

Decision Making

TEACHER PACKAGE

Thank you for booking a Teacher's Pet In-School Field Trip!



TEACHER'S PET™



In this package, you will find some key documents that will help you prepare for your upcoming fieldtrip. This package includes:

- ✓ Field Trip Form
- ✓ Checklist Letter
- ✓ Learning outcomes that will be explored during the fieldtrip
- ✓ Information Sheets about payments and volunteers

★ Please use the Checklist Letter as your guide as you prepare your classroom for our visit.

Please note that all documents are copyrighted and any reproduction or distribution of these documents electronically or otherwise, in whole or in part, is strictly prohibited except for the purposes of this singular scheduled fieldtrip.

If you have any questions, please feel free to contact us at

- ★ 780 434 8224
- ★ 1-888-634-8738 for Calgary
- ★ Email: fieldtrips@tpet.ca

We are looking forward to visiting your classroom and engaging your students in an energetic and interactive learning experience!

Best wishes,

The Teacher's Pet Team



No bus needed!

We come to your classroom!

Decision Making

FOR YOUR INFORMATION

Payments

Please note our Payment Policy:



1. You will be invoiced once the field trip has taken place. This invoice will be emailed to you. Kindly forward the invoice to your office for payment.
2. Payments may be by cheque or credit card.
3. If paying by cheque, please make the cheque out to **Teacher's Pet Educational Services** and mail to:
Teacher's Pet Educational Services
11215-180 Street
Edmonton, AB
T5S 0B4
4. If paying by credit card, please call the office at:
780 434 8224 (Edmonton)
1 888 634 8738

Please note: We are an approved vendor in your school district.

Volunteers

Volunteers are an integral part of your classroom and during this field trip. On your checklist letter and on the field trip form, you will find a suggested number of volunteers that are needed for this event. Please be aware that there may be components of this field trip where volunteers will need to read English. If this is difficult for some of your volunteers, we will try to place them at stations with little or no reading but this is not always possible.



Student Booklets



Teacher's Pet is going green! We are committed to helping the environment in accordance with green initiatives undertaken within schools. We are currently in the process of reducing the length of or eliminating the student booklets that have been used in our field trips. We understand that photocopying costs are steep and excess paper usage is not good for the environment.

As change takes time, some of our field trips will still have a reproducible student booklet this year. We thank you for your patience during this time of transition.

Decision Making

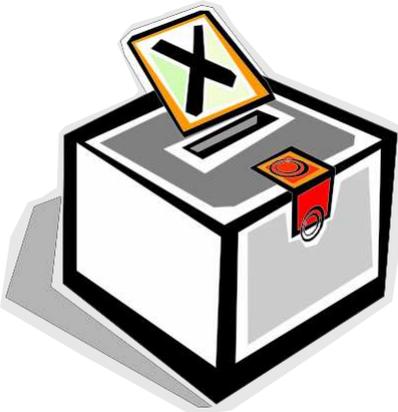
IN-SCHOOL FIELD TRIP FORM

A Teacher's Pet Educational Services In-School Field Trip is visiting our classroom! Our students will have an opportunity to participate in interactive stations while learning several key components of the curriculum.

Here is brief outline of our learning adventure!

Social Studies: Citizens Participating in Decision Making

Students will participate in a mock election in a dynamic decision making demo. They will meet candidates, analyze campaign tactics and dissect issues and finally cast their vote.



Date of presentation: _____ Time of presentation: _____

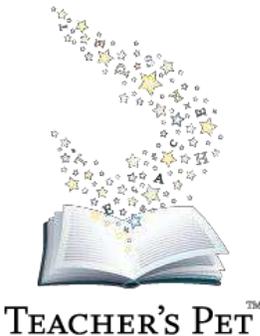
Cost: _____ Please return your payment for this event by _____

✂ -----

I hereby give my son/daughter _____ permission to participate in the Decision Making In-School Fieldtrip on _____ at _____ AM/PM.

