Activity two: Types of Government Roleplay

Learning outcome: To identify and analyse the key features of different systems of government (5 minutes to enter and write goal)

Allocated time: one 70 minute lesson

APK: Ask the students to come up with 5 class rules they would like to see implemented in their classroom. Provide flash cards to students: of Anarchy, Dictatorship, Monarchy, Communism and Democracy (5 minutes).

Process/instructions:

1. Provide students with the handout on the following page.
2. Advise the students that they will be participating in a series of roleplays to negotiate and agree on the class rules using the different systems of government.
3. Roleplay each of the government systems with the students depicting a different system of government (2 minutes per roleplay).
4. After each roleplay, give students three minutes to discuss what happened in groups using the handout provided.
5. When time is up, students must hold up the flash card of the system of government they think it is.
6. Ask students to provide their answer drawing on examples from the roleplay. Discuss the key features of the government system, talk about some real like examples and the pros and cons of each system. Ask students to note down the pros and cons on their handout (10 minutes per roleplay).

Instructions for roleplays

Dictatorship

1. Tell everyone to stand up behind their desks.
2. Ask 3 students to come up the front – they will be my army. Ask the army to take everyones pens/pencils and put them on my desk.
3. Tell the students the class rules:
   a. I like chocolate so I expect all students to bring me chocolate every lesson.
   b. At the start of each lesson you will recite the following ode to me: Ms Eayrs is the best teacher in the whole world, she makes us super smart and
   c. When you go home you will recite this ode every period and every morning and night
   d. All students need to obey my rules.
   e. If you do obey my rules there will be be
   f. Students who don’t obey my rules, which have been implemented for your sake, will be removed from the class and attend a re-education program in Mr Terrills office.

Monarchy

1. Introduce the Monarch of the class – Queen Emily who has been ruling year 10 geography since her father. Prince Cruze will rule after her.
2. Students may attend the Queen’s court and suggest class rules.
3. The queen will listen to the suggestions and choose which rules she wants to implement.

Communism

1. Invite 3 or 4 students up the front and congratulate them on helping to overthrow the terrible Terrill dictator who was making the students of the class work hard for his own benefit.
2. It is up to us to make the rules for the benefit of all us students in here.
3. Firstly we need to ensure everyone has enough pens and pencils so please go and collect everyones pencil cases.
4. You will be issued with a standard pencil – don’t sell this pencil or lose it.
5. Rules are that everyone has their own role in the class and will need to pitch in and work to ensure we get the work done.

Democracy

1. Invite all students to walk around and find other students who have similar rules to them.
2. Ask them to nominate a representative to put their rules to the class and vote on rules.
Dictatorship
Monarchy
Communism
Democracy
### Key features of different systems of Government

<table>
<thead>
<tr>
<th>Type of government</th>
<th>Key features</th>
<th>How was this demonstrated in the roleplay</th>
</tr>
</thead>
</table>
| Dictatorship       | • One person has absolute power  
                    • Generally power is taken by this person rather than elected into power  
                    • This person dictates their will over everyone else  
                    • No laws or constitution to restrict their power  
                    • Often uses the military to enforce their will on the population  
                    • Controls all aspects of citizens lives (totalitarianism) | |
| Monarchy           | • Power is inherited and held for life  
                    • Power is passed down through the family  
                    • Absolute monarchy – the monarchy has total power without any laws or constitution  
                    • Constitutional monarchy – a monarch’s power is written into laws and a constitution | |
| Communism          | • Power is generally gained by the workers during the overthrow of an oppressive government  
                    • The Government plans and controls the laws and economy with no input from the people  
                    • No private property  
                    • All wealth and goods are shared by the government equally amongst the people | |
| Democracy          | • People choose their government through fair elections  
                    • All people participate in decision making by choosing someone to represent them in the parliament  
                    • The law applies equally to all citizens, including the government | |