LOCAL GOVERN MENT

Local Government

Teaching and Learning Unit

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**History
Festival**

BAY to
BIRDWOOD

Contents

About

This unit is part of a series of teaching resources developed by the History Trust of South Australia in collaboration with the Local Government Association of South Australia. It provides all the resources you need to explore local government with your class, including videos, posters, worksheets, editable templates and more. Whilst working through the lesson plans, your students will explore the history, role and unique responsibilities of local government. They will also experience an adapted version of an election and council meeting, giving them insight into the practicalities of local government. They can use this experience to help them as they work towards becoming active citizens in your school's local community. This unit is based on a class size of 25 to 30 students, however, you can adjust the numbers to better suit your needs if you have less or more students than this.

Unit structure

This unit of work is structured into six lessons. Each lesson builds towards the next and is guided by an inquiry-based learning pedagogy.
The lessons are:

Lesson one	Putting local government in context
Lesson two	Nominations and self-reflection
Lesson three	The election
Lesson four	Preparing for the meeting
Lesson five	The council meeting
Lesson six	Making your voices heard

Unit aims
For students to:

1 Discover the history, role and unique responsibilities of local government.

2 Experience the ways that a council functions in order to build a deep understanding of the processes of local government.

3 Consider, discuss and campaign on initiatives, issues and ideas that they are passionate about.

4 Apply their understanding of local government to effect change in their local community.

Resources Overview

The following resources are provided to support learning within this unit of work. Links are provided in each lesson and hard copies are found in the resource section of this unit.

Videos

- *What is local government?*
- *How do you vote in local government?*
- *How does local government work?*
- *How can you get involved in local government?*

Worksheets and templates

- *Personal statement*
- *Ballot paper*
- *Voting space guidelines*
- *Election formula*
- *Council agenda*
- *Motion on notice*
- *Deputation submission*
- *Staff submission*
- *Councillor's notes*
- *Minute-taking document*
- *Council meeting script*
- *Council meeting chamber diagram*

Posters

- *What is local government?*
- *Faces of local government*
- *How to get involved*

Assessment

- *Assessment task sheet and rubric* year 4
- *Assessment task sheet and rubric* year 5
- *Assessment task sheet and rubric* year 6

Other

- *Three levels of government* digital activity
- *Preparing election materials* website
- *Local Government* additional resources

https://education.history.sa.gov.au/resource/local-government/

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▶ Learning objectives and success criteria

Year	Learning objectives	Success criteria
4	To understand the role of local government, how councils operate, and the ways that members of the community can contribute to their local community.	**I can:** ▪ explain the history and function of local government ▪ describe the election process for council ▪ understand how a council functions and makes decisions ▪ describe how community members can be actively involved in local government ▪ propose actions to combat challenges in my classroom considering their possible flow-on effects ▪ demonstrate active citizenship in my local council.
5	To understand how the electoral process occurs at the local government level, how councils operate and the role and responsibilities of elected members. To comprehend how members of communities work together through local government to achieve civic goals.	**I can:** ▪ explain the history and function of local government ▪ describe the election process for council ▪ understand how a council functions and makes decisions ▪ describe how community members can work with their council to make changes ▪ explain the roles and responsibilities of elected members ▪ propose actions to combat challenges in my classroom and assess their possible flow-on effects ▪ demonstrate active citizenship in my local council.

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▶ Learning objectives and success criteria

Year	Learning objectives	Success criteria
6	To understand the role and responsibility of local government and how it differs from the other two levels of government in Australia. To learn about how citizens get involved through various processes (including elections) and how they can exercise their power to create change.	**I can:** ▪ explain the history and function of local government and understand why it is different from state and federal government ▪ describe the election process for council ▪ understand how a council functions and makes decisions ▪ explain how community members can work with their local council to make changes ▪ explain the roles and responsibilities of elected members ▪ propose actions to combat challenges in my classroom and assess their possible flow-on effects ▪ demonstrate active citizenship in my local council.

▶ Curriculum map

Year	Curriculum
4	**AC9HS4K08** - the roles of local government and how members of the community use and contribute to local services **AC9HS4S05** - draw conclusions based on analysis of information **AC9HS4S06** - propose actions or responses to an issue or challenge that consider possible effects of actions **AC9HS4S07** - present descriptions and explanations using ideas from sources and relevant subject-specific terms
5	**AC9HS5K06** - the key values and features of Australia's democracy, including elections, and the roles and responsibilities of elected representatives **AC9HS5K07** - how citizens (members of communities) with shared beliefs and values work together to achieve a civic goal **AC9HS5S05** - develop evidence-based conclusions **AC9HS5S06** - propose actions or responses to issues or challenges and use criteria to assess the possible effects **AC9HS5S07** - present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions
6	**AC9HS6K07** - the roles and responsibilities of the three levels of government in Australia **AC9HS6S05** - develop evidence-based conclusions **AC9HS6S06** - propose actions or responses to issues or challenges and use criteria to assess the possible effects **AC9HS6S07** - present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions

► Putting local government in context

1

Lesson one – single lesson

In this lesson, students will start by learning about the three levels of government. They will then dive deeper into the history and function of local government and the different roles within it.

