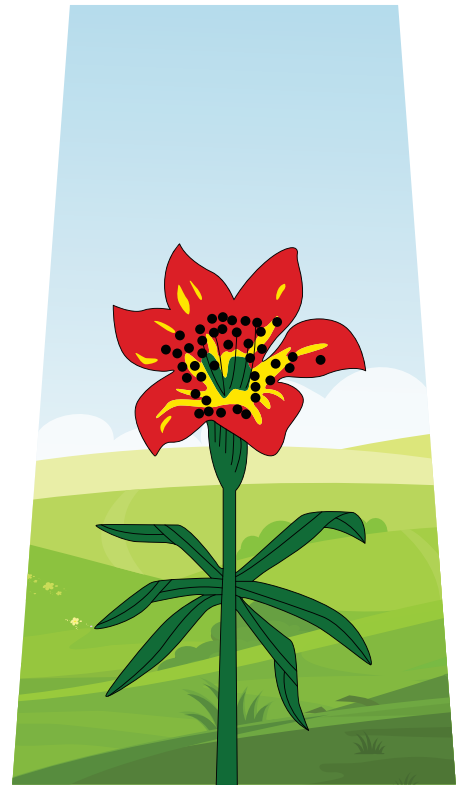


Who Governs Us?

Who Governs the Land?

AN EDUCATOR'S GUIDE TO LOCAL GOVERNMENTS & GOVERNANCE

The outcomes selected from the Saskatchewan Grade 4 Social Studies Curriculum provide a direct link to governance. This guide is intended to support Grade Four educators as they teach students about governance at the local, community, civic, and provincial levels, including both Métis and First Nations governance structures and information about K-12 education governance.



Introduction

The concept of governance is an abstract one, but it is also observable in both action and impact. Although governance is a challenging concept to bring to Saskatchewan Grade 4 students, it fits well within the existing provincial curricula. This guide is a collaborative effort between the Saskatchewan School Boards Association, Saskatchewan Urban Municipalities Association, Saskatchewan Association of Rural Municipalities, Federation of Sovereign Indigenous Nations, and Métis Nation – Saskatchewan. The guide is intended to support Grade Four educators as they teach students about governance at the local, community, civic, and provincial levels, including both Métis and First Nations governance structures and information about K-12 education governance.

The range of governance and the wide array of governing bodies is multi-layered. Students will come to understand that there are laws and decisions from multiple interconnecting levels of governance that govern us regardless of which jurisdiction we find ourselves. For example, most young people envision themselves driving at some point in their future. Many will know that the age to obtain a driver's license is sixteen. This will not change whether you live in an urban, rural, northern, remote, First Nations, or Métis community. One unlikely exception might occur if a governing body determines that people under 16 or without a licence may drive in a defined geographical area outside the jurisdiction of the federal and provincial laws. However, this is unlikely.

The various forms of governance collectively and dynamically have an impact on all of us. We are now familiar with the phrase “We are all treaty people,” a reminder that treaties are made between nations and have an impact and obligations which affect all those within the treaty making nations. Canada is a large nation in which the original peoples of the land,

the Inuit, the First Nations, and the Métis, have inherent rights as Indigenous Peoples. The governance systems of Indigenous Peoples were impacted severely by the arrival of settlers with a different worldview and the colonial structure that came with the arrival of newcomers to the land now called Canada. Indigenous Peoples have never lost their nationhood. However, they did have their abilities to govern themselves suppressed and temporarily eradicated. Now the Indigenous peoples are asserting their nationhood while they reclaim their right to govern themselves. With federal, provincial, civic, and community governance in place for all Canadians, Indigenous governance reclamation will take place with bilateral agreements between the nations that will continue to exist on the same land.

Everyone is impacted by governance. Whether it is in the home, the school, the community, or elsewhere, we have the opportunity and the choice to offer to lead our governance or to be influential in selecting who will lead our governance. Understanding how various governance systems work is important as no single system functions independently from the others.

As educators, we know that the ability to think critically is essential to navigating one's way through such a complex and ever-changing world. Children have the opportunity now to influence governance even if the influence at this stage of their lives is limited. As adults, they will have the opportunity to make informed choices about how they are governed and by whom.

How this Resource is Organized:

This guide was created using the UbD (Understanding by Design) format that demands we must first determine where our students are going before planning how they will get there. The outcomes selected from the Saskatchewan Grade 4 Social Studies Curriculum provide a direct link to governance. These will be the main areas of focus in a series of lessons based on the indicators for these outcomes. As local governance varies within each local community, lessons and documents are editable to allow teachers to adjust for regional differences.

The guide begins with the first step of planning and considering desired outcomes for students.

- 1. Possible Inquiry Questions:** This section sets the direction for the teacher, while simultaneously creating a goal for the students. The desired outcomes and indicators shape the question(s) as lesson planning proceeds.
- 2. Background Info for the Teacher:** This part of the guide highlights key understandings for the teacher, particularly if the subject matter is not familiar to the teacher.
- 3. Key Vocabulary:** Key words that inform the teacher and students are identified with the expectation that they will be known on completion of the lesson. The definitions should be meaningful for the students and understandable at their grade level.
- 4. Focus/Supplementary Outcomes:** This section follows the UbD format where 1 to 4 key and supplementary outcomes are selected from the Saskatchewan Curriculum. The outcomes are assessed later through defined indicators that will help ascertain the level of understanding students have of the outcome(s)

- 5. Timelines:** Approximate time needed
- 6. Materials Needed:** Teacher resources and materials necessary for the lesson, including handouts and materials.
- 7. Motivational Set:** This provides a way for teachers to generate interest and to assess what students already know about a given topic in order to determine where to start while approaching the bulk of the content.
- 8. Process:** This section outlines the steps for the teacher to follow during the lesson.
- 9. Assessment:** Possible assessments for students that will demonstrate their ability to organize the information they retained and convey it back to the teacher in a tangible way. Assessment should align with the chosen outcomes and indicators.
- 10. Teacher Resources:** Additional resources to aid in the main lesson to enhance student learning, especially for pictorial or kinesthetic learners.

NOTE:

Governance structures and systems change from time to time through the influence of the electorate, through those who are elected to lead, and sometimes by logistics such as population fluctuations. For example, we see the ridings and boundaries in federal and provincial elections change from time to time. Indigenous government make changes too as do the mechanisms governing education. As such, we advise you to check each jurisdiction featured in this guide for changes and updates you can incorporate each time you cover this material.

Partner Information:

Saskatchewan School Boards Association

School boards are elected to govern Kindergarten to Grade 12 education in their school divisions and are essential members of local government. They ensure that the wishes of the community are reflected in the division's schools and make decisions that shape the education of Saskatchewan's children. The Saskatchewan School Boards Association supports boards in this very important work.

www.saskschoolboards.ca

Federation of Sovereign Indigenous Nations (FSIN)

The Federation of Sovereign Indian Nations represents 74 First Nations in Saskatchewan. The Federation is committed to honouring the spirit and intent of the Treaties, as well as the promotion, protection and implementation of the Treaty promises that were made more than a century ago.

www.fsin.ca

Métis Nation – Saskatchewan (MN-S)

Métis Nation – Saskatchewan represents the province's Métis citizens. The Métis Nation Legislative Assembly is the governing authority of the Métis Nation – Saskatchewan and has the authority to enact legislation, regulation, rules and resolutions governing the affairs and conduct of the Métis in Saskatchewan.

<https://metisnationssk.com/>

SUMA

Saskatchewan Urban Municipalities Association is representing Saskatchewan's hometowns through advocacy, support, savings, and by providing expertise. We are committed to our members ability to create and maintain thriving, sustainable communities.

<https://suma.org/>

Saskatchewan Association of Rural Municipalities (SARM)

SARM is the independent association that represents its membership of 296 rural municipal governments in Saskatchewan and is the principal advocate in representing them before senior governments. We have helped with what matters. As the voice for rural Saskatchewan for over 100 years, we have spoken strongly and clearly to represent rural municipal governments.

www.sarm.ca

Saskatchewan Teachers' Federation

As professionals and leaders in our communities, we strongly believe that public education is a common good and a universal right of all children and youth. Because of this, we have a long and storied history of working with others to achieve significant educational and societal change for the benefit of all Saskatchewan.

www.stf.sk.ca

Gabriel Dumont Institute

The mission of the Gabriel Dumont Institute is to promote the renewal and development of Métis culture through research, materials development, collection and distribution of those materials and the design, development and delivery of Métis-specific educational programs and services.

www.gdins.org

Lesson 1:

Who Governs Me?

Unit Introduction

LESSON 1: WHO GOVERNS ME? UNIT INTRODUCTION

1. Possible Inquiry Questions:

1. Who governs me?
2. What is the difference between rules and laws?
3. What is the difference between rights and responsibilities?
4. Which is more important – rights or responsibilities?
5. What roles do various leaders have in creating rules and laws?
6. Why is it important to learn about laws and rules?
7. Why do we need to understand our rights and responsibilities as members of society?
8. Why might rights, responsibilities, rules and laws change depending on where we are?

2. Background Information for the Teacher:

Teaching young children about governance starts with what they know. “Who governs me?” is a fundamental question. While at home, a child is able to make some decisions for themselves, but it is likely the role of adult parents and caregivers to make most of the decisions. Just as rules and expectations vary from household to household depending on cultural traditions, lifestyles and religious beliefs, so does the decision-making process and who is involved in it. Students bring the governance they have learned at home to other areas of their lives, such as school, clubs, community events and places of worship. For example, when children come to school, another set of rules exists. Each student soon learns which rules from home are congruent with those at school and which are not. The student will adjust to the immediate environment and will do so again for each environment they know to be different. As adults, we function in the same way. We may conduct ourselves differently in the home than we do at work. For example, if your workplace requires steel-toed footwear, you comply. Even something in our workplace that is not a safety issue, such as telephone and email protocols are adjustments we make. We come to know that different environments, different jurisdictions, are governed differently from one another. We see this evidenced by provincial governance and the differences from one province to another. We see it from city to city, town to town, and village to village. We also see each First Nation and each Métis Nation governs themselves differently from others.

Some of the laws and protocols that govern all of us supersede those that were locally determined. The federal boundaries for various ridings do not align with provincial boundaries or those of Indigenous Peoples. Those elected in any one jurisdiction have varying levels of influence within their jurisdiction or with any Indigenous nation in the same region.

3. Key Vocabulary:

Rules • Laws • Rights • Responsibilities

4. Focus/Supplementary Outcomes:

PAA 4.2 - Demonstrate an understanding of the provincial system of government.

- (a) differentiate between rules and laws
- (b) differentiate between rights and responsibilities

LESSON 1: WHO GOVERNS ME? UNIT INTRODUCTION

5. Timeline:

Approximately 90 minutes

6. Materials Needed:

- **Suggested motivational set items.** Ensure that these items include symbols of Indigenous leadership and governance: Voter's card, Métis voting ballot, FSIN or local tribal council ballot, picture of The Saskatchewan Legislative Building, city or town hall, local band office, Métis Nation - Saskatchewan head office, political party pamphlets, pictures of government leaders: premier, current FSIN Chief, Métis Nation President, pictures of meeting spaces for municipal government, school board, newspaper articles.
- **Student Assessment Booklet:** This booklet is intended to be introduced at the beginning of the unit and used throughout. After each lesson, provide opportunities for students to jot down ideas under each heading.
- **Student Handout Booklet**

7. Motivational Set:

Display motivational set items from materials list on a table or bulletin board to promote curiosity of learning.

Have students ask questions to predict what they are going to be studying.

8. Process:

1. Display motivational set objects on a table or bulletin board to promote curiosity of learning. Ask students:
 - a. What do these objects have in common?
 - b. Can anyone make a prediction about what we will be learning about?
 - c. What objects/pictures you see, are you familiar with?
2. In the student booklet, complete the first few pages – discuss “I can statements”, complete the “Big Questions” and “What do you already know?” handouts.
3. If available in your library, read “Duck for President” (A Click Clack Book) by Doreen Cronin. If not available, listen to the story on YouTube.
Duck for President - <https://www.youtube.com/watch?v=Z3kQdyqOGj8>
Provide an overview of the final assessment “Who Governs Me?”.
 - a. Introduce the rubric and handout the Assessment Graphic Organizer Booklet.
 - b. Students will use this booklet throughout the unit to complete the overall assessment.

LESSON 1: WHO GOVERNS ME? UNIT INTRODUCTION

4. Provide the opportunity to have a large group discussion. Start by asking students “What are some things....”
 - a. You are not allowed to do at home?
 - b. You should remember when you’re on the road?
 - c. You should remember while swimming?
 - d. You can and cannot do at school?
 - e. You should remember while at church?
5. As a large group, discuss some rules and laws and have students decide if they are rules or laws. Provide examples such as:
 - a. Drivers can not use their cell phones while driving.
 - b. Teams in the Canadian Football League (CFL) can not have more than 12 players on the field.
 - c. Name a class rule such as “be prepared with all of your materials”
 - d. Do not steal.
 - e. Stop at stop sign or a red light.
 - f. Raise your hand to speak in class.
6. In their student booklet, students begin answering questions regarding things they have learned. (Pages 2-3) You can choose students to work with a partner or by themselves.
7. As a whole class, discuss students’ ideas regarding rules and laws. You can choose to have an open discussion, or you can write down key words and phrases that the students have come up with to distinguish between a rule or a law.
8. Have students complete pages 4-7 in the student booklet. They can do this on their own or with a partner.
9. **Rights and Responsibilities:**
Start by asking students “What are some things....”
 - a. That are different between rights and responsibilities?
 - b. You have a right to while you are at school?
 - c. You are responsible for at home?
 - d. You are responsible for while playing a team sport?
10. On the board, or on a chart paper, write two columns “Rights” and “Responsibilities”. Write examples of each on the board in the correct column, such as, “You have the right to a safe environment” and “you have the responsibility to follow safety rules”. Then, invite students to participate in group discussions and add to the list on the board.
11. Use the strategy “Clock Buddies” to choose different partners. This eliminates wasted time choosing partners and can be used throughout the entire unit where appropriate. Students will need to book “appointments” with one another. For example, if Jane asks Tom to be her 6:00 appointment, Jane writes Tom’s name and Tom writes Jane’s name.
See Student Workbook page 1.13

LESSON 1: WHO GOVERNS ME? UNIT INTRODUCTION

12. Have students meet with their different appointments to complete **Rights and Responsibilities - Hand-In-Hand** handouts located in student booklet. The teacher should call out when it is time to meet the different appointments to help the flow of the class.
13. After all the appointments have been completed, provide time for students to share their ideas.
14. As a culminating activity, read the story: Boss for a Week by Libby Handy or watch the video on YouTube: <https://www.youtube.com/watch?v=IO55R3S4Wvc>
 - a. Students will enjoy being boss for a week!
 - b. You can choose to write this as a whole class, or have students complete individually.
 - c. Boss for a Week writing activity is included in the student booklet.

8. Assessment:

- Boss for a Week writing assignment
- Begin first steps to working on “Who Governs Me?” assignment. Have students complete their personal governance graphic organizer.

9. Teacher Resources:

Websites to Consider:

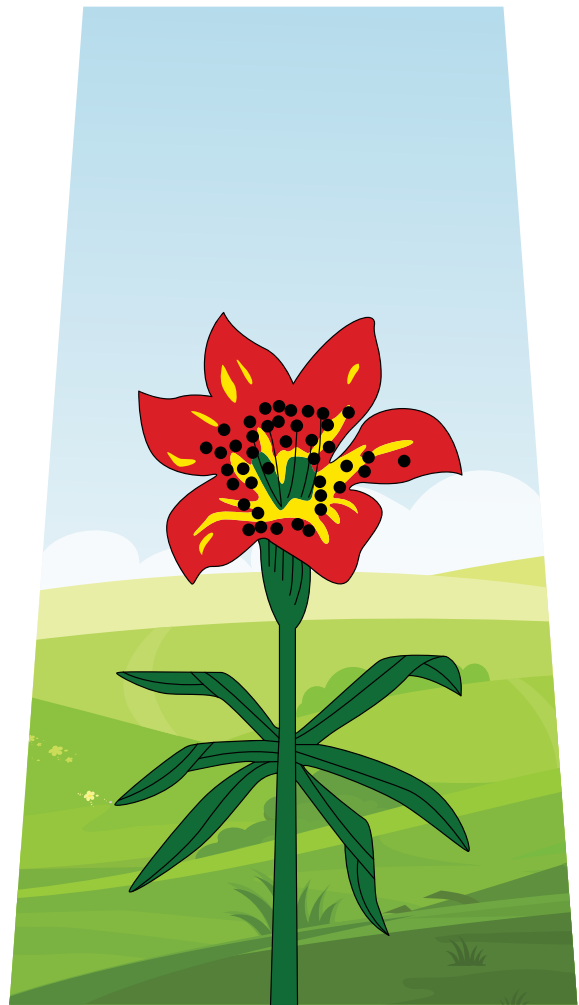
“Duck for President:” youtube video: <https://www.youtube.com/watch?v=Z3kQdyqOGj8>

“Boss For A Week” Youtube video: <https://www.youtube.com/watch?v=IO55R3S4Wvc>

Power and Authority

Social 4 Student Handbook

Lesson 1: Who Governs Me?



Name: _____

The purpose of Our Government Unit is to learn about how decisions are made to help Canadians and people in Saskatchewan.

Our Learning Goals:

- **I can explain how the lives of people in Saskatchewan are affected by different levels of government. (PA 4.1)**
 - a. I can tell how Saskatchewan people can be involved in making decisions for their communities.
 - b. I can name the Mayor, Reeve and/or Chief and/or Métis President.
 - c. I can describe ways that people of Saskatchewan can be involved in the democratic process.
 - d. I can name the Premier, Leader of the Opposition, and the local MLA.
 - e. I can explain how the government gets its money and spends its money.
 - f. I can identify Saskatchewan symbols and explain their importance.
- **I can explain how the provincial government of Saskatchewan works. (PA 4.2)**
 - a. I can explain the difference between rules and laws.
 - b. I can explain the difference between rights and responsibilities.
 - c. I can describe the three levels of government in Saskatchewan.
 - d. I can name local, provincial and federal heads of government.
 - e. I can tell how government laws are made.
- **I can explain how First Nations government works. (PA 4.3)**
 - a. I can tell about First Nations government.
 - b. I can explain how First Nations leaders are chosen.
- **I can explain how Métis government works. (PA 4.4)**
 - a. I can tell about Métis government.
 - b. I can explain how Métis leaders are chosen.

Who Governs Me? What Do You Already Know?

Read each of the statements. Do you think the statements are TRUE (T)? Or FALSE (F)? Not sure (U)?

	If you break a law, you could go to jail.
	Rules are made by parents, teachers and other adults.
	Only adults have responsibilities.
	Students have the right to learn.
	Laws and bylaws are the same thing.
	It is everyone's responsibility to follow rules and laws.
	Government's main purpose is to provide services that help citizens in their country province or town/city.
	There is one system of government in Canada.
	A municipal government looks after their village, town or city.
	The provincial government collects money to pay for education.
	A Tribal Council includes First Nations communities.
	The premier of Saskatchewan makes the laws for the province.
	Métis and First Nations have their own governments.
	The Government of Saskatchewan raises money through taxes.
	People can be part of the government and make decisions.
	First Nations and Métis people make their own decisions to meet the needs of their citizens.
	Anyone can vote in a municipal government election.
	Only Saskatchewan residents can vote in a Saskatchewan Provincial election.
	First Nations leaders are called Chiefs.
	Métis peoples vote for a President.

Questions for Deeper Understanding:

Look at the *I can* statements.

Read them together in your group, with a partner or as a whole class.

What are some important questions you have about this unit?

1.

2.

3.

4.

5.



Rules & Laws – Part A:

Power and Authority (PA 4.2): I can differentiate between rules and laws.

Name two rules:

- _____
- _____

Name two laws:

- _____
- _____

What is the difference between a rule and a law?

A rule is _____

A law is _____

Part B – Fill in the blanks:

can	cannot	communities	government	lawbreakers	laws
need	needs	obey	protect	rights	rules
					safer

- _____ tell us what we _____ or _____ do.
- People _____ rules to protect the _____.
- Rules for _____ are called _____.
- Laws help to make our communities _____ and more pleasant.
- Everyone must _____ the laws.
- It is one job of _____ to see that laws are respected and identify consequences for _____.

Part C – Law or Rule?

