



Civics Rap

Teaching Guide



Civics Rap invites learners to sing and rap, dialogue and dance about key personal, legal and political issues while developing our language and artistic capacities. It helps us be active and informed, committed to our rights and responsibilities, and empowered to make good choices.

Catchy songs, raps and dance moves, embed key information and skills which are reinforced, layered and expanded through deep dialogue, analysis and language, activities.

Civics Rap can be integrated into civics, legal studies, English, music, drama and humanities teaching in schools, and into broader community education.

Teaching Guide

Learning design and activities, key message snapshots, assessments, online quizzes, links to power-points, videos and audio of info raps and dances,

Workbook Modules

Workbooks in pdf for live and online use with fillable fields for responses to dialogue questions, language activities and key message snapshots. plus songs, music videos, raps and extra resources online. Answer books are available at education@rails.org.au

Songs and Raps

Recordings and videos of original songs about everyday law and civics in Australia from RAILS 'Folk Law' music album.

Recordings of original raps that embed key messages and helpline contact details

Songbooks

Playing songs: Music charts, lyrics, chords for ukulele and guitar and overview of the musical genres of the civics songs.

Song writing: Overview of music basics, song writing, music production and the musical structure of the civics songs.

Dance

Dance moves for key songs and raps in written script and video.

Created by RAILS based on years of legal education work with diverse communities.

Graphic Design - Liveworm Studio, Griffith University.

Funded in part by the Australian government

Acknowledgements at www.rails.org.au/education/civics-education

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www.rails.org.au education@rails.org.au



RAILS

Refugee and Immigration
Legal Service

Learning Design

The course explores decision-making about civics issues and aims to build a **deeper understanding of ourselves and our connection to each other and the environment.**

We learn greater connection to society through understanding of Australian government and everyday laws and values. We build **resilience and skills** to manage conflict, assert legal rights and accept our responsibilities.

As we connect with and embed **key civics messages**, we build resilience and integration, and the capacity to participate more fairly in society. And contribute.

The course **uses all modes of learning** - seeing, hearing, doing:

- Reading, writing, speaking
- Singing
- Rapping and poetry
- Discussion / dialogue.
- Analysis and reflection/ synthesis
- Role plays, story-telling and drama Vocabulary
- Dance and gesture .

All learnings evolve within a context of **developing music, rhythm and poetry (Rap) and dance skills.** The course encourages people to learn guitar, ukulele, rhythm, song writing and dance moves while taking in core civics messages.

Learners can rap, sing and dance key messages through creating 'air bands', body sculptures, gestures, moves and performances. These can be put on **video for live or remote assessment and to spread the messages.**

Key information and activities about Australian civics, law and language are presented in **stand alone modules** which can be presented live or online. The Modules hyperlink to videos and audio of **key info songs and raps and dances.**

The Teaching Guide provides lesson overviews, **key message snapshots**, online quizzes and assessments. Template answers to all the Modules are available, along with power-points for each Module.

Each Module has a 'Rap a Snapshot' ending as a key reinforcer where learners rap, sing, dance or film the key messages learned.

Students can **share learnings** with school, family and friends and build law and civics capability together.

RAILS Education aims to continue to develop the material and build skills of teachers, volunteers and mentors to spread *Civics Rap* broadly. The *Civics Rap* material online is a live document and will be kept updated. The law and issues covered are quite generic so as to apply broadly and will be regularly checked and updated where needed.

Modules

Identity

First Peoples, First Law, My Identity, Our Common Bonds, Our Direction

Democracy

Representative democracy, Government, Citizenship, How laws are made, How laws can be changed, People power

Law

Laws and rules, Types of law, The legal system, Justice and fair process, Legal Aid

Human Rights

Human rights laws, National values, Our freedoms, Equality and fairness, Discrimination, Balancing rights, Evolving rights

Making Decisions

What influences our decisions, Ethical choices, Right decisions, Should we obey the law? Political decisions, The 'Golden Rule', Global ethic, Makarrata

Consumers

Responsible consuming, Your legal rights as a consumer, How to be money wise, What to do if you buy faulty goods or services, Buyer beware, What to do about scams, Credit and debit

Driving

Driving safely, Learning to drive, Road rules, Licences, Registration, insurance and Crashes, Traffic Offences, Buying a car

Relationships

Respectful relationships, Consent, Sexting, Being assertive, Sex offences

Safe Homes

Family Rules, Happy families, Parents and children's rights and responsibilities ,
Family violence law, Where to get help

Violence

Causes of violence, Crimes of violence, Responding to violence, Bullying - physical
and online

Resilience

Conflict resolution. Dealing with bullies, Knowing and managing our anger, Being
assertive, Dealing with feelings, Mindfulness

Cops, Crime, Courts

Why people do crime, What courts consider when sentencing, Rights and
responsibilities with police

Work

Rights and responsibilities at work

Identity

Explore	Activities
<i>First Peoples</i> <i>First Law</i> <i>My Identity</i> <i>Our Common Bonds</i> <i>Our Direction</i>	<ul style="list-style-type: none">• Key words - <i>speak, read and write</i>• 'All Together' song and video - <i>word fills, sing and dialogue re key messages</i>• First Peoples - <i>dialogue about First Peoples and Australian identity</i>• My Identity - <i>reflect and dialogue on identity and stereotyping</i>• Our common bonds - <i>dialogue</i>• My Direction / My Passport - <i>dialogue about our identity and direction in life</i>• Directions Dance

Know your place

Respect First Peoples

Honesty

Respect cultural Identity and diversity

Truth

All cultures have things to teach, and learn

Know the past, who you are, where you are and where you're going

SNAPSHOT

IDENTITY

Know the history of the place we call home

Land can be treated as sacred.