Date: _____ Signature: _____

Amount enclosed: _____



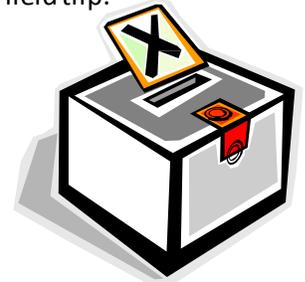
Decision Making

CHECKLIST

The following is a checklist to help you prepare for this exciting event. We kindly recommend that this checklist is followed to ensure a smooth and productive field trip.

Before the field trip:

- If it is your policy to send home a field trip form letter for in-school field trips, you are welcome to use the one included in this package. It has been provided for your convenience!
- No volunteers are required for this field trip but are they are welcome to join the fun if they like!
- Please photocopy the Student Booklet. **Options: 1 booklet photocopied per student or 1 booklet photocopied per group to cut down on paper usage. Generally the class is divided into 4 groups.** Students can collaborate to complete the booklet.
- Kindly read the "Preparation" Handout included in the electronic package of documents sent to you and assign the various "jobs" to your students using the chart provided.



Day of the field trip:

- Please organize your classroom in the following way:
 - 4 candidate stations that the students will rotate through
 - 1 area (front of the room or by the teacher's desk) that can be used as the voting station
 - Each student will need a pencil
- Divide your class into FOUR groups. Students do not need to be in these groups at the beginning of the field trip but will break into their groups shortly afterwards. If you have already decided how the students will be divided up, it will ensure a smooth transition.
- The Teacher's Pet representative will arrive approximately 15-20 minutes prior to the scheduled field trip to set up stations and talk to parent volunteers.
- Please provide a copy of the student attendance sheet or a list of all students' names that can be used for the voting station.

During the field trip:

- Students rotate through the campaign stations, judge the candidates, and vote at the end of the fieldtrip.
- The Teacher's Pet representative does not replace the classroom teacher. It is beneficial for the classroom teacher to roam freely to provide positive reinforcement and troubleshoot. This is a great opportunity to monitor and assess your students' learning!
- Since students are quite involved during the field trip, it is necessary for them to stay in for recess.

After the field trip:

- Please fill out the online evaluation form found at <https://tpet.wufoo.com/forms/r7x3a7/> . Your input is very valuable and very much appreciated!

Payment:

- Please refer to the Payment section included on the "For Your Information..." page for detailed information about our Payment Policy.

Please contact us if you have any questions or comments. Thank you for allowing us the privilege of visiting your classroom!

Best wishes,
The Teacher's Pet Team

Decision Making

LEARNER OUTCOMES

The following **Learner Outcomes** are explored to varying degrees within the 2 hour Grade 6 In-School Field Trip, Decision Making.



General Outcome

Students will demonstrate an understanding and appreciation of the dynamic relationship between governments and citizens as they engage in the democratic process.

Values and Attitudes

Students will:

6.1.1 recognize how individuals and governments interact and bring about change within their local and national communities:

- recognize and respect the democratic rights of all citizens in Canada
- value citizens' participation in a democratic society
- value the contributions of elected representatives in the democratic process

Knowledge and Understanding

Students will:

6.1.2 demonstrate an understanding of the fundamental principles of democracy by exploring and reflecting upon the following questions and issues:

- What is democracy?
- What are the similarities and differences between direct and representative democracy?
- What are the rights and responsibilities of citizens living in a representative democracy?

6.1.4 analyze the structure and functions of local governments in Alberta by exploring and reflecting upon the following questions and issues:

- How are representatives chosen to form a local government (i.e., electoral process)?
- What role is played by school boards within local communities?

