

# Welcome

Thank you for leading the Student Vote program for the 2021 local government elections.

We know that this is a challenging school year, and we are grateful to be working with you and your students.

In times of crisis, we believe that government matters more than ever. The decisions made by governments are critically important for the health, safety and well-being of our communities now and in the future.

The COVID-19 pandemic has demonstrated the value of social responsibility. We live in shared communities, and our actions and choices matter to those around us.

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.

The Student Vote program evaluation conducted by Abacus Data in 2019 found that participating in the program 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 candidates and issues with their family. Where possible, we encourage you to amplify these teachable moments and turn the program into a family affair.

To adapt to the new safety guidelines and protocols related to the pandemic, our team has put together some considerations to help you implement the program. Please see page 5.

As always, if you have any questions or suggestions, please feel free to contact our team at [hello@civix.ca](mailto:hello@civix.ca).

Please be sure to visit the project website for videos, slide decks, digital activity sheets and more:  
[www.studentvote.ca/nblocal2021](http://www.studentvote.ca/nblocal2021)

Wishing you and your students a great election,

The CIVIX team

# Acknowledgements

Student Vote is the flagship program of CIVIX.

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

The Student Vote project for New Brunswick's 2021 local government elections has been made possible by the Government of Canada, and other private foundations.

Funded by the  
Government  
of Canada

| Canada

## 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 resource.

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# How To Use This Resource

This resource is intended to improve civic literacy, introduce the concepts of democracy and elections, increase awareness about the workings of government in Canada, and teach students how to effectively participate as responsible citizens in their community.

The lessons build upon each other, but they can also be used as stand-alone activities depending on the needs of your classroom and schedule. Below is a brief description of the components of each lesson.

## **Guiding Questions:**

Critical queries to bring a clear focus to the lesson and direct student learning. Share these questions with students at the beginning of the lesson to support an awareness of the overarching learning outcomes and to enhance engagement.

## **Overview:**

Provides a brief summary of the learning and activities of the lesson.

## **Learning Outcomes:**

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

## **Teacher Tips:**

Reminders or suggestions to assist with the delivery of the lesson along with a list of required or optional supplies and needs.

## **Strategies for Learning and Teaching:**

Each lesson has been broken down into three segments. You are encouraged to pick and choose from the strategies and related support tools that would work best in your classroom and within your time frames.

- **Starter:** Suggested opening activity, meant to pique interest in the topic and lesson.
- **Fundamentals:** A series of key activities that help students understand or apply the essential concepts and develop key competencies.
- **Consolidation:** Concluding questions and tasks to summarize and reflect on what was learned throughout the lesson.

## **Assessment Opportunities:**

Designed to inform and guide next steps, and help teachers and students monitor their progress towards achieving the learning goals.

## **Adaptations and Supports:**

A few reminders and suggestions for individual education plans (modifications and enrichment), English Language learners, culturally responsive pedagogy and accessibility and accommodation considerations have been included.

## **Background Information for Teachers:**

This information covers key terms and concepts related to the theme of the lesson. The purpose is to enhance teacher knowledge and understanding. Not all terms and concepts are covered in the lesson.

# COVID Considerations

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

In preparation for the 2021 local government elections, 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.

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

## 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.
- Google Docs, 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/nblocal2021](https://studentvote.ca/nblocal2021)).
- Digital templates are available for all of the student activity sheets found in this resource, including Google Docs and Google Forms versions ([studentvote.ca/nblocal2021](https://studentvote.ca/nblocal2021)).
- 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.

Specific considerations can also be found in the *Accessibility & Accommodations* section at the end of each lesson.

## 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 local government elections.

## 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 polling 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 officers can be limited to a small group of students.
- Use gloves when counting ballots and/or wait several hours before handling them.

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.

# Lesson 1

## Government and Decision-Making Models



### GUIDING QUESTIONS

- ❶ **What are different ways we can make decisions?**
- ❷ **In what ways does government serve a community?**
- ❸ **What does it mean to live in a democracy?**

### OVERVIEW

A government is made up of the people and practices put in place to manage the land, resources and people living within its borders.

In this lesson, students review different decision-making models and explore their strengths and limitations through dramatic presentations. Students discuss the purpose of government and review basic government types. In the *Consolidation* activity, students reflect on why we need government or what it means to live in a democracy.

### LEARNING OUTCOMES

By the end of the lesson, students can:

- describe different ways that governments or groups make decisions;
- analyze the strengths and limitations of different decision-making models;
- explain the type of government system in Canada and what it means for them;
- participate in teams by establishing positive and respectful relationships, and acting cooperatively.

## Teacher Tips

- Please use the activities and combine them in a way that is appropriate for your class.
- Supplies/Needs: chart paper, Slide Deck 1, copies of 1.2, copies of 1.1 (if assigned individually).
- Online templates for all activities and any videos and slide decks are available on the project website.

## Starter

Read out one of the following scenarios or another of your choosing:

*A. Skateboards and longboards are being ridden on the sidewalk in the neighbourhood. Recently, there have been a few accidents with skateboarders running into small children. Some people want the boards to be banned from sidewalks.*

*B. More and more young kids are riding ATVs in the community without proper training or protective gear. Recently, one boy was riding with his friend on a single rider ATV without wearing a helmet. He fell off and was injured.*

In small groups, ask students to discuss one or more of the following questions:

- What are some solutions to the problem?
- Who should be involved in making the decision for the community?
- What information is needed to make an informed decision?
- Can you agree on one solution?

## Fundamentals

1. Pose any of the following questions and lead a class discussion about decision-making processes.
  - How do people make decisions in a group?
  - What are different types of decision-making models?
  - How can making decisions be challenging, especially with many people? (e.g., ordering a pizza with toppings and ingredients that will meet both the preferences and dietary restrictions of all students).

Next, use a graphic organizer (e.g., Venn diagram, T-chart) to organize student responses to the following questions:

- What factors contribute to a positive decision-making process?
- What factors contribute to a negative decision-making process?

2. Review the three decision-making models on Activity 1.1 (autocratic, democratic, consensus). Divide students into groups and have each group prepare a skit for one of the scenarios on the worksheet. At the end of each skit, have the rest of the class choose the best decision-making model for the scenario and provide a reason.

Alternatively, students could fill out the activity sheet in pairs and discuss the answers as a class afterwards.

3. Discuss the concept of government and the need for rules and leadership in society (Slide Deck 1). Guiding questions:
  - What types of rules and decisions are needed for people living in a community (e.g., education/schools, roads and traffic laws, health care/hospitals)?
  - Who is responsible for making decisions in the community?
  - What would happen if there was no government responsible for creating laws and providing support to citizens?
4. Using the "Government and Democracy" video and/or Slide Deck 1, review some basic government types and how they can be compared (e.g., democracy, dictatorship, monarchy). Connect the government types to three decision-making terms: autocratic, democratic, consensus.

## Consolidation

1. Have a brief closing discussion about different government types or decision-making models, or ask students to write a reflection on one or more of the following questions:
  - Why do we need government?
  - What are the strengths and limitations of different forms of government?
  - What does it mean to live in a democracy? How does it affect your life?
  - What would your life look like if Canada had a different type of government? (Students from other countries could share their experiences).
2. Ask students to fill out the reflection card (Activity 1.2). Use this to structure future discussions.

## ASSESSMENT OPPORTUNITIES

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

<b>Starter</b>	Can students identify and explain potential solutions to the issues described in the scenarios?  Can students identify who should be involved in community decision making, and the information needed to make a decision?
<b>Fundamentals</b>	Are the students able to depict the situation in a skit?  Are the students able to use appropriate terms?  Are the students comfortable distinguishing between the types of governments?
<b>Consolidation</b>	Are students able to recognize the importance of living in a democracy?  Are students able to identify examples to reinforce their thinking?

