

# ***STEP UP, BE HEARD***

***A program to support and enhance the teaching of Stage 1 and 2 Legal Studies***



Parliamentary Education Services (PES) offers *Step Up, Be Heard* as a program for Stage 1 and 2 Legal Studies teachers to give their students a hands-on, interactive experience in the learning of parliamentary processes and how laws are made. The program includes a series of activities that lead up to a mock parliamentary debate that will take place in Parliament House in the real Chamber with the real Speaker presiding.

The program is offered on request, is flexible in its timing, can be done with small or large classes, and can be adapted for regional areas. The mock debate speech can be used as a formal assessment and sample assessment guides are attached to this document.

*Step Up, Be Heard* is ideal to use when addressing **Topic 3: Law Making** for both Stage 1 and Stage 2 Legal Studies.

## **PROGRAM DETAILS**

There are several components to the program with lessons in classroom or visits to Parliament House, spanning across 4-6 weeks:

- Lesson 1 - Introductory lesson on law making process
- Tour of Parliament House, watch parliament in session, NT Electoral Commission voting lesson (optional)
- Students choose bill and assist in preparing
- Lesson 2 - Committees Role Play activity
- Q & A from Local Member to assist with speeches (Combined with Lesson 2)
- Students prepare debate speeches
- Lesson 3 - Chamber prep lesson
- Chamber Debate Day

We will negotiate with you, all of the lesson dates and excursions at the start of the program and a schedule will be provided ASAP. Most of the lessons can be done over one class period if needed, but longer is preferred for larger classes. The excursions will take approx. 2-2.5 hours.

### **Lesson 1 – Introduction to how laws are made:**

A PES staff member will visit your class to discuss the law making process, specific to the NT Legislative Assembly. We will also go over questions the students have regarding how to choose their bill, and help them in this process. This lesson is suitable for a single period or a double lesson.

### **Tour of Parliament House:**

A tour of Parliament House allows access to the Northern Territory Legislative Assembly and is a good introduction to the program for the students. The tour provides information about the history of representative parliament in the NT, how it is different to the state parliaments, how the Westminster System works and the legislative process. The tour is one hour, which includes 15 minutes of watching parliament in action. Legal Studies students are permitted to sit in the open galleries (rather than the glassed-in gallery).

If you choose to include a voting education session run by the NT Electoral Commission, then they provide full funding for the cost of the bus.

### **Voting Education session:**

The NT Electoral Commission presents a 45 minute information session about voting in Australia and the NT, the three levels of government, types of voting systems and how preferential voting works. To demonstrate preferential voting they conduct a mock election where students vote and then demonstrate how votes are counted and how preferences are distributed. If students are 16 years or older they will be encouraged to enrol to vote during this session.

### **The Bill:**

The students as a class will need to decide on the bill to be debated. It is acceptable for the students to choose a topic that would not normally be debated by the NT Assembly (like euthanasia or same-sex marriage). Ideally the bill should be divisive as this will provide a mechanism to assign every student to either the government or opposition. Those students who are undecided can opt to be independents. The government must be bigger than the opposition.

We will write up the draft bill (to look like a real bill) and students will contribute feedback towards the final bill. Some of the bills used by previous classes are attached.

### **Lesson 2 - Committees Role Play:**

In the NT Legislative Assembly, bills pass through a scrutiny committee process prior to being passed. This process happens in other parts of Australia as well. In order to assist the students in better understanding this process, we will do a Committees Role Play, which is a mock committee hearing. We can do this on the same bill the students are choosing for their debate, or an already prepared topic that is relevant to the students, such as 'increased school hours.'

### **Q & A with Local Member:**

We will organise a Local Member to visit your class to share with students their experiences and advice in researching and writing debate speeches, as well as public speaking. The visit is also an opportunity for students to ask questions of the member, and we inform the member of other possible topics related to the subject outline that they can talk about, like how constituents can get involved with parliamentary and law making processes, how parliament is representative and how parliament is responsible. This visit is best scheduled for a shorter lesson.

### **Students prepare debate speeches:**

Every student is expected to deliver a prepared, researched speech either supporting or opposing the bill. If they are in the government they must support the bill, the opposition must oppose, and they cannot change their mind. Independents may agree or disagree with certain parts of the bill but they are expected to make a decision one way or the other on their stance for the bill as a whole, and this should be clear in their speech. Students should be given class time to prepare their debates, and they may like to divide the different arguments amongst each member on their side (this is easier for some topics, but harder for others.)

As the speech is for assessment you can decide how long the speech will need to be (usually between 2 – 5 minutes) and, as is the case in real parliamentary debates, the speeches will be timed.

Sample assessment guides used by previous teachers are attached.

