# Unit 8: 'A fair go'—Rules, laws and the settling of disputes

**Discipline-based Learning**

**English: AusVELS Level 5/6**

**AusVELS EAL Stages B2 and B3**

**Domain: Physical, Personal and Social Learning**

**Civics and citizenship: Community engagement AusVELS Level 5/6**

*Students explore the differences between rules and laws, why we have them, what role they serve, and how they can be changed. They contribute to the development and support of classroom rules. They develop an understanding of the qualities of good laws, the importance of laws applying equally to everyone in a democracy, and the ways that laws are made.*

*Students learn about the processes of making and changing laws and the role of the courts and police. They consider important principles such as the independence of the judiciary, equality before the law.*

**Prior knowledge:**

This unit of work was written for a Year 5 and 6 class made up mainly of students for whom the English language plays only a small role in life outside school. Despite the length of time many students have spent in Australia (some were born here), concern remains about their general level of English language confidence and competence. This raises the importance for teachers at the school to provide maximum opportunities for English language learning and use, and in explicitly teaching the language of new topic areas.

This topic requires the students to use different text-types when speaking, reading and writing. Modelling of text-types and suggestions to assist students to use them is specified in the planner. This is part of an ongoing emphasis on explicit teaching of the structures and features of different text-types, and activities have been chosen to target text-types that students have already had experience with many times before.

The EAL teacher assisted in planning the unit, and in an EAL class addressed particular areas which the Stage B2 EAL students' needed additional and more explicit assessment. The EAL teacher also provided an initial introduction to the unit, for the EAL students, pre-teaching some vocabulary.

Students will also complete a unit of work on the Victorian parliament, and will then visit Parliament.

| Years: 5 & 6 EAL Stages B2 & B3 | Unit name: 'A fair go'—rules, laws and the settling of disputes | Time allocation: 10 weeks. |
|---|---|---|

## Topic focus

**AusVELS/content objectives: Civics and citizenship: Community engagement**

**To enable students to understand and talk about and write about the following:**
- What rules and laws are
- The main differences between rules and laws
- The fact that rules and laws operate at home, school and in the wider community.
- The fact that rules and laws aim to ensure fairness for everyone.
- Who makes laws and rules ie – parents, teachers and people's representatives in governments
- How laws are made, amended or repealed in response to community needs or changes in society.
- The fact that laws guide the settling of disputes.
- The fact that laws in different places reflect the beliefs and values of that society.

## Main text focus

| Text-type and mode | Listened to | Spoken | Read | Written | Viewed | Produced |
|---|---|---|---|---|---|---|
| **Narrative** | | | | ✓ | | |
| **Recount** | | | | ✓ | | |
| **Procedure** | | | | | | |
| **Report** | | | | | | |
| **Explanation** | ✓ | | ✓ | ✓ | | |
| **Discussion** | | | | | | |
| **Argument/ exposition** | ✓ | ✓ | | | ✓ | |
| **Other: Description** | | | | | | |

## Topic specific vocabulary

Legal/government terms and definitions: Commonwealth or Federal government, State Government and Local Government, Upper House / Legislative Council, Lower House / Legislative Assembly, a bill, the first reading, the second reading, the third reading, a law, a rule, to pass a bill into law, to repeal a law, to amend a law, politicians, parliament, premiere, ministers, members of parliament, MPs, a citizen etc

## Linguistic structure focus

- Text type: Explanation:
- Definition of rules and laws
- The difference between rules and laws
- Why we have rules and laws
- Who makes rules and laws and how

## Assessment types used

- Observation ✔
- Inquiry: Questioning/discussion
- Peer and self reflection ✔
- Analysis of student work ✔
- Test: quizzes, student self developed tests ✔

## Linguistic features focus

- generalised (not specific) participants. e.g. schools, teachers
- verb types: action verbs, relating verbs
- mainly timeless present tense
- use of passive voice
- passive voice: 'Decisions are made by …'
- casual connections: therefore, so,. etc.
- technical terms, e.g. vote, majority
- language of chance: It is likely, possible
- modal verbs to express possibility: may, might, could
- modal verbs to express permission, obligation: good citizens should, must, must not / if you are over 18 you can….

## EAL focus

- Text type: written explanations
- Use of appropriate tense in text types
- Use of modals to express possibility and obligation
- Use of conditionals to express hypothetical consequences
- Using the language of argumentation: asking for and giving opinions, agreeing and politely disagreeing
- Clarity, confidence in expressing ideas and arguments both orally and in writing

## Functions

**Classroom learning**
- arguing
- classifying
- establishing limits
- evaluating
- hypothesising
- identifying
- judging
- offering
- persuading
- planning

**Getting things done**
- comparing
- clarifying
- describing
- explaining
- instructing
- inquiring
- justifying
- questioning
- reporting
- suggesting

**Maintaining communication Expressing:**
Expressing:
- apology
- appreciation
- approval
- certainty
- concern
- frustration
- indifference
- intention

| Resources | | predicting | inviting | needs/wants |
|---|---|---|---|---|
| Factual texts about rules and law making. 'Learning about the law' | | requesting | generalising | preferences |
| *Inside the parliament of Victoria – Primary activity workbook* | | sequencing | brainstorming | probability |
| | | warning | listing | regret |
| Excursion to State Parliament http://www.parliament.vic.gov.au/education | | | | gratitude/thanks |
| Guest speaker: school principal | | | | |

