

WELCOME

Thank you for leading the Student Vote program for the 2020 provincial election.

This is going to be a unique and challenging school year, and we are grateful to be working with you and your students.

It is our hope that Student Vote presents an opportunity to help students understand the importance of being an informed, caring and contributing member of society. The program is an exercise in deeper learning, exploration and connectedness, and in allowing students to practice the habits of engaged citizenship. Student Vote teaches students that the role of a citizen is a critical one if our democracy is to thrive and succeed. The publication of the Student Vote results allows students to feel that their voice matters and helps them understand that they are part of something larger than their school.

A 2019 program evaluation conducted by Abacus Data found that participating in Student Vote had a positive impact on students' knowledge and understanding of government and elections, on their sense of civic responsibility and likelihood to vote in the future.

The program also provides families with opportunities to learn about elections and politics, with students taking their newfound knowledge home and engaging in conversations about the parties and candidates with their family. Where possible, we encourage you to amplify these teachable moments and turn the program into a family affair.

CURRICULUM CONNECTIONS

This resource fulfills the current provincial curriculum learning standards for Social Studies 4, 5, 6 and 7.

Competencies:

- Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions (Grade 4, 5, 6, 7)
- Construct arguments defending the significance of individuals/groups, places, events, or developments (Grade 4, 5, 6)
- Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (Grade 4, 5, 6)
- Assess the credibility of multiple sources and the adequacy of evidence used to justify conclusions (Grade 7)
- Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (Grade 5, 6)
- Explain different perspectives on past or present people, places, issues, or events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places (Grade 7)

Content:

- past discriminatory government policies and actions – voting rights (Grade 5)
- human rights and responses to discrimination in Canadian society (Grade 5)
- levels of government (First Peoples, federal, provincial, and municipal), their main functions, and sources of funding (Grade 5)
- participation and representation in Canada's system of government (Grade 5)
- different systems of government (Grade 6)
- media technologies and coverage of current events (Grade 6)

In addition, English Language Arts activities have been integrated throughout this resource.

ADDITIONAL SUPPORT OR QUESTIONS?

If you have any questions or suggestions, please feel free to contact us at 1-866-488-8775 or by email at hello@civix.ca. Please be sure to visit the project website for additional resources: www.studentvote.ca/bc

ACKNOWLEDGMENTS

Student Vote is the flagship program of CIVIX.

CIVIX is a non-partisan registered charity dedicated to strengthening democracy through civic education.

In partnership with Elections BC, the Student Vote program is being offered free to British Columbia schools for the 42nd British Columbia general election.



Resource Development Team

We would like to thank the countless educators who, over the years, have contributed their ideas and feedback to the development of this activity resource.

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HOW TO USE THIS RESOURCE

This resource is intended to improve civic literacy, introduce the concepts of government and democracy, increase awareness about provincial government and teach students how to effectively participate in the election process.

The lessons build upon each other, but they can also be used as stand-alone lessons depending on the needs of your classroom and schedule. You will find a brief description of the different features of each lesson below.


Background Information for Teachers: This section provides an introduction to the lesson and includes definitions and explanations of various concepts. It has been included to support educators in understanding the subject matter and to assist with instruction. Important key words used in the lesson are highlighted in bold.


Big Idea: The key concept that students are expected to understand in each lesson.


Learning Intentions: Concrete knowledge and competencies that students are expected to have acquired from the activities completed in each lesson.

Resources: A list of supporting tools, such as Student Vote slide decks, videos, handouts and activity sheets developed to aid in the implementation of the activities. Many are included in this resource and others can be found on the Student Vote project site (www.studentvote.ca/bc).

Activities: Each lesson has been broken down into smaller activities and offer a variety of options to provide flexibility in instruction and student engagement based on your classroom's needs. You are encouraged to pick and choose the tools and activities that would work best in your classroom and within your available time frame.

 **Hook** – An opening activity, meant to pique interest in the topic and lesson and bring forward questions to frame the lesson.

 **Essential Concepts** – Summary of key terms and concepts that students should become familiar with and reinforced through suggested activities and dialogue.

 **Discussion** – Questions and discussion topics for students to think critically and inspire an exchange of ideas within the classroom.

★ **Action** – A proposed main activity that helps students understand or apply the essential concepts and key competencies.

✚ **Extensions** – Several activities are suggested to apply or extend student learning. The hope is that at least one or more of the activity ideas will suit the needs of your classroom.

💡 **Consolidation and Reflection** – Concluding questions to summarize and reflect on what was learned throughout the lesson. One or more of these questions can be used for further debate in class or assigned as a written reflection.

External Resources: This section includes additional resources and websites you may find useful. Titles are provided so you can find them easily with a search engine.

Activity Sheets and Handouts: You will find the corresponding activity sheets, such as graphic organizers, information charts and analysis questions, as well as handouts with background or summary information following each lesson.

Following all of the lessons, you will find additional *Assessment Opportunities*.

Digital Literacy: The ability to evaluate information has become an essential skill of citizenship. CIVIX has developed a variety of resources that aim to equip young people with the skills needed to identify false and misleading information, and build a habit of relying on credible sources. Visit newsliteracy.ca.

COVID CONSIDERATIONS

We realize that the COVID-19 pandemic is resulting in significant changes to the way schools operate and your own teaching practices.

In preparation for the 2020 Provincial Election, CIVIX has put together some considerations for implementing the program activities. Due to some uncertainty around what safety protocols will be in place, and when, we have consulted with teachers on some of the expected limitations and how best to overcome them.

CLASSROOM ACTIVITIES

Below is a list of reminders and possible accommodations for you to keep in mind when delivering the learning activities.

- Full-class discussions can be held in place of work in pairs or small groups.
- Online tools, such as Google Docs or Google Jamboard, and other messaging apps can be used for collaborative work and discussions.
- Take advantage of video resources to facilitate distance learning, if needed. Activity sheets to accompany each video can be found on the project website (studentvote.ca/bc).
- Digital templates are available for all of the student activity sheets found in this resource, including Word and Google Docs/Forms versions (studentvote.ca/bc).
- Ensure enough materials are available to reduce the need for sharing between students.
- All outputs can be produced digitally. This reduces the need for paper and allows the finished products to be shared online with the rest of the class.

CAMPAIGN EVENTS

Instead of in-person meetings or debates with candidates, consider holding a virtual event or asking candidates to submit written or video answers to student questions.

Rather than holding a school wide assembly, consider using videos or morning announcements to increase awareness about the program and the upcoming provincial election.

THE VOTING PROCESS

Below are some considerations for holding your vote. An online voting option will be provided if you are uncomfortable or unable to vote with paper ballots.

- Hold the vote within classrooms to minimize contact with other students in the school.
- Be sure to practice physical distancing if using a stationary voting station.
- Have students use their own pencils or pens to mark their ballot.
- Consider having students vote at their own desks to limit movement or contact.
- Teachers can count the ballots, or election officials can be limited to a small group of students.
- Use gloves when counting ballots and/or wait several hours before handling them.

Be sure to check with your school district and school administration to ensure that all activities are being conducted in accordance with the most up-to-date health and safety requirements.

If you have any questions or concerns about how any materials or activities could be adapted to meet the specific requirements at your school, please contact our team.

This is a difficult time for everyone, but our hope is that we can still engage as many students as possible in the democratic process this fall.

GOVERNMENT AND DEMOCRACY



A **government** is made up of the people and institutions put in place to lead or manage the affairs of a country, nation, province or community. The role of government is to create and enforce laws, provide services and make decisions for the benefit of the people living within its borders.

Various types of government exist in the world and they make rules and decisions for their people in different ways. Governments can be distinguished from one another by their decision-making model, the number of people who have access to power and the rights and freedoms granted to citizens.

A **dictatorship** is a type of government where one person or a ruling group has complete political power. In this system of government, the dictator or ruling group exercises power through control of a mass movement, political party or the military. Dictatorships often come to power through a military takeover (also known as a coup d'état). Power is then maintained without the consent of the people through a one-party state where political opposition is forbidden. Dictatorships generally restrict individual civil and political rights. There is usually a heavy military presence with no independent media.

The term **authoritarianism** is sometimes used to describe dictatorships. Authoritarian governments exercise forceful control over the population, with no particular concern for their preferences or for public opinion. Similarly, an autocracy is a type of government where political power is concentrated in the hands of one person who rules without restriction. An autocracy can be a dictatorship or an absolute monarchy.

A **democracy** is a type of government where a majority of the people are included in political decision-making and citizens elect political representatives to make decisions on their behalf. Citizens are also free to run for political office. In democratic countries, citizens have protected civil and political rights such as freedom of speech and religion, freedom of association and the right to participate in free and fair elections. There are many different types of democracies around the world.

A **monarchy** is a form of government where a monarch (king or queen) or royal family holds political power that is inherited and usually lasts until death. The power of ruling monarchs can vary; in an **absolute monarchy**, a monarch (or dictator) retains full political power over a state and its people, whereas in a **constitutional monarchy**, it is more symbolic.

LESSON 1: GOVERNMENT AND DEMOCRACY

In a constitutional monarchy, the authority of the monarch is limited by a **constitution**, which includes the basic principles and laws of a nation or state that define the powers and duties of the government and guarantee certain rights to the people living within it. A constitutional monarchy has a democratically elected government with a government leader, while the monarch remains the head of state and performs ceremonial duties.

Canada's system of government is a **parliamentary democracy**. We elect members to represent us in our federal parliament and our provincial and territorial legislatures, and the political party with the most representatives forms government. Canada is also a constitutional monarchy and the British Monarch, the Queen, is our head of state. Every act of government is done in the name of the Queen, but the authority for every act comes from the Canadian people through the Constitution. The Constitution of Canada is the highest legal ruling in the country and includes laws, decisions by judges, agreements between federal and provincial governments, traditions and our civil and political rights (the *Canadian Charter of Rights and Freedoms*).

A **consensus democracy** uses a consensus decision-making model while developing legislation and aims to be more collaborative and inclusive by taking into account a broad range of opinions, as opposed to decisions made by majority rule. The Northwest Territories and Nunavut both have **consensus governments** where a group of individuals without any political party affiliation share political power.

BIG IDEA

Governments are made up of the people and practices put in place to run or govern a country, nation, province or community and make decisions on behalf of citizens.

LEARNING INTENTIONS

Upon completion of the lesson, students are expected to know the following:

- The purpose of government; and
- The different forms of government around the world.

Students are expected to be able to do the following:

- Explain why people's beliefs, values, worldviews, experiences, and roles give them different perspectives; and
- Assess different forms of government, and their role in societies.

RESOURCES

- Slide Deck 1: Government and Democracy
 - Video: Government and Democracy
 - Activity Sheet 1.1: Survivor Island
 - Activity Sheet 1.2: Government Types
 - Activity Sheet 1.3: How Should We Decide?
- (Videos, slide decks and digital versions of the activity sheets can be found at www.studentvote.ca/bc)

ACTIVITIES

 **Hook: 20-30 min**

1. Ask students to imagine they are stranded as a group on a remote island. Divide students into groups and explain that each group will explore the need for leadership, organization and rules within a community.
2. Using Activity Sheet 1.1, have your students answer the questions to figure out how they will work together to survive. Alternatively, the process can be self-directed with each group brainstorming what decisions would need to be made in order to create a community, and how those decisions would be made.
3. Bring the class back together and discuss the decisions made by each group. How were the decisions made (unanimous support, compromise, majority rule, one person)? Did everyone agree with the decisions? Were decisions made quickly? Why or why not? What were the challenges with the process and how were they overcome?

Teacher Note: Extensions A or B could be used as the Hook activity.

 **Discussion: 5-10 min**

Who is responsible for making decisions and rules for our community? What would happen if there was no government responsible for creating laws and providing support to citizens?

 **Essential Concepts: 15-20 min**

Use Slide Deck 1 and the 'Government and Democracy' video to review the purpose of government, different government types and decision-making models. Key terms: dictatorship, democracy, monarchy, constitution, consensus, parliamentary democracy.

Teacher Note: Activity Sheet 1.2 can also be completed or assigned for homework.

LESSON 1: GOVERNMENT AND DEMOCRACY

★ Action: 15-20 min

1. Ask students to complete Activity Sheet 1.3 individually or in pairs to explore the strengths and limitations of different decision-making models in various scenarios (dictatorship, democratic, consensus).
2. Debrief as a class afterwards. Discuss which type of decision-making model would be best for each situation, and why.
3. Alternatively, students could form groups and act out one of the scenarios, keeping the decision-making model secret for the rest of the class to guess.

✚ Extensions:

A. Ask students to imagine they are aliens visiting planet Earth for the first time and they need to make sense of how society functions. Observe the community surroundings, the behaviour of people and their interactions with one another and general order and organization. It might seem strange that cars drive on the right side of the road (traffic laws), children go into a building each day to work without pay (school) and adults exchange coloured paper or tap a card for food (money). Explain to students that, without understanding the process by which decisions are made and rules are developed, the world would seem confusing or unfair. As a class, discuss any rules in our society that students think might seem strange to an outsider. How would you explain them to someone new? Why do you think these rules came to be? Who makes these rules and decisions? Upon reflection, are there any longstanding laws or traditions that seem outdated or inappropriate? Students can create a comic strip, journal entry or short story.

B. Play a game of running dictation using some or all of the key terms in the lesson (e.g., democracy, dictatorship, monarchy). Using the glossary or your own definitions, prepare large print definitions of each term (one per page, multiple copies if necessary). Attach a single term to a wall in the classroom or in the hallway (create numerous locations if helpful). Divide students into pairs with one student acting as the 'writer' and another acting as the 'runner'. The runner must run to the wall or board where the key term is displayed, read the text, run back to their partner and repeat what they read. The writer's job is to listen to the runner and write down what is said. It will likely take a few trips to and from the posting for the runner to dictate the entire definition to the writer. When most groups are done, the writer can check their work against what is displayed. Roles are then reversed and the next term is used.

C. Ask students to imagine what life would be like in a fictional country without a government. What would happen if there were no leaders to decide on laws or services to support citizens? There would be no traffic laws or police to enforce any rules. Imagine what would happen to schools, hospitals or community centres. Students can create a comic strip, journal entry or short story.



Reflection: 10-15 min

Have a closing discussion about government and democracy. Alternatively, ask students to write a reflection in their election scrapbook (see *Assessment Opportunities*).

- What is the role of government?
- What are the advantages and disadvantages of different forms of government?
- Who benefits from different forms of government and decision-making?
- Which kind of government system would you prefer to live in? Why?

EXTERNAL RESOURCES

- "Our Country, Our Parliament," *The Library of Parliament* — www.parl.gc.ca
- "Government Type," *CIA World Factbook* — www.cia.gov/library/publications/the-world-factbook/fields/299.html
- "Queen and Canada," *The Official Website of the British Monarchy* — www.royal.uk

ACTIVITY SHEET 1.1: SURVIVOR ISLAND

Your class is heading on an end-of-year trip. You encounter a bad storm and you become stranded on a remote island. It will be several weeks until you are rescued. Your teacher and the other adults have decided to travel to the nearest island for help. The class must figure out how everyone will live together and survive.



With your group, figure out how you will answer the following questions.

1. Will everyone find their own food and shelter, or will the class work together as a team or in small groups? Explain the reasons behind your choice.
2. If you decide to work as a team or in groups, how will tasks be divided among the students?
3. Will you need a leader? If so, how will they be selected? What is their role and what powers will they receive?
4. How will important decisions be made?
5. Are rules necessary? If so, which rules are needed?
6. Will there be consequences for those who break the rules or do not contribute their fair share? How will any consequences or punishments be determined?

ACTIVITY SHEET 1.2: GOVERNMENT TYPES

Write down key words, an image or your own definition for each term.

Democracy	
Dictatorship	
Monarchy	
Constitutional Monarchy	



DEBRIEF: Which of these terms can be associated with Canada?

ACTIVITY SHEET 1.3: HOW SHOULD WE DECIDE?

Which of these decision-making models would work best in the following scenarios?



DICTATORSHIP: one person decides for the group



DEMOCRATIC: everyone has a say or vote, but the final decision is determined by what is most popular



CONSENSUS: group members discuss options and all must come to an agreement to support a decision in the best interests of the entire group

- a) You have been assigned to a team to complete a group science project. The group must build a bridge out of popsicle sticks. Each member will be evaluated on their participation.
- b) Your school is organizing a fundraiser on Halloween. A decision needs to be made about which charity will receive the money.
- c) The basketball game is tied with time running out in the fourth quarter. The team only has seconds to decide the next play.
- d) It is movie night with your family and you need to figure out what to watch. Luckily, there are many good choices.
- e) A new play structure is being built at the local park and the features need to be determined.
- f) You are buying poster board for group work at school. The store has two colours to choose from and a decision must be made quickly because the store is closing.
- g) Skateboards and longboards are being ridden on the sidewalk in your neighbourhood. Recently, there have been a few accidents with skateboarders running into small children. Some people want the boards to be banned from sidewalks.



