

BC Elections Education Project

Developed by



With



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Acknowledgements

The **BC Elections Education Project** began as a partnership between Samara Canada and ISSofBC in March 2017 to bring a voting simulation activity called *Vote PopUp* into Language Instruction for Newcomers to Canada (LINC) classrooms prior to the provincial election. To support the delivery of the voting simulation activity that had been created by Samara, ISSofBC wrote lessons on voting suitable for CLB 4 to 8 LINC classes. The lessons were successfully delivered in May 2017 by trained volunteers in 22 different ISSofBC LINC classes around Greater Vancouver and in Squamish.

After Ryerson University's Faculty of Arts Democratic Engagement Exchange took over the *Vote PopUp* project, ISSofBC was approached to expand the scope of the original lessons, working with a grant from Elections BC and input from Elections BC and the Legislative Assembly of British Columbia to finalize content of two lesson packages, one on the BC Election Process and Voting, and the other on Parliamentary Democracy and the Role of MLAs. The result is the **BC Elections Education Project** which teaches adult immigrant and refugee English language learners how to participate in the democratic process when they become eligible as Canadian citizens.

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Contents

Introduction to the BC Elections Education Project

CLB 4 Lesson Package

Election Process and Voting CLB 4 Core Content Lesson with Materials

Election Process and Voting CLB 4 Module Plan

Election Process and Voting CLB 4 Skill-Building Outline with Assessment Tool

Parliamentary Democracy CLB 4 Core Content Lesson with Materials

CLB 5/6 Lesson Package

Election Process and Voting CLB 5/6 Core Content Lesson with Materials

Election Process and Voting CLB 5/6 Module Plan

Election Process and Voting CLB 5/6 Skill-Building Outline with Assessment Tool

Parliamentary Democracy CLB 5/6 Core Content Lesson with Materials

CLB 7/8 Lesson Package

Election Process and Voting CLB 7/8 Core Content Lesson with Materials

Election Process and Voting CLB 7/8 Module Plan

Election Process and Voting CLB 7/8 Skill-Building Outline with Assessment Tool

Parliamentary Democracy CLB 7/8 Core Content Lesson with Materials

Introduction to the BC Elections Education Project

Welcome to the **BC Elections Education Project** developed by ISSofBC and Ryerson University's Faculty of Arts Democratic Engagement Exchange.

Two topics are covered in the Project. The *BC Election Process and Voting* Lesson Package provides newcomers with essential information needed to participate in a provincial election. A voting simulation activity provides participants with an opportunity to experience each step of the act of voting as if they were at a physical voting station. The *Parliamentary Democracy and the Role of MLAs* Lesson Package gives newcomers a more in-depth understanding of the democratic process in BC, as well as the role of an MLA in representing constituents.

How to Use the Project Lessons and Resources

There are three parts to this Project.

1. Core content lessons with materials on the topic of the *BC Election Process and Voting*
2. Module plans and skill-building outlines with assessment tools on the topic of the *BC Election Process and Voting*
3. Core content lessons with materials on the topic of *Parliamentary Democracy and the Role of MLAs*

Core Content Lessons

The two packages of core content lessons have been developed to be delivered either in 90 minutes or 3 hours.

The 90-minute version can be delivered by an instructor in a language class or by a settlement or youth worker in a workshop setting and provides essential information on the two topics. The 3-hour version is designed to be delivered by an instructor in a language class and provides additional or extension activities on the topics for more learning and practice. The activities that are meant for the 90-minute version have been clearly marked in the list of activities with a  icon:

Activities	3-hour	90-minute
Warm up	5 min	
Vocabulary Building – Activity 2: vocabulary worksheet	15 min	

Module Plans and Skill-Building Outlines with Assessment Tools

For the topic of *BC Election Process and Voting*, module plans and skill-building outlines with assessment tools for one Real World Task have been developed for CLB 4, 5/6 and 7/8. These resources are intended to be used in a LINC setting where instructors are building toward a language skill assessment as part of the Portfolio Based Language Assessment (PBLA) strategy.

Some of the activities in the skill-building outlines reference the *Election Process and Voting* core content lessons. These activities make use of the materials that are part of the *Election Process and Voting* core content teaching package. The rest of the activities in the skill-building outlines are described only, although titles of texts and links to possible resources to support these activities are provided at the end of the skill-building outlines, before the assessment tool.

Using the Skill-Building Outlines

The skill-building outlines detail components or parts of the Real World Task that need to be addressed in class to enable students to be successful at the expected CLB level in the real world and in an assessment.

The skill-building outlines are not meant to be viewed as classroom ready lessons, and the separate components in the outlines are not meant to be covered in one day. Rather, each of the components should be addressed over time, as part of a daily lesson that includes a warm-up, other class activities and a closing. One or two components may be addressed in one daily lesson, or it may take two or more daily lessons to address one component, depending on the prior learning and ability of the particular students in the class. The resources and activities are only suggestions for how to address each of the components. The teacher may have other ideas, or may use the suggested activities but need to supplement with other activities to meet the learning needs of the students.

As with all skill-building for PBLA, the skill-using task should not be administered right before the assessment task. The skill-using task should take place some time before the planned assessment so that the teacher can use it to gauge the students' readiness for assessment and allow for additional teaching and practice if needed.

CLB 4

Lesson Package

Table of Contents

CLB 4 BC Election Process and Voting Core Content Lesson Plan	3
CLB 4 BC Election Process and Voting Core Content Lesson Materials	10
CLB 4 BC Election Process and Voting Module Plan	24
CLB 4 BC Election Process and Voting Skill-Building Outline with Assessment Tool	28
CLB 4 Parliamentary Democracy and the Role of MLAs Core Content Lesson Plan	36
CLB 4 Parliamentary Democracy and the Role of MLAs Core Content Lesson Material	41

