



LEGISLATIVE ASSEMBLY
of BRITISH COLUMBIA

British Columbia Teachers' Institute
on Parliamentary Democracy

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Two to three lessons exploring the role of government and the importance of laws in daily life.

Intended audience:

Grade 2 students

Statement:

Individuals, as citizens of the world, have both rights and responsibilities

Structure of 2 to 3 lessons:

1. Gain an understanding of government's role, specifically, what is the Legislative Assembly of British Columbia, and where is it found? Begin to think about what laws are, looking at the photos on the second page of the workbook.
 - a. The teacher will show a few photos of the Legislative Assembly of B.C., where it is located, and the B.C. flag. The teacher asks the question: *What is government?* These are a few examples of the way the teacher can determine prior knowledge of this subject amongst students. (The teacher notes their thoughts and ideas.) :
 - i. Think-Pair-Share sitting on the floor
 - ii. A big brain-storming session at the blackboard or a large flipchart (the teacher can add to it during the lessons/unit, to show how their view of government changes)
 - iii. Students discuss in groups of two, then groups of 4 and finally all together.
 - b. The teacher tells the students that *government is a group of people who make laws so that everyone stays safe*, OR the teacher and students build their own definition. They write down their definition(s) on the second page of the workbook.
 - c. Think-Pair-Share: Students look at the photos on the second page of the workbook and consider the laws they see/have on those themes, and share their thoughts with a friend, and then share a law or an idea in front of the class.
2. Explore which laws are found in the school, in groups of 2 or 3. Present the laws they have found.
 - a. The teacher and students take a tour around the school to find laws posted at school, and to see whether there are any laws at all at the school.
 - b. Complete the third page of the workbook. Draw or describe three different laws found at school.
3. Homework: Ask relatives/family/friends outside the school what laws they follow. Present the laws that exist outside the school, doing some research to collect the information. These can be presented during the next class.
 - a. The students take the last worksheet home and ask their families "What laws are there around us?" (a close-ended question) and "What is government?" (an open-ended question to expand their knowledge. They can transcribe the answers to these questions adding them to the previous definition shared during the class.)
 - b. The students present their research and their discoveries in front of a few friends or the class.
 - c. The teacher asks them for reasons that we have laws. (*Students begin to try to understand the reasons in order to prepare for supplementary lessons.*)
4. Please see below for the supplementary lessons:

Contents

Social Sciences: *The roles and responsibilities of regional governments*

Skills associated with the discipline:

To ask questions, make deductions by inference and draw conclusions based on the content and usual characteristics of the source (types of proofs).

Essential skills and self-reflective statements using "I":

1. Communication skills:
 - a. Enter into relationships and interact with others (to share and develop ideas): I ask simple direct questions, and I answer similar questions.
2. Critical thinking skills:
 - a. Questioning and investigation: I can ask open-ended questions and gather information.

Overview:

1. Students learn where the Legislative Assembly is located and share their prior knowledge.
2. Students gain an understanding of the role of government in a democracy, and of the laws operating around them.
3. Students also begin to explore the significance of these laws and the ways laws affect daily life (life at school and at home).

Interdisciplinary integration:

French (integrated) :

- During discussions, the students are expanding their French vocabulary
 - Contents: *Communications strategies: active listening, speaking in turn, non-verbal language*

Arts Education (part of a follow-up lesson):

- If the students create their own law, they can also create a poster to demonstrate that law.
 - Contents:
 - *Visual arts: design elements – line, shape, texture, color*
 - *Symbolic representation of a particular meaning.*

Additional questions for further consideration:

Why do we have a government that creates laws? Why do we have laws in the first place?

Activities/Follow-up lessons:

- Understand the reasons that laws exist. Understand the consequences if we do not follow laws and discuss this in groups.
- Make their own law, either for school or for home, explain why that law is important and show what happens when someone does not follow the law. Post this law in the classroom.

Resources

The 4 page document attached.

Evaluation

Formative: the teacher's observation of the students' discussions.

Summative: a final question card handed out at the end that asks students "What is government?". Students may draw and/or write to demonstrate their understanding.