6.1.6 analyze how individuals, groups and associations within a community impact decision making of local and provincial governments by exploring and reflecting upon the following questions and issues:

- How can individuals, groups and associations within a community participate in the decision-making process regarding current events or issues (i.e., lobbying, petitioning, organizing and attending local meetings and rallies, contacting elected representatives)?
- In what ways do elected officials demonstrate their accountability to the electorate government meetings the concerns of constituents?



Decision Making

LEARNER OUTCOMES

Dimensions of Thinking

Students will:

6.S.1 develop skills of critical thinking and creative thinking:

- critically evaluate ideas, information and positions
- re-evaluate personal opinions to broaden understanding of a topic or an issue

6.S.4. demonstrate skills of decision making and problem solving:

- propose and apply new ideas, strategies and options, supported with facts and reasons, to contribute to decision making and problem solving
- consider multiple perspectives when dealing with issues, decision making and problem solving

Social Participation as a Democratic Practice

Students will:

6.S.5 demonstrate skills of cooperation, conflict resolution and consensus building:

- work collaboratively with others to achieve a common goal

Communication - extension activities will be included in the Teacher Supplementary Package that you will receive at the end of the fieldtrip.

Students will:

6.S.8 demonstrate skills of oral, written and visual literacy:

- express opinions and present perspectives and information in a variety of forms such as oral or written presentations, speeches or debates
- express reasons for their ideas and opinions, in oral or written form
- use skills of informal debate to persuasively express differing viewpoints regarding an issue
- respond appropriately to comments and questions, using language respectful of human diversity
- listen to others to understand their perspectives

6.S.9 develop skills of media literacy:

- detect bias present in the media
- examine and assess diverse perspectives regarding an issue presented in the media
- analyze significant current affairs



Decision Making

PREPARATION: DIVIDE YOUR CLASS INTO GROUPS

Use this chart to help you assign students to 1 of 4 groups. If your class has less than 20 students, The Judge can do double-duty and take on the responsibility of The Keeper of the Keys, as well as The Judge duties. The number of Campaign Brains in each group will vary depending on how many students are in the class.

A list of what each job entails is provided to help you in the assignment process. Please prep students with what their jobs will be during the presentation beforehand. The presenter will review the responsibilities of each job at the beginning of the presentation.

GROUP 1	GROUP 2
Judge:	Judge:
Press Secretary:	Press Secretary:
Media Mogul:	Media Mogul:
Keeper of the Keys:	Keeper of the Keys:
WordWiz:	WordWiz:
Campaign Brain #1:	Campaign Brain #1:
Campaign Brain #2:	Campaign Brain #2:
Campaign Brain #3:	Campaign Brain #3:
GROUP 3	GROUP 4
Judge:	Judge:
Press Secretary:	Press Secretary:
Media Mogul:	Media Mogul:
Keeper of the Keys:	Keeper of the Keys:
WordWiz:	WordWiz:
Campaign Brain #1:	Campaign Brain #1:
Campaign Brain #2:	Campaign Brain #2:
Campaign Brain #3:	Campaign Brain #3:

Decision Making

JOB DESCRIPTIONS

**Although each Job comes with specific duties, each member of the group is responsible for filling out his or her OWN press Press Kit of questions and answers, as well as completing job related tasks.*

Judge

- Responsible for making sure the group completes all tasks; the authority figure.
- Reads questions #3 and #4 and helps the group answer them.

Campaign Brain(s) *If there is more than one Campaign Brain, be sure to give each person one of the tasks.

- (a) Shows the poster and reads the caption to the group.
- (b) Asks the group members for their first opinion of the candidate.
- (c) Shows the news picture and reads the caption to the group.

Keeper of the Keys

- Reads the “Keys to Democracy” and has group members copy them down.

Word Wiz

- Reads the vocabulary words and their meanings.
- Helps members spell the vocabulary words correctly.

Press Secretary

- Reads the candidate’s “Fact Sheet”.
- Reads question #1 and assists the group members in answering the question.

Media Mogul

- Reads the “Conservation Watch” article to the group.
- Reads question #2.