CLB 4

BC Election Process and Voting Core Content Lesson Plan

BC Election Process and Voting

Activities	3-hour	90-minute
Warm up	5 min	
Vocabulary Building – Activity 1: Vocabulary Card Match	25 min	
Vocabulary Building – Activity 2: Vocabulary Worksheet	15 min	
Jigsaw Activity – Reading: Getting the Gist; Understanding Main Ideas, and Speaking: Summarizing; Retelling	35 min	
Jigsaw Activity – Review	10 min	
15-minute break if using 3-hour lesson	15 min	
Register to Vote/Voter ID – Reading: Prediction; Scanning for Specific Information	25 min	
Exploring Democracy Around the World – Speaking: Cultural Exchange	15 min	
Why Do We Vote? – Vote Simulation Activity	35 min	
Total	3 hours	90 minutes

Materials

- Flip chart paper, Post-It Notes, markers
- Vote Simulation Materials
 - Ballots, pens/pencils
 - Ballot box
 - Voting screen
- Pamphlets and stickers
- Electoral Districts map
- Internet, computer & screen (or SMART Board) to show video
- Copies of appropriate activity handouts or cards

3-hour version — use all activities

90-minute version — only  activities

Lesson Instructions

PREPARATION:

- Set up the ballot box and the voting screen.
- Tape the Electoral Districts map on the wall.
- Get handouts ready for distribution (vocabulary, jigsaw, etc).
- Get ballots and pens ready for distribution.
- Get pamphlets and stickers ready for distribution.
- Tape a piece of flip chart paper on the wall. Write on it “Why Do We Vote?” Get the Post-It Notes ready for after the mock vote.

Warm Up (5 minutes)

- Explain that this workshop/lesson package is *non-partisan*. Ask students/clients what they think *non-partisan* means. Get a few answers from around the class. Ensure they get the correct answer.
- Begin by eliciting from the students what they know about the BC electoral process. Ask
 - Do students know what an election is?
 - Do students know why we have elections?
- Explain that today students will learn about provincial elections. Tell them they will have an opportunity to practice how to participate in an election using an election simulation or role play.

VOCABULARY BUILDING (40 minutes)

- Tell students that before they begin learning about the election process in BC, they need to understand some key vocabulary.

Vocabulary Activity 1: vocabulary card match (25 minutes)

- (15 minutes) Have students work in small groups of 3 or 4 to complete the vocabulary card match game. Give each group one set of vocabulary words and one set of vocabulary definition cards. Tell students that they do not need to write down the words, that they will be given a worksheet to take home.
- (10 minutes) Have groups check their answers with another group. Debrief vocabulary and definitions with entire group.

Vocabulary Activity 2: vocabulary worksheet (15 minutes)

- (10 minutes) Give each student a fill-in-the-blanks vocabulary worksheet. Have students work in pairs to fill in the worksheet. Pairs that finish quickly can check with other pairs and compare answers.
- (5 minutes) Go over the answers to the worksheet with the entire class. Tell students they will learn more about how these words are used in the next activity.

Jigsaw Activity (35 minutes)

READING: Getting the Gist; Understanding Main Ideas, and SPEAKING: Summarizing; Retelling

- Tell the students that they are going to do an activity to learn about voting in BC. Let them know you understand that they are permanent residents and not eligible to vote in provincial elections yet, but that you hope they will all vote in municipal, provincial and federal elections when they become Canadian citizens.

Instructions for the activity:

- Go around the room and assign each student a letter: A, B, C, or D.
- Tell all the As to go to one table, all the Bs to go to another table, all the Cs to go a third table and all the Ds to go to a fourth table.
- Tell the students you will give each table a different reading about BC Elections (each student at a particular table will have the same reading). Explain that students will read the passage and then discuss key vocabulary and ideas with others at their table. Tell students to make sure they understand the reading because they will be the teacher in the next part of the activity!
 - (10 minutes) Give students at each table the appropriate reading. Tell them to read and discuss main ideas, specific details, and important vocabulary.
 - (10 minutes) Have students practice retelling the key information to a partner within the group. Students may still rely on the passage at this point (they should not be memorizing sentences). Students can keep changing partners within the group at their table and continue practicing until they are confident that they can retell the key information to students in another group.
 - Tell the students that they will now teach what they have learned. Number the students at each table: 1, 2, 3, 4. Ask the students who are number 1 to move to a new table, students who are number 2 to move to a different table, etc. This will lead to there being a student who is an A, B, C and D at each table.
 - (15 minutes) Hand out question sheets to students at each table. Ask the students to go through each of the questions together. The letter at the end of the question is the person who should speak and answer the question for everyone. The student giving the information should try to do so without the aid of the passage they read and should only refer to the reading if needed.

REVIEW Jigsaw Activity (10 minutes)

- Debrief the Jigsaw/Lesson to confirm information you want students to know about voting in BC.
 - Point to a table and ask one student to tell you how to vote. Fill in any missing information.
 - Point to a different table and ask one student to tell you where to vote. Fill in any missing information.
 - Point to a different table and ask one student to tell you about voting – What do you do at the voting place? Fill in any missing information.

- Point to a different table and ask one student to explain how the provincial government is elected. Fill in any missing information.
- Ask the group if they know the names of the three major political parties in BC.
- Answer any questions students may have.

15-minute break if using 3-hour lesson version

Register to Vote/Voter ID Activity (25 minutes)

READING: Prediction; Scanning for Specific Information

- (5 minutes) Give one Register to Vote/Voter ID Comprehension Questions sheet to each table. Ask one student at the table to be the discussion leader and read out the questions one by one. Students at the table should discuss what they think the answers might be (predict).
- (10 minutes) Give each student at the table their own copy of the *Register to Vote/Voter ID Comprehension Questions* sheet and a copy of the Register to Vote/Voter ID reading. Tell them that they should scan the reading for the answers to the questions. Students should NOT focus on new vocabulary.
- (10 minutes) Students should compare and discuss answers with others. Quickly debrief the answers with the entire group.

Exploring Democracy Around The World Activity (15 minutes)

SPEAKING: Cultural Exchange

- Ask about voting in the students' countries. Is voting the same or different than in Canada?
 - (10 minutes) Handout *Exploring Democracy Around the World* chart to each student (Draw chart on the White Board or show handout on SMART Board to help explain activity).
 - Have students write the name of their home country in the 'Country A' box and fill in the answers to the question in each column on that line.
 - Ask students to move around and talk to people from other countries, filling in the information for each country (e.g. Country A = China, Country B = Iran, Country C = Korea, etc.). Depending on time and size of the group, either elicit answers from the group or have students come to the board and write in answers.
 - (5 minutes) Discuss the similarities and differences between Canada and other countries. Have students ask one another questions about voting in Canada or their own countries.

