

# 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](http://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](http://newsliteracy.ca).