

Okanagan School of Education - LESSON SEQUENCE/UNIT PLAN TEMPLATE			
Page One - Curriculum Connection/Pedagogical Plan			
Candidate/Intern: Blake Clark	Unit dates: TBD	Grade level(s): 5/6	Subject(s): Social Studies
Big Idea(s): <i>What will the students <u>UNDERSTAND</u>? What are the key question(s) to be addressed?</i> (Gr 5) Canadian institutions and government reflect the challenge of our regional diversity. (Gr 6) Systems of government vary in their respect for human rights and freedoms. <i>Driving question: Who makes decisions for us, how do we choose them, and how can we be heard?</i>			
Curricular Competencies: <i>What will the students be able to <u>DO</u>? How will students reflect on their progress in acquiring and nurturing these skills?</i> • Use inquiry processes to ask questions, gather ideas, and communicate findings (inquiry). • Take stakeholders' perspectives by inferring their beliefs, values, and motivations (perspective). • Develop a plan of action to address a selected problem or issue (action). • Make ethical judgments about decisions and assess appropriate ways to respond (ethical judgment).			
Content: <i>What will the students <u>KNOW</u>? What content/concepts/key vocabulary will be the focus of this lesson sequence or unit of study?</i> Grade 5 (Canada): • Participation and representation in Canada's system of government • Levels of government and their main functions and sources of funding Grade 6 (Global): • Different systems of government • Roles of individuals, governmental organizations, and NGOs Key vocabulary: • representative, election, vote, candidate, platform, mayor, council, level of government, democracy, trustee, board of education, budget, policy, public meeting			
Indigenous Perspectives: <i>How might Indigenous knowledges and ways of knowing be honoured and embedded authentically within this lesson sequence or unit of study?</i> • Learning involves generational roles and responsibilities. • Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. First Nations governments are part of how Canada is governed: Westbank First Nation (syilx) elects its own Chief and Council.			
Inclusive and Equitable Practice: <i>How is a safe and caring environment provided (emotional/physical)? Are there considerations for diverse interests/abilities? Are there access points for all learners and alternative ways to demonstrate what they know/can do? What grouping strategies are incorporated? Do students see themselves reflected in the learning?</i> Compare candidates' ideas, not people; families' votes stay private. Picture cards, sentence frames, and role cards support all learners. Gr 6 adds systems of government.			
/Collaborative Practice: <i>How will collaboration/co-planning/co-teaching be incorporated?</i> Shared with grade 5/6 partner classes.			
Safety Considerations: <i>Are there any lesson and/or venue specific safety issues to be noted?</i> Stay neutral: the teacher does not endorse real candidates; no one shares how their family votes.			
Assessment Design			
What type of assessment might be embedded in this lesson sequence/unit of study? Formative Assessment: Assessment <u>for</u> Learning / Summative Assessment: Assessment <u>of</u> Learning; Metacognition: How are students reflecting on and monitoring their own learning? Documentation/Evidence of Learning: How will student learning be documented and shared (learning maps, rubrics, math journals, online documentation, etc.) Formative: exit tickets, video discussion notes, activity sheets, observation checklist. Summative: Letter to the Board (L4) and End of Unit Concepts Check, with the rubric. Dates: TBD.			

Okanagan School of Education - LESSON SEQUENCE/UNIT PLAN
TEMPLATE

Page Two - Lesson Layout

Lesson # Estimated Dates	Overview of Teaching and Learning Activities	Teacher Preparation Materials/ resources or supplies needed
TBD (Period 1): Unit Launch	Lesson 1: Who Wants to Be Kelowna's Mayor? Class Mayor Video: mayor, council, 3 candidates; Mayor of the Class poster.	Class Mayor Video Activity 1
TBD (Period 2):	Lesson 2: From Mayor of the Class to City Hall Mayor of the Class vs. Kelowna's mayor; levels of government; "Who are trustees?"	Job sort cards Activity 2
TBD (Period 3):	Lesson 3: Who Are Trustees? Trustee Video: school board, trustee jobs; rank trustee qualities.	Trustee Video Activity 3
TBD (Period 4): Assessment	Lesson 4: Trustees in Action Mock board meeting; Letter to the Board; concepts check.	Role cards Activity 4 Rubric

Okanagan School of Education - LESSON PLAN TEMPLATE

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Candidate/Intern: Blake Clark

Lesson date:
TBD

Grade Level/Subject(s): 5/6 / Social Studies

Lesson Title/Task Summary:

Lesson 1: Who Wants to Be Kelowna's Mayor?

