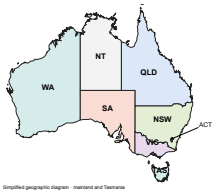
WHAT IS THE AUSTRALIAN CONSTITUTION?

Name: _____ Date: _____

Australia's Constitution contains important rules about how Australia's system of government works.



PARLIAMENT



STATES



AUSTRALIAN CONSTITUTION



GOVERNMENT



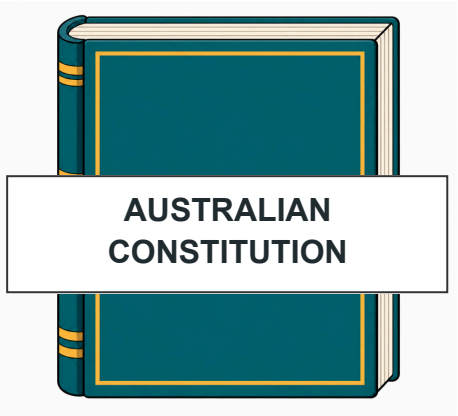
CHANGING THE CONSTITUTION

Write the matching definition letter in each box.

1. Constitution ☐	**A.** A vote on a proposed change to the Australian Constitution.
2. Parliament ☐	**B.** A rule recognised and applied in the legal system.
3. State ☐	**C.** The basic framework for Australia's federal system.
4. Referendum ☐	**D.** One of six parts of the federation with its own government.
5. Law ☐	**E.** The national institution that makes and changes federal laws.

AUSTRALIA'S CONSTITUTION

Name: _____ Date: _____



Use each word once. Write the missing words in the numbered spaces.

Constitution · states · Australia · referendum · Parliament · voters · government · rules

The Australian **(1)** _____ sets out important **(2)** _____ for how **(3)** _____ is governed. It describes the powers of the federal **(4)** _____ and how law-making power is shared with the **(5)** _____. It also describes roles in executive **(6)** _____. A proposed change to its text must go to a **(7)** _____, where **(8)** _____ decide whether to approve it. The Constitution is a framework, not a collection of every Australian law.

Explain the difference

Why is the Constitution different from a list of all laws?

CONSTITUTION OR ORDINARY LAW?

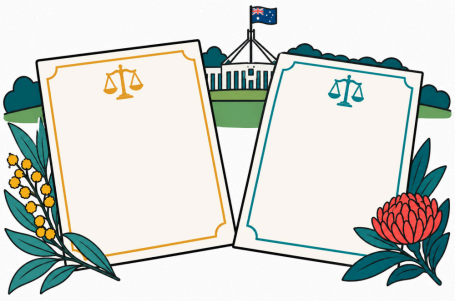
Name: _____ Date: _____

Classify each broad fictional example. The Constitution sets the Commonwealth framework. Ordinary Acts are made under legislative powers.

CONSTITUTION



LAW MADE BY PARLIAMENT



Place the cards from page 2

Or write the card numbers in each box.

These are introductory examples, not a task in interpreting actual constitutional law.

CONSTITUTION OR LAW — CARDS

Name: _____ Date: _____

Cut along the dashed outlines, or copy card numbers.



1. The Commonwealth framework includes a Senate and a House of Representatives.



2. A fictional Act sets standards for a federal service.



3. The Commonwealth framework sets rules for altering the Constitution.



4. A fictional Act regulates a particular import under federal powers.



5. The Commonwealth framework describes executive power.



6. A fictional Act sets a fee for a federal service.



7. The Commonwealth framework provides for the High Court.



8. A fictional Act sets requirements for a national program.

Explain one choice

HOW CAN AUSTRALIA CHANGE ITS CONSTITUTION?

Name: _____ Date: _____

A proposed alteration follows section 128 of the Constitution. Voters decide at a referendum under that process.



PROPOSED CHANGE

↓



PARLIAMENTARY PROCESS

↓



REFERENDUM

↓



AUSTRALIANS VOTE

↓



DOUBLE-MAJORITY TEST

↓



CHANGE PASSES OR DOES NOT PASS

Number these 1–6: ____ Australians vote; ____ proposed change; ____ referendum; ____ outcome; ____ parliamentary process; ____ double-majority test.

Introductory pathway: Parliament normally passes the proposal through both Houses; section 128 also provides a special one-House pathway. A successful alteration proceeds to Royal Assent. These stages do not cover every procedural detail.

ELECTION OR REFERENDUM?

Name: _____ Date: _____

ELECTION



Choose representatives.

REFERENDUM



Vote on proposed constitutional change.

Write E or R in each answer box. All situations are classroom examples.

1. Choose a person to represent a federal electorate. ☐

2. Vote on a proposed alteration to the Constitution. ☐

3. Candidates compete for a seat in the House. ☐

4. Write Yes or No on a constitutional-change question. ☐

5. Choose senators to represent a state. ☐

What is being chosen?

ELECTION OR REFERENDUM — MORE

Name: _____ Date: _____

E = election. R = constitutional referendum.





6. The result is checked against the double-majority rule. ☐

7. Voters choose their parliamentary representatives. ☐

8. Approve or reject a fictional constitutional proposal. ☐

9. Rank fictional House candidates with consecutive numbers. ☐

10. Vote on changing part of the Constitution's text. ☐

Explain one difference

CAN THE REFERENDUM PASS?

Name: _____ Date: _____

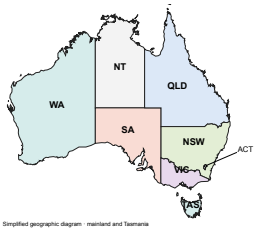
A constitutional referendum generally needs **both** requirements below.

1. NATIONAL MAJORITY

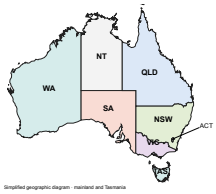


More than half of voters nationally vote YES.

2. MAJORITY OF STATES



A YES majority in at least **four of six states**.



Six states:
NSW · VIC · QLD · SA · WA · TAS
ACT and NT: national count

Fictional classroom result

NSW YES	**VIC** YES	**QLD** YES
SA YES	**WA** NO	**TAS** NO

National: 54% YES
YES states: ____ / 6
National majority? ____ State majority? ____
Circle: PASS / NOT PASS

Territory votes count in the national total, not as states. A state is YES only when more than half its voters vote YES. Some section 128 changes also need approval in each affected state; these general examples do not involve that extra rule.

Explain why a national majority alone is not enough.

WILL THE REFERENDUM PASS?

Name: _____ Date: _____

Calculate each fictional result. A YES state means more than half that state's voters voted YES.

Fictional proposal 1

National vote: 54% YES

NSW 56% YES	**VIC** 55% YES	**QLD** 53% YES
SA 52% YES	**WA** 48% YES	**TAS** 45% YES

YES states: ____ / 6

National majority? ____ State majority? ____

Circle: PASS / NOT PASS

Reason: _____

Fictional proposal 2

National vote: 62% YES

NSW 75% YES	**VIC** 70% YES	**QLD** 49% YES
SA 48% YES	**WA** 47% YES	**TAS** 46% YES

YES states: ____ / 6

National majority? ____ State majority? ____

Circle: PASS / NOT PASS

Reason: _____

PASS needs national YES > 50% AND at least four YES states.

WILL THE REFERENDUM PASS?