DEBRIEF: What are the advantages and disadvantages of each decision-making model?

DICTATORSHIP:

DEMOCRATIC:

CONSENSUS:



All citizens living in a democracy have guaranteed **rights** and **freedoms**, which are usually articulated in a legal document as part of a constitution, such as a bill of rights.

A right is a legal entitlement or something that we are morally or legally allowed to do or have. The rights and freedoms of citizens are vital to a thriving democratic nation. Rights are often fought for and claimed (in courts or even violently) and less often simply granted.

In Canada, our rights are protected by the **Canadian Charter of Rights and Freedoms**. The Charter contains seven sections: fundamental rights, democratic rights, mobility rights, legal rights, equality rights, official languages rights and minority language education rights. Canada's Charter is widely admired around the world and is the constitutional document most emulated by other nations.

Our **democratic rights** include the right for every Canadian citizen, aged 18 and older, to vote in a federal election. Elections are the process by which our elected representatives and government are chosen.

With all rights come **responsibilities**. A responsibility is a duty or obligation. It is something you should do in order to respect, promote and maintain certain rights. For example, the right to vote comes with the responsibility to cast a ballot in an informed and purposeful manner.

The right to vote in Canada has not always been universal. It has been withheld from many groups throughout history based on gender, race, religion and even occupation.

Universal suffrage is the extension of the right to vote to all adult citizens, including the removal of property ownership requirements and restrictions against women, First Nations and Inuit and ethnic and religious minorities.

Women in Canada eventually gained the right to vote following years of persistent protest. Manitoba was the first province to pass suffrage legislation to include women in January 1916, and women in British Columbia received the right to vote and run for office provincially on April 5, 1917. By 1918, women in Canada could vote federally and gained the right to run for federal office in 1919.

LESSON 2: RIGHTS & RESPONSIBILITIES IN A DEMOCRACY

Even though Canadian women achieved suffrage, it was not applicable to all women. Women and men of several ethnic and racial minorities, such as Canadians of Chinese and Japanese origin and Indigenous peoples, were still disenfranchised for several decades. First Nations men could only vote if they gave up their treaty rights and registered Indian status. First Nations peoples were not given the right to vote in British Columbia provincial elections until 1949. Universal suffrage was not achieved until 1960.

Despite moving beyond these injustices, electoral participation has been on the decline in Canada over the past several decades. In particular, low voter turnout is disproportionately concentrated among young Canadians. The *National Youth Survey Report*, commissioned by Elections Canada, identified several reasons why youth do not vote. These barriers include a lack of political interest and knowledge, not knowing where or how to vote and a lower sense that voting was a civic duty.

BIG IDEA

All citizens living in a democracy have guaranteed rights and freedoms. The right to vote comes with the responsibility to cast a ballot in an informed and purposeful manner.

LEARNING INTENTIONS

Upon completion of the lesson, students are expected to know the following:

- The political and civil rights articulated in the *Canadian Charter of Rights and Freedoms*; and
- The history of voting rights in Canada and discriminatory policies related to suffrage.

Students are expected to be able to do the following:

- Identify and explain the responsibilities that come along with our rights and freedoms in Canada; and
- Reflect on previous discrimination with respect to voting rights and assess the significance of people, events or development in regards to universal suffrage.

RESOURCES

- Slide Deck 2: Rights and Responsibilities
- Video: The Right to Vote
- Video: History of Voting Rights in British Columbia
- Handout 2.1: Highlights from the *Canadian Charter of Rights and Freedoms*
- Handout 2.2: History of Voting Rights in Canada
- Handout 2.3: History of Voting Rights in British Columbia

- Activity Sheet 2.4: Voting Rights in Canada
 - Activity Sheet 2.5: Our Rights and Responsibilities
 - Activity Sheet 2.6: Poster Planning Sheet
- (Videos, slide decks and digital versions of the activity sheets can be found at www.studentvote.ca/bc)

ACTIVITIES

 Hook: 10-15 min

1. Discuss the idea of a 'right' and ask students to brainstorm a list of rights they have at school. Some examples include:

- The right to an education;
- The right to freedom of thought and expression;
- The right to a clean and safe space;
- The right to be treated fairly and respectfully; and
- The right to make your own friends.

2. Review your school's code of conduct or essential agreements (this can often be found on your school or school board website, or within student agendas). Connect the specific student expectations back to the list of rights created by the class, making additions where necessary. Explain the concept that rights come with responsibilities (or expectations).

3. Ask students to brainstorm a list of expectations for both students and teachers that could be added to your school's code of conduct or essential agreements. Encourage students to share their ideas with your school administration through a discussion, presentation or letter-writing activity; for example, the principal and/or vice principal could be invited to visit the class for a discussion on the current rules and potential changes.

 Essential Concepts: 20 min

Use Slide Deck 2 and the 'Right to Vote' video to review the following key terms and concepts: right, freedom, the *Canadian Charter of Rights and Freedoms*, responsibility, universal suffrage, women's suffrage.

Teacher Note: Handouts 2.1 and 2.2 can also be used for more detailed information.

 Discussion: 5-10 min

Voter turnout in Canada has declined over the past several decades. In the 2017 British Columbia provincial election, just more than half (57.7 per cent) of eligible voters cast a ballot. Why do you think fewer people are voting than before? Do you think it is disrespectful to those that fought for the right to vote? Are there legitimate reasons not to vote?

LESSON 2: RIGHTS & RESPONSIBILITIES IN A DEMOCRACY

Teacher Note: Be sensitive to issues at home that may challenge perspectives around voting, such as religious reasons or traditions followed by certain groups.

★ Action: 20-30 min

1. Review and interpret the history of voting rights in British Columbia using Handout 2.3 and the 'History of Voting Rights in British Columbia' video, as well as research from other sources.
2. Using Activity Sheet 2.4, have students record the date when a particular group received suffrage and how or why it was granted to them.
3. Afterwards, ask students to create a visual timeline showing when various groups received the right to vote or when access was improved.

✚ Extensions:

- A. Using Handout 2.1, review the *Canadian Charter of Rights and Freedoms* as a class. Individually, in pairs or as a class, ask students to consider the responsibilities that go along with each right using Activity Sheet 2.5.
- B. Ask students to create a poster or multi-media piece to celebrate universal suffrage. Activity Sheet 2.6 can be used as a poster planning tool. Students should share the promotional materials and creative presentations throughout the school leading up to your Student Vote Day. Productions can also be submitted to CIVIX by email or shared through social media.
- C. Ask students to imagine they are a member of one of the groups that struggled to obtain the right to vote and ask them to write about their feelings and experiences in a diary. Students should write two diary entries: one before being granted the right to vote and one after receiving the right to vote.
- D. Using Handouts 2.2 and 2.3 as well as additional research, ask the class to research the history of Indigenous peoples in Canada and how they gained the right to vote. Have students write a summary or article based on their research, including *who, what, where, when and how*.
- E. The number of people participating in government elections has been decreasing in recent years. Only 57.7 per cent of citizens voted in the last provincial election, compared to 70.5 per cent in 1983. Is this decline acceptable? Is it disrespectful to those who fought for the right to vote?

F. Using Handout 2.1 as a guide, review the *Canadian Charter of Rights and Freedoms* as a class. Individually, in pairs or as a class, ask students to consider the responsibilities that go along with each right using Activity Sheet 2.5. Students could also use selected sections and find a real world example that represents each.



Reflection: 5 min






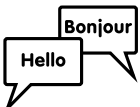

Have a closing discussion about rights and responsibilities. Alternatively, ask students to write a reflection for their election scrapbook or learning log (see *Assessment Opportunities*).

- How does living in a democracy affect you?
- How would you feel if you were denied the ability to share your views or opinions?
- What is the importance of protecting minority rights in a democracy?
- How important is it that individuals are responsible members of society?
- Will you vote in elections when you turn 18 years old? Why or why not?

EXTERNAL RESOURCES

- "Electoral History of BC," *Elections BC* — www.elections.bc.ca/resources/electoral-history-of-bc
- "Voting in Canada: How a Privilege Became a Right," CBC Digital Archives — www.cbc.ca/archives/topic/voting-in-canada-how-a-privilege-became-a-right
- "A History of the Vote in Canada," *Elections Canada* — www.elections.ca/content.aspx?section=res&dir=his&document=index&lang=e
- "Women's Right to Vote," *Telling Times Documentary* — <https://www.cpac.ca/en/programs/telling-times/episodes/21252966/>
- "Aboriginal Peoples and the Fight for the Franchise," *The Canadian Encyclopedia* — www.thecanadianencyclopedia.ca/en/article/aboriginal-peoples-and-the-fight-for-the-franchise
- "Indigenous suffrage," *The Canadian Encyclopedia* — www.thecanadianencyclopedia.ca/en/article/indigenous-suffrage
- "Right to Vote," *The Canadian Encyclopedia* — www.thecanadianencyclopedia.ca/en/article/franchise

HANDOUT 2.1: HIGHLIGHTS FROM THE *CANADIAN CHARTER OF RIGHTS AND FREEDOMS*

	HIGHLIGHTS	EXAMPLES
 <p>FUNDAMENTAL FREEDOMS</p>	<ul style="list-style-type: none"> You have the freedom to pray and worship in your own way, or not to pray or worship at all. You have the freedom to shape your own opinions. You have the freedom to express your opinions. The media is free to report on anything in Canada. You can hold rallies to express your disagreements. You can choose your own friends. 	<p>You cannot be punished for your religious beliefs.</p>
 <p>DEMOCRATIC RIGHTS</p>	<ul style="list-style-type: none"> If you are a citizen and 18 years old, you can vote in elections. If you are a citizen and 18 years old, you can compete for the job of a politician. The rule that governments must have elections every five years or less. The rule that elected governments must meet at least once every year. 	<p>You can run for political office and vote when you turn 18.</p>
 <p>MOBILITY RIGHTS</p>	<ul style="list-style-type: none"> You can live and work in any province or territory in Canada. You can leave and come back to Canada when you want. 	<p>You can visit another country and come back when you choose.</p>
 <p>LEGAL RIGHTS</p>	<ul style="list-style-type: none"> If you are arrested, you must be told of your option to see a lawyer. If needed, you must go to court in an amount of time that is considered fair. You must be considered innocent until proven guilty. 	<p>You will receive a fair trial if you are accused of a crime.</p>
 <p>EQUALITY RIGHTS</p>	<ul style="list-style-type: none"> You cannot be treated unfairly for many reasons. This includes your race, background, religion, gender, age, or mental or physical ability. 	<p>Your race cannot be used as a reason for not hiring you for a job.</p>
 <p>OFFICIAL LANGUAGES OF CANADA</p>	<ul style="list-style-type: none"> You can talk or write to the federal government in English or French. 	<p>You can send a letter to your Member of Parliament in English or French.</p>
 <p>MINORITY LANGUAGE EDUCATION RIGHTS</p>	<ul style="list-style-type: none"> You may be able to go to school in English or French if you meet certain criteria. 	<p>You can attend a French high school in some English regions of Canada, if you went to a French elementary school.</p>

HANDOUT 2.2: HISTORY OF VOTING RIGHTS IN CANADA

The following outlines some important events regarding the history of voting rights in Canada.

BRITISH NORTH AMERICA – ONLY WEALTHY MEN MAY VOTE (1758-1866)

During this period, very few people were allowed to vote. The law was that you had to own land or pay a certain amount in yearly taxes or rent. Most voters were white wealthy men. Women and many religious and ethnic groups were not allowed to vote.

EXTENDING THE RIGHT TO VOTE TO WOMEN (1867-1919)

Starting in the 1870s, women started to campaign for the right to vote. They used petitions, speeches and marches to spread their message. Gaining support was not easy.

Women received help from powerful groups and tried to have the laws changed. However, politicians did not approve the bills. It was disappointing but women did not give up.

After many years, women started to make change. Manitoba was the first province to let women vote in 1916 and other provinces followed shortly thereafter, including British Columbia in 1917. By 1918, women could vote in federal elections. But the changes did not apply to all women. Women from many ethnic and religious groups were left out.



Nellie McClung, activist for women's suffrage and one of Canada's first female elected politicians.

EXTENDING THE RIGHT TO VOTE TO ALL GROUPS (1920-1960)

A new law was approved in 1920 that allowed more people to vote. It was called the *Dominion Elections Act*. Yet the system was still unfair. Indigenous peoples, Chinese and Japanese Canadians could not vote. It did not even matter if they had been in the Canadian army. Indigenous peoples could only vote if they gave up their treaty rights. Many religious groups were also treated unfairly for years.



Prime Minister John Diefenbaker oversaw the extension of the right to vote to Indigenous peoples in 1960.

It took many years of protest and debate to achieve equality. All groups were finally given the right to vote in 1960.

MAKING VOTING EASY (1961-1997)

During this time, more steps were taken to remove barriers and make voting easier.

- Employers had to give their staff enough time off during the day to vote.
- Voting hours were made longer.
- People could vote in advance on certain days.
- People could vote by mail. This is used by students living away from home, people who are travelling or living outside the country.
- Voting places are now selected based on access for wheelchairs.
- New voting tools and extra help were offered to voters. Such as magnifiers to help read ballots, braille ballots and large-print ballots. Sign language was also provided.
- Voting places were set up at certain locations to make it easier to vote (e.g., colleges, universities, hospitals).
- Information for voters was made available in more languages.
- Learning programs were created to help people become more aware about how to vote.

CHARTER CHALLENGES (1982 TO 2004)

The *Canadian Charter of Rights and Freedoms* was created to protect our rights and freedoms. It has helped several groups force changes to election laws.

- Federal judges could not vote in federal elections until 1988. It was a court decision that changed this law.
- In 1993, election laws were changed to allow people who have a mental illness to vote.
- Prisoners were able to vote starting in 1993. However, this did not include all prisoners. Their sentence had to be less than two years.
- In 2002, the Supreme Court of Canada ruled that individuals in prison for more than two years could not be left out. They have been able to cast ballots since 2004.

HANDOUT 2.3: HISTORY OF VOTING RIGHTS IN BRITISH COLUMBIA

1871	First general election in province of British Columbia.
1872	Chinese and First Nations peoples disenfranchised (lose the right to vote).
1876	Property qualification for voting dropped.
1878	School teachers prohibited from voting or campaigning.
1883	Prohibition against school teachers lifted.
1893	Persons residing in a Provincial Home are disqualified from voting.
1895	Japanese disenfranchised.
1899	Provincial civil servants disenfranchised.
1900	Civil servant disenfranchisement repealed.
1907	South Asians disenfranchised.
1916	Clergy no longer prohibited from running and sitting as MLAs.
1917	Franchise extended to women.
1931	Doukhobors disenfranchised.
1939	Persons residing in a Provincial Home are no longer disqualified from voting.
1945	Members of prohibited groups, if otherwise qualified, allowed to vote if they served in World War I or World War II.
1947	Persons without an adequate knowledge of English or French are disqualified from voting.
1947	Prohibition against Chinese and South Asians removed.
1947	Canadian citizenship recognized as qualification in addition to being a British subject.
1948	Mennonites and Hutterites no longer ineligible to vote.
1949	Status Indians, namely Aboriginal individuals recognized and registered under the Canadian <i>Indian Act</i> , and Japanese prohibition removed.
1952	Voting age changed to 19.
1952	Doukhobor prohibition removed.
1979	Blind voters able to mark own ballots by means of templates.
1982	Persons without an adequate knowledge of English or French are no longer disqualified from voting.
1985	"British subject" dropped as qualification to vote.
1985	Persons detained in a provincial mental health facility or other mental institution by court authority are disqualified from voting.
1988	Persons who have been convicted of an indictable offence and have been released on probation or parole and are not in custody are no longer disqualified from voting.
1992	<i>Elections Amendment Act</i> lowers the voting age to 18 from 19 and eases restrictions on voting day registration.
1995	Persons imprisoned in a correctional institution serving a sentence of less than two years are no longer disqualified from voting.
1995	Persons detained in a provincial mental health facility or other mental institution by court authority are no longer disqualified from voting.
1995	Chief Electoral Officer and the Deputy Chief Electoral Officer are disqualified from voting.
2003	Persons imprisoned in a correctional facility serving a sentence longer than two years are no longer disqualified from voting.

ACTIVITY SHEET 2.4: VOTING RIGHTS IN CANADA

Task 1: For each group, summarize the changes to their voting rights over the years.

Group	Year(s)	What happened and how?
Women		
Indigenous peoples		
Canadians of Chinese origin		
People with physical disabilities		
Judges		
People with mental illnesses		
Canadians in prison		

ACTIVITY SHEET 2.5: OUR RIGHTS AND RESPONSIBILITIES

For each of the following rights from the *Canadian Charter of Rights and Freedoms*, identify a corresponding responsibility.