Unit launch: watch the Class Mayor Video (what a mayor does, how Kelowna chooses, the 3 candidates), then "You be the mayor!" and a Mayor of the Class campaign poster.

Core (Sub) Competency:

Communicating

Social Awareness & Responsibility

Unit Focus: Grade 5/6 Social Studies - Who Represents Us?

Big Idea(s):

What will the students UNDERSTAND? What are the key question(s) to be addressed?

(Gr 5) Canadian institutions and government reflect the challenge of our regional diversity.

What does a mayor do, and how do voters choose one?

Curricular Competencies:

What will the students be able to DO? What skills are being taught? Are learning targets or "I can..." statements written in student-friendly language?

1. I can explain what the mayor of Kelowna does.
2. I can compare the candidates' ideas without taking sides.
3. I can share ideas for a Mayor of the Class.

Content:

What will the students KNOW? What content/concepts/key vocabulary will be the focus of this lesson?

1. Participation and representation in Canada's system of government (Gr 5)
2. Council = 1 mayor + 8 councillors; 3 running for mayor; vote Oct 17
3. Key vocabulary: mayor, council, candidate, forum, housing, safety, growth, taxes

Indigenous Perspectives:

How might "Indigenous knowledges and ways of knowing and being" be honoured and embedded authentically into the lesson?

1. Learning involves generational roles and responsibilities.
2. Learning is holistic, reflexive, reflective, experiential, and relational.

Leadership as responsibility to the whole community; many First Peoples choose leaders for their care for others, not popularity.

Inclusive and Equitable Practice:

How is a safe and caring environment provided (emotional/physical)? Are there considerations for diverse interests/abilities? Are there access points for all learners and alternative ways to demonstrate what they know/can do? What grouping strategies are incorporated? Do students see themselves reflected in the learning?

1. Pause on each slide; word bank from the video (housing, safety, growth, taxes).
2. Poster can be drawn, written, or both.

Collaborative Practice:

How might collaboration/co-planning/co-teaching be incorporated?

Shared with grade 5/6 partner classes.

Safety Considerations:

Are there any lesson and/or venue specific safety issues to be noted?

Stay neutral: compare ideas, not people; no one shares how their family votes.

Assessment Design

What type of assessment might be embedded in this lesson?

Formative Assessment: Assessment *for* Learning / **Summative Assessment:** Assessment *of* Learning.

Formative: printable exit ticket (a mayor job; a candidate idea; why voting matters).

Metacognition: How are students reflecting on and monitoring their own learning?

What is one thing you would change about Kelowna?

Documentation/Evidence of Learning: How will student learning be documented and shared (learning maps, rubrics, math journals, online documentation, etc.)

Candidate charts and Mayor of the Class posters reviewed to plan Lesson 2.

Okanagan School of Education - LESSON PLAN TEMPLATE

Page Two - Minute Minder

Considerations for lesson planning:		Estimated time	Teaching and Learning Activities What is the role of the teacher? What is the role of the students?	Teacher Preparation (Materials/resources or supplies needed)
CONNECT	PART ONE INTRODUCTION TO LESSON Activate Prior Knowledge, Engage, Predict, Focus How can I tap into students' interest, offer appropriate challenge, increase motivation?	5/10 Minutes	- Ask: who makes decisions about parks, roads, and rec centres? - Quick KWL: what do you know about mayors and elections?	Class KWL chart (chart paper) City of Kelowna Elections (voting Oct 17): https://www.kelowna.ca/city-hall/city-government/elections
	PART TWO BODY OF LESSON Construct meaning, monitor understanding, process ideas How will I help students interact with ideas they encounter?	25/30 Minutes	- Watch the Class Mayor Video; pause at "Meet the 3 people running". - Fill the candidate chart: who is he, what he wants to work on. - Discuss "You be the mayor!": change, good leader, why vote. - Mayor of the Class: campaign poster with a slogan and 3 ideas.	Class Mayor Video: "Who Wants to Be Kelowna's Mayor?" (teacher-made, about 3 min) City of Kelowna: 2026 candidates officially declared (teacher background): https://www.kelowna.ca/our-community/news-events/news/kelownas-2026-election-candidates-are-now-officially-declared Activity 1 - Mayor of the Class (printable)

TRANSFORM	<u>PART THREE</u> CLOSURE OF LESSON Apply knowledge; reflect on thinking and learning How can I provide learners with alternative ways to demonstrate what they know?	5/10 Minutes	• Exit ticket (printable). • Gallery of Mayor of the Class posters.	Exit ticket handout (printable)

Exit Ticket

Lesson 1: Who Wants to Be Kelowna's Mayor?