### **Lesson 3 - Chamber Prep:**

We will visit your class to address your students about what to expect on their upcoming visit to the Chamber for their mock parliamentary debate. A copy of the script for the day will be distributed and students will have a chance to role play the debate (without speeches). Understandably students will be very nervous on the day, and this lesson aims to at least take the uncertainty out of the process, so students only have to worry about giving their speech.

### **Chamber Debate Day:**

Students will debate the bill in the real Chamber at Parliament House, under the direction of the real Speaker (if available). Everything at Parliament House will be organised by PES, to make the parliamentary experience as real as possible for students:

- Seating plans will be distributed (like the real ones so student photos are required) which allows students to know where to sit. Students may keep these as a memento afterwards.
- The teacher can act as the Clerk (to read the title of the bill), otherwise we can arrange a PES staff member to act as the Clerk and the teacher can sit at the Deputy Clerk's desk (wearing a Clerk's robe) but will not have any duties so you are free to formally assess students.

- Students will be encouraged to call their disagreement with arguments made by the other side and the Speaker will keep “order” as required.
- Students will vote “on the voices” and by division as real parliament does
- Side galleries will be open so that parents can watch the debate.

Once the debate has started, the Speaker will preside and follow the provided script through to the end of the debate. Depending on the number of students in the class, the total time in the Chamber is usually between 1 – 2 hours.

## ATTACHMENT 1: LIST OF SAMPLE BILLS

Some of the bills debated in *Step Up, Be Heard* Assemblies in the past:

<b>Short Title of Bill</b>	<b>Long Title of Bill</b>
Compulsory Work or Volunteer Bill	A bill for an Act to introduce a compulsory system whereby all 15 year old Territorians must work or volunteer three hours per week
Criminal Code Amendment (Capital Punishment) Bill	A bill for an Act to amend the Criminal Code to include death by lethal injection as a punishment for murder
Euthanasia Bill	A bill for an Act for the Terminally Ill's Right to Self-Determination
Government School (Operations) Bill	A bill for an Act to reform Government School Operations
Juvenile Crime Bill	A bill for an Act to introduce a zero tolerance policy in regard to youth crime, increased and harsher sentencing for those who offend, and parental education for those whose children are repeat offenders
Liquor Act Amendment (Alcohol Management Plan) Bill	A bill for an Act to amend the Liquor Act with a number of measures from an Alcohol Management Plan
Marriage Equality (Same-Sex) Bill	Bill for an Act for the eligibility of same-sex marriage
Misuse of Drugs Amendment (Recreational Cannabis Use) Bill	A bill for an Act to amend the Misuse of Drugs Act to include exemptions for recreational use (cannabis)
Misuse of Drugs Amendment (Criminalisation of Tobacco) Bill	A bill for an Act to amend the Misuse of Drugs Act to tobacco to the schedule of Dangerous Drugs and its regulations.
Public Safety Bill	A Bill for an Act to establish Public Safety measures to reduce violence and other related matters
Same-Sex Marriage and Divorce Bill	A bill for an Act to introduce same-sex marriage and divorce
Traffic Amendment Bill	A bill for an Act to amend the Traffic Act to make the legal BAL 0.00 for all drivers

**ATTACHMENT 2: SAMPLE BILLS (x2) IN FULL**

Serial 101

Liquor Act Amendment (Alcohol Management Plan) Bill 2016

Mr Abeysinghe

A Bill for an Act to amend the Liquor Act.

NORTHERN TERRITORY OF AUSTRALIA

LIQUOR ACT AMENDMENT (ALCOHOL MANAGEMENT PLAN) ACT 2016

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Act No. [ ] of 2016

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# NORTHERN TERRITORY OF AUSTRALIA

Act No. [ ] of 2016

An Act to amend the Liquor Act

[Assented to [ ] 2016]

[Second reading [ ] 2016]

The Legislative Assembly of the Northern Territory enacts as follows:

## Part 1 Preliminary matters

### 1 Short title

This Act may be cited as the *Liquor Act Amendment (Alcohol Management Plan) Act 2016*.

### 2 Commencement

This Act commences on the day fixed by the Administrator by *Gazette* notice.

## Part 2 Amendment of Liquor Act

### 3 Liquor Act amended

This part amends the Liquor Act

### 4 Section 4 amended

Section 4 (1)

*Insert (in alphabetical order)*

***alcohol demerit points*** are cumulative demerit points issued by police or other authorities on the conviction of alcohol related offences.



**alcohol treatment program** means therapeutic, health, diversionary, educational or other intervention or treatment aimed at remedying or reducing a person's misuse of alcohol.

**Banned Drinkers Register** means a register of people not permitted to purchase alcohol as they accumulated alcohol demerit points over a prescribed limit.

#### **5 Section 31A amended**

Section 31A (2)

*Insert after "following:"*

- (a) Listing on the Banned Drinkers Register due to the accumulation of alcohol demerit points over a certain prescribed limit.

