



**Office of the Legislative Assembly**

# **Civics and Citizenship in the classroom**

## **Role play—Passing a law in the ACT (year 6)**



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# Legislative Assembly for the ACT—Education Program

Our education program aims to promote an understanding and appreciation of the role and significance of the Legislative Assembly to ACT citizens. The following role play activity is based on the Assembly’s legislative process and has been designed to support classroom teaching of the civics and citizenship strand of the Australian curriculum.

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## Passage of legislation—Civics and citizenship strand (Year 6)

**Inquiry question:** How are laws developed in Australia?

**Learning Objectives:** By the end of the lesson the students will understand how ACT legislation is passed in the Legislative Assembly.

**Resources:** All resources are attached to this lesson plan:

- Resource 1—A second day in the life of Penelope Primrose;
- Resource 2—Legislative process in the ACT—from a bill to an act;
- Resource 3—Learning through role play (additional online resource information available here);
- Resource 4—Role play script;
- Resource 5—Parliamentary standing orders (rules); and
- Resource 6—Division result sheet.

## Australian curriculum

- Where ideas for new laws come from and how they become law (ACHASSK146)
- Work in groups to generate responses to issues and challenges (ACHASSI130)
- Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions (ACHASSI133)

## Lesson orientation

Focus for the lesson is the passage of a law through the Legislative Assembly for the ACT. Whole class discussion—suggested prompt questions:

- What is a law?—Made by the parliament, affects all people eg. school zone speed limit is 40 km/hr.

- Where do students think the ideas for laws come from?—Ideas can come many places such as government policy, community concerns, election promises and the public service.
- Why do we have laws?—Keep order in society
- What would happen if we didn't have laws?—Chaos—for example, imagine there were no road rules, no speed limit, no stop or give way signs, and you could drive on any side of the road.
- Does every state and territory have the same laws? There can be variability for example—School 40 km/hr zones around schools—NSW zones operate with a split time period (morning 8-9.30am, afternoon 2.30-4pm). ACT zones are all day 8am-4pm. Both the state and territory have a law stating school zones are 40km/hr however the times of operation are slightly different.

## Lesson body

Read the Penelope Primrose story (individually or as a class) **resource 1**.

All laws start as a bill, it is debated in the Assembly and once it passes in the Assembly it becomes an act (law).

**Note:** Teacher will need to have read background material in **resource 2 and 3** to complete the role play, it explains the background to the bill, setting up a chamber and roles for students in the role play.

Organise students into their respective roles of Speaker, Clerk, government, opposition and cross bench members. Organise the space so it represents a parliamentary chamber.

Teacher outlines the background to the bill in the role play, Domestic Animals (Cat Registration) Amendment Bill. The Government members will support the bill, the opposition members will be opposing the bill and cross bench members will determine their own position on the bill. Allow students time (government, opposition and cross bench) to discuss why they will/will not support this bill, they could discuss quietly between themselves. Each student should write a couple of sentences on why they support/don't support the bill that they can present as part of the role play. The Speaker and the Clerks are the only students who will not write a speech for the debate. The Speaker votes, Clerks are not members so do not vote, they are responsible for counting the votes at the end of the debate.

Conduct the role play (**resource 4, resource 5 and resource 6**).

**Extension:** Students could develop their own law that they could debate (rather than the prescribed cat registration bill).

## Lesson reflection

Review the steps for a law to be created by questioning the students, they should be able to identify the following features:

- New laws start as an idea—Ideas can be developed by government, individual members, the community, committee recommendations, political parties and campaign promises.
- Bills need to be debated in a parliamentary chamber.
- To become a law the bill needs to be passed by a majority of members
- A bill becomes an act (law) after it has been passed by the Assembly.

## Resource 1—A second day in the life of Penelope Primrose

“Uh, oh.”

I stumble out of my room on uncoordinated legs, my eyes sore from staring too long without blinking at my long fingernails.