Why Do We Vote (35 minutes)

Vote Simulation activity

Tape a piece of flip chart paper on the wall. Write on it "Why Do We Vote?" (this will be used during the mock vote).

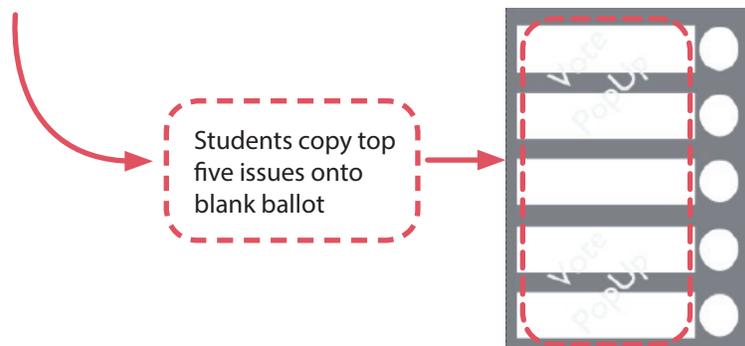
- (5 minutes) Why do we vote? Brainstorm reasons and write on the whiteboard.

- (10 minutes) Brainstorming issues
 - Ask the students what they think are important issues that candidates should be paying attention to or trying to provide solutions for. It is important for the teacher to remain non-partisan throughout the lesson and activities. This means that all candidates, political parties and other stakeholders must be treated fairly and equally. Be prepared to start students off with some generic local issues (e.g. transportation, education, healthcare, etc.) by giving them the necessary vocabulary but do not lead them or give them specific issues for discussion.
 - Write issues from students on the board. Keep them generic (e.g. write “healthcare” rather than “increasing healthcare spending”). Don’t let this go on endlessly. You only need 5 issues but you can accept up to 10 issues.
 - If there are 6 or more issues, do a brief poll with a show of hands to find out the most important issues and narrow it down to 5 issues to keep the activity simple. Number them 1 to 5.
- **(20 minutes) Vote Simulation**
 - Tell the students they are going to practice voting. Remind them that in a provincial election, people are voting for a person (candidate) to represent them and that they would not be voting on specific issues. The person (candidate) a student votes for should have solutions to issues like the ones we brainstormed earlier. For this practice, however, students are going to vote on which issue is important to them.

Do not pass out the ballots yet! Give the instructions first!

Tell the students you are going to give them a ballot (hold up a ballot so they can see what it looks like). Students should copy the numbered issues from the board onto the ballot. Tell them **NOT to mark which issue they would vote for yet!** Let them know that after the ballot is ready, they are going to line up, go behind the screen one at a time, and mark their ballot. Then they will place it in the ballot box. After they have placed their ballot in the ballot box, they will pick up a Post-It Note and write down why they think it is important to vote and place the Post-It Note on the flip chart paper that has the title "Why Do We Vote?"

- Pass out the ballots. Have the students copy the top five issues in order onto the blank ballot. **Remind them not to mark their choice on the ballot yet!**



- Ask the students to line up for voting. Tell them to go behind the screen and mark an or for the issue they think is most important. Tell students to fold the ballot after they have marked it and put the ballot in the ballot box. [They do not have to tell anyone how they voted. They have a right to keep this private.]
- Students should then pick up a Post-It Note and write why it is important to vote on the Post-It Note. They can copy ideas from the “Why Do We Vote?” brainstorm on the board if they want. Students then stick the Post-It Note on the flip chart paper and sit down.
- When they have all voted, ask for two students to volunteer to count the votes.
- Record the numbers for each issue and announce the winning issue.
- If time, ask a student to come up to the “Why Do We Vote?” poster and read out some Post-It Notes. If not enough time, you can read out a couple yourself and emphasize how important it is to vote.
- Thank the students for their participation.

CLB 4

BC Election Process and Voting Core Content Lesson Materials

Election Vocabulary – Activity 1: Match Cards – words



election	electoral
district	vote
ballot	voting place/station
assigned	proof
initial	tab
candidate	represent

Election Vocabulary — Activity 1: Match Cards — Definitions

 <p>when people formally choose (vote) a person, group or party for an official position (or job)</p>	<p>a word used to describe something related to an election or the election process</p>
<p>a specific area of a city, town or countryside</p>	<p>to show which person, group, party or plan you want or support by marking a piece of paper</p>
<p>a piece of paper on which you make a secret vote</p>	<p>the place where people go to vote in an election</p>
<p>something that is chosen for you, such as a place or time</p>	<p>information or documents, etc. that show that something is true</p>
<p>to write the first letter of your first name and the first letter of your last name (instead of signing your full name)</p>	<p>a small piece of paper, cloth or plastic, etc. that sticks out from the edge of something so that you can find it more easily</p>
<p>someone who is being considered for a job or is competing in an election</p>	<p>to officially speak for, or take action for, another person or group of people</p>

Election Vocabulary – Activity 2: Worksheet

Use the correct vocabulary in the sentences below. Each word can only be used once. In some cases, you will need to add an 's' to make the word plural.

assigned
ballot
candidate

district
election
electoral

initial
voting place/station
proof

represent
tab
vote

1. There is a scheduled _____ in British Columbia every four years.
2. You can find out which _____ district you live in by visiting www.elections.bc.ca/resources/maps/
3. There are currently 87 electoral _____ in British Columbia.
4. Today, we are learning how to _____ in an election.
5. After you mark your _____, you fold it and put it in the box.
6. Most people go to a _____ to vote.
7. All voters have an _____ voting place for General Voting Day; however, there are other places you can vote if it is more convenient for you.
8. When you go to the voting place, you need to show _____ of your identity and address. For example, you can show your driver's licence or BCID.
9. Sometimes, to show that you have read and understood something, you will be asked to _____ a document.
10. After you have marked your ballot, an election worker will tear off the _____ before you put your ballot in the box.
11. It is important to know who the _____ are in your electoral district before you vote. You should find out what they promise to do for you and your community if they are elected.
12. The person elected in your district will _____ you in the Legislative Assembly in Victoria.