Name: _____ Date: _____

Calculate each fictional result. A YES state means more than half that state's voters voted YES.

Fictional proposal 3

National vote: 48% YES

NSW 51% YES	**VIC** 52% YES	**QLD** 53% YES
SA 54% YES	**WA** 30% YES	**TAS** 40% YES

YES states: ____ / 6

National majority? ____ State majority? ____

Circle: PASS / NOT PASS

Reason: _____

Fictional proposal 4

National vote: 45% YES

NSW 48% YES	**VIC** 47% YES	**QLD** 46% YES
SA 44% YES	**WA** 52% YES	**TAS** 53% YES

YES states: ____ / 6

National majority? ____ State majority? ____

Circle: PASS / NOT PASS

Reason: _____

Exactly 50% is not more than half. National percentages are weighted totals; do not average state percentages.

WILL THE REFERENDUM PASS?

Name: _____ Date: _____

Calculate each fictional result. A YES state means more than half that state's voters voted YES.

Fictional proposal 5

National vote: 51% YES

NSW 55% YES	**VIC** 52% YES	**QLD** 54% YES
SA 45% YES	**WA** 57% YES	**TAS** 43% YES

YES states: ____ / 6

National majority? ____ State majority? ____

Circle: PASS / NOT PASS

Reason: _____

Fictional proposal 6

National vote: 50% YES

NSW 58% YES	**VIC** 55% YES	**QLD** 53% YES
SA 54% YES	**WA** 35% YES	**TAS** 40% YES

YES states: ____ / 6

National majority? ____ State majority? ____

Circle: PASS / NOT PASS

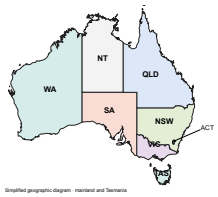
Reason: _____

Exactly 50% is not more than half. National percentages are weighted totals; do not average state percentages.

BUILD A DOUBLE MAJORITY

Name: _____ Date: _____

Cut out the cards and tokens on pages 2–3. Place one YES/NO token on each state and choose a national-result card.



Six states:
NSW · VIC · QLD · SA · WA · TAS
ACT and NT: national count

WOULD PASS

National YES: ____%
YES states: ____ / 6

WOULD NOT PASS

National YES: ____%
YES states: ____ / 6

What two things are needed?

These are fictional demonstrations of the two tests. State cards show majority outcomes, not equal-sized populations. Territory votes are included in the national result. No affected-state extra rule is involved.

DOUBLE MAJORITY — STATE CARDS

Name: _____ Date: _____

Cut or point. Reuse the six states for each result.



NSW ☐



VIC ☐



QLD ☐



SA ☐



WA ☐



TAS ☐

National-result cards

NATIONAL
45% YES

NATIONAL
50% YES

NATIONAL
54% YES

DOUBLE MAJORITY — TOKENS

Name: _____ Date: _____

Cut out a set, or simply write YES/NO on the state cards.





YES	**YES**	**YES**	**YES**	**YES**	**YES**
NO	**NO**	**NO**	**NO**	**NO**	**NO**

Try three different failures

1. National test fails.

2. State test fails.

3. Both tests fail.

REFERENDUM BALLOT PRACTICE

Name: _____ Date: _____

FICTIONAL CLASSROOM EXAMPLE



In a real constitutional referendum, AEC instructions say to clearly write **Yes** or **No** opposite the question.

OUR IMAGINARY CONSTITUTION

This classroom story invents a Constitution that gives the national meeting room the name “River Room”.

Do you approve changing that fictional constitutional name to “Community Room”?

Write YES or NO here:

Practice card only. This is not a real Australian proposal or an official ballot. Australia’s Constitution does not give Parliament House the fictional names in this story.

What does your response mean?

FROM COLONIES TO COMMONWEALTH

Name: _____ Date: _____

Federation created a national government while state governments continued.



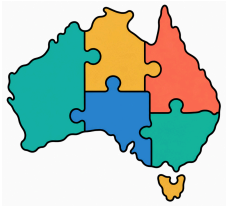
BEFORE 1901
Six separate British colonies.



DISCUSSIONS ABOUT FEDERATION
People debated joining together.



CONSTITUTION
A Constitution was developed; colonial votes and British legislation formed part of the process.



1 JANUARY 1901
The Commonwealth of Australia was established.

Write the four stages in order using just their headings.

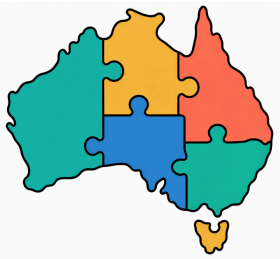
First Nations peoples lived here long before British colonisation. Federation did not give everyone equal political rights; many First Nations people were excluded from political participation.

FEDERATION TIMELINE

Name: _____ Date: _____

Place the six cards from page 2 in time order. Use the dates to check the sequence. Events across different colonies could overlap.





1.

Card letter: ____

Date: _____

2.

Card letter: ____

Date: _____

3.

Card letter: ____

Date: _____

4.

Card letter: ____

Date: _____

5.

Card letter: ____

Date: _____

6.

Card letter: ____

Date: _____

What stayed after Federation?

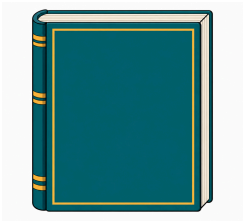
The national government was new; the states retained governments and law-making powers. This broad timeline does not list every colonial referendum or convention.

FEDERATION — EVENT CARDS

Name: _____ Date: _____

Cut along the outlines, or record letters instead.

A. 1898–1900



Colonial referendums take place; the British Parliament passes the Constitution Act in 1900.

B. 1 January 1901



The Commonwealth of Australia is established; the colonies become states.

C. Before the 1890s



Six British colonies govern separately.

D. 9 May 1901



The first federal Parliament opens in Melbourne.

E. 1891 and 1897–1898



Conventions develop and debate a draft federal Constitution.

F. 1890



Delegates discuss Federation at a conference in Melbourne.

The colony puzzle pieces are symbolic, not maps of colonial borders.

WHY JOIN TOGETHER?

Name: _____ Date: _____

Match five broad Federation-era issues with national approaches. Write the letter in each box.



1. Defence ☐	**A.** Coordinate links between regions.
2. Trade between colonies ☐	**B.** Make decisions on shared national matters.
3. Immigration policy of the era ☐	**C.** Coordinate defence across the country.
4. Transport and communication ☐	**D.** Create a national approach to immigration.
5. National government ☐	**E.** Reduce barriers to trade between colonies.

Immigration debates of the era included racist ideas and policies that excluded people. Describing those debates does not endorse them. A national approach can still be unfair.

Why should we ask who was included or excluded from decisions?

BEFORE AND AFTER FEDERATION

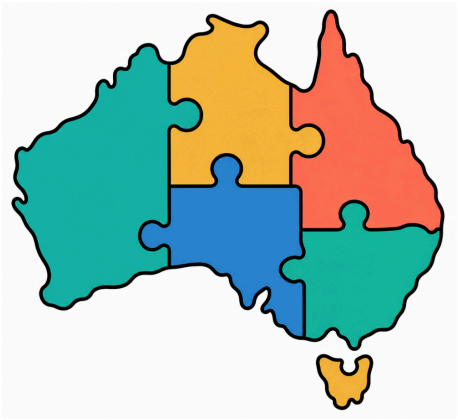
Name: _____ Date: _____

BEFORE



Six separate colonies.