“Mum!” I call out, because it turns out that I’m *still* body swapped with my mum, Pamela Primrose, Member for the ACT Legislative Assembly. I spent all of yesterday dealing with Legislative Assembly business while my mum tried hard not to trip over my shoelaces or get called on in maths class.

Mum walks out of her room rubbing her eyes, not even looking remotely happy to be in my awesome glow-in the dark Hufflepuff pyjamas.

“I was afraid of this,” she says. “The curse should be reversed at any time today.” She nudges the soccer ball beside my bed with her foot and narrowly avoids falling. “But it looks like I’ll have to go to school, so do you feel up to going to work?”

“Yes, but are you sure you should go to school?” I frown at the ball, then at her not-very-graceful feet. “You know I usually have a kick around for soccer at lunch.”

“Yes, don’t worry. I’m meeting with Rex Rosen at recess to get some pointers.” She shoos me out the door and I’m on my way.

#

We have a morning **party room meeting for our party, the Play party.**

“How are you, this morning?” asks Sam Spencer, the Member of the Legislative Assembly who I campaigned with yesterday.

“I’m as well as I can be.”

Before he can say anything further, the Chief Minister of the ACT, Jarrold Jenkins speaks up.

“Today there’s going to be a vote in the Chamber about a change to the Domestic Animals Act.”

Andrea Acquamarine, our party whip, stands behind her seat. A party whip is someone in our party who makes sure we know what votes are coming up in the chamber as well as how we’re all voting. As we’re all part of the Play Party we’ve already discussed and made a decision on how we feel about the change to the Domestic Animals Act.

“This change will introduce compulsory cat registration in the ACT. Registration will help in placing lost cats back with their owners and assist in encouraging early de-sexing of cats, resulting in less unwanted, dumped or feral cats.”

We all nod because our party has a strong position that we as a community need to care for our cats, as we do for our dogs by registering them.

**We agree as a party that we will all be voting YES on the Domestic Animals (Cat Registration) Amendment Bill regarding compulsory cat registration.**

The bells are ringing which tells us it's time for our day in the Chamber. We all walk from our meeting room, down the stairs and into the Chamber.

#

When the bells stop ringing, we all stand up behind our chairs and wait and then the Deputy Clerk/Serjeant-at-Arms, Vera Vonguard enters the Chamber with the Assembly Mace over her right shoulder.

"Members, the Speaker," she announces.

The Speaker stands at her desk. "I acknowledge that we are meeting on the lands of the Ngunnawal people, the traditional custodians. I respect their continuing culture and the unique contribution they make to the life of this area. I would ask members to stand in silence and pray or reflect on their responsibilities to the people of the Australian Capital Territory."

Then, once we sit, it's time to present petitions for the day.

The Clerk says, "The following petition has been lodged by for presentation: By Ms Primrose, from 602 residents, requesting the Assembly change the Footpath Safety Laws to ensure damaged footpaths are fixed within one week.

The terms of this petition will be recorded in Hansard and a copy referred to the appropriate Minister.

**Petition received.**

#

We're debating the **Domestic Animals (Cat Registration) Amendment Bill**. This bill will make it compulsory for all cats to be registered.

The Clerk of the Assembly announces the bill. The Minister for Transport and City Services, Ms Delia Dracken, announces:

"I am pleased to discuss this bill which is based on laws by the Victorian State government that local councils have been implementing. This law has been effective in helping reunite lost cats with their owners, as well as keeping down the population of feral cats. I thank Members for their support and interest in this bill."

It's later in the day and **it's time for a vote**. The bells are ringing, Sam Spencer had better hurry up, he only has 4 minutes to get here or he will be locked out of the Chamber.

The Speaker puts the question to all of us – "Members, should this bill be agreed to? All those in favour say Yes."

I, (along with the rest of my party), say “Yes” along with members from some other parties. The Speaker asks, “To the contrary, No”, the opposition party members say “No”.

