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Pre-Task Activity #2: Who does what?

Purpose

Within the first week of school teachers can hold the first class election. The focus of this activity is to familiarize students with the concept of elections and social responsibility within their classroom community. Students also learn how to make democratic decisions that affect the daily routine of their classroom. Together teachers and students make decisions and determine the criteria for certain aspects of their classroom's management.

As the city of Toronto prepares for the upcoming October 2018 elections, have students engage in a process that closely resembles the municipal election practices (candidates, campaigns, speeches, voting, ballots, etc) Students will assume the role of a candidate and learn how to be active participants in the classroom.

Overall Expectations

Students will learn how to be active participants by playing an active rather than passive role in the classroom.

Specific Expectations

Students will become familiar with the municipal electoral process by simulating this process within a classroom setting.

Time Required: Two 40 min periods

Teaching/Learning Strategies

1. Students will have to choose at least three positions/classroom jobs they envision themselves fulfilling throughout the year.

Here is a list of just some of the possible classroom jobs/responsibilities

• CLASS REP	• PET CARETAKER	• SINK MONITOR
• ATTENDANCE MONITOR	• HOMEWORK COLLECTOR	• CLEANUP SUPERVISOR
• BOARD ERASER	• NOISE MONITOR	• PLANT WATERER
• MESSENGER	• DOOR HOLDER	• LINE LEADER
• HANDOUT PERSON	• ERRAND RUNNER	• LIBRARIAN

2. Discuss with students some of the characteristics/skills an individual should possess in order to successfully fulfill the requirements for each classroom position

- Good communicator
- Fair
- Intelligent
- Honest
- Responsible
- Organized
- Able to compromise and persuade

3. Graffiti Activity: Depending on your classroom set up, place three or four classroom jobs/positions individually written on a piece of paper on the tables of each group. Students begin graffiti activity by jotting down as many characteristics and skills they believe are necessary for an individual to possess in order to be a successful class representative, attendance monitor, board eraser etc. Allow 2-3 minutes for each group to determine the criteria necessary for each of the three positions. Once time is up, rotate the sheets so that groups can add criteria to different positions/classroom jobs. Continue rotating until all groups see each sheet and each sheet returns to the original group.
4. Once students have become familiar with the expectations for each classroom position, they must choose three positions they envision themselves fulfilling throughout the year. Students will write and deliver a short speech (1-2 min) about who they are and why they are a good candidate for each of the three positions they are running for.

Assessment

- Formative assessment: observation of students working in small groups (Appendix #4 group work observation chart)
- Informal teacher observation of students' responses
- As a group/class develop the criteria for a good oral presentation. Teachers may generate at least four areas of criteria for students to focus on.
 - Eye Contact
 - Voice
 - Content
 - Organization

Accommodations

- When working on preparing speeches, pair students with writing difficulties with students who do not
- Encourage ESL students to record any unfamiliar vocabulary into a personal dictionary and encourage them to find antonyms and synonyms.
- Allow ESL students to write their speeches in their first/native language first then have them translate it into English. Allow more time for these students to prepare their speeches.
- Allow ESLs or students with special needs to present their speeches in smaller groups, or one on one with the teacher.
- If possible allow newcomers and beginning learners of English to present their speeches with a peer who can speak their first language.

Extensions

- Students could design buttons, badges, or posters to encourage voting
- Carousel Activity: A similar activity involving movement around the classroom may also be used. In this case students would individually come up with their own criteria for each classroom position. Carousel is similar to "Graffiti" in which students move around visiting sheets of paper posted on the wall or placed at tables. Every time the students arrive at a new classroom position they read and add to the criteria.
- Students are told to vote for people they believe are best suited for a particular classroom job.
- Teachers use the results to determine who will occupy each position. If teachers prefer to rotate classroom responsibilities among students on a regular basis they may use the voting system once, in the beginning of the year, and assign students their responsibilities thereafter.
- Students may interview each other and write a speech about their partner recommending them for a position.