Election Vocabulary – Activity 2: Worksheet**ANSWER KEY**

Use the correct vocabulary in the sentences below. Each word can only be used once. In some cases, you will need to add an 's' to make the word plural.

assigned
ballot
candidate

district
election
electoral

initial
voting place/station
proof

represent
tab
vote

1. There is a scheduled **election** in British Columbia every four years.
2. You can find out which **electoral** district you live in by visiting www.elections.bc.ca/resources/maps/
3. There are currently 87 electoral **districts** in British Columbia.
4. Today, we are learning how to **vote** in an election.
5. After you mark your **ballot**, you fold it and put it in the box.
6. Most people go to a **voting place/station** to vote.
7. All voters have an **assigned** voting place for General Voting Day; however, there are other places you can vote if it is more convenient for you.
8. When you go to the voting place, you need to show **proof** of your identity and address. For example, you can show your driver's licence or BCID.
9. Sometimes, to show that you have read and understood something, you will be asked to **initial** a document.
10. After you have marked your ballot, an election worker will tear off the **tab** before you put your ballot in the box.
11. It is important to know who the **candidates** are in your electoral district before you vote. You should find out what they promise to do for you and your community if they are elected.
12. The person elected in your district will **represent** you in the Legislative Assembly in Victoria.

A

How To Vote

Vote at ‘advance voting’

There are six days of advance voting in provincial elections in BC. Advance voting places are open from 8 a.m. to 8 p.m.

All voters can vote at any advance voting place, and all advance voting places are wheelchair accessible.

Vote on General Voting Day

General Voting Day is the 28th day after an election is called. Most voters vote on General Voting Day. Voting places are open from 8 a.m. to 8 p.m.

Vote at any district electoral office

Voting is available at any district electoral office from the day an election is called until 4 p.m. on General Voting Day.

Vote by mail

Voters can ask for a ‘vote by mail’ package from Elections BC before an election is called until 4 p.m. on General Voting Day.

The package will be mailed to you or you can pick it up at a district electoral office.

The completed package must be returned to the district electoral office by 8 p.m. on General Voting Day.

Vote by phone

There is also a telephone voting option. This option is for voters who have vision loss or who have a disability that restricts their ability to vote independently at other voting opportunities. Voters who choose to vote by telephone will be helped by an operator.

B Where To Vote

A few days after an election is called, you can find voting places on the Elections BC website (www.elections.bc.ca). All voters can vote at any voting place in BC.

Find out where you can vote by:

- Using the **'Where to Vote' application** on the Elections BC **website** (www.elections.bc.ca) to find your assigned voting place or voting places close to you. This application will be available about one week after an election is called.
- Looking at the **'Where to Vote' card** that you will receive by **mail**.
- **Contacting** Elections BC by email at electionsbc@elections.bc.ca or by phone at 1-800-661-8683 (Toll-Free)
- Checking **local newspapers**

Voting Places

All voters have an assigned voting place for General Voting Day. Usually it is faster and easier to vote at your assigned voting place, but you don't have to vote there if another voting location is more convenient for you.

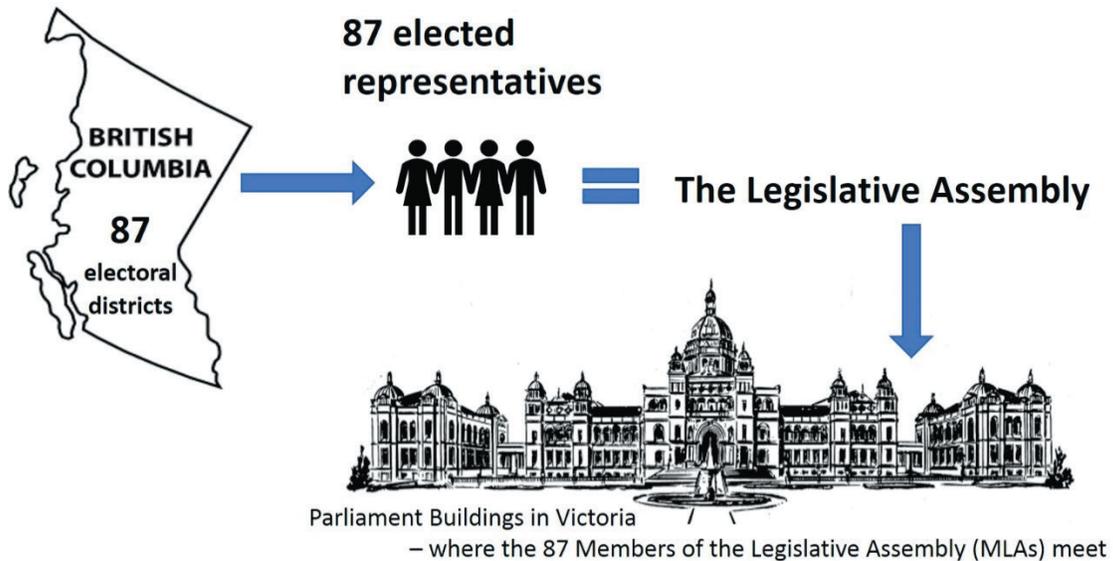
If you vote at an advance voting location outside your electoral district, or at a general voting place that is not your assigned voting place on General Voting Day, your ballot (vote) will be put into a special 'certification' envelope. Your ballot will then be returned to the office in your electoral district to be counted.

C What To Expect When You Vote (6 Steps)



1. Register to vote. Go to the Elections BC website to find out how to do this. www.elections.bc.ca/register-to-vote
2. At the voting place an election worker will greet you and show you to the right table. Bring your **ID** and **Where to Vote card**. You can still vote if you didn't get a **Where to Vote card**.
3. At the table, show the election workers your ID. You will sign the voting book to show:
 - you haven't already voted
 - you are a Canadian citizen and a resident of BC for the past six months
 - you are 18 years old or older
4. The election worker will call out your name and voter number. They will initial, fold, and give your ballot to you.
5. Take the ballot behind the voting screen, unfold it, and mark it with an or . Refold the ballot and return it to the election worker. They will make sure it is the same ballot they gave you. Then you or the election worker will put the ballot in the ballot box.
6. You voted! When you leave the voting place, you will get an **"I Voted"** sticker or a **"First Time Voter"** sticker.

