

Lesson Plan or Classroom Activity

Title: WWWWWHHIIB It, WWWWWHHIIB It Good

Audience: Grade 6/7

Overview: Teacher will discuss how a Bill becomes an Act in parliamentary democracy and brainstorm with the students about issues at the school-level that they would want to change. After discussing the process and sharing a sample, students will get into small groups and attempt the process. Students will fill-out the three column document that outlines the current policy (rule), the proposed change and the rationale. Students will then review other group's proposed ideas and provide feedback.

Objectives: To understand and experience the process of passing a Bill into an Act in British Columbia's Legislative Assembly and develop persuasive writing skills, constructive criticism, and editing skills.

Activities and Methods

Hook: Video-TMB Panyee FC short film

<https://www.youtube.com/watch?v=jU4oA3kkAWU>

Discuss with students what the video was about and brainstorm, “*What is a rule you would like to see changed at our school?*” While brainstorming ideas, explicitly demonstrating the WWWWWHHIIB (Who/What/Where/Why/When/How/If/If not/But) model.

Review the three column document model, and discuss the purpose of each column and emphasize the importance of word choice, word intent, and using persuasive writing to convey an idea. Students can write in note form in each column.

Have students work in small groups (recommended: 4 students/group) to complete the document. Ask students to brainstorm about what they want to change and check in with them to ensure they are on the right track. Multiple groups can discuss the same topic.

When students have completed their three column document, have each group hand in their work to the teacher. The teacher should redistribute each document to another group (if possible try to make sure that every group receives a different topic). Review constructive feedback and hand out the Peer Editing Checklist handout. Remind the students the importance of feedback and how review and rewrites are crucial to the parliamentary

process. Students should use the Checklist to find errors and provide constructive and thoughtful feedback to their peers. The Checklist and three column document is returned to original group once completed.

Students must then review their peers' feedback. Students will revise their documents with the edits and ideas in mind.

As a group, students will present their completed Bill to the class. They will outline the issue discussed, the original plan they presented, and the ideas that they took from the other group in the editing process. It would also be beneficial if students outlined unused suggestions from their peer editor group and discussed why they decided not to adopt them in their final document. Students can provide feedback in the form of two stars and a wish at the end of presentation for further review and feedback.

Optional additions:

- Teacher can have students edit multiple documents to further mirror the process of drafting a Bill.
- Students can use their documents as extensions in potential classroom meetings, student council meetings or further government study.

Preparation (by teacher and by student):

- Teacher: pre-teach the purpose of a law; the difference between a Bill and an Act; the process; and persuasive writing formats and intention.

Duration of Activity:

- 4 to 5 40-minute periods

Learning Standards:

- Grade 6 & 7 Socials Studies
 - **Content:** Understanding different systems of government
 - **Competencies:** Decision making structures and forms
 - Use social studies inquiry processes and skills to: ask questions; gather, interpret and analyze ideas; and communicate findings and decisions.
- Grade 6 & 7 Language Arts
 - **Content:** develop understanding of how language works and using it purposefully

Materials and Resources:

- Three column document template
- Model of a completed three column document
- Peer Editing Checklist

- Assessment Rubric

Evaluation of Activity:

- Assessment Rubric

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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 Parliamentary Education Office only edits for clarity.*

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Peer Editing Checklist

Read over the other group's three column document. Check to make sure there are no errors. If they have achieved the criteria in the left hand column, place a check mark. If not completed place an X and write the specific error in the right hand column.

Criteria	√ / x	Comments & Details
Spelling Errors		
Punctuation Errors		
Clear & Easy to read		
Logical		
Realistic		
WWWWWHIIB		Who _____ What _____ When _____ Where _____ Why _____ How _____ If (conditions) _____ If not (consequences) _____ But (expectations) _____

Group members name:

Policy Review: Three Column Document

Current Policy:

Proposed Policy:

Rationale:

Who

What

When

Where

Why

How

If (conditions)

If not (consequences)

But (exceptions)

Summary Paragraph

MODEL: Policy Review Three Column Document

Current Policy:

Personal Technology

There has been ongoing discussion around the use of personal technologies (Cellphones, iPads etc...). Our policy is that students must put away personal technology upon school entry and not to be used until the exit the building at the end of the day. All electronic devices will not be used during recess and lunch. Individual teachers will set their own guidelines for usage in the classroom, Depending on the activity or assignment, this could change frequently. Cellphones are a useful tool. Students will be allowed to organize and record their homework electronically at the end of each period. Cellphones may be used much more extensively depending on their teacher's classroom rules.

Proposed Policy:

Personal Technology

Personal technology is allowed to be used before school, at breaks, afterschool, and during work time in class. Cellphones are a useful tool and can offer students instant communications and access to learning aids.

Rationale:

Who

Students

What

Cell phones in school

When

Monday to Friday, during school hours

Where

Sunnyside Middle School

Why

Technology is abundant in today's world. Most students have personal technology and there are huge benefits that technology can bring to schools. Some of these advantages include learning aids, memory aids, a calendar, and voice notes. Students want the ability to use their personal technology in the classroom and the reasons for having technology out way the cons.

How

The new rule will begin at the start of the next school year. Teachers will communicate expectations regarding the new guidelines.

If (conditions)

Students may not use personal technology when teachers are delivering a lesson.

If not (consequences)

If students are caught using personal technology during a lesson they will lose the right to use technology for one week. If students continue to break the policy, personal technology will be band for that particular student.

But (exceptions)

Exception to the rule apply if there is an emergency in the school and a student must use their cellphone.

Assessment Rubric

	Not Yet Meeting Expectations	Minimally Meeting Expectations	Meeting Expectations	Exceeding Expectations
Group Work	-Lack of cooperation -Work is not distributed equally -Lack of focus during work time	-Some cooperation -Most of the work is done by few -Most members are focused	-Cooperative work periods -Everyone has done some work -All members are focused	-Harmonious cooperation -Work is equally distributed -All members are focused
Drafting	-No changes have been made from first draft to final draft	-Some changes have been made from first draft to final draft	-Many changes have been made from first draft to final draft	- Thoughtful and significant changes have been made from first draft to final draft
Three Column Document	-Not all columns are complete	-Some columns are complete	-All columns are complete	-Information in columns is complete, convincing, and thorough
Persuasive Paragraph	-Writing is lacking reasons -No use of persuasive language	-One convincing argument -Some persuasive language	-A few convincing arguments -Very good use of persuasive language	-Numerous, convincing arguments -Excellent use of persuasive language
Presentation	-Mumbled voices -Little audience engagement -Lack of preparation	-Voices are somewhat clear and projected -Some audience engagement -Presentation is somewhat prepared	-Voices are mostly clear and projected -High level of audience engagement -Presentation is prepared	-Clear, projected voices -Engages audience with presentation style -Presentation is well-prepared and rehearsed
Editing of other group	-No suggestions made for the other group	-Some suggestions made for the other group	-Many suggestions made for the other group	-Thoughtful, detailed suggestions that display careful consideration