Year 6
Is the Law Fair?

Key Learning Areas & Outcomes

History
HT3-2 describes and explains different experiences of people living in Australia over time
HT3-4 describes and explains the struggles for rights and freedoms in Australia, including Aboriginal and Torres Strait Islander peoples

PDHPE
PD3-2 investigates information, community resources and strategies to demonstrate resilience and seek help for themselves and others
PD3-3 evaluates the impact of empathy, inclusion and respect on themselves and others

English
EN3-1A communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features
EN3-3A uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies
EN3-7C thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts
EN3-8D identifies and considers how different viewpoints of their world, including aspects of culture, are represented in texts
EN3-9E recognises, reflects on and assesses their strengths as a learner

Community & Real-World Connections:
Local Council
Local Government Members
Local Community Groups

Driving question
How can we as concerned citizens develop a product that raises awareness of a law that is exploiting a group within a community?

Project Description
Students began this process by investigating how tragedy affects the law. Students then chose to investigate a tragedy and law that affects humans, animals or the environment. Through discussions, students learnt that there are laws in society that people live by, however, sometimes these laws are not fair or are changed once a tragic event occurs. Students then identified a problem in the community and developed a product or service that an organisation or members of the community will find useful.

Final Product/s
Many students produced a product, spearheaded an effort, or participated in a campaign that had a measurable impact on the community and met a real and current need. They worked in teams to generate ideas, refine drafts, analyse results, showcase work, and share feedback. As a final product students created an infographic that encapsulated their learning which was presented to their parents and community members at a showcase evening.

Need to knows…
Who makes the laws?
What laws are currently in place?
When has a law changed and why?
What organisations are currently trying to change the law and why?
What does exploitation mean?
How could we make a difference?
What is an infographic?

Bringing the Project to Life

Consider the context:
- What issues might arise for your students?
- How can you use this project as a way to help your students make their unique voices and perspectives heard?
- What types of exemplars could you show students?
- Who might serve as experts for this project? How might you leverage their expertise?
- How will the students interact with varying experts? Will they travel to the groups? Will the groups come to them? Will students make phone calls?

Consider the students:
- What themes, topics or community group stories might resonate with the students?
- How will you support students to think critically and creatively about the obstacles present in communities?
- How can students express their individual voice and opinion during their learning?
- What prior knowledge should be aware of before investigating their chosen law.
- How will groups be formed and structured?

Consider the content and skills:
- What strategies do you have to support effective collaboration?
- How and where might specific content and/or skills be teacher-led?
- What supports will your students need as they plan, draft and revise their products?
- What will students produce as an individual and as a group?
- What types of exemplars could you show students for their infographics?