Resources:
- *Three levels of government* website
- *What is local government?* video
- *Faces of local government* poster

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Introduction	Introduce the unit aims, learning objectives and success criteria (see pages 4, 6, 7). As a class, consider these discussion questions: • Have you heard of the three levels of government? What are they? • What does each level of government do? • How can people get involved in government at each level?
Activity One	To dive deeper into the idea of governmental responsibility, complete the *Three levels of government* activity. You can do this as a class or in small groups.
Activity Two	Watch the *What is local government?* video as a class, then investigate the following questions: • What is the role of local government? • What jobs are there in a government? Is this the same everywhere? • Why is South Australia significant in the history of local government?
Activity Three	As a class, get familiar with the roles within local government using the *Faces of local government* poster resource and considering these prompts: • What do you think the day-to-day tasks of each of these roles are? • What different powers and responsibilities does each role hold? • Who can be in these roles and how do they get there?
Conclusion	What's next? Next lesson you will work on your *Personal statement* and nominate which roles you are interested in taking on. Recap what has been learned today. Ask each student to tell you or write down one thing that they learned today as an exit ticket to solidify their understanding.

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▶ Nominations and self-reflection ⬤ 2

Lesson two – single lesson

In this lesson, students will learn more about the function of local government. They will nominate the area of local government they are interested in getting involved in and then reflect on the initiatives, issues or ideas they are passionate about.

> *https://education.history.sa.gov.au/resource/nominations-and-self-reflection/*

Resources:

- *How does local government work?* video
- *Faces of local government* poster
- *Personal statement* worksheet
- *Ballot paper* template
- *Preparing election materials* website

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Introduction	Introduce the tasks for today's lesson. Students will work on their *Personal statements* and re-explore the roles available in local government. This is also the first lesson where students can nominate to take on a government role.
Activity One	Watch the *How does local government work?* video and discuss the following: • Councillors and mayors have different roles in council meetings. Which would you prefer to be and why? • Council meetings are open to the public. Why is this important? • Many people are eligible to nominate for council. Do you think it is important to have a mix of different kinds of people as elected members? Does this improve the decisions a council makes? Why or why not?
Activity Two	Re-visit the roles in local government using the *Faces of local government* poster. Ask students to recap the roles and responsibilities of the community, the staff and elected members. Ask students to nominate themselves for the role(s) they are interested in. Record the names of the students against their preferred role(s). It will be important to have at least the same or more students nominating for each role as there are spaces available. • Councillors – 10 x roles available • Mayor – 1 x role available • Returning officers – 3 x roles available • Council staff – 6 x roles available The returning officers should be picked now as they will need time to prepare for their role in the upcoming election.

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Activity Three

Hand out the *Personal statement* worksheet and explain the various sections, guiding students with examples where necessary. Remind students that the topics they discuss could cause real change in their classroom. If the class is unsure about the "initiatives, issues and ideas", you could brainstorm together. Once students are ready, give them time to work on their worksheets.

During this time, returning officers should prepare ballot papers for the election. They will need to edit the template documents by typing the names of the nominees for mayor and the names of the nominees for councillor into the two separate ballot papers. Once complete, they can join the rest of the class working on their worksheets.

Extension Activity

Nominees for councillor and mayor may want the opportunity to create campaign materials to promote themselves and their chances of getting elected. You could provide them with time and materials to create and display these promotional materials ahead of the election in the next lesson. Take a look at the *Preparing election materials* website page for more guidance.

Conclusion

Reflect on the day's learning as a class. In the next lesson, you will be holding a mock election where the class will elect the councillors and the mayor.

Preparing Ahead

Before the next lesson, the ballot papers will need to be edited and printed and the room will need to be prepared according to the *Voting space guidelines*. Please factor in additional time to prepare.

The election

3

Lesson three – double lesson

In this lesson, students will take part in a vote to elect their council members. Returning officers will facilitate and tally the votes and, once complete, the students will meet their elected members.

Resources:

- *How do you vote in local government?* video
- *Mayor's ballot paper*, printed copy for each student
- *Councillor's ballot paper*, printed copy for each student
- *Voting space guidelines*
- *Election formula*

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Before the Lesson

There is some additional organising that needs to occur before this lesson:

- Prepare the ballot papers for both the councillor and the mayor's role by listing the names of the nominees for the role (returning officer's job).
- Print one of each of the ballot papers per student.
- Ensure a class list is available for the returning officers to tick off.
- Select a ballot box for collecting votes.
- Ready the voting space according to the *Voting space guidelines* (returning officer's job).
- Provide a computer to use for the voting tally.

Introduction

Begin today with some questions to get the class thinking about the voting process:

- What do you know about voting in Australia?
- Is there anything we do that is different from other countries?
- There are rules around who can/can't run in an election and who can/can't vote. Why do you think that is?

Discuss the difference between postal voting and in-person voting and clarify that typically council elections are conducted through the post.

Watch the *How do you vote in local government?* video to explore the processes and rules of elections further. Take time to answer any questions the students may have.

Activity One

Before voting begins, allow the candidates to introduce themselves, the role they are running for and the qualities that make them a suitable candidate.

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Activity Two

The Election:

1. All students, excluding returning officers, form a line outside of the classroom, ready to vote.

2. Returning officers welcome students one by one to the voting space, marking their names from the class list to ensure no double-ups.

3. The voters receive two voting slips, one for the candidates for mayor and one for candidates for councillor. When called upon, they enter the "booth", mark down their preferences and then exit, placing both of their slips into the ballot box container.

4. Once done, they return to their seats and continue with a quiet activity (such as their *Personal statement*) until the whole class has voted.

5. Once all students have voted, the returning officers then place their own votes.

6. The returning officers now count the votes and input them into the *Election formula*.

    While they do this, the class can work in small groups and brainstorm initiatives, issues and ideas to discuss in the upcoming council meeting or they can spend time completing their *Personal statements*.

Activity Three

Once the counting is complete, the returning officers provide the results to the CEO (teacher) who announces the names of the newly elected councillors and mayor.