# Levels 5/6, Stages B2 and B3: English language teaching goals and objectives

| Listening and speaking | Reading | Writing |
|---|---|---|
| **Text**<br>Interact in a variety of social and learning situations to present ideas and information and to talk about events:<br>• respond to the points of view of others and give own ideas<br>• take various roles in small-group discussion<br>• summarise issues arising from discussion or reading<br>• talk about the way speech can be used to entertain, inform and influence. | **Text**<br>To read and view both factual and fictional texts for information, research and enjoyment:<br>• take part in the critical evaluation and interpretation of literature texts<br>• read and research a variety of texts, including reference books, the Internet, CD-ROMs, newspapers and other everyday texts<br>• obtain information from diagrams, maps, plans, graphs, etc. | **Text**<br>Write to develop familiar ideas, describe events and present information:<br>• write a range of factual texts to fulfill particular purposes<br>• write a range of fictional texts to fulfill particular purposes<br>• give information in graphic form, e.g. maps, diagrams, graphs<br>• give information through posters, captions, tables, etc.<br>• share and talk about their own writing. |
| **Contextual understanding**<br>Consider aspects of context, purpose and audience when speaking and listening:<br>• talk about the aspects of spoken texts that can be used to influence others<br>• consider how non-verbal language affects verbal interaction<br>• talk about how people change the way they speak depending on their audience. | **Contextual understanding**<br>Interpret and explain varying interpretations of texts:<br>• talk or write about characterisation and stereotyping in texts<br>• identify evidence in texts to support different points of view<br>• talk about and give reasons for different opinions about the meaning of a text<br>• explain why texts are presented in different formats and talk about how this helps the reader to understand. | **Contextual understanding**<br>Adjust writing to take account of aspects of context, purpose and audience:<br>• consider the needs of the audience when planning and writing<br>• discuss the importance of vocabulary choice and writing style when writing for different audiences<br>• talk about the most purposeful and useful ways of presenting information, e.g. a table, a graph, written text. |
| **Linguistic structures and features**<br>Control most structures and features of spoken English to interpret meaning and develop and present ideas and information in familiar situations:<br>• take part in small- and large-group discussions<br>• prepare spoken texts for presentation, taking into consideration aspects such as vocabulary selection, non-verbal cues and styles of delivery. | **Linguistic structures and features**<br>Discuss how structures and features shape the understanding and interpretation of a text:<br>• talk about the purposes of the organisational elements of a text, and use them to access information, e.g. contents page, index, glossary<br>• recognise elements that contribute to text cohesion, e.g. topic sentences, cohesive features<br>• categorise texts by their characteristics, e.g. mystery, biography, poem, documentary. | **Linguistic structures and features**<br>Use the distinguishing structures and features of common text-types:<br>• compare and evaluate texts written for a particular purpose<br>• use and talk about the features of texts that assist the reader, e.g. vocabulary choice, punctuation<br>• talk about how particular features of grammar are characteristic of particular text-types<br>• use and talk about text organisation that assist the reader, e.g. paragraphing, headings, indexes |
| **Strategies**<br>Reflect on, use and evaluate effective oral communication strategies:<br>• evaluate the speech of themselves and others, in response to known criteria<br>• talk about and practise the strategies that enhance interaction in small groups<br>• discuss the strategies that different speakers use to influence their audience<br>• talk about the need to change spoken interaction according to the needs of the audience. | **Strategies**<br>Use a wide range of strategies for reading and accessing information from different texts:<br>• talk about different strategies for accessing challenging texts and reading for different purposes<br>• plan research topics and develop focus questions<br>• take notes when reading and viewing<br>• identify and locate appropriate information and present for different audiences. | **Strategies**<br>Use the distinguishing structures and features of common text-types:<br>• use and talk about how text features assist the reader, e.g. vocabulary choice, punctuation<br>• talk about how particular features of grammar are characteristic of particular text-types<br>• use and talk about how text structures assist the reader, e.g. paragraphing, headings, indexes<br>• use diagrams, captions, layout to present information in a text, for effect and to assist the reader. |