Indicate a (L) for law and a (R) for rule

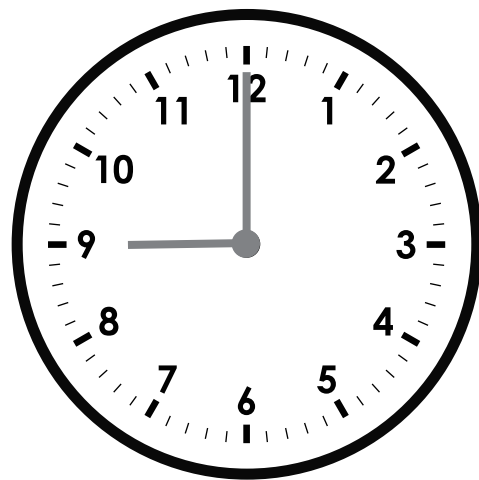
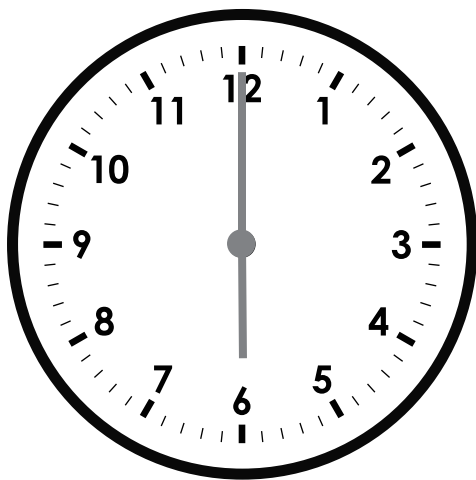
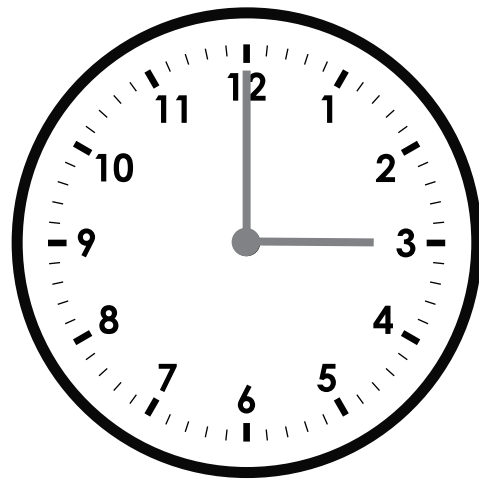
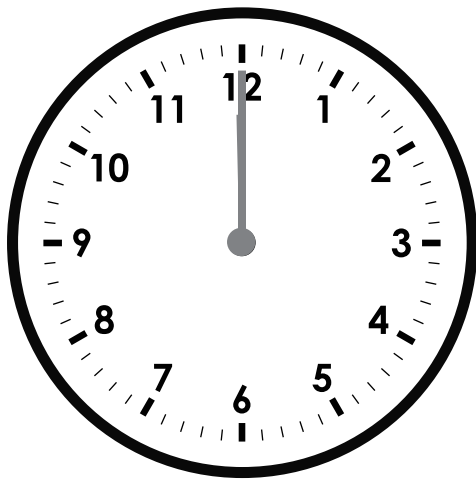
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|---|--|
| 1. You must wear a seatbelt while driving. ____ | 7. Do not throw litter on the ground. ____ |
| 2. Raise our hand in class. ____ | 8. Wash your hands after using the washroom. ____ |
| 3. Stopping at a red light. ____ | 9. The speed limit in a school zone is 30km/hour. ____ |
| 4. Walking on a sidewalk. ____ | 10. Use your manners. ____ |
| 5. Do not bully others. ____ | 11. Walking in the hallways at school. ____ |
| 6. Clear the table after eating. ____ | 12. Wear a helmet while skating. ____ |

Part D - Make a List of Rules and Laws That You Are Familiar With:

RULES	LAWS

Clock Buddies

Before learning about rights and responsibilities, fill in your clock buddy appointments. Remember, whoever you book an appointment with, that person also has to book you in the same time slot.



Rights and Responsibilities – Part A:

Power and Authority (PA 4.2): I can differentiate between rights and responsibilities

What is the difference between a right and a responsibility?

A right is _____

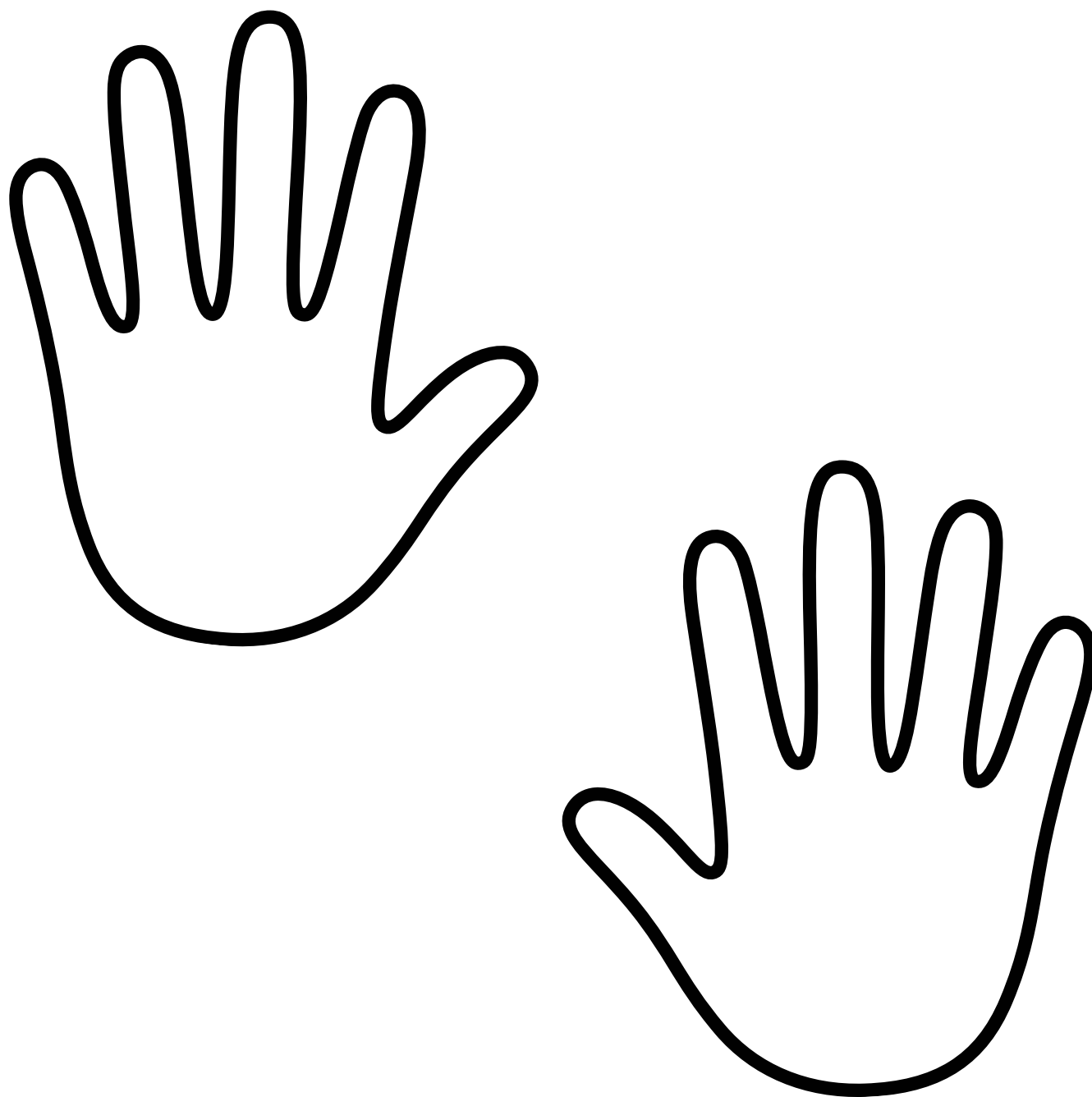
A responsibility is _____

Rights and Responsibilities – Hand-In-Hand:



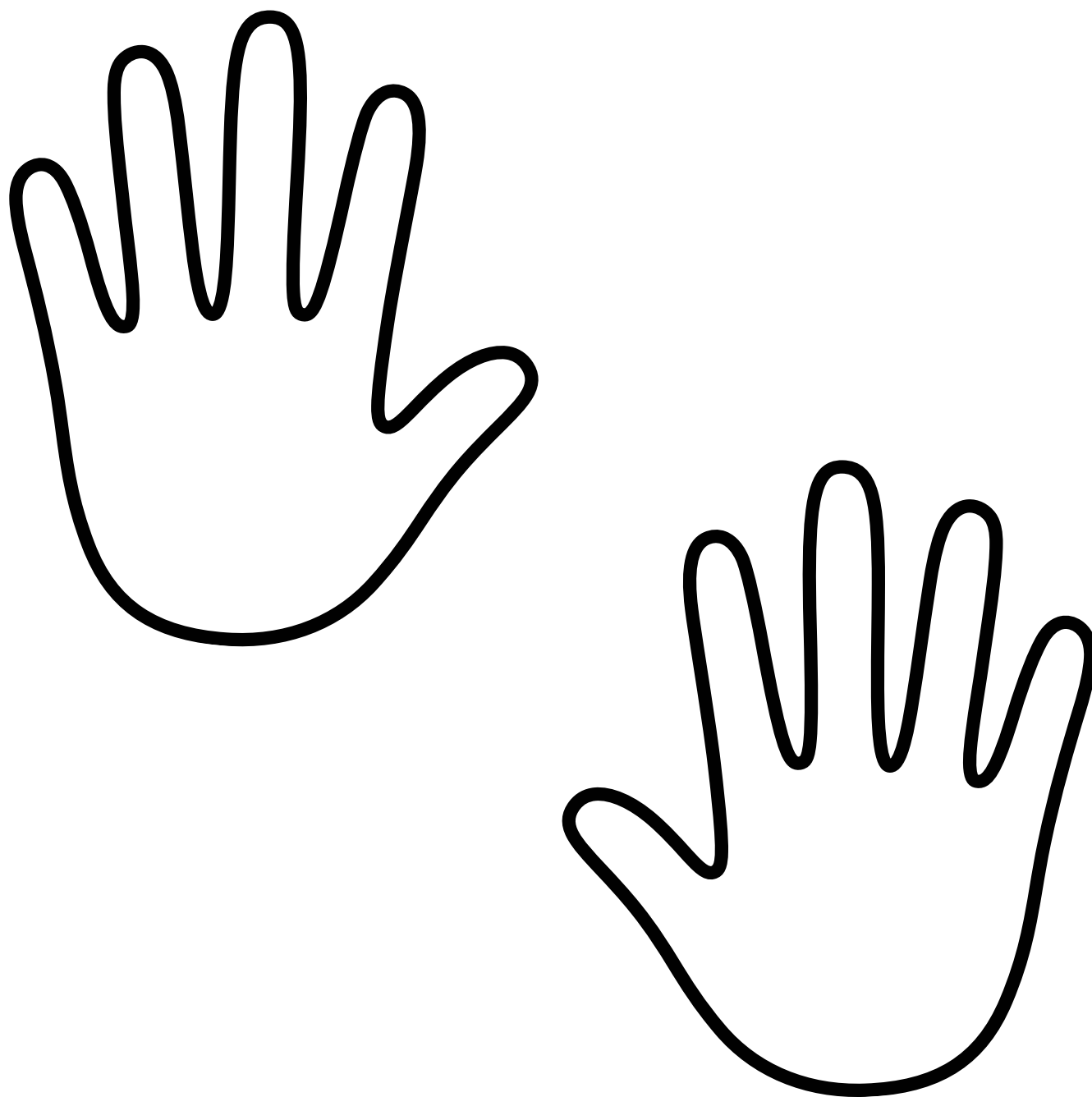
Rights and Responsibilities – Hand-In-Hand:

12 o'clock Appointment



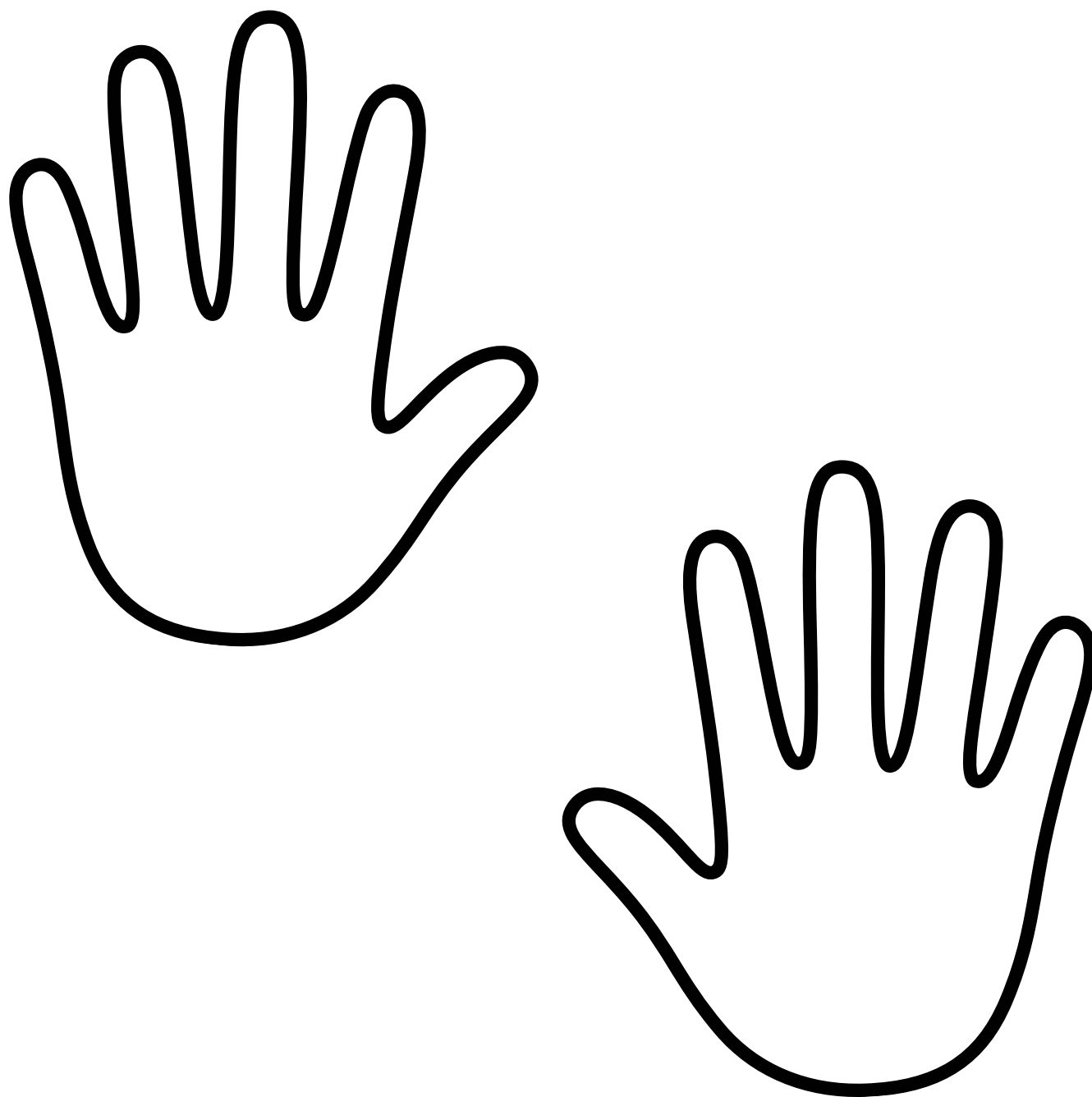
Rights and Responsibilities – Hand-In-Hand:

3 o'clock Appointment



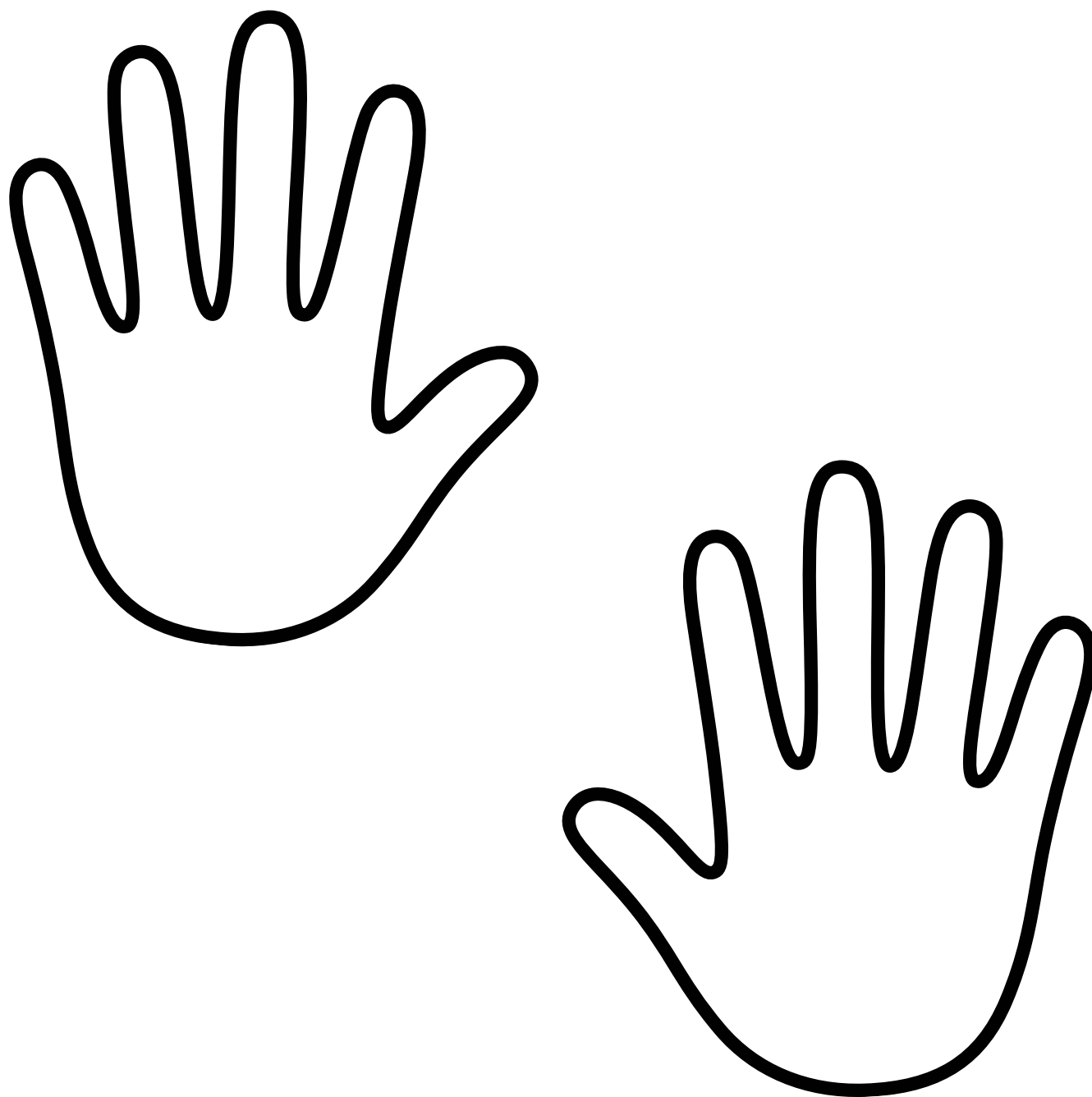
Rights and Responsibilities – Hand-In-Hand:

6 o'clock Appointment



Rights and Responsibilities – Hand-In-Hand:

9 o'clock Appointment



Boss for a Week Writing Template:

If I were boss on: _____,

_____,

_____.

I'd make this rule:

If I were boss on: _____,

_____,

_____.

I'd make this rule:

LESSON 1: WHO GOVERNS ME? STUDENT HANDBOOK

If I were boss on: _____,

I'd make this rule:

If I were boss on: _____,

I'd make this rule:

LESSON 1: WHO GOVERNS ME? STUDENT HANDBOOK

If I were boss on: _____,

I'd make this rule:

If I were boss on: _____,

I'd make this rule:

References:

Cronin, D. (2012). Duck for president. Little Simon.

Handy, L., & Newnham, J. (2004). Boss for a week. Scholastic.