Seek truth always - in all things

Aboriginal and Torres Strait Islander homelands were taken by the British from 1788 without consent.

Respect and connect with the first peoples of a place

Australia is now a multicultural nation in a world economy

All cultures have much to teach, and much to learn.

Know your heritage . Be proud and learn the deep lessons from that.

We have many parts to our identity

There are many things that people have in common that can bind us together.

We need to know where we are and where we're going. Now and in the future. Here and now, and in our life's journey.

Earth, the people, the life giving sun. All together all living things are on

Democracy

Explore	Activities
<i>Representative democracy</i> <i>Government</i> <i>Citizenship</i> <i>How laws are made</i> <i>How laws can be changed</i> <i>People power</i>	<ul style="list-style-type: none">• Key words - <i>speak, read and write</i>• 'Citizenship Rights' - <i>rap about rights</i>• Citizenship Test - <i>research and write</i>• 'Making Law' song and video - <i>word fills, sing and dialogue re key messages</i>• Democracy - <i>dialogue and write on democracy</i>• People Power - <i>sing and dialogue about democratic change. Research political parties and their persuasion</i>

People have a say in who governs them

Government is accountable to the people

Citizenship is a right and a privilege

People have power

Right to protest

Checks and balances - parliament, executive, courts

Want change? Organise. Dialogue. Hear all sides. Contact MP's

SNAPSHOT DEMOCRACY

Australia is a Constitutional monarchy, with parliamentary democracy.

In a democracy people should have a say in who governs them.

Adult citizens vote in representatives who represent them in parliament.

There's separation of power of the legislative, that's the Parliament, from the executive, that's the Governors and Minister's and departments who action the laws while judges interpret and apply the law.

Citizenship brings certain privileges above permanent and temporary residents.

Non-citizens can be deported: if they do crimes and the government says they're of 'bad character'; or if they don't have a visa.

Political parties work mostly in similar ways to try to communicate their policies and persuade people to vote for them. Media and social media play an important

People power can put peaceful pressure on politicians to change policies. In a democracy people have the power to vote governments out of office.

If you want a change, Organise. Dialogue. Hear all sides. Start talking to your elected representative.

Law

Explore	Activities
<i>Laws and rules</i> <i>Types of law</i> <i>The legal system</i> <i>Justice and fair process</i> <i>Legal Aid</i>	<ul style="list-style-type: none">• Key words - <i>speak, read and write</i>• Key concepts - <i>match word to images and discuss</i>• Law and Rules - <i>brainstorm and examples</i>• Law - <i>analyse a statutory provision</i>• 'Law Rules' song - <i>word fills, sing and dialogue re key messages</i>• Legal system - <i>analyse and write types of law</i>• Justice - <i>analyse fair process, justice and write a rap about Legal Aid</i>

Self-help: sort out disputes fairly between ourselves

Mediator: helps people talk and sort their problems themselves

Law should be fair

Rule of law: Everyone must follow the law. No-one is above the law

One law for all

Fair Process
- fully put your case to a court or tribunal
- fair independent judge
- appeal rights

Right to a lawyer

SNAPSHOT LAW

Laws made by parliaments are called legislation or statutes. Common law' is law made when judges make new decisions in cases.

No one is above the law, Law applies to everyone. There's 'One law for all'

Australian law is 'adversarial' where each party puts their case and a Judge or Magistrate makes a decision.

There's federal and state courts and tribunals.

Mediation is also used where a mediator helps people talk together to try to sort out their disputes themselves.

There's civil, criminal and administrative law.

Law should be fair. This means:

- No-one should be favoured above anyone else
- Everyone should have a chance to fully put their case to a court or tribunal
- The decision maker should be fair and independent
- You can appeal to check decisions were made lawfully

Law is about solving disputes. It's often best to sort problems out fairly between ourselves as long as we know our legal rights.

We have a right to have a lawyer to help with our legal case.

There's free government funded Legal Aid and Community Legal Centres for many types of cases. Many private lawyers also give free 'pro bono' legal help.

Human Rights

Explore	Activities
<i>Human rights laws</i> <i>National values</i> <i>Our freedoms</i> <i>Equality and fairness</i> <i>Discrimination</i> <i>Balancing rights</i> <i>Evolving rights</i>	<ul style="list-style-type: none">• Key words - <i>speak, read and write</i>• Human rights - <i>image matching and research</i>• Freedoms - <i>meaning matching</i>• Equality - <i>dialogue about equality and fairness</i>• 'Stand Together' song and video - <i>word fills, sing and dialogue re our national values</i>• Discrimination - <i>key word search and word fills</i>• Discrimination rap and dance - <i>rap, sing, dance and dialogue about human rights</i>• Balancing rights - <i>dialogue about competing human rights and media influencing</i>• Evolving rights - <i>dialogue</i>

International obligations

Equal rights for all

Equal opportunity

Gender equality

Equality under the law

Freedom of thought and speech

Freedom of Association

No unlawful discrimination

Balance competing rights

SNAPSHOT

HUMAN RIGHTS

Australia's key democratic values are parliamentary democracy; rule of law; peace; respect for all; help those in need; freedoms and equalities.