| Teaching and learning activities | Linguistic focus | Assessment for learning ideas |
|---|---|---|
| **1. Focus: Tuning in**<br><br>**KWL: Rules and laws. Finding our what students already know and what they want to know about rules and laws, The teacher will need a large chart to elicit and write up what students know, what they want to know and eventually what they have learned about rules and laws and the settling of disputes. If possible keep the charts on display in the classroom.**<br><br>**Part 1:** In small groups, ask students to brainstorm and list rules or laws that they know exist, under the following categories:<br><br>- In their homes    - In the classroom<br>- In school    - In the community eg: road laws, legal or illegal activities, laws to do with property, personal safety, age related laws (Pictures or posters of community laws would be useful to activate students schema about the topic)<br><br>Groups verbally report back their ideas.<br><br>Teacher elicits ideas and includes the rules and laws onto a large poster in different sections of the **knowledge section** according to whether they are rules that students follow at home, in school or whether they are related to the wider community.<br><br>**Part 2:** In small groups, ask students what else they know about rules and laws and to note down a few ideas for sharing<br><br>Teacher elicits ideas and includes them in the **Knowledge section** on the large poster<br><br>**Part 3:** In small groups, ask students to brainstorm what they would like to know about rules and laws<br><br>Teacher elicits questions and includes them in the **What would I like to know section** on the large chart<br><br>(**The 'What I have learned' section can be completed at later points in the unit**)<br><br>**Part 4: What is the difference?** In small groups students discuss the difference between rules and laws, and who has to obey them. For example, we all have to obey the laws, but some rules will be different in other people's homes or schools.<br><br>Elicit and reinforce, consolidate and extend their ideas. | **Linguistic features**<br><br>Note the language structure of laws and rules—clear statements of positive or negative ideas.<br><br>Help students to notice and use the following patterns:<br><br>- imperatives, e.g.<br>  o Work in pairs.<br>  o Write in your books<br><br>- negative imperatives, e.g.<br>  o Do not run inside the school.<br>  o Do not shout at each other<br><br>- semi modals and modals to express obligation and permission e.g.<br>  o *You have to drive on the left in Australia*<br>  o *You have to vote in Australia*<br>  o *You must have a licence to drive a car.*<br>  o *You can drive if you are over 18.*<br>  o *You can drink alcohol if you are over 18*<br><br>- *conditionals*<br>  o *You can drive if you are over 18.*<br>  o *You can drink alcohol if you are over 18*<br>  o *If you are over 18 you can vote* | **Observation**<br><br>The **KWL** is designed to **engage students in their learning**. The **'Knowledge'** section helps students to activate their schema on the topic and make explicit what they already know about it so that they can then use what they already know about rules and laws to try to make sense of the new ideas they learn throughout the unit. The **'What I want to know'** section helps students to be motivated about their learning as they progress through the unit, to see if they can answer the questions they set at the beginning. Students can develop more questions to answer as they progress through the unit. They can complete the **'What I have learned'** section as they complete 'blocks' of the unit. This helps students to reflect on their learning, to articulate their learning and in so doing both make sense of and consolidate their learning. Thus engaging student throughout the learning process. **(**The 'What I have learned' section can be completed at later points in the unit)<br><br>**Content**<br>Observe students as they work together in their groups, questioning and providing immediate, on the spot verbal feedback as necessary to groups and individuals, noting the level of students awareness of rules and laws outside their immediate context. Note how wide a knowledge of societal rules/laws they possess and determine how much scaffolding students will need.<br><br>As students present their group ideas, make a note of any common causes of confusion or uncertainty. After the presentation, question, reconstruct and give feedback on any issues that seem to be causing confusion.<br><br>*Provide delayed feedback on problem areas as necessary*<br><br>**Language**<br><br>As students report back their answers and questions in Parts 1, 2 and 3 observe how clearly the rules and laws are expressed. Are they able to use appropriate linguistic patterns as they express rules and laws? Are they able to formulate questions? Ask the whole class to help restructure some of the rules and laws as they are written up and highlight some of the patterns<br><br>*Provide delayed feedback and additional language focused activities as necessary.* |

| Teaching and learning activities | Linguistic focus | Assessment for learning ideas |
|---|---|---|
| | | |

## 2. Focus: If rules and laws didn't exist ...

### Part 1: Consequences

Select a number of rules/laws from across the categories (but emphasising community rules) and ask the students in small groups to imagine and make a poster about what the consequences would be if certain rules or laws did not exist. The consequences should be listed under two headings:

**Personal consequences**        **Consequences to society**

These consequences would be mainly negative, although students may see personal consequences as positive, or a mixture of both. Model a class example first, then let the students experiment with their own group ideas. e.g.

- If people drove cars on either side of the road ...we would have lots of accidents.
- If everyone carried a gun ... I think that accidents would be likely
- If children didn't have to go to school, they would be very bored
- If there were no health rules for restaurants ... people might not clean their kitchens properly.

Ask students to write three or more consequences.

Show students the success criteria and ensure they understand it

Allocate feedback buddy groups So for example if there are 18 students in the class and 6 groups of three, Group A, Group B, Group C, Group D, Group E and Group F – Group F can be the feedback buddies for Group A, Group A can be the feedback buddies for Group B, Group B can be the feedback buddies for Group C etc etc

Groups pin up their poster and present their ideas

Feedback buddies make notes about their presentation on the criteria sheets and give the written feedback to their buddies

### Part 2: Discussion and elicitation of the following:

Having explored the consequences of NOT having certain rules and laws students should now be in a good position to begin articulating why rules and laws exist

Individually students think about this question and make a note of their ideas

In pairs or small groups students discuss and share their ideas

Elicit and write up ideas on a poster

For example:
- *Rules make things fairer for everyone*
- *Rules and laws make things safer for everyone*
- *Laws must apply to everyone*

## Linguistic Features

Emphasise the use of the conditional form after *if* for hypothesising

> We use *if* with past tenses and *would, could* or *might* to express a hypothetical situation, e.g.
> *If everyone dropped their rubbish on the ground our streets would be very untidy*

Look at ways that **consequences** can be expressed:

*If everyone dropped their rubbish on the ground …*

- o *I would feel ...*
- o *people might + inf verb*
- o *no one would + inf verb*
- o *other people might + inf verb*
- o *there would be*

> The modal form in these examples is used to express possibility and probability. A language clinic with ESL students could revisit and follow up on use of this language—the difference between *might* and *would*

***Present tense* for explaining reasons for rules and laws**
***Comparatives* to talk about rules and laws**

- *Rules make things fairer for everyone*
- *Rules and laws make things safer for everyone*

***Modals* to express strong obligation**

- *Laws must apply to everyone*

## Observation

**Content:**
Observe students as they work together in their groups, questioning and providing immediate, on the spot verbal feedback as necessary to groups and individuals, noting how extensively and logically or otherwise the students are able to talk about the consequences of the absence of specific laws. Ask questions to see if students can consider the consequences from more than one perspective. Ask them questions to see if they are able to predict multiple consequences. E.G.

