

# 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](mailto:hello@civix.ca). Please be sure to visit the project website for additional resources: [www.studentvote.ca/bc](http://www.studentvote.ca/bc)