

Lesson Plan

Title

Politics and Government in Daily Life

Audience

Social Studies 11/Civic Studies 11

Overview

Students will develop an understanding of the relationship between politics and current issues, thereby gaining an appreciation for the role of politics in daily life.

Objectives

Create an interest and passion for democracy and the electoral process in students.

Activities and Methods

1. Teacher provides four 'hot topic' issues: federal, provincial, municipal and international.
2. Students respond to the issues on the worksheet provided. (5 minutes)
3. Teacher sets up 4 corners of the room for strongly agree, agree, disagree, and strongly disagree. (approx 5-8 minutes per group)
4. Taking one issue at a time, teacher asks students to move to the corner of the room that corresponds to their answer. Once there, students record on their worksheet, how many people have a similar view to theirs.
5. In the 'corner group', students discuss their common position on the issue, and must come up with 3 to 5 reasons to support their opinion. Students appoint one group member to report back to the class with their reasons. A student may not be the reporter more than one time and the reporter is allowed 30 seconds to state their position.
6. Option: After moving to the corner group and hearing the reasons, students in the group may choose to 'cross the floor' to another group.
7. After all the groups have reported their positions on the issues, the students move back to their original seats and the teacher leads a discussion on the work of government and the impact of government in daily lives, based on the premise that having a position on an issue makes each one of us 'political' at some level.
**Students take survey home and poll a family member to get their responses to the issues.*
8. Teacher provides copies of recent newspapers and/or allows the students to use computers to access internet news sites. Students report back in a teacher led brainstorming session. Teacher writes issues on the board.
9. Students choose one issue and based on their position on the issue, choose a method of response – such as:
 - writing a letter to their MLA , MP, or civic government.
 - create a poster to highlight their position on the issue.
 - develop a power point presentation on the issue.

Extensions

1. Students must come up with 3 other current issues related to government and then create their own survey of 10 questions based on the issues discussed in class and the issues they discovered in their research. Students poll 5 people to get their opinions on the issues and write a responsive paragraph on 'the role of government in our daily lives'.
2. Political Spectrum: Based on their positions on the worksheet issues, teacher develops lecture-based instruction on the political spectrum. Students identify their position on the spectrum which can be developed into further activities and teaching on the political parties. This can include inviting guest speakers, students researching the parties, etc.

Preparation (by teacher and by students)

Teacher to determine four “hot topic” issues and prepare Worksheets, [sample](#) attached.

Optional: Teacher to collect recent newspaper articles

Duration of Activity

2 – 3 lessons, perhaps 3 – 5 with extensions.

Learning Outcomes

It is expected that students will:

- apply critical thinking—including questioning, comparing, summarizing, drawing conclusions, and defending a position—to make reasoned judgments about a range of issues, situations, and topics
- demonstrate effective research skills, including
 - assessing information
 - collecting data
 - evaluating data
 - organizing information
 - presenting information
 - citing sources
- demonstrate effective written, oral, and graphic communication skills
- demonstrate skills and attitudes of active citizenship, including ethical behaviour, open-mindedness, respect for diversity, and collaboration
- explain how Canadians can effect change at the federal and provincial levels
- represent what it means to be Canadian with reference to distinctive Canadian programs and policies
- demonstrate a knowledge of historical and contemporary factors that help define Canadian civic identity.

Materials & Resources

Worksheet

Newspapers

www.leg.bc.ca

www.leg.bc.ca/hansard/index/htm.

www.parl.gc.ca

www.cbc.ca

www.ctv.ca

www.ec.gc.ca/ecoaction/what_is_e.html

www.studentvote.ca/

<http://climatechange.gc.ca/english/>

www.elections.ca/content_youth.asp?section=yth&document=index&lang=e&textonly=false

Optional: chart paper and markers

Evaluation of Activity

Formative: ongoing based on guided questions.

Summative: based on final product, using rubric developed by students in class.

Self and Peer Evaluation.

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NOTE: The ideas and opinions expressed in this classroom activity belong to their authors and do not necessarily reflect those of the Legislative Assembly of British Columbia. The Public Education and Outreach office only edits for clarity.

Worksheet

Where Do You Stand?

Individual and Class Response:

1. Use this chart to record your response in the first column.
2. Use the second column to record the number of classmates that choose the same corner as you.

Statements	SA	A	D	SD	Totals
1. Capital punishment should be reinstated in Canada for major offences.					
2. The purchase and consumption of alcohol should be illegal for persons under 22 years of age.					
3. Our city should enforce an 11:00 pm curfew for persons under 18 years of age.					
4. The popularity of environmentalism is based on media hype rather than reality.					

Family Member:

3. Use this chart to record the response of a family member.

Statements	SA	A	D	SD	Totals
1. Capital punishment should be reinstated in Canada for major offences.					
2. The purchase and consumption of alcohol should be illegal for persons under 22 years of age.					
3. Our city should enforce an 11:00 pm curfew for persons under 18 years of age.					
4. The popularity of environmentalism is based on media hype rather than reality.					

SA = strongly agree
 A = agree
 D = disagree
 SD = strongly disagree