AFTER



One Commonwealth; states remain.

Sort the page 2 cards, or write their numbers below.

One change; one thing that continued

FEDERATION — SORT AND EXPLAIN

Name: _____ Date: _____



1. Six separate British colonies



2. A new Commonwealth government



3. The former colonies continue as states



4. Separate colonial governments



5. State governments still manage state matters



6. No Commonwealth Parliament yet



7. A federal Parliament can make laws within its powers



8. Colonies discuss joining a federation

Did state government disappear?

The Commonwealth Constitution shares law-making powers within a federal system. Symbolic puzzle pieces do not represent colonial boundaries.

WHO MAKES, PUTS INTO ACTION AND INTERPRETS THE LAW?

Name: _____ Date: _____

Write A, B or C beside the matching role.

A. Legislature / Parliament



Role letter: ____

B. Executive



Role letter: ____

C. Judiciary / courts



Role letter: ____

1. Makes and changes laws: ____

2. Administers government and puts laws into effect: ____

3. Interprets and applies law in court cases: ____

Australia's separation of powers is not complete: ministers are also members of Parliament. Sort the action described, not every role a person may hold.

Who does what in a fictional story?

Use page 2 to follow a law from debate to administration to a court case.

THREE BRANCHES — FOLLOW THE ACTION

Name: _____ Date: _____







Write L (Legislature), E (Executive) or J (Judiciary).



1. A proposed federal service law is debated. ☐



2. A department starts administering the new service under the Act. ☐



3. A dispute about the law comes before a court. ☐

Connect the three roles

Draw arrows to show how the story moves between institutions.

The example is simplified. A law normally needs agreement on identical text in both Houses and Royal Assent; not every law produces a court case.

WHICH BRANCH?

Name: _____ Date: _____

L = Legislature; E = Executive; J = Judiciary. Write one letter per action.



1. Parliament debates a proposed law. ☐



2. A department administers a program under existing law. ☐



3. A court decides how a law applies to a case. ☐



4. Senators vote on a bill. ☐



5. A minister directs delivery of a government program. ☐



6. A judge hears evidence in a legal dispute. ☐

Australia's separation of powers is not complete: ministers are also members of Parliament. Sort the action described, not every role a person may hold.

WHICH BRANCH?

Name: _____ Date: _____

L = Legislature; E = Executive; J = Judiciary. Write one letter per action.



7. The House considers an amendment to a bill. ☐



8. Public servants process applications under a law. ☐



9. A court determines a lawful remedy in a case. ☐



10. Both Houses agree to the same bill text. ☐



11. A department manages a service under legislation. ☐



12. A court interprets a disputed legal provision. ☐

Australia's separation of powers is not complete: ministers are also members of Parliament. Sort the action described, not every role a person may hold.

SEPARATION OF POWERS — SORTING MAT

Name: _____ Date: _____

Sort eighteen cards from pages 2–3. Place cards under the action they describe, or write their numbers.



Legislature / Parliament

Makes and changes laws.

Cards: _____



Executive

Administers government and puts laws into effect.

Cards: _____



Judiciary / courts

Interprets and applies law in cases before courts.

Cards: _____

Australia's separation of powers is not complete: ministers are also members of Parliament. Sort the action described, not every role a person may hold.

SEPARATION OF POWERS — CARDS

Name: _____ Date: _____

Sort by the action. Cut or copy the numbers.



1. Parliament making legislation



2. Ministers directing government programs



3. Courts hearing legal cases



4. Debating a bill



5. Government departments administering services



6. Judges interpreting laws in cases



7. Voting on legislation



8. Public servants processing lawful applications



9. Hearing evidence in a dispute

Minister and public-servant cards describe executive duties here. Ministers also have parliamentary roles.

SEPARATION OF POWERS — CARDS

Name: _____ Date: _____

Sort by the action. Cut or copy the numbers.



10. Considering a bill amendment



11. Delivering a program under law



12. Deciding how law applies to facts



13. House and Senate agreeing to a bill



14. Managing a government service



15. Giving a judgement in a case



16. Changing legislation



17. Administering an approved grant scheme



18. Resolving a legal dispute

Minister and public-servant cards describe executive duties here. Ministers also have parliamentary roles.

WHO DOES WHAT? GOVERNMENT POWER MATCH

Name: _____ Date: _____

Write the definition letter beside each institution.







1. Parliament ☐	**A.** Decides legal disputes and interprets law.
2. Executive ☐	**B.** Administers government.
3. Courts ☐	**C.** Debates and passes legislation.

Use the match

Complete the six fictional situations on page 2.

Australia’s separation of powers is not complete: ministers are also members of Parliament. Sort the action described, not every role a person may hold.

GOVERNMENT POWER — SITUATIONS

Name: _____ Date: _____

Write P (Parliament), E (Executive) or C (Courts).



1. Parliament debates a proposed law. ☐



2. A department administers a program under existing law. ☐



3. A court decides how a law applies to a case. ☐



4. Senators vote on a bill. ☐



5. A minister directs delivery of a government program. ☐



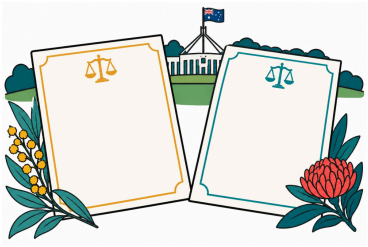
6. A judge hears evidence in a legal dispute. ☐

Choose one answer and explain the action clue.

THE RULE OF LAW

Name: _____ Date: _____

The rule of law means people and government must act according to law. Decisions use laws and lawful procedures rather than personal whim.





Publicly known laws

People can find and read the laws that affect them.

Government subject to law

A minister must act within legal powers.

Courts apply law

A court decides a dispute using law and evidence.

Rights and responsibilities

People can seek legal protection and must obey laws.

Find the idea

On page 2, identify which idea each fictional situation illustrates.

Equal treatment before the law does not mean every case has an identical outcome. Facts, relevant laws and lawful procedures can lead to different decisions.

Why does knowing a law matter?

RULE OF LAW — FIND THE IDEA

Name: _____ Date: _____

Write the idea number (1–4).
1. Publicly known laws · 2. Government subject to law · 3. Courts apply law · 4. Rights and responsibilities

1. People can find and read the laws that affect them. ☐

2. A minister must act within legal powers. ☐

3. A court decides a dispute using law and evidence. ☐

4. People can seek legal protection and must obey laws. ☐

Compare

Two court cases involve different facts. Could the decisions differ while both follow the law? Explain.

A minister says “the law does not apply to me”. Which idea challenges this?

FAIR RULE OR RANDOM RULE?

Name: _____ Date: _____

Circle A or B: which better reflects known, consistent procedures? Explain your choice.

Pair 1

A. Rules are published before the sports competition.

B. Rules are invented after the organiser sees who is winning.

Better example: A / B

Pair 2

A. Only the organiser's friends must follow the rule.

B. The same published procedure is used for everyone.

Better example: A / B

Pair 3

A. A decision uses a published rule and explains the reason.

B. A decision uses a secret rule that nobody can read.

Better example: A / B

Classroom comparisons illustrate predictability. School competition rules are not the same as Australian law, and the rule of law also involves lawful government and courts.

FAIR RULE OR RANDOM RULE?