Right	Responsibility
I have the right to speak freely...	... but I have the responsibility to <i>not say things that would be hurtful or disrespectful to others.</i>
I have the right to meet with a public or private group...	... but I have the responsibility to
I have the right to worship in the religion of my choice, or not worship at all...	... but I have the responsibility to
I have the right to be friends with or associate with whomever I choose...	... but I have the responsibility to
I have the right to vote in an election (when I am at least 18 years of age)...	... but I have the responsibility to
I have the right to communicate in either French or English when dealing with the federal government...	... but I have the responsibility to
I have the right to be treated fairly regardless of my race, national or ethnic origin, religion, gender, age, or mental or physical ability...	... but I have the responsibility to

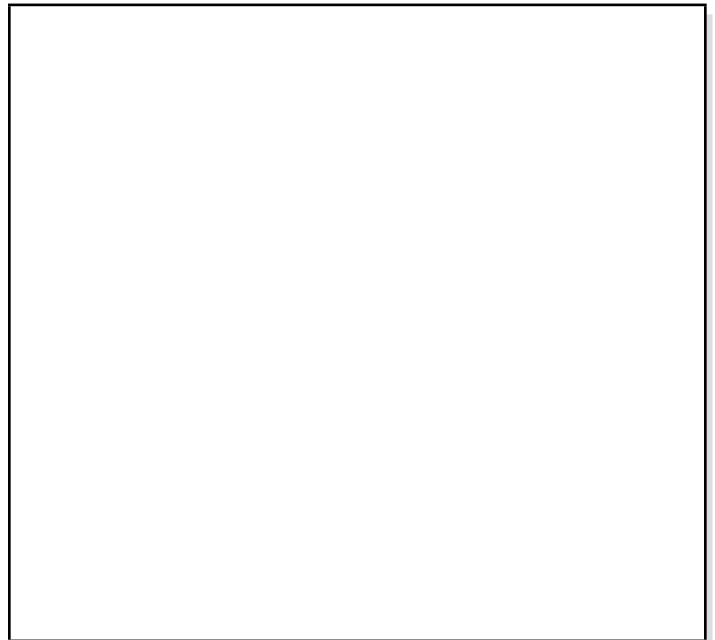
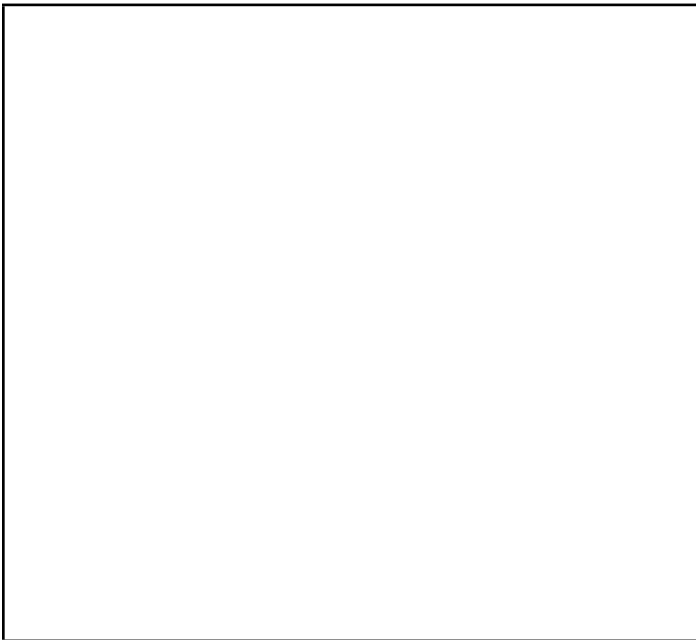
ACTIVITY SHEET 2.6: POSTER PLANNING SHEET

Answer the following questions to prepare for the design of your poster or multi-media artwork.

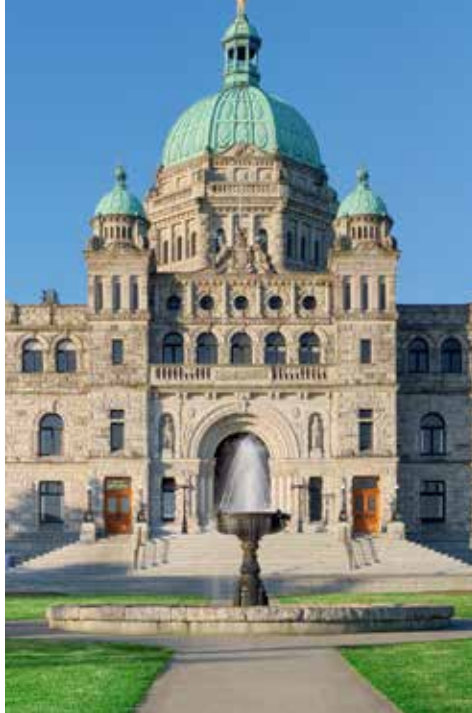
What do you want your poster/presentation to say? What is your key message?

What kind of pictures do you want to include?

Use the blank poster/slides below to show different ways you could arrange your pictures and words/text for maximum effectiveness.



GOVERNMENTS IN CANADA



Canada is a **parliamentary democracy**. We elect members to represent us in our federal parliament and our provincial and territorial legislatures.

With the exception of Northwest Territories and Nunavut, most federally and provincially elected representatives are affiliated with a **political party**. A political party is a group of like-minded individuals with a shared vision and political ideology whose intention is to achieve power and create meaningful political change.

In a parliamentary democracy, the dominant political party or the party with the most members in the parliament or legislature usually determines the leader of the government. Citizens do not vote for the leader directly.

If the governing party has more than half of all the seats, they will have a **majority government**. If they have less than half, they will have a **minority government**.

In a parliamentary system, there are three branches or divisions: legislative, executive and judicial.

The **legislative branch** is responsible for debating, amending and passing laws. At the federal level, the legislative branch is made up of an upper and lower house: the **Senate** includes 105 appointed Senators and the **House of Commons** is made up of elected **Members**

of Parliament (MPs). There are currently 338 MPs and each represents a different geographic area called an **electoral district** or **constituency**.

At the provincial level in British Columbia, the legislative branch is termed the **Legislative Assembly** and the elected representatives are called **Members of the Legislative Assembly** (MLAs). There are currently 87 MLAs across the province, each representing an electoral district.

The **executive branch** is responsible for implementing laws and consists of the monarch, the leader of the government and the cabinet. The monarch is represented by the governor general at the federal level and the lieutenant governor at the provincial level. The leader is called the prime minister at the federal level and a premier at the provincial level. The prime minister and the premier both appoint several elected members, usually from their own party, to head the departments or ministries of the executive council (known as the cabinet). Each minister is in charge of one (or more) of the government responsibilities and acts as an advisor to the leader of the government and the legislative body in their area(s) of expertise. The executive branch implements and enforces laws, rules and regulations, with the support of the public service.

The **judicial branch** is responsible for overseeing and administering the law. Federally, the judicial branch is headed by the Supreme Court and nine appointed judges. At the provincial level, the judicial branch is led

LESSON 3: GOVERNMENTS IN CANADA

by the Chief Justice of British Columbia. The judicial branch interprets the law and punishes those who violate established laws, rules and regulations, and operates independently and separately from the executive and legislative branches of government.

The federal and provincial/territorial governments handle different areas of responsibility. The division of powers is based on the principle of **subsidiarity**, in which the government closest to the issue governs it. The distribution of responsibilities is found in Sections 91–95 of the *Constitution Act*, 1867.

The **federal** government takes responsibility for the whole country and matters of national and international concern, such as the armed forces, relations and trade with other countries, currency, fisheries and oceans, criminal law and public safety.

Provincial and **territorial** governments are responsible for their own province or territory and regional matters including education, healthcare, social welfare and transportation.

There are also policy areas where the federal and provincial governments share jurisdiction, such as the environment, taxation, agriculture and natural resources. This is called **concurrency**.

Other forms of government exist in Canada and they are responsible for more local issues, but they also work collaboratively with the federal, provincial and territorial governments.

Local governments take responsibility for their city or town and community matters such as water and sewage treatment, libraries, roads and bridges and local parks and recreation. The local government system in B.C. includes municipal governments, regional districts and improvement districts, and they acquire their responsibilities from the provincial government. Each municipal government has an elected council made up of local **councillors**. The leader of the council is called a **mayor** and they are elected by the people.

There are also other forms of government in some Indigenous communities or First Nations reserves. **Indigenous governments** often share certain responsibilities with the government of their province/territory and the federal government.

The term **self-government** refers to a First Nation, Métis or Inuit community with control over its own affairs. The level of autonomy varies, but federal and provincial laws still apply and the other levels of government will often work together for the benefit of all community members. Self-governing First Nations have the ability to sign treaties (formal agreements) with the various levels of the Canadian federal government (referred to as Crown). Comprehensive land claims agreements (modern treaties) between Canadian governments and First Nations often result in Indigenous peoples having greater autonomy to choose their own method(s) of representation and decision-making.

BIG IDEA

Canada has three levels of government, each with its own elected representatives and areas of responsibility.

LEARNING INTENTIONS

Upon completion of the lesson, students are expected to know the following:

- The levels of government, their main functions and sources of funding; and
- Participation and representation in Canada's system of government.


Students are expected to be able to do the following:

- Assess which level of government is responsible for issues; and
- Understand the impact of government on the lives of citizens.

RESOURCES

- Slide Deck 3: The Levels of Government
 - Video: The Levels of Government
 - Video: Parliamentary Democracy in British Columbia
 - Activity Sheet 3.1: Government Responsibilities
 - Activity Sheet 3.2: A Day in My Life
 - Activity Sheet 3.3: Investigating Government
 - Handout 3.4: History of Indigenous Self-Government
 - Activity Sheet 3.5: First Nation Profile
- (Videos, slide decks and digital versions of the activity sheets can be found at www.studentvote.ca/bc)

ACTIVITIES

 **Hook: 5-15 min**

1. Have a discussion about the division of responsibilities within your own school. Guiding questions: Who would you talk to if you were having problems with your homework? Who would you tell if water was spilled in the hall? Who would be responsible for cleaning it up? Who would you speak to if someone was bullying you at recess?

2. Review the idea of a representative democracy. Then, ask students if they know how many levels of government there are in Canada. Write down the levels of government on the board or recite them verbally.

3. Ask students to consider which level of government they would contact in the following scenarios:

- a) You and your friends would like to see a skate ramp added to the local park.
- b) You think there should be more financial aid available to help youth pursue post-secondary education or skills and training programs.
- c) The streetlight near your home is broken and needs to be replaced.
- d) You are traveling to a foreign country and need to find out if there are any travel advisories.
- e) The hospital in your town is in need of a new X-ray machine.

LESSON 3: GOVERNMENTS IN CANADA

4. Debrief on the activity: Why is it important to know the roles and responsibilities associated with each level of government?

Discussion: 10 min

Consider all the things you do on a daily basis (e.g., what do you do when you wake up, how do you get to school, what do you do at school, after-school activities). How does government influence these activities?

Essential Concepts: 20 min

Use Slide Deck 3, the 'Levels of Government' video and the 'Parliamentary Democracy in British Columbia' video, review the key terms and concepts regarding the levels of government in Canada: federal, provincial/territorial, local/municipal, Member of Parliament, Member of the Legislative Assembly, councillor, parliament, prime minister, premier, mayor, self-government.

★ Action: 20-25 mins

1. Ask students to complete Activity 3.1. They should highlight or circle all of the government areas that affect their life, make connections where governments must work together, and analyze which level of government affects them the most.

2. Ask students to create an artwork or comic strip that shows the different things they do on a daily basis or that depicts a "day in my life." For each graphic or image, students should link or label what they are doing in relation to government legislation or services. Activity Sheet 3.2 can be used for a comic strip.

Extensions:

A. Review Handout 3.1 and ask students to identify a provincial responsibility they care about. Alternatively, students could highlight all of the government responsibilities that impact their life directly. In pairs, groups, or individually, ask students to prepare a creative presentation about why it is important. Students can use any form of presentation they choose — it could be a speech, poster, skit, song or rap.

B. Have students find a story related to government in the local newspaper. Ask them to identify whether the story concerns the local, provincial or federal government by highlighting the key words that reveal this information. Have students answer the following questions and share their findings with the class: What is this news story/article about? What are the arguments or supporting points being made? Who is this story most important to?

C. Assign Activity Sheet 3.3 for homework. Provide the following links to support research.

- Governor General of Canada — www.gg.ca
- Lieutenant Governor of British Columbia — www.ltgov.bc.ca
- Parliament of Canada — www.parl.gc.ca
- Elections Canada — www.elections.ca
- Elections BC — www.elections.bc.ca
- Legislative Assembly of British Columbia — www.leg.bc.ca

Teacher Note: This activity could also be completed in a computer lab.

D. Learn more about Indigenous self-government in Canada by reviewing Handout 3.4 with your class. Use the First Nations Map and other resources on the Government of Canada website (<https://geo.aadnc-aandc.gc.ca/cippn-fnpim/index-eng.html>) to locate the First Nations or Métis communities or reserves closest to your school. As a class or in small groups, have students select a First Nation and complete Activity Sheet 5.5. Alternatively, assign different First Nations or Indigenous communities to different students and have them present their completed activity sheets to the class.

E. Have students draw a community picture or map and label five government services (e.g., school, park, hospital, roads, cars, police officer). The labels should include the level of government and the responsibility. Students could additionally build a physical model of their community.

F. Invite an elected representative, past politician, public servant (at any level) or Indigenous community leader to speak to the class and discuss their role and the responsibilities of their level of government.

Reflection: 5-10 min

Have a closing discussion about government in Canada. Alternatively, ask students to write a reflection for their election scrapbook or learning log (see *Assessment Opportunities*).

- What have you learned about the levels of government in Canada?
- How does government affect your life?
- Is government important? Why or why not?
- Why might Indigenous peoples prefer their own system of self-government?

EXTERNAL RESOURCES

- "How Canadians Govern Themselves," *Parliament of Canada* — lop.parl.ca/about/parliament/senatoreugeneforsev/home/index-e.html
- "Discover Canada," *Citizenship and Immigration Canada* — www.canada.ca/en/immigration-refugees-citizenship/corporate/publications-manuals/discover-canada.html
- Elections BC — www.elections.bc.ca
- Legislative Assembly of British Columbia — www.leg.bc.ca
- Parliament of Canada — www.parl.gc.ca
- Government of Canada — www.gc.ca
- Indigenous Services Canada and Crown-Indigenous Relations and Northern Affairs Canada — www.aadnc-aandc.gc.ca
- First Nation Profiles Interactive Map — geo.aadnc-aandc.gc.ca/cippn-fnpim/index-eng.html
- First Nations in B.C. Knowledge Network — www.fnbc.info
- "A Guide to Indigenous Organizations & Services," *Ministry of Aboriginal Relations and Reconciliation* — www.gov.bc.ca/arr/services/guide.html

ACTIVITY SHEET 3.1: GOVERNMENT RESPONSIBILITIES

FEDERAL	PROVINCIAL	MUNICIPAL
 Citizenship and passports	 Colleges and universities	 Animal control
 Criminal law	 Drivers' licensing and highways	 Fire protection
 Currency	 Education	 Land use planning (zoning)
 Federal taxes	 Healthcare	 Libraries
 Fisheries	 Municipalities	 Local police
 Foreign affairs and trade	 Natural resources	 Property taxes
 Indigenous lands and rights	 Property and civil rights	 Parks and recreation
 National defence	 Provincial law and courts	 Public transportation
 Official languages	 Provincial taxes	 Streets and sidewalks
 Postal service	 Social services	 Waste management
 Veterans affairs		 Water supply and treatment

1. Highlight or circle all the government areas that affect your life.
2. Identify two examples where different levels of governments may have to work together. Connect the areas by drawing a line between them.
3. Which level of government do you think affects you the most?

HANDOUT 3.2: A DAY IN MY LIFE

Draw and illustrate the things you do on a daily basis. Label each graphic or image with how it relates to government services.



3



6



2



5



1



4

ACTIVITY SHEET 3.3: INVESTIGATING GOVERNMENT

In the table below, answer the questions for each level of government in your community.