*Insert after Section 2*

**Section 2A** Alcohol demerit points can be re-instated to zero on the successful completion of a recognised alcohol treatment program.

#### **6 Part VIII amended**

Part VIII

*omit*

#### **7 Part VIII AA amended**

Part VIII AA

*omit*

#### **8 Part VIII A amended**

Part VIII A

*omit*

#### **9 Part VIII B amended**

Part VIII B

*omit*

**FOR STUDENTS:** the guide below explains how to read the bill above:

Your bill is seeking to make changes (i.e. amendments) to the existing Liquor Act.

### **Section 4 amendment**

Section 4 of the Liquor Act is *Interpretation* and is sometimes listed as *Definitions*. It defines words and terms used in the Act. This bill added 3 terms that were included in the amendments that come later in the bill and which therefore needed defining in this section.

### **Section 31A amendment**

Section 31A of the current Liquor Act reads as follows:

#### **31A Conditions about identification system**

(2) The Minister may establish an identification system for determining whether the individual is subject to a prohibition covered by any of the following:

(b) a bail condition as defined in the *Bail Act* (otherwise than for a bail granted under Part III of the Act) relating to liquor;

(c) a condition of a court order under the *Domestic Violence Act* or the *Domestic and Family Violence Act* relating to liquor;

(d) a provision under a law in force in the Territory prescribed by regulation.

The amendment in this bill adds the *Banned Drinkers Register* as a system to determine whether an individual is subject to the prohibition of alcohol. This is added as (a) in the bill.

Also, an extra clause is added as 31A (2A) in the bill to include information about how a person can be taken off the *Banned Drinkers Register*.

### **Part VIII amendment**

Part VIII is the part of the Liquor Act that details the laws regarding the prohibition of liquor in **General and Public Restricted Areas**

#### **Part VIII AA amendment**

Part VIII AA is the part of the Liquor Act that details the laws regarding the prohibition of liquor in **Special Restricted Areas**.

#### **Part VIII A amendment**

Part VIII A is the part of the Liquor Act that details the laws regarding the prohibition of liquor in **Restricted Premises**.

#### **Part VIII B amendment**

Part VIII AA is the part of the Liquor Act that details the laws regarding the prohibition of liquor in **Regulated Places**.

By omitting Parts VIII, VIII AA, VIII A, and VIII B this effectively abolishes 'alcohol free areas' or 'dry zones' which is the government's intention with this bill.

Serial 103  
Euthanasia Bill 2014

Ms Dorman

A Bill for an Act for the Terminally Ill's Right to Self-Determination

NORTHERN TERRITORY OF AUSTRALIA

EUTHANASIA ACT 2014

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Act No. [ ] of 2014

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# NORTHERN TERRITORY OF AUSTRALIA

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Act No. [ ] of 2014

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An Act for the Terminally Ill's Right to Self-Determination.

[Assented to [ ] 2014]

[Second reading [ ] 2014]

The Legislative Assembly of the Northern Territory enacts as follows:

## Part 1 Preliminary matters

### 1 Short title

This Act may be cited as the *Euthanasia Act 2014*.

### 2 Commencement

This Act commences on the day fixed by the Administrator by *Gazette* notice.

### 3 Definitions

In this act:

***Euthanasia*** means the act of putting to death painlessly or allowing to die, as by withholding extreme medical measures, a person or animal suffering from an incurable, especially a painful, disease or condition. Also called mercy killing.

***Terminally Ill*** means a disease that will result in the death of a patient regardless of any treatment intervention.

***Non-voluntary Euthanasia*** means the termination of life without the consent (or opposition) of the patient.

**Palliative Care** means the care for the terminally ill and their families, especially that provided by an organised health service.

## **Part 2                      Terminally Ill's Rights**

### **4                      Age and Citizenship**

- (1) A patient must be 18 years of age or older.
- (2) A patient must be a permanent resident and/or recipient of Medicare.

### **5                      Legality**

- (1) A patient must have three independent psychologists agree that they are not suffering from clinical depression.
- (2) A patient must have three independent doctors diagnose conclusively terminal illness.
- (3) There can be no other medical (western or alternative) therapies untried.
- (4) The act of administering the drug must be done by a doctor – not a nurse.
- (5) Doctors charged with the ability to administer euthanasia drugs must have a specific license to do so.
- (6) Doctors administering euthanasia drugs must have their license renewed every two years after a psychological evaluation to ensure they are mentally sound to perform the task.

### **6                      Responsibility**

- (1) Patients must be able to sign off on forms themselves. Should illness affect their ability to write, a patient may employ a legal scribe to take down their declaration.
- (2) A signature must be witnessed by an unbiased third party member who holds an official position of authority either with a government agency or is legally recognised as being someone who may bear witness to the declaration.
- (3) Patients may have a family member present.

### **7                      Refusal to Officiate**

- (1) All parties asked to be part of the euthanasia process have the right to refuse