Equality under the law, equality of opportunity and gender equality are core human rights.

Being treated equally doesn't mean being treated the same. Some groups may need extra to have equal opportunity.

Unlawful discrimination is treating someone worse because of their sex, race, religion, politics, gender identity, sexuality, age.

Discrimination laws apply to work, education, government, accommodation, supply of goods and services

You can complain to the Human Rights Commission if you think you have been discriminated against.

Human rights have to be balanced. You have a right to freedom of thought and speech but should that allow you to spread hate speech against a group?

Human rights have evolved in the world and in Australia over time and now groups such as first peoples, non-European migrants, women and same sex couples now have more rights and opportunity than before, but there is still much to be done.

From 1788 first peoples had their homelands taken. The people and cultures were nearly destroyed but that has changed in many ways though much still needs to be done. A 'White Australia Policy' which tried to exclude people who were not white European, ended in the 1970's. Women's rights have grown towards gender equality. Same sex relationships are now accepted in law. But there is still much to be done to make a fair society.

Making Decisions

Explore	Activities
<i>What influences our decisions</i>	• Key words - <i>speak, read and write</i>
<i>Ethical choices</i>	• Peace Keeper song and video - <i>word fills, sing and dialogue</i>
<i>Right decisions</i>	• My personal backpack - <i>reflection, dialogue</i>
<i>Should we obey the law?</i>	• Directions Dance - <i>rap and dance re decision dilemma</i>
<i>Political decisions</i>	• What's right? - <i>dialogue about ethical dilemmas</i>
<i>The 'Golden Rule'</i>	• Obey the law? - <i>case studies dialogue</i>
<i>Global ethic</i>	• Political decisions - <i>dialogue and cases study</i>
<i>Makarrata</i>	• Democratic values - <i>word match</i>
	• Living the Golden Rule - <i>dialogue</i>
	• Global Ethic - <i>dialogue</i>

Ethical decisions are doing what's 'right'

Follow your moral compass

Politicians should weigh up core democratic values

'Golden Rule' — treat others the way you want to be treated

The Golden Rule can be a guide for a 'global ethic'

First Peoples' worldview of deep connection to earth and life can be a key guide

SNAPSHOT

MAKING DECISIONS

How do we decide what to do, what direction to take, what choices to make, what's true... and what's fake? How can we be the best we can? Go as far as we can, be a good citizen?

On life's stage we face choices all the time. Will I follow rules, or turn to crime. Will I play the game fair, sink in despair? How will I choose a direction? Learn from where we've been - find connection?

When we make choices we are influenced by our culture, values, beliefs and identity.

Our 'moral compass' is our ability to judge right and wrong

Ethical decision making is about trying to do what is 'right' - weighing up your values and principles to point you to the right direction.

If there's no clear right answer - a dilemma - then we act ethically if we sincerely think about and weigh up the issues.

Should we obey laws? Good laws help society run better. If we break laws we can be punished. But what if we think laws are unfair or wrong?

Politicians should listen to the people they represent to help guide their decisions. Their decisions as part of a political party or as independents are made from a complex mix of factors and should involve a genuine weighing up of the key values at the foundation of our democracy

The 'Golden Rule' - treat others the way you want to be treated - is found in many religions and cultures around the world. Having this' as part of our world view can help us make ethical decisions and guide our 'moral compass' to treat all others, and the world, with respect.

Aboriginal and Torres Straits Islander core beliefs are that the earth and living things are connected in a deep spiritual sense. This , along with the Golden Rule can be a guide for a 'global ethic' for a peaceful, just and sustainable world.

Consumers

Explore	Activities
<p><i>Responsible consuming</i></p> <p><i>Your legal rights as a consumer</i></p> <p><i>How to be money wise</i></p> <p><i>What to do if you buy faulty goods or services</i></p> <p><i>Buyer beware</i></p> <p><i>What to do about scams</i></p> <p><i>Credit and debit</i></p>	<ul style="list-style-type: none"> • Key words - <i>speaking, reading and writing</i> • 'Money Dreams' song - <i>word fills, singing and dialogue re budgeting and where to get help</i> • Why Buy? - <i>dialogue, writing, drawing about responsible consuming</i> • Consumer law - <i>analyse consumer law and contracts</i> • 'Consumer rights' song - <i>word fills, singing and dialogue re key messages</i> • Bad Goods - <i>roleplays and skills building</i> • Buyer Beware <i>word fills and proverb analysis</i> • Scams - <i>rap, dialogue and skills building</i> • Credit and Debt - <i>read, dialogue, where to get help. Financial literacy</i> • 'Car Cha Cha' song - <i>word fills, singing and dialogue re car buying key messages</i>



SNAPSHOT CONSUMERS

Be a responsible consumer - check need, quality, sustainability, environment

Budget wisely - work out what you spend. Shop around. Make a savings plan.