*If there were no road laws, there would be lots of accidents, then we would need more hospitals and more doctors and nurses and this would be very expensive*

*Provide delayed feedback on problem areas as necessary*

**Language:**
During group speaking and writing opportunities, observe and notice how effectively the students were using the linguistic features. Question and provide immediate, on the spot verbal feedback as necessary to groups and individuals. Make a note of some of the common problem areas and as feedback to each section, ask the whole class to help restructure some of the patterns used to talk about consequences of the absence of specific rules and laws in Part 1 and the reasons for laws and rules in Part 2 - as they are written up, highlighting some of the patterns

*Provide delayed feedback and additional language focused activities as necessary*

**Self and Peer feedback for presentation and poster**

| Communication | | | |
|---|---|---|---|
| You had good eye contact | | | |
| You spoke clearly and loudly | | | |
| Content | | | |
| Your consequences were sensible | | | |
| You included consequences from different perspectives | | | |
| You included some multiple consequences | | | |
| Your poster was attractively designed | | | |
| Two things we liked about your presentation and poster | | | |
| One thing you could do to improve your presentation and One thing you could do to improve your poster | | | |

*Provide delayed feedback on the use of linguistic patterns as necessary*

| Teaching and learning activities | Linguistic focus | Assessment for learning ideas |
|---|---|---|
| **3. Focus: Why we have rules and laws**<br><br>**Part 1:**<br><br>In pairs ask students to discuss and note down:<br>• examples of rules and laws<br>• the reasons why the rules and laws are important in the home, school, society.<br>• The differences between rules and laws<br><br>Groups of 4 to share their ideas and provide improvement feedback<br><br>Give out a blank version of the grid below to each group for their completion<br><br>Elicit and share ideas on a class grid highlighting sentence starters: | **Linguistic features**<br><br>***Recycle imperatives:***<br>• Hand in your homework on time<br>• Drive on the left<br><br>***Help students to notice the following patterns to talk about reasons:***<br><br>• You cannot + verb + until you are + age<br>• It is illegal to + verb …..<br>   This rule / law is    to prevent + noun + from verbing<br>• This rule law is    to make sure that + noun + verb<br>• This rule / law is    so people will / won't + verb | **Observation**<br><br>**Content**<br>Observe students as they work together in their pairs and groups, questioning and providing immediate, on the spot verbal feedback as necessary to groups and individuals, noting how extensively and confidently (or otherwise) students are sharing ideas about rules and laws in terms of selecting them, giving reasons for them, explaining the differences between rules and laws and completing their grid<br>***Provide delayed feedback on problem areas as necessary***<br><br>**Language**<br>During group speaking and writing opportunities, observe and notice how effectively the students were using the linguistic features. Question and provide immediate, on the spot verbal feedback as necessary to groups and individuals. Make a note of some of the common problem areas and as feedback ask the whole class to help restructure some of the patterns used to express examples of rules and laws, reasons for them and to explain the differences between rules and laws using the patterns highlighted<br>***Provide delayed feedback and additional language focused activities as necessary*** |

| Rules | | Laws | |
|---|---|---|---|
| 1. | *Don't run in the classroom* | 1. | *Drive on the left* |
| 2. | *Hand in your homework on time* | 2. | *You cannot drive until you are 18* |
| 3. | *Wear school uniform* | 3. | *You cannot buy alcohol until you are 18* |
| | | 4. | *It is illegal to carry a gun* |
| | | 5. | *It is illegal to sell drugs* |
| **Reasons for these rules** | | **Reasons for these laws** | |
| 1. | *to prevent accidents in the classroom* | 1. | *to prevent accidents from happening on the roads* |
| 2. | *to make sure that all students learn* | 2. | *to make sure that drivers are adults* |
| 3. | *to help students feel that they are part of a school community* | 3. | *to make sure that young people don't get drunk* |
| | | 4. | *so people will feel safe* |
| | | 5. | *so people won't buy drugs and do silly things* |

**The differences between rules and laws are:**

Rules are……


Laws are…….

***Help students to notice the use of present tense for defining rules and laws and stating their differences***

• Rules are …

• Laws are …

• The main differences between rules and laws are …

**Peer feedback**
Observe how students share their ideas and help each other to improve their grids. Observe how well or if they give each other help with the linguistic patterns. Provide immediate verbal feedback on how they collaborate and share their ideas and encourage the sharing of constructive advice delivered in factual non judgemental ways
***Provide delayed feedback as necessary***