Lawson, J., & Jardine, R. L. (2013). Hands on social studies: Grade 4 Saskatchewan Edition. Winnipeg: Portage & Main Press.

Ministry of Education. (2010). Social Studies 4. Regina.

Lesson 2:

Decision Making

LESSON 2: DECISION MAKING

1. Possible Inquiry Questions:

1. Why is it important to make good decisions?
2. What types of processes might be used when a group must make a decision?
3. What factors do you think are important when making decisions?
4. How do you know if you have made a good decision?
5. What are the strengths and limitations of each decision-making process?
6. Why might different groups adopt different processes to make decisions?
7. Why is it important for everyone in a group to understand the process that is being used when making a group decision?
8. How are decisions made at the provincial level of government?

2. Background Information for the Teacher:

3. Key Vocabulary

consensus • majority • democracy • representative's decision
leader's decisions • talking circles

4. Focus/Supplementary Outcomes:

PA4.1 Analyze the relationship between governance institutions in Saskatchewan and the quality of life of people in the province.

- (a) Identify ways in which Saskatchewan people can be involved in making decisions which affect their local communities (e.g., run as a candidate for school board, local government, or band elections; vote during elections; attend community forums).
- (c) Describe ways in which Saskatchewan people can be involved in the democratic process regarding decisions which affect their province, and explain why it is important to be an active participant in the democratic process (e.g., vote in provincial elections; belong to a political party; run for member of the provincial or First Nations or Métis legislative assembly; communicate with the member of the legislative assembly about issues of concern).
- (d) Represent the structure of the provincial decision-making process in Saskatchewan naming the sitting premier, the leader of the opposition, and the local member of the legislative assembly.

5. Timeline: 30 - 60 minutes

LESSON 2: DECISION MAKING

6. Materials:

Items for motivational set: gavel,
Student Handout Booklet

7. Motivational Set:

Find a gavel to display on your desk or table. Invite students to make predictions about the topic of today's discussion. After students have made predictions, ask students:

1. What is meant by decision making?
2. Are you, as students, involved in any decisions being made? Where?

8. Process:

1. Invite student to participate in a class discussion about decisions made in their families. Ask students who makes the important decisions in their family. Encourage students to share examples of decisions that are made in their family.
2. Have students complete the reflection pages about decisions made in their family located in the student booklet. After students have written their responses, invite them to share in small groups or as a large class discussion.
3. Talk about the different ways decisions are made.

Decisions are made in Saskatchewan all the time about how we should do things. These decisions help form our rules and laws. These decisions can be made in different ways:

Consensus: everyone talks till they agree

Majority Opinion Vote: vote on a decision, and the most votes wins

Leader's decision: the leader decides

Representative's decision: people choose a leader to decide for them

Talking circle: used by First Nations, everyone shares their thoughts by passing an object, then they vote.

4. Have students complete the notes in their Student Handout Booklet.
5. Different from how decisions are made in our families or in our classroom, the provincial government goes through a process to make decisions that effect people in Saskatchewan. Passing a Bill to be made into a law involves three readings in the legislative assembly.

LESSON 2: DECISION MAKING

When a new law is being considered at the provincial level, the Bill goes through the following:

1. First Reading – the Bill is introduced at the Legislative Assembly
2. Second Reading – the Bill is read for the second time in the legislative assembly and arguments are made for and against
3. Next, a committee is formed to continue to research the proposed bill
4. Third Reading – the Bill is read a third time and then voted on. If the Bill is voted for, the Bill is taken to the Lieutenant Governor for approval.
6. Explain to students that they are going to participate in a mock decision-making process. Depending on time, choose 1 or all of the “proposed bills” suggested on slide 5. Have students participate in the decision-making process by following the passing of a bill in the Legislative Assembly.

Step 1 – Decide on a “bill” that students are interested in discussing.

For example, changing the driving age to 14.

Step 2 – Teacher does the “first reading” of the proposed bill. Introduce to your students that you would like to ...

Example: ... change the driving age from 16 to 14 years. This will help families, from across Saskatchewan, make their lives better.

Step 3 – Students have corresponding pages in their Student Booklet to write down their arguments. Students will have to make their decision if they are for or against the proposed bill.

Step 4 – Once students have written down their arguments, divide the class into two groups – for and against. Invite one side at a time to debate the proposed bill. This is considered the second reading. Be sure to debate in meaningful and respectful ways.

Step 5 – Teacher will read the proposed bill a third time and students will vote. Tell students that in a democracy, like Saskatchewan, majority wins. Remind students that they can change their opinion of the proposed bill after the debate if they choose.

Step 6 – Be sure to explain to students that the decision-making process at a provincial level takes months of research and discussions. What they participated in in the classroom is a quick version of the actual process.

LESSON 2: DECISION MAKING

7. Give students some reflection time. Have them think about the following questions. Students can complete these questions in their Student Booklet or you can choose to have a class or small group discussion and share orally.
 1. Why is decision making necessary?
 2. Why can decision making sometimes be a difficult process?
 3. What are the advantages and disadvantages of group decision making?
 4. What are the advantages & disadvantages of making a decision on your own?

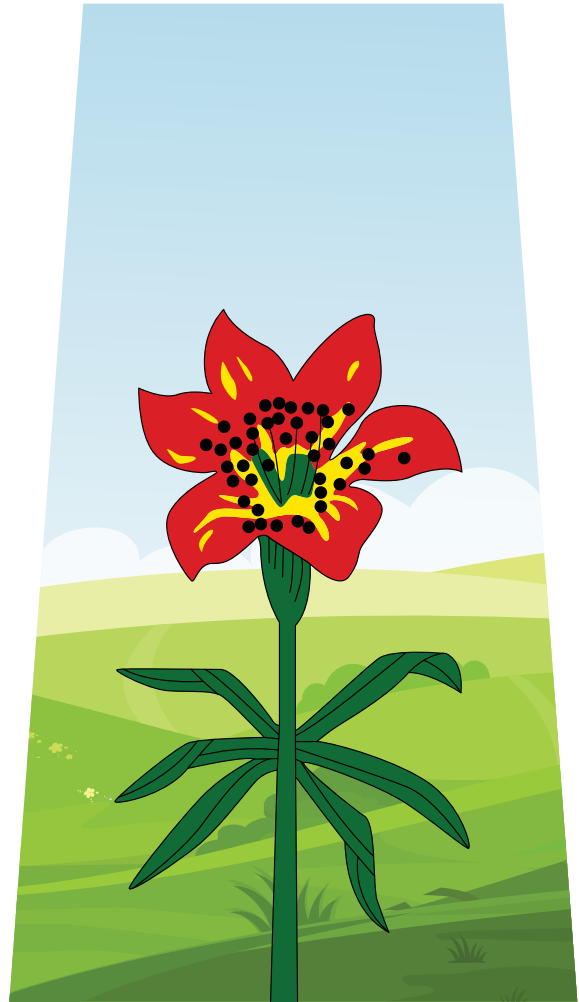
9. Assessment:

1. Assess student responses to the reflection questions. Do students understand the complexity of decision-making? Can they identify advantages and disadvantages of group decision making?
2. Continue working on “Who Governs Me?” assessment. Students should be working on the Personal Governance portion of the assessment.

Power and Authority

Social 4 Student Handbook

Lesson 2: Decision Making



Name: _____

The purpose of Our Government Unit is to learn about how decisions are made to help Canadians and people in Saskatchewan.

How We Make Decisions in My Family:

Who makes the important decisions in your family?

What kinds of decisions are you involved in making with your family?

Making Good Decisions:

What things have to be considered when making decisions?

Why is it important to make good decisions?

Making Decisions:

Power and Authority (PA 4.2): I can explain different ways of making decisions.

We can make decisions in different ways. Write one note about each way:

- Consensus

- Majority opinion vote

- Leader's decision

- Representative's decision

- Talking circles

Making Decisions – Voting Activity #1:

Choose your topic from the PowerPoint. What is your topic for discussion?

Are you defending this topic (for) or are you arguing against this topic (against)?

Jot down as many ideas as you can think of about your topic to support your argument:

Making Decisions – Voting Activity #2:

Choose your topic from the PowerPoint. What is your topic for discussion?

Are you defending this topic (pro) or are you arguing against this topic (con)?

Jot down as many ideas as you can think of about your topic to support your argument:

Making Decisions – Voting Activity #3:

Choose your topic from the PowerPoint. What is your topic for discussion?

Are you defending this topic (for) or are you arguing against this topic (against)?

Jot down as many ideas as you can think of about your topic to support your argument:

Making Decisions – Voting Activity #4:

Choose your topic from the PowerPoint. What is your topic for discussion?

Are you defending this topic (pro) or are you arguing against this topic (con)?

Jot down as many ideas as you can think of about your topic to support your argument:

Think About It:

1. Why is decision making necessary?

2. Why can decision making sometimes be a difficult process?

3. What are the advantages and disadvantages of group decision making?

4. What are the advantages & disadvantages of making a decision on your own?

Lesson 3:

Who Governs Our Land?

LESSON 3: WHO GOVERNS OUR LAND?

1. Possible Inquiry Questions: Who Governs Our Land?

1. Who governs our land?
2. What is a government?
3. Who has the authority to govern the land where we live and learn?
4. How do we determine how land is governed?
5. What are the implications of Treaties and land governance?
6. How can we have an influence on the decisions our leaders make about our land in Saskatchewan?
7. What does it mean to be good stewards of the land?
8. What is meant by Indigenous Land Stewardship?
9. How might Indigenous Land Stewardship influence how land is governed?
10. What happens when two or more governing bodies disagree about how to use the resources of the land?

2. Background Information for the Teacher:

Governments are responsible for managing our land and resources for the benefit of the people living upon it. Land and resources may be developed for individual, community and economic purposes. Civic/municipal, provincial, federal, First Nations and Métis governments have varying authority over land use and one area may be governed by multiple governments. The decisions made by interconnected governments impact the quality of life of the people living on that land.

A central tenant of Indigenous worldviews is a genuine relationship with the land. First Nations, Métis and Inuit people strongly value traditional sacred ties to the land and view their role as responsible stewards of the land so that people and nature might live in harmony, sustaining each other. At times, this worldview clashes with municipal and provincial resource management. This may lead to protests, and legal actions over the use of the land and natural resources. Some examples include:

- In June of 2021, Cumberland House Cree Nation declared sovereignty over the Saskatchewan River Delta. ([Saskatoon Star Phoenix, June 11, 2021](#)).
- In May of 2021, Mosquito, Grizzly Bear's Head, Lean Man First Nation was awarded more than \$141 million dollars in a land claim settlement for land that was illegally taken by the federal government and sold. ([Global News, May 11, 2021](#))
- In September 2020, Métis Nation -Saskatchewan filed a lawsuit against the province of Saskatchewan for repeated failures to consult on land rights. ([Global News, September 16, 2020](#))

The purpose of this lesson is for students to identify ways in which people may be involved in making decisions that affect their local communities.

3. Key Vocabulary:

Government • Leaders • Board

4. Focus/Supplementary Outcomes:

PA4.1 Analyze the relationship between governance institutions in Saskatchewan and the quality of life of people in the province.

LESSON 3: WHO GOVERNS OUR LAND?

- a) Describe ways in which Saskatchewan people can be involved in making decisions which affect their local communities.

5: Timeline: Approximately 45 minutes

6. Materials:

- **Maps and Graphics:**
 - Saskatchewan Treaty Map: http://www.otc.ca/pages/treaty_map.html
 - Map of Saskatchewan cities, towns, villages, and rural municipalities.
 - Map of First Nations in Saskatchewan
 - Map of Métis Nation – Saskatchewan
 - Map of School Divisions
 - Map of local city, town, village, northern or rural municipality
- **Student Graphic Organizer**

7. Motivational Set:

Ask students what government means to them? Teacher will draw a concept map on the board with government in the middle, then brainstorm with students' words related to government (Mayor, Prime Minister, Chief, President and local names of leaders are some examples that students might share). Add words to the concept words to the concept map. (Adapted from: Hands-On Social Studies, Grade 4 Saskatchewan edition)

8. Process:

1. Once students have shared their ideas as a class, then the class can come up with their definition of government together. For example: The government is the way groups of people organize themselves to make decisions, keep people safe and promote the values and behaviours by members of a community. Post this definition for reference in the classroom.
2. Explain that there are many different governments on the land we call Saskatchewan and that different people lead different organizations which can make decisions about how we use the resources of our land, and the rules and laws people need to follow.
3. Provide maps of Saskatchewan, maps of First Nations, maps of Métis Nation Regions, Treaty map of Saskatchewan and map of School Divisions. These may be printed or digital (on iPads or computers). On each map, have students indicate where their community is located. (Option to print maps on transparent overlays and give each group an opportunity to explore different organizations that govern their land).
4. Have students complete the pages in the Student Handbook. You may wish to allow working time in groups to get the answers from the Internet, newspapers or textbooks.

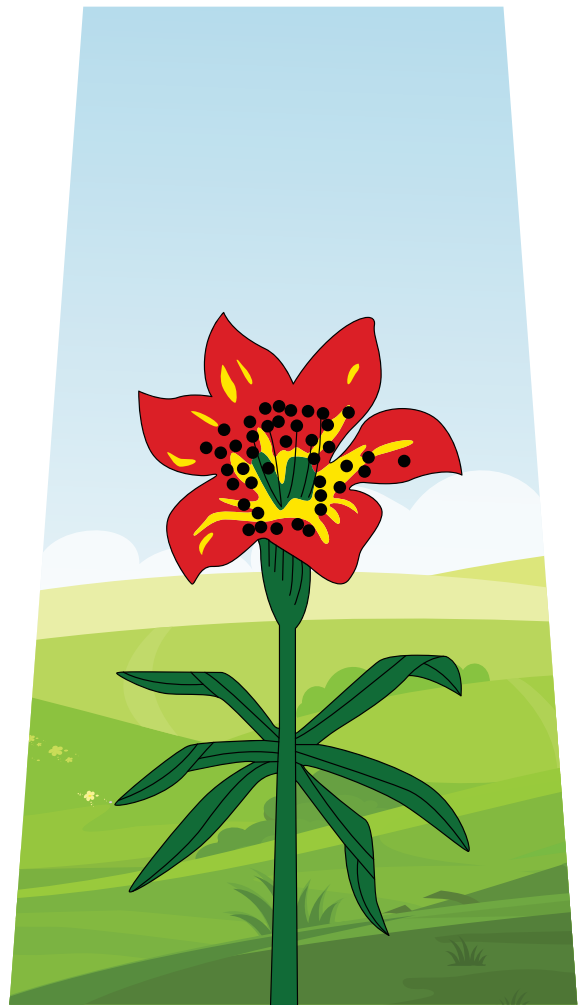
9. Assessment:

Student worksheet

Power and Authority

Social 4 Student Handbook

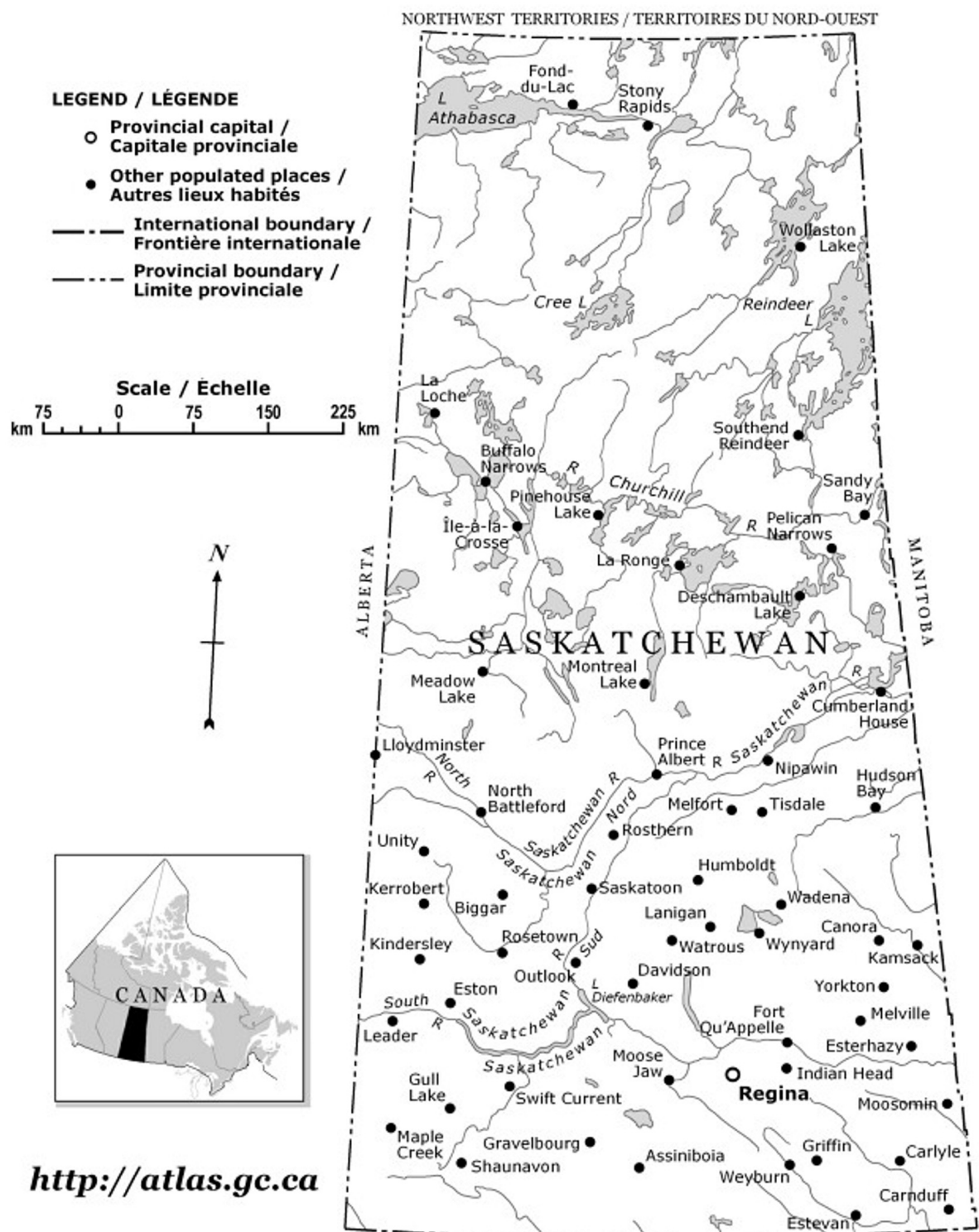
Lesson 3: Who Governs The Land?



Name: _____

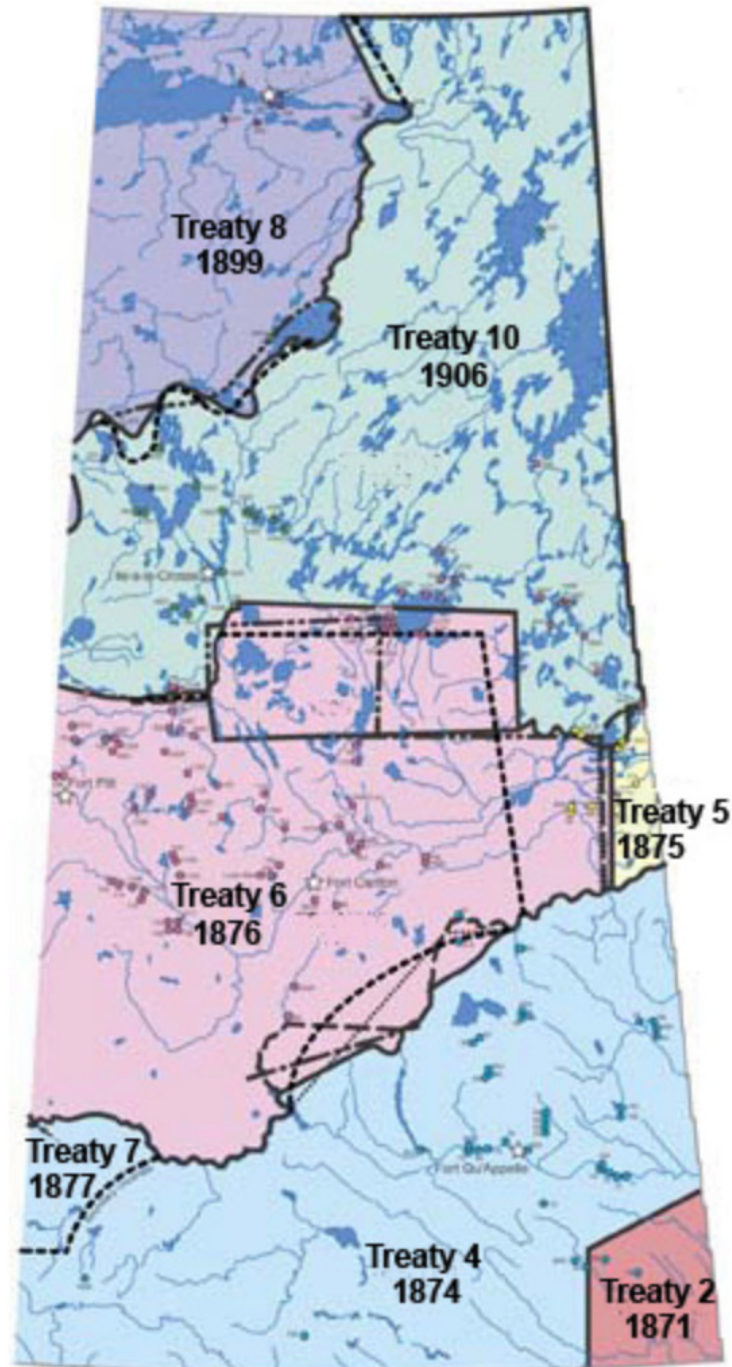
The purpose of Our Government Unit is to learn about how decisions are made to help Canadians and people in Saskatchewan.