The CEO (teacher) can now appoint the council staff roles out of the remaining students. This can be announced now or at the beginning of the next lesson. The CEO selects the:

- Governance Officer
- Manager of Finance
- Manager of Infrastructure and Environment
- Manager of Community Services
- Manager of Planning and Compliance
- Manager of Corporate

Conclusion

Reflect as a class on the process of the election. Was it different or similar to what they expected? Why?

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▶ # Preparing for the meeting

4

Lesson four - single lesson

In this lesson, students will prepare for the upcoming council meeting. The mayor, councillors, community members and staff all have roles to play that reflect the real work of local government in a way that is adapted to suit the classroom setting.

https://education.history.sa.gov.au/resource/preparing-for-the-meeting/

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Resources:

- *Faces of local government* poster
- *How does local government work?* video
- *Council agenda* template
- *Motion on notice* template
- *Deputation submission* template
- *Staff submission* template
- *Councillor's notes* template
- *Council meeting script* template

Introduction	Recap the roles within a council and how each person contributes using the *Faces of local government* poster.
	If you haven't yet assigned staff roles, do so now. The governance officer, as well as the managers of finance, infrastructure and environment, community services, planning and compliance and corporate, should be assigned to their roles.
Activity One	Watch the *How does local government work?* video to get more familiar with the day-to-day running of local government and how decisions are made.
	Class Discussion Brainstorm topics that could be discussed in the upcoming meeting. Once you have several topics brainstormed, vote on which topic(s) the class would most like to discuss. We recommend picking two final topics for discussion in the meeting. Select one councillor to champion each topic. Community members should also pick one topic to focus on for their contributions.
Activity Two	Distribute templates and worksheets and explain where the class must be at the close of the lesson (all submissions in, the meeting agenda set, and everyone clear on what/how they will contribute).

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Activity Two

Working individually or in relevant teams, students will now prepare for the meeting based on the chosen topics.

- The mayor meets with the community members to discuss their feelings on the meeting topics. They then spend time practising the *Council meeting script* to prepare for their role, chairing the meeting.

- The governance officer collates the agenda. The agenda should include the *Motions on notice, Staff submissions* and *Deputation submissions* that have been submitted by their classmates.

- All council members meet with the community members to discuss their feelings on the meeting topics and then individually prepare their arguments for discussion. The councillors championing the topics will also have to write a *Motion on notice* and submit it to the governance officer for inclusion in the agenda.

- Community members (and returning officers) take time to discuss their views and opinions with the councillors and mayor. They also write *Deputations submission* on their chosen topic and submit these to the governance officer for inclusion in the agenda.

- Staff spend time researching the logistics of the *Motions on notice* based on their area of expertise. They provide their recommendations to the governance officer within the *Staff submission* template and must be ready to present their findings in the meeting if they are called upon.

Conclusion

When the lesson is almost concluded, reconvene to discuss where the class is at ahead of the council meeting and to answer questions about how the following lesson will run. All submissions must now be provided to the governance officer who may need a small amount of additional time to include any last-minute submissions.

Preparing Ahead

Before the next lesson, the meeting agenda should be printed and displayed in the room for students to access. You will also need to support the students in:

- printing their scripts, notes and speeches.
- setting up the council chamber (council staff's role).
- preparing to record the meeting minutes. This could be done by providing a computer with the *Minute taking document* (governance officer's role).

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The council meeting

Lesson five – double lesson

In this lesson, students will take part in a mock council meeting. Each student will have an opportunity to contribute in some way: the mayor will run the meeting, the governance officer will record the minutes, the community members will give deputations, the councillors will discuss and vote on the agenda issues, and the staff will contribute their documented findings.

https://education.history.sa.gov.au/resource/the-council-meeting/

SCAN CODE

Resources:

- *Council meeting script* template
- *Minute-taking document* template
- *Council meeting chamber diagram* template
- *Faces of local government* poster

Before the Lesson

Prepare the following ahead of this lesson:

- Print the meeting agenda and display it in the room for students to access.
- Print scripts, notes and speeches.
- Provide time for the council staff to set up the room using the *Council meeting chamber* diagram.
- Ensure the governance officer is provided with a way of recording the meeting minutes, such as the *Minute taking document* template.
- You may choose to provide students with name tags to show their council role.

Introduction

Establish the expectations for the council meeting and ensure each student understands their role and its responsibilities and boundaries. Use the *Faces of local government* poster to support this conversation.

Activity

In the "council meeting chamber", ask the class to be seated in the public area, the staff to sit in the staff seats and the councillors and mayor to stand at the doorway, ready to walk in. Invite the elected members in to take their seats. The council meeting is led by the mayor, following the prepared script. The governance officer records the notes and the students participate when indicated by the mayor.

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Conclusion

Once the meeting is concluded, pack up the room and then come together as a class to reflect on the experience. Did everyone feel empowered? Were students happy with the decision-making process? Would they want to be in a different role if you were to do it again?

Let students know that in the next lesson they will take time to get active in local government. They should start thinking about the initiatives, issues or ideas they would like brought to their council's notice ahead of that lesson.

▶ Making your voices heard

Lesson six – double lesson

In this lesson, students will take time to reflect on their learning before getting active in their local community. You can finish the unit at the close of this lesson, completing the work assessment with the provided rubrics and providing feedback. However, if you choose, you could apply some of the suggested next steps to carry on active citizenship in your classroom.

https://education.history.sa.gov.au/resource/making-your-voices-heard/

SCAN CODE

Resources:

- *How can you get involved in local government?* video
- *How to get involved* poster
- *Deputation submission* template
- *Assessment task sheet and rubric*
- *Universal Design for Learning* principles

Introduction	Begin this lesson with a whole class reflection on the unit of work thus far. ▪ What has been the biggest area of learning? ▪ How do the students feel about getting involved in local government?
Activity One	Watch the *How can you get involved in local government?* video and discuss any questions that students have. Alternatively, you can use the *How to get involved* poster to prompt this conversation.
Activity Two	**Get informed** Take time to get informed about the council area your school is in. As a class or in small groups find out and discuss the following: ▪ Where is our local council chamber, what is our local council called and what suburb areas does it include? ▪ Who are the local elected members? What are they focused on? ▪ What agenda items or motions on notice are being discussed in the next council meeting?

