



Societal Governmental Priorities

Age: Secondary

Level: B1-B2

Knowledge or Attitude and Action: Knowledge
Standard for Learning Outcome: Student is exposed to contexts which identify societal or governmental priorities, whether national or global, dealing with global issues and challenges and the need to address these.

Learning Outcome: S.D1.S8 LO1 Recognize that societal and governmental priorities exist and that they can be questioned

Standard for Global Skill: Student acquires the skills to be a communicative citizen.

Global Skill: S.D3.S1.LO2 Demonstrate an ability to make necessary compromises to accomplish a goal

Sustainable Development Goal: 4 Quality Education

Part 1 (15 mins)

- A.** Ask students if they usually make lists of important tasks they need to do. If so, what kinds of things do they put on their lists? Do they usually do everything on their lists? Ask students if they know what "order of priority" means and have students read the explanation in the box. Point out that a task that is less important than another task may be higher on the list because it has to happen sooner.

Answer Key: Sam has listed taking out the garbage as number 1 because the garbage collection is the next day, and taking out the garbage is a fast, easy chore. The dental appointment, number 2, is for next month, but making an appointment is quick and needs to be made as far in advance as possible. Number 3 is finish her history essay because the due date is on Thursday, but it is not an easy or fast chore. Sam has to study and organize her ideas for the essay. Planning the math project is number 4 because it is due in two weeks, she has a lot of time to plan and do the math project. Number 5 is buy a present for Kaya's birthday party next week. This chore is not very important and she has enough time to buy a present. Finally, number 6 is buy new jeans. This task is not important, it can be done when ever she has time.

- B.** Ask students to make their own lists and number the tasks in order of priority. Remind them to consider the importance, the deadline, and the time needed for each task. Then have them share their lists in pairs.

Part 2 (15 mins)

- A.** Go over the instructions so students understand the task. Then go over the proposed projects to make sure students understand each one. As you explain each project, have students look at the chart so they can get an idea of how much each project will cost and the time each project will need.

Point out that there usually isn't a right or wrong answer in these types of decisions. City leaders have to consider the time and cost of each project and how necessary it is for the city or specific groups of people in the city. Tell students that people who work in local or national government often have to compromise. That is, they have to work together to find a solution although they do not get everything they want. Encourage students to try to compromise in their decisions about their list of priorities.

Part 3 (20 mins)

- A.** Ask student to look at the map and think of other projects they consider their city government should do and write them. If students have difficulty thinking of ideas, direct them to the chart in Part 2 and ask if there are problems they notice in their city.
- B.** Put students in small groups. Have them choose the five most important projects and decide together how to prioritize them. Ask them to provide reasons for their choices. Point out that they have to agree on their final list within their group, and therefore, they may need to compromise. When students have finished, ask each group to share their list with the class.



Extension

- A.** Tell students that they are going to read an example proposal that people will vote on in a national election. Point out that some people are in favor of the proposal and some people are against it. Explain that the reasons they are for or against it may or may not be factually true, but they are things people think. Go over the lists to make sure students understand all of the reasons. Then tell them to decide as a group whether they are for or against the proposal. Ask them to consider which points are probably true and which are probably just opinions as they make their decision. Then elicit their responses. Ask students if they had trouble reaching a decision as a group.
- B.** Go over the instructions and the proposal. Check comprehension of any unfamiliar vocabulary. Explain that students should first make a list of probable positive and negative reasons for going ahead with the proposal. Ask them to consider positive and negative effects on their country. If helpful, make a list of things to consider, such as the effects on specific industries and companies, jobs, the economy in general, the

environment, taxes, family finances, ease or difficulty of traveling by car, and international tourism (if they live in a country where people drive from other countries). Encourage students to compromise as a group as they decide what to prioritize when they number the reasons. Then have students decide whether they are for or against the proposal. Explain that in this case, they do not have to reach a group agreement, but the group discussion can help them make their decision.

When students have finished, elicit their reasons for and against the proposal. You may want to take a class vote on the proposal.