## ADAPTATIONS AND SUPPORTS

<b>Individual Education Plans</b>	<b>Modifications</b> <ul style="list-style-type: none"><li>• Use terminology that students can easily understand.</li><li>• Provide videos and vocabulary early for review.</li><li>• Ensure you link to prior knowledge and interests.</li></ul> <b>Enrichment</b> <ul style="list-style-type: none"><li>• Encourage students to think globally and make connections to their thinking.</li><li>• Modify terms, tasks to include more challenging and interest-based terminology.</li></ul>
<b>Language Learners</b>	<ul style="list-style-type: none"><li>• Provide students with terms and definitions in advance (autocratic, democratic, consensus).</li><li>• Provide advance access to the "Government and Democracy" video, and ensure that subtitles are on during the video.</li><li>• Encourage students to make connections to their other languages.</li></ul>
<b>Culturally Responsive Pedagogy</b>	<ul style="list-style-type: none"><li>• Present a variety of examples from countries around the world during discussions.</li><li>• Ensure that you include countries and cultures that have meaning for your students.</li><li>• Ensure that you are open and encouraging to diverse viewpoints your students may share.</li></ul>
<b>Accessibility &amp; Accommodations</b>	<ul style="list-style-type: none"><li>• Accommodations may be needed for dramatic presentations in Activity 1.1. Ensure your space is large enough, and allows for physical distancing (if necessary).</li></ul>



## BACKGROUND INFORMATION FOR TEACHERS

A **government** is made up of the people and institutions put in place to manage the land, resources and people living within its borders. Various types of government exist in the world.

Governments can be compared by their governance model, the number of people who have access to power, the rights and freedoms granted to citizens, and the existence of rule of law (laws are enforced equally, fairly and consistently).

An **autocracy** is a type of government where political power is concentrated in the hands of one person who rules without restriction. There is no rule of law and citizens are not consulted on the decisions and affairs of the country. An autocracy can be a dictatorship or an absolute monarchy.

In a **dictatorship**, the dictator or ruling group exercises power through control of a mass movement, a 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 and there is 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.

A **monarchy** is a form of government where a monarch (king or queen) is the head of state. The role of the monarch is inherited and usually lasts until death or abdication. The power of ruling monarchs can vary; in an **absolute monarchy**, a monarch retains full political power over a state and its people whereas in a **constitutional monarchy**, the role of the monarch is more symbolic. In a constitutional monarchy, the authority of the monarch is limited by a constitution, which includes the principles and laws of a nation or state, defines the powers and duties of the government and guarantees certain rights to the people living within it. A constitutional monarchy has a democratically elected government with a government leader, and a monarch who remains the head of state and performs ceremonial duties.

A **democracy** is a type of government where a majority of the people are included in political decision-making. In a direct democracy, citizens themselves vote for or against specific proposals or laws. In an indirect or representative democracy, citizens elect political representatives to make decisions on their behalf. 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, and run for political office. There are many different types of representative democracies around the world.

A **republic** is a sovereign state, country or government without a

monarch where all members of government are elected (including the head of state), and the democratically elected government holds all political power. Similar to a constitutional monarchy, the government in a republic exercises power according to the rule of law and often has a constitution.

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.

Canada's system of government is a **parliamentary democracy** and a **constitutional monarchy**. We elect members to represent us in our federal parliament and our provincial and territorial legislatures, and the political party with the most elected representatives, usually forms government. The British monarch, Queen Elizabeth II, is our head of state, represented by the Governor General at the federal level. 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*).

# ACTIVITY 1.1: How Should We Decide?

**PART 1:**

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



**AUTOCRATIC:** 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. 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.

**PART 2:**

What are the strengths and limitations of each decision-making model?

	AUTOCRATIC	DEMOCRATIC	CONSENSUS
Strengths			
Limitations			

## ACTIVITY 1.2: Reflection Card

Name:	
The most important thing I learned in this lesson today was...	
An example of this is....	

---

Name:	
The most important thing I learned in this lesson today was...	
An example of this is....	

# Lesson 2

## Rights and Responsibilities



### GUIDING QUESTIONS

- ❶ What rights do I have as a Canadian?
- ❷ How does the Charter impact me and different groups?
- ❸ What responsibilities go along with my rights?

### OVERVIEW

To be active and effective citizens, Canadians need to understand their rights and responsibilities.

In this lesson, students explore the rights they have at school as an entry point to a discussion about rights and freedoms in a democracy. Students review the seven categories of the *Canadian Charter of Rights and Freedoms*. Through a scavenger hunt activity, students navigate the Charter itself and improve their understanding of its application. In the *Consolidation* activity, students reflect on the responsibilities that go along with their rights.

### LEARNING OUTCOMES

By the end of the lesson, students can:

- describe the rights and responsibilities they have at school and explain why they are important;
- provide examples about how the Charter impacts their life, and those who belong to various groups;
- analyze connections between rights and responsibilities.

## Teacher Tips

- Please use the activities and combine them in a way that is appropriate for your class.
- Supplies/Needs: piece of paper or sticky notes for each student or access to Google Jamboard, Slide Deck 2, access to or copies of 2.1, 2.2 and 2.3.
- Online templates for all activities and any videos and slide decks are available on the project website.

## Starter

1. Review the idea of a 'right' and provide some examples. Rights are things that we are morally or legally allowed to do or have. For example, you have the right to learn and receive an education.
2. Using the 'Sticky Note Brainstorm' strategy, have students consider the rights they have at school. This can be completed with paper sticky notes or an online tool, such as Google Jamboard.
  - a) Provide students with 2-3 sticky notes each.
  - b) Ask them to write down one right on each sticky note.
  - c) Collect the sticky notes and post them on the wall or board. If anonymity is not an issue and you want to get people moving, you can invite students to, one at a time, get up and stick their ideas to the wall themselves.
  - d) Organize the notes into groups based on similar ideas and co-create a list of rights at school.
3. Explain the relationship between rights and responsibilities. A responsibility is a duty, obligation or an expectation of how you should act. Review your school's code of conduct. Connect the specific student responsibilities back to the list of rights created by the class, making additions where necessary.
4. Have a whole class discussion. Guiding questions:
  - How are rights and responsibilities similar/different?
  - Why should you be aware of your rights and responsibilities?
  - How does showing respect help foster a welcoming and supportive community?

## Fundamentals

1. Distribute Activity 2.1 to assess current knowledge about our rights in Canada.
2. As a class, review the seven categories of the *Canadian Charter of Rights and Freedoms*. You can use either Handout 2.2 or Slide Deck 2. During the review, ask students to make connections to their own lives or provide real-world examples.
3. Ask students to complete a scavenger hunt using the summary of the *Canadian Charter of Rights and Freedoms* (Activity 2.3). The purpose is to help students interpret the Charter and understand what it means for different groups. Give students time to complete it independently and then share their responses in pairs or small groups.

## Consolidation

Have a closing discussion about rights and responsibilities, or ask students to write a reflection on one or more of the following questions:

- What responsibilities go along with our rights?
- Why is it important to be a responsible member of a community?