Question	Federal	Provincial	Municipal
<p>What is the official title of the person who represents the sovereign at this level?</p> <p>Who currently holds this position?</p>			
<p>What is the official title of the elected members at this level of government?</p> <p>How many members are there?</p> <p>Who currently holds this position for your geographic area?</p>			
<p>What is the official title of the leader at this level of government?</p> <p>Who currently holds this position and which party do they represent?</p>			
<p>Where does this level of government meet?</p> <p><i>(Include the name of the building and city)</i></p>			
<p>What are three or more responsibilities at this level of government?</p>			

ACTIVITY SHEET 3.3: TEACHER COPY – INVESTIGATING GOVERNMENT

Question	Federal	Provincial	Municipal
What is the official title of the person who represents the sovereign at this level? Who currently holds this position?	Governor General Julie Payette	Lieutenant Governor Janet Austin	
What is the official title of the elected members at this level of government? How many members are there? Who currently holds this position for your geographic area?	Member of Parliament (MP) 338 <i>Answers will vary</i>	Member of the Legislative Assembly (MLA) 87 <i>Answers will vary</i>	Councillor <i>Answers will vary</i> <i>Answers will vary</i>
What is the official title of the leader at this level of government? Who currently holds this position and which party do they represent?	Prime Minister Justin Trudeau Liberal Party of Canada	Premier John Horgan BC NDP	Mayor <i>Answers will vary</i>
Where does this level of government meet? <i>(Include the name of the building and city)</i>	House of Commons, Parliament Buildings Ottawa	British Columbia Parliament Buildings Victoria	Council chambers <i>Answers will vary</i>
What are three or more responsibilities at this level of government?	Global affairs, citizenship and immigration, national defence, currency, public safety, fisheries and oceans	Education, social welfare, healthcare, transportation and highways	Waste management, water and sewage, community services, local parks and recreation

HANDOUT 3.4: HISTORY OF INDIGENOUS SELF-GOVERNMENT

The following provides an overview of the history of Indigenous self-government in Canada.

The First Treaties (1500s-1700s)

Before Europeans arrived in North America, Indigenous peoples organized themselves as independent nations. Each had its own way of life, political organization, culture, economy, laws and control over the land and resources within its territories. When the Europeans arrived, most contacts between Indigenous peoples and Europeans were based on trade and were usually beneficial for both groups. Indigenous peoples continued to govern themselves and kept the rights to the lands and resources they had been living on for thousands of years. As Europeans began to settle further into North America, more agreements were made and treaties continued to recognize and respect the independence of each nation.



Potlatch in Alert Bay, British Columbia (c. 1897).



Tsimshian village in Metlakatla, British Columbia (c. 1890).

British Colonization (1763)

After the British defeated the French in the Seven Years War, they announced the *Royal Proclamation of 1763*, a law that set out the terms and rules for transferring Indigenous land to the British. This also meant that the people on those lands would be official British subjects, providing the British with more power and legal authority across North America. Not all Indigenous nations signed treaties, but those that did were promised some legal rights, the ability to live on reserved territories and guaranteed traditional rights, such as hunting and fishing. These deals were better for the British. Many of these treaties were broken and past agreements were left unfulfilled by future Canadian governments. In all cases, the balance of power in these relationships systematically favoured the British.

Assimilation and the *Indian Act* (1867-1876)

The *British North America Act of 1867* (known today as the *Constitution Act, 1867*) gave control over Indigenous peoples and their lands to the government of Canada and Indigenous forms of government with elected chiefs and band councils had limited powers. The *Indian Act* of 1876 also introduced the residential school system, which encouraged assimilation (forced integration) and required all Indigenous children to attend. Thousands of students were taken by force from their families and often subjected to abuse. By the time the last of these treaties was signed in 1923, the majority of lands and resources that had once belonged to Indigenous peoples were then controlled by the Canadian government. First Nations were put on small parcels of land, called reserves, could not own businesses, houses, or territories as they were, and still are today, considered subjects of the Crown.

Negotiating Citizenship (1950s-1960s)

Indigenous peoples fought for Canada in both World Wars, but it was not until 1960 that Indigenous peoples could vote federally without losing their treaty rights or registered Indian status. In 1969, the *White Paper* proposed eliminating the unfair *Indian Act*, abolishing the federal department of Indian Affairs and transferring the responsibility of Indigenous peoples to the provinces. Indigenous peoples were opposed to these ideas and argued for their treaties to be respected and distinct cultures protected.

HANDOUT 3.4: HISTORY OF INDIGENOUS SELF-GOVERNMENT

Comprehensive Land Claims, Self-Government Agreements and Recognition (1973 onwards)

The Canadian government outlined its new Indigenous land claims policies in 1973. These modern treaties showed a willingness to settle or renegotiate past treaty rights violations, such as the unlawful taking of reserve lands. The greatest show of respect and recognition of Indigenous peoples' rights by the federal government happened in *Constitution Act, 1982*. This Act recognized existing Indigenous and treaty rights and defined the Indigenous peoples of Canada as including First Nations, Inuit and Métis peoples, as opposed to grouping them altogether.



Map of modern treaties in British Columbia.

Land claims agreements between the Canadian government and Indigenous peoples are intended to respect Indigenous self-government as a right under the Canadian Constitution. They are also meant to recognize Indigenous people's right to make decisions on matters relating to their own communities, cultures, traditions and languages. However, many land claims are still unsettled or are currently under the negotiation process.

Sources: "A Brief History of Our Right to Self-Governance: Pre-Contact to Present" (Centre for First Nations Governance, www.fngovernance.org), "Governance" (Indigenous and Northern Affairs Canada, www.aadnc.gc.ca)

THE NISGA'A TREATY: AN EXAMPLE OF SUCCESSFUL SELF-GOVERNANCE IN B.C.



The Nisga'a settled in northern coastal British Columbia thousands of years ago, and have lived there since. In the late 1800s, the Nation attempted to negotiate a land ownership treaty with the federal government, but was forced to abandon this pursuit because, for nearly thirty years, laws forbade Indigenous peoples from raising money to advance land claims. When the laws were repealed in 1951, the Nisga'a Tribal Council was created to begin treaty negotiations, first with the federal government, and in 1990, with the British Columbia government as well. The Nisga'a treaty came into effect in 2000 and included a \$196 million settlement, over 2,000 square kilometres of land and granted self-government to the Nation.

The autonomous Nisga'a government, which represents Nisga'a people who live both in and outside the territory, is aligned with Nisga'a values and traditional systems of governance. It also respects Canada's interest, its constitution and the *Charter of Rights and Freedoms*. The Nisga'a government has principal authority over matters of membership, language, culture and land, although all its policies must align with federal and provincial laws.

The Nisga'a Treaty is the most important and comprehensive modern treaty land claim agreement signed in British Columbia and has transformed the process of settling land claims across Canada.

The Government of British Columbia put in place, in 1993, the B.C. Treaty Commission, an independent organization that oversees the treaty-making process in the province, and ensures that all parties involved, and their demands, are respected and taken into account.

ACTIVITY SHEET 3.5: FIRST NATION PROFILE

Fill in the chart below as you research a British Columbia First Nation located closest to your school, or another British Columbia First Nation or the Métis Nation of B.C.

Name of the First Nation (if possible, also add the Indigenous spelling):
Location:
Language(s) spoken:
Who governs the First Nation? How are they selected?
List some of the services the First Nation provides for its members:
What are the strengths of self-government?
What are the limitations of self-government?



INFORMED CITIZENSHIP

As citizens living in a democracy, we have a responsibility to stay informed about the issues that matter to us and to society. This is true all the time, but especially when we must make a meaningful choice at the ballot box.

Journalism consists of gathering, assessing, presenting and/or commenting on news and information.

Journalists play a critical role in our democracy. They hold governments and other sources of power to account, help inform citizens about events and developments, foster debate about issues and give people a voice.

During an election, journalists provide news and perspectives about the parties, candidates and issues, fact-check the statements of leaders and candidates, and place the campaign's events in context. Without journalists, citizens would miss an invaluable resource to help them decide when politicians are telling the truth or acting in the public's best interest.

Journalism can take different forms and have different purposes. It is helpful to analyze the purpose so that we can assess credibility and potential bias.

Fact-based journalism focuses on the reporting of events, issues or developments with the goal of informing people. While it may include analysis or assessment, it is based on facts and not opinion.

Opinion journalism provides a viewpoint about an event, issue or development. The purposes of opinion journalism can vary; sometimes it is meant to critique, praise, interpret or persuade. Examples include editorials, columns and commentary. Columnists at professional news organizations are paid to put current events into perspective in order to help readers form their own opinions. This type of journalism is not meant to be impartial — it is based on the values and beliefs of the individual presenting the information.

Distinguishing between fact and opinion is a fundamental skill of news and information literacy. When we mistake opinion for news reporting, it can impact how we understand issues and events.

LESSON 4: INFORMED CITIZENSHIP

BIG IDEA

Being a responsible citizen involves seeking out information from a variety of sources and comparing perspectives on issues of importance. When consuming news, it is important to distinguish between fact-based news reporting and commentary.

LEARNING INTENTIONS

Upon completion of the lesson, students are expected to know the following:

- That journalism plays a key role in democracy; and
- The difference between fact-based journalism and opinion journalism.

Students are expected to be able to do the following:

- Distinguish between fact and opinion;
- Analyze news articles and stories; and
- Evaluate how news and information can influence our views on issues, events and people.

RESOURCES

- Slide Deck 4: Informed Citizenship
 - *Feed for Thought*: newsliteracy.ca
 - CTRL-F: newsliteracy.ca
 - Video: Why Journalism?
 - Activity Sheet 4.1: Fact vs. Opinion
 - Activity Sheet 4.2: News Analysis
- (Videos, slide decks and digital versions of the activity sheets can be found at www.studentvote.ca/bc)

ACTIVITIES

 **Hook: 30-35 min**

Explore the link between information and decision-making, by completing the 'Feed for Thought' activity found at newsliteracy.ca.

This hands-on activity relies on students becoming informed before casting a vote on a development that will affect their community. Two social-media feeds present two very different pictures of the development of a solar-panel factory. After reviewing their assigned feed, students choose sides through a vote, then discuss how the information they saw affected their choice.

Register for access at: newsliteracy.ca

Step 1: Distribute the feeds

Create a class link to share with your class. The system will automatically assign one of two polarized feeds to each student at random. Give students 10 min to review their feed.

Step 2: Hold the vote

After students have reviewed their feeds and formed an opinion on the issue, hold a vote through an online platform or show of hands. Google Forms templates are available online.

Step 3: Discuss and debrief

Share the results with students and ask why they made the choice they did. They may be surprised to learn that not everyone saw the same information.

Questions to prompt discussion:

- What are the consequences of people consuming different facts and information?
- Do you think people should be exposed to more than one side of an issue before making their decision?

Discussion: 10 min

Do you read or watch the news? How do you learn about current events? Do you think it is important to follow the news or be informed about events happening in your community, the country or the world?

Essential Concepts: 15-20 min

1. Review the role of journalism in democracy by watching the 'Why Journalism?' video, followed by Slide Deck 4.

2. Using Slide Deck 4, explain to students that one of the most fundamental distinctions to make when consuming news is to determine whether a news story is fact-based or opinion-based.

- a) Start by reviewing the difference between **fact** and **opinion**. Afterwards, have students complete Activity Sheet 4.1.
- A fact is a statement that can be proven or checked (e.g., Canadian Confederation took place on July 1, 1867).
 - An opinion is a statement based on individual perspectives or beliefs. It cannot be proven or checked (e.g., cats are better than dogs).

LESSON 4: INFORMED CITIZENSHIP

- b) Review fact-based news reports compared to opinion journalism.
- **Fact-based journalism** focuses on the reporting of events, issues or developments with the purpose of informing people. While it may include some analysis, it is based on facts and not opinion. It is referred to as a “news report” or “straight reporting.”
 - **Opinion journalism** provides a viewpoint about an event, issue or development. The purposes can vary; sometimes it is meant to critique, praise, interpret or persuade. This type of journalism is not meant to be impartial — it is based on the values and beliefs of the individual who is presenting the information. Examples include editorials, columns and commentary.

★ Action: 40 min

1. Examine a print or digital newspaper as a class to distinguish fact-based news reporting from opinion journalism. What signals are there to mark opinion journalism as different from fact based news coverage? (e.g., labels, photos of columnists, different sections of the newspaper)

2. Ask students to find two news articles from different sources related to the provincial election. Have students analyze each article using Activity Sheet 4.2.

✚ Extensions:

A. At election time, the ability to evaluate the reliability of news and information is more important than ever. Use CIVIX’s *CTRL-F: Find the Facts* module to teach students about simple digital literacy strategies. The CTRL-F module is structured around three strategies purpose-built for assessing information online: investigate the source, check the claim, and trace information to find the original context. To access free video tutorials and practice activities, visit newsliteracy.ca (CTRL-F).

B. Create a classroom social media account (e.g., Twitter) to track news coverage about the election. You can follow major news outlets and particular journalists or pundits. Each day you can review the news coming through a personalized or classroom Twitter feed.

C. For the duration or remainder of the campaign, build a news wall or bring in a news story each day with information about the provincial election candidates and issues. You could also create a schedule for one or more students to bring in an article or item about the election every day. Ask students to read or summarize their articles to the class. Debrief as a class afterwards.



Reflection: 5-10 min

Have a closing discussion about journalism and news consumption. Alternatively, ask students to write a reflection for their election scrapbook or learning log (see *Assessment Opportunities*).

- How can news and information influence our views on issues, events and people?
- Why is it important to rely on multiple news sources?
- What is the role of journalism in democracy?

ACTIVITY SHEET 4.1: FACT VS OPINION

Read the eight statements below and determine if they are fact or opinion.

Statement	<u>F</u> act or <u>O</u> pinion?	Why?
1. Only 6 out of 10 citizens voted in the last election.		
2. Providing free childcare for families will help more women work and improve gender equality.		
3. There are more plastic flamingos than real flamingos in the world.		
4. The politician is not considered trustworthy after making false statements.		
5. New funding was announced from the school district to support outdoor classrooms.		
6. It is not fair for wealthy people to have to pay more in taxes if everyone gets the same services.		
7. After graduating from a university program, the average student has to pay back \$25,000 in student loans.		
8. Social media is bad for our mental health.		

ACTIVITY SHEET 4.2: NEWS ANALYSIS

For each news article or story, please fill in the following table.

DATE

NEWS SOURCE

TITLE

AUTHOR/JOURNALIST

NEWS REPORT VS OPINION

Is it a news report or an opinion piece? How do you know?

SUMMARIZE THE STORY.

Who, what, where, when and how?

ANALYSIS

Did the news story influence your views about the parties, candidates or issues? Explain.



Your **opinions** are personal, highly subjective and shaped by your experiences, values, knowledge and feelings.

Each individual has a unique **worldview**, which is an overall perspective with which one sees the world and interprets events on a daily basis. Your worldview relates to your **values**, which are your principles or standards of behaviour and priorities in life.

Your perspectives can be formed by listening to other people whose opinions you respect, researching an issue or idea, having discussions with parents/guardians, elders and peers and thinking seriously about what matters most to you in order to come to your own conclusions.

A **political ideology** is a set of shared **ideals** or **beliefs** about how politics and government should function. Like a personal ideology, a political ideology requires one to critically examine their core beliefs and worldview.

The **political spectrum** is a means of characterizing beliefs, values and priorities, and provides a conceptual

framework to view and evaluate political parties and public policies. People who find themselves on the **left** or **right** side of the spectrum usually have opposing views on a range of socio-cultural or economic issues.

Individuals or parties who are left-leaning often favour social equality and progressive views, social equality and social services, and embrace government intervention in the economy. Individuals or parties who are right-leaning often favour conservative views and traditions and embrace individual liberty, free markets and lower taxes.

Elections create a political direction for our democracy for the next four years and provide an opportunity for citizens to discuss and debate issues and potential solutions. It is up to you to decide what issues are most important, which parties and candidates align with your priorities and which will be the best at addressing your concerns.

While it is important to question each other's viewpoints, we must also be sure to respect the opinions of others. It is the resulting discussions and debates that form the basis of our democracy.

LESSON 5: VALUES, ISSUES & PERSPECTIVES

BIG IDEA

The political world is filled with controversial issues and polarizing arguments and it is important to question each other's viewpoints while also respecting the opinions of others.

LEARNING INTENTIONS

Upon completion of the lesson, students are expected to know the following:

- That different worldviews lead to different perspectives and ideas about developments in society; and
- The basic political spectrum.

Students are expected to be able to do the following:

- Understand issues in provincial politics in B.C.;
- Explain how different worldviews shape perspectives on political issues; and
- Develop their own worldview and identify where they stand on major issues.

RESOURCES

- Slide Deck 5: Issues and Perspectives
 - Video: Get Ready to Vote
 - Handout 5.1: The Basic Political Spectrum
 - Activity Sheet 5.2: Where Do You Stand?
 - Activity Sheet 5.3: In The News (Graphic Organizer)
- (Videos, slide decks and digital versions of the activity sheets can be found at www.studentvote.ca/bc)

ACTIVITIES

 **Hook: 25-30 min**

1. Tell students to imagine that their school has been given a sum of money to improve or expand the schoolyard. Lead a class brainstorming session on different ideas on how the money could be spent. Record ideas on the blackboard, chart paper or Smartboard.

2. Group similar ideas together so that there are four to six main ideas. Help students form groups based on their interests. Ask each group to discuss their ideas in more detail and record reasons why their ideas should be considered. Ask each group to put together a one-minute pitch to share with the class.

3. After the pitches, debrief as a class. Did any group make you want to re-consider your preferences for improving the schoolyard? Why or why not?



