**Dane Williams**

**Year 10 – PAL Taster Lesson**

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| **Date:**  TBD | **Class/Group:**  Year 10 HASS | | | **Time: Various**  **Room: Various** | |
| **Topic:** PAL Taster Lesson | | | | | |
| **Outcomes:**   1. Students to gain an understanding of Year 11 PAL | | | | | |
| **Specific Objectives/Learning Goals:**   1. Students can define ‘law’ 2. Students can identify the functions of a law 3. Students can apply the functions of law to an argument 4. Students can identify ‘effective laws’ 5. Students can identify and research legal databases to investigate content 6. Students can list the four major systems of law utilized globally 7. Students can explain the development of common law 8. Students can analyse historic laws utilising modern concepts | | | | | |
| **Prior Learning:**  Yr 9 S&E Government | | | **Resources/Materials required:**   1. White Board 2. Whiteboard markers 3. Thumbdrive with PPT and Video | | |
| **Lesson Steps** | | | | | |
| **Time:** | | **Procedure** | | | **Comment** |
| *3 min*  *3 min*  *3 min*  *1 min*  *5 min for all 3*  *10 min*  *10 min*  *5 min*  *5 min*  *10 min* | | **Pre-Lesson**  Locate WB markers.  Set up projector and computer  Confirm internet connection  Have computer programs ready to run  *ROLL CALL. DAILY NOTICES.*  ***Run PowerPoint***  **Introduction/Class Discussion**  *Hobbes Quote.*  *- Do students agree?*  **Next Slide - Class Discussion**  *Play video: Top 10 weird Laws*  **Next Slide - Class Discussion: What is a Law?**  **Next Slide - Overview on Sources of Law**  **Next Slide - Overview development of Laws**  **Next Slide - Have student’s google website on Hammurabi’s Code.** *- Students to explore as appropriate - Do you think these laws reflect the functions of laws on the table?*  **Next Slide - Development of Laws (speed through)**  **Next Slide - Functions of Laws**  **Next Slide - The home is no place to give birth**  Class discussion/discourse: Should this be legislated upon?  *Ask question: would legislating on this be effective?*  Ask students how the functions of law apply to this letter..  -Promotes and represents community values  -Provides socially acceptable structure for the creation, enforcement and alteration of laws  -Regulates and controls human activities  -Provides clear guidelines for socially acceptable behaviour  -To protect people against behaviour that removes their freedoms  -To provide dispute resolution  -To foster social cohesion and respect  *Eg. Whose values would be represented? Would this foster social cohesion? Whose rights should be protected – mother or child?, If there was a birth mishap at a home birth should the child have a claim against the mother?*  **Next Slide - Criminal Code**  *Students to continue to SLP an investigate the Criminal Code.*  *Eventually prompt students to code 557I – Bodyarmour.*  *Ask students to evaluate this. Provide 2 minutes for self/peer reflection. Class talk.*  **Feedback and Focus/Conclusion.**  *Today you have learnt about the history of laws, the functions of law and what makes an effective law.* Discuss any salient points.  Ask questions:  -Define a law  -Name the functions of a law  -What makes an ‘effective law’ | | |  |
| **Evaluation of Student Learning:** | | | | | |
| **Self-Evaluation/Reflection:** | | | | | |

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| Questions for analysing | Question for evaluating |
| What are some or the problems of...?  Can you distinguish between...?  What were some of the motives behind..?  What was the turning point?  What was the problem with...? | Is there a better solution to...?  Judge the value of... What do you think about...?  Can you defend your position about...?  Do you think...is a good or bad thing?  How would you have handled...?  What changes to.. would you recommend?  Do you believe...?  How would you feel if. ..?  How effective are. ..?  What are the consequences..?  What influence will....have on our lives?  What are the pros and cons of....?  Why is ....of value? |