“The Yeses have it,” the Speaker announces. “The bill is agreed to.” **The bill has passed with a majority.** That means that more than half of the Members have voted yes to the bill.

#

Now it’s 2.00 - **Question Time, when Members can ask the Government at least two questions about activities that are happening in Canberra.** Everyone gets to ask a **Minister** two questions.

When it’s my turn, I say, “My question is for the Minister for Education,” I say. “Physical education at many primary schools in the ACT is required to be at least 25 minutes per day. My question is, why can’t the requirement be higher – around 45 minutes or one hour a day? Many studies show that this would improve student concentration in class.”

The Minister for Education rises and says, “Thank you Madam Speaker and I thank the Member for the question. We are looking at ways to increase the amount of exercise required in a school day. There are a number of subjects that have certain specific requirements as well and it is a careful balance. The answer is – we’re trying to see how to make it higher, if we can.”

**Now I can ask a second question** – on that same subject.

“Can the Minister for Education explain why there isn’t more soccer in physical education in schools?”

The Minister rises again and says, “The Education Directorate wants children in the ACT to be exposed to a number of sports, including soccer. If we change the requirements and focus more on soccer, then children will not get to play other sports that they might find fun.”

I look around the room. Anyone can ask a third question but it has to be on sport in schools.

A member of the Frisbee party is chosen by the Speaker. “Can the Minister for Education discuss the importance of multi-sport exposure in childhood and its long-term benefits?”

“Of course. A recent study found that “A multi-sports approach to elementary school PE contributes to the development of children's physical fitness and goal orientations, which support engagement in physical activity.” This study confirms that playing numerous sports is good for children.”

There are several other questions and before I know it, Question time is over!

There are still some important issues to be dealt with this afternoon.

Hopefully this body swap wears off today. Tomorrow is our official soccer practice and I’m anxious to be back in my own body and ready to have some fun.

#

I wake up after a good night's sleep, stretch my legs and wriggle my toes. And they ARE my toes! My feet, my legs. My mum stumbles into my room with a big grin on her face and wriggles her painted red nails in my face. We both whoop for joy.

I am so happy to be me again, but there is also a part of me that felt so good to be a part of decision making and passing laws in the ACT. But for now, I am off to school and soccer!

# Resource 2—Legislative process in the ACT—From a bill to an act

## Policy Development—Prior to the parliamentary process

Policy development can originate in a number of ways, including but not limited to:

- party policy and new policy ideas;
- election commitments;
- community pressure; and
- Council of Australian Governments (COAG) and inter-governmental agreements.

Legislation (Government and Private Members' Bills)

1. The party approves a policy position to allow for legislation to be developed.
2. Instructions forwarded to the Parliamentary Counsel's Office to prepare a draft Bill.
3. The party considers the draft and any changes are incorporated into a final Bill which is approved for tabling in Assembly.

## Parliamentary Process

Presentation

- Minister/member presents the Bill along with an explanatory statement (all Bills) and Human Rights Act compatibility statement (only for Government Bills);
- Minister/member moves that 'the Bill be agreed to in principle', makes presentation speech; and
- debate is adjourned, Bill is automatically referred to the Standing Committee on Justice and Community Safety (Legislative Scrutiny role).

Agreement in principle

- In-principle debate on Bill resumes (any member can speak during the debate);
- the minister/member who presented the Bill closes the debate; and
- Bill is agreed to 'in principle'.

Detail stage

- Bill considered in detail including clauses, schedules and title; and
- amendments moved and considered.

Agreement/Negatived

- final question, no debate allowed – 'that this Bill be agreed to' or 'this Bill, as amended, be agreed to'.

## A Bill to an Act—After the parliamentary process

1. The Act is prepared and certified by the Clerk as a 'true copy' as passed in the Legislative Assembly for the ACT.
2. Sent to Parliamentary Counsel's Office by the Speaker with a letter asking that it be notified on the [ACT Legislation Register](#).