Essential Concepts: 10-15 min

Use Slide Deck 5 to review the following key terms and concepts: opinions, values, perspectives, worldview, political ideology, political spectrum, left-leaning, right-leaning (if appropriate).



Discussion: 5-10 min

How would you persuade someone who disagreed with you, or had different views, to understand your viewpoint? How do you show respect for someone else's opinion even if you disagree? Why is this important?



Action: 20-30 min

1. Review Handout 5.1 as a class for a basic review of the political spectrum.

2. Read out a statement from Activity Sheet 5.2 and ask students to vote by raising their hands if they agree or disagree. Ask two or three students to explain their choices. After each student defends their opinion, give the other students the chance to change their opinion, if they were persuaded.

Teacher Note: Consider organizing this activity inside, or outdoors, as a four corners debate, with different areas labeled as "Agree" and "Disagree" along with "I agree, but..." and "Convince Me." Read out a statement and ask students to vote with their feet by walking to the area that fits with their opinion.

3. After each student defends their opinion, give the other students the chance to change their opinion, if they were persuaded.



Extensions:

A. Invite students to share what they see as the top challenges facing British Columbia. You can create the list as a class or ask each student to share one or two issues. As a class, review the challenges listed and come to a consensus around the most important issues. In what way can or should the government be involved in addressing these issues? Have each group share their ideas with the class.

LESSON 5: VALUES, ISSUES & PERSPECTIVES

B. For the duration or remainder of the campaign, organize an ongoing media activity focused on the local candidates and issues. Create a schedule for one or more students to bring in an article about the provincial election every day. Using a graphic organizer (Activity Sheet 5.3), ask students to cover the basics in terms of *who, what, where, when, why* and *how*. Subsequently, encourage students to share their opinions about the issue, parties and candidate(s). Post the articles on an 'election wall' in your classroom.

C. Ask students to engage family and friends in a conversation about local and provincial issues in this election. Students can create a short take-home poll, or simply record the views of their family and friends based on a few specific questions. Have a follow-up discussion the next day. Do students share the same opinion as their parents? What are the reasons for shared or differing opinions? Did you learn anything from the conversation?

Teacher Note: Kahoot (or another survey tool) can be used to engage parents in the discussion.

D. Ask students to imagine they are premier of British Columbia. What are the three most important issues you would address and why? Students could record their responses in writing or a visual recording.



Reflection: 5 min

Have a closing discussion about issues and perspectives. Alternatively, ask students to write a reflection for their election scrapbook or learning log (see *Assessment Opportunities*).

- What (or who) do you think has had the largest impact on your own personal opinions and why?
- What issue(s) do you want this provincial election to focus on?
- How can you learn more about the issues impacting your community or the province?
- How does the *Charter of Rights and Freedoms* relate to holding and sharing perspectives? What responsibility comes with our fundamental right to free speech?

EXTERNAL RESOURCES

- Candidate information/literature (candidate websites, social media sites, campaign flyers)
- Vote Compass B.C. — www.votecompass.ca

HANDOUT 5.1: THE POLITICAL SPECTRUM

Please note: These terms are very broad and are meant to serve only as an outline of historically understood political positions on a single axis.

	LEFT	CENTRE	RIGHT
Social Conditions	Social conditions need to change as quickly as possible.	Change of social conditions should take place, but at a cautious pace.	The present system should be maintained. Change should only occur when absolutely necessary, and it should be slow and careful.
Tradition	Society is not bound by tradition.	Tradition is important, but change must be accepted if it is the will of the majority.	Traditions must be respected. They provide society with stability and security.
Government Intervention	Government has a moral obligation to take care of people in need.	There are many different approaches to caring for people in need.	Government should not interfere in the lives of individuals. Private charity and self-reliance are better. Government should provide a helping hand, not a handout.
Equality	Everyone should have equality of condition (wealth or income).	Everyone should have equality of opportunity and condition.	Everyone should have equal opportunity, but working hard is the best way to get ahead.
Human Rights	Active efforts are needed to protect every individual's rights.	There must be a balance between individual and collective rights.	It is not always possible to accommodate everyone's rights.
Business and the Economy	The government should own key industries, banks, transportation facilities and natural resources.	Some form of government management of the economy is necessary.	Business and industry should be kept in the hands of private individuals and companies.
Ideology	Left is generally associated with being socialist.	Centre is generally associated with being moderate or liberal.	Right is generally associated with being conservative.

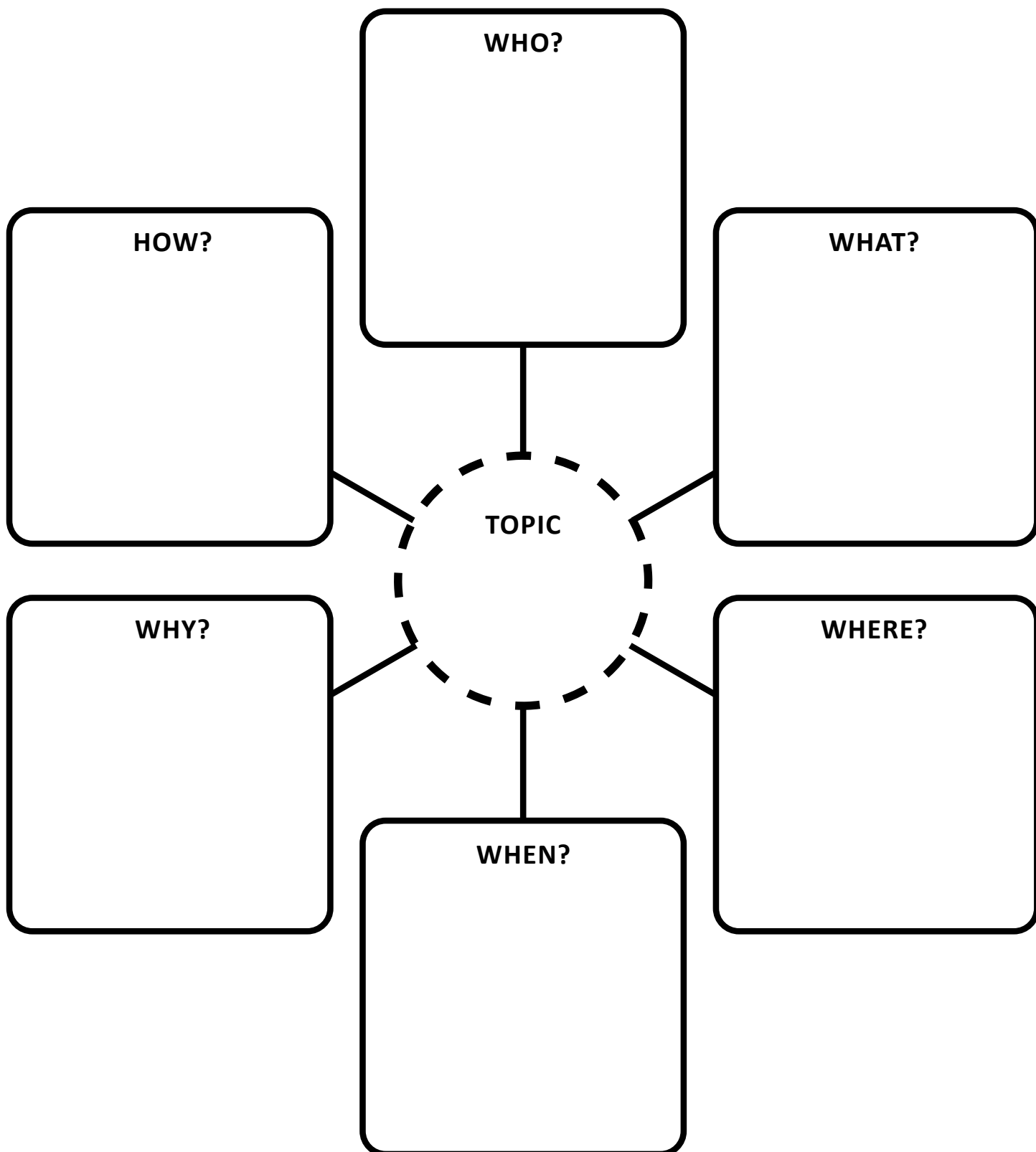
ACTIVITY SHEET 5.2: WHERE DO YOU STAND?

Read each statement below and decide if you agree or disagree with the view. Respond as honestly as you can and provide a reason.

1. Companies that pollute our air and water should suffer consequences.
2. The government should spend more money on education.
3. People who make more money should pay more in taxes.
4. Laws should be passed and enforced to ensure that women receive the same pay as men when they do work of equal value.
5. Canada should give more money and aid to poorer countries.
6. The government should provide free childcare for all families.
7. The government should be small and provide limited services so that we do not have to pay a lot of taxes.
8. Tradition is more important than change in our society.

ACTIVITY SHEET 5.3: IN THE NEWS (GRAPHIC ORGANIZER)

Summarize a news article using this graphic organizer by using the 5 Ws (*who*, *when*, *where*, *what* and *why*) and how.



ELECTIONS IN BRITISH COLUMBIA



Elections are contests of leadership, ideas, politics and power. They provide citizens an opportunity to decide on their next government and the future direction of their country, province or community.

An individual who seeks public office or competes for the job of elected representative is called a candidate. At the federal level and the provincial level in British Columbia, most candidates are affiliated with a political party.

There are many different systems used around the world to determine which parties and candidates are elected and who will lead the government.

An **electoral system** is the way citizens' choices, expressed as votes, are translated into legislative seats. British Columbia uses a system called **Single-Member Plurality** or **First-Past-The-Post** (FPTP).

The province is divided into 87 **electoral districts** (also known as ridings), which are defined geographic areas. The size of electoral districts is determined by factors such as population size, demographic make-up and geography. Each district is represented by one Member of the Legislative

Assembly (single-member districts). Urban electoral districts are often smaller and more populous, while rural electoral districts are larger with less dense populations.

In FPTP, voters are only allowed to choose a single candidate on the ballot (categorical or exclusive ballot) and the candidate with the most votes wins. The successful candidate does not need more than 50 per cent of the vote; they only require one more vote than any of the other candidates (**plurality**).

A political party is a group of like-minded individuals with a shared vision and political ideology whose intention is to achieve power and create meaningful political change. Political parties are made up of interested members of the general public. Anyone above the required age (usually 14 years old) can be a member of a political party. Party members choose their party's leader and local candidates, and help them get elected.

Most local candidates are party members selected through a nomination process by the local riding association, unless they are running as an independent or are not affiliated with any party. The party selects the person they feel has the

LESSON 6: ELECTIONS IN BRITISH COLUMBIA

greatest chance of success as their candidate. Candidates and parties use a communications strategy that incorporates all three types of media (paid, earned, owned) to share their platforms through announcements, advertising and events, and to gain support from constituents.

During an election, an organized course of action is taken by a political party, its candidates and campaign team with the intention of spreading its message and ideas to secure constituent support. A political platform is a series of declared principles and policies on jurisdictional issues concerning government and the public.

Under British Columbia's parliamentary system, the party that elects the most number of representatives (wins the most seats in the Legislative Assembly) usually forms government and their leader becomes the premier.

BIG IDEA

Political parties bring together people with similar political ideals and goals who are seeking to effect change by being elected.

LEARNING INTENTIONS

Upon completion of the lesson, students are expected to know the following:

- Election processes and electoral systems in Canada and British Columbia; and
- Their local electoral district and the candidates running for election.

Students are expected to be able to do the following:

- Understand how to research the candidates running for election;
- Identify election processes and electoral systems; and
- Recognize the relationships between citizens and governments.

RESOURCES

- Slide Deck 6: Political Parties and Local Candidates
 - Video: Parliamentary Democracy in British Columbia
 - Activity Sheet 6.1: My Electoral District
 - Handout 6.2: 2017 Provincial Election Results
 - Activity Sheet 6.3: Getting to Know the Parties
 - Activity Sheet 6.4: Election Candidate Profile
 - Activity Sheet 6.5: Watching the Leaders' Debate
- (Videos, slide decks and digital versions of the activity sheets can be found at www.studentvote.ca/bc)

ACTIVITIES

 **Hook: 20-30 min**

1. Watch the 'Get Ready to Vote' video to review the key steps involved in preparing to cast your ballot. Invite students to ask any questions they may have.
2. Explain to students that British Columbia is divided into 87 different areas or electoral districts. Find your school's electoral district on the provincial map and write the name on the blackboard, chart paper or Smartboard. If you do not know your school's electoral district, visit the Elections BC website (www.elections.bc.ca).
3. Ask students if they notice differences between their electoral district and others across their province (e.g., size, shape). Ask them to consider why there are differences and what those differences might be (e.g., population, geography, landmarks).
4. Show students an individual map of the school's electoral district, which can be found on the Elections BC website. Answer the following questions:
 - Where is the school located?
 - What are the boundaries of the school's electoral district?
 - What major landmarks or attractions are included in the school's electoral district?
 - What makes it unique?
5. List all of the candidates (and their party association, if applicable) running for election in your school's electoral district.

6. Give students an opportunity to fill out sections of Activity Sheet 6.1 or assign it for homework.

 **Essential Concepts: 20 min**

Use Slide Deck 6 and the 'Parliamentary Democracy in British Columbia' video to review the key terms and concepts regarding the election process in British Columbia: electoral system, candidate, electoral district, Single-Member Plurality/First-Past-the-Post, premier, political party, party leader.

 **Discussion: 10 min**

Using Handout 6.2, review the results of the 2017 British Columbia provincial election. How did the Student Vote results compare to the general election results? Which party formed government initially? Who became the premier? What events followed? Which party eventually formed government and how?

LESSON 6: ELECTIONS IN BRITISH COLUMBIA

★ **Action:** 60+ min (should be conducted over two classes with homework)

1. Organize students into groups and assign each group a political party that is running a candidate in your school's electoral district, or allow them to choose one based on their preference. The goal is to ensure that each party with a candidate running in your electoral district is covered by a group.

Using candidate and party websites, online resources and campaign literature, each group should conduct research into the following:

- What does the political party stand for?
- Who is the current leader of the party?
- Who is the local candidate?
- What are the party's logos, slogans, posters and advertisements? What are the party's key messages?
- What are the party's main priorities or ideas (platform)? What is their vision for B.C.?

2. Using the information collected, each group will create a presentation about their party/candidate and its campaign platform. Students can also produce videos, posters or multi-media works to share this information.

3. Have each group share their political party with the rest of the class. Students can take notes on each presentation using Activity Sheet 6.3. Afterwards, have students vote on the political party they like best – excluding their own party.

✚ Extensions:

A. Invite each candidate in your electoral district to participate in a phone or video interview. Students should record their impressions of each candidate and feedback on their positions and perspectives. Alternatively, students can use Activity Sheet 6.4 to conduct research on each candidate.

B. Have students take on the role of an actual candidate in your electoral district and write a campaign speech to attract supporters. Students should focus on three main arguments or points and use information from the candidate's website and campaign literature to guide their arguments. Students can be assessed on their persuasive writing skills.

C. Have students create their own B.C. political party. The political party should have a name, logo, slogan, key priorities and ideas for helping the people of British Columbia. Presentations could include posters, campaign literature, speeches and other election paraphernalia.

D. The leaders' debate is an opportunity for the leaders of the major political parties to share their platforms, criticize their opponents' ideas and perform in front of the electorate. Plan a viewing of the provincial leaders' debate for your class or ask students to watch it with their family and friends. Afterwards, have students evaluate the performance of each leader using Activity Sheet 6.5.

💡 Reflection: 5 min

Have a closing discussion about political parties and local candidates with your class. Alternatively, ask students to write a reflection for their election scrapbook or learning log (see *Assessment Opportunities*).

- What are the strengths and limitations of each candidate?
- Which party or candidate would you support and why?
- What does it mean to run as an independent? Why would someone choose to run as an independent?
- Would you ever consider running as a candidate? Why or why not?
- Would you ever join a political party? Why or why not?

EXTERNAL RESOURCES

- British Columbia political parties — www.elections.bc.ca
- Provincial electoral district maps — www.elections.bc.ca/index.php/maps
- Candidate information/literature (candidate websites, campaign flyers)
- "Electoral Systems," *Parliament of Canada* — www.parl.gc.ca
- British Columbia political parties — www.elections.bc.ca

ACTIVITY SHEET 6.1: MY ELECTORAL DISTRICT

1. The name of my electoral district is:

2. The candidates in my electoral district are:

Candidate Name	Political Party

3. The major landmarks in my electoral district are:

4. The major issues facing people living in my electoral district are:

HANDOUT 6.2: 2017 PROVINCIAL ELECTION RESULTS

Registered Political Parties	GENERAL ELECTION RESULTS		
	Candidates Elected	Valid Votes	Popular Vote
BC Liberal Party	43	796,672	40.4%
BC NDP	41	795,106	40.3%
Green Party of BC	3	332,387	16.8%
Independent	0	20,956	1.1%
Other affiliations*	0	28,793	1.4%

Source: Elections BC

Registered Political Parties	STUDENT VOTE RESULTS		
	Candidates Elected	Valid Votes	Popular Vote
BC NDP	60	65,205	38.9%
BC Green Party	14	47,641	28.5%
BC Liberal Party	12	42,651	25.5%
Independent	1	3,626	2.2%
Other affiliations*	0	8,156	4.9%

* No affiliation, Libertarian, BC Conservative Party, Communist Party of BC, Christian Heritage Party of B.C., Your Political Party of BC (YPP), The Vancouver Island Party, BC Cascadia Party, BC Refed, BC First, Land Air Water-The L.A.W., 4BC, BC Social Credit Party, BC Action Party, Republican Party, BC Citizens First Party.