## ASSESSMENT OPPORTUNITIES

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

<b>Starter</b>	<p>Can students differentiate between rights and responsibilities?</p> <p>Are students able to understand why they should be aware of their rights and responsibilities?</p>
<b>Fundamentals</b>	<p>Can students understand the language and concepts?</p> <p>Can students identify real-world examples?</p> <p>Are students using headings and key words to find relevant sections?</p>
<b>Consolidation</b>	<p>Can students identify the responsibilities that go along with our rights?</p> <p>Can students recognize the importance of a responsible member of the community?</p>

## ADAPTATIONS AND SUPPORTS

<b>Individual Education Plans</b>	<p><b>Modifications</b></p> <ul style="list-style-type: none"> <li>• Support students' understanding of rights with real-world examples.</li> </ul> <p><b>Enrichment</b></p> <ul style="list-style-type: none"> <li>• Allow students to research the original Charter document in order to familiarize themselves with the advanced language.</li> <li>• Students could prepare case studies that demonstrate a violation of rights and freedoms in Canada. Classmates can then decide if the issue is one that is solved by using the Charter.</li> </ul>
<b>Language Learners</b>	<ul style="list-style-type: none"> <li>• Provide definitions of key terms.</li> <li>• Support students' understanding of rights with real-world examples.</li> </ul>
<b>Culturally Responsive Pedagogy</b>	<ul style="list-style-type: none"> <li>• Students will come from different backgrounds and have different opinions on the rights of many compared to the rights of the individual. Not all students will agree with the rights in the Charter. Ensuring a safe place for respectful discussion is encouraged.</li> <li>• Ask students to interpret the Charter and what it means for different groups in society (e.g., women, minority groups). Encourage thinking about how the Charter supports diversity and equality.</li> <li>• Investigate rights and responsibilities in various social settings, inclusive of Acadian, Black New Brunswickers, Gaels, Mi'kmaq, and additional diverse cultural groups.</li> </ul>
<b>Accessibility &amp; Accommodations</b>	<ul style="list-style-type: none"> <li>• The teaching strategy for the <i>Starter</i> activity can be replaced with a class discussion on rights and responsibilities or an online collaborative activity if there are concerns about maintaining physical distancing or limiting the shared touching of objects.</li> <li>• Provide mobility accommodations for any activities that require movement.</li> </ul>

## BACKGROUND INFORMATION FOR TEACHERS

A **right** is a legal entitlement or something that we are morally or legally allowed to do or have. Rights are often fought for and claimed (in courts or through protests) and less often simply granted. With all rights come responsibilities.

A **responsibility** is a duty or obligation. It is something you should do in order to respect and maintain certain rights.

All citizens living in a democracy have civil and political rights, which are usually articulated in a legal document as part of a constitution, such as a **bill of rights**. This document limits the powers of government, explains the freedoms that are guaranteed to all people and protects people from a government that might abuse its powers.

In Canada, our rights are protected by the *Canadian Charter of Rights and Freedoms*. Canada's Charter is widely admired around the world and is the constitutional document most emulated by other nations.

The Charter has seven distinct categories:

- **Fundamental freedoms** include the freedom of conscience and religion; freedom of thought, belief, opinion and expression including freedom of the press and other media; freedom of peaceful assembly; and freedom of association.
- **Democratic rights** include the right of every Canadian, 18 years of age or older, to vote in an election, to be a candidate in an election, the requirement that governments hold elections at least every five years, and the requirement that elected representatives meet at least once per year.
- **Mobility rights** include the right of every Canadian to choose to live and work in any province or territory in Canada. Canadians also have the right to live in, leave or re-enter Canada whenever they choose.
- **Legal rights** include the guarantee that Canadians, when arrested, must be told of their right to see a lawyer and must be tried within a reasonable amount of time. Canadians are also guaranteed the right to be presumed innocent until proven guilty.
- **Equality rights** include the right of any Canadian not to be discriminated against on the basis of race, national or ethnic origin, colour, religion, sex, age, or mental or physical ability.
- **Official language rights** include the right of all Canadians to use either English or French in communications with Canada's federal government.
- **Minority language education rights** include the rights for French or English minorities in every province and territory to be educated in their own language under certain conditions.

## ACTIVITY 2.1: What do you know about rights in Canada?

Are the following statements true or false in Canada?






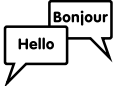

STATEMENT	TRUE/FALSE
Any citizen, aged 14 years and older, can vote in government elections.	
Citizens have the choice of communicating with the federal government in any language they choose.	
I have the right to say anything I want, even if it can cause harm to someone else.	
Citizens can move to any province or territory in Canada for another job.	
If I commit a crime, I will have to wait a very long time until my trial.	
Citizens can be told they cannot apply to a job if they are of a certain race.	
I have the right to protest, hold up signs, and make lots of noise for an issue I believe in.	
I have the right to go to any school I want, regardless of the language I speak and the language of the school.	
The media can report on anything at all that happens in Canada.	
I will be considered innocent if I am accused of a crime.	



## ANSWER KEY: Activity 2.1 (What do you know about rights in Canada?)

STATEMENT	TRUE/FALSE	RIGHT/FREEDOM
Any citizen, aged 14 years and older, can vote in government elections.	False	Democratic Rights
Citizens have the choice of communicating with the federal government in any language they choose.	False	Official Languages of Canada
I have the right to say anything I want, even if it can cause harm to someone else.	False	Fundamental Freedoms and Equality Rights
Citizens can move to any province or territory in Canada for a better job.	True	Mobility Rights
If I commit a crime, I will have to wait a very long time until my trial.	False	Legal Rights
Citizens can be told they cannot apply to a job if they are of a certain race.	False	Equality Rights
I have the right to protest, hold up signs, and make lots of noise for an issue I believe in.	True	Fundamental Freedoms
I have the right to go to any school I want, regardless of the language I speak and the language of the school.	False	Minority Language Rights
The media can report on anything at all that happens in Canada.	True	Fundamental Freedoms
I will be considered innocent if I am accused of a crime.	True	Legal rights

## HANDOUT 2.2: Highlights from the *Charter of Rights and Freedoms*

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

## ACTIVITY 2.3: Charter Scavenger Hunt

Using the original version or a summary of the *Charter of Rights and Freedoms*, find information that relates to the following areas. In your own words, fill in the table below.

Describe a right you have exercised (used)	Describe a right you have heard before	Describe a right that protects education
Describe a right that protects women	Describe a right that benefits the poor	Describe a right that talks about laws
Describe a right that allows citizens to choose their politicians	Describe a right that protects Indigenous People	Describe a right that protects immigrants
Describe a right that supports the role of media in a democracy	Describe a right that allows you to travel to other countries	Describe a right that allows you to express your thoughts and opinions on social media

# Lesson 3

## Informed Citizenship



### GUIDING QUESTIONS

- 1 In what way does information influence my decisions?**
- 2 How do algorithms personalize your internet experience?**
- 3 What are the opportunities and challenges of using online platforms?**

### OVERVIEW

Being a responsible citizen involves seeking out information from a variety of sources and comparing perspectives on issues of importance.

In this lesson, students are assigned one of two social media newsfeeds that centre on a controversial issue: the proposed construction of a new solar panel factory. One feed is dominated by posts favouring the factory, while the other feed includes posts mostly against it. After reviewing their assigned feeds, students vote on whether the proposed solar development should proceed. The results of the vote are shared and students reflect how the information we consume can affect our decisions. Next, students learn about how the internet has changed the way we consume and share information, and evaluate the opportunities and challenges of online platforms.

### LEARNING OUTCOMES

By the end of the lesson, students can:

- analyze how news and information can influence our opinion on people, events and issues;
- describe how algorithms personalize the information they see online;
- evaluate the opportunities and challenges of receiving information through online platforms;
- describe strategies for being responsible consumers of information.

## Teacher Tips

- Please use the activities and combine them in a way that is appropriate for your class.
- Although students are not necessarily on social media, learning about the challenges early on is important.
- Supplies/Needs: computers and access to the internet for the social media feeds (online version) or copies of the PDF feeds (printed version), Slide Deck 3, access to or copies of 3.1, 3.2 or 3.3.
- Online templates for all activities and any videos and slide decks are available on the project website.

## Starter

Have a conversation about consuming news and information.

- Where do you get your news and information? Where do you learn about developments happening in the world?
- Which sources of information do you think are most trustworthy and why?
- Do you think it is important to be informed about issues in your community? Why or why not?

## Fundamentals

1. Complete the 'Feed for Thought' activity found at the CIVIX website [newsliteracy.ca](https://newsliteracy.ca). The activity can be completed with online scrollable newsfeeds or paper versions.