## Resource 3—Learning through role play

Role play encourages students to be active learners through playing specific roles to gain a deeper understanding of the process for creating laws in the ACT. Student will be able to debate real issues that are important to them through a role play.

The role play activity is based on passing a law in the ACT and presents an opportunity to acquaint students with a number of key democratic concepts, including where the ideas for laws come from, how they become law and the role of elected representatives in the passage of legislation.

### Planning for the role play

Before completing the role play students will need to be familiar with the Assembly, resources for this include:

- Video—Parliamentary roles in the Assembly <https://www.parliament.act.gov.au/Explore-your-Assembly/videos/parliamentary-officers>
- Posters—The legislative process in the ACT Assembly and Who’s who in the Assembly chamber
- Factsheets—<https://www.parliament.act.gov.au/Explore-your-Assembly/resources/fact-sheets>
  - Structure of the parliament
  - The legislative process

This role play is designed for students to debate a set bill topic and the students will need to prepare a short speech to use during the debate.

The chosen topic forms the basis of a new bill, which is a draft law, once it is passed by the parliament it becomes a law.

Once the students have been introduced to the Assembly roles will need to be allocated so that students can write their speeches on the topic from either an affirmative or negative stance.

In its 30 year history the ACT has only had one government that has held majority in its own right (6<sup>th</sup> Assembly), all other governments in the ACT have been minority government with the cross bench holding the balance of power.

For the purposes of this role play, and to reflect minority government in the ACT, students should be divided so that:

- there are two Clerks (these are parliamentary officers—not members);
- the Government has one member less than a majority;
- the Crossbench should have a minimum of two members; and
- the opposition is formed from the remaining members.

As an example, for a class of 29 students they could be split as follows:

- 1 Clerk and 1 Deputy Clerk (parliamentary roles, not members); and
- 12 government members, 11 opposition members and 4 cross bench members; or
- other variations are 12 government members, 12 opposition members and 3 cross bench members; or 13 government members, 12 opposition members and 2 cross bench members.

These all represent a 27 Member Assembly (Clerks are not members) and allows the cross bench to hold the balance of power so they can vote with either side to pass a bill with a majority vote which in this example is 14 Members (demonstrating how balance of power works in a parliament with minority government).

Once the parties have been formed students will be able to create their speeches for the bill to be debated.

The role play is a simplified version of the legislative process and concentrates on the “Agreement in Principle” stage as this is where all debate on the merits or otherwise of a bill occurs. It is assumed that the Government has already presented the bill on a previous occasion.

Copies of the role play script will need to be provided for the Speaker, Clerk, Deputy Clerk and leaders of each party (government, opposition, crossbench).

All other members will only need to have their prepared speeches so they can participate when members wishing to contribute to the debate are called on by the Speaker (teacher choice if all student are to be provided with a copy of the script to help them follow the process).

## Preparing speeches for the bill debate

Preparing speeches for the debate:

- having determined who is the government, opposition and cross bench members each student will need a piece of paper and pencil. In a preparation for proceeding to the role play allow 5-10 minutes for every student to write a small paragraph on the topic:
  - government members need to write a paragraph in support of the chosen topic;
  - opposition members need to write a paragraph against the chosen topic; and
  - cross bench members can decide for themselves which side to argue. Cross members can act individually (as independents), or they may like to work together as a minor party and all support the same side of the topic. Proceed to setting up the classroom as a parliamentary chamber and commence the role play; and
- the Speaker and two Clerks are the only students who will not need to prepare a speech as part of the role play. The Speaker is generally a government member, however as they are controlling the proceedings they do not participate in the debate.

Every member of the Assembly can introduce bills to the Assembly, and while most bills debated in the Assembly will be government bills which are always presented by ministers, a small number each year are presented by other MLAs, these are known as private member bills.

## Parliamentary roles

### Speaker

- The Speaker is a member who is then elected by all Assembly members to the position of Speaker on the first sitting day of a new Assembly.
- The Speaker controls the proceedings in the Assembly and is responsible for ensuring that members follow the 280 standing orders (rules) that govern the operation of the Assembly.