ACTIVITY SHEET 6.3: GETTING TO KNOW THE PARTIES

Using a variety of sources, gather information about the political parties campaigning in the election.

Political party details	Campaign slogan and key messages
Name: Leader: Website:	
Name: Leader: Website:	
Name: Leader: Website:	
Name: Leader: Website:	
Name: Leader: Website:	

ACTIVITY SHEET 6.4: ELECTION CANDIDATE PROFILE

Create a profile for a candidate running in your electoral district.

Candidate's name and party affiliation (*if applicable*):

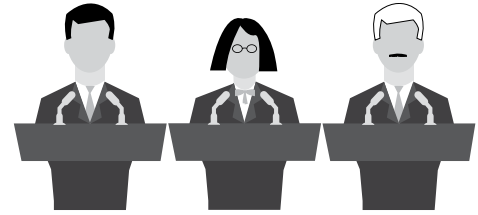
Candidate's related experience and qualifications for public office:

Campaign platform, priorities and promises:

Interesting and important facts about the candidate:

ACTIVITY SHEET 6.5: WATCHING THE LEADERS' DEBATE

Watch the televised leaders' debate and fill in the table below.



Name of the leader and political party	Use words or images to summarize the leaders' key messages	Personal ranking

THE VOTING PROCESS



Elections BC is an independent and non-partisan Office of the Legislature responsible for administering electoral processes in British Columbia, including provincial general elections and by-elections, recall petitions, initiative petitions and initiative votes, the conduct of referenda and plebiscites, and campaign financing and advertising rules for local elections and assent voting. Elections BC is not responsible for administering federal elections or local elections. By doing so in a fair and impartial way, Elections BC makes sure that British Columbians have full access to their democratic rights.

British Columbia was the first jurisdiction in Canada to adopt **fixed-date elections**. The *Constitution Act* calls for provincial general elections to take place on the third Saturday in October every four years.

Regardless of fixed-date election legislation, a provincial election can be held at any time if the government loses the confidence of the legislature or if the lieutenant governor were to dissolve the legislature on the advice of the premier. As a result of an early election call, the 42nd British Columbia general election will take place on Saturday, October 24, 2020.

You are eligible to vote in a British Columbia provincial election if:

- You are a Canadian citizen;
- You are at least 18 years of age on voting day; and
- You have been a resident of British Columbia for at least six months prior to voting day.

The *Election Act* also requires that voters prove their identity and residential address in order to receive a ballot or register to vote. You have three options:

1. One document issued by the Government of B.C. or Canada that contains the voter's name, photograph and residential address, such as a B.C. driver's license or B.C. Identification Card (BCID).
2. A Certificate of Indian Status.
3. Two documents that contain the voter's name (at least one of the documents must also contain the voter's residential address).

Elections BC maintains a **voters list**, which includes the name and address of registered eligible voters. Before an election is called, you can register to vote using Elections BC's online registration system or by contacting their office. During an election, you can also register as a voter at the voting place prior to casting your ballot.

LESSON 7: THE VOTING PROCESS

As part of recent changes to the *Election Act*, eligible 16 and 17 year olds in British Columbia can now register to be part of the List of Future Voters. Once they turn 18, registrants will be automatically added to the Provincial Voters List.

To be eligible for the List of Future Voters, an individual must be:

- 16 or 17 years old,
- a Canadian citizen, and
- a resident of B.C.

Each **electoral district** is divided into smaller **voting areas**, which are defined geographic areas. Eligible voters can vote at the **voting place** designated for their voting area or at any other voting place in the province. Voting places will be available on the Elections BC website (www.elections.bc.ca), published in community newspapers and included on 'Where to Vote' cards sent to all registered voters.

Voters may choose to vote in one of four ways:

At advance voting — Advance voting locations are open from 8 a.m. to 8 p.m. (local time) from Thursday, October 15 to Wednesday, October 21.

On General Voting Day — General voting places are open on October 24 from 8 a.m. and 8 p.m., Pacific time.

At any district electoral office — From when an election is called to 4 p.m. on October 24.

Vote by mail — Voters can ask for a vote by mail package from before an election is called until 4 p.m. on General Voting Day. The package will be mailed to you or you can pick it up at a district electoral office. The completed package must be returned to Elections BC by 8 p.m. on October 24.

Voting in government elections is done by **secret ballot**. This ensures the privacy of each voter's preference. No one except the voter knows the choice that was made.

A **ballot** lists the names of the candidates running in your electoral district and their political party affiliation, where applicable. There is a space beside each candidate's name on the ballot. As long as you clearly mark the ballot for one candidate, your ballot will be **accepted** (e.g., checkmark, X, shading in).

The voting process at a voting place works as follows:

1. Once you confirm your eligibility, you are given a ballot initialed by the election official.
2. Go behind a voting screen to mark your ballot. Choose only one candidate on the ballot.

3. Hand your folded ballot back to the voting officer to check for the initials and remove the counterfoil.
4. Place your folded ballot in the ballot box.

A **rejected ballot** is a ballot that cannot be counted because the voter's intention cannot be interpreted from the mark on the ballot. This can include marking the ballot for more than one candidate (even if different symbols are used), ranking the candidates, leaving the ballot blank or identifying who the voter is.

A **spoiled ballot** is a ballot that is torn or marked mistakenly and exchanged for a new ballot. It is kept separate and not placed in the ballot box.

When preparing to vote, you can consider reasons to support a candidate for MLA, a political party or leader, a specific policy idea or a whole party platform. Voting requires that you do your research and devote the necessary time.

You will know you are ready to vote when you feel confident in your ability to make a choice.

BIG IDEA

Elections are the process where citizens have the greatest influence on their government and legislation.

LEARNING INTENTIONS

Upon completion of the lesson, students are expected to know the following:

- Election processes and the electoral system in B.C.;
- The eligibility criteria for voting in provincial elections; and
- The different ways that voters can choose to cast their ballot.

Students are expected to be able to do the following:

- Understand how to participate in the voting process;
- Engage in constructive and critical dialogue; and
- Demonstrate critical thinking and decision-making skills.

RESOURCES

- Slide Deck 7: The Voting Process
- Video: Why Voting Matters
- Video: The Voting Process in British Columbia
- Video: Why Voting Matters
- Activity Sheet 7.1: Preparing to Vote
- Activity Sheet 7.2: How to Vote
- Student Vote Election Manual

(Videos, slide decks and digital versions of the activity sheets can be found at www.studentvote.ca/bc)

LESSON 7: THE VOTING PROCESS

ACTIVITIES

Hook: 10-15 min

1. Demonstrate the process of filling out a ballot by holding a mock vote with your class. Create a simple ballot for the class with a fun question and three to four options for responses (e.g., favourite sport, holiday, food, movie, TV show or musician/band).

2. Show students what a ballot looks like and how to fill it out correctly. Students can use a checkmark, X or use any other mark as long as it clearly indicates their choice. Remind students that they can only vote for one option, otherwise it will not count.

Teacher Note: Review the ballot terms 'accepted', 'rejected' and 'spoiled'. Refer to the Student Vote Election Manual for ballot examples.

3. Distribute the ballots and invite each student to go behind the voting screen to mark their choice. Afterwards ask them to re-fold their ballot to ensure privacy and place it in the ballot box.

4. Count the ballots and share the results of the vote.

Essential Concepts: 20 min

1. Use Slide Deck 8 and the 'The Voting Process in British Columbia' video to review the key terms and concepts regarding the voting process for British Columbia provincial elections: Elections BC, elector, ballot, secret ballot, accepted ballot, rejected ballot, spoiled ballot, advance voting, special voting opportunity.

2. Watch the 'Why Voting Matters' video and listen to young people talk about why they think voting is important. Afterwards, ask students to share their opinions about voting.

Discussion: 5-10 min

Discuss the importance of voting by secret ballot in elections and the effort to preserve individual choice and fair elections. What sort of consequences could develop if elections were held publicly or voters' choices were known? What does voting in private ensure? Why is it important to ensure a fair electoral process?

Action: 20 min and homework

1. Review the list of candidates (and their parties) that students are able to vote for in the election.

2. Using Activity Sheet 7.1, have students reflect on the campaign issues, parties, leaders and local candidates.

3. Take up Activity Sheet 7.1 as a class and provide students the opportunity to share their views. Some individuals may jump at the opportunity to share their opinions and even try to convince others to adopt their choices, while others may prefer to keep their politics personal. Remind students that opinions should be respected.

4. Encourage students to take their activity sheets home and start discussions with their families and friends. Have students ask their parents or guardians if they plan to vote and whether they have chosen a candidate to support. Suggest to students that they visit the Elections BC website (www.elections.bc.ca) to find out where and when their parents/guardians can vote.

Extensions:

A. Using Activity Sheet 7.2, have students illustrate the steps to voting at the voting place. Watching the 'Organizing Student Vote Day' video may be helpful. Encourage students to share their activity sheet with their family.

B. Create a 'pledge to vote' activity for all Student Vote participants. This could include a ceremony or an official 'I am a Voter' agreement, in which students pledge to join the List of Future Voters when they turn 16, vote when they turn 18 and/or agree to be a lifelong voter.

C. Give students a chance to share their election scrapbooks from the campaign. Each student could choose two of their favourite entries to share with the class.

Reflection: 5-10 min

Have a closing discussion about voting and making your decision. Alternatively, ask students to write a reflection for their election scrapbook or learning log (see *Assessment Opportunities*).

- Do you feel ready to vote? Why or why not?
- What research or activity has helped you make your decision? Is there more research you would like to do?
- Do you feel that you know more about the election than your parents?
- Why is voting important?
- Should young people be allowed to vote?

EXTERNAL RESOURCES

- Student Vote Election Manual
- Elections BC — www.elections.bc.ca

ACTIVITY SHEET 7.1: PREPARING TO VOTE

Review your personal values, experiences and thoughts from the election campaign, and consider your opinion of each local candidate and their political party (if they have one).

Afterwards, rank each of your choices in preparation for Student Vote Day.

Qualities I look for in my Member of the Legislative Assembly (MLA):

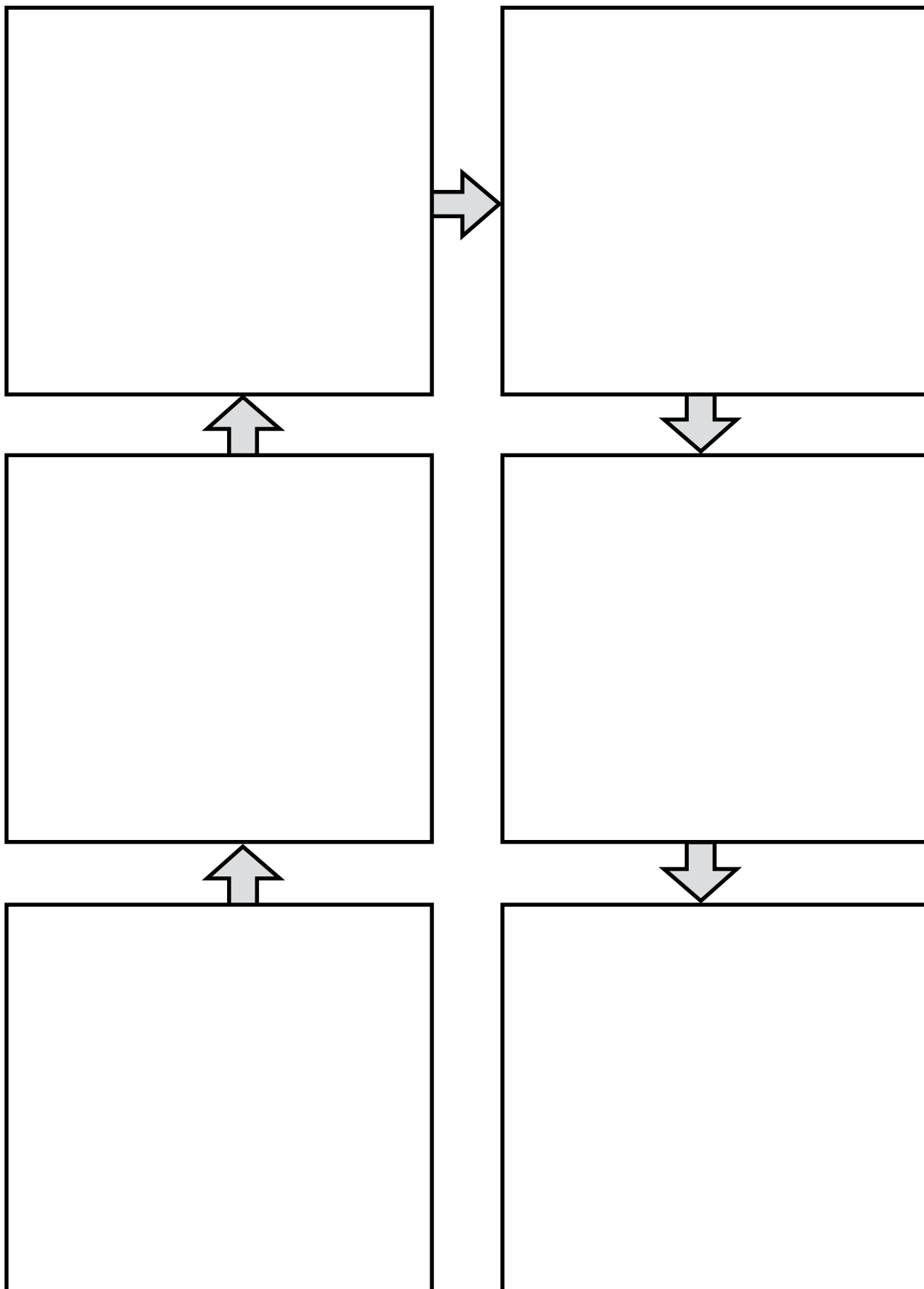
Election issues that are most important to me:



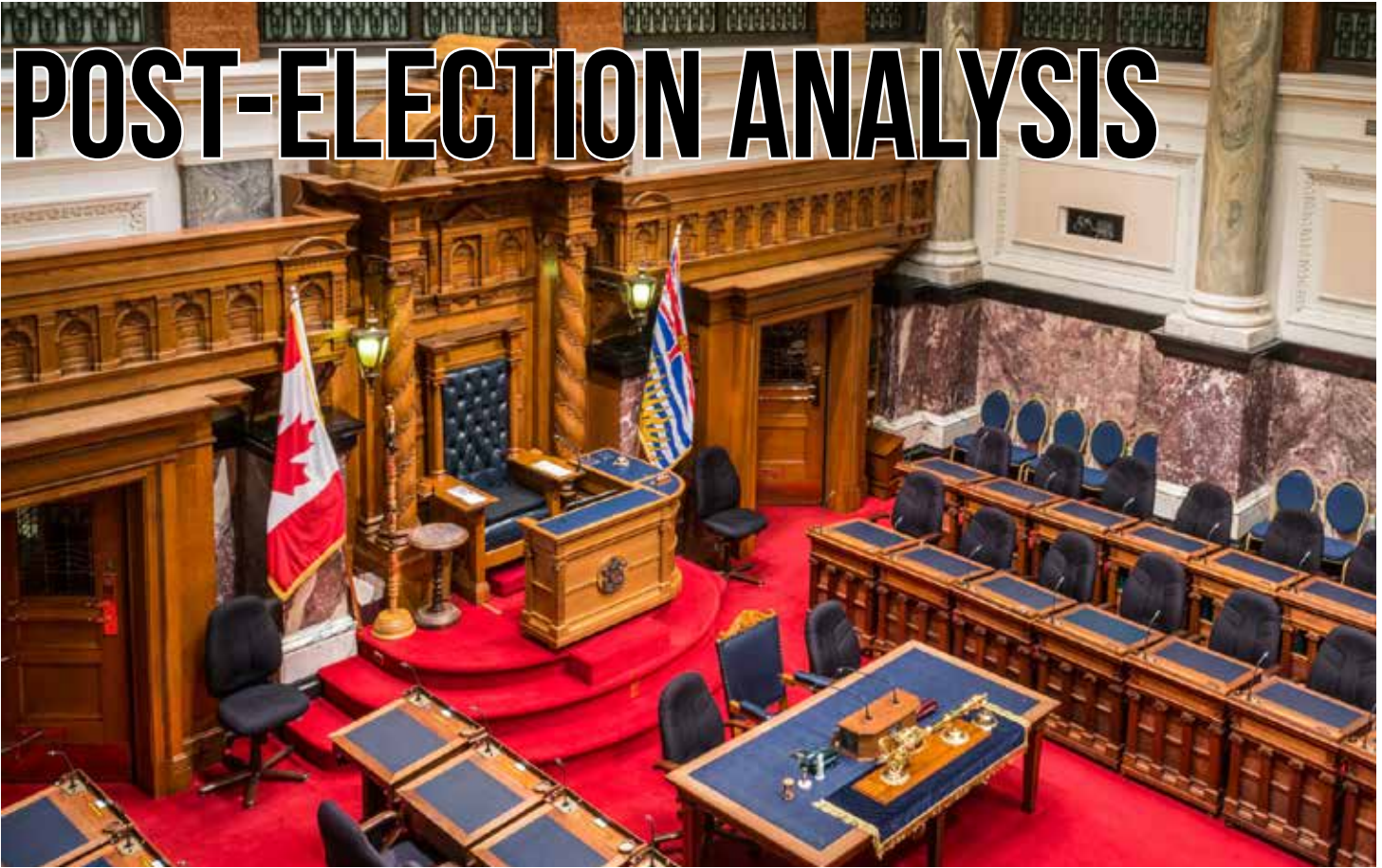
Candidate / Party	What I like the <i>most</i> about the candidate and their party	What I like the <i>least</i> about the candidate and their party	Ranking

ACTIVITY SHEET 7.2: HOW TO VOTE

Consider the steps involved in casting your ballot at the voting place. Draw and illustrate the important steps below.