Name: _____ Date: _____

Circle A or B: which better reflects known, consistent procedures? Explain your choice.

Pair 4

A. The organiser listens to both sides using a clear procedure.

B. The organiser ignores one side without hearing it.

Better example: A / B

Pair 5

A. The organiser exempts themself from all rules.

B. The organiser follows the agreed rules too.

Better example: A / B

Pair 6

A. A clear review process is available for a disputed decision.

B. No explanation or review is allowed.

Better example: A / B

Classroom comparisons illustrate predictability. School competition rules are not the same as Australian law, and the rule of law also involves lawful government and courts.

AUSTRALIAN COURTS

Name: _____ Date: _____

Courts hear legal cases and decide them according to law. Match each function to its description.





1. Hear cases ☐	**A.** Work out how the law applies in a particular case.
2. Resolve disputes ☐	**B.** Decide remedies or penalties according to law when appropriate.
3. Apply and interpret law ☐	**C.** Listen to legal arguments and relevant evidence.
4. Determine legal consequences ☐	**D.** Decide legal disagreements brought before the court.

Court or law-making?

Circle the court task: debating a bill / deciding a legal dispute.

What information might help the court?

Australia has federal, state and territory courts with different powers. This activity does not show the full court hierarchy. Not every case uses a jury.

COURTROOM VOCABULARY

Name: _____ Date: _____

Write the matching definition letter. Each page has its own A–E definitions.





1. judge ☐	**A.** Information used in a case to help establish facts.
2. court ☐	**B.** A person who gives evidence about relevant facts.
3. law ☐	**C.** A judicial officer who hears and decides cases.
4. evidence ☐	**D.** A rule recognised and applied in the legal system.
5. witness ☐	**E.** An institution that hears and decides legal cases.

Not every Australian court case uses a jury. Appeals follow legal rules and are not simply a new vote about who should win.

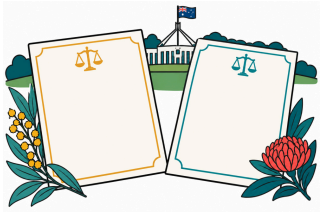
Use one word in a sentence about a fictional case.

COURTROOM VOCABULARY

Name: _____ Date: _____

Write the matching definition letter. Each page has its own A–E definitions.





1. lawyer ☐	**A.** A group of selected people who decides facts in some cases.
2. case ☐	**B.** A request for a higher court to review a decision under legal rules.
3. decision ☐	**C.** A legally qualified person who gives legal advice or representation.
4. jury ☐	**D.** The court's determination of a legal matter.
5. appeal ☐	**E.** A legal matter brought before a court.

Not every Australian court case uses a jury. Appeals follow legal rules and are not simply a new vote about who should win.

Use one word in a sentence about a fictional case.

COURT OR PARLIAMENT?

Name: _____ Date: _____

Write C for Court or P for Parliament.



1. Debating a proposed new law. ☐



2. Hearing evidence in a case. ☐



3. Voting on a bill. ☐



4. Resolving a legal dispute. ☐



5. Amending proposed legislation. ☐



6. Interpreting law in a particular case. ☐

Explain one answer using the action, not just the picture.

COURT OR PARLIAMENT?

Name: _____ Date: _____

Write C for Court or P for Parliament.



7. Agreeing on the text of a bill. ☐



8. Deciding a remedy according to law. ☐



9. Debating whether to change an Act. ☐



10. Hearing legal arguments. ☐



11. Passing legislation. ☐



12. Giving reasons for a judgement. ☐

Explain one answer using the action, not just the picture.

PARLIAMENT, GOVERNMENT OR COURT?

Name: _____ Date: _____

Sort fifteen fictional action cards from pages 2–3 into these three boxes. Write card numbers or place cards nearby.



PARLIAMENT

Makes and changes laws.

Cards: _____



EXECUTIVE GOVERNMENT

Administers government and puts laws into effect.

Cards: _____



COURTS

Interprets and applies law in cases before courts.

Cards: _____

Australia’s separation of powers is not complete: ministers are also members of Parliament. Sort the action described, not every role a person may hold.

GOVERNMENT POWERS — CHALLENGE CARDS

Name: _____ Date: _____

1. Parliament debates a proposed law.

2. A department administers a program under existing law.

3. A court decides how a law applies to a case.

4. Senators vote on a bill.

5. A minister directs delivery of a government program.

6. A judge hears evidence in a legal dispute.

7. The House considers an amendment to a bill.

8. Public servants process applications under a law.

Explain a sorting clue

GOVERNMENT POWERS — CHALLENGE CARDS

Name: _____ Date: _____

9. A court determines a lawful remedy in a case.

10. Both Houses agree to the same bill text.

11. A department manages a service under legislation.

12. A court interprets a disputed legal provision.

13. Parliament votes to change an Act.

14. A department carries out an existing government policy.

15. A court gives reasons for a judgement.

Explain a sorting clue

WHAT DOES CITIZENSHIP MEAN?

Name: _____ Date: _____

Citizenship is membership of a political community, with rights and responsibilities. Australian citizenship includes civic responsibilities and opportunities for participation.



RIGHTS AND CIVIC FREEDOMS

Express views within the law; receive legal protection; participate under applicable rules.

RESPONSIBILITIES

Obey laws; respect others' rights; vote and serve on a jury when required and eligible.

Connect the ideas

Draw a line from "respect others' rights" to a civic freedom it helps protect. Explain your connection.

Citizens and non-citizens can contribute positively to community life. Many rights apply to everyone. Voting and candidate eligibility have specific legal requirements.

CITIZENSHIP — COMMUNITY THINKING

Name: _____ Date: _____

In fictional Rivergum, residents with different backgrounds help in a community garden. Some are citizens and some are not.



Can all of them contribute? Why?

Name one responsibility and one participation method

Must a child be an eligible voter to volunteer?

This is a civic concepts activity, not citizenship or immigration eligibility advice.

RIGHTS OR RESPONSIBILITIES?

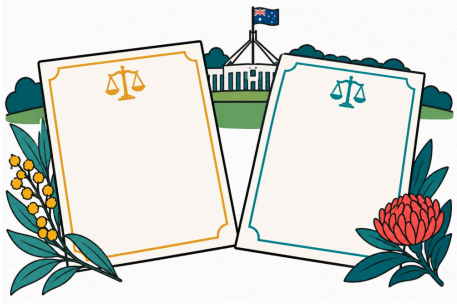
Name: _____ Date: _____

Sort the twelve cards from page 2. Record numbers rather than cutting if you prefer.

RIGHTS / CIVIC FREEDOMS



RESPONSIBILITIES



These are broad civic concepts. Rights have legal limits and arise from different laws. Voting and jury duties apply only when required and eligible; not every resident has identical electoral rights.

Why do the words “when required and eligible” matter?

RIGHTS AND RESPONSIBILITIES — CARDS

Name: _____ Date: _____

1. Obey Australian laws.

2. Express views within the law.

3. Vote when required and eligible.

4. Receive protection of Australian law.

5. Serve on a jury when required and eligible.

6. Participate in democratic processes within applicable rules.

7. Respect the rights of other people.

8. Seek legal protection through the legal system.

9. Follow lawful civic obligations that apply to you.

10. Join lawful community discussion.

11. Respect lawful rules for peaceful meetings.

12. Hold and discuss views within the law.

Choose a freedom and explain a responsibility that supports it.

