

Lesson Title: Government and Decision Making, adapted from studentvote.ca

Grade: 6/7

Lesson Time: 60 minutes

<p>Core Competencies:</p> <ul style="list-style-type: none">• I can evaluate and use well-chosen evidence to develop interpretations; identify alternatives, perspectives, and implications; and make judgments. I can examine and adjust my thinking.• I understand that my identity is influenced by many aspects of my life. I am aware that my values shape my choices and contribute to making me a unique individual.	<p>Big Idea:</p> <ul style="list-style-type: none">• Increasingly complex societies required new systems of laws and government.
<p>Curricular Competencies:</p> <ul style="list-style-type: none">• Determine which causes most influenced particular decisions, actions, or events, and assess their short- and long-term consequences (cause and consequence)	<p>Content : (What will students know and understand)</p> <ul style="list-style-type: none">• social, political, legal, governmental, and economic systems and structures, including at least one indigenous to the Americas
<p><u>Guiding Questions:</u></p> <ul style="list-style-type: none">○ What are different ways we can make decisions?○ In what ways does the government serve communities?○ What does it mean to live in a democracy?	

Materials & Technologies:

- Laptop/computer/device
- Paper/pen

Lesson:**Read the following two scenarios:**

A. Skateboards and longboards are being ridden on the sidewalk in the neighbourhood. Recently, there have been a few accidents with skateboarders running into small children. Some people want the boards to be banned from sidewalks.

B. More and more young kids are riding ATVs in the community without proper training or protective gear. Recently, one boy was riding with his friend on a single rider ATV without wearing a helmet. He fell off and was injured.

Dig Deeper:

- What are some solutions to the problem?
- Who should be involved in making the decision for the community?

- What information is needed to make an informed decision?
- Can you agree on one solution?

Activity #1:

- Create a Venn Diagram or T-Chart on a piece of paper.
- Organize your ideas in relation to the following two questions:

EX)

<ul style="list-style-type: none"> • What factors contribute to a positive decision making process? 	<ul style="list-style-type: none"> • What factors contribute to a negative decision making process?

Activity #2:

- ✓ Watch the video: <https://www.youtube.com/watch?v=JgBBfM8SYPA>
- ✓ While watching the video, look for the three types of governments.
- ✓ With a family member or on a piece of paper, list and compare the three types of governments.

**Government types: democracy, dictatorship, monarchy

Exit Reflection:

Write a reflection that addresses the following questions:

- ✓ Why do we need government?
- ✓ What are the strengths and limitations of different forms of government?
- ✓ What does it mean to live in a democracy? How does it affect your life?
- ✓ What would your life look like if Canada had a different type of government?

Assessment/Evaluation:

- Exit reflection

Adaptations/Modifications:

- If students are from another country or have parents from another country, they could discuss the type of government in their home country.
- Students could compare the Canadian government to their home country's government system.