POST-ELECTION ANALYSIS



After the close of voting on voting day, election officials count the ballots for their voting place and share them with Elections BC, who shares the results publicly.

Seat count is the term used to reflect the number of representatives that each party will have in the legislature. It represents the number of local electoral district races won by each party. The 87 seats contested in this election will be awarded to the candidate in each of the electoral districts who receives the greatest number of votes.

Popular vote is the term used to show the total support a political party received across the province. It is shown as a percentage and is calculated by dividing the number of votes a party received by the total number of votes in the provincial election. Under our electoral system (FPTP), the seat count is not related to the popular vote percentage and therefore has no impact on the election outcome.

The political party with the most seats usually forms the government and their leader becomes the premier. If the governing party has more than half of all the seats (44 or more), they will have a **majority government**. If they have less than half (43 or fewer), they will have a **minority government**.

The party that has the second-highest number of seats usually becomes the **official opposition**. Any other party is called an opposition party. It is the responsibility of the opposition parties to hold the government to account and to question its actions. The official opposition organizes a shadow cabinet to act as expert critics on the portfolios or government ministries managed by each cabinet minister.

In order to pass any **legislation** (laws) or budgets, the bills must have support from more than half of the members of the Legislative Assembly. If the governing party has a minority government, they will need to gain the support of some of the opposition parties or independent candidates in order to pass any legislation.

The **Speech from the Throne** (also known as the Throne Speech) outlines the government's plans and initiatives. The speech is delivered by the lieutenant governor at the beginning of each new session of the legislature.

LESSON 8: POST-ELECTION ANALYSIS

BIG IDEA

The outcome of the election impacts the future direction of the province and the government.

LEARNING INTENTIONS

Upon completion of the lesson, students are expected to know the following:

- How the electoral system works in B.C.;
- How election results are analyzed in B.C.;
- The difference between a majority and minority government; and
- The results of the general election and Student Vote locally and provincially.

Students are expected to be able to do the following:

- Evaluate how factors, forces, events or people influence developments, outcomes or decisions;
- Discuss how campaign events influenced the outcome of the election; and
- Recognize the importance of voting and being an active and engaged citizen.

RESOURCES

- Slide Deck 8: Analyzing Election Results
- Handout 6.2: 2017 British Columbia Provincial Election Results
- Student Vote British Columbia results page (www.studentvote.ca/bc)

(Videos, slide decks and digital versions of the activity sheets can be found at www.studentvote.ca/bc)

ACTIVITIES

 Hook: 5 min

1. Announce the results of your school's Student Vote election. Who received the most votes? Was it a close race?
2. Compare the results of your school's vote with the results of other schools in your electoral district. Are they similar or different? How did the results vary between schools? (All school results can be found at www.studentvote.ca/bc).
3. Share the province-wide Student Vote results. Which party attracted the greatest support? Which party won the most seats and formed the government? Are you surprised with the Student Vote results?

Teacher Note: You must wait until the official polls close in your electoral district to share the Student Vote results. Student election workers at your school should be sworn to secrecy.



Essential Concepts: 20 min

Use Slide Deck 8 and the 'Parliamentary Democracy in British Columbia' video to review the key terms and concepts regarding the results of the election: analyze, seat count, popular vote percentage, voter turnout, minority government, majority government, official opposition, opposition party, Speech from the Throne.



Discussion: 5 min

Which candidate was elected in your school's electoral district in the general election? Which party formed the government? Which party will be the official opposition? Is it a minority or a majority government?



Action: 25-40 min

In groups, have students analyze the results of the general election and Student Vote for the 42nd British Columbia general and last election. Use the following comparisons for group discussion:

- a) Seat count comparison (general election vs. Student Vote);
- b) Popular vote comparison (general election vs. Student Vote);
- c) Current vs last election (seat count and popular vote);
- d) Current vs last election (seat count and popular vote); and
- e) Electoral district results comparison (general election vs. Student Vote).

Teacher Note: Use Handout 6.2 to compare the election results against the results of the 2017 provincial election.

Have a group discussion after analyzing the results and media reports. Consider some of the following questions:

- Were there any big surprises in the election results?
- Which parties gained or lost seats since the last election? Why do you think that happened?
- Were the Student Vote results similar to the general election results? Why or why not?
- Which type of graph works best for displaying election results (e.g., pie chart, line graph, bar chart)?

LESSON 8: POST-ELECTION ANALYSIS

Extensions:

A. Once a candidate is elected to the legislative assembly, they must make decisions about how to pursue issues on behalf of their electoral district. Have students write to their newly elected MLA regarding an issue they believe should be considered a priority.

B. Choose a local candidate in your electoral district who received a significant portion of the votes in Student Vote but did not secure a seat in the Legislative Assembly. Invite the candidate into your school for a conversation with your class. Consider asking questions about their campaign experience and the candidate's future plans.

C. Give students a chance to share their election scrapbooks from the campaign. Each student could choose two of their favourite entries to share with the class.

D. The province of British Columbia has a diverse population. Do you feel that the make-up of the Legislative Assembly represents all British Columbians? Explain the reasons for your answer.

E. Ask students to keep a running journal on election night to record the results as they come in. What were their reactions? Did their perceptions change as the night went on?

Reflection: 5 min

Have a closing discussion about the outcome of the election and participation in the Student Vote program. Alternatively, ask students to write a reflection for their election scrapbook or learning log (see *Assessment Opportunities*).

- Why is it important to analyze the results? What is there to be learned?
- Did the election results turn out as expected? Were there any events that might have influenced the results?
- What did you learn about politics and the election process from your participation in the Student Vote program?
- Did your participation in Student Vote influence anyone in your family to vote? Did it influence the choice they made in who to vote for?

EXTERNAL RESOURCES

- General election results — www.elections.bc.ca
- Student Vote B.C. results page — www.studentvote.ca/bc
- Newspaper and media websites

ASSESSMENT OPPORTUNITIES

There are several options for assessing student learning and participation in activities related to the Student Vote program.

ELECTION SCRAPBOOK

The Election Scrapbook is an assignment designed to be used as an ongoing or cumulative assessment tool. Students can keep track of the people, events and issues of the campaign, and use questions from the *Discussion* or *Extensions* sections to reflect on key topics. Students can also seek out and record, paste and/or review articles and other media. The assignment allows teachers to track student progress throughout the campaign period. Teachers may choose to adapt the assignment to make it shorter, or personalize it to fit with particular interests or needs of the class. Scrapbooks can be assessed daily, weekly or as a culminating activity.

CLASSROOM DISCUSSION

Debate and dialogue in a respectful and intellectual environment is a prime incubator for new thought. Politics is rife with controversial issues and polarizing arguments, and teachers are encouraged to allow students to work alongside one another and to question each other's viewpoints while also respecting others' opinions. Students can be assessed on their participation in class discussions.

JOURNAL REFLECTIONS

Used as an assessment tool, a wrap-up to lessons or simply as a homework assignment, keeping a journal is a great way for students to further interpret and solidify their learning. Consider using questions from the suggested activities within the lesson plans.

STUDENT VOTE DAYS

Students in charge of running the Student Vote program may be evaluated on their performance and commitment to organizing a free and fair election in the school.

GUIDE FOR VOTERS

Ask students to make a brochure or multi-media piece to share with their family members or guardians about the provincial election to help them feel prepared to cast their vote. Students can incorporate information about their electoral district, the parties and candidates, and the major issues. It should also include information about where they can vote and which forms of ID are deemed acceptable.

ELECTION SCRAPBOOK ASSIGNMENT

You will create your own scrapbook to track the people, events and issues of the campaign, and record your experience.

Your scrapbook should include information about the provincial election, such as:

- The Student Vote program
- The party leaders and their platforms
- The local candidates
- Campaign debates or events
- Issues of provincial and local importance
- Results of opinion polls
- Why it is important to vote
- Voting trends in Canada and British Columbia
- Ways to improve voter turnout
- Editorial endorsements for a party, leader or candidate
- The Student Vote results
- The general election results

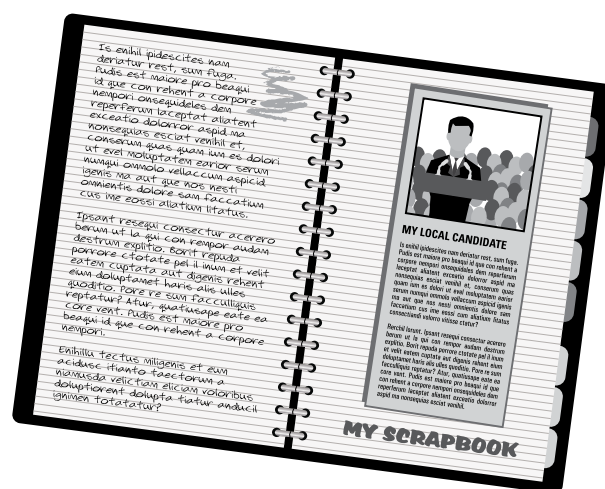
Describe the **5 Ws** for at least one of each of the following in your scrapbook: article, photo, cartoon and summary of a newscast.

- Who is the article, image, cartoon or newscast about?
- What is the argument of the article, point of the cartoon or theme of the newscast?
- Where is this taking place? Is the where important or on purpose?
- When did this occur? Is the when or timing important?
- Why was this article, image or political cartoon included here?

Your scrapbook should contain a minimum of 10 artefacts. You can make a physical or digital scrapbook. Examples of multimedia tools include: Pinterest, Prezi, Padlet, Google Docs.

Your scrapbook should include some or all of the following artefacts:

- Title page/front cover
- Introduction to the election (your perspective or reflection)
- Articles (focusing on voter turnout, local candidates, campaign issues, etc.)
- Newscast summaries
- Photos
- Links to websites
- Campaign literature
- Political cartoons
- Personal reflections



RUBRIC

ELECTION SCRAPBOOK

Skills	1	2	3	4
Research	<ul style="list-style-type: none"> Scrapbook has very few of the required elements and does not describe the campaign. 	<ul style="list-style-type: none"> Scrapbook has some of the required elements and gives some description of the campaign. 	<ul style="list-style-type: none"> Scrapbook has many of the required elements and gives a good description of the campaign. 	<ul style="list-style-type: none"> Scrapbook has all the required elements and gives a complete, detailed description of the campaign.
Analysis	<ul style="list-style-type: none"> Information given in the 5 Ws or personal reflections is not relevant or accurate. 	<ul style="list-style-type: none"> Information in the 5 Ws is partly accurate and complete. Reflections show some understanding and relate to main topic. 	<ul style="list-style-type: none"> Information in the 5 Ws is accurate and explained with some details. Reflections show good understanding and relate to main topic. 	<ul style="list-style-type: none"> Information in the 5 Ws is complete and accurate, with supporting details and/or examples. Reflections show excellent understanding of main topic.
Language	<ul style="list-style-type: none"> Many grammatical, spelling or punctuation errors. 	<ul style="list-style-type: none"> A few grammatical, spelling or punctuation errors. 	<ul style="list-style-type: none"> Almost no grammatical, spelling or punctuation errors. 	<ul style="list-style-type: none"> No grammatical, spelling or punctuation errors.
Layout and Presentation	<ul style="list-style-type: none"> Layout and presentation of scrapbook elements needs organization and neatness. 	<ul style="list-style-type: none"> Layout and presentation of scrapbook elements shows some organization and neatness. 	<ul style="list-style-type: none"> Layout and presentation of scrapbook elements shows good organization and neatness. 	<ul style="list-style-type: none"> Layout and presentation of scrapbook elements shows outstanding organization and neatness.

RUBRIC DISCUSSION

Skills	1	2	3	4
Makes relevant, insightful contributions to the discussion.	<ul style="list-style-type: none"> Does not contribute or contributes inappropriately. 	<ul style="list-style-type: none"> Makes some relevant contributions. 	<ul style="list-style-type: none"> Often makes relevant, insightful contributions. 	<ul style="list-style-type: none"> Consistently makes relevant contributions showing a high degree of insight.
Listens and responds effectively to others' contributions.	<ul style="list-style-type: none"> Does not respond or gives limited responses. 	<ul style="list-style-type: none"> Gives some effective responses. 	<ul style="list-style-type: none"> Often responds effectively. 	<ul style="list-style-type: none"> Listens carefully and responds very effectively.
Helps to move the discussion along with follow-up and open-ended questions.	<ul style="list-style-type: none"> Does not question or poses irrelevant questions that do not further discussion. 	<ul style="list-style-type: none"> Sometimes asks relevant questions to further discussion. 	<ul style="list-style-type: none"> Very often asks relevant questions to further discussion. 	<ul style="list-style-type: none"> Consistently asks relevant questions to further discussion.
Shows respect for others' opinions (listens, responds appropriately).	<ul style="list-style-type: none"> Shows little or no respect for the opinions of others. 	<ul style="list-style-type: none"> Sometimes shows respect for the opinions of others. 	<ul style="list-style-type: none"> Very often shows respect for the opinions of others. 	<ul style="list-style-type: none"> Consistently shows respect for the opinions of others.
Waits for turn to speak.	<ul style="list-style-type: none"> Often interrupts others when they are speaking. 	<ul style="list-style-type: none"> Sometimes interrupts others when they are speaking. 	<ul style="list-style-type: none"> Very often waits for a turn to speak and does not interrupt others. 	<ul style="list-style-type: none"> Consistently waits for a turn to speak and does not interrupt others.

GLOSSARY

A

absentee voting — Voting at advance voting outside your electoral district, or voting on General Voting Day not at your assigned voting place.

absolute monarchy — A form of government where a monarch (or dictator) retains full political power over a state and its people.

accepted ballot — A ballot that is properly marked for only one candidate.

advance voting — Advance voting locations are open from 8 a.m. to 8 p.m. (local time) between Thursday, October 15 to Wednesday, October 21.

analyze — To examine methodically and in detail for the purpose of explanation and interpretation.

apathy — A state of indifference, or a lack of feeling or emotion towards someone or something.

authoritarian — Authoritarian governments exercise forceful control over the population, with no particular concern for its preferences or for public opinion.

autocracy — A type of government where political power is concentrated in the hands of one person who rules without restriction. An autocracy can be a dictatorship or an absolute monarchy.

B

ballot — A document used by voters to indicate their preference in an election, electoral event or referendum.

ballot box — A container for marked ballots.

bias — A preconceived opinion, a one-sided view or a prejudice against something or someone without evidence or adequate reasoning.

bill — See *legislation*.

by-election — An election held in a particular electoral district to fill a vacancy in the parliament or legislative assembly at any time other than during a general election. More than one by-election can be held on the same day.

C

cabinet — The governing body made up of the ministers of government ministries. Cabinet ministers advise the premier. The ministers are appointed by the lieutenant governor on the recommendation of the premier and are usually chosen

from the group of elected members of the party that forms the government.

cabinet minister — A member of the cabinet or executive council. Cabinet ministers introduce and debate bills. They also administer specific government ministries and formulate government policy while advising the premier.

campaign period — The period commencing with the issue of a writ for an election and the close of voting on General Voting Day.

