

## OLD MELBOURNE GAOL

### COURT AT THE CRIME SCENE – Years 9-12

*Exploring the old City Watch House and Magistrate’s Court through a thematically linked drama allows students to engage with a real-life experience from the initial forensic analysis through to the case’s legal conclusion.*

Captured as a potential suspect in a crime, led through an ‘arresting experience’ in the old **City Watch House** then, under Police Guard, escorted to trial in the old **Magistrate’s court**; students will experience the harrowing journey a prisoner would take from ‘caught’ to ‘court’. A policeman has been found dead, the circumstances are suspicious... were you involved, or were you just in the wrong place at the wrong time? A crime scene must be investigated and the evidence used to lead us to an outcome, a defendant and a sentence. Who did it? Let’s find out.

### OVERVIEW OF PROGRAM

The program provides opportunities for student’s to engage with the forensic and legal processes, used in Australia, through a process drama style experience which facilitates a deep level of immersion and contextual learning. The content allows for historical understandings to occur through key concepts including **evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability**

### AUSVELS LINKS

The history content at this level involves two strands: Historical Knowledge and Understanding and Historical Skills. These strands are interrelated and should be taught in an integrated way, and in ways that are appropriate to specific local contexts. Specific links can be made between the ‘Court at the Crime Scene’ experience and developments in technology, public health, longevity and standard of living during the twentieth century.



A framework for developing students' historical knowledge, understanding and skills is provided by inquiry questions through the use and interpretation of sources.

History – Level 10		Student Activities	Research & Resources
<i>Historical Knowledge and Understanding</i>	<i>Historical Skills</i>		
<p>Key Inquiry Question:</p> <p>What were the consequences of World War II?</p> <p>How did these consequences shape the modern world?</p>		<p><b>Pre-visit Activities</b></p> <p>Student's could research a range of topics (depending on their school's or classes' individual foci) including some of the following:</p> <ul style="list-style-type: none"> <li>- Study the layout of a Magistrate's Court and examine the roles performed by those working within it.</li> <li>- The development of the 'United Nations Declaration of Human Rights', including the involvement of significant Australian <b>HV Evatt</b>; President of the United Nations General Assembly 1948-49.</li> <li>- Australia's Legal System</li> </ul>	<p><b>Websites</b></p> <p><a href="#"><u>Magistrate's Court Layout</u></a> <i>A link to a UK site which contains an interactive layout of the same model court as the one student's will be visiting.</i></p> <p><a href="#"><u>HV Evatt</u></a> <i>An essay which explores this influential Australia's involvement in developing the UNDHR.</i></p> <p><a href="#"><u>Australia's Legal System</u></a> <i>An overview of how Australia's legal system operates.</i></p>



		<p>(specifically 'Criminal Law')</p> <ul style="list-style-type: none"> <li>- Forensic procedures</li> </ul> <p><b>On-site Activities</b></p> <p>Student's will be enrolled in the drama throughout their 1.5 hour experience (including pre and post briefing) which will be conducted by a combination of trained actor's and Old Melbourne Gaol program facilitator's.</p> <p><i>Student's will be arrested as suspects in a crime, charged; processed and locked up by a 'Sergeant' (trained actor) in the old <b>City Watch House</b> then they will be led through some enrolling activities to deepen their engagement, with the context, then they will proceed to the old <b>Magistrate's Court</b> (following the same journey a prisoner would really have taken) where they will act out a Courtroom Drama – for the crime they were initially suspected of being involved in – resulting in a defendant being found either guilty or not guilty of the crime.</i></p> <p><b>Post-Visit Activities</b></p>	<p><a href="#"><u>Victoria Police Forensic Services</u></a></p> <p><i>A guide to Victorian Police Forensic services and procedures.</i></p> <p><a href="#"><u>Victoria Law Foundation</u></a></p> <p><i>Provides plain speak information to guide the community in how to navigate the legal system.</i></p> <p><a href="#"><u>ComLaw</u></a></p> <p><i>A comprehensive guide to understanding Commonwealth Legislation.</i></p> <p><a href="#"><u>Public Records Office</u></a></p> <p><i>Extensive collection of Public records including summaries of real cases</i></p>
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There is also scope for a link with one of the [depth studies](#) at this level (*Rights and freedoms (1945 – the present: ‘The origins and significance of the Universal Declaration of Human Rights, including Australia’s involvement in the development of the declaration’* [\(ACDSEH023\)](#) through a contextual exploration of the right of all citizens to a fair trial. This experience also allows teachers the capacity to begin introducing links to VCE Legal Studies.



**AusVELS Levels 9 and 10** - Discipline Domains: *The Humanities: History, Science (Forensics), English and The Arts* and it has relevance for many of the non-discipline domains including '*Civics and Citizenship*', '*Communication*' and '*Personal Learning*' and technology is used to enhance the story telling.

Science	Student Activities	Research & Resources
<i>Forensics</i>		

VCE Legal Studies	Student Activities	Research & Resources
<i>Unit 1: Criminal law in action and Unit 4: Resolution and Justice</i>		

The Arts – Levels 9 and 10		Student Activities	Research & Resources
<i>Creating and Making</i>	<i>Exploring and Responding</i>		
<ul style="list-style-type: none"> <li>- Design and create drama in small ensembles or as a whole class performance generated from: real people from the past or present or using themes/issues.</li> <li>- Interpret play scripts (or students devise their own) for a particular audience in a particular venue.</li> </ul>	<ul style="list-style-type: none"> <li>- Critically discuss a contemporary Australian performance in a non-traditional performance space</li> <li>- Explore the impact of drama on society i.e. conventions of mixed media in contemporary theatre.</li> </ul>		