5/6 Social Studies - Who Represents Us?

Name: _____ Date: _____

1. Name one thing the mayor of Kelowna helps decide.

2. Pick one candidate from the video. What does he want to work on?

3. Why does voting matter?

(Grade 6 / challenge: why do voters vote in secret?)

Self-check: Today I can explain what a mayor does and how voters choose one.

[] Yes, on my own [] Getting there [] I need more help

Activity 1: Mayor of the Class

Grade 5/6 Social Studies - Who Represents Us?

Name: _____ Date: _____

Lesson 1. Use with the Class Mayor Video, "Who Wants to Be Kelowna's Mayor?"

Video notes: Meet the 3 people running

Listed in ABC order by last name, like the City lists them. Compare ideas, not people.

Candidate	Who is he?	What he wants to work on
Ron Cannan		
Tom Dyas		
Andrew Uitvlugt		

Word bank: housing safety growth taxes council forum

The mayor is a bit like the _____ of a team. Council = 1 mayor + ____ councillors.

You be the mayor!

Question	My answer
What's one thing you'd change about Kelowna?	
What makes someone a good leader?	
Why do you think voting matters?	

Mayor of the Class: my campaign poster

If our class had a mayor, what would you do? Write a slogan and 3 ideas, then add a picture.

Slogan and picture	My 3 ideas for our class

Okanagan School of Education - LESSON PLAN TEMPLATE

Page One - Curriculum Connection/Pedagogical Plan

Candidate/Intern: Blake Clark

Lesson date:
TBD

Grade Level/Subject(s): 5/6 / Social Studies

Lesson Title/Task Summary:

Lesson 2: From Mayor of the Class to City Hall

Expand from the video: compare a Mayor of the Class with the mayor of Kelowna, explore the levels of government, then ask "Who are trustees?"

Core (Sub) Competency:
Critical & Reflective Thinking
Communicating

Unit Focus: Grade 5/6 Social Studies - Who Represents Us?

Big Idea(s):

What will the students **UNDERSTAND**? What are the key question(s) to be addressed?

(Gr 5) Canadian institutions and government reflect the challenge of our regional diversity.

Who takes care of what in our community?

Curricular Competencies:

What will the students be able to **DO**? What skills are being taught? Are learning targets or "I can..." statements written in student-friendly language?

1. I can compare a Mayor of the Class to the mayor of Kelowna.
2. I can sort jobs into levels of government.
3. I can ask a good question about who runs our schools.

Content:

What will the students **KNOW**? What content/concepts/key vocabulary will be the focus of this lesson?

1. Levels of government and their main functions (Gr 5)
2. Different systems of government (Gr 6)
3. Key vocabulary: mayor, council, municipal, provincial, federal, First Nations government

Indigenous Perspectives:

How might "Indigenous knowledges and ways of knowing and being" be honoured and embedded authentically into the lesson?

1. Learning involves generational roles and responsibilities.
2. Learning involves recognizing the consequences of one's actions.

Westbank First Nation (syilx) is self-governing: members elect one Chief and four Councillors for three-year terms.

Inclusive and Equitable Practice:

How is a safe and caring environment provided (emotional/physical)? Are there considerations for diverse interests/abilities? Are there access points for all learners and alternative ways to demonstrate what they know/can do? What grouping strategies are incorporated? Do students see themselves reflected in the learning?

1. Job sort uses picture cards.
2. Gr 6 compares democracy with a system where people cannot vote.

Collaborative Practice:

How might collaboration/co-planning/co-teaching be incorporated?

Shared with grade 5/6 partner classes.

Safety Considerations:

Are there any lesson and/or venue specific safety issues to be noted?

No specific hazards. Keep talk about roles, not political parties or people.

Assessment Design

What type of assessment might be embedded in this lesson?

Formative Assessment: Assessment *for* Learning / **Summative Assessment:** Assessment *of* Learning.

Formative: printable exit ticket (Mayor of the Class vs. city mayor; a sort; a trustee prediction).

Metacognition: How are students reflecting on and monitoring their own learning?

Who do you think makes decisions about our school?