| Teaching and learning activities | Linguistic focus | Assessment for learning ideas |
|---|---|---|
| **Part 2: Introduce the book, _Learning About the Law_.**<br>• Show the cover, pictures and index of the book and in small groups ask students to make predictions about the contents of the book and other features. Elicit and share ideas<br>• Ask students to predict the questions the book might answer.<br>• Ask the students to guess 10 words they think will be in the book. Elicit and share ideas might answer. Elicit and share ideas<br>• Distribute the question sheet based on the first two sections of the book<br>• In pairs students discuss the questions try to guess some of the answers<br>• Read the first two sections to the students (pp. 1–9)<br>• Individually students answer the questions then share and compare their answers with a partner<br>• Elicit and discuss answers<br>• Ask students to check with the list of words and questions that they predicted. Did they predict words accurately?<br><br>**4. Focus: Who makes rules and laws?**<br><br>**Part 1: Who makes our rules and laws?**<br><br>Speaking: Class elicitation and discussion<br><br>Ask students to look at lists made earlier of rules and laws. Discuss who makes them and classify as being made:<br>• at home<br>• at school<br>• at government level<br><br>Ascertain the students' experiences and understandings by giving everyone time to complete the following statements:<br>Rules at home are made by ...<br>• School rules are made by ...<br>• Laws in our local community are made by ...<br>• Laws in our State are made by ...<br>• Laws in Australia are made by ...<br><br>Keep these ideas to scaffold the students' writing in the next stage | **Useful collaborative dialogues students might want to use: (keep on posters around the classroom if possible)**<br><br>**_Future forms 'going to do' and 'will'_**<br>_Making guesses using 'going to do' (guesses are made based on present evidence from the book) and 'will' (predicting what questions the book will answer)_<br><br>**_Asking and giving opinions, agreeing and disagreeing_**<br><br>A. I think this book is going to be about……<br>B. Yeah me too OR<br>B. Mmm, I'm not so sure. Why do you think that?<br>A. Because….<br><br>A. What questions do you think the book'll answer?<br>B. I think it'll tell us…..<br><br>A. What words have you got?<br>B. I've got…<br>A Yeah, I've got more or less the same<br>B. What other words have you got?<br>A. I've got….<br><br>A. What have you got for question 1?<br>B. I've got…<br>A Yeah, I've got more or less the same<br>A. Oh I've got something different. I've got…..<br><br>**_Passive voice_**<br><br>_Who makes the rules / laws at     home?_<br>_                              school?_<br>_              in      our state?_<br>_              in      Australia?_<br>I think rules   at home               are made by. …<br>I think rules   at school           are made by. …<br>I think laws   in our local community are made by…<br>I think laws   in our State        are made by …<br>I think laws   in Australia       are made by …<br><br>_How do you think rules are made at home / at school?_<br><br>_How do you think laws are made   in our local community?_<br>_                                     in our State?_<br>_                                     in Australia?_ | **Part 2: Observation**<br><br>**Content**<br><br>Observe students as they work together in their pairs and groups, questioning and providing immediate, on the spot verbal feedback as necessary to groups and individuals, noting how well, or otherwise, students can hypothesise about the book, anticipating content, questions it will answer and key words that are likely to be in the book. Note how well they are able to answer questions based on the book sections.<br><br>_**Provide delayed feedback on problem areas as necessary**_<br><br>**Language**<br><br>During group speaking opportunities, observe and notice how effectively the students are using the linguistic features to ask for and give opinions, agree and disagree and to share their ideas. Question and provide immediate, on the spot verbal feedback as necessary to groups and individuals. Make a note of some of the common problem areas and ask the whole class to help restructure some of the patterns<br><br>_**Provide delayed feedback and additional language focused activities as necessary.**_<br><br>**Section 4: Observation**<br><br>**Content**<br><br>Observe how well students are able to talk about who makes rules and laws<br><br>**Revisit problem areas to clarify issues before moving on**<br><br>**Language**<br><br>Observe how well students are using the passive voice and ensure they know why the passive voice is being used here (The speaker/writer wants to put the most important information at the end of the sentence for emphasis. The important information is the DOER of the action (ie - Parents make rules at home / Teachers make rules at school). The DOER usually appears at the beginning of sentences BUT if we want the DOER to be in end position then we have to use the passive voice and the 'by + DOER' pattern: 'Rules at home are made by parents<br><br>_**Provide delayed feedback and additional language focused activities as necessary.**_ |

| Teaching and learning activities | Linguistic focus | Assessment for learning ideas |
| --- | --- | --- |

## Part 2: Writing – Putting it all together

In this section, students put their learning so far together to produce a short explanatory written text.

Explain the text and show the framework below

Elicit ideas for success criteria from students OR provide criteria BUT ensure that students understand each point in the criteria. See column 3 (This can be simplified to meet the needs of the students)

In pairs discuss and plan their explanatory text

Students elect one scribe in the pair and write a rough draft of the explanatory text

The teacher collects up the rough drafts and redistributes them to other pairs for peer feedback using the criteria

Rough drafts are returned with feedback comments on the criteria sheet. Students read the feedback sheet and note improvement advice

Using the feedback students individually write up a final version of the text on a computer

| | |
|---|---|
| Paragraph 1. What are rules? What are laws? Provide two examples of rules and two examples of laws to illustrate what rules and laws are. | *Rules are … / Laws are…* |
| *Paragraph 2.* What are the differences between rules and laws? | *The main differences between rules and laws are …* |
| Paragraph 3. Why do we have rules and laws? | *We have rules and laws to prevent … / so people will / so people won't / to make sure that…* <br><br> *(See box in previous section)* |
| Paragraph 4. Who makes our rules and laws? | *Rules at home are made by… X. (Mum and Dad)* <br><br> *School rules are made by… Y (Teachers and Principals)* <br><br> *Laws are made by … Z (Politicians)* |

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**Show students the framework for writing the explanatory text**

**Structure**

- *Para 1 describes what it is you are explaining: what rules are and what laws are, e.g. A rule tells you how to behave or act or do something. Use definitions and descriptions.*