DEMOCRACY IS MORE THAN VOTING

Name: _____ Date: _____

Discuss each method. Write an example of how it could help a fictional community.

Write to a representative



Attend a community meeting



Volunteer



Join a community organisation



Choose a method

What could a child do? What might need adult help or legal eligibility?

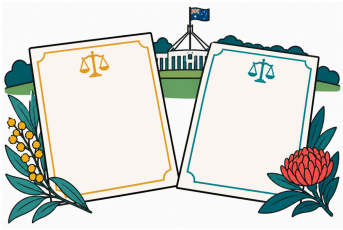
These pages teach participation methods, not support for a cause. Voting and standing as a candidate require legal eligibility. Everyone can contribute to community life in suitable ways.

DEMOCRACY IS MORE THAN VOTING

Name: _____ Date: _____

Discuss each method. Write an example of how it could help a fictional community.

Learn about an issue



Sign a petition



Vote when eligible



Stand as a candidate when legally eligible



Choose a method

What could a child do? What might need adult help or legal eligibility?

These pages teach participation methods, not support for a cause. Voting and standing as a candidate require legal eligibility. Everyone can contribute to community life in suitable ways.

CIVIC PARTICIPATION MATCH

Name: _____ Date: _____

Match each fictional situation to the best method listed. Write A–E. Each page has its own definitions.



1. Mia wants council to consider more shade in a playground. ☐	**A.** Attend a community meeting.
2. Ethan has views on a federal issue for his MP. ☐	**B.** Volunteer in a community project.
3. Ari wants to understand an issue before deciding. ☐	**C.** Contact the local council.
4. Noor wants to hear residents' views at a public forum. ☐	**D.** Read reliable information and compare evidence.
5. Leah wants to help plant seedlings with a group. ☐	**E.** Write to the relevant federal representative.

Could another lawful method also help? Explain one.

CIVIC PARTICIPATION MATCH

Name: _____ Date: _____

Match each fictional situation to the best method listed. Write A–E. Each page has its own definitions.



1. Sam wants to organise regularly with others on a shared interest. ☐	**A.** Stand as a candidate under the relevant rules.
2. Taylor wants to support a written request to council. ☐	**B.** Prepare a clear information summary.
3. An eligible enrolled adult wants to choose representatives. ☐	**C.** Join a community organisation.
4. A legally eligible adult wants to seek election to a council seat. ☐	**D.** Vote in the election.
5. River wants to share carefully checked information with neighbours. ☐	**E.** Sign an appropriate petition.

Could another lawful method also help? Explain one.

WHO SHOULD I CONTACT?

Name: _____ Date: _____



LOCAL COUNCIL



STATE/TERRITORY



FEDERAL

Write L, S/T or F for the most appropriate starting point.

1. Council playground equipment needs repair. ☐

2. A question about a state public school service. ☐

3. An immigration application question. ☐

4. Opening hours of a council library. ☐

5. A question about federal legislation. ☐

6. A service question for a state-run public hospital. ☐

These examples show usual starting points. Funding and responsibilities can overlap. In the ACT, the territory government also handles local services.

WHO SHOULD I CONTACT?

Name: _____ Date: _____



LOCAL COUNCIL



STATE/TERRITORY



FEDERAL

Write L, S/T or F for the most appropriate starting point.

7. Council rubbish collection has been missed. ☐

8. A question about a state transport service. ☐

9. A question about an Australian passport. ☐

10. Maintenance of a council-owned swimming pool. ☐

11. A question about a state police service. ☐

12. A question about a federal social security program. ☐

These examples show usual starting points. Funding and responsibilities can overlap. In the ACT, the territory government also handles local services.

WRITE TO A FICTIONAL REPRESENTATIVE

Name: _____ Date: _____

CLASSROOM LETTER — FICTIONAL ISSUE

Rivergum Park needs more drinking fountains. Write a respectful letter to a fictional councillor. Give reasons and a practical suggestion.



Dear Councillor _____,

I am writing about…

I think…

My reasons are…

A possible solution is…

Thank you for considering…

From _____

Check: □ clear request □ reasons □ respectful language

SHOULD RIVERGUM PARK GET A NEW PLAYGROUND?

Name: _____ Date: _____

FICTIONAL COMMUNITY MEETING



Use the seven role cards on pages 2–3. Each person has practical concerns. No role has a pre-set correct position.

Discuss three options

A. Build a new playground now.
B. Improve the existing play area.
C. Gather more information before deciding.

Our recommendation

Reasons and trade-offs

Whose needs did we consider?

COMMUNITY MEETING — ROLE CARDS

Name: _____ Date: _____

Listen to each person. Ask a question before recommending an option.

Local councillor

Consider community needs, available funds and the reasons for a recommendation.

A question I could ask:

_____

_____

Parent

Consider supervision, shade, seating and the needs of different children.

A question I could ask:

_____

_____

Nearby resident

Consider noise, parking, access and how the park is used.

A question I could ask:

_____

_____

Child

Consider enjoyable play, safety and space for different ages.

A question I could ask:

_____

_____

Remember: compare options using evidence, costs, access and community needs.

COMMUNITY MEETING — ROLE CARDS

Name: _____ Date: _____

Listen to each person. Ask a question before recommending an option.

Sporting club member

Consider room for sport, shared paths and scheduling.

A question I could ask:

_____

_____

Accessibility advocate

Consider step-free access, inclusive play and usable seating.

A question I could ask:

_____

_____

Council staff member

Consider maintenance, inspections, costs and practical design.

A question I could ask:

_____

_____

Remember: compare options using evidence, costs, access and community needs.

CREATE A COMMUNITY PETITION

Name: _____ Date: _____

CLASSROOM PRACTICE PETITION — NOT A REAL PETITION

Fictional request: an additional pedestrian crossing near Rivergum Park. In the story, council manages the road. Actual road responsibility can vary.



What are we asking for?

Why?

Who is responsible?

Who would be affected?

Practice signatures

Use invented names or initials.

_____ _____ _____

A petition is a written request supported by signatories. Real councils and parliaments have their own petition rules. This classroom sheet is not submitted anywhere.

CIVICS CAUSE AND EFFECT

Name: _____ Date: _____

Draw arrows from causes to matching effects. Use each effect once on this page.





1. People elect parliamentary representatives. ☐	**A.** Voters decide at a referendum under that process.
2. Both Houses agree to identical bill text. ☐	**B.** It passes the general double-majority test.
3. A proposed constitutional alteration follows section 128. ☐	**C.** Elected representatives sit in Parliament.
4. A referendum has a national YES majority and four YES states. ☐	**D.** The bill normally proceeds towards Royal Assent.

Explain a connection

Law-making and constitutional change follow required processes; they are not automatic consequences of simply having an idea.

CIVICS CAUSE AND EFFECT

Name: _____ Date: _____

Draw arrows from causes to matching effects. Use each effect once on this page.





1. A court hears a legal dispute. ☐	**A.** The representative can consider that person's views.
2. A department administers a program under law. ☐	**B.** A Commonwealth government is created and states continue.
3. A person sends reasons to a representative. ☐	**C.** It applies and interprets law to decide the case.
4. The colonies federate in 1901. ☐	**D.** The executive puts law into effect.

Explain a connection

Law-making and constitutional change follow required processes; they are not automatic consequences of simply having an idea.