- Any members wanting to speak during debate must stand up and Speaker will call on them by name for example “Member Smith”.
- To maintain order, if more than one member is talking at the same time, the Speaker will often say “order” or “order, members”.
- For the purposes of this role play, the Speaker will be conducting the meeting of the parliament, will call on members to speak, maintain order and put the question at the end of the debate for a vote.

## Clerk

- The Clerk and Deputy Clerk are parliamentary officers and are not elected. They have an extensive working knowledge of the 280 standing orders and provide advice to the Speaker on sitting days to help enforce these. They also provide independent and impartial parliamentary advice to the Speaker and MLAs. The Clerks are experts on procedure and keep the official record of sitting days, announce each order of business, time debates, ring division bells and count the votes.
- For the purposes of this role play, the Clerk will read out the title of the bill and count votes if a division is called.

## Deputy Clerk/Sergeant-at-Arms

- The Deputy Clerk of the Legislative Assembly is also the Serjeant-at-Arms. The Serjeant-at-Arms announces the Speaker and carries in the mace at the start of a sitting day and places it on the stand, large end faces the Government side of the Assembly when placed in the stand.
- Under the Speaker’s direction the Serjeant may be required to escort members who have been acting in a disorderly manner from the chamber.
- For the purposes of this role play, the Deputy Clerk will lead the Speaker into the chamber, carrying a mace (if the students have created one) and count the votes if a division is called.
- Watch the mace being carried into the Legislative Assembly for the ACT at the commencement of a sitting day (select the Assembly tab and in the date field select 2 April 2019)  
<http://aod.parliament.act.gov.au/>

## Chief Minister

- The Chief Minister is the head of the government. The party with the largest number of members in the Assembly usually forms government.
- The Chief Minister can appoint up to eight members to be ministers (together, they are known as the executive).
- For the purposes of this role play, the Government is in favour of the bill, government members wishing to speak need to think of reasons to support the bill when writing their speech.

## Leader of the Opposition

- The Leader of the Opposition is the head of the party that forms opposition. This is usually the party with the second largest number of members in the Assembly.

- The role of the opposition is to scrutinize the government. Opposition members are given shadow ministerial responsibilities. They are called shadow ministers as they are responsible for “shadowing” the portfolio responsibilities held by government ministers.
- The opposition party does not always oppose government bills. Sometimes it agrees with the government to help pass legislation in the Assembly.
- For the purposes of this role play the opposition is against the bill, members of the opposition need to think of reasons why they do not support then bill when writing their speech.

## Crossbench

- The members on the crossbench are made up of minor-party members and independents who do not belong to the major parties that usually form the government and the opposition.
- Crossbench members hold the balance of power when there is a minority government.
- For the purposes of this role play, crossbench members can decide their position on the bill and think of reasons either for, or against when writing their speech. Depending on their decision, the bill will either pass or fail to pass (as the crossbench holds the balance of power on the bill).

## Members in the chamber

- All members stand when the Speaker enters the chamber, led in by the serjeant-at-arms (with the mace if one has been created);
- After the acknowledgement the Speaker sits, they are the only member in the chamber who does not need to stand to speak once proceedings are underway.
- All other members must stand when they are speaking, all members should start their speech with “Thank you Mr or Madam Speaker” (depending on if there is a male or female speaker in the chair).
- Members may only speak once during the debate. Time limits can be imposed if required.
- Members can show support for speeches by saying “Hear, Hear”; or disagreement with speeches by saying things like “No”, “That’s wrong” or “We disagree”.

## Commencing the role play

### Setting the scene

The bill topic for debate is called the “Domestic Animals (Cat Registration) Amendment Bill”, this bill will require registration of all cats across the ACT.

The bill is a government bill, they will be arguing the affirmative case, the opposition will be opposing the bill and the cross bench can decide for themselves if they wish to support or oppose the bill.