Documentation/Evidence of Learning: How will student learning be documented and shared (learning maps, rubrics, math journals, online documentation, etc.)

Job sorts reviewed; trustee predictions saved for Lesson 3.

Okanagan School of Education - LESSON PLAN TEMPLATE

Page Two - Minute Minder

Considerations for lesson planning:		Estimated time	Teaching and Learning Activities What is the role of the teacher? What is the role of the students?	Teacher Preparation (Materials/resources or supplies needed)
CONNECT	PART ONE INTRODUCTION TO LESSON Activate Prior Knowledge, Engage, Predict, Focus How can I tap into students' interest, offer appropriate challenge, increase motivation?	5/10 Minutes	- Recall the video: a council team of 9; housing, safety, growth, taxes. - Share Mayor of the Class posters: which ideas could a real mayor do?	City of Kelowna Mayor and Council: https://www.kelowna.ca/city-hall/council
	PART TWO BODY OF LESSON Construct meaning, monitor understanding, process ideas How will I help students interact with ideas they encounter?	25/30 Minutes	- Mini-lesson: municipal, provincial, federal, and First Nations governments. - Activity 2: sort jobs (parks, schools, passports, roads) to a level. - Gr 6: democracy vs. a system with no elections; who has a say?	Elections Canada 'Which Election?' activity: https://electionsanddemocracy.ca/which-election Westbank First Nation Chief and Council: https://www.wfn.ca/your-government/council.htm Student Vote BC classroom resources (Levels of Government video): https://studentvote.ca/bc/classroom-resources/ Activity 2 - Who Takes Care of It? (printable)

TRANSFORM	<u>PART THREE</u> CLOSURE OF LESSON Apply knowledge; reflect on thinking and learning How can I provide learners with alternative ways to demonstrate what they know?	5/10 Minutes	• Exit ticket (printable). • Big question: "The same ballot that picks the mayor also lists trustees. Who are trustees?"	Exit ticket handout (printable)

Exit Ticket

Lesson 2: From Mayor of the Class to City Hall

5/6 Social Studies - Who Represents Us?

Name: _____ Date: _____

1. How would a Mayor of the Class be like the mayor of Kelowna? How is it different?

2. Which level of government takes care of local parks and roads?

3. Prediction: who do you think trustees are, and what do they do?

(Save for Lesson 3)

Self-check: Today I can explain the levels of government that take care of us.

[] Yes, on my own [] Getting there [] I need more help

Activity 2: Who Takes Care of It?

Grade 5/6 Social Studies - Who Represents Us?

Name: _____ Date: _____

Lesson 2. Put a check in the level of government that takes care of each job.

Job	Local (City of Kelowna)	Provincial (BC)	Federal (Canada)
Parks and playgrounds			
Garbage and recycling pickup			
Local roads and potholes			
Hospitals			
Schools and what we learn			
Driver's licences			
Passports			
Money and coins			

First Nations governments also make decisions for their communities. Westbank First Nation (syilx) is led by a Chief and _____ Councillors, elected by its members.

Mayor of the Class or mayor of Kelowna?

Mayor of the Class	Both	Mayor of Kelowna

Grade 6 challenge: In a democracy people vote. In some countries people cannot choose their leaders. Why does voting matter for people's rights?

Big question for next class: Who are trustees?

The ballot that picks Kelowna's mayor also lists school trustees. My prediction: trustees are ...

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Page One - Curriculum Connection/Pedagogical Plan

Candidate/Intern: Blake Clark

Lesson date:
TBD

Grade Level/Subject(s): 5/6 / Social Studies

Lesson Title/Task Summary:

Lesson 3: Who Are Trustees?

Answer last class's big question with the Trustee Video ("Who Helps Run Our Schools?"), then rank what makes a good trustee.

Core (Sub) Competency:
Communicating
Critical & Reflective Thinking

Unit Focus: Grade 5/6 Social Studies - Who Represents Us?

Big Idea(s):

What will the students UNDERSTAND? What are the key question(s) to be addressed?

(Gr 5) Canadian institutions and government reflect the challenge of our regional diversity.

Who helps run our schools, and how do we choose them?

Curricular Competencies:

What will the students be able to DO? What skills are being taught? Are learning targets or "I can..." statements written in student-friendly language?

1. I can explain who school trustees are and how they are chosen.
2. I can describe what trustees do and how they decide together.
3. I can rank the qualities of a good trustee and explain my choice.

Content:

What will the students KNOW? What content/concepts/key vocabulary will be the focus of this lesson?

1. Participation and representation in Canada's system of government (Gr 5)
2. SD23: 7 trustees; Kelowna voters choose up to 4 (6 running); 4-year terms
3. Key vocabulary: school district, school board, trustee, board chair, policy

Indigenous Perspectives:

How might "Indigenous knowledges and ways of knowing and being" be honoured and embedded authentically into the lesson?

1. Learning involves generational roles and responsibilities.
2. Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Trustees decide together and help every student learn and feel well; students ask how boards listen to local First Nations.

Inclusive and Equitable Practice:

How is a safe and caring environment provided (emotional/physical)? Are there considerations for diverse interests/abilities? Are there access points for all learners and alternative ways to demonstrate what they know/can do? What grouping strategies are incorporated? Do students see themselves reflected in the learning?

1. Pause on each slide; viewing sheet with picture cues.
2. Quality cards can be sorted before ranking.

Collaborative Practice:

How might collaboration/co-planning/co-teaching be incorporated?

Shared with grade 5/6 partner classes.

Safety Considerations:

Are there any lesson and/or venue specific safety issues to be noted?

Stay neutral: no discussion of individual trustee candidates or favourites.

Assessment Design

What type of assessment might be embedded in this lesson?

Formative Assessment: Assessment *for* Learning / **Summative Assessment:** Assessment *of* Learning.

Formative: printable exit ticket (who trustees are; one job; top quality and why).

Metacognition: How are students reflecting on and monitoring their own learning?

Were your Lesson 2 predictions about trustees right?

Documentation/Evidence of Learning: How will student learning be documented and shared (learning maps, rubrics, math journals, online documentation, etc.)

Viewing notes and quality rankings reviewed.

Okanagan School of Education - LESSON PLAN TEMPLATE

Page Two - Minute Minder

Considerations for lesson planning:		Estimated time	Teaching and Learning Activities What is the role of the teacher? What is the role of the students?	Teacher Preparation (Materials/resources or supplies needed)
CONNECT	PART ONE INTRODUCTION TO LESSON Activate Prior Knowledge, Engage, Predict, Focus How can I tap into students' interest, offer appropriate challenge, increase motivation?	5/10 Minutes	- Reveal Lesson 2 predictions: "Who are trustees?" - Viewing purpose: who, what they do, how they are chosen.	Lesson 2 exit tickets (trustee predictions)
	PART TWO BODY OF LESSON Construct meaning, monitor understanding, process ideas How will I help students interact with ideas they encounter?	25/30 Minutes	- Watch the Trustee Video; complete the viewing notes. - Talk it over: best quality; deciding as a group; learning about candidates. - Activity 3: rank the 8 trustee qualities, compare with a partner; mayor vs. trustee.	Trustee Video: "Who Helps Run Our Schools?" (teacher-made, about 3 min) SD23 Board Members (our 7 trustees): https://www.sd23.bc.ca/board-members BCSTA What is a School Trustee? (teacher background): https://bcsta.org/what-is-a-school-trustee/ Activity 3 - Mayor and Trustee (printable)

TRANSFORM	<u>PART THREE</u> CLOSURE OF LESSON Apply knowledge; reflect on thinking and learning How can I provide learners with alternative ways to demonstrate what they know?	5/10 Minutes	• Exit ticket (printable). • Check predictions: right, partly right, or surprise?	Exit ticket handout (printable)

Exit Ticket

Lesson 3: Who Are Trustees?

5/6 Social Studies - Who Represents Us?

Name: _____ Date: _____

1. Who are school trustees, and how are they chosen?

2. Name two things trustees do for our schools.

3. Which trustee quality matters most? Why?

(Grade 6 / challenge: why decide as a group?)

Self-check: Today I can explain who trustees are and what they do.

[] Yes, on my own [] Getting there [] I need more help

Activity 3: Mayor and Trustee

Grade 5/6 Social Studies - Who Represents Us?

Name: _____ Date: _____

Lesson 3. Use with the Trustee Video, "Who Helps Run Our Schools?"

Video notes

Question	My notes
What is a school district? Which one is ours?	
What do school trustees do? (name 2)	
How are trustees chosen?	

Our board has _____ trustees. Kelowna voters choose up to _____ of them. The trustees pick a _____ to run meetings.

Rank the 8 qualities of a good trustee

1 = most important. Then compare with a partner.

Quality	My rank	Partner's rank
Listens to others		
Communicates clearly		
Considers different views		
Works well with others		
Makes thoughtful decisions		
Solves problems		
Acts responsibly		
Willing to learn		

Compare: mayor of Kelowna and school trustee

Mayor only	Both	Trustee only

Okanagan School of Education - LESSON PLAN TEMPLATE

Page One - Curriculum Connection/Pedagogical Plan

Candidate/Intern: Blake Clark

Lesson date:
TBD

Grade Level/Subject(s): 5/6 / Social Studies

Lesson Title/Task Summary:

Lesson 4: Trustees in Action

Expand trustee knowledge: hold a mock board meeting with a real-style budget choice, then write a Letter to the Board (summative).

Core (Sub) Competency:
Social Awareness & Responsibility
Creative Thinking

Unit Focus: Grade 5/6 Social Studies - Who Represents Us?

Big Idea(s):

What will the students **UNDERSTAND**? What are the key question(s) to be addressed?

(Gr 6) Systems of government vary in their respect for human rights and freedoms.

How can students be heard by the people who run our schools?

Curricular Competencies:

What will the students be able to **DO**? What skills are being taught? Are learning targets or "I can..." statements written in student-friendly language?

1. I can explain where school board money comes from.
2. I can take a stakeholder's perspective in a board decision.
3. I can write a plan of action to share with the board.

Content:

What will the students **KNOW**? What content/concepts/key vocabulary will be the focus of this lesson?

1. Levels of government and their main functions and sources of funding (Gr 5)
2. Boards are funded by the province; they set budgets and policies
3. Key vocabulary: budget, stakeholder, motion, delegation, plan of action

Indigenous Perspectives:

How might "Indigenous knowledges and ways of knowing and being" be honoured and embedded authentically into the lesson?

1. Learning involves recognizing the consequences of one's actions.
2. Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Decisions affect the whole community and future generations; boards consider well-being, not just cost.

Inclusive and Equitable Practice:

How is a safe and caring environment provided (emotional/physical)? Are there considerations for diverse interests/abilities? Are there access points for all learners and alternative ways to demonstrate what they know/can do? What grouping strategies are incorporated? Do students see themselves reflected in the learning?

1. Role cards with sentence starters; roles can be shared.
2. Letter can be written, drawn with captions, or recorded.

Collaborative Practice:

How might collaboration/co-planning/co-teaching be incorporated?

Shared with grade 5/6 partner classes.

Safety Considerations:

Are there any lesson and/or venue specific safety issues to be noted?

No specific hazards. Debate ideas respectfully; use agree/disagree frames.

Assessment Design

What type of assessment might be embedded in this lesson?

Formative Assessment: Assessment *for* Learning / **Summative Assessment:** Assessment *of* Learning.

Summative: Letter to the Board and End of Unit Concepts Check, with the unit rubric. Dates: TBD.

Metacognition: How are students reflecting on and monitoring their own learning?

What is one thing you would change about our school, and who could help?

Documentation/Evidence of Learning: How will student learning be documented and shared (learning maps, rubrics, math journals, online documentation, etc.)

Rubric, Concepts Check (answer key), and final I Can Tracker kept as evidence.

Okanagan School of Education - LESSON PLAN TEMPLATE

Page Two - Minute Minder

Considerations for lesson planning:		Estimated time	Teaching and Learning Activities What is the role of the teacher? What is the role of the students?	Teacher Preparation (Materials/resources or supplies needed)
CONNECT	PART ONE INTRODUCTION TO LESSON Activate Prior Knowledge, Engage, Predict, Focus How can I tap into students' interest, offer appropriate challenge, increase motivation?	5/10 Minutes	- Recall the Trustee Video: trustees decide together and vote as a group; money from the province. - Present the scenario: \$10,000 to spend at our school. Three options.	BCSTA Trustee Responsibilities (teacher background): https://bcsta.org/trustee-responsibilities/ Role cards: trustees, students, parents, staff (in Activity 4)
	PART TWO BODY OF LESSON Construct meaning, monitor understanding, process ideas How will I help students interact with ideas they encounter?	25/30 Minutes	- Mock board meeting: a board chair runs it; stakeholders speak; board votes. - Write a Letter to the Board: problem, idea, reason (Activity 4). - End of Unit Concepts Check (10 min).	SD23 Board of Education (public meetings, how to write the board): https://www.sd23.bc.ca/board-of-education Activity 4 - Letter to the Board (printable) End of Unit Concepts Check and ANSWER KEY (printable) Optional: Student Vote BC 2026 local elections (register the class): https://studentvote.ca/current-programs/

TRANSFORM	<u>PART THREE</u> CLOSURE OF LESSON Apply knowledge; reflect on thinking and learning How can I provide learners with alternative ways to demonstrate what they know?	5/10 Minutes	• Exit ticket (printable). • Final I Can Tracker; optional: send letters to the board.	Exit ticket handout (printable) Student I Can Tracker (printable)

Exit Ticket

Lesson 4: Trustees in Action

5/6 Social Studies - Who Represents Us?

Name: _____ Date: _____

1. Where does the Board of Education get most of its money?

2. How did being a stakeholder change your view in the meeting?

3. Why does it matter that trustees are elected and meetings are public?

(Grade 6 / challenge)

Self-check: Today I can explain how trustees make decisions and how students can be heard.

[] Yes, on my own [] Getting there [] I need more help

Activity 4: Letter to the Board

Grade 5/6 Social Studies - Who Represents Us?

Name: _____ Date: _____

Lesson 4. Part A: mock board meeting. Part B: write to the Board of Education.

Part A: Mock board meeting

The board has \$10,000 for our school. Which option should it choose?

Option	Who does it help?	Votes
A. New playground equipment		
B. Library books and tablets		
C. Outdoor learning garden		

My role (circle): trustee student parent teacher custodian

As a _____, I think the board should choose option ____ because ...

Part B: My letter

Dear Trustees of the Central Okanagan Board of Education,

Part	My writing
A problem or need at our school	
My idea (plan of action)	
Why it matters (who it helps)	
How the board could help	

Sincerely, _____ (Grade __, Watson Road Elementary)

[] I named a real problem and a clear idea

[] I gave a reason and said who it helps

[] Grade 6: I thought about cost and another stakeholder's view

Unit Rubric: Who Represents Us?

Grade 5/6 Social Studies - Who Represents Us?

Assessed on the Letter to the Board, the End of Unit Concepts Check, and lesson evidence. Tied to the BC Social Studies curricular competencies.

Name: _____ Grade (circle): 5 6

Criteria	Emerging	Developing	Proficient	Extending
Representation and voting	Names a leader only.	Describes what a representative does.	Explains how leaders are elected and why voting is fair.	Explains why elections and public meetings protect people's say.
Levels of government	Few jobs sorted correctly.	Sorts some jobs; names a level.	Sorts jobs and explains main functions, including school boards.	Explains functions and funding (province funds boards).
Trustees and the board	Unclear who trustees are.	Knows trustees are elected for schools.	Describes trustee decisions (budget, policy) and meetings.	Compares trustees with other leaders using evidence.
Perspective (stakeholders)	Shares only own view.	Names another stakeholder.	Infers what another stakeholder values and why.	Balances several stakeholders' views in a decision.
Plan of action (letter)	Letter incomplete.	States a problem or an idea.	Clear problem, idea, reason, and who it helps.	Realistic, persuasive plan that considers cost and others.
Ethical judgment (Gr 6 systems)	No judgment given.	Gives an opinion with little reason.	Judges a decision fairly with reasons (Gr 6: compares systems).	Weights rights, fairness, and consequences thoughtfully.

Teacher comment:

Student I Can Tracker

Grade 5/6 Social Studies - Who Represents Us?

Tick a box for each goal at the end of each lesson.

Name: _____ Date: _____

Lesson	I can ...	Not yet	Getting there	Yes
Lesson 1	I can explain what a mayor does and how voters choose one.			
Lesson 2	I can explain the levels of government that take care of us.			
Lesson 3	I can explain who trustees are and what they decide.			
Lesson 4	I can explain how trustees make decisions and how students can be heard.			

One thing I am proud of:

One thing I still wonder about leaders or trustees:

Teacher Observation Checklist

Grade 5/6 Social Studies - Who Represents Us?

Formative evidence across the unit. Code: E = emerging, D = developing, P = proficient, X = extending.

Class: _____ Dates: TBD

Student	Video discussion	Levels of government	Trustees and board	Takes perspectives	Plan of action	Respectful discussion

Anecdotal notes:

End of Unit Concepts Check

Grade 5/6 Social Studies - Who Represents Us?

Name: _____ Grade (circle): 5 6

Grade 5: complete Parts A and B. Grade 6: complete Parts A, B, and C. About 10 to 15 minutes. Questions may be read aloud on request.

Part A: Multiple choice (circle one)

1. A representative is someone who ...

- a. only helps themselves b. speaks and decides for a group c. is always the oldest d. is chosen by the teacher

2. Kelowna City Council is a team of ...

- a. 1 mayor + 8 councillors b. 1 mayor only c. 7 trustees d. 3 candidates

3. Which level of government is in charge of passports?

- a. local b. provincial c. federal d. school board

4. School trustees are ...

- a. hired by the principal b. elected by voters in the community c. chosen by students d. appointed by the Prime Minister

5. Our board has 7 trustees. How many do Kelowna voters choose?

- a. up to 2 b. up to 4 c. all 7 d. none

6. Most school board money comes from ...

- a. the provincial government b. bake sales c. the city d. the trustees

7. Westbank First Nation is governed by ...

- a. a school board b. a Chief and Council c. the City of Kelowna d. a king

8. Kelowna voters elect a mayor, councillors, and school trustees on ...

- a. July 1, 2026 b. October 17, 2026 c. December 25, 2026 d. every year

Part B: Short answer

9. What does the mayor of Kelowna do? Name one job.

10. Why do we vote to choose leaders?

11. Name two things school trustees do.

12. How is a school trustee like a mayor? How is it different?

13. Name one way voters can learn about candidates, and one way a student can be heard by the board.

Part C: Grade 6 (systems of government)

14. Compare a democracy with a system where people cannot vote. Which better protects rights? Why?

15. Why is it important that board meetings are open to the public?

End of Unit Concepts Check - ANSWER KEY

Grade 5/6 Social Studies - Who Represents Us?

Grade 5: complete Parts A and B. Grade 6: complete Parts A, B, and C. About 10 to 15 minutes. Questions may be read aloud on request.

Part A: Multiple choice (circle one)

1. A representative is someone who ...

- a. only helps themselves b. speaks and decides for a group c. is always the oldest d. is chosen by the teacher

Answer: b

2. Kelowna City Council is a team of ...

- a. 1 mayor + 8 councillors b. 1 mayor only c. 7 trustees d. 3 candidates

Answer: a

3. Which level of government is in charge of passports?

- a. local b. provincial c. federal d. school board

Answer: c

4. School trustees are ...

- a. hired by the principal b. elected by voters in the community c. chosen by students d. appointed by the Prime Minister

Answer: b

5. Our board has 7 trustees. How many do Kelowna voters choose?

- a. up to 2 b. up to 4 c. all 7 d. none

Answer: b

6. Most school board money comes from ...

- a. the provincial government b. bake sales c. the city d. the trustees

Answer: a

7. Westbank First Nation is governed by ...

- a. a school board b. a Chief and Council c. the City of Kelowna d. a king

Answer: b

8. Kelowna voters elect a mayor, councillors, and school trustees on ...

- a. July 1, 2026 b. October 17, 2026 c. December 25, 2026 d. every year

Answer: b

Part B: Short answer

9. What does the mayor of Kelowna do? Name one job.

Leads city council; helps set city priorities and make decisions for the community (parks, roads, neighbourhoods, city services).

10. Why do we vote to choose leaders?

So everyone has a fair say; the leader represents what the group wants and can be replaced.

11. Name two things school trustees do.

Any two: listen to students, families, and the community; decide how the district's money is spent; make rules (policies) and plans; help every student learn and feel well.

12. How is a school trustee like a mayor? How is it different?

Alike: both elected by community voters to represent people and make decisions. Different: the mayor leads the city; trustees run the school district (budget, policies).

13. Name one way voters can learn about candidates, and one way a student can be heard by the board.

Voters: candidate websites and social media, news stories, all-candidates meetings (forums). Students: write a letter, attend a public board meeting, share ideas with a trustee.

Part C: Grade 6 (systems of government)

14. Compare a democracy with a system where people cannot vote. Which better protects rights? Why?

Democracy: people elect and can replace leaders, so leaders must listen. Without votes, leaders may ignore people's rights and freedoms.

15. Why is it important that board meetings are open to the public?

Transparency: people can see how decisions and spending are made, hold trustees accountable, and share their views.

Scoring guide: Part A 1 mark each (8). Part B 2 marks each (10). Part C 3 marks each (6). Grade 5 out of 18; Grade 6 out of 24. Use with the unit rubric, not as a sole grade.