LESSON 3: WHO GOVERNS OUR LAND? STUDENT HANDBOOK



© 2002. Her Majesty the Queen in Right of Canada, Natural Resources Canada.
Sa Majesté la Reine du chef du Canada, Ressources naturelles Canada.

UNITED STATES OF AMERICA
ÉTATS-UNIS D'AMÉRIQUE



LESSON 3: WHO GOVERNS OUR LAND? STUDENT HANDBOOK

My home is located on Treaty _____ land and the Homeland of the Métis.

Many people and organizations share the land and have to work together to govern my community.

The municipal government of my community is called _____

The school board(s) that govern the schools in my community are called _____

One First Nation near me is _____. They are governed by _____

_____.

The Métis people in this area are governed by the Métis Nation-Saskatchewan Region _____.

Our provincial government is also responsible for governing. Currently, the _____

_____ party is in power and the _____ party is the

official opposition.

All of the different governments need to work together to make important decisions about how we

should use our lands responsibly.

References:

Lawson, J., & Jardine, R. L. (2013). Hands on social studies: Grade 4 Saskatchewan Edition. Winnipeg: Portage & Main Press.

Lesson 4:

Saskatchewan School Board Governance

LESSON 4: SASKATCHEWAN SCHOOL BOARD GOVERNANCE

1. Possible Inquiry Questions:

1. Who has the authority to make decisions in a school?
2. Why do we have elections for our leaders and law makers?
3. What might happen if only one person ran for an election?
4. What is an Educational Authority?
5. Why have school boards and education authorities instead of having school principals govern and operate schools?
6. How are school boards created?
7. What are students' rights in school boards?
8. In what ways do school board policies affect student's lives?
9. How can we make sure we choose good leaders?
10. What kinds of decisions do our school boards make for students?

2. Background Information for the Teacher:

In Canada, the Constitution Act of 1867 gives the provinces responsibility for making laws regarding Kindergarten to Grade 12 Provincial Education. Section 35 of the Constitution Act, 1982 explicitly recognized and affirms pre-existing and inherent Aboriginal and Treaty rights of Indigenous nations, including the right to Education. Therefore, as a shared responsibility of both the Provincial and Federal governments, the education of Saskatchewan youth is lead in the province by the Ministry of Education, First Nations Educational Authorities and independent First Nations.

Saskatchewan School Boards:

In fulfilling its responsibility for the education of young people, the Province has delegated local monitoring and guidance to School Boards. The Saskatchewan School Boards Association was established in 1915 under its former name, the Saskatchewan School Trustees Association or SSTA. Locally elected Boards of Education are an important part of the democratic process that provide a connection between the community and the education system. School boards act on behalf of the citizens they represent and have authority over the school system and its resources. Every 4 years, School Board Trustees are elected. Together, these trustees form the local school board. There are three types of school divisions in Saskatchewan: Public, Separate and Francophone

The elected local school boards have responsibility to manage and administer the kindergarten to Grade 12 school system in their school division, within the regulations and guidelines set out by the Ministry of Education through acts, regulations, policies and processes:

- Act: Approved by the government (The most important Act governing School Boards is The Education Act, 1995)
- Regulations: Approved by Ministers
- Policies: Approved by the Board
- Process: Approved by the Director of Education and Staff

LESSON 4: SASKATCHEWAN SCHOOL BOARD GOVERNANCE

The school board is responsible for ensuring a safe and supportive environment for teaching and learning. To do so, they have a duty to:

- hire and direct the director of education
- approve the budget
- approve the program of studies
- determine the facility plans
- appoint qualified teachers

School Boards Also Have the Power to:

- employ ancillary staff
- enter into agreements with other school boards, the conseil scolaire, or First Nations
- provide scholarships and bursaries
- acquire vehicles for student transportation.

In practice, the board of trustees governs and monitors the delivery of education to the youth enrolled and the Director of Education and their staff perform the actual day-to-day work of providing a quality education to the young people of the region.

First Nations and First Nations Educational Authorities:

Education is also an inherent and treaty right of First Nations peoples. Prior to the Indian Act of 1876, Indigenous peoples maintained full control over the education of their youth, including networks of family members, extended community and Elders. With the establishment of residential schools in 1849, control of education was involuntarily removed from the First Peoples in an attempt to isolate and assimilate First Nations peoples. After decades of advocacy “respecting the principle of First Nations control of First Nations education, First Nations, and organizations designated by First Nations, are [currently] responsible for managing and delivering education programs and services for students who are ordinarily living on reserve. Indigenous Services Canada (ISC) provides funding for students who ordinarily live on reserve, are 4-21 years of age, and are enrolled in and attending an eligible elementary or secondary program” (<https://www.sac-isc.gc.ca/eng/1476967841178/1531399315241>).

While some bands continue to operate their own education system through their local government, some bands, either on their own or together with other First Nations, have established a First Nations Educational Authority, the legal equivalent to a school board, to operate, administer and manage its education system. Following the regulations, policies and processes established by the First Nation Council, independent bands or a First Nations Educational Authority then make decisions in the best interests of their learners including such decisions as:

- Hiring the Director of Education, School Principal(s) and staffing decisions
- Graduation requirements and curriculum, including the option to follow the provincially mandated curriculum and graduation requirements.
- Approving the budget
- Determining the facility plans

LESSON 4: SASKATCHEWAN SCHOOL BOARD GOVERNANCE

- Provide transportation for students and staff
- Purchasing furniture and equipment as needed.
- Enter into agreement with other school boards or agencies as needed.

3. Key Vocabulary:

Minister of Education • First Nations Educational Authority • School Board • Trustees
School division • Director • School division management • School Community council
Principal • Superintendents

4. Focus/Supplementary Outcomes:

PA4. Analyze the relationship between governance institutions in Saskatchewan and the quality of life of people in the province.

- a) Identify ways in which Saskatchewan people can be involved in making decisions which affect their local communities (e.g. run as a candidate for school board, local government, or band elections; vote during elections; attend community forums).

5. Timeline: 45-60 minutes

6. Materials:

Chart paper or bulletin board with 6 columns titled from left to right:

School Board	Municipal (town or city)	Provincial (Saskatchewan)	Federal (Canada)	First Nation	Métis Nation

(Adapted with permission from Hands-On Social Studies Grade 4, Saskatchewan Edition)

- Small images to place in the “School Board” chart You may choose to use Velcro dots on the back of cards and on the chart for easy maneuverability.
 - Picture of the Director of your School Division
 - Small pictures/images of: dollar sign/money, school, books, school bus (See teacher resources for sample images)

LESSON 4: SASKATCHEWAN SCHOOL BOARD GOVERNANCE

- Optional:
 - make multiple copies and have students work in groups
 - Glue the chart to a file folder. Place smaller images in an envelope and have students work at a centre, adding items as the unit progresses.
- Copies of the Graphic organizer for students• Maps and Graphics:
 - [Map of School Divisions in Saskatchewan](#) (See printable copy in Teacher Resources)
 - [Separate](#)
 - [Francophone](#)

7. Motivational Set:

Ask students what rules they need to follow in school. What school rules might they want to change? Whom might they approach to try and change a rule?

8. Process:

(Adapted with permission from: <http://civix.ca/resources/elementary-school-trustees/>)

Activity 1:

- 1) Invite students to share what they know about their school board. Questions to prompt discussion:
 - a) What is the name of our school division?
 - b) Who creates the vision and sets goals for the school division?
 - c) Who establishes rules/policies for all schools in the division?
- 2) Explain to students that each school board has a group of elected representatives, called school trustees, which form a decision-making body.
 - a) The board of trustees makes decisions as a whole; individual trustees have no individual authority. Board decisions are made by voting, where motions (decisions) are passed if they have majority support.
 - b) Some decisions a school board can make:
 - i) Hire and direct the director of education (Place a photo of your Director of Education on the chart or bulletin board)
 - ii) Decide budget priorities: Where to spend their money for the best education for students. (Place a dollar sign on the bulletin board)
 - iii) Approve the subjects students will study and the books and resources teachers use. (place the books icon on the bulletin board)

LESSON 4: SASKATCHEWAN SCHOOL BOARD GOVERNANCE

iv) Build, renovate or maintain schools and other facilities (place the icon of a school on the bulletin board)

v) Organize transportation for students (place the icon of a school bus on the bulletin board)

3) Divide students into groups of six or eight and have them model the role of the board of trustees.

a) Present one of the following scenarios to your students or come up with one of your choosing.

Many students come to school without eating breakfast each morning. Teachers believe this is negatively affecting students' focus and interest. Some schools are able to have breakfast programs but some cannot afford to.

Many students are taking their smartphone devices to schools. Some teachers allow them to use their devices in class for learning purposes. However, students also spend a lot of time using their devices for non-educational reasons so it is becoming a distraction.

Cyber-bullying is increasing within schools across the board. Some students are avoiding coming to school and it is causing many negative consequences.

b) Explain the process: Three roles must also be assigned within each group.

i) One team member will act as 'board chair' and manage the meeting discussion, ensuring all members have a chance to contribute their opinions and to move, second and pass one or more motions (actions/decisions).

ii) One team member will be the note taker and summarize the team's ideas.

iii) Another team member is an observer and makes notes about group dynamics and the process by which the final decision is made.

iv) All students in the group (with or without specific roles) can also contribute their ideas to the discussion.

c) Remind students that the goal is to pass one or more motions, which will determine which actions/rules will be implemented to address the problem. Students should listen to all ideas from all group members, consider the merits of each, discuss further for clarification, and decide which idea to vote for. In order for any motion to be put into place, it must be voted on and have support from more than half of the group members.

d) Provide guiding questions to help structure the discussion. Select questions based on the scenario.

i) Possible suggestions:

What are some possible solutions or actions that could be taken to improve the situation?

What rules could be established?

On the board website, have students research what is the current policy and/or procedure that addresses the problem? (Or provide a printed copy) What is good about the policy? What could be improved?

Since the solution will need to be implemented for all schools of the board, what considerations need to be taken into account?

4) Each team's ideas are presented to the class with a quick report about how the group functioned and the decision-making process. Have the board chair share their group's results.

5) Afterwards, have a follow up discussion:

What are the opportunities and challenges in making collective or group decisions?

How might you make group decisions with a group of people who do not all agree?

How might you get your point across to someone you are debating with?

How can you ensure that you clearly understand the points of someone you disagree with?


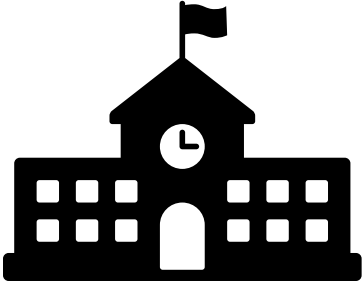


What skills are useful within a group that is debating an issue or determining a decision that may have opposing viewpoints?

9. Assessment:

Student Assessment booklet: "Who Governs Me?" Graphic Organizer – Students add the information on the School Board page.

10. Teacher Resources:

School Board Roles and Responsibilities (Print out this page. Cut out and laminate images. You may wish to use Velcro for ease of placing on the chart)

<p>Add an image of your Director of Education</p>	
	
	

Activity #2 – Choosing a School Board Trustee:

(Source: <http://civix.ca/resources/elementary-school-trustees/>)

In this activity the students will examine the characteristics that make a good school board trustee.

1. Explain to students that school trustees provide a link between local communities and the school board, bringing the issues and concerns of their communities to board discussions and decision-making. Trustees have no individual authority; the board of trustees makes decisions as a whole.
2. As a class, review key information about your school board using your board's website.
 - What are the geographic boundaries of our school board?
 - 6. As a class, review key information about your school board using your **board's website**.
 - What are the geographic boundaries of our school board? (Use a map as a visual aid)
 - How many schools are in our school board?
 - How many school trustees are elected?
 - How many student trustees are on the board?
 - Does our board have any Métis or First Nation trustees?
3. Divide students into pairs or small groups and have them create a profile for their 'ideal' school trustee on the School Board Trustee Chart handout. Guiding questions:
 - What personal characteristics would the school trustee possess?
 - What skills or work experience would they have?
 - What would be their motivation to become a school trustee?
 - What priorities would they have?
4. If there is an election happening, have students analyse the current candidates. Or, choose four fictional people as candidates. Write a brief description of each on a chart paper, white board or powerpoint slide. Examples could include, but not limited to:
 - retired police officer whose priority is order, discipline, and school safety
 - an elder whose priority is inclusion and understanding
 - convenience store owner in a small town whose priority is having more vending machines and business opportunities in schools
 - librarian at the city library whose priority is literacy
 - a parent with 2 children, one of whom has special needs.

LESSON 4: SASKATCHEWAN SCHOOL BOARD GOVERNANCE

5. Preview and discuss each candidates' job and what kind of skills and experience they may possess that would make them ideal school board trustees.
6. Have a closing discussion about the candidates and have students write their reflections on the School Board Trustee Chart handout. Please note that more than one copy may be needed depending on the number of candidates.
7. Allow time for student discussion. Allow students to explain their reasoning about which candidate do you think would make the best school trustee and why? Which candidate most closely matches your ideal school trustee? Explain with evidence or examples.

Assessment –

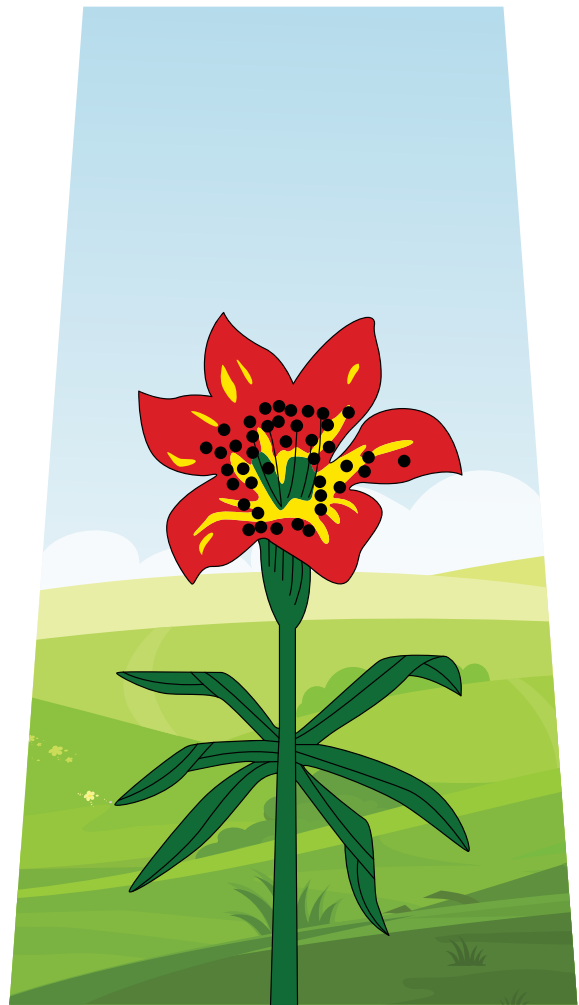
Students will complete the School Board Trustee Chart handout. Optional: Journal reflection entitled “My Ideal School Board Trustee” detailing how the candidate will address the needs of the classroom and school.

Also, allow time for students to add thoughts about the School Board Governance in their Student Assessment Workbook or Project.

Power and Authority

Social 4 Student Handbook

Lesson 4: Saskatchewan School Board Governance



Name: _____

The purpose of Our Government Unit is to learn about how decisions are made to help Canadians and people in Saskatchewan.

Who's Who?

My teacher is : _____

My Principal is : _____

My Superintendent is : _____

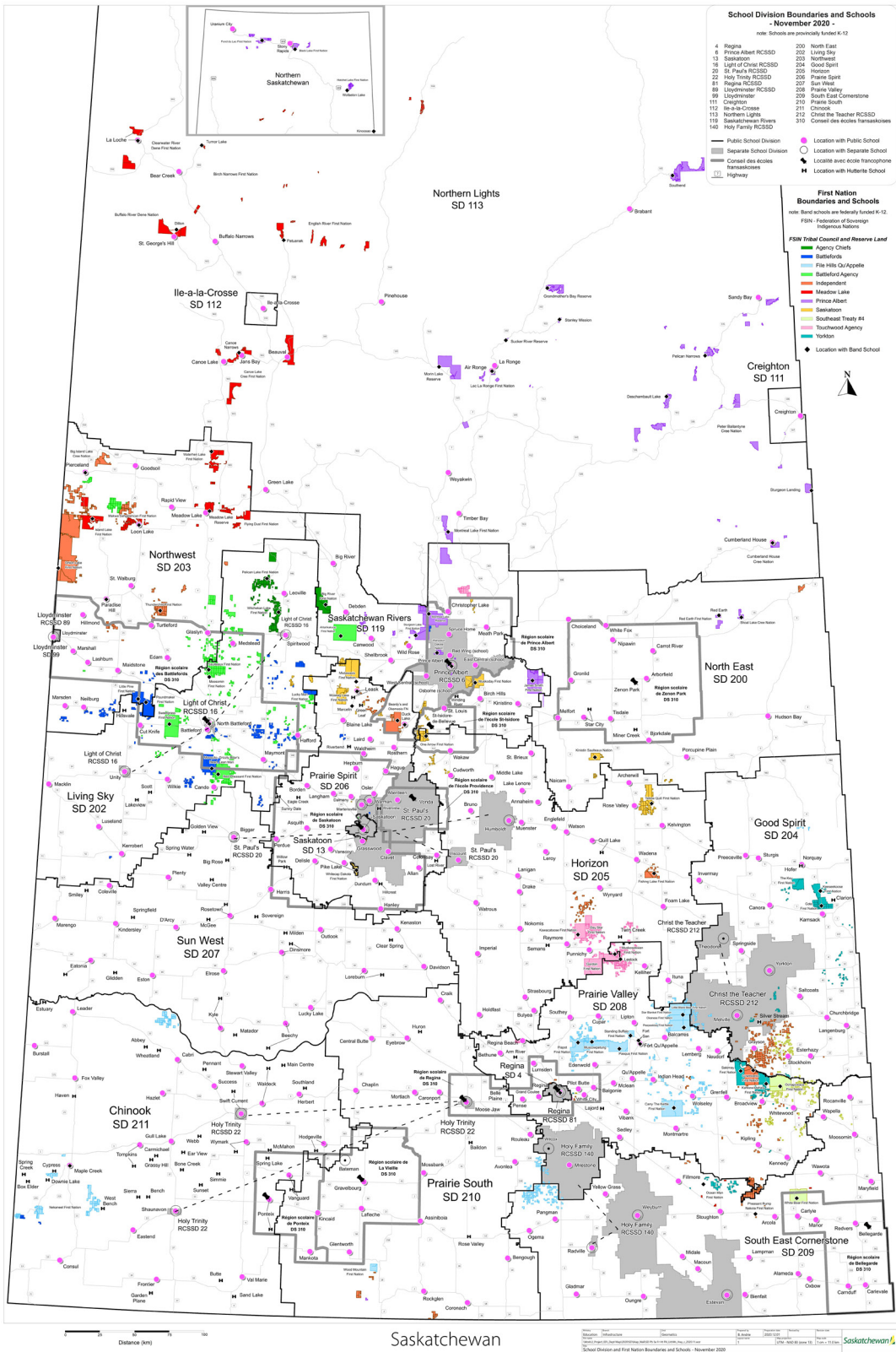
My Director of Education is: _____

My School Division is: _____

My School Board Trustees are:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

LESSON 4: SCHOOL BOARD GOVERNANCE. STUDENT HANDBOOK



Source: <https://publications.saskatchewan.ca/#/products/74218>

Activity 7.1; Who will make a good school trustee?