- a) **Introduce the Scenario.** A solar-panel company has submitted a plan to build a factory next to the school, and community members will vote to decide whether or not the development should proceed. Students at the school will also have the opportunity to vote and express their choice.

Before voting, you will become familiar with the issue and the people involved by reading through a social media feed that has a mix of articles from news media, and posts from community members and friends.

- b) **Read the Feeds.** Without informing students of the two options, provide half the class with the “pro” feed, and the other half with the “anti” feed. If you are using the online version, the link provided will randomly assign students one of the two feeds. Give students 15 minutes to review the information.

- c) **Vote.** Have students vote on whether the factory should be built by raising their hands or by using paper ballots (Activity 3.1). Tally the results and announce them to the class.

- d) **Debrief.** Through a whole-class discussion, ask students why they voted the way they did and what information shaped their decision.

Over the course of the discussion, it should become obvious that some students were provided different information than others. At an appropriate point in the discussion, share the fact that there were two different feeds and give students time to review them side by side to compare the differences.

Questions to prompt discussion:

- How did you feel about the results of the vote before you knew there were two feeds? Were you surprised by the outcome? Why or why not?
- How might two people end up with such different newsfeeds?
- 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?

2. Watch the "Behind the Screens – Who decides what I see online?" and "Algorithms and Filter Bubbles" videos, and/or review Slide Deck 3 to introduce the concepts of algorithms and filter bubbles, and the impact of online platforms. Guiding questions:

- Have you ever noticed information or advertisements online that were based on your previous internet searches?
- How do algorithms personalize your internet experience?
- What happens if we only see information we like or agree with?

## Consolidation

In pairs or small groups, ask students to respond to the following questions. Afterwards, discuss the responses as a class.

- Why is it important to think critically about online information?
- What are the opportunities and challenges of getting information through online platforms? (This can be completed with a T-chart in Activity 3.2.)
- How can we be responsible consumers of information?

## ASSESSMENT OPPORTUNITIES

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

<b>Starter</b>	<p>Can students identify where they get their news and information from?</p> <p>Can students explain why it is important to be informed about issues in their community?</p>
<b>Fundamentals</b>	<p>Can students explain why they voted the way they did, and what information shaped their decision?</p> <p>Can students identify the consequences of people being presented different facts and information?</p> <p>Can students explain how algorithms personalize our internet experience?</p>
<b>Consolidation</b>	<p>Can students generate the opportunities and challenges of getting information through online platforms?</p> <p>Can students describe how they can be responsible consumers of information?</p>

## ADAPTATIONS AND SUPPORTS

<b>Individual Education Plans</b>	<p><b>Modifications</b></p> <ul style="list-style-type: none"> <li>• Provide student with terms and definitions in advance (online platforms, algorithms, filter bubbles).</li> <li>• Share the "Behind the Screens" and/or "Algorithms and Filter Bubbles" videos before class discussions and activities.</li> <li>• Use ability grouping to support students.</li> </ul> <p><b>Enrichment</b></p> <ul style="list-style-type: none"> <li>• Provide the opportunity for alternative research: <ul style="list-style-type: none"> <li>- <i>Starter</i> segment: Where do your friends/family get their information from?</li> <li>- <i>Fundamentals</i> segment: Compare your social media feed(s) with those of your friends/family. How are they different? How are they the same?</li> </ul> </li> <li>• Encourage students to think globally and make connections to their thinking.</li> <li>• Modify terms, tasks to include more challenging and interest-based terminology.</li> <li>• Consider providing the words or information from the <i>Background Information for Teachers</i> section.</li> </ul>
<b>Language Learners</b>	<ul style="list-style-type: none"> <li>• Provide students with terms and definitions in advance.</li> <li>• Share the "Behind the Screens" and/or "Algorithms and Filter Bubbles" videos before class discussions and activities.</li> <li>• Ensure that subtitles are on during the video.</li> </ul>
<b>Culturally Responsive Pedagogy</b>	<ul style="list-style-type: none"> <li>• Students may come from households with varying access to the internet, and have different levels of familiarity with social media. Not all students will have prior knowledge of the social media feeds being emulated in the 'Feed for Thought' activity.</li> <li>• Encourage students to share their own experiences with online platforms and social media.</li> <li>• Ensure that you are open and encouraging of diverse viewpoints your students may share.</li> </ul>
<b>Accessibility &amp; Accommodations</b>	<ul style="list-style-type: none"> <li>• Consider conducting the vote through an online platform (e.g., Google Forms, SurveyMonkey).</li> <li>• If working in pairs or small groups is not possible, considering using Google Docs for collaborative discussion/brainstorming.</li> </ul>

## BACKGROUND INFORMATION FOR TEACHERS

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.

The introduction of the internet and the rise of social media have been significant for news and information, and complicated for citizens.

Where traditional news organizations were once the **gatekeepers** of information and the only ones with the resources to disseminate it — printing presses and TV stations are costly to purchase and operate — the internet allows anyone, anywhere to be a publisher.

The rise of blogging and social media a generation ago was widely viewed as the democratization of information, bringing new voices into public discourse and leading to positive social change. The reality of online communication has been more complex.

When news came only from traditional or **legacy media** — newspapers, TV, and radio — there was always someone who stood between audiences and information, a person or process that filtered the stories or content, checked facts and packaged stories for public consumption.

Where human editors and producers were once the only gatekeepers who decided what news audiences saw, on the internet, that job belongs to **algorithms**, sets of instructions that tell computers how to perform specific tasks, like sorting information.

Social media algorithms work in such a way that we are more likely to see content that is similar to what we already like or agree with. Our social media feeds never give the whole picture.

Since people have become such heavy adopters of social media, they now rely on these sites (such as Facebook or Snapchat) for news. The problem is that **social media** platforms never intended to be news organizations, and there are consequences for informed citizenship when people rely on friends and algorithms to find out about what is happening in the world.

Informed citizenship involves seeking out news and information from a variety of sources, comparing perspectives and keeping up with new developments. There are things you can do to make sure you are informed, particularly when there is so much information available online.

**ACTIVITY 3.1: Community Referendum – Voice your choice!**

Use the sample ballots below to conduct a vote for the community referendum. Tabulate the results and announce them to the class.

COMMUNITY REFERENDUM	
The proposed factory development should be allowed to proceed.	
YES	<input type="radio"/>
NO	<input type="radio"/>

---

COMMUNITY REFERENDUM	
The proposed factory development should be allowed to proceed.	
YES	<input type="radio"/>
NO	<input type="radio"/>



## ACTIVITY 3.2: Evaluating Online Platforms/Social Media

How are online platforms helpful? How do they help or harm citizens and society? What problems can arise from online platforms?

OPPORTUNITIES	CHALLENGES

# Lesson 4

## Governments in Canada



### GUIDING QUESTIONS

**❶ How does government affect me?**

**❷ How is government organized in Canada?**

### OVERVIEW

Governments make decisions and pass legislation that impacts the lives of citizens. Canada has several levels of government, each with its own elected representatives and areas of responsibility.

In this lesson, students explore the roles and responsibilities within the levels of government in Canada through a variety of multi-media tools and activities. Students analyze how government services affect them and assess the interdependence of different levels of government. In the *Consolidation* activity, students create a visual diary to show specific ways that government influences their daily lives.

### LEARNING OUTCOMES

By the end of the lesson, students can:

- explain the importance of government;
- identify the roles and responsibilities associated with the different levels of government in Canada;
- analyze how government affects them directly.

## Teacher Tips

- Please use the activities and combine them in a way that is appropriate for your class.
- When discussing big concepts like elected representatives and levels of government, create classroom visuals with photos or images to give students a quick reference point throughout the lesson or Student Vote program.
- Supplies/Needs: "Levels of Government" video, Slide Deck 4A and 4B, access to or copies of 4.1.
- Online templates for all activities and any videos and slide decks are available on the project website.

