

Key Stage 4

Understanding 3 Branches of the State

Lesson Plan

Lesson Plan - Key Stage 4

UNDERSTANDING THREE BRANCHES OF THE STATE

Objectives

By the end of the session, students would be able to:

- develop an understanding of the three branches of the State (Legislative, Executive, Judiciary).
- Research and gain understanding of the separation of powers and its significance.

Curriculum Link

Extension of the key stage 3 Social Studies Curriculum

GC1.1: Explore the idea of different types of government and the impacts of systems of governance on people's lives

GC3.1: Demonstrate understanding of the structure and functions of the government of Maldives

Key Stage 4 Social Studies Curriculum Strand 5: Governance and Citizenship

GC 2.1 : Develop awareness about the constitution of the Maldives and its role.

GC 2.1.c) Examines how law and order is maintained through a check and balance system and how the check and balance system upholds the constitution of the Maldives.

Success Criteria

Students are able to:

- Recognize some of the functions of the three branches of the State.
- Explain the importance of separation of powers.

Setting or Resources required

- Factsheet
- Whiteboard
- Flipcharts
- PPT slides "branches of the State"

Procedure

Introduction (20 minutes)

Introduction

Brainstorm the word 'government'? List all answers given by students on the white board.
Reflect the key concepts mentioned.

Tell students that although the phrases "state" and "government" are frequently used synonymously in political discourse, they can also refer to quite distinct entities. A State has four essential elements—Population, Territory, Government and Sovereignty. Government is only one element of the State. It is just one part of the State which acts for the State.

Display the definition of the word 'government' and 'state'

Governments are the only legally coercive bodies capable of making and implementing specific collective decisions while states are the juridical entities that comprise the international legal system (Robinson, 2013).

In simple terms "A government is a political system that oversees the management of a nation or a region, or it can be the means by which a state, community, or both are controlled. The government is in charge of the administration and regulation of the citizens it represents."

Say – Today in this session we are going to explore the three branches of State and their powers.

Explain the 3 branches of the state:

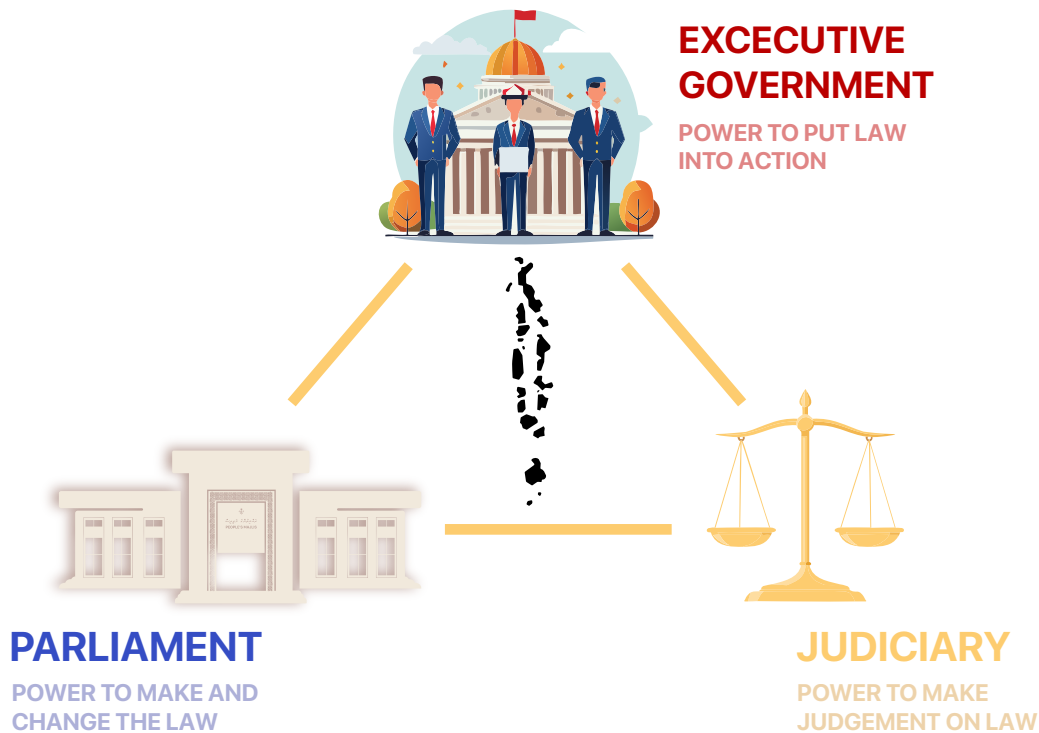
Legislative (parliament): makes the law

Executive (president and cabinet): implements the law

Judiciary (judges): interprets the law

Make the point 1: in a democracy it is the people who are the authority, and they choose representatives to speak for them, act for them and make laws on their behalf. Parliaments are made up of these elected representatives. So are local councils. In the Maldives the people elect the President and the Vice President directly. The President appoints the members who make up the Cabinet. People's Majlis has the responsibility of approving or not approving the appointments. In this way the people's authority is again exercised.

Display the interactive below and tell them they are going to learn more about how the Maldives shares authority to enact and manage laws



Say: We are now going to briefly talk about something we call the "separation of powers".

Use PPT and explain the three functions of the state identified by political theory; the legislative (making laws), executive (enforcing laws) and judicial (interpreting laws and determining whether they apply in individual cases). Discuss the powers with examples.

Make the point 2: The "separation of powers" is the idea that, in order to prevent any one party from holding all the authority. The idea behind the separation of powers is to hold distinct authority so that they can function as mutually reinforcing checks and balances and prevent authoritarian rule.

Activity (15 minutes)

In small groups, discuss and describe how each branch checks and balances the powers of the other and share it to the class.

Closure / Conclusion (5 minutes)

Reflect: What they took away from this session and what questions they have?

Enquire about their desired future careers, including positions in the judiciary, parliament, or executive branch as at some point of time in our life, we will engage with the governmental system. Ask students to give reasons why they want to choose that position.

Extension Activity

Apply and analyse

Debate (20 minutes)

Divide into three groups (executive, legislator, and judiciary)

And every group would have five minutes to prepare a debate regarding their respective powers. They would then discuss it for fifteen minutes, after which a judge (teacher) would decide who won the debate with the most valid points and offer that group points (give a small reward, to make it a more engaging and fun activity).