D Who Represents You?



British Columbia is divided into 87 provincial electoral districts (also called constituencies or ridings). Voters in each electoral district choose one person (candidate) to represent them in the Legislative Assembly in Victoria. The political party with the most elected candidates or **Members of the Legislative Assembly (MLAs)** usually forms the government of British Columbia. It is also possible to have a *minority government*. When fewer than 44 candidates from the same political party are elected (less than a majority of the seats in the *Legislative Assembly*), it is possible for different political parties to work together to support a *minority government*.

To find your electoral district, visit www.leg.bc.ca/learn-about-us/members.

The major political parties in British Columbia are:

- the BC Liberal Party
- the BC New Democratic Party
- and the BC Green Party

Sometimes a candidate in a provincial election does not belong to a political party. This person is called an Independent.

BC Elections — Jigsaw Questions

1. **What are the five different ways you can vote?** (A)
2. **How do you know where to vote?** (4 ways) (B)
3. **Explain what you can expect when you go to your voting place.** (6 steps) (C)
4. **Explain how the provincial government is elected.** (D)



BC Elections — Jigsaw Questions

1. **What are the five different ways you can vote?** (A)
2. **How do you know where to vote?** (4 ways) (B)
3. **Explain what you can expect when you go to your voting place.** (6 steps) (C)
4. **Explain how the provincial government is elected.** (D)

Register to Vote

You can register to vote in a provincial election in British Columbia if you are:

- 18 years old or older (on or before General Voting Day)
- a Canadian citizen
- a BC resident for the past six months

You can register to vote online, by phone, by mail, fax or email, or in person. You can also register when you vote.

Voter ID

All voters must prove their identity and residential address before voting. There are **three** ways to do this.

Option 1 — show one of these pieces of ID:

- a BC driver's licence
- a BC Identification Card (BCID)
- a BC Services Card (with photo)
- another card issued by the Government of BC or Canada that shows your name, photo, and address
- a Certificate of Indian Status



Option 2 — show any two pieces of ID or documents that both show your name. At least one must have your current address. Examples include:

Government-issue identity documents such as:

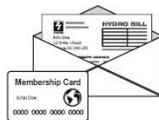
- Canadian birth certificate
- Social Insurance Number card
- Passport
- Citizenship certificate

Other government-issue documents such as:

- Property tax assessment
- Income tax assessment notice
- Government cheque or cheque stub

School, college or university documents such as:

- Admissions letter
- Report card
- Transcript



Other documents:

- Provincial 'Where to Vote' card
- Bank/credit card statement
- Personal cheque printed by bank

*A complete list is available at www.elections.bc.ca/voting/voter-id/

Note: Electronic documents (e.g. e-bills) and electronic scans of paper documents are acceptable. Hand-written information on a document is not acceptable.

Option 3 – Voters who don't have ID can have their identity **vouched for** (*promise that something is true*) by another person.

Register to Vote / Voter ID

Comprehension Questions

1. Can a Permanent Resident who has lived in British Columbia for 10 years vote in a provincial election? **YES or NO**
Why or why not?

ANSWER _____

2. How many ways are there to register to vote in a provincial election? Circle one.
- (A) 3
 - (B) 5
 - (C) 6
 - (D) 7
3. How many ways are there to prove your identity and residential address before voting? Circle one.
- (A) 1
 - (B) 2
 - (C) 3
 - (D) More than 3

4. If I show my driver's licence when I vote, do I need to show another piece of ID or a document? **YES or NO**
because this is Option _____

5. If I show my Canadian passport when I vote, do I need to show another piece of ID or a document? If yes, give an example of another piece of ID or a document: **YES or NO**

ANSWER _____

6. What is another way to say '*promise that something is true*'?

ANSWER _____

Register to Vote / Voter ID

Comprehension Questions

ANSWER KEY

1. Can a Permanent Resident who has lived in British Columbia for 10 years vote in a provincial election? Why or why not?

YES or **NO**

You must be a Canadian Citizen

2. How many ways are there to register to vote in a provincial election? Circle one.

(E) 3

(F) 5

(G) 6

(H) 7

3. How many ways are there to prove your identity and residential address before voting? Circle one.

(A) 1

(B) 2

(C) 3

(D) More than 3

4. If I show my driver's licence when I vote, do I need to show another piece of ID or a document? because this is Option 1

YES or **NO**

5. If I show my Canadian passport when I vote, do I need to show another piece of ID or document? If yes, give an example of another piece of ID or a document:

YES or NO

bank statement, telephone bill or Where to Vote card

6. What is another way to say 'promise that something is true'?

vouch for

Exploring Democracy Around The World

Country	Democratic Elections (Yes/No)	Who Can Vote	Need to Register to Vote	Paper Ballots (Yes/No)	Voting Location
Canada (BC)	Yes	<ul style="list-style-type: none"> → 18 or older → Canadian citizen → resident of BC for past 6 months 	Yes	Yes	Voting Place/ Station
Country A:					
Country B:					
Country C:					
Country D:					
Country E:					
Country F:					
Country G:					