Create a profile for your ideal school trustee. Afterwards research the candidates running for election and determine which most closely resembles your ideal candidate.

Qualities	My Ideal School Trustee	School Trustee Candidates			
Personal characteristics					
Work experience, education and skills					
Educational priorities					
Motivation to become a trustee					

<http://civix.ca/resources/wp-content/uploads/2018/09/Activity-7.1-1.pdf>

References:

C.I.V.I.X. Citizenship Education Resources . (n.d.). Retrieved from <http://civix.ca/resources/elementary-school-trustees/>

Lawson, J., & Jardine, R. L. (2013). Hands on social studies: Grade 4 Saskatchewan Edition. Winnipeg: Portage & Main Press.

Lesson 5:

Municipal

Government

1. Possible Inquiry Questions:

1. Who is the leader of our municipal government?
2. Who are the councilors of our municipal government?
3. What is a bylaw?
4. How are bylaws made in a municipal government?
5. How might youth get involved with the municipal government?
6. For what services is the local municipal government responsible?
7. How do municipal governments interact with the provincial government?
8. How might I suggest something to my municipal government?

2. Background Information for the Teacher:

In Saskatchewan, the municipal, provincial and federal governments each provide certain services to the people and each has its own mechanism for funding these services. A municipal government is responsible for providing services such as

- utilities such as water and waste water,
- garbage collection and recycling,
- transit and access transit
- Leisure centres
- Emergency services: Fire, Police, Ambulance
- Road and bridge maintenance,
- parks and playgrounds
- city hall
- snow management,
- parking
- Property Taxes.

Municipal governments are locally elected authorities. They include cities, towns, villages, resort villages, northern and rural municipalities. A municipal government's revenue is raised largely from property taxes and provincial grants. (Canadian Encyclopedia, 2021).

In Saskatchewan, municipal councils are elected for four-year terms. If an elected councillor cannot complete their term, the municipality will hold a by-election to elect a new councillor. The newly elected member then holds office for the remainder of the unexpired term of the person whom they replaced. The number of councillors is dependent on the population of the community it serves. Towns, villages and cities that do not have a ward system may increase or decrease the size of their council by passing a bylaw at least 180 days before the general election. ([Government of Saskatchewan, 2021](#))

LESSON 5: MUNICIPAL GOVERNMENT

3. Key Vocabulary:

Municipal • Mayor • Reeve • Councillor • Services

4. Focus/Supplementary Outcomes:

PAA 4.2: Demonstrate an understanding of the provincial system of government.

(d) identify elected local, provincial and federal heads of government.

(e) compare how laws are made at the local and provincial levels.

PAA 4.1 - Analyze the relationship between governance institutions in Saskatchewan and the quality of life of people in the province.

(a) identify ways in which Saskatchewan people can be involved in making decisions which affect their local communities (e.g., run as a candidate for school board, local government, or band elections; vote during elections; attend community forums).

(b) illustrate the organization of the municipal or band decision-making process, including the name of the sitting mayor, reeve or chief.

(c) identify services provided by your municipal government.

5. Timeline: Approximately 2 hours

LESSON 5: MUNICIPAL GOVERNMENT

6. Materials:

- *Prior to lesson, contact your Mayor or Council members to set up a virtual or in person meeting.
- Chart paper or bulletin board with 6 columns titled from left to right:

School Board	Municipal (town or city)	Provincial (Saskatchewan)	Federal (Canada)	First Nation	Métis Nation

(Adapted with permission from Hands-On Social Studies Grade 4, Saskatchewan Edition)

- Government services pictures
 - Cut out and laminate the Government Services pictures in Teacher Resources. You may choose to use Velcro dots on the back of cards and on the chart for easy maneuverability. Use as a whole class or make multiple copies and have students work in groups at a centre.
- Optional:
 - make multiple copies and have students work in groups
 - Glue the chart to a file folder. Place smaller images in an envelope and have students work at a centre, adding items as the unit progresses.
- Student Handout Booklet

LESSON 5: MUNICIPAL GOVERNMENT

7. Motivational Set:

- Ask students if they understand the next three orders of government in the 6-column chart (municipal, provincial and federal). Ask them to make a guess at what a municipal government is, a provincial is and federal is. Ensure students understand each order.
- Have the students sort the pictures on a large chart hanging in classroom:

School Board	Municipal (town or city)	Provincial (Saskatchewan)	Federal (Canada)	First Nation	Métis Nation

The main purpose is to get the students thinking about government services and which government is responsible for them to be completed.

8. Process:

Day 1

1. Review with students:
 - a) What is a municipal government?
 - b) What roles do you think a municipal government has?
 - c) What do services do you think a municipal government is responsible for?
2. Have students go to the municipal website for their community and complete the municipal section of the chart on the handout titled, "Government Leaders".
 - a) Municipal Directory:
(you can search any city, town or village in which you live, to get council information)
<https://www.saskatchewan.ca/government/municipal-administration/municipal-directory>
3. Divide class into groups or do as a large group – generate interview questions to ask local Mayor and/or Councillors. Main topics to help cover curricular outcomes:
 - a) How are by-laws made?
 - b) What services does the local government provide?
 - c) How do people get involved
4. There is a handout provided with interview questions if needed.

LESSON 5: MUNICIPAL GOVERNMENT

Day 2

If a guest speaker from the municipal government has been scheduled:

5. Students will take their own jot notes while listening to guest speaker.
6. Re-visit the services chart from beginning of lesson.....after learning about municipal governments, students should be able to make decisions about the services that government provides. Make changes to the chart as needed.

Alternative if no speaker could be arranged:

5. Students write a letter to a councillor, mayor or reeve from their community. Make copies of the letters to keep on a bulletin board or in a scrapbook.
6. Have students address the envelopes to the city, town or village hall or RM. Mail the original letters.
7. When responses are received from the municipal leaders, distribute to students and have them share the responses with the class. Place the letters on the bulletin board or in the scrapbook with the original letters.

9. Assessment:

1. Continue adding to – “Who governs me?” assessment. Students should complete the graphic organizers for the municipal and provincial government sections of the assessment.




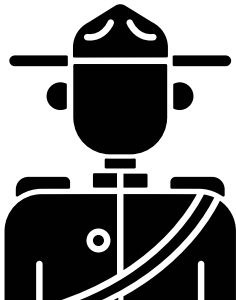
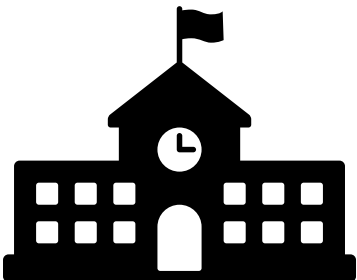

10. Teacher Resources:

- Municipal Administration:
<https://www.saskatchewan.ca/government/municipal-administration>
- Municipal Directory:
(you can search any city, town or village in which you live, to get council information)
<https://www.saskatchewan.ca/government/municipal-administration/municipal-directory>
- About the Saskatchewan Municipal System:
<https://www.saskatchewan.ca/government/government-structure/local-federal-and-other-governments/your-local-government/about-the-saskatchewan-municipal-system#rural-municipalities>

LESSON 5: MUNICIPAL GOVERNMENT

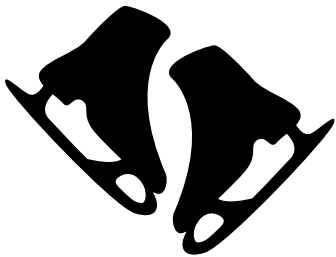
Motivational Set - Government Services Pictures:

(print, laminate and then sort on a large chart)

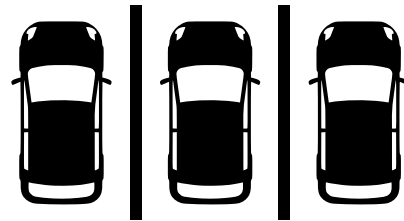
<p>Fire Services</p> 	<p>Swimming Pools</p> 
<p>Hospitals/Medicare</p> 	<p>RCMP</p> 
<p>Education/Schools</p> 	<p>Buying a House</p> 

LESSON 5: MUNICIPAL GOVERNMENT

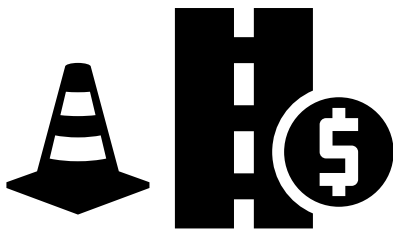
Rink



Parking Lots



Highway Maintenance



Snow Removal on Highways



Garbage Pick-up



Income Tax



LESSON 5: MUNICIPAL GOVERNMENT

Airports



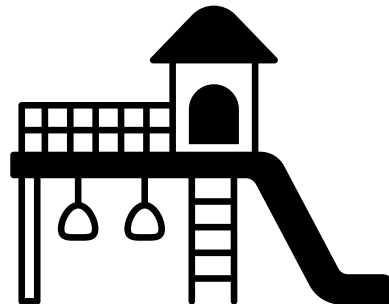
Indigenous Services



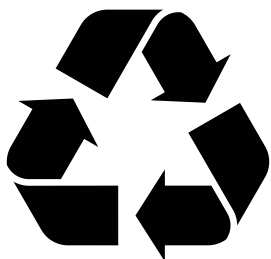
City Bus or Subway Systems



Playgrounds



Recycling



Snow Removal on Streets



LESSON 5: MUNICIPAL GOVERNMENT

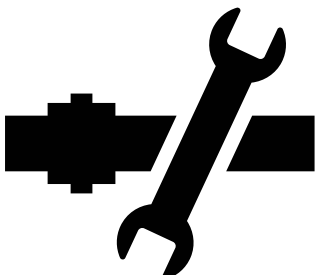
Courts (Justice)



Water - drinking and cleaning



Sewer Systems



Police in Larger Cities



Agriculture



Social Services

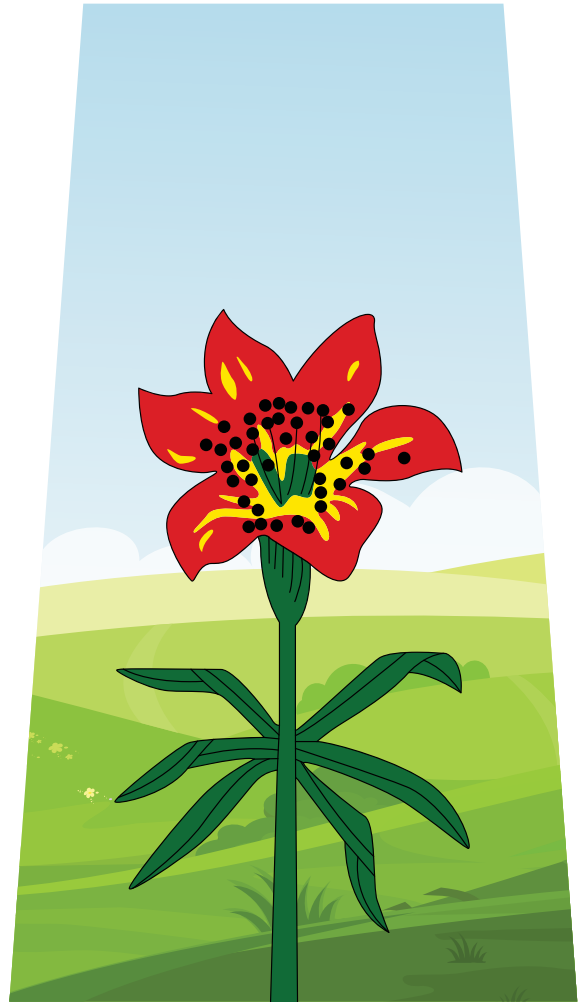


Power and Authority

Social 4

Student Handbook

Lesson 5: Municipal Government



Name: _____

The purpose of Our Government Unit is to learn about how decisions are made to help Canadians and people in Saskatchewan.

Government Leaders:

Fill in the categories as you learn about each system of government.

Government	Leader	Other
School Division	Division Chair	Trustees
Municipal	Mayor/Reeve	Councillors

Government	Leader	Other
Provincial	Premier	MLA for Your Constituency
Federal	Prime Minister	MP for Your Riding
A First Nation near me	Chief	Councillors
Métis Nation -Saskatchewan	President	Regional Directors
Métis Nation Local	Local President	Citizens

Municipal Government Presentation:

Interview Questions:

What is the role of a municipal government?

1. How are bylaws made in your government structure?

Step 1 -

Step 2 -

Step 3 -

2. Who would enforce these bylaws? _____

3. What services does the local government provide?

Type of Service	Information/Interesting things I heard

4. What are the top 3 recommendations kids can do to get involved in their local government?

1.

2.

3.

References:

Lawson, J., & Jardine, R. L. (2013). Hands on social studies: Grade 4 Saskatchewan Edition. Winnipeg: Portage & Main Press.

Ministry of Education. (2010). Social Studies 4. Regina.

Lesson 6:

The Provincial System of Government

LESSON 6: THE PROVINCIAL SYSTEM OF GOVERNMENT

1. Possible Inquiry Questions:

1. Who is the premier of Saskatchewan and what party do they represent?
2. What are the benefits of electing MLA's by constituency?
3. Who is the MLA in our constituency?
4. How are laws made in provincial government?
5. How does the provincial government interact with the federal government?
6. How are the provincial government's responsibilities different from the municipal government's responsibilities?
7. Why is it important to have a provincial government?
8. What are some responsibilities of our provincial government?
9. What is the process of becoming an MLA in Saskatchewan?
10. What are some ways that you can become involved in your provincial government?

2. Background information for the teacher:

3. Key Vocabulary:

Premier • MLA • Party • Revenue • Tax

4. Focus/Supplementary outcomes:

PAA 4.2 - Demonstrate an understanding of the provincial system of government.

(d) identify elected local, provincial and federal heads of government

(e) compare how laws are made at the provincial level

PAA 4.1 - Analyze the relationship between governance institutions in Saskatchewan and the quality of life of people in the province.

(a) identify ways in which Saskatchewan people can be involved in making decisions which affect their local communities (e.g., run as a candidate for school board, local government, or band elections; vote during elections; attend community forums).

(e) investigate the methods the provincial government uses to raise revenue (e.g., resource revenues, taxes on consumption, provincial sales tax, fuel tax, tax on cigarettes and alcohol) to pay for services and evaluate the impact on quality of life for Saskatchewan people (e.g., health care, education, highways, social services, justice).

5. Timeline: Approximately 1 hour

LESSON 6: THE PROVINCIAL SYSTEM OF GOVERNMENT

6. Materials:

- Student Handout Booklet
- Chart paper or bulletin board with 6 columns titled from left to right:

School Board	Municipal (town or city)	Provincial (Saskatchewan)	Federal (Canada)	First Nation	Métis Nation

(Adapted with permission from Hands-On Social Studies, Grade 4, Saskatchewan Edition)

- Small images to place in the “Provincial” column. You may choose to use Velcro dots on the back of cards and on the chart for easy maneuverability.
 - Picture of the premier
 - Small Government Services Pictures (from Lesson 5)(See teacher resources for sample images)
- Optional:
 - make multiple copies and have students work in groups
 - Glue the chart to a file folder. Place smaller images in an envelope and have students work at a centre, adding items as the unit progresses.

LESSON 6: THE PROVINCIAL SYSTEM OF GOVERNMENT

7. Motivational Set:

- Continuation from motivational set regarding municipal governments.
- Do we disagree with our original thoughts?
- Should things be switched?
- Are there ones we know for sure are correct?

School Board	Municipal (town or city)	Provincial (Saskatchewan)	Federal (Canada)	First Nation	Métis Nation

- Keep this visual hanging in classroom throughout the unit and make changes where necessary
- In addition, add new pictures as the unit progresses

8. Process:

1. Prior to lesson, contact the MLA in your school's constituency to set up a virtual or in person meeting.

<https://www.legassembly.sk.ca/contact-us/>

2. Prior to meeting with your MLA,
 - a). Invite students to complete a mind map of what they think they know about the provincial government. Mind Map is located in the Student Handout Booklet. Students can use words, pictures, diagrams, symbols etc. to show all the things they may know.
 - What roles do you think a provincial government has?
 - Which services do you think are the responsibility of the provincial government?
 - b). Invite students to share their mind maps in partners or small groups.
3. Refer back to the classroom definition of "Government" in lesson 3.

A Government is...

Then clarify that the Provincial Government is...

- A group of people who are elected to make decisions for Saskatchewan people
- We call these elected people Members of the Legislative Assembly (MLA)
- They try to make the best decisions for all the people of Saskatchewan

LESSON 6: THE PROVINCIAL SYSTEM OF GOVERNMENT

4. Watch the youtube video: “the Levels of Government” (2 min 35 seconds)
<https://www.youtube.com/watch?v=7C8uDuhLqvg>
5. Explain the following:
 - Saskatchewan is divided into 61 areas called **ridings**, or **constituencies**
 - One person is elected from each area to be an MLA – **Member of the Legislative Assembly**
 - They meet in Regina at the **Legislative Building**
6. OPTIONAL videos which may enhance instruction, be used in small groups as they complete the assignments or as an activity in an iPad/computer centre.
 - The electoral map of Saskatchewan:
<https://www.elections.sk.ca/candidates-political-parties/maps/>
 - Saskatchewan Legislature Building: (1 min 26 seconds)
<https://www.youtube.com/watch?v=WXQXk-RVYzs>
 - The Electoral System:
<https://www.youtube.com/watch?v=USK3Q4rsgnw>
7. Have students complete the handout page ‘What is Government?’ either by themselves or in small groups.

*** Possible stopping point here. ***

8. Re-visit the services chart from beginning of lesson. After learning about the provincial government, students should be able to make decisions about the services that government provides. Make changes to the chart as needed.
9. Ask students if they know what the word “Revenue” means. Explain that in order to pay for education, healthcare, highways etc, the government needs to make money.
 - How do they do this? What do you think? Any guesses?
 - PST (sales tax) – this is extra money that you have to pay on things that you buy – clothes, gas, shoes, cars.
 - Income tax – this is money taken off your pay cheques when you have a job.
 - Property tax – this is money you pay every year for the property you own – like farmland or houses. The more you have, the more you pay.

LESSON 6: THE PROVINCIAL SYSTEM OF GOVERNMENT

10. Complete the “Government Services” page in the Student Handout Booklet.
You can have students complete individually or have students meet with 4 Clock Buddy Appointments (See Lesson 1: Rules, Laws, Rights and Responsibilities) to complete each section of the handout.
11. Ask students to share some ideas that they discussed from the Government Services handout. Which other government services might they add to the chart?
12. Tell students that you have invited (Name) an MLA from (constituency) to meet with your class on (date). At that time, they will have the opportunity to ask some questions about the Provincial Government.
 - Look at the Sample Questions in the Student Handout Booklet or create questions as a class.
13. Students can take their own jot notes or fill in answers on the question page as they listen to the MLA.
14. Be sure to send a thank you note or letters to the MLA after the meeting.