## Starter

Discuss the concept of government and the need for rules and decisions in society. Guiding questions:

- What types of rules and decisions are needed for people living in a community (e.g., education and schools, roads and traffic laws, health care and hospitals)?
- Who is responsible for making decisions in the community?
- What would life be like without government?

## Fundamentals

1. Using the images in Slide Deck 4A (Who am I?), gauge student's current knowledge about government and politics in Canada. Images include current Prime Minister Justin Trudeau, Premier Blaine Higgs, parliament buildings and the Legislative Assembly of New Brunswick, as well as other non-political figures and places. This can be completed through class discussion, or have students jot down their answers on paper.

Afterwards, invite students to share what they know about how government is organized in Canada.

2. Using the "Levels of Government" video and Slide Deck 4B, review how government is structured in Canada. Suggested questions to cover during instruction and discussion:
  - What is a representative democracy?
  - What are the levels of government in Canada?
  - Why do we have different levels of government?
  - What is the title of the elected representative at each level?
  - What is the title of the leader at each level? How are they chosen?

3. Review the concept that each level of government has its own set of responsibilities. The level closest to the issue usually manages it (i.e., the federal government handles national defence). Provide several examples of responsibilities and ask students to guess which level of government is responsible for it (e.g., citizenship, driver's licensing, local parks).
4. Ask students to complete Handout 4.1. 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. Afterwards, have students share with a partner and review it as a class.

## Consolidation

Ask students to create a visual diary or comic strip of how government influences their daily life. They can use slides, paper or a social media app.

Steps:

- Identify 5 or 6 regular or daily actions or activities that are influenced by government.
- Draw an image or take/find a photo to represent the action/activity.
- Write a caption to identify the related level of government(s) and its area of responsibility.
- In one sentence, explain the impact of the specific government area on your life. Use "I" statements to personalize your summary.
- Write an overall concluding statement to answer the following question: Is government important? Why or why not?

## ASSESSMENT OPPORTUNITIES

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

<b>Starter</b>	Can students explain the need for government?
<b>Fundamentals</b>	<p>Can students recognize or name current politicians and institutions?</p> <p>Are students asking questions about the levels of government?</p> <p>Can students make connections between government services and their own lives?</p> <p>Can they identify shared responsibilities? Are students able to demonstrate an understanding of the interdependent relationships between the different levels of government?</p>
<b>Consolidation</b>	<p>Can students identify the level of government and area of responsibility connected to their action or activity?</p> <p>Can students explain the impact of government on their lives?</p>

## ADAPTATIONS AND SUPPORTS

<b>Individual Education Plans</b>	<p><b>Modifications</b></p> <ul style="list-style-type: none"> <li>• Provide examples or images of different responsibilities (defence — soldiers).</li> <li>• Share the "Levels of Government" video before class discussions and activities.</li> </ul> <p><b>Enrichment</b></p> <ul style="list-style-type: none"> <li>• Ask students to identify an issue that concerns them the most in the community. Ask them to contact to the appropriate elected representative (it could be more than one) expressing their concerns. This could be completed by email or social media.</li> </ul>
<b>Language Learners</b>	<ul style="list-style-type: none"> <li>• Provide examples or images for each area of responsibility.</li> <li>• Have strong students describe responsibilities in their own words to English language learners.</li> </ul>
<b>Culturally Responsive Pedagogy</b>	<ul style="list-style-type: none"> <li>• Review the demographic data of one or more elected bodies and discuss the need for more diversity in politics.</li> <li>• Discuss specific questions marginalized groups may have for elected representatives.</li> <li>• Discuss specific political issues facing your community.</li> <li>• Review the governance structure of a neighbouring Indigenous community.</li> </ul>
<b>Accessibility &amp; Accommodations</b>	<ul style="list-style-type: none"> <li>• The trivia game for the <i>Fundamentals</i> activity could also be conducted through an online platform (e.g., Kahoot, Google Forms).</li> <li>• The artwork/media for the <i>Consolidation</i> activity can be created and shared in an entirely digital format. If physical productions are being created, ensure that enough materials are available to reduce the need for sharing.</li> </ul>

## BACKGROUND INFORMATION FOR TEACHERS

Canada is a federal state, parliamentary democracy and constitutional monarchy.

A **federal state** brings together a number of different political communities with a central government (federal) for general purposes and separate regional governments (provincial/territorial) for regional/local purposes.

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 concern, such as the armed forces, international relations and trade, currency, fisheries and oceans, criminal law and public safety. **Provincial and territorial governments** are responsible for their own province or territory and issues such as education, health care, social welfare, transportation and highways.

**Municipalities or local governments** receive their powers from their provincial or territorial governments. These governments are responsible for the planning, growth and safety of their communities. They also handle local matters such as water and sewage treatment, public transit, roads and bridges, local parks and recreational facilities.

For some issues, the different levels of government have to work together and share the responsibility.

This is called **concurrency**. For example, federal, provincial and local governments are concurrently responsible for the environment. The federal government enforces the *Canadian Environmental Protection Act* and regulates waterways used for fishing and shipping. Provincial governments regulate land use, mining, manufacturing and harmful emissions. Local governments are responsible for zoning, garbage disposal, and sewage and water treatment.

There is another level of government found in some Indigenous communities. Indigenous governments often share certain responsibilities with the government in their province or territory and the federal government.

Each level of government has locally elected officials to represent the people (constituents) living in their designated areas. Elected representatives are responsible for proposing, studying, debating and voting on bills (potential laws), and raising issues put forward by their constituents.

Federal representatives are called **Members of Parliament (MPs)**, provincial representatives in New Brunswick are called **Members of the Legislative Assembly (MLAs)**. MPs and MLAs are often affiliated with political parties.

In New Brunswick local governments, elected representatives are called **council members** or **councillors**. Local government representatives in New Brunswick do not have a party affiliation.
































The leader of the federal government is called the **prime**

**minister**, whereas **premier** is the title given to the leader of the provincial government. In both of these cases, the leader of the party with the greatest number of elected representatives in the legislative body usually assumes the role of the leader of that government.

In New Brunswick local governments, the head of council is called a **mayor**. Mayors are elected by the people during a local government election.

As a constitutional monarchy, Canada's head of state is a hereditary sovereign (queen or king) who reigns in accordance with the Constitution. The sovereign is represented in Canada by the **governor general**, who is appointed by the sovereign on the advice of the prime minister. In each of the ten provinces, the sovereign is represented by a **lieutenant governor**, who is appointed by the governor general on the advice of the prime minister. Usually, the governor general and lieutenant governors serve a five-year term. There is no sovereign representative at the local government level.

## HANDOUT 4.1: Government Responsibilities

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

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?

# Lesson 5

## My Community



### GUIDING QUESTIONS

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

### OVERVIEW

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

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

### LEARNING OUTCOMES

By the end of the lesson, students can:

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



## Teacher Tips

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

## Starter

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

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

## Fundamentals

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

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

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

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

## Consolidation

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

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



## ASSESSMENT OPPORTUNITIES

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

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

## ADAPTATIONS AND SUPPORTS

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

## BACKGROUND INFORMATION FOR TEACHERS

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

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

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

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

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

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

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

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

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

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

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

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

## REGIONAL MUNICIPALITIES

- Tracadie

## RURAL COMMUNITIES

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

## VILLAGES

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

## TOWNS

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

## CITIES





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

## ACTIVITY 5.1: Investigating Our Community

Using your local government's website, Google Maps and other online sources, fill in the information below to learn more about your municipality or rural community.

Name	Type of community
Write down <b>two</b> major landforms or waterways within the community.	
Write down <b>three</b> ways that the physical environment influences life or work within the community.	
What is the composition of the local government council? (Number of positions, titles)	
Describe <b>three</b> recent announcements by the local government and analyze who will be affected.	