- *Para 2 focuses on the main differences between rules and laws*

- *Para 3 focuses on explaining the reasons for rules and laws.*

- *Para 4 focuses on who makes our rules and laws and a very brief description of how (Meetings at home, school, Parliament etc)*

**Features**

- Clear factual statements written in the present tense, *rules are, laws are*

- Use of conjunctions: *so, then, because, as a result*

- Passive voice: rules are made by…

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**Inquiry**

**Peer and self assessment (Elicit** ideas for success criteria from students OR provide criteria BUT ensure that students understand each point in the criteria. **Simplify criteria as necessary to meet the needs of the students)**

| | | | |
|---|---|---|---|
| **Communication** | | | |
| i / you understood the purpose of the text | | | |
| **Content** | | | |
| i / you gave a clear definition of rules | | | |
| i / you gave a clear definition of laws | | | |
| i / you gave a clear and relevant explanation of the main differences between rules and laws | | | |
| i / you gave a clear explanation of why we have rules and laws | | | |
| i / you gave a clear and brief explanation of who makes our rules and laws | | | |
| **Organisation** | | | |
| My / your paragraphs are complete | | | |
| My / your paragraphs are in a logical order | | | |
| **Language** | | | |
| I / you used the present tense in statements and definitions | | | |
| I / you used words like: 'then', 'so' , 'because' 'as a result' to link ideas | | | |
| I / you used phrases like: 'to prevent..', 'so people will..', 'so people won't..', 'to make sure that..' to show reasons | | | |
| I / you used the pattern 'are made by…' | | | |
| The best part of my / your explanation is…. | | | |
| To improve my / your explanation I / you need to…. | | | |

**Analysis of work**
Collect final texts. Copy them. Mark one copy and make feedback comments using the criteria sheet explaining what the student is doing well, needs to improve on and how

**Self reflection**
Return UNMARKED copies to students for delayed self reflection against the criteria sheet

**Teacher / student discussion**
To discuss achievements and improvement strategies. Give students the marked version of their text so that they can compare feedback.

*Provide delayed feedback and additional language focused activities as necessary*

| Teaching and learning activities | Linguistic focus | Assessment for learning ideas |
|---|---|---|
| **5. Focus: The process behind making school rules**<br><br>This section focuses on gathering information about the process behind making school rules in preparation for a talk by the school Principal. **(This will eventually lead into working on how laws are passed in parliament in subsequent sections of this unit).**<br><br>Ask the students, in small groups, to discuss all the people they know who make rules at school. Find out what the students know about how rules and decisions are made at the school level. Ask some *Who do you think ...* questions to reveal students' level of knowledge. Eg.<br>• *Who do you think decides the rules for games played in the playground?*<br>• *Who do you think decides when the school day begins and ends?*<br>• *Who do you think decides about school uniforms?*<br><br>Elicit and write up ideas, consolidate and extend their ideas as they are elicited<br><br>Ask students, in small groups, to brainstorm how these rules are made:<br><br>• How do you think the playground rules were made?<br>• How do you think school times were decided?<br>• How do you think the school uniform was decided?<br>• How do you think the law that children should attend school was made?<br><br>Elicit and write up ideas, consolidate and extend their ideas as they are elicited<br><br>The students may not be aware that the School Council is the official governing body of the school, and that it is made up of elected representatives from the staff, parents and community. Awareness of this might dispel beliefs likely to be expressed, such as *The teachers and the principal make all the rules.* | **Language features:**<br><br>**Asking for and giving opinions, agreeing and disagreeing:**<br><br>• Who do you think ……<br>   • <span style="color:red">makes</span> rules at school<br>   • <span style="color:red">decides</span> when school starts and finishes?<br>   • <span style="color:red">decides</span> about school uniforms?<br><br>• I think teachers <span style="color:red">make</span> the rules about homework because they mark it<br><br>• Yes I think so too<br>• Absolutely<br><br>• Mmm I'm not so sure about that. I think ….<br><br><br>**Timeless present tense**, e.g. '**decides**', '**makes**' to talk generally about who makes these rules and laws<br><br>**Past tense** to talk about how specific school rules that exist now were made<br><br>'I think the teachers and Principal <span style="color:red">had</span> a meeting to talk about ideas for playground rules and then they <span style="color:red">voted</span> so the ideas <span style="color:red">became</span> rules…' | **Observation**<br><br>**Content**<br><br>Observe students as they work together in their pairs and groups, questioning and providing immediate, on the spot verbal feedback as necessary to groups and individuals, noting how well, or otherwise, students can answer the questions and share their ideas within the group. Encourage positive collaborative behaviour<br><br>*Provide delayed feedback on problem areas as necessary*<br><br>**Language**<br><br>During group speaking opportunities, observe and notice how effectively the students are using the linguistic features to talk about who makes the school rules and to ask and give opinions and agree and disagree. Question and provide immediate, on the spot verbal feedback as necessary to groups and individuals. Make a note of some of the common problem areas and ask the whole class to help restructure some of the patterns<br><br>Observe how well the students use the present tense to talk generally about who makes rules and laws<br><br>Observe how well the students use the past tense to talk about specific school rules that exist now were made<br><br>*Provide delayed feedback and additional language focused activities as necessary* |