9. Assessment:

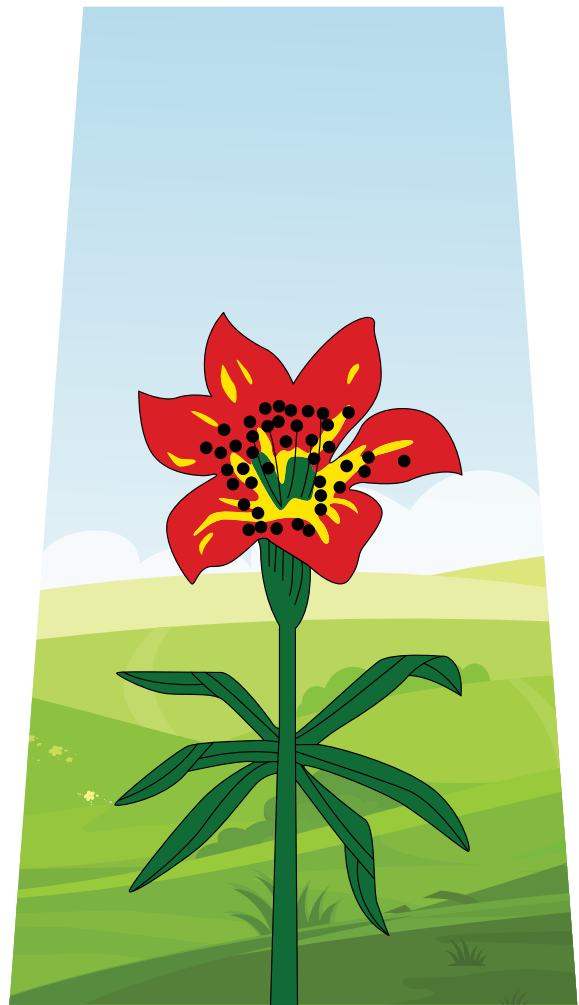
- Continue working on – “Who governs me?” assessment. Students should be given time to complete the Provincial Government graphic organizer of the assessment.
- “Verbal Exit Slip” – as students are leaving the classroom, ask each student one of the questions from the “Government Services” handout page. If they can’t answer, they can use a ‘help line’ such as “check their notes” or “ask a friend”. If they ‘ask a friend’, and the friend responds correctly, they both leave.
- If time, you may wish to ask students to work in groups to create posters/advertisements about the ways in which a particular service benefits them. Post these in the classroom or hallway.

10. Teacher resources:

Power and Authority

Social 4 Student Handbook

Lesson 6: The Provincial System of Government



Name: _____

The purpose of Our Government Unit is to learn about how decisions are made to help Canadians and people in Saskatchewan.

What Do You Think the Provincial Government Does?

Mind Map

Use pictures, word and/or symbols to show what you think you know.



What Is Government?

Why is it important to have a provincial government?

In Saskatchewan, the group elected to make decisions for us is the political party that received the most votes. The political party that oversees the Provincial Government is the _____

Saskatchewan is divided into 61 areas called _____.

The person elected in each area becomes a Member of the Legislative Assembly (MLA).

Our constituency is called: _____

Who is the MLA for our area? _____

Where do all of the MLA's meet to discuss and make decisions for Saskatchewan? _____

The political party with the most MLA's makes up the government. They have the most seats

in the Legislative Assembly and get the most votes. The leader of this party becomes the

_____ of Saskatchewan. Who is ours? _____

Government Services:

Service – which government provides this service? 1. Municipal? 2. Provincial?	What Would Happen if this Service Didn't Exist? (list 3-4 ideas)	Ways this Service Benefits Me (list 3-4 ideas)
Education		
Medicare/Hospitals		
Water and Sewage		
Recreation Facilities – pools, rinks and playgrounds		

Meeting with MLA:

Job Questions:

1. What is your job when you are an MLA?
2. How long have you been an MLA?
3. How busy are you as an MLA?
4. What do you think is the most important thing you do as an MLA?
5. How often do you visit the Legislative Building?
6. Do you travel? Where do you travel to?
7. Do you enjoy being an MLA?
8. Is it hard to be an MLA?

Government Questions:

1. What does the Government of Saskatchewan do to make the lives of Saskatchewanians better?
2. How does the government decide what is best for the people especially when everyone has different opinions?
3. For what services is the provincial government responsible?
4. Who decides what services are provided by what government?

Getting Involved Questions:

1. Why is it important for young people to learn about government when we can't even vote?
2. What can young people do to get involved in their government?

Decisions Making Questions:

1. How are decisions made in government?
2. What is the most effective way to make decisions? What do you prefer?

References:

Lawson, J., & Jardine, R. L. (2013). Hands on social studies: Grade 4 Saskatchewan Edition. Winnipeg: Portage & Main Press.

Levels of Government. (s.d.). Récupéré sur Youtube: <https://www.youtube.com/watch?v=7C8uDuhLqvg>

Lesson 7:

First Nations Governance

LESSON 7: FIRST NATIONS GOVERNANCE

1. Possible Inquiry Questions:

1. How are First Nations communities governed?
2. How have First Nations governments changed over time?
3. Are all First Nations governments governed the same way?
4. How do First Nations communities interact with the Crown?
5. How do First Nations governance processes reflect the Seven Sacred Teachings?
6. Why is it important for us to understand traditional and current First Nations governance?
7. What does self-governance mean?
8. What is the Indian Act and what is its impact on First Nations governance?
9. Which First Nation(s) are close to my school?

2. Background Information for the Teacher:

Historical Background:

There are 74 First Nations in Saskatchewan. Each Nation's language and culture is founded on the 8 larger cultural groups: the Nêhiyawak (Plains Cree), Nêhithawak (Woodland Cree), Nêhinawak (Swampy Cree), Nahkawiniwak (Saulteaux), Lakota (Sioux), Dakota, Nakota (Assiniboine) and Denesuline (Dene/Chipewyan). Prior to European contact, each First Nation was a sovereign Nation, with legal, political, economic, and social systems.

First Nations relationship with the land and their spiritual lives strongly influenced how they governed themselves. Natural laws guided leaders in making good decisions for their communities.

For example, the Cree words for the Natural Laws are:

Wihotawimaw (The Divine Father)

Manatisiwin (respect)

Miyo-wicehitowin (the principle of getting along well with others, good relations, expanding the circle)

Pimacihisowin (the ability to make one's own living)

Kihci-asotamatowin (Sacred promises to one another)

Wahkotowin (relationships)

Witaskewin (living together on the land)

(Source: Treaty Elders of Saskatchewan, 2000)

Leaders of pre-contact governance systems were selected rather than elected. As a result, the leaders were groomed and mentored early in the natural laws. Many First Nations leaders demonstrated their readiness to lead and their commitment to their community through sacred ceremonies, following strict codes and protocols.

LESSON 7: FIRST NATIONS GOVERNANCE

Abolishing traditional forms of governance was not agreed to in the treaties. *The Indian Act*, enacted by the Sir John A. McDonald government, granted all powers over the Indian people to the Indian Agent. Through practices such as banning sacred ceremonies and displacing children to residential schools, among others, the *Indian Act* “...effectively displaced, obscured or forced underground the traditional political structures and the associated checks and balances that Aboriginal people developed over the centuries to suit their societies and circumstances.” (1996 Report of the Royal Commission on Aboriginal Peoples).

Since the Constitution Act in 1982, First Nations across Canada have been working towards re-asserting their self-governance and jurisdiction.

Like the rest of Canada, there is much variety in how each of Saskatchewan’s First Nations govern their people and how they hold elections. Many have custom elections where leaders hold their positions for 3 or 4-year terms. Some continue to follow the Indian Act and Indian Band Election Regulations which allow for 1 Chief and 1 Councillor for every 100 band members for 2-year terms of office. Some First Nations follow the First Nations Elections Act, which came into force in 2015. Finally, some First Nations, such as the Whitecap Dakota First Nation, are actively pursuing Self-governance and may hold elections as outlined in their Nation’s constitution.

Many First Nations share common challenges in supporting their communities. Some Nations have decided to join a Tribal Council to pool their resources to better respond to the needs of the people. Currently, 64 of Saskatchewan’s First Nations are affiliated to one of the ten Tribal Councils. Tribal Councils act as advisors to member nations as well as providing and administering programs and services, such as education. Finally, Tribal Councils provide important political representation and advocacy.

Through the Federation of Sovereign Indigenous Nations (FSIN) all of Saskatchewan’s First Nations work to honour “the spirit and intent of the Treaties, as well as the promotion, protection, and implementation of the Treaty promises that were made more than a century ago.” (Federation of Sovereign Indigenous Nations, n.d.)

Each First Nation elects or appoints representatives to the FSIN legislature (the Chiefs-in-Assembly), the Senate, and the Elders Council. Together, all First Nations work on solutions to common issues facing First Nations governments.

At least twice per year, First Nation Chiefs join with other Chiefs from across Canada to direct the work of the Assembly of First Nations (AFN). (www.afn.ca/about-afn/) The AFN’s Executive Committee, Elders, Women’s and Youth councils, coordinate national and regional efforts to improve the conditions for Canadian First Nations, including the advocacy for self-governance.

LESSON 7: FIRST NATIONS GOVERNANCE

Local Governance Profile:

With such variety in how each First Nation in Saskatchewan is governed, teachers are encouraged to research a near-by First Nation by contacting the First Nation's office directly, or search out information on their webpage. Some guiding questions may be:

- Names of the First Nation: Some First Nations have traditional names and spelling as well as a post-contact English name. It is respectful to confirm the preferred name of the First Nation.
- Acknowledgement: What is the preferred land acknowledgement of the First Nation's territories where your school is situated? Is the First Nation on Treaty Land or unceded territory?
- Geographic location: Where is it in relation to your city/town? Is there a nearby landmark?
- Nation and Tribal Council affiliation: With what larger group might the community or local First Nation be affiliated?
- Language(s) spoken: What is the proper name or dialect of the language or languages spoken in the local community? Does this language belong to a broader language group?
- Words about governance in the First Nation's language: What is the vocabulary used when speaking of the land and governance? How might these words be translated into English?
- Type of government: How are their leaders elected? How is the council structured? How are decisions made? Are they self-governing or working towards self-government?
- Names of elected leaders and council members.
- What are some current initiatives?

First Nations Education Steering Committee and First Nations Schools Association. (2019). BC First Nations Land, Title and Governance Teacher Resource Guide. Vancouver, BC.
Funded in part by the British Columbia Ministry of Education

First Nations Governance Profile Page:

Official name of the First Nation: _____

Also known as: _____

Acknowledgement: _____

_____ Location: _____

Nation and Tribal Council affiliation(s): _____

First Nation language and other languages spoken: _____

First Nations Education Steering Committee and First Nations Schools Association. (2019). BC First Nations Land, Title and Governance Teacher Resource Guide. Vancouver, BC.
Funded in part by the British Columbia Ministry of Education

Words Related to Governance in the First Nations Language:

Land or Territories: _____

Laws: _____

Oral histories: _____

Chief and other leadership titles: _____

Other words: _____

Traditional Government:

What were traditional ways that leaders were selected? _____

What are some names of historical leaders that were significant in this First Nations history?

What did they do?

Include titles and names of people who currently hold traditional leadership roles:

Current Form of Government:

Is the local government a Band Council, a Treaty or Self-governing body,

or another form of government? _____

Are leaders selected in accordance to

- a custom election format
- First Nations Elections Act
- the Indian Act
- hereditary leadership selection process

Names and titles of elected leaders and council members:

What are some current initiatives of the Council?

LESSON 7: FIRST NATIONS GOVERNANCE

3. Key Vocabulary:

7 Sacred Teachings – Wisdom, Love, Respect, Courage, Honesty, Humility, Truth

Indigenous Peoples - First Nation, Métis, Inuit

Treaty - There are 6 Treaty lands in Saskatchewan: 2, 4, 5, 6, 8, and 10

Assembly of First Nations (AFN)

Federation of Sovereign Indigenous Nations (FSIN)

Self-Government

Sovereign Nation

Chief

Vice-Chief

Hereditary Chief

Elected Chief

Advocate

4. Focus/Supplementary Outcomes:

PA 4.3: Demonstrate an understanding of the First Nations systems of governance.

Indicators:

- (a) Research the structures of governance in First Nations communities (e.g. local band council, tribal council, Federation of Saskatchewan Indian Nations, Assembly of First Nations)
- (b) Compare the traditional processes for selection of leaders in First Nations communities to current practices for selection of leaders in First nations.
- (c) Compile an inventory of issues of current focus for First nations governments in Saskatchewan.

5. Timeline: 60 minutes plus 45 minutes

6. Materials:

- Prior to teaching the lesson, contact a First Nation near you or your school division to arrange for a Council member, Elder or Knowledge Keeper to come and speak to your class about the traditional ways that First Nations elected their leaders and how it is different today. **Please ensure that you inquire about and follow traditional protocols when inviting Indigenous speakers, such as offering tobacco, an honorarium or a monetary payment.**

LESSON 7: FIRST NATIONS GOVERNANCE

- Chart paper or bulletin board with 6 columns titled from left to right:

School Board	Municipal (town or city)	Provincial (Saskatchewan)	Federal (Canada)	First Nations	Métis Nation

- Small images to place in the First Nations column. You may choose to use Velcro dots on the back of cards and on the chart for easy maneuverability. (See Teacher Materials below) Add pictures related to local First Nation Governance as appropriate.
- Cut out and laminate the Government Services pictures/You may choose to use Velcro dots on the back of cards and on the chart for easy maneuverability. Use as a whole class or make multiple copies and have students work in groups at a centre.
- Optional:
 - make multiple copies and have students work in groups
 - Glue the chart to a file folder. Place smaller images in an envelope and have students work at a centre, adding items as the unit progresses.
- Copy of the Student Community Role Cards
(Suggestion to copy on Tag board and keep for future use)
- Paper lunch bags prepared with varying amounts of pipe cleaners and straws.
 - Prepare 6 bags with different amounts with 2 – 20 straws and 8-20 pipe cleaners. These will be distributed to the “Nations”.
 - Prepare 1 bag with 10 straws and 10 pipe cleaners. These will be distributed to the classroom “Federation of Sovereign Indigenous Nations” (FSIN)
- Small fishing weights (9-11 grams each) attached to paper clips or ornament hooks
- Student materials: Student Handout Booklet pages

LESSON 7: FIRST NATIONS GOVERNANCE

7. Motivational Set:

Continue adding/modifying the chart as introduced in lesson ... Focusing on what we think a First Nations band council responsibilities and comparing that to municipal and provincial responsibilities.

Remind students that by now, they know that a 'government'

- i. Is formed of community members who have been chosen by the people of that community.
- ii. They make rules, bylaws or laws to guide the citizens in keeping each other safe.
- iii. the board, or government makes decisions to manage the communities resources as best they can for all the people who live in that community.

Tell the class that today, they will participate in a role play to see how First Nations governments might work together to manage the resources for their communities.

8. Process:

Activity 1: Structures of governance (60 minutes)

1. Hand out index cards indicating which 'community' to which each student will belong. (Appendix 4) Note: Not all Nations have the same number of councillors. Explain that each student has been elected to be a member of their Nation's local government. Some people will be councillors, some will be vice-chiefs and others will be Chiefs of their Nation.
2. Ask each Chief to come get a bag of 'resources' (Paper bags with straws and pipe cleaners) for each Nation.
3. "Councils" gather together in a section of the room. Their task is to build the strongest and tallest free-standing tower that they can. This tower represents their community. The council must discuss options to use their resources and come to decisions about the best way to build their community then begin building.
4. After all groups have had about 10 minutes to begin their tower, announce that the provincial government has decided to allow mining on your Nation's land. Each Nation must give you one straw. (For Nations with fewer straws, this will be a greater burden.) Then allow another 5 minutes for groups to continue building.
5. Announce to groups that there have been challenges in some communities, perhaps a natural disaster, tainted water supply or shortage of housing. You will represent this by placing two weights on each community tower. Allow the communities to continue building their towers for another 5 minutes.

LESSON 7: FIRST NATIONS GOVERNANCE

6. Ask groups to pause in their tower building. Ask them to take a look at the towers around the room. Announce to groups that you have extra bags of resources that can be shared among Nations. To decide how these extra resources might be best used, we will create a new governance called a Tribal Council for our classroom. The councils from each independent Nation must decide if they would like to join the Tribal Council. The Chief of each independent Nation that wishes to join will sit on the Tribal Council to advocate for their community and support other communities. Together, the role of the Tribal Council is to support all of the Independent Member Nations to build strong communities.
7. Allow some time for the Tribal Council to meet and divide the resources. Then have students work on their 'communities'. Tribal Council members are also allowed to share/trade 'resources' between Nations to support all of the member Nations. Independent Nations who do not choose to join the Tribal Council may continue working on their community towers.
8. When there is approximately 10 minutes left in the lesson, allow students time to look at all of the 'communities' in the classroom. What did they notice about each tower? Why might some towers be taller? Stronger? How did they feel as they participated in the activity?
9. Have students return to their desks and make jot notes on the "Structure of First Nations Governance" graphic in their Student Handout Booklet. Explain that each First Nation is independent and makes decisions for their community (small stars). Some First Nations have decided to join a Tribal Council, but not all First Nations must do this (small circles).

Every First Nation in Saskatchewan is part of, or affiliated with, the Federation of Sovereign Indigenous Nations (Middle circle) The FSIN is a group that stands up for the rights of all the First Nations in Saskatchewan. All of the Chiefs together form the Legislative Assembly of the FSIN. Following the formula and procedures set out in the FSIN Election Act, 5 people are elected to the FSIN Executive, comprised of the Chief and 4 Vice-Chiefs.

The Chief of the FSIN represents Saskatchewan First Nations in the Assembly of First Nations, which is all of the First Nations in Canada. (largest circle).

Note: This is a graphic representation. It does not represent the exact number of First Nations.

LESSON 7: FIRST NATIONS GOVERNANCE

Activity 2: Compare and contrast traditional and current selection for leaders?

1. Refer to the 6 Column chart of the different governance structures. Ask students what they think a First Nation Council may be responsible for. Add small images to the chart and compare to other governance structures. Students should begin to realize that First Nations are responsible for a variety of services that are in the school board, municipal, provincial and federal columns. Tell students that, like all Governments, First Nations need good leaders to make good decisions for their people.
2. On the board, write the question 'What makes a good leader?' Remind students of the discussion in Lesson 4 when they identified their "Ideal Candidate" for the School Board.
3. Assign students into groups of 4-5. Provide each group with a pad of sticky notes or strips of paper. Ask students to write as many characteristics as they can think of in 3 minutes. Ensure that students write one characteristic per sticky note.
4. Have students look at the characteristics they have brainstormed and group them into common categories and give each category a title. As a class, debrief the categories that students have identified. Note these larger categories on the board. If possible, connect the larger categories to the 7 Sacred Teachings of Wisdom, Love, Respect, Courage, Honesty, Humility, Truth. Tell students that our First Nations ancestors taught these as the 7 Sacred Teachings that guided leaders for many generations.
5. Explain to students that First Nations have many ways of selecting their leaders and you have invited (Name) of (First Nation/School Division) to speak to your class on (date) about traditional and current ways that First Nations select their leaders.
6. If no speaker can be arranged, watch a video from the Center for First Nations Governance Youtube channel. (<https://www.youtube.com/user/fngovernance/search>) Suggested videos are:
 - a. Tradition and Governance: Chief Dale Awasis, former Chief of ThunderChild First Nation
 - b. Tradition and Governance: Chief Richard Gamble
(Former Chief of Beardy and Okemasis First Nation)
 - c. Tradition and Governance: Tom Happynook (Not from a Saskatchewan First Nation)
 - d. Tradition and Governance: Joseph G Norris (Not from a Saskatchewan First Nation)
7. While students listen to the speaker/video, ask them to complete the Venn Diagram to compare and contrast traditional and current leadership selection processes.
8. Have students complete the "Who Governs Me?" graphic organizer for First Nations Governance.

Note: Some students may realize that this governance has little direct impact on them as they are not of First Nations descent. This may be an opportunity for them to consider how they may show respect to First Nations through land acknowledgements and building relationships. Other students may identify a Nation to which they belong and how it might govern them, even if they do not live on reserve.

9. Assessment:

- 1 - “Who Governs Me?” graphic organizer in Student Assessment Booklet.
- 2 - Venn diagram and exit slip: Copy the page “What makes a good leader?” and ask students to write one or two sentences about what qualities they might want in a leader that they would vote for. Alternatively, have students complete this in a journal entry or as a writing assignment.