Remember credit is a loan and interest makes your debt grow. Debit cards use money you have, while credit cards use money you don't have.

Financial Counsellors free helpline
1800 007 007

Businesses must give a 'consumer guarantee' that goods must be safe and durable and free from defects that are not obvious. They must use good care and skill, be honest and give you what they advertise.

If the goods are faulty you can get them repaired, replaced or get a refund, unless you caused the fault yourself or knew of it when you bought you can't take it back, the law's white and black, 'Buyer beware what you bought.

The consumer guarantee does not apply if you buy from a private seller. Beware about signing or accepting a contract online. Know what you're signing.

If the contract is unfair or you're pressured into it, or there's a cooling-off period, you may be able to get out of it. Get legal advice.,

Buying a car is expensive. Buyers need to really think about their budget and consider things like safety, reliability and price.

Get help from Fair Trading, Consumer Affairs, Australian Competition and Consumer Commission (ACCC) www.accc/consumer-help

Watch out for scams - dishonest cheats trying to trick money or something valuable out of you.

- Don't give your identity or bank card details to suspicious messages.
- Beware of messages about big winnings, threats to make you pay, Check the source directly. Don't use contact details the scammer gives you.
- Check out latest scams and report scammers to scamwatch.gov.au

Driving

Explore	Activities
<i>Driving safely</i> <i>Learning to drive</i> <i>Road rules</i> <i>Licences</i> <i>Registration, insurance and Crashes</i> <i>Traffic Offences</i> <i>Buying a car</i>	<ul style="list-style-type: none">• Key words - <i>speak, read and write</i>• 'Drive Safely' song - <i>word fills, sing and dialogue re safety on roads and I'm life</i>• Learner Driver - <i>word fills and role play</i>• Road Rules - <i>test</i>• Licences - <i>word fills</i>• Registration, Insurance, Crashes - <i>word fills</i>• Traffic offences - <i>research and word fills</i>• 'Car Cha Cha' song- <i>word fills, sing and dialogue re buying and maintaining a car</i>• Buying a car - <i>word fills.</i>

Drive safely

Speed thrills - and kills

No unlicensed driving

Road rules

Pay registration and insurance

Think about the planet when buying a vehicle

SNAPSHOT

DRIVING

Drive safely - or you risk causing serious injury or death, damage to property and will have a huge debt to repay.

Breaking traffic laws may result in fines, losing your licence and even criminal charges. Most importantly, it may endanger your life and the lives of others.

Make sure your car is serviced and safe.

Driving without a driver's licence is an offence. Driving while your license is suspended is more serious.

Driving while intoxicated with alcohol or other drugs is illegal, dangerous and immature.

Dangerous or careless driving, especially where life is endangered, will bring heavy penalties from the court.

Before you can drive on the road, you need to take a road rules test, get a Learner's permit, learn to drive and pass a practical driving test.

Road rules bring order to the road and make the road safer.

All vehicles must be registered to drive on the road. Registration must be renewed every 6 to 12 months. Make sure your contact details are up to date so you don't miss the renewals.

Get, at least, third party property insurance.

If there's a vehicle crash with injury or significant property damage, you should call the police. Taking care of injured people or animals is the first priority.

To sort out insurance and who will pay for the damage, take photos of the accident and exchange details with the other driver. See if there are witnesses who may help.

Consider the environment when buying vehicles.

Relationships

Explore	Activities
<i>Respectful relationships</i> <i>Consent</i> <i>Sexting</i> <i>Being assertive</i> <i>Sex offences</i>	<ul style="list-style-type: none">• Key words - <i>speak, read and write</i>• 'Take Care' song - <i>word fills, sing and dialogue re personal safety</i>• Respect and Consent - <i>dialogue and word fills</i>• Sexting - <i>dialogue and word fills</i>• Being assertive - <i>dialogue and word fills re sexual harassment</i>• Sex offences - <i>word fills, analysis, strategies</i>• Case study - <i>dialogue re dating and sexual harassment and male 'entitlement'</i>

**Respect and honesty
in relationships**

**Bodily autonomy - you decide
if you want to consent**

**'No' means 'No'. 'Maybe'
doesn't mean 'yes'**

**Law protects young people.
- age of consent 16
- sexting under 18 a crime**

**Sexual harassment
is against the law**

**Sending or threatening to send
online revenge porn is a crime**

**Stand strong against
abuse. Stay safe**

**End 'toxic masculinity' - males
are not entitled to whatever they
want from a woman**

SNAPSHOT

RELATIONSHIPS

Good relationships need respect, caring and compromise. Stable relationships help build strong communities.

Australian law and culture accept many types of relationships - married, defacto, same sex.

Forced marriage is illegal. Full consent of each partner is needed.

Control over our body - bodily autonomy - is a core human right

Forced sex - rape - is a serious crime. Even if you are married.

Full consent to sexual acts is needed. Someone can say yes and then change their mind.