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Activity Three

Make your voice heard

Students can now take the time to apply all they have learned to get active in local government. As this work will act as their assessment piece, discuss the marking rubric and expectations together as a class. We recommend this be a choice-based assessment, informed by the *Universal Design for Learning principles*. For example, students could undertake one of the following:

- Write a formal letter or email to an elected member identifying an initiative, issue or idea for their local community.
- Research one of the upcoming agenda items or motions on notice and plan and write a deputation addressing their opinions on the issue.
- Create a resource, such as a short video, teaching other young people about local government and how to get involved.

Conclusion

Collect the students' work before coming together to reflect on the overall learning experience as a class. Prompt students to reflect on their ability to create change in their community by getting involved in local government.

Next steps

There are many ways that you can continue your learning in class time. These could include:

- continuing to hold regular class council meetings
- taking an excursion to tour your local council
- inviting a council member to visit your class.

As well as this, you could encourage interested students to get involved in the council outside of class time. They might be interested in the following:

- attending a council meeting with their family
- getting involved in local community events
- finding out about their local Youth Advisory Panel and, if one exists, applying to join it.

Resources

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Personal statement

Name: _____

Roles

Which roles are you interested in:

- ☐ Elected Council Member
    - ☐ Mayor
    - Councillor

- Council Staff
    - ☐ Governance Officer
    - ☐ Manager of Finance
    - ☐ Manager of Infrastructure and Environment
    - ☐ Manager of Community Services
    - ☐ Manager of Planning and Compliance
    - ☐ Manager of Corporate

- ☐ Electoral Commission
    - ☐ Returning Officer

- ☐ Community Member

Why are you interested in this role/these roles?

_____

_____

_____

_____

_____

What changes would you like to see in your school life or in your classroom? Why do you think these changes should happen?

_____

_____

_____

_____

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What other ideas, issues or initiatives are you passionate about?

_____

_____

_____

_____

_____

Write a personal statement explaining who you are, what you care about and the reasons why you would make a good council member.

_____

_____

_____

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_____

Apply for one of the council staff roles by explaining why you would be good at the role in dot points or a paragraph.

_____

_____

_____

_____

_____

_____

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Editable template available online!

BALLOT PAPER

COUNCIL OF <insert council name>
ELECTION OF THE TEN COUNCILLORS

DIRECTIONS

You must vote for at least ten candidates by placing the numbers 1-10 in the squares opposite the names of the candidates of your choice.

You vote for any other candidates by placing continuing numbers in the remaining squares. After voting, fold the ballot paper and place it in the ballot box.

CANDIDATES

☐ LAST NAME, first name

☐ LAST NAME, first name

☐ LAST NAME, first name

☐ LAST NAME, first name

☐ LAST NAME, first name

☐ LAST NAME, first name

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Editable template available online!

BALLOT PAPER

COUNCIL OF <insert council name>
ELECTION OF THE MAYOR

DIRECTIONS

You must vote for at least one candidate by placing the number 1 in the square opposite the name of the candidate of your choice.

You vote for any other candidates by placing continuing numbers in the remaining squares.

After voting, fold the ballot paper and place it in the ballot box.

CANDIDATES

☐ LAST NAME, first name

☐ LAST NAME, first name

☐ LAST NAME, first name

☐ LAST NAME, first name

☐ LAST NAME, first name

☐ LAST NAME, first name

☐ LAST NAME, first name

☐ LAST NAME, first name

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Voting space guidelines

Each voting space may have slight differences in how they are laid out. Follow this guide to help you arrange your classroom in the style of an electoral voting location. Be sure to include:

- a welcome desk where students are marked off the role and receive their ballot papers and writing implements
- voting booths where students can individually write down their votes onto their ballots
- a ballot box to collect the votes in.

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Council agenda template

Key information
Council name:
Mayor:
Councillors:

Schedule of meeting
Time:
Venue: The Council Chamber, ...

Index
1. Meeting procedure
2. Motions on notice
3. Staff reports
4. Deputations

Meeting agenda
1. Opening meeting
2. Acknowledgement of Country
3. Council commitments
4. Welcome and apologies
5. Item one
6. Deputations
7. Item recommendation
8. Staff reports (if called upon)
9. Decision
10. Item two
11. Deputations
12. Item recommendation
13. Staff reports (if called upon)
14. Decision
15. Conclusion of the meeting

Motions on notice
Please list and include any motions on notice submitted by councillors.

Staff reports
Please list and include any reports submitted by staff.

Deputations
Please list the community members who will be giving deputations.

Editable template available online!

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Motion on notice

Name:

Topic

Write a short, clear description of the motion on notice that will be discussed.

Key points

Write the key points you want to make on the topic. Is there an initiative you are suggesting, an issue that needs to be solved or an idea for this topic that you want the council to discuss with you?

1.

2.

3.

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Deputation submission

Name:

Topic:

Research

Research and discover more information about your topic. Use the space below to take notes.

Key points

Using the new information, you have discovered, prepare for your deputation by writing key points you want to make on the topic.

1.

2.

3.

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Is there an initiative, issue or idea in that topic that you want the council to consider?

