

# Lesson 5

## My Community



### GUIDING QUESTIONS

- 1 What are the features of municipalities and rural communities?**
- 2 How has the physical environment shaped my community?**
- 3 What actions can be taken to improve my community?**

### OVERVIEW

Local governments provide essential community services and are responsible for the planning, growth and well-being of their community through legislation, by-laws and policies.

In this lesson, students will review the composition and function of local governments in New Brunswick, and gather information about their own community. Through a self-directed project, students will work independently or collaboratively to create an action plan to improve their community. In the *Consolidation* activity, students reflect on why it is important to take an active role in their community.

### LEARNING OUTCOMES

By the end of the lesson, students can:

- explain the structure and function of local government in New Brunswick;
- analyze how the physical environment has shaped life and work in their community;
- assess ways to improve their community and evaluate the outcomes from specific actions;
- evaluate why it is important to be an active member of the community.

## Teacher Tips

- Please use the activities and combine them in a way that is appropriate for your class.
- Supplies/Needs: Slide Deck 5, access to or copies of 5.1 and 5.2.
- Any videos, slide decks, handouts and activity sheets in Word can be found on the project website.

## Starter

Invite students to share any knowledge or opinions they have about their community. Questions to prompt discussion:

- What do you love most about our community?
- What makes it special? What makes it different than other places?
- What makes it a good place to live?
- Why do people come to live here or visit?

## Fundamentals

1. Use Slide Deck 5 to discuss the structure and function of local governments in New Brunswick.
2. Ask students to investigate their own community using their local government's website and other sources. Independently or in pairs, have students fill out Activity 5.1.
  - What are the geographic boundaries of our community?
  - What are some landforms and waterways in our community?
  - How does the physical environment impact where people live and how they live? How does it influence jobs and economic activities?
  - What is the composition of our local government council? (Number of positions, titles)
  - What are some recent announcements by our local government?
3. Through a whole class discussion, pose one or more of the following questions to your students.
  - Can you identify any problems or challenges in our community?
  - Do you see any opportunities for improvement or innovation?
  - What actions could be taken to make a positive change in our community?
  - How can we share/protect the natural resources in our community? How can we create a more sustainable community?

4. Using Activity 5.2, ask students to create an action plan to make a positive change or improve sustainability in the community. This can be completed independently, in pairs or small groups. Guiding questions:

- What is the issue you would like to focus on?
- What are the underlying factors or causes related to the issue?
- What actions would you suggest and why?
- How could the local government help? How could community members play a role?
- Which members from the community would benefit from the plan and how?
- Could some members of the community be impacted negatively? If so, how?

5. Have students present their action plan through any format they choose – it could be an op-ed article, poem, poster, video, slide deck or diorama.

## Consolidation

Have a brief closing discussion about your community, or ask students to write a reflection on one or more of the following questions:

- Why do you think it is important to involve community members in decisions or projects? Explain your thinking with specific examples from the lesson.
- Why is it important for community members to take an active role in their local government?
- What are some personal actions you can take to improve your community? What would be the impact?

## ASSESSMENT OPPORTUNITIES

Below are some guiding questions for teachers for each section of the lesson.

<b>Starter</b>	<p>Can students explain what they like about their community?</p> <p>Can students think critically about what makes their community unique?</p>
<b>Fundamentals</b>	<p>Are students asking questions about their community?</p> <p>Can students analyze how the physical environment in their community influences jobs and way of life?</p> <p>Can students make connections between their community and their own lives?</p> <p>Can students identify any challenges or opportunities for change in their community?</p> <p>Can they analyze different actions that can be taken to make a positive change in their community?</p> <p>Can students assess who would be impacted by these changes and how?</p>
<b>Consolidation</b>	<p>Can students understand why it is important for community members to take an active role in their community?</p>

## ADAPTATIONS AND SUPPORTS

<b>Individual Education Plans</b>	<p><b>Modifications</b></p> <ul style="list-style-type: none"> <li>• Written work can be presented orally.</li> <li>• Guide students and provide extra time when working with primary and secondary resources.</li> <li>• Use ability grouping to support students.</li> </ul> <p><b>Enrichment</b></p> <ul style="list-style-type: none"> <li>• Challenge students by asking them to take on a more detailed action plan project, such as a diorama or extensive slide presentation.</li> <li>• Students could also explore the demographics of the community to draw deeper conclusions about industry and daily life, and compare it to another local government in the province.</li> </ul>
<b>Language Learners</b>	<ul style="list-style-type: none"> <li>• Allow students to explore home communities as well as the community in which they now live.</li> </ul>
<b>Culturally Responsive Pedagogy</b>	<ul style="list-style-type: none"> <li>• Depending on the community, students could choose to focus on a particular ethnic or religious group and see how they fit into the larger community.</li> <li>• Focus research on programs and services for youth in the community.</li> <li>• If applicable, encourage students to explore nearby Indigenous communities, and their changes over time, or how these communities fit into the larger community.</li> <li>• Analyze how Indigenous perspectives on land use have influenced the idea of sustainability.</li> </ul>
<b>Accessibility &amp; Accommodations</b>	<ul style="list-style-type: none"> <li>• If working in pairs or small groups is not possible, considering using Google Docs for collaborative discussion/brainstorming.</li> <li>• The artwork/media for the <i>Fundamentals</i> activity can be created and shared in an entirely digital format. If physical productions are being created, ensure that enough materials are available to reduce the need for sharing.</li> </ul>