Pressuring or harassing someone for sex, or stalking them, is against the law. Stalking means being followed or being contacted in a way that makes someone feel uncomfortable

Sex under 16 is illegal. The law protects young people.

Sexting involving someone under 18 is a crime. It's very serious if it involves images of someone under 16.

Threatening to send sexual images of someone without their consent is a crime.

We have a right to privacy.

We can be assertive and stand up against abuse and harassment. But remember safety first.

Safe Homes

Explore	Activities
<p><i>Family Rules</i></p> <p><i>Happy families</i></p> <p><i>Parents and children's rights and responsibilities</i></p> <p><i>Family violence law</i></p> <p><i>Where to get help</i></p>	<ul style="list-style-type: none">• Key words - <i>speak, read and write</i>• Family Rules - <i>dialogue, lists, word fills about and healthy families and parents and children's rights at home</i>• 'Storms' song and video - <i>word fills, sing and dialogue re relationship breakdown and violence.</i>• Safe Homes - <i>word fills about child abuse and family violence</i>• Getting Help - <i>three helpline raps</i>

Good rules make good families

Parents can give discipline but not abuse

Law protects children as they are vulnerable

The law allows more independence and responsibility as we get older

Use our greater freedoms responsibly

Violence in the home is against the law

Violence is not just physical. It's also threats and control

There's free help, advice and shelter if needed

SNAPSHOT

SAFE HOMES

The law says parents must feed, clothe, house and care for their children until they turn 18 and make sure they go to school.

Parents can set rules and boundaries and can give 'reasonable discipline'. This should be consistent and firm, but loving.

Parents cannot give such harsh punishment that causes harm. That could be 'child abuse'.

If a parent hits or treats their child in a way that harms them or cause an injury, this could be 'child abuse' and against the law.

As children get older the law gives them more rights and freedoms.

Rights and and freedoms should be exercised responsibly and should respect other people's freedoms.

Conflict in the home is natural and can be sorted out by respectfully talking about our fears and concerns.

Violence in the home - 'domestic and family violence' - is against the law.

Violence is not just physical. It can also be other things like damaging property, making threats and controlling which cause a person to live in fear.

Everyone has a right to feel safe in their home and not live in fear. If you feel you cannot speak up without feeling intimidated or fearful of violence, talk to a trusted adult, teacher, counsellor or Legal Aid.

Most domestic and family violence is by men. Some men and boys think men should be the boss and control women. These are outdated and dangerous attitudes. The law, and modern culture, says there should be gender equality and we should all be treated with respect.

If you notice a friend is having a hard time at home, invite them to hang out with you and ask whether things are OK and offer support and tell them about help services.

There are safe places to go (shelters) to escape family violence and free confidential advice services. Kids Help Line 1800 55 1800; DV Helpline 1800 737 732; Mens Line 1300 78 99 78.

Violence

Explore	Activities
<i>Causes of violence</i> <i>Crimes of violence</i> <i>Responding to violence</i> <i>Bullying - physical and online</i>	<ul style="list-style-type: none">• Key words - <i>speak, read and write</i>• 'Fighting Violence' song and video - <i>word fills, sing and dialogue</i>• Causes of violence - <i>draw, write, analyse anger</i>• Crimes of violence - <i>case studies and research</i>• Family violence song and video - <i>word fills, sing and dialogue</i>• Responding to violence - <i>case studies and story writing</i>• Bullying - <i>story telling and research</i>

Know the causes of violence

Know your body clues for when you're getting angry

Violence is a choice. We can choose not to be violent

Accept responsibility if you're violent. Don't blame others

Violence causes problems, doesn't solve them

Violence is against the law

Schools and workplaces must have rules to deal fairly with bullying

Online bullies - Block and delete them. Save the evidence. Report the abuse. Have strong Privacy Settings. Be careful who you 'friend'

Speak up for people being bullied. Always remember safety first

SNAPSHOT VIOLENCE

Violence can happen if we can't control anger or want to control others, or from hate of others, or because of fear.

If we know how our body reacts when we're angry or scared we can learn to better control ourselves.

Using force against someone without their consent is a crime called assault. Even a threat which causes real fear of harm can be an assault in law.

The penalties for assault are greater where there's sexual assault or other serious injury, or if there's a weapon.

You can use equal force in self-defence to protect yourself and must try to get away from the conflict if possible. If you use excessive force then you may be charged with assault.

Some blame their violence on others, on alcohol, on stress, on culture.. But violence is a choice – there are better choices:

- we have the power to choose to change
- violence causes problems – doesn't solve problems
- there's huge long term benefits in stopping violence

Bullying is violence. If a bully harms or threatens to harm you or property, you can contact police.

Bullying can often be dealt with between people themselves or with help. Talk to trusted family, teachers or friends. There's free confidential helplines (Kids Helpline 1800 55 1800 Lifeline 13 11 14)

We can try build our resilience and choose to react in a way where we don't get upset. We can learn not to let anger or fear guide what we do or say.

Schools and workplaces must keep their places safe and have clear rules to deal fairly with bullying.

Online - Block and delete bullies. Save the evidence. Report the abuse. Have strong Privacy Settings. Be careful who you 'friend'.

