 3-4 heritage places for students to choose from.

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