10. Teacher Resources:

Internet resources that may be helpful:

<https://sicc.sk.ca/saskatchewan-first-nations-who-are-they/>

<https://www.sac-isc.gc.ca/eng/1601920834259/1601920861675>

<https://www.fsin.ca/>

<https://fnp-ppn.aadnc-aandc.gc.ca/FNP/Main/Search/SearchFN.aspx?lang=eng>

https://en.wikipedia.org/wiki/Assembly_of_First_Nations_leadership_elections

http://www.otc.ca/ckfinder/userfiles/files/fnl_1100100020617_eng.pdf

<https://teaching.usask.ca/indigenoussk/index.php>

<https://www.cbc.ca/news/indigenous>

LESSON 7: FIRST NATIONS GOVERNANCE

Student Community Role Cards

1 You are a councillor of the ----- Nation	1 You are the Chief of the ----- Nation
1 You are the Vice-Chief of the ----- Nation	1 You are a councillor of the ----- Nation
1 You are a councillor of the ----- Nation	1 You are a councillor of the ----- Nation
2 You are a councillor of the ----- Nation	2 You are the Chief of the ----- Nation
2 You are the Vice-Chief of the ----- Nation	2 You are a councillor of the ----- Nation
3 You are the Chief of the ----- Nation	3 You are a councillor of the ----- Nation
3 You are the Vice-Chief of the ----- Nation	3 You are a councillor of the ----- Nation
4 You are the Chief of the ----- Nation	4 You are a councillor of the ----- Nation

LESSON 7: FIRST NATIONS GOVERNANCE

4	You are the Vice-Chief of the ----- Nation	4	You are a councillor of the ----- Nation
4	You are a councillor of the ----- Nation		
5	You are the Chief of the ----- Nation	5	You are a councillor of the ----- Nation
5	You are the Vice-Chief of the ----- Nation	5	You are a councillor of the ----- Nation
5	You are a councillor of the ----- Nation		
6	You are the Chief of the ----- Nation	6	You are a councillor of the ----- Nation
6	You are the Vice-Chief of the ----- Nation	6	You are a councillor of the ----- Nation
6	You are a councillor of the ----- Nation	6	You are a councillor of the ----- Nation

Fire Services



Swimming Pools



Hospitals/Medicare

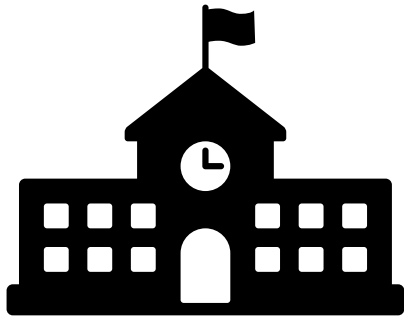


Rink

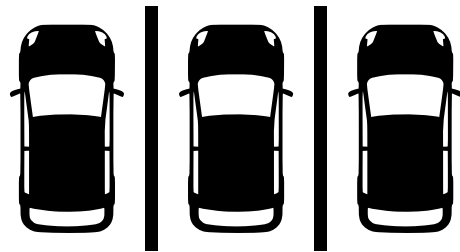


LESSON 7: FIRST NATIONS GOVERNANCE

Education/Schools



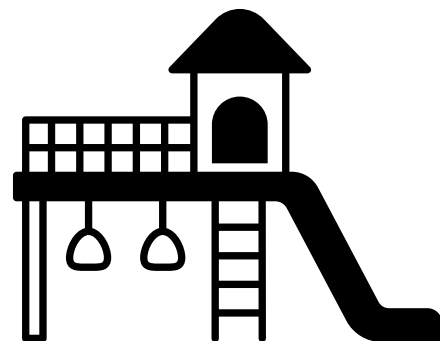
Parking Lots



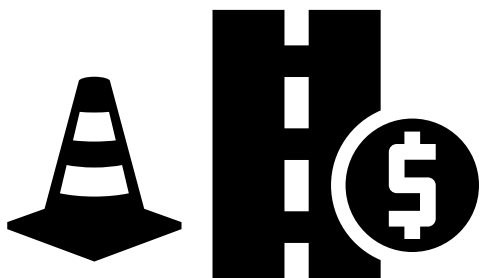
Garbage Pick-up



Playgrounds



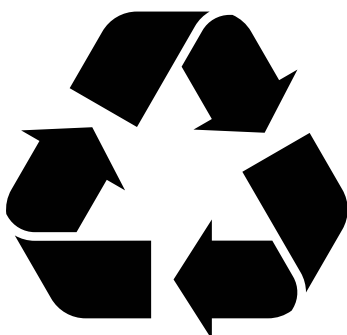
Highway Maintenance



Snow Removal on Highways



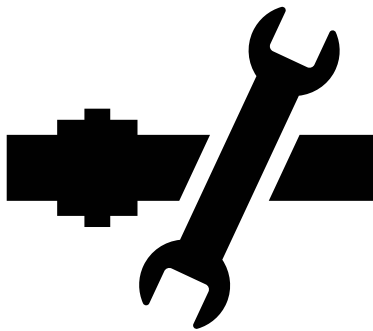
Recycling



Water - drinking and cleaning



Sewer Systems



Police in Larger Cities



Agriculture



LESSON 7: FIRST NATIONS GOVERNANCE

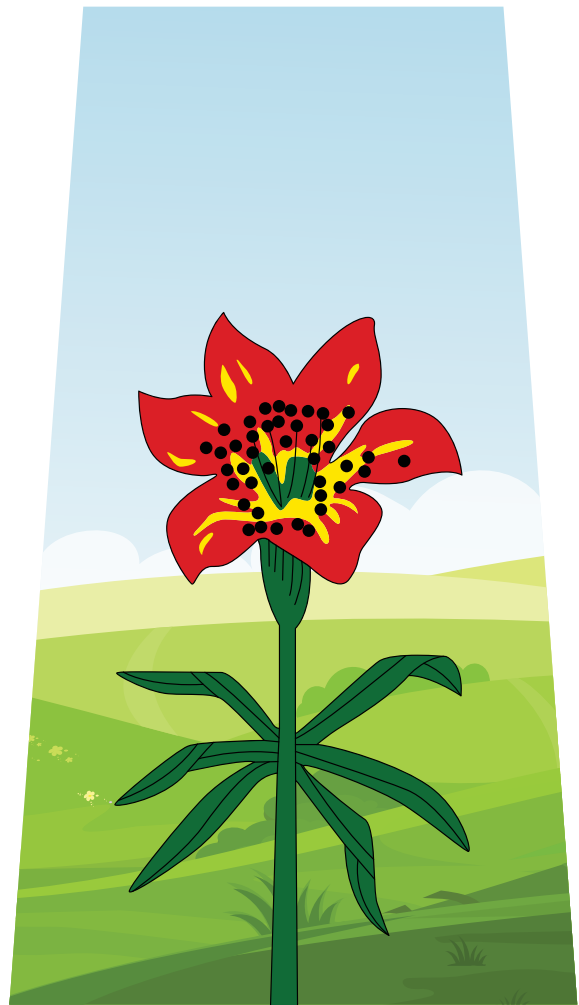
Exit Slip: What makes a good leader?

Exit Slip: What makes a good leader?

Power and Authority

Social 4 Student Handbook

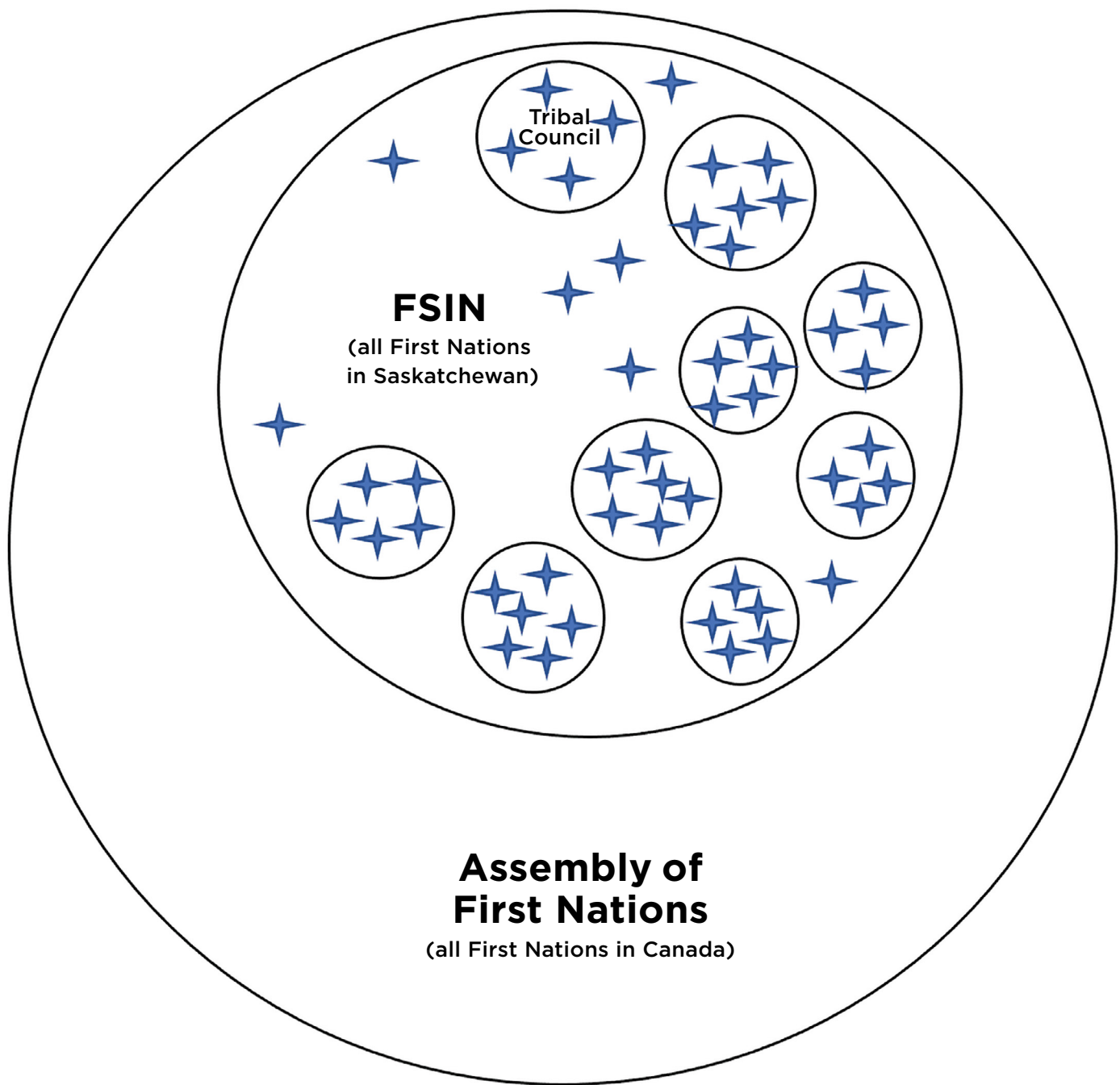
Lesson 7: First Nations Governance



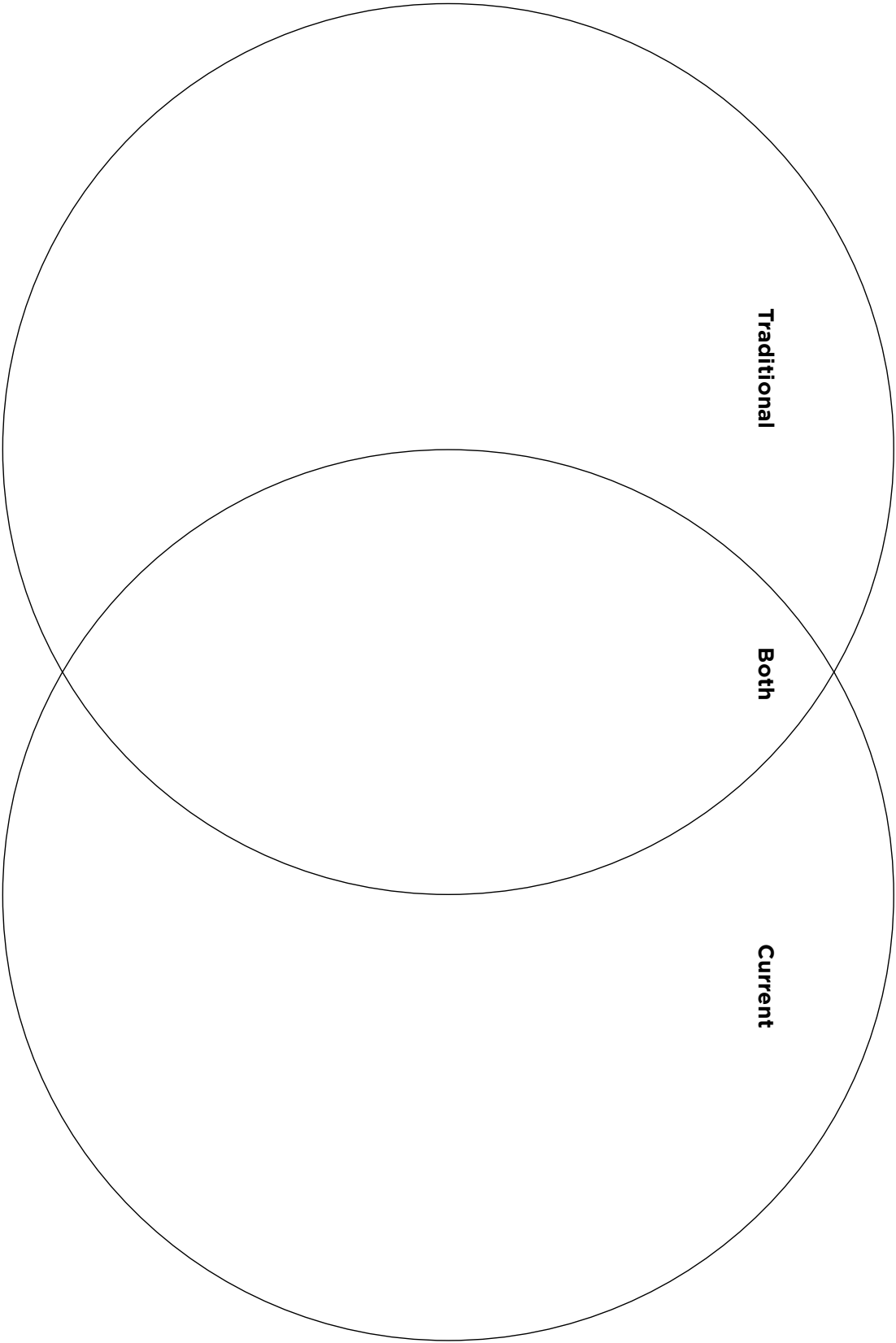
Name: _____

The purpose of Our Government Unit is to learn about how decisions are made to help Canadians and people in Saskatchewan.

Structure of First Nations Governance



Venn diagram



References:

Assembly of First Nations. (n.d.). Retrieved from www.afn.ca

Cardinal, H. H. (2000). Treaty Elders of Saskatchewan: Our dream is that our peoples will one day be clearly recognized as Nations. University of Calgary Press.

Dusseault, R. (1996). Report of the Royal Commission on aboriginal peoples. Canadian Government Publishing, Public Works and Government Services.

Federation of Sovereign Indigenous Nations (n.d.) Retrieved October 13, 2021 from <https://www.fsin.ca>

Lawson, J., & Jardine, R. L. (2013). Hands on social studies: Grade 4 Saskatchewan Edition. Winnipeg: Portage & Main Press.

Ministry of Education. (2010). Social Studies 4. Regina.

Lesson 8:

Traditional Processes for Métis Leader Selection

1. Possible Inquiry Questions:

1. What are the similarities and differences between traditional Métis leadership selection and current Saskatchewan leadership selection?
2. How do the traditional Métis Laws of the Hunt compare to current Saskatchewan laws?
3. What were some of the benefits/challenges of traditional Métis leadership governance?

2. Background Knowledge for Teacher:

Traditional processes for the selection of Métis leaders were based on consensus of people in the community rather than a formal vote or election process. Take for example Gabriel Dumont. He became a leader amongst his community for his generosity in the community, his prominence in the buffalo hunt and his participation in the Battle of Grand Couteau. He also had a natural level of ability and leadership that drew people to him for guidance. His people made him a leader in his community through the general consensus that he was best for the community.

For more information visit:

<http://www.métismuseum.ca/resource.php/06280>

The Laws of the Hunt (see next page)

<http://www.métismuseum.ca/resource.php/03152>

3. Key Vocabulary:

Election • Consensus • Traditional • Leader • Selection



4. Focus/Supplementary Outcomes:

(PA) 4.4 - Demonstrate an understanding of the Métis governance system.

- (b) Compare the traditional processes for selection of leaders of Métis people to current practices for selection of leaders by the Métis people?

5. Timeline: Approximately 60 minutes

6. Materials:

- Whiteboard
- Markers
- Pencil/pen
- Paper
- Computer
- Projector

7. Motivational Set:

1. Hold two decision-making processes with your class. One by majority rule voting and the other by consensus building. You may wish to offer students a choice of activity for later in the day, such as more silent reading time (Choice A) or more time for art (Choice B).
2. In the first election, clarify that students must raise their hand for only one vote. First, ask them to raise their hand if they would prefer choice A. Then, ask students to raise their hands if they prefer choice B. Make sure to tally student votes. Explain to them how that vote represents an election or a majority vote. Explain that the outcome is based upon the majority.
3. In the consensus building activity, explain that consensus has a range of meanings. Most people think of it as meaning 100% agreement on an issue. To most Indigenous Peoples, it means all participants are provided an opportunity to express their opinions multiple times in a respectful and inclusive discussion until it has been thoroughly discussed. At that point, the minority will defer to the majority. In a way, it is respectfully agreeing to disagree and to accept the decision of the majority. This should not be established by voting, but by sensing the momentum of the discussion.

LESSON 8: TRADITIONAL PROCESSES FOR MÉTIS LEADER SELECTION

4. For the discussion around whether to have Choice A or Choice B, students can either raise their hands to provide input or use a talking circle format. For the first method, ensure that those who did not raise their hands are asked if they would like to add anything. For the talking circle format, ideally students move their desks to a circle format or sit elsewhere in a circle. An object like a talking stick or talking stone will be passed clockwise to indicate whose turn it is to provide input. No one else is to speak or interrupt. If a participant wants to pass, they move the object to the next person on their left. This format allows everyone input and forces each participant to listen to others and formulate what they wish to say based on what has already been said until it is their turn to speak. Respectful dialogue is a must. Participants are time-conscious in that in a class of 25 when you have an hour to discuss something, no one should speak more than 2 minutes. This is an extension of traditional talking circles that do not have time limits. It is necessary in a classroom setting because of time constraints.
5. Using a smart, white or chalkboard, write down the terms “majority” and “consensus.” Then, either write definitions of these terms for students or have them come up with definitions as a class.

8. Process:

1. Explain that traditionally, the Métis people selected their leaders by consensus. Watch the video - “Gabriel Dumont: Métis Legend” from https://www.youtube.com/watch?v=FpYMf_smtKA
2. Examine as a class why Gabriel Dumont may be selected as a leader by consensus. Have students explain why everyone might like Gabriel Dumont for a leader.
3. Have students read some laws/legislation made by Métis consensus in “The Laws of the Hunt” - <http://www.métismuseum.ca/resource.php/03152>
4. Discuss how these rules may have been made by consensus, also known as the “traditional way”.

9. Possible Assessments:

- Reflective writing on differences between traditional Métis elections vs. contemporary Métis elections.
- Provide students to reflect on how the Métis Nation - Saskatchewan may govern them in the Student Assessment Handbook. Have students continue adding to their final project.