Speak up for people who are being bullied.

Resilience

Explore	Activities
<i>Conflict resolution</i> <i>Dealing with bullies</i> <i>Knowing and managing our anger</i> <i>Being assertive</i> <i>Dealing with feelings</i> <i>Mindfulness</i>	<ul style="list-style-type: none">• ‘Soul Shoes’ song - <i>word fills, sing and dialogue about conflict resolution</i>• Dealing with bullies - <i>story-telling</i>• Knowing our anger - <i>draw, write, analyse anger</i>• Managing our anger - <i>dialogue, reflect, write</i>• Being assertive - <i>stories</i>• Dealing with feelings - <i>writing Help Line raps</i>• Mindfulness - <i>meditating, developing positive focus</i>

**Empathy, respect, flexibility
helps solve disputes**

**We can build tough skin
against bullies. But get
help if you need**

Be assertive

**Stand strong against abuse and
harassment. But safety first**

**Feeling sad is
normal. There’s
free help services if
it gets too much**

**We can
manage
our anger**

**Mindfulness can
help us feel good,
focus and face
challenges**

SNAPSHOT RESILIENCE

As long as it's safe, talking is a good way to resolve our conflicts. Empathy - put yourself in the shoes of the other party. Be polite. Agree a good time and place to talk. Be polite. Don't just blame - rather say what you feel and how you both can move forward positively. Be flexible and willing to compromise.

There are free mediation services where trained mediators help people talk and solve their disputes themselves. resolve disputes. Sometimes a trusted community member may be a good mediator. Make sure you know your legal rights first

Bullies get a thrill if they upset people so we can try to build a 'tough skin' and decide not to be upset.

If you're being bullied Talk to trusted family, teachers or friends. There's free confidential helplines (Kids Helpline 1800 55 1800 Lifeline 13 11 14). In serious cases call police if there's threats to harm you.

Block and delete online bullies. Save the evidence. Report the abuse. Have strong Privacy Settings. Be careful who you 'friend'. Speak up for people who are being bullied.

We can be assertive and stand up against abuse and harassment. But remember safety first.

We can manage our anger better if we: know how our body reacts; walk away; do exercise; take long, deep breaths; distract ourselves. Get help from trusted people and services.

Feeling sad and down is a normal. We can imprint positive inner-pictures to help us cope. If it gets serious get professional help. LifeLine, Beyond Blue, Head Space, Kids Helpline

Healthy living and mindfulness can help us feel good, focus and face challenges. Try slow, long breathing; meditating and visualising. Be patient - it can take time to work.

Cops, Crime, Court

Explore	Activities
<p><i>Why people do crime</i></p> <p><i>What courts consider when sentencing</i></p> <p><i>Rights and responsibilities with police</i></p> <p><i>Court process</i></p>	<ul style="list-style-type: none"> • Key words - <i>speaking, reading and writing</i> • 'Beat the Rap' song and video - <i>word fills, singing and dialogue about rights and responsibilities re police</i> • Dialogue - <i>dealing with authority</i> • Causes of crime - <i>case studies and dialogue</i> • Punishing crime - <i>case studies and dialogue</i> • Police - <i>word fills re questioning, search and arrest</i> • Innocent or Guilty? - <i>dialogue and word fill</i> • On the streets - <i>word fills and dialogue about public protest</i> • Court - <i>info graphic and word fill</i> • Court in action - <i>role play, grammar and words</i>

The law tries to protect the innocent

Ignorance of the law is no excuse

Be respectful to police. You have rights, they have powers

Innocent unless proved guilty

Fair process

Punishment should fit the crime

Truth

Right to silence

See a lawyer

Make official complaints if police treat you badly.

SNAPSHOT

COPS, CRIME, COURTS

In criminal law the police bring the action to court. This is different to civil law where people or companies, not the police, bring legal actions or sue.

Crime may be caused by peer pressure, poverty, immaturity, substance abuse, intoxication, poor parenting and many other underlying reasons.

We are all 'innocent unless proved guilty in a court'. This principle is at the heart of a free society.

Police have a right and duty to protect the community and enforce all law equally and only use force reasonably.

You must give police your name and address, but generally have a 'right to silence' after that. If police suspect you did a crime you could politely say you want to get legal advice before answering more questions.

You have a right to see a lawyer and to an interpreter so you can understand the criminal justice process. Legal Aid give free legal help in some cases and have a duty lawyer in some courts to give advice on the day.

It is wise to be polite with police and not get aggressive, or you may be charged with further offences like resisting arrest or hindering police.

Police have wide powers to stop and search you or your vehicle they reasonably suspect you have stolen goods, illegal drugs or a weapon.

To search someone's private property police must have a warrant unless they are going there to prevent injury or loss of evidence.

Police will charge a person who they think did, or helped do, a crime.

Police can give you a notice to attend court or arrest you. You do not have to go with police unless they arrest you.

If police suspect you did a serious crime they can detain you for questioning for a set time before deciding whether to charge you

If police arrest and charge you they can release you on 'police bail' or detain you till you go before a court, where you can apply for bail.

If treated badly by police you can complain to the Officer in Charge of the police station and then get legal advice.