## ACTIVITY 5.2: Plan of Action for our Community

 <b>THE FOCUS:</b> What is the issue you want to address?  What do you want to improve?	
 <b>FACTORS:</b> What are the underlying factors or causes related to the issue?  Why is this an issue that matters to you?	
 <b>THE PLAN:</b> What actions could be taken to improve the issue?  How could the local government council help?  How could community members help?	
 <b>OUTCOMES:</b> Who from the community would benefit and how?  Would anyone be negatively impacted? If so, how?	

# Lesson 6

## Local Government Elections



### GUIDING QUESTIONS

- ❶ **How is our local government chosen?**
- ❷ **How do voters decide who to vote for?**
- ❸ **Which candidate(s) do I support and why?**

### OVERVIEW

Elections are contests of leadership, ideas, politics and power, where interested individuals campaign for your support and ultimately your vote.

In this lesson, students will learn about local government elections in New Brunswick; and the different election races in their community. Individually or in groups, students will engage in the inquiry process to investigate factors when making their voting decision and to guide their research into the candidates. In the alternative activity, students can co-create a profile and work in groups to research one candidate. Afterwards, the research is shared with the rest of the class for analysis. In the *Consolidation* activity,

students reflect on the research process and what is most important to them when making their decision.

### LEARNING OUTCOMES

By the end of the lesson, students can:

- explain the process for local government elections;
- analyze different ways to compare the candidates;
- develop an investigation plan and/or research the candidates running for election;
- compare and contrast the candidates and their viewpoints.

## Teacher Tips

- Please use the activities and combine them in a way that is appropriate for your class.
- Supplies/Needs: Slide Deck 6, access to or copies of 6.1, 6.2 and 6.3.
- Online templates for all activities and any videos and slide decks are available on the project website.

## Starter

Through a 'Placemat' activity, have students answer the question: What qualities or skills would I (or my parents/guardians) like to see in our elected representatives?

- a) Divide the class into groups of four and provide each group with one large sheet of paper and a marker for each group member or provide students with access to the Google Doc version of Activity 6.1.
- b) Instruct each group to divide its sheet of paper into sections, with an area in the centre and enough separate areas around the outside to match the number of members in the group (see Activity 6.1).
- c) Ask students to respond to the question within their allotted space. Provide time for each student to share their recorded responses with the rest of their group without discussion or debate from the other students.
- d) Ask groups to decide, collectively, on the five most important/significant qualities and record them in the centre of the placemat – it is important that all group members agree on the top five qualities and skills.
- e) Review each group's top five as a class.

## Fundamentals

1. Review the process for local elections in New Brunswick. You can use Slide Deck 6 as a starting point and add specific information about the election races where you live (the name and number of positions and if they are elected at-large or by district/ward). Ask students to record notes on Activity 6.2.
2. Find out which candidates are running for election in your area. Show students where they can find this information by visiting your local government's website. Ask students to write down the candidates running for each position (Activity 6.2).

3. On a blackboard or whiteboard, write down the following question: How do voters decide who to vote for?

Through a class discussion, generate questions to frame this decision. For example:

- Why do they want to be on council?
  - Who would make a good leader?
  - Who would work well with the rest of council to make decisions for our local government?
  - Who would be an effective representative for our community or neighbourhood?
  - What issues in our community matter to me? Do they matter to candidates? Do they have ideas to address these issues?
  - What ideas or goals do the candidates have for our local government? Which plan do I support the most?
4. Through a class discussion, review different ways that you can collect information about the candidates and answer the questions you want to know (e.g., candidate websites and social media pages, web searches, news media, candidate debates or town halls, discussion with family and friends). Tell students they can even contact the candidates directly and ask them what they want to know.
  5. As a class or in groups, have students develop an investigation plan to help them make their voting decisions (Activity 6.3). Students can work in a jigsaw format or another method where the research is shared and discussed. The research should be presented in a slide deck or another format.

### TEACHER NOTE

If you decide to pose questions to the candidates, organize the questions into one document and send the list to each candidate running for office. Alternatively, you could set up a Zoom call or Google Meet with the candidates for a virtual Q&A.

### ALTERNATIVE ACTIVITY

1. Through a whole class discussion, create a list of the most pressing issues in the election. Draw upon news coverage, opinion polls, the opinions of your friends/family and previous discussions.
2. Divide the class into pairs or small groups to research a candidate running for election. Co-create a checklist for creating a profile and summary for each candidate. Have students choose how the information will be presented (e.g., poster, slide deck, video, mock Facebook or Instagram profile).

Sample research profile:

- Name and photo
- Reason for running (Why do they want the job?)
- Personal information (e.g., education, career, accomplishments)
- Priorities (What issues are most important to the candidate?)
- Issues (What is their position or plan for the most pressing issues identified by the class?)

### TEACHER NOTE

Encourage students to use primary and secondary resources, including news articles and commentary, candidate websites and social media, or even contact the candidates directly.

3. Have each group share their candidate profile with the rest of the class. You can post the group work around the classroom or create a digital gallery. Students can make notes on all the candidates using Activity 6.4.

### Consolidation

Have a brief closing discussion about the candidates and the process of deciding who to vote for, or ask students to write a reflection on one or more of the following questions:

- Do you feel ready to vote? How did your research make you feel more confident in your decision?
- Which factors do you think are most important when deciding who you will vote for?

## ASSESSMENT OPPORTUNITIES

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

<b>Starter</b>	Can students generate a list of qualities or skills they would like to see in their elected representative?  Can students collectively agree on the top skills/qualities?
<b>Fundamentals</b>	Can students identify different considerations when deciding for whom to vote?  Can students identify what is important to them or their community and help them narrow their research?  Can students design an investigation plan that supports their inquiry? Can they identify trustworthy sources of information?  Are students posing questions while they research in order to spark new areas of interest?  Are students presenting information that is accurate and informative?  Can students analyze the information collected and make a decision?  Can students assess their learning and what they might do differently in the future?
<b>Consolidation</b>	Do students recognize that research can make it easier to reach a decision?  Do students understand different considerations when making voting decisions? Do they feel more prepared to vote in the future?



## ADAPTATIONS AND SUPPORTS

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

<b>Individual Education Plans</b>	<p><b>Modifications</b></p> <ul style="list-style-type: none"> <li>• Review the concept of elected representatives using other CIVIX video resources ("Elected Representatives" and/or "Levels of Government").</li> <li>• Provide access to key terms in advance.</li> <li>• Use ability grouping to support students.</li> </ul> <p><b>Enrichment</b></p> <ul style="list-style-type: none"> <li>• Students can enhance their understanding by comparing municipal elections to provincial or federal elections. Encourage them to take note of similarities and differences. Alternatively, they could compare municipal elections to those in other countries.</li> </ul>
<b>Language Learners</b>	<ul style="list-style-type: none"> <li>• Allow students to compare electoral systems and especially municipal leadership positions to their home region and in their primary language.</li> <li>• Provide access to key terms in advance.</li> </ul>
<b>Culturally Responsive Pedagogy</b>	<ul style="list-style-type: none"> <li>• Analyze the diversity of the candidates running in your municipality and discuss the need for diversity in politics. <ul style="list-style-type: none"> <li>- Fredericton group aims to get more women running in municipal elections this spring: <a href="https://www.cbc.ca/news/canada/new-brunswick/fredericton-women-municipal-1.5853705">https://www.cbc.ca/news/canada/new-brunswick/fredericton-women-municipal-1.5853705</a></li> <li>- Women in Politics: <a href="https://www.cbc.ca/news2/interactives/women-politics/">https://www.cbc.ca/news2/interactives/women-politics/</a></li> <li>- MP Mumilaaq Qaqqaq: <a href="https://globalnews.ca/news/6071654/mumilaaq-qaqqaq-nunavut-mp/">https://globalnews.ca/news/6071654/mumilaaq-qaqqaq-nunavut-mp/</a></li> <li>- Refugees in Politics: <a href="https://www.huffingtonpost.ca/2015/11/04/maryam-monsef_n_8468048.html">https://www.huffingtonpost.ca/2015/11/04/maryam-monsef_n_8468048.html</a></li> </ul> </li> </ul>
<b>Accessibility &amp; Accommodations</b>	<ul style="list-style-type: none"> <li>• The 'Placemat' activity for the <i>Starter</i> activity can be conducted using the Google Doc available online, or alternatively through a 'Think-Pair-Share' strategy.</li> <li>• If working in pairs or small groups is not possible, considering using Google Docs for collaborative discussion/brainstorming.</li> <li>• Provide mobility accommodations for any activities that require movement.</li> <li>• Consider using a digital format for the candidate research and profile so that it can be shared online, in order to limit interactions or movement in the classroom.</li> <li>• Coordinate virtual Q&amp;A sessions with the candidates in place of candidate debates.</li> </ul>