Canadian Charter of Rights and Freedoms — A bill of rights enacted in 1982 as part of Canada's Constitution. The Charter guarantees certain political rights to Canadian citizens and civil rights of everyone in Canada. The Charter guarantees broad equality rights as well as fundamental freedoms, democratic rights, mobility rights, legal rights and language rights.

candidate — An individual who seeks election to public office. A candidate running in a provincial election or by-election is trying to become a Member of the Legislative Assembly (MLA).

caucus — A group composed of elected representatives who belong to a given party.

centre (spectrum) — A political party or individual holding moderate views or middle-of-the-road opinions. A person with these views can be referred to as a centrist.

Chief Electoral Officer (CEO) — Appointed by the Lieutenant Governor on the recommendation of the Legislative Assembly. An all-party recommendation is responsible for making a unanimous recommendation to the Legislative Assembly on who should be appointed. The Chief Electoral Officer is responsible for the administration of the provincial electoral process.

colonization — The action or process of forcibly settling among and dispossessing Indigenous people from their lands and power.

communism — A political ideology that promotes the establishment of an egalitarian and classless society based on common ownership and control of the means of production and property.

concurrency — When federal, provincial/territorial and/or local governments overlap in jurisdictional responsibilities.

consensus democracy — A form of democracy that uses a consensus decision-making model in the process of developing legislation. Consensus democracies aim to be more collaborative and inclusive by taking into account as broad a range of opinions as opposed to decisions made by majority rule.

consensus government — A form of government where political power is shared by a group of individuals without party affiliation used to develop legislation. Consensus government is practiced in Northwest Territories and Nunavut.

GLOSSARY

conservatism — A political ideology advocating the preservation of society and opposing radical changes.

constituency — See *electoral district*.

constituent — An individual who lives in an electoral district.

constituency association — An organization formed for an electoral district as the local organization of a political party or as the local organization to support an independent Member of the Legislative Assembly for that electoral district.

constitution — A set of fundamental principles or established laws which include the basic principles and laws of a nation or state that define the powers and duties of the government and guarantee certain rights to the people living within it.

constitutional monarchy — A form of government where the authority of the monarch is limited by a constitution. There is a democratically elected government with a leader, while the monarch remains the head of state and performs ceremonial duties. Canada is a constitutional monarchy as the Queen is the official head of state and is represented by the governor general at the federal level and a lieutenant governor in each province at the provincial level.

councillor — An elected member of a municipal government, like a city or town council.

the Crown — Represents the legal embodiment of executive, legislative and judicial governance in the monarchy. In Canada, the monarch's powers are exercised either by the monarch personally or by his or her representative in each jurisdiction (governor general, lieutenant governors).

D

democracy — A type of government where a majority of the people are included in political decision-making. Citizens elect political representatives to make decisions on their behalf and are also free to run for political office.

democratic rights — Democratic rights include the right of every Canadian citizen, 18 years of age or older, to vote in an election, to be a candidate in an election and the requirement that governments hold elections at least every five years and that elected representatives meet at least once per year.

department — A specialized division of the government which is responsible for a specific area of public policy, government function or service delivery. Term used at the federal level and within some provinces/territories across the country. British Columbia uses ministry.

dictatorship — A type of government where one person or ruling group has power. Power is maintained through the use of a party or military, without the consent of the people. Citizens have limited rights and freedoms. There is usually a heavy military presence and no independent media.

District Electoral Officer (DEO) — An individual appointed by the Chief Electoral Officer who is responsible for administering elections in their assigned electoral district.

E

earned media — Media coverage or mentions reported by third parties such as news organizations or external social media channels, or spread through word of mouth.

editorial — A newspaper article written by or on behalf of a publisher, editor or editorial team that provides an opinion or analysis of a topical issue, event or situation.

elder — Individuals within Indigenous communities who are sources of cultural knowledge and are respected for their wisdom.

election — The process by which our elected representatives and government are chosen. Elections are usually held at regular intervals.

Elections BC (EBC) — Administers the electoral process in B.C. This includes provincial general elections and by-elections, provincial referendums, initiative and recall petitions and initiative votes.

elector — A person eligible to vote. Also known as a voter.

electoral district (ED) — A geographical area represented by an elected official. There are 87 electoral districts being contested in the 42nd British Columbia general election. Also known as a *constituency*.

electoral system — The process by which votes are translated into seats in a parliament or legislature. In B.C. and across Canada, we use the First-Past-The-Post (FPTP) or Single-Member Plurality system.

electorate — The whole body of electors.

enfranchise — The extension of the right to vote to a particular group of people.

executive branch — The branch of government that implements and enforces laws, rules and regulations with the support of the public service.

F

fact — Something known to exist or to have happened.

factual — Concerning the truth rather than interpretations of something.

fascism — An authoritarian ideology, usually headed by highly nationalistic or militaristic one-party states.

federal — One of the levels of government in Canada; pertaining to the whole country.

GLOSSARY

First Nations — Indigenous people considered by the federal government as non-status Indians and status Indians. First Nations are located on lands called reserves and in communities across the country.

First-Past-The-Post — The electoral system in which the candidate who receives more votes than any other single candidate wins.

fixed-date election — A requirement that elections are held on pre-determined dates on a specific schedule. Since 2005, provincial general elections in B.C. have been held every fourth year on the second Tuesday in May.

freedom — The power or right to act, speak or think as one wants without hindrance or restraint.

G

general election — An election usually held at regular intervals or fixed dates in which candidates are elected in the electoral districts of the nation or province/territory to represent citizens.

General Voting Day (GVD) — The day when an election is held in British Columbia. For the 42nd British Columbia general election, GVD will be on October 24, 2020.

governance — The system of practices and processes that an entity, community or group uses to organize themselves and make decisions.

government — Refers to the people and institutions put in place to lead a country, nation, province or community. The role of government is to create and enforce laws, provide services and make decisions for the benefit of the people living within its borders.

governor general — The federal representative of the Queen and the ceremonial head of state. This person is appointed by the Queen on the recommendation of the prime minister. The governor general opens, suspends and dissolves the Parliament, and gives or withholds royal assent to bills.

H

House of Commons — Part of the legislative branch of the federal government and housed in the Parliament buildings in Ottawa. Located in Ottawa, the House of Commons consists of 338 Members of Parliament who create, implement and enforce laws, rules and regulations for the entire country.

I

ideal — A person's conception of how things should be, or what should be aimed for.

impartial — Unbiased; not favouring one side or opinion more than another.

incumbent — The existing holder of a political office. An electoral district without an incumbent candidate is known as an open seat.

independent — A candidate or elected representative who does not represent a political party.

Indigenous peoples — Comprises the First Nations, Inuit and Métis of Canada.

Indigenous government — The forms of government in some Indigenous communities or First Nations. Indigenous governments replace, overlap, or share certain responsibilities with the government of their province/territory or the federal government.

internal poll — Conducted by political parties to help them make strategic decisions, such as focusing on particular issues or concentrating on competitive ridings they want to win.

Inuit — An Indigenous individual (Inuk) or people who are native to the Arctic region.

issue — An important topic or problem for debate or discussion.

issue poll — Focus on assessing voters' attitudes on specific issues and proposed policies.

J

judicial branch — The branch of government responsible for overseeing and administering the law. The judicial branch interprets the law and punishes those who violate established laws, rules and regulations.

L

left (spectrum) — On the political spectrum, one who favours social services and government intervention in the economy, and policies that promote social equality, socialist or progressive views.

legislation — A proposed bill or law introduced to a parliament or legislature. It is enacted when passed by the parliament or legislative assembly and given royal assent.

legislative assembly — A legislative body composed of elected members at the provincial or territorial level. The role of the legislative assembly is to pass legislation, approve public finances and scrutinize government.

Legislative Assembly of British Columbia — The legislative body in British Columbia that is composed of 87 elected members (MLAs), who each represent a single electoral district.

GLOSSARY

legislative branch — The branch of government responsible for debating, amending and passing laws.

legislature — Formally, the Lieutenant Governor acting by and with the advice and consent of the Legislative Assembly. Also the term commonly used to refer to the parliament buildings or the building where the legislative assembly gathers.

liberalism — A political ideology that favours individual liberty but acknowledges the need for some form of government intervention in the economy.

libertarianism — A political ideology that advocates for minimal state intervention in the lives of citizens.

lieutenant governor — The representative of the Queen and the ceremonial head of state at the provincial level. This person is appointed by the governor general on the recommendation of the prime minister. The lieutenant governor opens, suspends and dissolves the legislative assembly, and gives or withholds royal assent to bills passed by the legislature.

local government — Includes municipal governments, regional districts and improvement districts. They manage local matters such as water and sewage treatment, libraries, roads and bridges and local parks and recreation.

M

majority government — A government formed by the party or the coalition of parties holding more than half of the seats in the parliament or legislature.

margin of error — A small amount calculated for most polls to allow for miscalculations or changes in opinion.

mayor — The highest-ranking officer in the municipal government.

Member of Parliament (MP) — An individual elected by the people in a particular federal riding or electoral district to represent them in the House of Commons. There are currently 338 MPs and each represents a different electoral district.

Member of the Legislative Assembly (MLA) — An individual elected by the people in a particular electoral district to represent them in the Legislative Assembly. There will be 87 MLAs elected in the 42nd British Columbia general election.

Métis — A person of mixed First Nations and Euro-Canadian ancestry.

minister — See *cabinet minister*.

ministry — The public service in British Columbia is divided into ministries. Each ministry is responsible for a specific area of public policy, government function or service delivery.

minority government — A government that holds less than half of the seats in the parliament or legislature, but governs because it holds more seats than any other party. It must maintain the confidence of the parliament or legislature to continue governing.

monarchy — A form of government where a monarch (king or queen) or royal family holds the political power. Political power is inherited and usually lasts until death. A monarchy can be an absolute monarchy or a constitutional monarchy.

municipal — Referring to the most local level of government in Canada. Municipal or local governments exist as a result of provincial or territorial legislation.

N

new media — Refers to content that is accessible on devices via the Internet, such as online sources, newspaper websites and social media platforms. New media is typically interactive, user driven, borderless and functions in real-time.

neutral — An individual or opinion that is not aligned with or does not support any side on a given issue.

non-partisan — An individual or organization with no party affiliation or political bias.

O

official opposition — The party that holds the second-largest number of seats in the parliament or legislature. It is accorded certain financial and procedural advantages over other parties in opposition.

old media — Refers to traditional media sources in broadcast and print format, such as television, newspaper, radio, magazines and pamphlets/flyers. Old media is typically one-way communication, and strives to maintain journalistic integrity and standards.

oligarchy — A government system in which power rests with a small number of privileged people.

online sources — Material you find on the Internet. It can include media websites, webpages, forums and blogs.

opinion — A personal view, attitude or judgement. Opinions are personal and highly subjective, and shaped by experiences, values, knowledge and attitudes.

opinion poll — A question or a series of questions designed to measure the public's views on a specific topic or series of topics.

opposition party — A political party that is neither the governing party nor part of a coalition of parties forming the government.

owned media — Internally managed promotional platforms, such as websites, blogs or social media channels.

P

paid media — Publicity that has been purchased to bring a message to an audience, such as print, broadcast or social media advertising, or a direct mail campaign.

parliament — The period between general elections, composed of a number of sessions that are made up of individual sittings. Also the term used for Canada's federal legislature.

parliamentary democracy — A type of representative democracy in which members are elected to a parliament or legislature. The political party with the greatest number of seats or elected representatives in the parliament or legislature forms government and determines the leader of the government. Canada is a parliamentary democracy.

partisan — Support of a political party, cause or person.

party leader — An individual chosen or elected to act as the head of a political party.

party member — An individual who belongs to a political party.

perspective — A particular attitude or opinion toward something; a point of view.

plank — Individual topics or issues in a party's platform.

platform — A series of declared principles and policies on jurisdictional issues concerning government and the public. Parties share their platforms through announcements, advertising and events.

political ideology — A political ideology is a set of shared ideals or beliefs about how politics and government should function. Ideologies include liberalism, conservatism, socialism, communism and fascism, among others.

political party — A group of people sharing a particular ideology and set of goals that puts forward candidates for election, whose intention is to achieve power and create meaningful political change.

political spectrum — The political spectrum is a means of characterizing beliefs, values and priorities, and provides a conceptual framework in which to view and evaluate political parties and public policies.

poll — A sampling or collection of opinions on a subject taken from either a selected or a random group of individuals for the purpose of analysis.

popular vote percentage — The percentage of all ballots cast for a particular party or candidate. A reflection of support across a jurisdiction.

preference poll — Report on which leader, party or candidate is favoured at the time by the general public. Also known as horse race polls.

premier — The leader of a provincial or territorial government. After a provincial election, the leader of the party with the greatest number of elected members usually becomes the premier.

prime minister — The leader of the federal government. After a federal election, the leader of the party with the greatest number of elected members usually becomes the prime minister.

provincial — Referring to one of the levels of government in Canada; pertaining to the province.

R

referendum — A vote on a matter of public interest or concern. Registered voters indicate their opinion by marking a ballot in response to one or more questions asked of them by the provincial government.

rejected ballot — A ballot that cannot be counted because the voter's intention cannot be interpreted from the mark on the ballot. This can include marking the ballot for more than one candidate (even if different symbols are used), ranking the candidates, leaving the ballot blank or identifying the voter.

republic — A sovereign state, country or government without a monarch. The democratically elected government holds all political power, government leaders exercise power according to the rule of law, and there is often a constitution.

representative democracy — A system of government where representatives are selected through elections to make decisions on behalf of the public.

responsibility — A duty or obligation that binds you to respect, promote and maintain certain rights.

restorative justice — A system of criminal justice focusing on rehabilitation through reconciliation with victims and the community.

right — A protected freedom that legally entitles you to take certain actions.

right (spectrum) — On the political spectrum, one who favours conservative views and traditions. Individuals on the right believe that government should not interfere with people and businesses, and that taxes should be as low as possible.

S

scrutineer — A person appointed in writing by a candidate or the candidate's official agent to observe the voting and counting proceedings in an election. Also called candidate representatives.

seat count — The number of seats that each political party has in the parliament or legislature. The party or coalition of

GLOSSARY

parties with the highest seat count traditionally forms the government.

secret ballot — Government elections use a secret ballot, which means no one except the elector knows the choice that was made.

self-government — An Indigenous group with control over its own affairs. Comprehensive land claims agreements (modern treaties) between Canadian governments and First Nations often result in Indigenous peoples having greater autonomy in choosing their own method(s) of representation and decision-making.

Senate — Part of the legislative branch of the federal government in Canada. Located in Ottawa, the Senate consists of 105 appointed Senators.

Single-Member Plurality — An electoral system based on single-member districts, where the successful candidate is elected if they win the most votes in their electoral district. Also known as First-Past-The-Post.

slogan — A catchy phrase created and repeated in advertising and politics.

socialism — A political ideology that favours a system in which the means of production, distribution and exchange are owned by the community collectively, usually through the state.

special voting opportunity — An opportunity to vote for eligible voters who cannot visit a regular voting place because they are in hospital, a mental health facility, a long-term care facility, a remote work site or a correctional centre.

Speech from the Throne — The speech delivered by the lieutenant governor for each new session of the legislature. This speech outlines the government's plans and initiatives for the session. Also known as the Throne Speech.

spoiled ballot — A ballot that has been kept separate and never placed in the ballot box because it was mistakenly marked or torn and exchanged for a new ballot.

Status Indian — First Nations individuals registered under the *Indian Act* who are entitled to various programs and services.

subsidiarity — The principle regarding the division of responsibilities among the different levels of government; where the government closest to the issue governs it.

Supervisory Voting Officer (SVO) — The election official responsible for overseeing a voting place or group of voting places.

T

tabulation — The counting of ballots following an election. Ballots are counted and recounted to ensure an accurate election result is recorded.

territorial — Referring to one of the levels of government in Canada; pertaining to the territory.

transparency — The act of being easy to open, honest and accountable.

U

universal suffrage — The extension of the right to vote to all adult citizens, including the removal of restrictions against women, Indigenous peoples and ethnic and religious minorities.

V

values — An individual's principles or standards of behaviour and priorities in life.

vote by mail — See *absentee voting*.

voters list — Contains the names and addresses of registered voters in each electoral district.

voter turnout — The total number of people who voted expressed as a percentage of the total number of eligible voters or registered voters.

voting area (VA) — Each electoral district is divided into smaller geographic called voting areas, which are used to assign voters to voting places.

voting clerk (VC) — A person appointed by the District Electoral Officer to help the voting officer.

voting day — See *General Voting Day*.

voting officer (VO) — The election official appointed by the District Electoral Officer to conduct the vote at a particular voting station.

voting place — The building or facility where voters can vote.

voting screen — A screen in a voting place behind which voters go to mark their ballot in private.

voting station — Voters in a voting area are assigned to vote at a voting station within a voting place.

W

worldview — How an individual sees the world and interprets events on a daily basis.

writ of election — A formal order signed by the Chief Electoral Officer and the Lieutenant Governor that directs a District Electoral Officer to conduct an election. An election is called when the writ of election has been issued. In a general election, a writ is issued for every electoral district in the province.