CLB 4

BC Election Process and Voting Module Plan

THEME: Democracy in Canada

Topic: Voting

Skills	Listening	Speaking	Reading	Writing
CLB Levels	4	4	4	4
Real-World Task Goal(s)	Understand simple instructions given at a voting place prior to voting	In a conversation about an upcoming election, tell a friend about ways to vote and where to vote in person	Understand a brochure about voting from the Elections BC website	Fill out a voter registration form
Context / Background Information	Elections BC website: http://elections.bc.ca/ Different political parties in BC and political platforms Provincial election schedules Voter eligibility Structure of provincial government: Legislature, Premier, MLAs			
CLB Competency Area(s) and statement	4-II. Comprehending Instructions → Understand common, sequentially presented instructions and directions related to familiar, everyday situations of personal relevance [Instructions are about 4 to 5 steps] → Identifies words and phrases that indicate movement, location, manner, frequency and duration → Responds with appropriate actions to directions and instructions → Recognizes and identifies correct sequence of steps Profile of Ability → Recognizes meaning in simple sentences → Shows an initial understanding of some complex sentences and structures → Sometimes relies on contextual clue for comprehension → May need some repetition	4-IV. Sharing Information → Give brief descriptions of personal experiences, situations or simple processes, such as getting goods or services → Sustains about 5 to 7 sentences, which are adequately connected as discourse → Gives descriptions in coherent narratives Profile of Ability → Speaks in short sentences and some longer compound sentences → Adequate fluency → Adequate vocabulary for basic, routine everyday communication → Adequate control over basic grammar structures and tenses	4-IV. Comprehending Information → Understand the purpose, main idea, key information and specific details in simple, short texts related to everyday familiar and personally relevant situations and topics [Texts may be supported by graphics, charts, tables, illustrations or diagrams] → Gets the overall meaning → Identifies type and purpose of the text → Finds key information and specific details → Compares simple information → Identifies meanings of connective words between sentences in a narrative sequence Profile of Ability → Understands most simple connected discourse → Gets overall meaning → Identifies purpose, main ideas, some specific details → Compares simple information	4-III. Getting Things Done → Complete simple forms that require basic personal or familiar information and some responses to simple questions [Forms contain about 15 to 20 items and have clear labels and areas in which to write] → Includes the required basic information with no major omissions → Follows appropriate conventions for addresses, telephone numbers, etc. → Follows most spelling conventions → Writes legibly Profile of Ability → Adequate knowledge of simple everyday vocabulary → Adequate control of simple structures → Conveys personal information in mostly single-clause sentences → Adequate control of spelling, punctuation and capitalization

Skills	Listening	Speaking	Reading	Writing
<p>Language Focus</p> <p>Grammatical, textual, functional, sociolinguistic</p>	<p>Grammatical</p> <ul style="list-style-type: none"> → Vocabulary for voting (<i>vote, ballot, party, candidate, etc.</i>) → Imperatives to understand instructions → Question format to check for information <p>Textual</p> <ul style="list-style-type: none"> → Connective words and phrases to show contrast, give examples, and indicate chronology (such as <i>but, and, or, for example, then, first, finally, etc.</i>) <p>Functional</p> <ul style="list-style-type: none"> → Expressions/words for common service transactions such as greetings, closings → Common language functions for attracting attention <p>Sociolinguistic</p> <ul style="list-style-type: none"> → Common social conventions and norms of politeness in speech → Different registers such as formal, informal 	<p>Grammatical</p> <ul style="list-style-type: none"> → Vocabulary for voting → Basic syntax and tenses → Modals and ways to express future (<i>could, should, be going to</i>) → Pronunciation of vocabulary words <p>Textual</p> <ul style="list-style-type: none"> → Connective words and phrases to signal contrast and indicate chronology such as <i>but, also, so</i> → Cohesion links between sentences (pronoun references, etc.) <p>Functional</p> <ul style="list-style-type: none"> → Expressions for describing ways to do things (<i>One way, another way, the easiest way, the simplest way, the best way</i>) → Typical formats for sequencing information <p>Sociolinguistic</p> <ul style="list-style-type: none"> → Some cultural references or information (cultural information on elections and voting) → Culturally appropriate ways to make suggestions or give advice 	<p>Grammatical</p> <ul style="list-style-type: none"> → Vocabulary for voting → Basic grammar structure and tenses → Basic syntax → Simple yes/no and wh- questions <p>Textual</p> <ul style="list-style-type: none"> → Format/layout of brochures → Text types (e.g. genres such as narrative or information) → Connective words (such as <i>but, and, or, like, for example, then</i>) <p>Functional</p> <ul style="list-style-type: none"> → Textual and contextual clues to interpret purposes of text <p>Sociolinguistic</p> <ul style="list-style-type: none"> → Cultural references related to voting → Formal language for information brochures 	<p>Grammatical</p> <ul style="list-style-type: none"> → Personal information/ identification vocabulary to complete a variety of forms (<i>Personal Information, If Changing Record, Office Use Only</i>) → Common everyday English spelling, punctuation and capitalization rules <p>Textual</p> <ul style="list-style-type: none"> → Format/layout of forms <p>Sociolinguistic</p> <ul style="list-style-type: none"> → Script conventions for forms (writing on the line or in boxes, using block letters, etc.)
<p>Language and Learning Strategies</p>	<ul style="list-style-type: none"> Ask for clarification Repeat to confirm understanding 	<ul style="list-style-type: none"> Confirm information/ understanding Ask for repetition/repeat back Learn and memorize language chunks (content information) efficiently 	<ul style="list-style-type: none"> Basic reading strategies (such as skimming to determine purposes of texts, scanning to locate specific information and guessing or inferring from contextual clues) Background knowledge for comprehension (Elections and Voting) 	<ul style="list-style-type: none"> Proofread for spelling, punctuation, capitalization, etc.

Skills	Listening	Speaking	Reading	Writing
Assessment Tasks	Listen to a teacher-made recording of voting instructions and answer comprehension questions	Role play a conversation with the teacher talking about plans to vote	Read sections of a brochure about voting on the Elections BC website (i.e. elections.bc.ca/docs/voters-guide-non-event.pdf) and answer comprehension questions	Fill out a voter registration form

CLB 4

BC Election Process and Voting Skill-Building Outline with Assessment Tool

Skill Building Outline

Theme: Government in Canada

Topic: Voting

CLB Level 4

Skill Area Speaking

Real World Task

In a conversation about an upcoming election, tell a friend about ways to vote and where to vote in person.

CLB Competency Area, Competency Statement, Indicators for Assessment

4-IV Sharing Information

Give brief descriptions of personal experiences, situations or simple processes, such as getting goods or services.