AUSTRALIAN CIVICS · SERIES 2 · YEARS 5–7

CIVICS ODD ONE OUT

Name: _____ Date: _____

Circle the concept that differs from the shared category. Explain why. A different defensible grouping can be discussed.

1. Senate · House of Representatives · Parliament · Council library

_____

2. State · Local · Senator · Federal

_____

3. Evidence · Bill debate · Court · Judge

_____

4. ACT · NSW · VIC · QLD

_____

5. Referendum · Constitutional change · Double majority · Candidate ranking

_____

6. Department delivering · Public servant processing · Judge deciding · Minister administering

_____

CIVICS ODD ONE OUT

Name: _____ Date: _____

Circle the concept that differs from the shared category. Explain why. A different defensible grouping can be discussed.

7. Federation · Local sports score · 1 January 1901 · Commonwealth

_____

8. Electorate · Witness · Evidence · Case

_____

9. Letter to MP · Community meeting · Volunteering · Private picnic

_____

10. Debate · Amendment · Witness stand · Bill

_____

11. TAS · Senate · NSW · SA

_____

12. Secret arbitrary order · Known rules · Lawful government · Legal review

_____

AUSTRALIAN CIVICS BINGO

Name: _____ Date: _____

Card 1

The caller reads a definition from the separate reference sheet. Mark the matching word. First complete row, column or diagonal wins; explain your four terms to check.



Law	**Court**	**Election**	**Referendum**
Senator	**State**	**Judge**	**Vote**
Electorate	**Local**	**Parliament**	**Federal**
Representative	**Democracy**	**House**	**Ballot**

Check my winning line

Reusable option: use counters, not permanent marks.

AUSTRALIAN CIVICS BINGO

Name: _____ Date: _____

Card 2

The caller reads a definition from the separate reference sheet. Mark the matching word. First complete row, column or diagonal wins; explain your four terms to check.



Bill	**State**	**Court**	**Vote**
Election	**House**	**Representative**	**Judge**
Parliament	**Referendum**	**Democracy**	**Electorate**
Law	**Ballot**	**Federal**	**Local**

Check my winning line

Reusable option: use counters, not permanent marks.

AUSTRALIAN CIVICS BINGO

Name: _____ Date: _____

Card 3

The caller reads a definition from the separate reference sheet. Mark the matching word. First complete row, column or diagonal wins; explain your four terms to check.



Representative	**State**	**Senator**	**Parliament**
House	**Election**	**Referendum**	**Democracy**
Law	**Senate**	**Local**	**Ballot**
Electorate	**Judge**	**Federal**	**Court**

Check my winning line

Reusable option: use counters, not permanent marks.

AUSTRALIAN CIVICS BINGO

Name: _____ Date: _____

Card 4

The caller reads a definition from the separate reference sheet. Mark the matching word. First complete row, column or diagonal wins; explain your four terms to check.



Bill	**House**	**Representative**	**Constitution**
Court	**Council**	**Parliament**	**Ballot**
Local	**Law**	**Electorate**	**Senate**
Vote	**Judge**	**State**	**Election**

Check my winning line

Reusable option: use counters, not permanent marks.

AUSTRALIAN CIVICS BINGO

Name: _____ Date: _____

Card 5

The caller reads a definition from the separate reference sheet. Mark the matching word. First complete row, column or diagonal wins; explain your four terms to check.



Federal	**Representative**	**House**	**Parliament**
Senate	**Judge**	**Constitution**	**Senator**
Democracy	**Bill**	**Ballot**	**Local**
Law	**Council**	**Court**	**State**

Check my winning line

Reusable option: use counters, not permanent marks.

AUSTRALIAN CIVICS BINGO

Name: _____ Date: _____

Card 6

The caller reads a definition from the separate reference sheet. Mark the matching word. First complete row, column or diagonal wins; explain your four terms to check.



Council	**Senate**	**Judge**	**Parliament**
State	**Constitution**	**Representative**	**Federal**
Ballot	**Senator**	**House**	**Referendum**
Democracy	**Electorate**	**Vote**	**Law**

Check my winning line

Reusable option: use counters, not permanent marks.

AUSTRALIAN CIVICS BINGO

Name: _____ Date: _____

Card 7

The caller reads a definition from the separate reference sheet. Mark the matching word. First complete row, column or diagonal wins; explain your four terms to check.



Referendum	**Democracy**	**Electorate**	**Federal**
Bill	**Constitution**	**Law**	**Court**
Local	**House**	**Judge**	**Parliament**
Senate	**Senator**	**Council**	**Election**

Check my winning line

Reusable option: use counters, not permanent marks.

AUSTRALIAN CIVICS BINGO

Name: _____ Date: _____

Card 8

The caller reads a definition from the separate reference sheet. Mark the matching word. First complete row, column or diagonal wins; explain your four terms to check.



Ballot	**House**	**Election**	**State**
Law	**Parliament**	**Vote**	**Bill**
Referendum	**Senator**	**Constitution**	**Court**
Local	**Senate**	**Council**	**Democracy**

Check my winning line

Reusable option: use counters, not permanent marks.

CIVICS FOUR CORNERS

Name: _____ Date: _____

Place the A, B, C and D signs in four classroom corners. Read one question card at a time. Learners move to their answer, or point/use an A–D card from a seat.





A	**B**
C	**D**

How to check

Ask one learner to explain the chosen answer. The educator checks the separate answer sheet. Keep routes clear and offer the seated option.