| Teaching and learning activities | Linguistic focus | Assessment for learning ideas |
|---|---|---|
| **6. Focus – Inviting a guest speaker: Formal or informal emails?**<br><br>**Part 1: The differences between formal and informal emails**<br>In groups, provide students with a number of samples of formal and informal emails such as an informal, chatty email to a friend and an official letter requesting advice or assistance. Students identify the differences between the letters. As a class, build up a chart showing the main differences including aspects such as layout, format, formality of language, greeting and closure.<br><br>| Formal letters | Informal letters |<br>|---|---|<br>| | |<br><br>**Part 2: Writing a letter of invitation**<br>Explain that we want to write an email to the Principal to invite her to give a talk about how school rules are made. We need to include the following:<br>1. An address to identify the class<br>2. A date<br>3. A greeting<br>4. An explanation of the unit we are studying now (about rules and laws)<br>5. An invitation to the Principal to give a talk on who makes the school rules and how they are made<br>6. Explain that there will be questions at the end of the talk and give 4 examples<br>7. Include 'We hope she can give us the talk'<br>8. Include 'We are looking forward to hearing from you'<br>9. Closing<br><br>Elicit ideas for 'end of speech questions'<br><br>Elicit ideas for success criteria from students OR provide criteria BUT ensure that students understand each point in the criteria. See column 3 (This can be simplified to meet the needs of the students)<br><br>In pairs discuss and plan their letter of invitation<br><br>Students elect one scribe in the pair and write a rough draft of the explanatory text<br><br>The teacher collects up the rough drafts and redistributes them to other pairs for peer feedback using the criteria<br><br>Rough drafts are returned with feedback comments on the criteria sheet. Students read the feedback sheet and note improvement advice<br><br>Using the feedback students individually write up a final version of the email on a computer<br><br>Select 3 best emails, show the class and the class vote on which to send to the Principal | **Linguistic Structure**<br>Focus on the structure and form of email writing for official or formal purposes, and the vocabulary necessary for this, e.g. date, formal greeting, body of text in paragraphs, respectful and slang-free tone, closure and signature.<br><br>A chart clearly demonstrating the differences between formal and informal letter writing would be useful for ongoing reference. | **Observation**<br><br>**Part 1: Content and language**<br>Observe students as they work together in their pairs and groups, questioning and providing immediate, on the spot verbal feedback as necessary to groups and individuals, noting how well, or otherwise, students can identify the differences in terms of layout and language of the formal and informal emails and how collaboratively they share their ideas within the group. Encourage positive collaborative behaviour.<br><br>**Inquiry**<br>**Part 2: Self and peer assessment**<br>**Peer and self assessment (Elicit** ideas for success criteria from students OR provide criteria BUT ensure that students understand each point in the criteria. **Simplify criteria as necessary to meet the needs of the students)**<br><br>| Communication | | | |<br>|---|---|---|---|<br>| I / you understood the purpose of the email | | | |<br>| **Content** | | | |<br>| I / you included all the points 1 - 9 | | | |<br>| I / you used a formal layout for the email including an address and a date | | | |<br>| I / you thought of interesting, relevant questions to ask the Principal at the end of the talk | | | |<br>| **Organisation** | | | |<br>| I / you put the ideas in a logical order | | | |<br>| **Language** | | | |<br>| I / you used polite, formal language | | | |<br>| I / you used a formal greeting | | | |<br>| I / you used a formal closing | | | |<br><br>**Analysis of work**<br>Collect final texts. Copy them. Mark one copy and make feedback comments using the criteria sheet explaining what the student is doing well, needs to improve on and how<br><br>**Self reflection**<br>Return UNMARKED copies to students for delayed self reflection against the criteria sheet<br><br>Provide students with teacher feedback based on the criteria<br><br>Students compare their own reflection with the feedback from the teacher.<br><br>Write up final version to be put in the students own learning portfolio<br><br>***Provide delayed feedback and additional language focused activities as necessary*** |