- Sustains about 5 to 7 sentences, which are adequately connected as discourse
- Gives descriptions in coherent narratives

Profile of Ability

- Speaks in short sentences and some longer compound sentences, with clear evidence of connected discourse
- Adequate control over basic grammar structures and tenses
- Fluency is adequate for simple conversations
- Vocabulary is adequate for basic everyday, routine communication

Introduction to the Real World Task/Connection to Learners' Lives

Activity Description:

- Ask students why it is important to vote and write on white board, e.g., *In a democratic country everyone's vote is important, etc.*
- In small groups, students brainstorm areas of interest on flipchart paper that they think are important for the province or their city to address, e.g. *education, health care, traffic,* etc. Share ideas with class.
- Ask students how people can be encouraged to vote (such as by learning how to vote and where to vote). **Connect this to the Real World Task that will be worked toward.**

Background Information Activity

Objective: Students learn about voting in an election in Canada.

Activity Description:

- Students learn about the process of voting through a reading: elections.bc.ca/docs/what-to-expect-when-you-vote.pdf.
- Students learn about places they can vote in person in their neighborhood.

Language Review Activity

Objective/Indicator to Review and Practice: Students review and learn vocabulary to talk about ways and where to vote (e.g. Where to Vote card, voting screen, ballot, proof of identity, etc.).

Activity Description:

- Students work in small groups of 3 or 4 to complete vocabulary match card game: Match words with definitions. Groups check their answers with another group.
- Students work in pairs to fill in a vocabulary worksheet. Teacher goes over the answers with the whole class.
- Small groups practice orally making basic sentences with the vocabulary word cards.

Language Review Activity

Objective/Indicator to Review and Practice: Learners review basic sentence structure.

Activity Description:

- Teacher reviews basic sentence structure. Using scrambled sentences about ways to vote from background information activity, teams compete to unscramble the sentences.
- In small groups, students take turns to choose a topic card and say a simple sentence. Peers provide feedback if the sentence is correct or incorrect while the teacher circulates to provide help as needed. Teacher debriefs with whole class.

Skill Building Activity

Objective/Indicator to Teach and Practice: Learners review expressions used in describing ways to do things (One way, another way, the easiest way, the simplest way, the best way) and practice with a related topic.

Activity Description:

- Students scan a text to find words and expressions that describe ways to learn about areas of interest and underline those expressions. Compare their worksheets with another student.
- Students read text on how to vote from Elections BC website: elections.bc.ca/voting/how-to-vote/. Teacher asks comprehension questions. In pairs, students write 2-3 sentences

on how to vote using expressions to describe processes and voting vocabulary, e.g. *“The easiest way is to vote on General Voting Day”*. Pairs at the same table read their sentences and compare.

- Teacher elicits ways to learn about areas of interest in their community (*read or watch the news, attend a town hall, ask friends, social media, etc.*) and writes them on white board or SMART Board. Students practice describing ways to learn about areas of interest and explaining why (e.g., *“The easiest way to learn about areas of interest in my community is to ask my friends because they speak my first language and I can understand them easily.”*)

Skill Building Activity

Objective/Indicator to Teach and Practice: Students learn and practice modals: *could, should, might, must*; and ways to express future: *will, going to, present progressive*.

Activity Description:

- Teacher explains different meanings and uses of modal verbs and writes some examples on white board. Students do some activities using modals, e.g., fill in the gaps with the correct modal on their worksheets and explain the meaning of the modal verb (ability, possibility, probability, obligation, etc.) (Grammar Dimensions: Form, Meaning and Use, unit 10).
- Students make up their own sentences about voting in BC using modals (*You can vote by mail. I must prove my identity and address before voting.*)
- Teacher elicits how to speak about future and explains that there are different ways to speak about future and future plans (*will, going to, present continuous*) and writes some examples on white board, or can use learnenglish.britishcouncil.org/en/intermediate-grammar/future-plans.
- Students complete the sentences on worksheets with *will/going to*, as appropriate (Understanding and Using English Grammar, Workbook, Ch. 4). Students walk around and talk about their future plans and record information on worksheets or teacher can use the one in: Intermediate Interactive Grammar, Ch 1, lesson 10–11.

Skill Building Activity

Objective/Indicator to Teach and Practice: Students learn connective words (on the other hand, however, etc.) for speaking in compound sentences using *and, but, or, so, etc.* (*You could go on Twitter but I wouldn't*).

Activity Description:

- Teacher elicits from students some of the most common connective words that they use to connect sentences and writes on White Board. Then adds more and explains their

use and meaning, e.g. *but, yet, however* for contrasting, *or, also* for offering choices, etc. (Teacher can also use a video: www.engvid.com/commas-coordinating-conjunctions/ and do the online quiz on the same page on SMART Board.)

- Students connect simple sentences on their worksheets using the appropriate connective word and check with a classmate. Teacher checks answers and responds to questions. Teacher can use the worksheet from www.stickyball.net/docs/writing/run-on%20sentences.pdf.
- Students use picture story from The Westcoast Reader to speak about Anna's voting plans using modals, connective words, etc., e.g. "*Anna is planning to vote on General Voting Day, so she must remember to take her ID*". (www.thewestcoastreader.com/wp-content/uploads/2017/03/BC-Votes-2017-FINAL-with-links.pdf, p.3)

Skill Building Activity

Objective/Indicator to Teach and Practice: Students practice speaking fluently and sustaining 5 to 7 sentences.

Activity Description:

- Teacher explains the concept of fluency and provides examples of speech that is fluent and less fluent, and what 5 to 7 sentences sounds like. Develops criteria with students to judge if speech is fluent and 5 to 7 sentences.
- Students draw cards on familiar topics related to voting and practice speaking in pairs, then small groups. Some students volunteer to speak in front of the class.

Skill Building Activity

Objective/Indicator to Teach and Practice: Students learn and practice a simple conversation that includes ways to do things.

Activity Description:

- Using the previously explored and related topic of ways to learn about areas of interest, students brainstorm a simple conversation they might have with a friend, and take notes on key words.
- In pairs, students practice the conversations.

Skill-Using Activity

Activity Description:

In pairs, students role play a conversation with a classmate talking about plans to vote. Students complete a self-assessment using the assessment criteria.

Additional Practice/Skill-Using Activity

Students gain practice or additional practice on any components necessary, e.g. students learn and practice pronunciation of the expressions used in describing ways to do things.

Activity Description:

- Teacher highlights common pronunciation errors from skill-using activity and teaches correct pronunciation. Whole class practices pronunciation.