_____

_____

_____

Deputation

Now, write out your deputation in full to prepare what you would like to say. You can write this as paragraphs or as dot points. You will use this as your prompt during your deputation.

_____

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Staff submission

Name: _____

 Job title: _____

Motion on notice one

Topic: _____

Research

Research this topic based on your council staff role. Find evidence from at least three sources that are relevant to the topic. These could be websites, books or other forms of information.

Source one

Source name: _____

Key information:

Source two

Source name: _____

Key information:

Source three

Source name: _____

Key information:

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Evidence-based recommendations

Based on your research and sources, make three recommendations about how this motion on notice could realistically be addressed in your classroom.

1. _____

_____

_____

_____

_____

2. _____

_____

_____

_____

3. _____

_____

_____

_____

Motion on notice two

Topic: _____

Research

Research this topic based on your council staff role. Find evidence from at least three sources that are relevant to the topic. These could be websites, books or other forms of information.

Source one

Source name: _____

Key information:

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Source two

Source name: _____

Key information:

Source three

Source name: _____

Key information:

Evidence-based recommendations

Based on your research and sources, make three recommendations about how this motion on notice could realistically be addressed in your classroom.
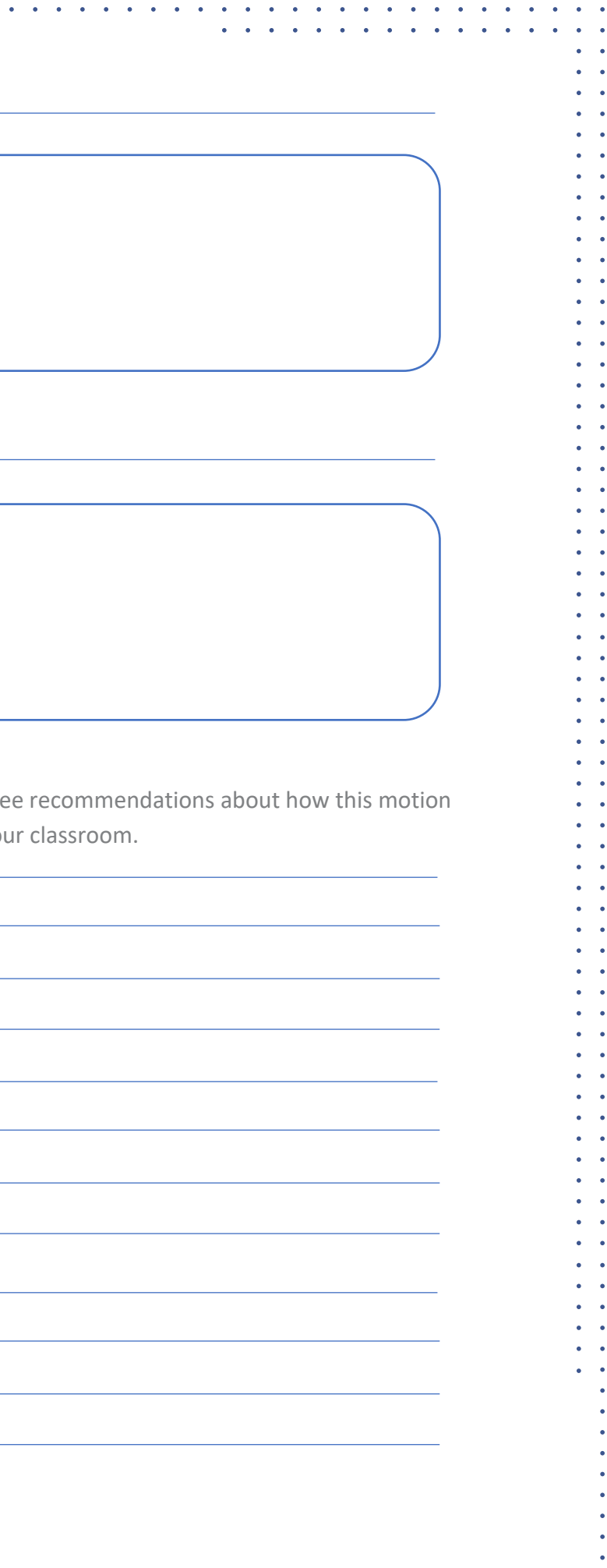
1. _____

_____

_____

_____

2. _____

_____

_____

_____

3. _____

_____

_____

_____

Councillor's notes

Name: _____

Topic one
Topic: _____

Research
Research and discover more information about your topic. Use the space below to take notes.

Community consultation
Take time to meet with 3 to 5 community members to discuss their concerns and ideas. Take notes on those conversations below to help you form your key points to discuss in the council meeting.

1._____

_____

_____

_____

2._____

_____

_____

_____

3._____

_____

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_____

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Key points

Using the new information, you have discovered, prepare for your contributions by writing key points you want to make on the topic.

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

Topic two

Topic: _____

Research

Research and discover more information about your topic. Use the space below to take notes.

Community consultation

Take time to meet with 3 to 5 community members to discuss their concerns and ideas.
Take notes on those conversations below to help you form your key points to discuss in the council meeting.

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1.

2.

3.

Key points

Using the new information, you have discovered, prepare for your contributions by writing key points you want to make on the topic.

1.

2.

3.

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Minute-taking document template

Minute-taking is the act of recording what occurred in a conversation. You can use the template below to help you record the name and/or role of the speaker and the key information they shared.

Speaker	Key information

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Council meeting script

This script helps to describe the flow and necessary parts of a council meeting. It is suggested that the *Introduction of the meeting* and *Conclusion of the meeting* are followed according to the script. The *Motions on notice discussion* has some options provided to help guide the conversation. You can flow between these options. It is recommended that a copy of the meeting script is provided to all the speaking members of the meeting (mayor, councillors, deputees and staff).

