



POLITICS AND
GOVERNMENT
IN OUR DAILY LIFE

Geography | History | Civics | Mother Language

POLITICS AND
GOVERNANCE



PEDAGOGIC CONTENT:

- Decision- making
- Political values
- European values
- Social studies

PRE-REQUISITES:

- None

NEW COMPETENCIES TARGETED/LEARNING OUTCOMES:

STUDENTS WILL BE ABLE TO:

- Practice in decision-making about dealing with severe environmental issues (e.g. floods, natural hazards, overpopulation etc.)
- Argue to support their suggestions
- Understand the importance of prevention (at the level of individual, neighborhood, Municipality, city, community)
- Develop an understanding of the relationship between politics and current issues
- Gain an appreciation for the role of politics in daily life



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DESCRIPTION:

IMPLEMENTATION

-  **#1:** Educator provides at least four 'hot topic' issues : federal, provincial, municipal and international (e.g.: waste management, migration flows, climate change, overpopulation, biodiversity loss, pollution, etc.)
-  **#2:** Students respond to the issues on the worksheet provided. (**5 minutes**)
-  **#3:**Teacher sets up 4 corners of the room for strongly agree, agree, disagree, and strongly disagree. (approx 5-8 minutes per group)
-  **#4:** Taking one issue at a time, teacher asks students to move to the corner of the room that corresponds to their answer. Once there, students record on their worksheet, how many people have a similar view to theirs.
-  **#5:** In the 'corner group', students discuss their common position on the issue, and must come up with **3 to 5** reasons to support their opinion. Students appoint one group member to report back to the class with their reasons. A student may not be the reporter more than one time and the reporter is allowed **1 minute** to state their position.
-  **#6:**Option: After moving to the corner group and hearing the reasons, students in the group may choose to 'cross the floor' to another group.
-  **#7:** After all the groups have reported their positions on the issues, the students move back to their original seats and the teacher leads a discussion on the work of government and the impact of government in daily lives, based on the premise that having a position on an issue makes each one of us 'political' at some level.
-  **#8:**Teacher provides copies of recent newspapers/articles and/or allows the students to use computers to access internet news sites. Students report back in a teacher led brainstorming session. Teacher writes issues on the board.
-  **#9:**Students choose one issue and based on their position on the issue, choose a method of response – such as:
- create a poster to highlight their position on the issue
 - develop a power point presentation on the issue
-  **#10:**Students present their posters/ ppts in the rest of the school community

Type of activity  Game, debate, discussion, project

Target audience  From 13 years old

Place  Classroom, ICT laboratory

Material needed  Worksheets, Newspapers, computers, access to internet, pencils

Duration of activity  Implementation : 2-3 hours

Authorship  HCMR (Education Unit)

No authorization required

Links  None

Notes by author  none



Departament de Sostenibilitat i Medi Ambient
Consell de Mallorca





Worksheet

Where Do You Stand?

For each of the following statements, check the box which best reflects your opinion

S.A. : Strongly Agree

A. : Agree

D. : Disagree

S.D. : Strongly disagree

ENVIRONMENTAL ISSUES	S.A.	A.	D.	S.D.	TOTAL
Issue No 1 : overpopulation and urbanization are significant problems for our country					
Issue No 2: overpopulation contributes to the increase in illegal immigration					
Issue No 4 : further reduction of greenhouse gas emissions is important in my country					
Issue No 5: better and more efficient waste management will reduce the problem of marine pollution					
Issue No 6: we need to change our consumption habits to reduce our ecological footprint					
Issue No 7:					
Issue No 8:					