Teacher to remind members of their roles depending on parties they represent—The government members support the bill, the opposition will not be supporting the bill and crossbench members can decide their own position as they hold the balance of power.

Teacher to outline standing orders for the session (see resource 2—Parliamentary standing orders (rules)). The standing orders could be displayed prominently on a board for reference by the students, alternatively a copy can be supplied to each student for use during the debate.

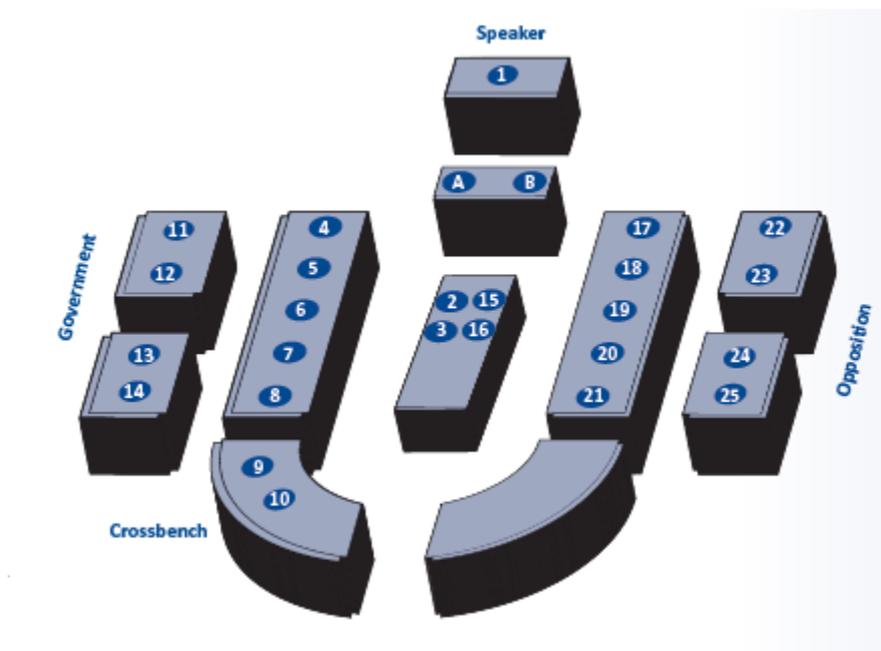
At the end of the bill debate the Speaker will call a vote on each statement. This first vote is always on the voices, the Speaker will say all those in favour say “Aye”, all those against say “No”. They will then make a call on the voices by saying either “I think the ayes have it” **OR** “I think the no’s have it” (see resource 5—Standing order 9).

Any member may disagree with the Speakers ruling and call a formal vote, to do this the member simply need to assert the opposite of what the Speaker has ruled (see resource 5—Standing order 10):

- Speaker ruling “I think the ayes have it”—to dispute a member says “I think the noes have it”;
- Speaker ruling “I think the noes have it”—to dispute a member says “I think the ayes have it”;

A formal count of the votes is known as a division and in this role play is done through a show of hands, the Clerks’ count the votes, give the result to the Speaker to announce (see resource 5—Standing order 10).

## Chamber setup



### Key

1. Speaker (usually a Government member)
- A-B. Clerk, Deputy Clerk/Serjeant-at-Arms (not members)
- 2-3. Chief Minister, Deputy Chief Minister
- 4-8. Government ministers and 11-14 Government backbenchers
- 9-10. Crossbench (Second unnumbered curved bench also a crossbench if there are more than 25 members)
- 15-16. Opposition Leader, Deputy Opposition Leader
- 17-25. Opposition members

## Classroom set-up

Organise the classroom to look like the Assembly chamber. Tables can be used for the Speaker, clerks and leaders, surrounded by chairs in a “U” shape for all other members.

Students move to their positions except for the Speaker and Sergeant-at-Arms, who will enter from a door/corner of the room once all students are standing in their position.