In court you can plead guilty or not guilty. Always get legal advice first.

If plead 'not guilty' the case gets put off to another date where the police bring their evidence to prove to the court 'beyond a reasonable doubt' that you did the offence.

If you are found guilty the Judge and Magistrate will decide a penalty based on factors like; the maximum or minimum penalty set by law, any injury caused, what caused the criminal behaviour, any previous offences.

If guilty, you should tell the court why you've changed and why you won't break the law again. In less serious cases the court may not record a conviction so you won't have a criminal record.

Work

Explore	Activities
<i>Rights and responsibilities at work</i>	<ul style="list-style-type: none">• 'Work rights' song - <i>word fills, sing and dialogue about work rights</i>• Work rights - <i>word fill</i>

Right to correct wage

Safe workplace

Can join a union

**Protection from
discrimination and
harassment**

**Must follow employers
reasonable instructions**

SNAPSHOT WORK

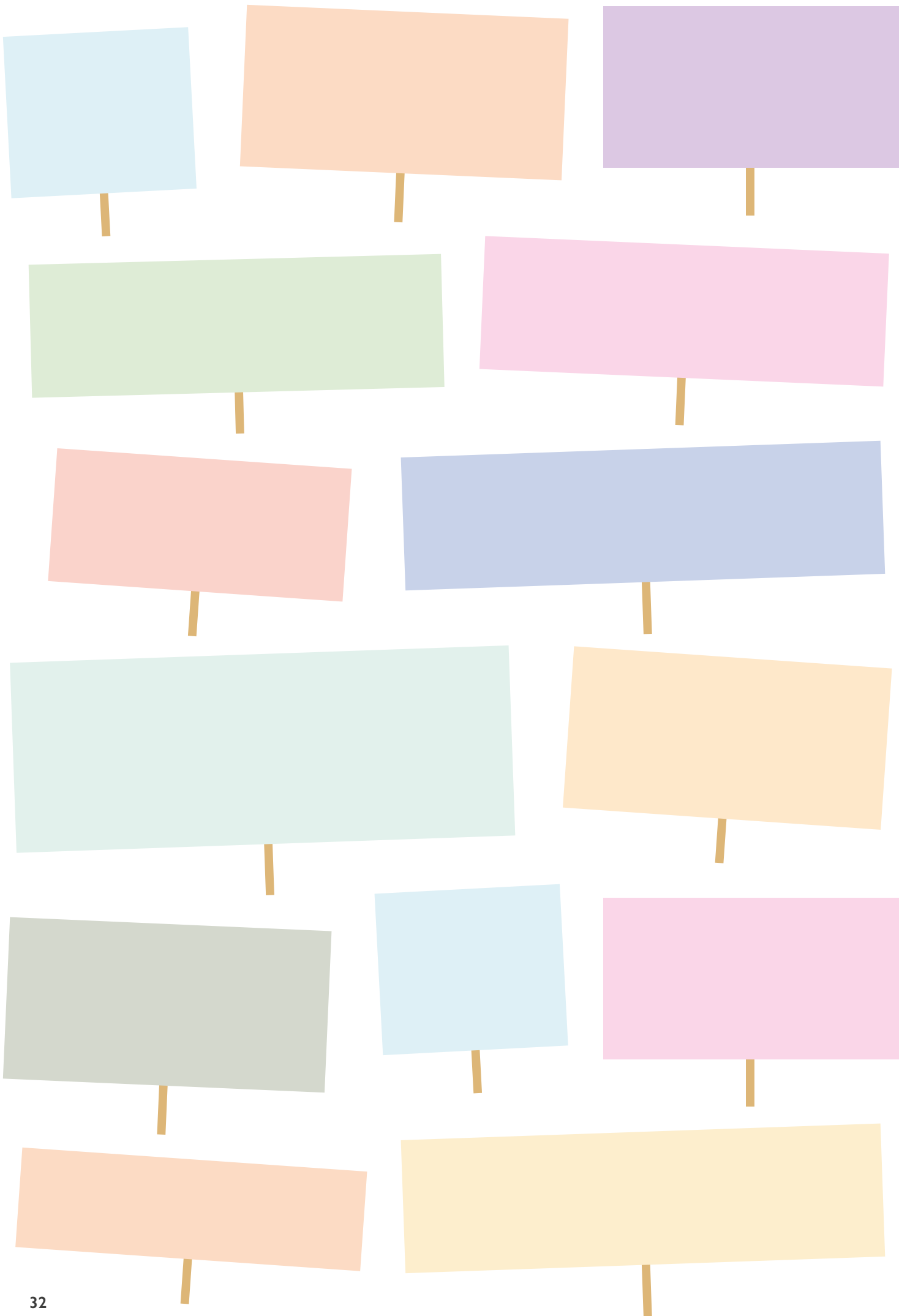
Worker's rights:

- be paid the correct wage
- a safe workplace
- certain working conditions around holidays and leave
- protection from unfair dismissal
- choice to belong to a union or not
- protection from discrimination, bullying, sexual harassment and victimisation (being treated badly because they made a complaint or helped someone make a complaint)

Workers' responsibilities:

- be at work on time
- dress suitably
- take care of employer's property
- follow employer's reasonable instructions such as follow the health and safety rules and not risk the safety of others
- respect others in the workplace

Information about work rights can be found from the Fair Work Ombudsman – at www.fairwork.gov.au. The Fair Work Australia's website can be translated into 40 languages



Help Lines

National

ACCC (consumer help)

Australian Competition and
Consumer Commission

www.accc.gov.au

Community Legal Centres Australia (free legal help)

www.clcs.org.au

Domestic Violence Helpline

www.1800respect.org.au

1800 732 732

1800RESPECT

‘Do Not Call’ register

www.donotcall.gov.au

Emergency

000

Fair Work Ombudsman

www.fairwork.gov.au

Family Relationship Centres

www.familyrelationships.gov.au

1800 050 321

Financial Counsellors

1800 007 007

Human Rights Commission

www.hreoc.gov.au

1300 656 419

Kids Helpline

www.kidshelp.com.au

1800 55 1800

Legal Aid

www.nationallegalaid.org

Scamwatch

www.scamwatch.gov.au

Telecommunications Industry Ombudsman (phone and internet complaints)

www.tio.com.au

1800 062 058

**KEY HELPLINES for each state
contact education@rails.org.au**

Dance Moves

Dance moves for key raps and songs add movement and gestures which highlight key points and embed the learning to make them more memorable, to dancers and viewers

Videos of dance moves

Contact: education@rails.org.au

All Together (First Law)

First law of this land is Aboriginal law

- *One finger up (first)*

For 50 000 years maybe many many more

- *Left hand has five fingers, right hand in a fist (50 000)*

Earth, the people the life-giving sun

- *Hands extended and moving from the middle to the outside (life-giving sun)*

Then Captain Cook took a look at this sacred south land

- *Right hand above eyebrows, move head left to right, looking (took a look)*

Put a flag in the sand at Possession Island

- *Moving right hand as if waving flag (put a flag)*

A few years later a fleet of tall ships sailed into Sydney with a mob of convicts

- *Pretend to row boat (sailed)*

Brought new animals, farmed the land

- *Pretend to dig with shovel (farmed)*

In 1901, Constitution

- *Pretend to write in the air (Constitution)*

Millions of migrants have settled on our shores

- *Make wave movement with right hand (settled on our shores)*

We're all together, one community

- *Hand over heart (we're all together, one community)*

Law Rules

Hey there people, here's a story about the law

- *Wave with right hand (hey)*

Should be punished by the law if you're violent or you cheat

- *Move right finger as if telling someone off (should be punished)*

Yea 'Rule of Law' says there's one law for all

- *Put one finger up on right hand (one law for all)*

Yeah what's the law. Let's talk about the law

- *Put both hands beside mouth as if talking*

Justice must be seen to be done everywhere

- *Move both hands outwards as to signal everywhere*

And if they truly get it wrong, appeal, complain, object

- *Arms in a cross (wrong)*

With our difference treated individually

- *Both hands placed over chest (individually)*

About that law. Let's talk about the law

- *Put both hands beside mouth as if talking*

Judge everybody equally, but also individually

- *Both hands placed over chest (individually)*

Law's not fair sometimes the bad guy gets away

- *Shake head (law's not fair)*

At home and work and play, in life the law is everywhere

- *Move both hands outwards as to signal everywhere (everywhere)*

What's the law? Let's talk about the law

- *Put both hands beside mouth as if talking*

Making Law

If you - *point forwards*

Want - *pull hands close to body like grabbing something*

A Change - *hands extend from fists to flat palms*

Organise - *left hand comes in to be flat, right hand is placed over it*

Dialogue - *both hands opening and closing mimicking talking*

Hear - *hands cover ears*

All Sides - *hands cover front of face and back of head, switch to each ear*

Start talking - *both hands opening and closing mimicking talking*

To your - *point forwards*

Elected representative - *trace shape of head and shoulders of a person*

Consumer Rights

Be honest and provide you with what they say they will

- *Put hands over heart (honest)*

And if they don't do all of this, then don't you sign the bill

- *Shake head (don't you sign the bill)*

Call Consumer Affairs or Fair Trading

- *Pretend to be on telephone (call)*

Business must give a guarantee

- *Pretend to make a check mark in air (guarantee)*

If the goods break or don't do what they're meant to do

- *Pretend to break something with hands (break)*

But if you caused the fault yourself or knew of it when you bought

- *Tap side of head (knew of it when you bought)*

Scam Jam Rap

Excuse me Sir!

- *Look to the right*

Excuse me Ma'am!

- *Look to the left*

That 'get rich quick' thing might be a scam

- *Pretend to have money in hand (get rich quick)*

Check it out closely to see if it's true

- *Hand above eyebrows pretending to look around*

Google scamwatch dot gov dot au

- *Pretend to be typing*

Online Quizzes

Online quizzes for various jurisdictions:

Contact: education@rails.org.au

Slides

Powerpoint and Keynote presentations for each Module

Contact: education@rails.org.au

Answers

Answers to word fill/cloze activities and template responses to issues

Contact: education@rails.org.au

Assessments

For assessments at different levels:

Contact: education@rails.org.au