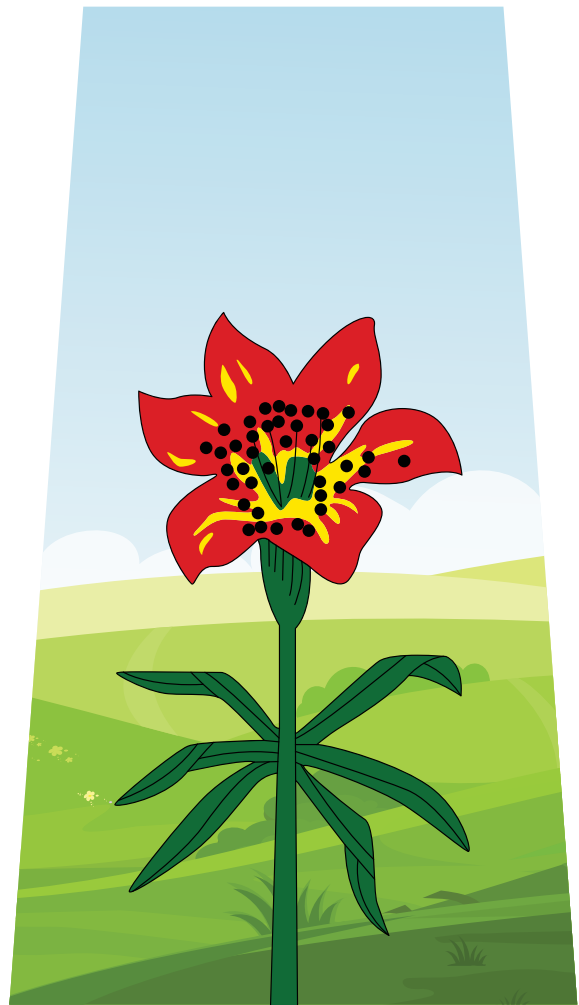
GDI Resources:

Métis Legacy II: Michif Culture, Heritage and Folkways, by Lawrence Barkwell, Leah Dorion and Audreen Hourie
Available for purchase at: <https://gdins.org/product/métis-legacy-ii-michif-culture-heritage-and-folkways/>

Power and Authority

Social 4 Student Handbook

Lesson 8: Traditional Processes for Métis Leader Selection

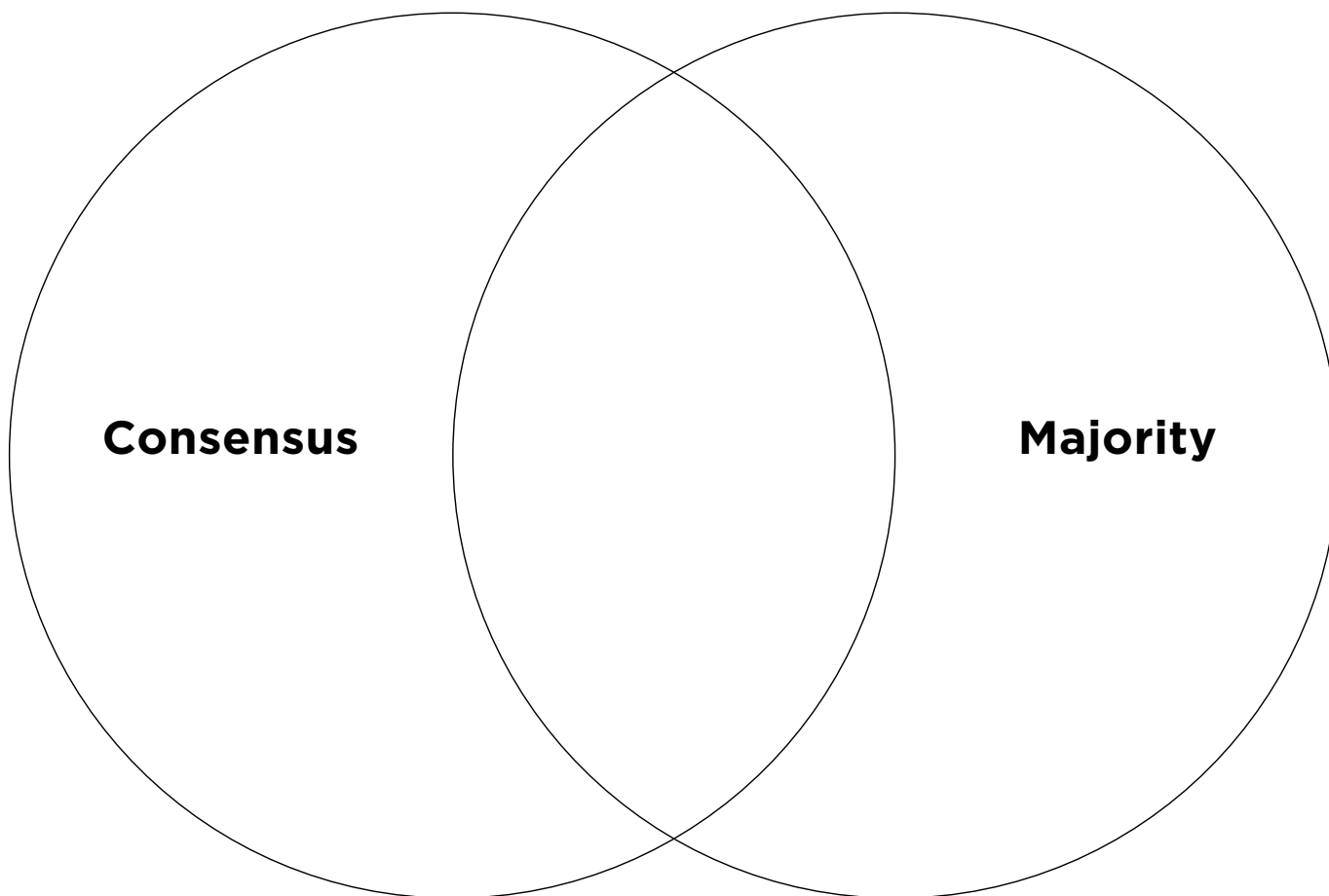


Name: _____

The purpose of Our Government Unit is to learn about how decisions are made to help Canadians and people in Saskatchewan.

Consensus and Majority:

Use pictures, words and/or symbols to show what you think you know.



Which way of decision-making do you like better? Why?

The Laws of the Hunt

1. No buffalo to be run on the Sabbath-day
2. No party to fork off, lag behind, or go before, without permission.
3. No person or party to run buffalo before the general order.
4. Every captain with his men, in turn, to patrol the camp, and keep guard.
5. For the first trespass against these laws, the offender to have his saddle and bridle cut up.
6. For the second offence, the coat to be taken off the offender's back, and be cut up.
7. For the third offence, the offender to be flogged.
8. Any person convicted of theft, even to the value of a sinew, to be brought to the middle of the camp, and the crier to call out his or her name three times, adding the word "Thief" each time.

References:

Barkwell, L. D. (2006). Métis Legacy II: Michif Culture, Heritage and Folkways. Gabriel Dumont Institute.

Métis Museum. (n.d.). Retrieved from <http://www.métismuseum.ca>

YouTube. (n.d.). Retrieved from Gabriel Dumont:

Métis Legend: https://youtube.com/watch?v=FpYMf_smtKA

Lesson 9:

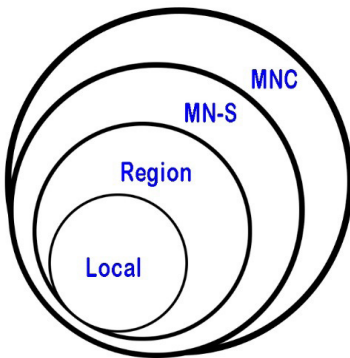
Métis Nation - Local, Regional, Provincial and National Governance

1. Possible Inquiry Questions:

1. What are Métis Locals and Regions?
2. How are Métis locals and regions similar and different to municipal and provincial governments?
3. How is Métis National Council similar or different to First Nations and Federal Government?
4. What services is Métis Nation - Saskatchewan provide?
5. What processes are followed in Local and Regions meetings?
6. How are children's interests addressed by Locals and Regions?
7. What are some of the strengths/challenges of the model of governance used by the Métis Nation?
8. How are Métis locals similar/different to First Nations Bands? Municipal governments?
9. If you had to choose a way to make laws and govern a place, what system of government might you choose and why?

2. Background Information for the Teacher:

Research a Métis Local near you and see if they have a website, social media page, and determine the MN-S Region to which they belong. You may choose to print this information if you do not have access to technology in class.



*A gap exists in the current curriculum, as it does not recognize Métis regions or locals within the organization of the municipal decision-making processes for Métis people.

ARTICLE 5: REGIONS (Constitution of the Métis Nation – Saskatchewan)

1. There shall be twelve (12) Regions set out in Schedule A of this Constitution.
2. The Regions shall be governed by a Regional Council composed of the Presidents of the Locals within the respective Regions along with a regionally elected representative who shall be the Chairperson of the Regional Council, as well as the Region's representative on the Provincial Métis Council of the Métis Nation Legislative Assembly.
3. The Regional Council shall have the responsibility of making all appointments to the Institutions and Affiliates at the Regional and Provincial levels. In the event that the Regional representative is not so appointed, he/she shall be an ex-officio member of all Regional Institutions and Affiliates.
(amended June 26, 1997)

4. The Regional Council shall establish regional administrative offices.
5. The Regional Council shall be responsible for programs and services decentralized to that level.
6. The Regional Council shall enact a Constitution, which is not inconsistent with this constitution, and such Regional Constitutions shall be registered with the Head Office.
7. The Regional Council may incorporate with the appropriate government department.
8. The Regional Council may seek the necessary finances and resources to carry out its programs, services, objectives and duties, and where so requested the Provincial Métis Council shall assist in securing these necessary finances and resources.
9. The Regional Council shall assist their Local Communities in preparing to assume Métis self-government, which includes land, where this is an objective.
10. The Regional Council shall provide direction to their representatives on the Provincial Métis Council with respect to all matters, including the aims, objectives and aspirations of the Organization, and for their respective Regions. (Amended June 26, 1997)
11. Where a vacancy is created for any reason, including death or resignation, the Regional Council shall elect from the members of the Council an interim Regional representative who shall serve until a by-election has been held and the vacancy filled.

<https://metisnationsk.com/wp-content/uploads/2019/03/MN-S-Constitution-2008.pdf>

ARTICLE 7: LOCALS (Constitution of the Métis Nation – Saskatchewan)

1. The Locals shall be the basic unit of the Organization in each community.
2. The Locals shall be made up of a least nine members.
3. New Locals can be admitted by the Regional Councils provided this decision is ratified by the Métis Nation

Legislative Assembly and the requirements herein are met.

4. Locals can be dissolved by the Regional Councils provided this decision is ratified by the Métis Nation Legislative Assembly and the requirements herein are no longer met.
5. The Métis Nation Legislative Assembly shall adopt rules pertaining to the admission and dissolution of Locals.
6. Each Local shall be governed by an elected leadership as determined through the Constitution of the Local, which may include terms of one to three years and elections may be by ballot box or conducted at a General Assembly of the Local membership. a) Each Local shall submit the names of their elected leadership to the Métis Nation- Saskatchewan Head Office within thirty (30) days of their election. (amended January 2004)
7. Any Métis who is sixteen (16) years of age or over and is a member of the Local shall be entitled to vote or seek office.

8. Each Local shall be enact a Constitution which is not inconsistent with this Constitution, including the establishment of portfolios, committees or other bodies required to address community and other issues, and such Local Constitution shall be registered with the Regional and Head Office of the Organization.
9. The Locals shall provide yearly updates of their membership to the Regional and Head Office, separating those members who are under sixteen (16) years of age from those sixteen (16) and over.
10. The Locals shall be responsible to prepare the Communities for the assumption of Métis self-government, which includes land, where this is an objective.
11. The Locals may incorporate with the appropriate government department
12. The Locals may seek necessary finances and resources to carry out their programs, services and objectives and where so requested the Provincial Métis Council of the Métis Nation Legislative Assembly shall assist in securing these necessary finances and resources.

<https://Métisnationsk.com/wp-content/uploads/2019/03/MN-S-Constitution-2008.pdf>

3. Key Vocabulary:

Métis Locals • Métis Regions

4. Focus/Supplementary Outcomes:

Power and Authority (PA) 4.1 - Analyze the relationship between governance institutions in Saskatchewan and the quality of life of people in the province.¹

Indicators of Learning:

- (b) Illustrate the organization of the municipal or band decision-making process, including the name of the sitting mayor, reeve, or chief. ²

PA4.4 – Demonstrate an understanding of the Métis governance system.

- (a) Research the structures of governance of Métis people in Saskatchewan (e.g. Métis local, Métis Nation of Saskatchewan)

5. Timeline: Approximately 1 hour

¹ Ibid.

² Ibid.

6. Materials:

- Métis Region map
- Chart of Responsibilities (municipal, provincial, federal)
- Computer or printed out materials
- Projector
- Whiteboard
- Markers
- Pen/pencils
- Paper

7. Motivational Set:

Show students the map of Métis Regions - <https://metisnationssk.com/governance/#regions>

Remind students that they have seen this map in lesson – ‘Who Governs the Land’

8. Process:

Refer students to the chart in the of school board, municipal, provincial, federal and First Nations responsibilities that you started in previous lessons.

Do we disagree with our original thoughts?

- Should things be switched?
- Are there one we know for sure are correct?

Refer to the column for the Métis Nation and ask if students know some of the services and responsibilities of a Métis Region. More than likely, they will not know or use examples from the municipal government side. Explain that while Métis Regions have some of the same responsibilities, the municipal governments already provide most of these services and question again the responsibilities of the Métis regions.

From here, add images that depict the responsibilities of Métis Regions and Locals (See Teacher Resources) from the MN-S Constitution and place them on the other side of the board in your own This will allow students to draw comparisons between municipal governments and Métis Regions and Locals.

Return to the Region map and explain that these Regions each contain Locals that compare to wards, or smaller jurisdiction, in municipalities.

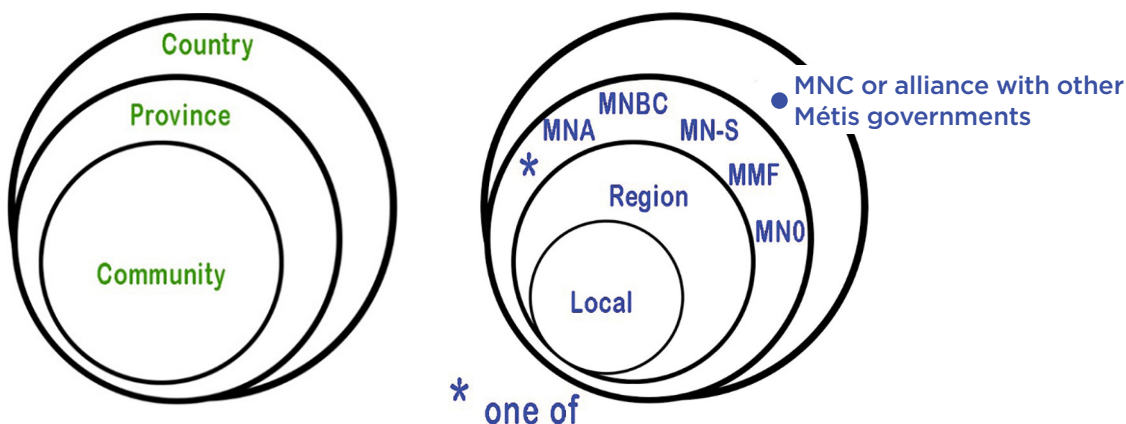
LESSON 9: MÉTIS NATION - LOCAL, REGIONAL AND NATIONAL GOVERNANCE

As students have been lead through the first two levels of Métis governance, they will now need to understand the federal level of Métis governance. Utilizing the same map of Canada from the lesson on provincial governments, ask students what they think the next step or one bigger step of government. When they guess all of Canada, utilize the smart, white or chalkboard to draw a graphic that demonstrates municipal government is under the jurisdiction of provincial government, which is all under the jurisdiction of federal government.

Municipal government (city, region, community) >
Provincial government (province) >
Federal government (country)

Note that locals are not geographically determined within a community but ideologically determined by people who want to group together regardless of where they live in the community.

New Locals may emerge and old Locals may disband. Regional boundaries may also change.



Then, demonstrate the same graphic using Métis levels of governance.

Métis Locals > Regions > Métis Provincial Government (MNBC, MNA, MN-S, MMF, MNO) > Métis National Council (MNC) or affiliations with other Métis governments.

Do a website inquiry with students as a class. (Print out beforehand if technology is unavailable).

Explore - (Métis Nation, n.d.)

Be sure to check out the Métis historical timeline, the FAQ section and the governance section. Make sure you are familiar with the resource to break down tough words and concepts for the students.

As a class, have students research a Métis Local or Region near you, using technology or a pre-made resource (see “Background Knowledge for Teacher”) and research the activities and services each provides to the Métis. This should include the name of the current president of the Local and the Regional Director for your region.

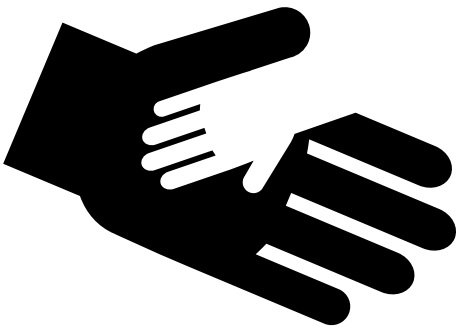
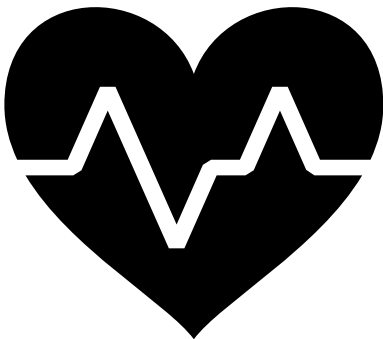


9. Assessment Options:

- Exit slip: “What are Métis Locals and Regions?”
- Critical Thinking reflective writing: “How are Métis locals and regions similar and different to municipal governments?”
- Quick oral report on Métis Locals and Regions.
- Write a newspaper article about Métis Locals or Region near you.
- Provide time for students to work on the graphic organizer in the Student Assessment Handbook.

10: Teacher Resources:

Motivational Set – Métis Nation - Saskatchewan Services Pictures

(print, laminate and then sort on a large chart)

<p>Child and Family Services</p> 	<p>Health</p> 
<p>Environment</p> 	<p>Justice</p> 

Early Learning Child Care and Education



Post-Secondary Education



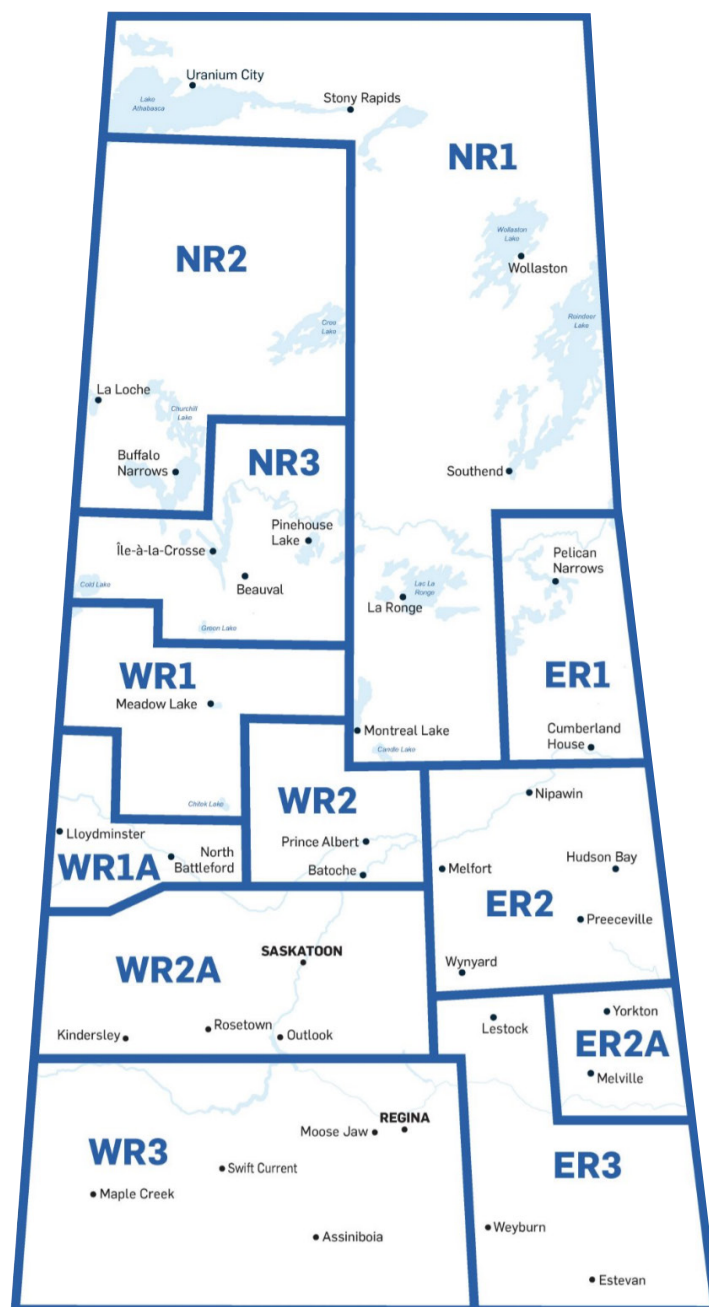
Housing and Infrastructure



Culture and Heritage



Metis Nation-Saskatchewan



References:

Métis Nation. (n.d.). Retrieved from <https://www2.métisnation.ca/>

Métis Nation Saskatchewan. (n.d.). Retrieved from <https://métisnationsk.com/>