Once everyone is in position and ready to commence the role play, all students should be standing and then the Serjeant-at-Arms and the Speaker can enter the chamber in a procession. Students can sit once the acknowledgement to country is done.

## Resource 4—Role play script

Serjeant-at-Arms (carrying mace over their right shoulder) and Speaker stand at the entry to the chamber

Serjeant-at-Arms (Vera Vonguard): *Members, the Speaker*

Serjeant-at-Arms and Speaker procession—Serjeant-at-Arms walks to the table (places mace on front of desk if there is one) and stands in front to their chair, remain standing; Speaker walks to their chair, remain standing

Speaker standing

Speaker: *I acknowledge that we are meeting on the lands of the Ngunnawal people, the traditional custodians. I respect their continuing culture and the unique contribution they make to the life of this area. I would ask members to stand in silence and pray or reflect on their responsibilities to the people of the Australian Capital Territory.*

Speaker sits after 5 seconds silence, all members and clerks sit

Speaker: *Thank you members please sit.*

Speaker: *Clerk, read out the title of the Bill.*

Clerk stands

Clerk: *The Domestic Animals (Cat Registration) Amendment Bill.*

Clerk sits

Speaker: *I call on the Chief Minister Jenkins to speak.*

Chief Minister stands

Chief Minister Jenkins: *Thank you, Mr/Madam Speaker. The government plans to introduce compulsory cat registration for all cats living in the ACT. Registration will help in placing lost cats back with their owners and assist in encouraging early de-sexing of cats, resulting in less unwanted, dumped or feral cats.*

*[Insert any further prepared speech notes]*

Chief Minister sits

Speaker: *I call on the Minister Dracken to speak.*

Minister Dracken stands

Minister Dracken: *Thank you, Mr/Madam Speaker. I am pleased to discuss this bill which is based on laws by the Victorian State government that local councils have been implementing. This law has been effective in helping reunite lost cats with their owners, as well as keeping down the population of feral cats. I thank Members for their support and interest in this bill.*

*[Insert any further prepared speech notes]*

Minister Dracken sits

Speaker: *I call on the Leader of the Opposition to speak.*

Leader of the Opposition stands

Leader of the Opposition: *Thank you, Mr/Madam Speaker.*

*The Opposition will not be supporting this law. The registration of cats in the ACT will not help our wildlife as feral cats are mostly responsible for the killing of the wildlife, not peoples' pet cats.*

*[Insert any further prepared speech notes]*

Leader of the Opposition sits

Speaker: *I call on the Deputy Leader of the Opposition to speak.*

Deputy Leader of the Opposition stands

Deputy Leader of the Opposition: *Thank you, Mr/Madam Speaker.*

*Cat registration will not be good for the ACT. It will cost more as more staff will need to be hired, registration fees will not cover this cost. I repeat we will not be supporting this bill.*

*[Insert any further prepared speech notes]*

Deputy Leader of the Opposition sits

Speaker: *I call on Leader of the Crossbench to speak.*

Leader of the Crossbench stands

Leader of the Crossbench: *Thank you, Mr/Madam Speaker. I will be supporting the government bill to register cats in the ACT. Registration means we will know how many cats live in the ACT and where they are located This will help the government to plan to help stop the killing of wildlife as they will know what parts of the ACT are most heavily populated by cats and can make further laws for those areas.*

*[Insert any further prepared speech notes]*

**OR**

Leader of the Crossbench: *Thank you, Mr/Madam Speaker. I will not be supporting the government bill, registering cats will not help our wildlife. We need to contain our cats so they don't roam and kill wildlife. I would like the government to create a bill that keeps cats inside or in cat runs, this would be a much better idea for a bill to help our wildlife.*

*[Insert any further prepared speech notes]*

Leader of the Crossbench sits

Speaker: *Are there any further members who wish to speak on the Bill?*

*[Speaker to select a member who is standing up]*

Members wishing to speak stand

Selected member remains standing to speak, all other members who were standing sit again