## BACKGROUND INFORMATION FOR TEACHERS

Local government councils are made up of elected officials. They are comprised of a head of council called a **mayor** and several **councillors**, collectively called **council members**. Local government councils make decisions together to meet your community's needs now and in the future.

Local government elections in New Brunswick must be held every four years, on the second Monday in May. Although local government elections were scheduled to take place in May 2020, the provincial government passed legislation to postpone elections due to COVID-19. The next local government elections will be held on Monday, May 10, 2021.

A **voting system** (or electoral system) is the way in which we elect our representatives. The voting system includes set rules for how preferences are recorded and the method used for determining which candidate wins. There are many different voting systems used around the world.

New Brunswick uses a system called **First Past-The-Post** (FPTP). A successful candidate must receive the most votes in order to be elected.

In order to be eligible to vote in the local government elections in New Brunswick you must:

- Be a Canadian citizen;
- Be eighteen years of age on or before polling day;
- Have been or will have been ordinarily resident in the Province for a period of at least 40 days immediately before the election; and
- Be living in the local government area, school district, or health region on Election Day.

Depending on where you live, you may be able to vote for mayor (head of a local government council) and councillor (one or more members of your local government council). You may also be able to vote for representatives for your district education council or regional health authority.

Mayors are elected **at-large** (by all eligible voters in the community). Councillors can be elected at-large or by a **district** or **ward system**, where the local government is broken down into smaller geographic areas with their own designated councillor(s). Some local governments use a mix of district and at-large systems.

In local government elections in New Brunswick, there are two types of elections: **single-member elections** and **multi-member elections**. In single-member elections, only one candidate is elected, such as in the case of a mayoral race or a council race where only one person is selected to represent one **district** (also known as a **ward**). Voters can only choose one candidate on the ballot and the candidate with the most votes wins. However, in multi-member elections, more than one member is elected so voters can choose more than one candidate if they choose (up to a maximum). For instance, if six councillors are elected at-large for the entire local government, then voters can select up to six candidates. The six candidates with the most votes are elected to council.

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

A ballot lists the names of the candidates running for each position in your local government election. There is a space beside each candidate's name on the ballot. As long as you clearly mark the ballot for the appropriate number of candidates, your votes will be counted. This includes a checkmark, X, shading-in or another marking. Regarding the number of choices on a ballot, if six council members are elected at-large, you can vote for up to six candidates. Alternatively, if only one candidate is elected in a given race, you can only vote for one candidate.

A **rejected** vote is declared invalid by the deputy returning officer because it was not properly marked (e.g., the voter selected more than the allowed number of candidates). In the case of local government elections, one race or section may be declared valid and another may be deemed invalid.

A **spoiled** ballot is a ballot that is mistakenly marked or torn and exchanged for a new ballot. It is kept separate and never placed in the ballot box.

Across all local governments, there may be two, three, four or more candidates running for a position on council, depending on the race. A candidate is elected by **acclamation** if they have no opponents, or if the number of candidates match the number of council members to be elected. In that case, no vote is held for that race.

In order to run as a candidate in a local government election in New Brunswick, you must 18 years of age on or before Election Day; a Canadian citizen; a resident of the province and the local government area for at least 6 months immediately preceding election day; and in a local government that is divided into wards for election purposes, a candidate for ward councillor must be a resident of that ward when they are nominated.

There are many ways to gather information about the local government election candidates. Community groups hold in-person or virtual town hall meetings or all-candidate debates where citizens are invited to listen to candidates speak on the issues and ask questions. Information can also be found on radio and television, media websites or in newspapers and local magazines. Individuals may also visit campaign offices, attend campaign events or have a chance to talk to candidates when they visit homes during door to door canvassing, when possible. Information may also be accessible online through candidate websites and social media pages. This is one of the first elections in Canada to happen during the COVID-19 pandemic, so you can expect to see a much greater focus on virtual outreach compared to traditional methods.

## ACTIVITY 6.1: Placemat Activity

<b>GROUP MEMBER 1</b>	<b>GROUP MEMBER 2</b>
<b>GROUP MEMBER 3</b>	<b>GROUP MEMBER 4</b>

**FINAL LIST**

- 1.
- 2.
- 3.
- 4.
- 5.

## ACTIVITY 6.2: Learning about the 2021 Local Government Elections

What is the date of the election?

Where can I find out which candidates are running for council?

Fill in the chart below with information about the election races in your community.

<b>TITLE OF THE POSITION</b>		
<b>TYPE OF ELECTION (AT-LARGE OR BY WARD/DISTRICT)</b>		
<b>LIST OF CANDIDATES</b>		
<b>NUMBER OF CANDIDATES YOU CAN CHOOSE ON YOUR BALLOT</b>		

### ACTIVITY 6.3: How do I decide who to vote for?

<b>DETERMINE AN INQUIRY</b> <ul style="list-style-type: none"><li>• What should I know before making my voting decision?</li><li>• How can I frame it as a question or questions to guide my research?</li></ul>	
<b>DESIGN A PLAN TO ANSWER THE QUESTION</b> <ul style="list-style-type: none"><li>• How will I find information to answer my inquiry?</li><li>• Which sources can I use? Which are most trustworthy?</li></ul>	
<b>ANALYZE YOUR RESEARCH</b> <ul style="list-style-type: none"><li>• After completing your research, compare and analyze the information that you have collected.</li><li>• Do you have sufficient information or do you need more?</li><li>• Which candidate will you support and why?</li></ul>	
<b>REFLECTION</b> <ul style="list-style-type: none"><li>• Do you feel confident in your decision? Why or why not?</li><li>• What did you learn through this process? What did you find interesting or challenging?</li><li>• How will you approach it differently in the future?</li></ul>	

## ACTIVITY 6.4: Graphic Organizer – Getting to Know the Candidates

Fill out the graphic organizer below with information about the candidates running for election.

<b>NAME</b>	
<b>PERSONAL INFORMATION</b>	
<b>REASON FOR RUNNING</b>	
<b>PRIORITIES IF ELECTED</b>	
<b>IDEAS OR PROPOSALS ON KEY ISSUES</b>	

<b>NAME</b>	
<b>PERSONAL INFORMATION</b>	
<b>REASON FOR RUNNING</b>	
<b>PRIORITIES IF ELECTED</b>	
<b>IDEAS OR PROPOSALS ON KEY ISSUES</b>	

<b>NAME</b>	
<b>PERSONAL INFORMATION</b>	
<b>REASON FOR RUNNING</b>	
<b>PRIORITIES IF ELECTED</b>	
<b>IDEAS OR PROPOSALS ON KEY ISSUES</b>	

<b>NAME</b>	
<b>PERSONAL INFORMATION</b>	
<b>REASON FOR RUNNING</b>	
<b>PRIORITIES IF ELECTED</b>	
<b>IDEAS OR PROPOSALS ON KEY ISSUES</b>	

# Lesson 7

## District Education Council Elections



### GUIDING QUESTIONS

- 1 How do the decisions made by our district education council impact me?
- 2 How can I evaluate the education councillor candidates?