Introduction of the meeting

The mayor and the councillors walk in while community members and council staff are seated in their assigned areas.

Mayor: We begin today by acknowledging the <insert name> people, Traditional Custodians of the land on which we meet today. We pay our respects to their Elders, past and present, and we extend that respect to Aboriginal and Torres Strait Islander peoples here today.

Mayor: The council is committed to <insert classroom or school commitments>.

Everyone sits.

Mayor: Welcome to our elected officials, council staff and community members. I now declare the meeting open.

Motions on notice discussion

Mayor: We are moving to the <insert motion number> motion; we will begin by hearing deputations for this motion. This deputation is from <insert deputee name>.

Deputee: *Given 2 minutes to present their perspective on the upcoming item.*

Repeat for any other deputees discussing this topic.

Mayor: The first motion today is introduced by <insert councillor's name>. The motion name is <insert name>. Thankyou <insert councillor's name>, do you want to speak to the motion?

Councillor: *Introduces the motion.*

Mayor: Thank you, councillor. Seeking a seconder. *Hands raised by councillors who agree with the motion.*

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Option 1: *If there are councillors with raised hands.*

> **Mayor***: Picks one of the councillors with hand raised.* Thankyou <insert councillor name>. Do you want to speak to the motion?

> **Councillor:** *Speaks to the motion.*

Option 2: *If there are no councillors with raised hands.*

> **Mayor:** The motion is lapse for want of a seconder. *The mayor then begins the discussion of any other motions on notice or, if none are left to discuss, skips to the conclusion of the meeting.*

Mayor: Does any other member want to speak to the motion? *Hands raised.*

Option 1: *If hands are raised, the mayor picks a councillor to talk to the topic.*

> **Councillor:** Thank you, mayor.

> > **Option 1:** *Speaks to the motion.*

> > **Option 2:** *Asks for clarification. For instance:* I would like to seek clarification on <insert question>.

> > > **Mayor:** *Responds to the councillor.*

> > > > **Option 1:** *If the councillor has spoken to the motion.*

> > > > > **Mayor:** Thank you for your commentary, councillor. Does any other member want to speak to the recommendations? *Hands raised.*

> > > > **Option 2:** *If the councillor has asked a question.*

> > > > > **Mayor:** Thank you for your question, councillor. I will direct this question to <insert staff member or CEO> for clarification.

> > > > > **Staff member/CEO:** *Clarifies.*

> > > > > **Mayor:** Does this clarify your concern <insert councillor name>?

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Councillor: Thank you, mayor. *Councillor can make a point based on clarification.*

Option 2: *If there are no hands raised, the mayor skips to the "vote" section of the script.*

Mayor: Any more questions or comments? *Hands raised.*

Option 1: *If hands are raised, the mayor picks a councillor to talk to the topic.*

Option 2: *If there are no hands raised, the mayor performs the vote.*

Mayor: If there are no further comments or questions, we are ready to take a vote. All in favour of <insert motion on notice name>? *Hands raised.*

Option 1: *If a majority of the councillors raise their hands.*

Mayor: The motion is carried

Option 2: *If less than a majority raise their hands.*

Mayor: The motion is lost.

Repeat the "discussion" part of the script for any additional motions on notice.
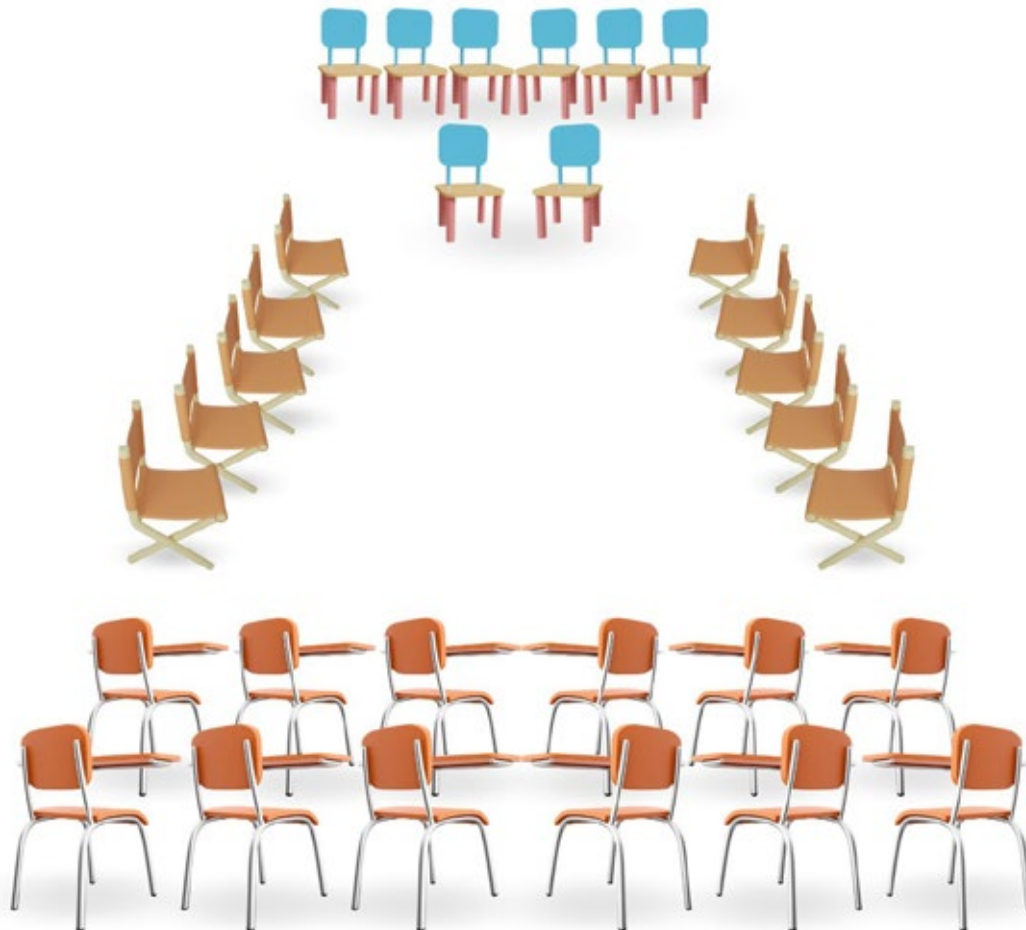
Conclusion of the Meeting
Once all motions on notice have been discussed and voted upon, the mayor can call a close to the meeting.