FOUR CORNERS — QUESTION CARDS

Name: _____ Date: _____

1. Who usually manages council rubbish collection?

A. Federal

B. State/Territory

C. Local

D. Judiciary

2. Which House has senators?

A. Council

B. Senate

C. Court

D. Executive

3. What provides the federal framework?

A. Constitution

B. Local timetable

C. Bill list

D. Court diary

4. A referendum votes on what?

A. A sporting winner

B. A new council worker

C. Constitutional change

D. House candidates

FOUR CORNERS — QUESTION CARDS

Name: _____ Date: _____

5. Which role belongs to courts?

A. Campaigning

B. Voting on bills

C. Running a council library

D. Applying law in cases

6. Public schools are mainly managed by which level?

A. State/Territory

B. Federal

C. Local

D. Judiciary

7. Which is a proposed law?

A. Electorate

B. Bill

C. Jury

D. State

8. Which test is generally needed for a referendum?

A. Most territories only

B. One YES state

C. Double majority

D. Three YES states only

FOUR CORNERS — QUESTION CARDS

Name: _____ Date: _____

9. Where do territory votes count in the double-majority test?

A. State count only

B. Neither count

C. As extra states

D. National count

10. A national YES vote of exactly 50% is what?

A. Not a national majority

B. A national majority

C. Always a pass

D. Four states

11. Who represents a federal electorate in the House?

A. Judge

B. Member

C. Premier

D. Mayor

12. Who administers government programs?

A. Court

B. Jury

C. Executive

D. Witness

FOUR CORNERS — QUESTION CARDS

Name: _____ Date: _____

13. Who debates and passes legislation?

A. Witness

B. Public servant

C. Jury

D. Parliament

14. When did the Commonwealth begin?

A. 1 January 1901

B. 1 January 2001

C. 9 May 2000

D. 1 January 1801

15. After Federation, the former colonies became what?

A. Electorates

B. States

C. Courts

D. Local councils

16. What do House voters usually write in every candidate box?

A. YES only

B. A tick only

C. Consecutive preference numbers

D. A name only

FOUR CORNERS — QUESTION CARDS

Name: _____ Date: _____

17. Both Houses normally agree to what before Royal Assent?

A. Different texts

B. Any newspaper story

C. A jury verdict

D. Identical bill text

18. Which is civic participation?

A. Writing a reasoned letter to a representative

B. Hiding a ballot

C. Inventing a secret rule

D. Choosing a lunch flavour

19. Who must act lawfully under the rule of law?

A. Only children

B. Government as well as people

C. Only judges

D. Only voters

20. How many YES states are generally needed?

A. Two

B. Three

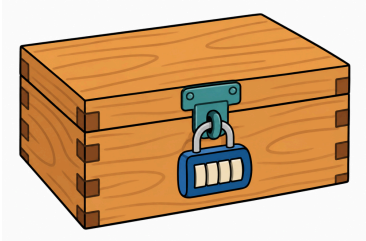
C. At least four of six

D. All territories only

AUSTRALIAN CIVICS ESCAPE CHALLENGE

Name: _____ Date: _____

OPEN THE PARLIAMENT BOX



Solve the five tasks on pages 2–6. Each gives one digit. Write the digits in puzzle order.

Team plan

Check your facts, show your working and agree on each digit. No guessing from the lock picture: the digits come from your answers.

What did we connect?

ESCAPE 1 — THREE LEVELS

Name: _____ Date: _____

Write F (Federal), S/T (State/Territory) or L (Local).







1. Council library ☐

2. Public school ☐

3. Defence ☐

Digit 1 = number of LOCAL answers.

Digit 1: ____

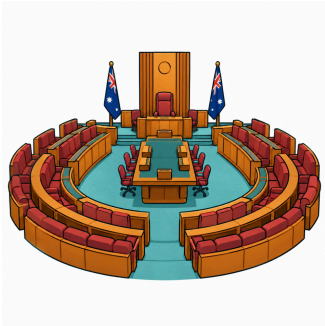
These examples show usual starting points. Funding and responsibilities can overlap. In the ACT, the territory government also handles local services.

ESCAPE 2 — HOUSE OR SENATE?

Name: _____ Date: _____

Write H for House or S for Senate beside each clue.





1. Members represent federal electorates. ☐

2. Senators represent states and territories. ☐

3. Government needs majority support here. ☐

4. This House is called the Senate. ☐

5. This House is the House of Representatives. ☐

Digit 2 = number of HOUSE answers.

Digit 2: ____

ESCAPE 3 — BILL TO LAW

Name: _____ Date: _____

Number the four broad successful stages 1–4.





1. Both Houses agree to identical bill text. ☐

2. A bill is introduced. ☐

3. The Governor-General gives Royal Assent. ☐

4. Parliament debates and considers the bill. ☐

Digit 3 = the stage number for Royal Assent.

Digit 3: ____

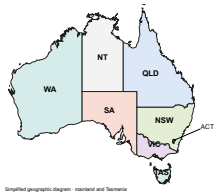
Successful simplified pathway only. Bills may be amended or rejected, some financial bills must start in the House, and an Act begins operating on its commencement date.

ESCAPE 4 — DOUBLE MAJORITY

Name: _____ Date: _____

Decide which fictional results pass the general double-majority test.

Proposal	National YES	YES states	PASS / NOT PASS
1	54%	4 / 6	_____
2	62%	2 / 6	_____
3	48%	4 / 6	_____
4	45%	2 / 6	_____
5	51%	4 / 6	_____



Six states:
NSW · VIC · QLD · SA · WA · TAS
ACT and NT: national count

Digit 4 = number of PASS results.

Digit 4: ____

Territory votes count in the national total, not as states. A state is YES only when more than half its voters vote YES. Some section 128 changes also need approval in each affected state; these general examples do not involve that extra rule.

ESCAPE 5 — SEPARATION OF POWERS

Name: _____ Date: _____

Write L (Legislature), E (Executive) or J (Judiciary).

1. Parliament debates a proposed law. ☐

2. A department administers a program under existing law. ☐

3. A court decides how a law applies to a case. ☐

4. Senators vote on a bill. ☐

5. A minister directs delivery of a government program. ☐

6. A judge hears evidence in a legal dispute. ☐

Digit 5 = number of JUDICIARY answers.

Digit 5: ____

Australia's separation of powers is not complete: ministers are also members of Parliament. Sort the action described, not every role a person may hold.

BUILD AUSTRALIA'S GOVERNMENT MAP

Name: _____ Date: _____

Fill sixteen blanks using page 2 labels. This concept map groups related ideas; it is not a complete organisation chart.

AUSTRALIAN DEMOCRACY

CONSTITUTION



Sets the federal framework.

Key word: _____

Branch 2: _____



_____

_____

Branch 3: _____



_____

_____

_____

Branch 4: _____



_____

_____

_____

Branch 5: _____



_____

_____

_____

Explain one connection between two branches.

GOVERNMENT MAP — MISSING LABELS

Name: _____ Date: _____

Copy labels into the blanks. Each label is used once. The Constitution heading is printed; repeat Constitution as its key word.

Local	**Law**	**Senate**
Constitution	**Elections**	**State/Territory**
House	**Electorates**	**Rule of law**
Parliament	**Representatives**	**Voting**
Bills	**Three levels of government**	**Courts**
Federal		