### OVERVIEW

New Brunswickers elect their district education councils (DECs) to improve student achievement according to the diverse needs, priorities and unique educational requirements of the communities they represent.

In this lesson, students will learn about the role of DECs and education councillors. Then, students will create an ideal profile of an education councillor and find out which candidate most closely matches up. In the *Consolidation* activity, students reflect on ways to improve the school experience for students in the district, and articulate these views to the newly elected education councillor or DEC.

### LEARNING OUTCOMES

By the end of the lesson, students can:

- explain the role of school districts and district education councils (DECs);
- identify the name of their school district and the candidates running for election.
- assess which education councillor candidate matches their ideal education councillor and interests; and
- express their opinions and ideas about how to improve schools within the school district.



## Starter

1. Invite students to share what they know about their school district. Questions to prompt discussion:
  - What is the name of our school district?
  - Who creates the vision and sets goals for the school district?
  - Who establishes rules/policies for all schools in the district?
2. Explain to students that each school district has a group of elected education councillors, collectively called the district education council, or DEC. The DEC makes decisions by voting on motions, which are decisions or actions. A motion must have the support of the majority (more than half) of education councillors in order to be implemented.

## Fundamentals

1. Use Slide Deck 7 to review the role and responsibilities of education councillors.
  - Education councillors provide a link between local communities and the school district, bringing the issues and concerns of their communities to DEC discussions and decision-making. Education councillors have no individual authority; the DEC makes decisions as a whole.
2. As a class, review key information about your school district and DEC using your school district's website.
  - What are the geographic boundaries of our school district? (Use a map as a visual aid)
  - How many schools are in our school district?
  - How many subdistricts are there within the school district?
  - How many education councillors are elected in each subdistrict?
  - Which subdistrict is our school in?

### TEACHER NOTE

Find more info about district boundaries on the Elections NB website at *For Candidates > District Education Council Candidates > School Districts Maps*.

3. Divide students into pairs or small groups and have them create a profile for their 'ideal' education councillor (Activity 7.1). Guiding questions:
  - What personal characteristics would the education councillor possess?
  - What skills or work experience would they have?
  - What is their motivation to become an education councillor?
  - What would be their educational priorities?

4. Review the list of candidates running for education councillor by consulting your municipality and/or school district website.
5. Ask students to learn about the candidates using candidate websites and social media pages, web searches or by contacting the candidates directly. This can be completed through a jigsaw method or you can assign each group one candidate to research and have them present to the rest of the class.
6. Have a closing discussion about the education councillor candidates and have students write their reflections using Activity 7.1. Please note that more than one copy may be needed depending on the number of candidates.
  - Which candidate do you think would make the best education councillor and why?
  - Which candidate(s) most closely matches your ideal education councillor? Explain with evidence or examples.

### ALTERNATIVE ACTIVITY

If your education councillor was acclaimed, invite them into your class for a discussion about the opportunities and challenges that lie ahead within the school district. Have students prepare questions in advance.

If the elected education councillor was the incumbent, students could look at past records of DEC meetings to evaluate their education councillor's priorities and predict the issues they may support or promote in the new session.

## Consolidation

Ask students to reflect on what they would like to change or improve about the school experience for students in the district and have them find a way to articulate this message to their newly elected education councillor. This can be in the form of a letter, speech or other oral presentation, slide deck or multi-media piece.

## ASSESSMENT OPPORTUNITIES

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

<b>Starter</b>	Do students understand the role and importance of education councillors?
<b>Fundamentals</b>	Are students thinking critically about the qualities and skills needed for the role of education councillor?  Can students identify a strong vs weak candidate?  Can students explain the reasoning behind their preferred candidate?
<b>Consolidation</b>	Can students clearly articulate their opinions and ideas in a persuasive manner?

## ADAPTATIONS AND SUPPORTS

<b>Individual Education Plans</b>	<b>Modifications</b> <ul style="list-style-type: none"><li>• Use ability grouping to help students conduct research on education councillors.</li><li>• Allow students to present their information in various ways (orally, written, only to the teacher).</li></ul> <b>Enrichment</b> <ul style="list-style-type: none"><li>• Ask students to contact the candidates and ask three questions about the class' most pressing concerns. Have students report the responses back to the class.</li></ul>
<b>Language Learners</b>	<ul style="list-style-type: none"><li>• Provide students with terms and definitions in advance.</li><li>• Encourage students to compare the education system in New Brunswick to the one of their home country. This can help with a deeper understanding of the institutions.</li></ul>
<b>Culturally Responsive Pedagogy</b>	<ul style="list-style-type: none"><li>• Some students may be shy or reluctant to vote.</li><li>• Include discussion of Indigenous schooling options.</li><li>• Discuss the emphasis many Indigenous groups place on consensus decision-making.</li></ul>
<b>Accessibility &amp; Accommodations</b>	<ul style="list-style-type: none"><li>• If working in pairs or small groups in the classroom is not possible, consider using Google Docs for collaborative activities and discussion.</li></ul>

## BACKGROUND INFORMATION FOR TEACHERS

**District Education Councils (DECs)** were first established in 2001 to provide local governance and community input into New Brunswick's education system.

The *Education Act* gives authority and responsibilities to the DECs. DEC members provide local input and set the goals and directions for education in each **school district**. The Education Act currently provides for 11 to 13 elected education councillors for each of the school districts. There are 4 Anglophone districts (North, South, East, and West) and 3 Francophone districts (Nord-Est, Nord-Ouest, and Sud), with 7 to 13 elected members on each council.

The provincial Minister of Education and Early Childhood Development meets with DECs bi-annually to discuss major issues, reflect on policy direction and share information. The Minister and Department staff are also in regular contact with DECs to consult on policy development, capital issues, and other business.

DECs focus on the big picture, setting priorities and addressing the needs for education, performance and infrastructure for all schools. This is different from Parent School Support Committees which provide advice to principals at the school level.

The DEC only has authority when it is working as a team to create policies that set boundaries and direct the work of the superintendent. The **superintendent** is responsible for the operational oversight of the school district and day-to-day decisions.

Under provincial legislation DECs have the following responsibilities:

- Approving and monitoring the district education plan
- Approving and monitoring the district expenditure plan
- Maintaining links with the Parent School Support Committees
- Developing district policies and procedures
- Providing for an appeal process
- Determining capital project priorities
- Recommending school closures
- Reviewing and approving performance report
- Overseeing trust funds
- Approving school improvement and performance reports
- Hiring and evaluating the district superintendent

Find more info about subdistricts on the Elections NB website at *For Candidates > District Education Council Candidates > School Districts Maps*.

To be a candidate in a district education council election, you must be 18 years of age on or before Election Day; a Canadian citizen; a resident of the school district in New Brunswick for at least six months immediately preceding election day; and a resident of the relevant school district and subdistrict or zone when nominated.

Candidates cannot be employees of the Department of Education & Early Childhood Development or school personnel such as teachers; school bus drivers; building maintenance personnel; or secretaries and clerks.

# ACTIVITY 7.1: Who Will Make a Good Education Councillor?

Create a profile for your ideal education councillor. Afterwards research the candidates running for election and determine which most closely resembles your ideal candidate.

EDUCATION COUNCILLOR CANDIDATES					
MY IDEAL EDUCATION COUNCILLOR					
QUALITIES	PERSONAL CHARACTERISTICS	WORK EXPERIENCE, EDUCATION AND SKILLS	EDUCATIONAL PRIORITIES	WHAT IS THEIR MOTIVATION TO BECOME AN EDUCATION COUNCILLOR?	