Mayor: That brings us to the conclusion of our meeting. Thank you for your contributions. The minutes will be available soon, once the governance officer has completed them.

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Council meeting chamber diagram

Each council's meeting chamber is laid out slightly differently. Follow this guide to help you arrange your classroom in a council meeting style including places for the elected members, staff and community. Be sure to:

- Place the CEO and the mayor at the head of the room.
- Seat the council staff and the governance officer behind the CEO and mayor.
- Arrange the councillors facing each other in front of the CEO and mayor.
- Seat the community members and returning officers facing the CEO and the mayor.

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Make your voice heard!

Year 4 assessment

Task description

It's time to apply all you have learned and get active in local government. This is your opportunity to demonstrate your knowledge, understanding, concluding, and decision-making and communication skills. This task challenges you to apply these skills and this knowledge in a way that gets you active in your local council or community.

You could communicate your work through one of the following or negotiate another method with your teacher:

- Letter or email
- Deputation
- Short film or video
- Visual presentation
- Speech
- Poster
- Report

For example:

- Write a formal letter or email to an elected member. In the letter, pick an initiative, issue or idea for your local community and present it to them, showing evidence of your research.
- Learn more about one of the upcoming agenda items at your local council. Research the topic and, based on your findings, form your opinion and write a deputation about the agenda item. You might even be able to submit this to be presented at the next council meeting.
- Create a short video or poster that teaches other young people about local government and how to get involved.
- Research a local initiative and write a report on its impact and potential to submit to council. Make sure to consider how the initiative is impacting the community and how it might be changed or improved.

All work must be accompanied by a written description demonstrating your research and intentions. This is where you can demonstrate how you have applied your knowledge, understanding, concluding and decision-making skills.

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Assessment rubric - Year 4

	Working above	Working at	Working towards
Knowledge and understanding	Demonstrates a high level of understanding of: • the work of local government and the roles within it • the abilities and/or limitations of the community in contributing to local government • the local services available in the community (AC9HS4K08).	Demonstrates an understanding of: • the work of local government and the roles within it • the abilities and/or limitations of the community in contributing to local government • the local services available in the community (AC9HS4K08).	Demonstrates a limited understanding of: • the work of local government and the roles within it • the abilities and/or limitations of the community in contributing to local government • the local services available in the community (AC9HS4K08).
Concluding and decision-making	Demonstrates having drawn thoughtfully considered conclusions on local issues based on evidence, research and sources from more than 3 reputable locations (AC9HS4S05). Presents one or more proposed actions or responses to an identified issue or challenge. This response considers the possible effects of such actions (AC9HS4S06).	Demonstrates having drawn conclusions on local issues based on evidence and/or sources from 1-3 reputable locations (AC9HS4S05). Presents a proposed action or response to an identified issue or challenge. This response shows some consideration of the possible effects of such actions (AC9HS4S06).	Struggles to demonstrate having drawn conclusions on local issues based on evidence and/or sources (AC9HS4S05). There is little evidence of proposed action or response to an identified issue or challenge. This response does not show consideration of the possible effects of actions (AC9HS4S06).
Communicating	The work is constructed well, demonstrates a high level of creativity and is presented in an effective tone for the target audience. Punctuation and grammar are of a high standard. Vocabulary is well chosen, and spelling is almost entirely correct.	The work is constructed appropriately, demonstrates creativity and is presented in a suitable tone for the target audience. Punctuation and grammar are satisfactory. Appropriate vocabulary has generally been used and most words are spelt correctly.	The work is not constructed appropriately, demonstrates little creativity and is not presented in a suitable tone for the target audience. Punctuation and grammar are not satisfactory. Appropriate vocabulary has not been used and many words are spelt incorrectly.
Feedback			

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Make your voice heard!

Year 5 assessment

Task description

It's time to apply all you have learned and get active in local government. This is your opportunity to demonstrate your knowledge, understanding, concluding, and decision-making and communication skills. This task challenges you to apply these skills and this knowledge in a way that gets you active in your local council or community.

You could communicate your work through one of the following or negotiate another method with your teacher:

- Letter or email
- Deputation
- Short film or video
- Visual presentation
- Speech
- Poster
- Report

For example:

- Write a formal letter or email to an elected member. In the letter, pick an initiative, issue or idea for your local community and present it to them, showing evidence of your research.
- Learn more about one of the upcoming agenda items at your local council. Research the topic and, based on your findings, form your opinion and write a deputation about the agenda item. You might even be able to submit this to be presented at the next council meeting.
- Create a short video or poster that teaches other young people about local government and how to get involved.
- Research a local initiative and write a report on its impact and potential to submit to council. Make sure to consider how the initiative is impacting the community and how it might be changed or improved.

All work must be accompanied by a written description demonstrating your research and intentions. This is where you can demonstrate how you have applied your knowledge, understanding, concluding and decision-making skills.

