

Classroom Activity

Title: Classroom Act

Audience: Kindergarten – grade 3

- Kindergarten: Rights, roles, and responsibilities shape our identity and help us build healthy relationships with others.
- Grade 1: Our rights, roles, and responsibilities are important for building strong communities.
- Grade 2: Individuals have rights and responsibilities as global citizens.
- Grade 3: People from diverse cultures and societies share some common experiences and aspects of life.

Overview:

Students will learn about parliamentary democracy and the democratic process by co-creating and voting on a classroom act.

Objectives:

Students will learn how parliaments create laws and make decisions. Students will participate in a democratic process.

Activities and Method:

Assess students' knowledge: Start by assessing your students' baseline knowledge about the law and how the government makes decisions. Consider asking your class:

- What is a law/rule?
- How do laws/rules affect you? Why do we have laws/rules?
- Why should laws/rules be fair, safe, and helpful?
- How do we decide on laws and rules?

Pre-teach: Based on your discussion, show some images to help illustrate these concepts to students. For example, showing photos of:

- The B.C. Parliament Building (where laws are made).
- Legislators debating in the House (how laws are made) and the Speaker of the Legislative Assembly (who helps laws be made respectfully).
- Photos of things the provincial government makes decisions about schools, hospitals, etc. (how does law affect you).

Activity introduction: Explain to students that you are going to practice creating fair, safe, and helpful laws for your classroom by way of a Classroom Act. As a class, brainstorm one

example and go through it on the white board. Write/draw on the board your brainstormed class rule, along with an explanation of why you should have this rule in your class.

- **Think-pair-share:** Have students pair up and discuss one rule they would like to add to your Classroom Act. Have them write or draw their proposed rule and an explanation of why they think this rule is needed.
- **Constructing your Classroom Act:** Come back together as a class and have each group share their rule and reason for the rule. After each rule is shared, have students vote on whether the rule should be accepted by a show of hands. Teach them about the concept of “majority rules.” As you go, write down all of the rules on a piece of chart paper or on the whiteboard.
- Optional: Have students sign the document when it is complete.

ELL Supports:

- Review key vocabulary during the pre-teaching phase: i.e. law, vote, Members of the Legislative Assembly, Parliament, vote, decision.
- Complete an example Act/rule on the board as a class including a sentence frame for students to copy such as “We will...” or “We won’t.”
- Provide the option for students to draw their rule, then scribe it for them to copy.
- Complete a vocabulary-matching activity to reinforce key vocabulary.

Suggestions for challenge-based or inquiry and cross-curricular integration:

- Older primary classes can complete a “Law/Rule Idea Planner” to discuss their proposed ideas further.
- Asking and finding answers to questions about our provincial government and the decisions they make.
- Teaching students’ fun facts about our provincial government and doing a trivia activity.
- Looking into current events and things the government is currently making decisions about.

Preparation (by teacher and by students)

- Download attached resources.
- Have the document with images either printed or ready to project.
- Print enough “Idea for a rule/reason” charts for your class to complete the activity in pairs.
- Decide how you want to record your classroom act and prepare as needed (on the whiteboard, on paper, in an e-document).
- Optional for older grades: Print enough “Rule/Act Planners” for your class to complete.
- Optional: Print enough “Word Matching” pages for your class.

Suggested Duration of Activity:

1 hour

Suggested Learning Outcomes:**Curricular Competencies:**

- Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
- Recognize the causes and consequences of events, decisions, or developments
- Explain why people's beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events
- Make value judgments about events, decisions, or actions, and suggest lessons that can be learned

Core Competencies (*how does this activity align with Communication, Thinking, and Personal and Social Competencies:*

- Communication: Connecting and engaging with others, acquiring, and presenting information
- Social Responsibility: Critical and reflective thinking
- Personal and Social: Social awareness responsibility

Materials & Resources:

See attached.

Evaluation of activity:**Learner self-reflection questions (assessment):**

- Revisit the questions you asked your students at the beginning of the lesson and discuss how and if their understanding has changed and/or what they learned from this activity.

Submitted By:

Riston Turner, Stanley Humphrey Secondary School, School District #20

Nataliya Chorna, Queensborough Middle School, School District #40

Tanis Flemons, Norma Rose Point School, School District #39

Wendy Wong, Taylor Park Elementary, School District #41

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 Parliamentary Education Office only edits for clarity.*