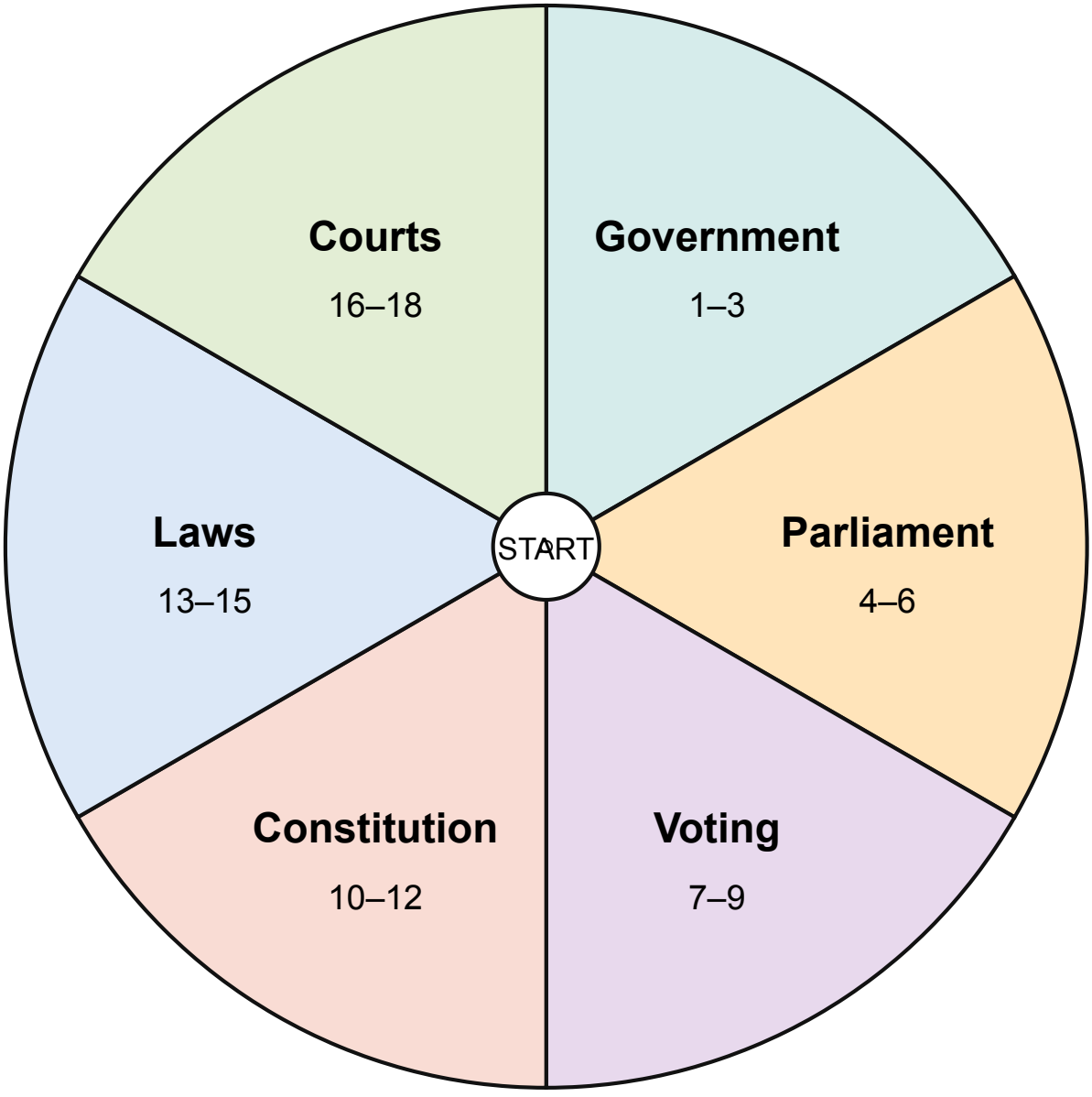
Check a connection

How do elections connect to representatives in Parliament?

CIVICS REVISION WHEEL

Name: _____ Date: _____

Cut around the outside circle, or leave it flat. Work around six sections. Each section points to three questions on pages 2–3.



Spinner option: place a paper arrow over the centre and attach a split pin with adult help. The pin is optional; a pencil can point to a section.

Turn-taking: answer one question, then rotate to another section.

REVISION WHEEL — QUESTIONS

Name: _____ Date: _____

Government

1. Who usually manages council rubbish collection?

_____

2. Public schools are mainly managed by which level?

_____

3. Name the national level.

_____

Parliament

4. Which House has senators?

_____

5. Name the other elected House.

_____

6. Who represents a federal electorate in the House?

_____

Voting

7. What do House voters usually write in every candidate box?

_____

8. What does an election choose?

_____

9. Who do senators represent?

_____

One question to explain aloud

REVISION WHEEL — QUESTIONS

Name: _____ Date: _____

Constitution

10. What provides the federal framework?

_____

11. A referendum votes on what?

_____

12. How many YES states are generally needed?

_____

Laws

13. Which is a proposed law?

_____

14. Both Houses normally agree to what before Royal Assent?

_____

15. Who gives Royal Assent to federal bills?

_____

Courts

16. Which role belongs to courts?

_____

17. Does every case use a jury?

_____

18. Who must act lawfully under the rule of law?

_____

One question to explain aloud

AUSTRALIAN CIVICS MINI QUIZ

Name: _____ Date: _____

Questions 1–7: circle one answer.

1. Who usually manages council rubbish collection?

○ A. Federal ○ B. State/Territory

○ C. Local ○ D. Judiciary

2. Which House has senators?

○ A. Council ○ B. Senate

○ C. Court ○ D. Executive

3. What provides the federal framework?

○ A. Constitution ○ B. Local timetable

○ C. Bill list ○ D. Court diary

4. A referendum votes on what?

○ A. A sporting winner ○ B. A new council worker

○ C. Constitutional change ○ D. House candidates

5. Which role belongs to courts?

○ A. Campaigning ○ B. Voting on bills

○ C. Running a council library ○ D. Applying law in cases

6. Public schools are mainly managed by which level?

○ A. State/Territory ○ B. Federal

○ C. Local ○ D. Judiciary

7. Which is a proposed law?

○ A. Electorate ○ B. Bill

○ C. Jury ○ D. State

MINI QUIZ — TRUE OR FALSE

Name: _____ Date: _____

Questions 8–13: write T or F. Fix any false statement.

1. The Commonwealth began on 1 January 1901. ☐

2. Territory votes count as two extra states in a referendum. ☐

3. The Senate is part of Parliament. ☐

4. The Constitution contains every Australian law. ☐

5. Courts apply and interpret law in cases. ☐

6. Only eligible voters can contribute to community life. ☐

Fix a false statement

MINI QUIZ — MATCH AND COMPLETE

Name: _____ Date: _____

14–18. Match items 1–5 below; these are quiz questions 14–18.

1. Constitution ☐	**A.** A vote on a proposed change to the Australian Constitution.
2. Parliament ☐	**B.** A rule recognised and applied in the legal system.
3. State ☐	**C.** The basic framework for Australia's federal system.
4. Referendum ☐	**D.** One of six parts of the federation with its own government.
5. Law ☐	**E.** The national institution that makes and changes federal laws.

19–22. Fill in the blank

Bill · Executive · four · YES

19. A proposed law is a _____.

20. The _____ administers government.

21. A referendum generally needs at least _____ YES states.

22. Approval on a referendum practice card is written _____.

MINI QUIZ — EXPLAIN

Name: _____ Date: _____

23. Name a lawful civic participation method a child could use, and explain how it helps.

24. Why does a national 60% YES vote with only two YES states not pass the general double-majority test?

25. Explain the difference between Parliament making law and a court applying law.





HOW DOES AUSTRALIAN DEMOCRACY WORK?

Name: _____ Date: _____

A3 capstone · Complete all 25 tasks. Use short answers. Fictional examples; print at actual size.

1. Three levels



1. Defence: _____
2. Public schools: _____
3. Council library: _____
4. One reason jobs can overlap:

_____

2. House or Senate?



5. Members represent electorates: _____
6. Senators represent states/territories: _____
7. Government needs majority support here: _____
8. Both Houses debate bills: T / F

3. Follow the vote



House-style fictional ranking:
1 Koala · 2 Wombat · 3 Platypus

9. Koala is excluded. Next continuing choice: _____
10. Koala and Wombat excluded. Next: _____
11. A majority of 20 votes needs at least ____.

4. Bill to law



Number 12–15 in order 1–4.

12. ____ Royal Assent
13. ____ Bill introduced
14. ____ Identical text agreed by both Houses
15. ____ Debate/consideration

5. Constitution



16. Framework or every law? _____
17. Constitutional-change vote: _____
18. Commonwealth began in what year? _____

6. Double majority



19. National 54% YES, four YES states: PASS / NOT PASS
20. National 62% YES, two YES states: PASS / NOT PASS
21. National 50% YES, six YES states: PASS / NOT PASS
22. Territory votes count nationally? YES / NO

7. Parliament, executive or courts?



23. Debates a bill: _____
24. Department administers a program: _____
25. Decides how law applies to a case: _____

Discuss: why does sharing power matter?

_____

Usual service responsibilities can overlap; ACT government also handles local services. Bill pathway is simplified and successful; commencement can be later. Double-majority examples use the general rule. Ministers also sit in Parliament.