Member: *Thank you, Mr/Madam Speaker.*

*[Student to say what they would like to say]*

Member sits

[Repeat the process until all members who would like to speak have had a chance to present their case, remember everyone only gets 1 chance to speak. Once everyone has had a chance to speak the Bill moves to the vote]

Speaker: *The question now is—That this bill be agreed to in principle.*

*Those of that opinion say “AYE” (wait for responses)*

*of the contrary “NO” (wait for responses).*

DECLARE RESULT (decided on the voices).

*I think the [AYES/NOES] have it.*

### **Calling a division—questioning the Speaker’s ruling**

Any member: *The [Ayes/Noes] have it.* [say the opposite of the Speaker’s ruling]

Speaker: *Division called for, ring the bells—Lock the doors.*

(In the Assembly bells would be rung, members have 4 minutes to get to the Chamber if they are not already present)

Speaker: *Members who say aye, please raise your hands. Clerks please count the votes.*

Clerk and Deputy Clerk write number of yes votes on the division result sheet. Remember the Speaker is a

government member and gets a vote, in this case would be voting yes with the government.

Speaker: *Members who say no, please raise your hands. Clerks please count the votes.*

Clerk and Deputy Clerk write number of no votes on the division result sheet, check that they have the same number for each vote (ayes and noes). If not you will need recount. Clerk and Deputy Clerk to give the Speaker the piece of paper telling them how many people voted yes and how many voted no. Speaker will announce the result.

Speaker: *Members, the result is:*

*Ayes =                votes*

*No =                votes*

Speaker: *The Bill is [passed/not passed] by the Assembly*

## Resource 5—Parliamentary standing orders (rules)

1. Members wishing to address the Parliament should stand and wait for the Speaker to invite them to speak. The member remains standing while speaking and only that person speaks.
2. Members should address all comments directly to the Speaker, who should be referred to as “Mr Speaker” or “Madam Speaker”, accordingly.
3. Members shall remain in their seat in silence while the Speaker is addressing the Assembly.
4. Members shall refer to all other members as “Mr/Ms [name]”.
5. Members may only debate matters that are relevant to the question before the Speaker.
6. Members shall not use any language which is disorderly or disrespectful of another member. Coarse language is not acceptable.
7. Members shall not interrupt another member, and may not converse or make any noise or disturbance while another member is speaking.
8. If a member is persistently disorderly they may be “named” by the Speaker who says, “I name “Mr/Ms [name]”. If a member of the parliament is named, the Clerk will record their name. If a member is named three times the Speaker will call on the Serjeant-at-Arms to remove that Member from the chamber. If a member is removed they cannot return for the remainder of the sitting and are unable to vote on any matters being considered by the parliament during that sitting.
9. After debate, voting is conducted using a simple method of choosing “Aye” or “No”. The Speaker decides on the voices who has won the vote by saying either “I think the Ayes have it” OR “I think the Noes have it”.
10. If the result is doubtful or a member disagrees with the Speaker’s ruling there is a division, the vote goes to a show of hands and the Clerk counts the votes and records the results. The Clerk gives the result to the Speaker to announce.

# Resource 6—Division results sheet

The question is—That this bill be agreed to in principle

(Clerk and Deputy Clerk to complete by counting of raised hands when Speaker puts the question)

Ayes	Number in favour:
Noes	Number against:

## Further division counts if required:

The question is—

(Clerk and Deputy Clerk to complete by counting of raised hands when Speaker puts the question)

Ayes	Number in favour:
Noes	Number against:

The question is—

(Clerk and Deputy Clerk to complete by counting of raised hands when Speaker puts the question)

Ayes	Number in favour:
Noes	Number against:

The question is—

(Clerk and Deputy Clerk to complete by counting of raised hands when Speaker puts the question)

Ayes	Number in favour:
Noes	Number against: