



Societal and Governmental Priorities

Age: Adult

Level: B1+

Global Knowledge or Global Attitudes and Action:
Global 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: A.D1.S8.LO1 Identify societal and governmental priorities in their own community

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

Global Skill: A.D3.S1.LO3 Carry out joint decision-making with others

Sustainable Development Goals: 4: Quality Education, 11: Sustainable Cities and Communities

Part 1 (15 mins)

A. Before starting the worksheet, ask students to tell you something about the community where they live. Elicit the different elements that make up a community and write up their ideas. Then direct students' attention to the title of the worksheet "Societal and Governmental Priorities." Check that students understand that *priorities* means the things that are most important. Point out that different communities may have different priorities and different groups of people in a community may have different priorities.

Check that students understand the meanings of the terms. Give them a few minutes to check the types of people that live in their community and the type of area they live in. Then direct students to the model conversation and have them compare answers in pairs. Elicit answers from the class.

B. Preview the task with students. Give them a few minutes to read the first advertisement. Ask them to identify what types of people these apartments would be best for (young professional people). Then ask them to read the first example. Elicit other things young professionals might be looking for in a community. Point out that different people have different priorities and they often change when they go to school, go to work, have children, or get older. For example, retired people might have healthcare as a priority, but college students might have places to meet friends and places to study as a priority.

Divide the class into pairs. Ask them to read the remaining three advertisements and complete the sentences. Then elicit ideas from the class. Encourage pairs to give reasons for their choices.

Answer Key: Possible answers

- 1. Knight Mill Apartments:** We think the priorities for people who live there are to be close to work and facilities such as restaurants and gyms.
- 2. Oak Gates Retirement Community:** We think the priorities for people who live there are to feel safe, to have good public transportation, and to have good healthcare nearby. They may also want to be close to restaurants and areas where they can socialize.
- 3. Bramhall Village:** We think the priorities for the people who live there are to be close to work so they can commute easily and close to open spaces such as parks and playgrounds. They will also need to be close to nursery, elementary, and secondary schools.
- 4. Seal Cove Community:** We think the priorities for the people who live there are to make sure that visitors don't cause problems. For example they don't want summer visitors to cause parking, noise, or litter. They will want to have services and facilities all year long, not just during the tourist season.



Adult | Teacher's Notes

Part 2 (20 mins)

- A.** Tell students that they are going to think about how governments and communities decide how to prioritize different needs. Give them a few minutes to read the text and write the underlined words that match the definitions. Then elicit answers from the class.

Answer Key: 1. experts 2. identify 3. impact 4. issues
5. benefit 6. vital 7. resources

To check comprehension of the text, ask students the following questions:

1. According to the text, who should identify community issues? (experts, the people the issue affects, and the people in the community)
 2. When should governments make certain issues a priority? (when the issue affects different groups in the community)
 3. What two things should governments do at the beginning? (decide what issues to prioritize and get the support of the local community)
- B.** Preview the activity and check that students understand the task and terms. Give them a few minutes to rank the issues in order of priority from most important (1) to least important (8) individually.
- C.** Divide the class into pairs. Have them compare their rankings. Encourage them to give reasons for their choices. Monitor and help with vocabulary where necessary.

Part 3 (15 mins)

- A.** Tell students that they are going to think about the issues that affect their community, city, or town. As an example, brainstorm issues related to the first topic of *housing*. Ask *Are there any housing issues in our community? What are they?* (Possible answers: not enough housing, high rents, poor quality housing)

Divide the class into pairs. Have them discuss and write any issues for the topics that they think are important in the chart. Monitor and help with vocabulary and ideas where necessary.

- B.** Have pairs choose the three most important issues from Activity A. Ask them to discuss and give reasons for their choices.
- C.** Ask pairs to share their ideas from Activity B with the class. Write up the most important issues that students mention.

Extension

- A.** Ask students to choose one issue from Part 3 in pairs. Have them brainstorm and list any solutions to the problem they can think of.
- B.** Have students share their ideas with their classmates. Have students vote on the most effective solutions for the issues.