

TEACHER GUIDE:

Thank you for choosing to visit Harbourfront Centre! Harbourfront Centre is an innovative, non-profit cultural organization which provides internationally renowned programming in the arts, culture, education and recreation, all within a collection of distinctive venues in the heart of Toronto's downtown waterfront. Our School Visits programs are rooted in the inquiry-based learning model, and accommodate for a number of exceptionalities.

WHAT TO EXPECT FROM YOUR DAY?

When you arrive at Harbourfront Centre, you will be greeted by one of our Educators. Payment will be taken care of by our Registrar (if you are onsite) or our Educator (if you are offsite) during the morning of your visit. Your class will then receive a brief introduction to Harbourfront Centre. Your program will begin shortly thereafter.

PROGRAM DETAILS:

Grades: 5

Curriculum Links- *social studies* (2013)

People and the environment – the role of the Government and Responsible Citizenship: demonstrate an understanding of the rolls and key responsibilities of citizens and of different levels of government in Canada.

Key Inquiry Question:

How is your life impacted by the structured and history of Canadian Government system?

ACTIVATION (Pre Visit Ideas)

- 1) Introduce the topic of government through the use of a **mind map**. Place the word 'government' in the centre of the page, and have the students generate as many ideas, connections, examples or images that come into mind.
- 2) Have students complete a **KWL chart** (see link in the Additional Links to Learning sections for a template). In this chart, students should complete what they **know** about the government, and what they **Want** to know before attending Harbourfront Centre.
- 3) Ask your students to identify three levels of **government** (federal, provincial and municipal). Discuss who the leader of each level of Government is, and identify your MP, MPP and City Councillor.
- 4) Have your **students identify which level of the government is responsible for each of the following services**. Ask them to prove an explanation for their thinking. A small list of services is found down below.
 - Citizenship
 - Criminal law
 - Education
 - Healthcare
 - Libraries
 - National defense
 - Postal service
 - Public transportation
 - Waste and recycling services
 - Water
- 5) Have students **collect a newspaper or magazine article that talks about the issue related to the government**. ask your students to identify the following:
 - The issue(s) presented
 - Which level of government is involved
 - A brief summary of the article
 - The student's own opinion on the subject

EXTENSION (Post Visit Ideas)

- 1) Have your students revisit their **KWL charts** and complete the **Learned** column. See if any pieces of information that they shared in the K or W columns proved to be inaccurate.
- 2) **Ask students to create a fact sheet on the local MP, MPP or city counselor**. The key information for the fact sheet, format and success criteria can be generated with your students.
- 3) Ask your students to **complete a reflection exercise** on your Government Studies program. This could take the format of a photo diary (if students were taking photos), a short summary of the day or even a discussion of their favorite or most interesting stop.
- 4) Introduce students to an issue affecting your local school community. **Have students research the various perspective and participate in a mini-debate**. Issue of local importance might include a zoning by-law variance for new houses, traffic regulations, garbage or recycling programs, community centre access, etc.

ADDITIONAL LINKS TO LEARNING

(Harbourfront Centre School Visits does not assume responsibility for content on the resources listed below. Please confirm the content is appropriate for your class and school community before using these suggested resources in your classroom)

- 1) KWL Chart
http://eworkshop.on.ca/edu/pdf/Mod37_graph_KWL.pdf
- 2) Ontario Justice Education Network
<http://ojen.ca/en/>

URBAN STUDIES ONSITE ASSESSMENT TOOL

Student Name: _____

Date: _____

Criteria	Level 1	Level 2	Level 3	Level 4
Interaction in Group Discussion	never able to respond to direct questions; never volunteers point of view	rarely able to respond to direct questions; rarely volunteers point of view	responds occasionally to questions; occasionally volunteers point of view	responds frequently to questions; routinely volunteers point of view
Listening Skills	student does not listen when others talk, and follows few of the instructor's directions.	student does not listen when others talk, and sometimes follows the instructor's directions	student listens when others talk, and often follows the instructor's directions	student listens when others talk, and always follows instructor's directions

Comments