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Assessment rubric - Year 5

	Working above	Working at	Working towards
Knowledge and understanding	Demonstrates a high level of understanding of: • the process and function of elections at the local government level • the role and responsibilities of elected representatives • the abilities and/or limitations of community members to achieving civic goals (AC9HS5K06, AC9HS5K07).	Demonstrates an understanding of: • the process and function of elections at the local government level • the role and responsibilities of elected representatives • the abilities and/or limitations of community members to achieving civic goals (AC9HS5K06, AC9HS5K07).	Demonstrates a limited understanding of: • the process and function of elections at the local government level • the role and responsibilities of elected representatives • the abilities and/or limitations of community members to achieving civic goals (AC9HS5K06, AC9HS5K07).
Concluding and decision-making	Clearly demonstrates having drawn conclusions on local issues based on evidence and sources from 3-5 reputable locations (AC9HS5S05). Presents proposed actions and responses to identified issues or challenges. This response shows clear evidence of an assessment of the possible effects of such actions (AC9HS5S06).	Has drawn conclusions on local issues based on evidence and sources from up to 3 reputable locations (AC9HS5S05). Presents a proposed action or response to an identified issue or challenge. This response shows some evidence of an assessment of the possible effects of such actions (AC9HS5S06).	Does not appear to have drawn conclusions on issues based on evidence and sources or the conclusion is based on unreputable source locations (AC9HS5S05). Does not present a proposed action or this response does present an action, but it does not show any assessment of the possible effects of such actions (AC9HS5S06).
Communicating	The work is well constructed, demonstrates high levels of creativity and is presented in an effective tone for the target audience (AC9HS5S07). Punctuation and grammar are of a high standard. Vocabulary is well chosen, and spelling is almost entirely correct.	The work is constructed appropriately, demonstrates creativity and is presented in a suitable tone for the target audience (AC9HS5S07). Punctuation and grammar are satisfactory. Appropriate vocabulary has been used and most words are spelt correctly.	The work is not constructed appropriately, demonstrates little creativity and is not presented in a suitable tone for the target audience (AC9HS5S07). Punctuation and grammar are not satisfactory. Appropriate vocabulary has not been used and many words are spelt incorrectly.
Feedback			

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Make your voice heard!

Year 6 assessment

Task description

It's time to apply all you have learned and get active in local government. This is your opportunity to demonstrate your knowledge, understanding, concluding, and decision-making and communication skills. This task challenges you to apply these skills and this knowledge in a way that gets you active in your local council or community.

You could communicate your work through one of the following or negotiate another method with your teacher:

- Letter or email
- Deputation
- Short film or video
- Visual presentation
- Speech
- Poster
- Report

For example:

- Write a formal letter or email to an elected member. In the letter, pick an initiative, issue or idea for your local community and present it to them, showing evidence of your research.
- Learn more about one of the upcoming agenda items at your local council. Research the topic and, based on your findings, form your opinion and write a deputation about the agenda item. You might even be able to submit this to be presented at the next council meeting.
- Create a short video or poster that teaches other young people about local government and how to get involved.
- Research a local initiative and write a report on its impact and potential to submit to council. Make sure to consider how the initiative is impacting the community and how it might be changed or improved.

All work must be accompanied by a written description demonstrating your research and intentions. This is where you can demonstrate how you have applied your knowledge, understanding, concluding and decision-making skills.

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Assessment rubric - Year 6

	Working above	Working at	Working towards
Knowledge and understanding	Demonstrates a high level of understanding of: • the different role and responsibilities of local government to the other 2 levels of government • the role and responsibilities of elected representatives • the abilities and/or limitations of community members to achieving civic goals (AC9HS6K07).	Demonstrates an understanding of: • the different role and responsibilities of local government to the other 2 levels of government • the role and responsibilities of elected representatives • the abilities and/or limitations of community members to achieving civic goals (AC9HS6K07).	Demonstrates a limited understanding of: • the different role and responsibilities of local government to the other 2 levels of government • the role and responsibilities of elected representatives • the abilities and/or limitations of community members to achieving civic goals (AC9HS6K07).
Concluding and decision-making	Clearly demonstrates having drawn conclusions based on evidence and sources from more than 5 reputable locations (AC9HS6S05). Presents proposed actions and responses to identified issues or challenges. This response shows clear evidence of an assessment of the possible effects of such actions (AC9HS6S06).	Demonstrates having drawn conclusions based on evidence and sources from 3-5 reputable locations (AC9HS6S05). Presents an action in response to an identified issue or challenge. This response shows some evidence of an assessment of the possible effects of such actions (AC9HS6S06).	Does not demonstrate having drawn conclusions based on evidence or conclusion is based on less than 3 reputable source locations (AC9HS6S05). Presents an action in response to an identified issue or challenge. This response shows some evidence of an assessment of the possible effects of such actions (AC9HS6S06).
Communicating	The work is well constructed, shows evidence of research backing, demonstrates high levels of creativity and is presented in an effective tone for the target audience (AC9HS6S07). Punctuation and grammar are of a high standard. Vocabulary is well chosen, and spelling is almost entirely correct.	The work is constructed appropriately, shows some evidence of research backing, demonstrates creativity and is presented in a suitable tone for the target audience (AC9HS6S07). Punctuation and grammar are satisfactory. Appropriate vocabulary has been used and most words are spelt correctly.	The work is not constructed appropriately, demonstrates little creativity, does not show any evidence of research backing, and is not presented in a suitable tone for the target audience (AC9HS6S07). Punctuation and grammar are not satisfactory. Appropriate vocabulary has not been used and many words are spelt incorrectly.
Feedback			

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