| Teaching and learning activities | Linguistic focus | Assessment for learning ideas |
|---|---|---|
| **7. Focus – The Principal's talk**<br><br>**Part 1: The talk**<br>Review possible end of speech questions and ask students in groups to discuss and share additional questions if necessary<br><br>Nominate a panel of four students to pose the questions.<br><br>Emphasise good questioning skills—eye contact, body language, clarity of speech, ability to rephrase or delete a question that has already been answered.<br><br>Show students an empty flow chart to help them make notes about the process of making school rules  (Ensure the Principal is briefed before the 'talk' to make use of a flow chart)<br><br>Students listen to the talk and the panel poses questions at the end of the talk to which the Principal responds<br><br>Apart from being a valuable oral language activity, a panel of students as questioners ensures that the Q/A session following the talk proceeds as planned and provides more focus than questions randomly posed from the floor. Make a video or sound recording of the talk and the questions and answers for later use.<br><br>**Part 2: The flow chart (This is to revisit the idea of 'flow charts' in anticipation of the flow chart for the making of laws in Parliament in the next section of the unit. See resources:** http://www.parliament.vic.gov.au/education **)**<br><br>In class ask questions to help students to recall what happens first, second, third etc in the process of making school rules<br><br>In pairs, students complete their flow charts<br><br>Elicit students' ideas and build up a class flow chart on a poster<br><br>Provide a clean flow chart and ask students to fill it in, illustrate and colour it. Mount the flow charts on the wall. | **Linguistic Features**<br>Formulating appropriately phrased questions, attempting to avoid:<br>• ambiguous questions<br>• questions that are too wordy<br>• repetitious questions<br>• personal questions not related to the purpose of the talk .<br><br>**Question patterns:**<br>Why do we have to wear school uniform?<br> start school at 8.00?<br> do homework?<br><br>Do you sometimes make rules by yourself?<br>Do you always involve the School Council?<br>Do students make school rules?<br>Do parents make school rules?<br><br>What is the most important school rule?<br><br>If you could get rid of a school rule what would rule would it be?<br> add<br><br>**The use of sequencers:**<br>First, second, third, then, and after that, next<br>After verbING…..Before verbING<br><br>**Use of the present tense to describe the process**<br>• First a student, teacher or parent suggests an idea for a rule to the Principal<br>• The Principal introduces the idea for a new rule in a staff meeting<br>• Teachers discuss the idea and agree to make it a rule<br><br>**Use of conditional to talk about probable conditions:**<br>If the teachers agree, the Principal will make the idea into a new school rule<br>If the teachers don't agree the Principal will not make the idea into a new rule<br>If the principal thinks it's a good idea he will suggest it to the School council<br>*(Note: e can use first conditional here because we are talking about conditions that are very likely to happen)*<br><br>**Use of the passive voice to describe parts of the process**<br>First an idea is suggested. Then the idea is discussed by the teachers.<br>*(Note: The 'by + DOER' pattern should be used sparingly. (We use the passive to focus on what happens in the process not on the DOERS)* | **Observation**<br><br>**Part 1:**<br>**Content**<br>Observe students as they work together in their groups, questioning and providing immediate, on the spot verbal feedback as necessary to groups and individuals, noting whether the questions arising from the group work AND questions asked by the panel at the end of the talk are appropriate to the issues.<br><br>Observe the questions asked by the panel at the end of the talk were delivered using appropriate body language such as eye contact, with a smile, using gestures etc<br><br>***Provide delayed feedback on problem areas as necessary***<br><br>**Language**<br>Note whether the questions students asked the Principal at the end of the talk were accurately structured and pronounced<br><br>***Provide delayed additional language focused activities as necessary in lessons following the talk***<br><br>**Inquiry**<br><br>**Part 2**<br>**Content**<br>Note how well students demonstrate their understanding of the 'talk' as they respond to questions, brainstorm and sequence ideas about what happens in the process of making school rules. Ensure that students demonstrate an understanding of how to build up a flow chart.<br><br>**Language**<br>Note how accurately the students use the linguistic features to explain the process of making school rules as the class flow chart is developed. Question and provide immediate, on the spot verbal feedback as necessary. Make a note of some of the common problem areas and ask the whole class to help restructure some of the patterns<br><br>***Provide delayed additional language focused activities as necessary in lessons following the talk*** |

| Teaching and learning activities | Linguistic focus | Assessment for learning ideas |
|---|---|---|
| **8. Focus: What have we learned so far**<br><br>Look back at the first two sections of the KWL completed at the beginning of the unit.<br><br>In pairs or small groups look at the questions posed and see if the students can answer some of those questions (Keeping in mind that the section on how laws are made in the parliament has not been covered yet).<br><br>Elicit, share, question and offer on the spot feedback to extend and consolidate ideas. Add more questions if necessary<br><br>Now look at the 'What have I learned' column<br><br>In pairs or small groups students discuss their learning so far and make a brief note of the points being made<br><br>Elicit and write up some of the ideas, question and offer on the spot feedback to extend and consolidate ideas<br><br>Homework<br>Ask students to write up their learning journal | | **Inquiry**<br><br>The purpose of the 'What have I learned' section of the **KWL chart** is to encourage students to reflect on their learning, to verbalise or write it down it so that they can make sense of and consolidate their learning and relate what they have learned to their own lives. At the same time it is a means for the teacher to check understanding and application so far.<br><br>**Inquiry**<br>**Learning Journal entry**<br><br>What new understandings have I gained from the unit (Think of at least 2 things)<br><br>What parts of the unit have I enjoyed and why?<br><br>What parts of the unit have I not enjoyed and why?<br><br>What areas am I not sure about?<br><br>What do I need to do to improve and what steps do I need to take? |

# Unit evaluation

| | |
|---|---|
| **General evaluation**<br>• Were the students interested in the topic?<br>• Did planned activities need to be modified? Why?<br>• Which teaching activities were particularly successful? | |
| **Content learning goals**<br>• Were the topic/content objectives achieved?<br>• Did the topic lead to new learning? | |
| **English language learning goals**<br>• Were general English language learning needs highlighted by the unit?<br>• What particular literacy needs were highlighted by the topic?<br>• Was there a balance between written and spoken texts? | |
| **ESL considerations**<br>• How successfully did the unit involve the EAL students?<br>• Which activities worked for them, which did not?<br>• Were English language needs identified as a priority for future units? | |
| **Ideas for future units/activities**<br>• What language focuses need to be targeted in future units?<br>• What future topics would complement this unit? | |
| **Assessment strategies**<br>• Did the chosen assessment strategies ensure students achieved the unit learning goals?<br>• Did the assessment feed into planning and teaching?<br>• Were students involved in the assessment process?<br>• Were the success criteria for the focused analysis assessment tasks clear and student friendly?<br>• Were students able to use criteria to provide feedback to their peers?<br>• Were students able to use feedback from assessment to improve | |

| their learning? | |
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