## BACKGROUND INFORMATION FOR TEACHERS

Most communities in New Brunswick are classified as either a **city, town, village, regional municipality** or **rural community**.

A town, city, or village operates on its own and is categorized as a single municipality, whereas regional municipalities and rural communities include one or more communities. This allows various local responsibilities to be shared among a group of communities for efficiency.

**Municipalities** and **rural communities** represent the most local level of government in New Brunswick. They are responsible for meeting their communities' needs and fulfilling duties, such as managing the growth and well-being of the community.

There are 104 local governments in New Brunswick and they vary greatly in composition.

New Brunswick also has 236 **local service districts (LSDs)**. An LSD is a structure that allows for the administration and delivery of local services such as streetlights,

recreation, garbage collection, and fire protection to areas of the province that are not incorporated (do not have a mayor and councillors). These services are coordinated by the provincial government through the Department of Environment and Local Government.

Each municipality and rural community has a specific geographic area and is responsible for delivering local services for the people living within its jurisdiction, such as water and sewage treatment, public transit, roads and bridges, local parks and recreational facilities.

Local governments receive their powers and responsibilities from the provincial government. They also have the ability to tax people in order to pay for the services they provide to citizens.

Property taxes are established by each local government and may vary, based on the type of property owned. Each year, local governments determine how much money they need to collect from property taxes to contribute to the cost of services, and determine the tax rate based on that amount.

**Local government councils** are the democratically elected bodies that make decisions on behalf of the municipality or rural community, and are accountable for those decisions to their community. They are comprised of a head of council called a **mayor** and several **councillors**, collectively called **council members**.

Councils are responsible for the planning, growth and safety of the community. Council members govern the local government by listening to the concerns of their constituents (people living in their community), attending meetings and creating, discussing and voting on bills and by-laws they believe will improve their community. Councillors also support and participate in various activities and events in their communities.

A local government council makes decisions collectively, meaning that it is not individual council members but rather the council as a whole, based on a majority vote, that decides and acts for the community.

## REGIONAL MUNICIPALITIES

- Tracadie

## RURAL COMMUNITIES

- Beaubassin-est/East
- Campobello Island
- Cocagne
- Hanwell
- Haut-Madawaska
- Kedgwick
- Saint-André
- Upper Miramichi

## VILLAGES

- Alma
- Aroostook
- Atholville
- Balmoral
- Bas-Caraquet
- Bath
- Belledune
- Bertrand
- Blacks Harbour
- Blackville
- Cambridge-Narrows
- Canterbury
- Cap-Pelé
- Centreville
- Charlo
- Chipman
- Doaktown
- Dorchester
- Drummond
- Eel River Crossing
- Fredericton Junction
- Gagetown
- Grand Manan
- Grande-Anse
- Harvey
- Hillsborough
- Lac Baker
- Le Goulet
- Maisonnette
- McAdam
- Meductic
- Memramcook
- Millville
- Minto
- Neguac
- New Maryland
- Nigadoo
- Norton
- Paquetville
- Perth-Andover
- Petit-Rocher
- Petitcodiac
- Plaster Rock
- Pointe-Verte
- Port Elgin
- Rexton
- Riverside-Albert
- Rivière-Verte
- Rogersville
- Saint-Antoine
- Saint-Louis de Kent
- Saint-Léolin
- Sainte-Anne-de-Madawaska
- Sainte-Marie-Saint-Raphaël
- Salisbury
- St-Isidore
- St. Martins
- Stanley
- Sussex Corner
- Tide Head
- Tracy

## TOWNS

- Beresford
- Bouctouche
- Caraquet
- Dalhousie
- Florenceville-Bristol
- Grand Bay-Westfield
- Grand Falls
- Hampton
- Hartland
- Lamèque
- Nackawic
- Oromocto
- Quispamsis
- Richibucto
- Riverview
- Rothesay
- Sackville
- Saint Andrews
- Saint-Léonard
- Saint-Quentin
- Shediac
- Shippagan
- St. George
- St. Stephen
- Sussex
- Woodstock

## CITIES

- Bathurst
- Campbellton
- Dieppe
- Edmundston
- Fredericton
- Miramichi
- Moncton
- Saint John