Assessment Task

Activity Description:

In front of teacher, pairs of students role play a conversation about ways to vote and where to vote in person in their neighbourhood.

Notes

Possible Resources for Activities

- BC Election Education Project - LINC CLB 4 Lesson and Workshop outline
- Fun with Grammar: Communicative Activities for the Azar Grammar Series by Suzanne W. Woodward, 1997, Chapters 10, 14, 15
- Understanding and Using English Grammar, Workbook, 3rd ed., Longman, 1999, Chapters 4, 9,10
- Focus on Grammar: An Intermediate Course for Reference and Practice, 2nd edition, Longman, 1994, Part VII
- Intermediate Interactive Grammar: Activities and Exercises Paperback by Irene McKay, 1995 (Chapter 1, lesson 10-11)
- Grammar Dimensions: Form, Meaning and Use by Dianne Larsen-Freeman, 2nd ed., 1997, Unit 10
- www.thewestcoastreader.com/wp-content/uploads/2017/03/BC-Votes-2017-FINAL-with-links.pdf (Westcoast Reader, April 2017, p.3 Steps in voting)
- elections.bc.ca/docs/what-to-expect-when-you-vote.pdf (What to expect when you vote)
- Ventures 3, Student's Book, Cambridge University Press, 2008, p.24
- www.english.commas-coordinating-conjunctions/ (A video on the use of coordinating conjunctions *and, but, or, so, yet, for*)
- www.stickyball.net/esl-writing-exercises-and-activities.html?id=519 (An activity on using conjunctions to connect sentences)
- www.youtube.com/watch?v=mvbgUvgWSGA (Elections BC - What to expect when you vote).

Speaking CLB 4-IV Assessment Form

Student's Name: _____

Date: _____

Teacher's Name: _____

Speaking CLB 4-IV Sharing Information: Give brief descriptions of personal experiences, situations or simple processes, such as getting goods or services

Description of learner task: Role play a conversation with the teacher talking about plans to vote

	Beginning	Developing	Achieved
Holistic/General			
* The listener can understand to make an appropriate comment			
Analytic/Details			
* Says 5–7 sentences			
Speaks in short sentences and some longer sentences that are connected (and, but, also, then, so)			
* Adequate control over basic grammar structure and tenses			
Gives accurate details in plans to vote			
* Description of plans is coherent/easy to understand			
Uses adequate vocabulary and expressions to describe processes			

What you are doing well:

What to do to improve:

* This criteria must be checked "achieved" to be successful at this task.

Successful

Not Yet

CLB 4

Parliamentary Democracy and the Role of MLAs Core Content Lesson Plan

Parliamentary Democracy and the Role of MLAs

Activities	3-hour	90-minute
Warm up	5 min	
Vocabulary Building – Activity 1: Vocabulary Card Match	15 min	
Vocabulary Building – Activity 2: Vocabulary Worksheet	10 min	
Grammar Point – Understanding the Usage of “or” for Defining Words and Concepts (<i>Parliamentary Democracy and the Role of MLAs</i>)	15 min	
Parliamentary Democracy and the Role of MLAs – Reading: Identifying the Main Idea and Specific Details	25 min	
Parliamentary Democracy (graphic) – Speaking: Summarizing; Retelling	10 min	
Find Your MLA – Reading: Internet Search	10 min	
15-minute break – if using 3-hour version	15 min	
House Call: Have Your Say with Your MLA video (1:47 minutes) – Listening: Listen for Main Idea and Specific Details	15 min	
Your MLA Can Help You – Speaking: Brainstorming Ideas; Sharing Opinions	10 min	
How to Speak to your MLA (Parts A & B) – Speaking: Describing a Problem	35 min	
How to Speak to your MLA (Part C) – Writing: Writing a Follow-Up Note	15 min	
Total	3 hours	90 minutes

Materials

- Flip chart paper, Post-It Notes, markers
- Internet, computer & screen (or SMART Board) to show video
- Copies of appropriate activity handouts or cards

3-hour version — use all activities

90-minute version — only  activities

Lesson Instructions

Warm up (5 minutes)

- If technology is available, project the picture of the parliament buildings in Victoria on a screen or SMART Board. If technology is not available, divide the class into small groups of 4-5 students and give each group a copy of the picture. Put the following questions on the board and ask students to discuss:
 - Do you know where this building is?
 - Do you know who uses this building?
 - Do you know what happens in this building?
- You may want to extend the warm up by having groups brainstorm any vocabulary they are familiar with pertaining to the Legislative Assembly and the provincial government.

Vocabulary Building (25 minutes)

- Tell students that before they begin learning about the Legislative Assembly and the provincial government, they need to understand some key vocabulary.
[Note: There is a detailed glossary available on the Legislative Assembly of British Columbia's website: www.leg.bc.ca/glossary.]

Vocabulary Activity 1: Vocabulary Card Match (15 minutes)

- (15 minutes) Have students work in small groups of 3 or 4 to complete the vocabulary card match game. Give each group one set of vocabulary words and one set of vocabulary definition cards. Tell students that they do not need to write down the words, that they will be given a worksheet to take home.

Vocabulary Activity 2: Vocabulary Worksheet (10 minutes)

- (10 minutes) Give each student a fill-in-the-blanks Vocabulary Worksheet. Have students work in pairs to fill in the worksheet. Pairs that finish quickly can check with other pairs and compare answers. Tell students they will learn more about how these words are used in the upcoming reading activity.
[Note: If you are using the 90-minute version of this lesson, it would be better to do the fill-in-the-blanks vocabulary worksheet after the reading activity since the reading provides context to the vocabulary and students may be able to guess the meaning of words when they see them in sentences.]

Grammar Point – Understanding the Usage of “or” (15 minutes)

- Use the grammar worksheet to explain that while “or” can be used in many different ways in English, two of the most common ways to use this conjunction are to 1) connect words, phrases or clauses that represent choices, and 2) connect different ways of saying the same thing (synonymous meaning).
- Place students in pairs. Give each pair a copy of the *Parliamentary Democracy and the Role of MLAs* reading. Tell students that they should not worry about reading for content and understanding – their job is simply to circle “or” every time they see it in the article. Once

they have circled “or”, the pair should decide if “or” follows definition #1 or definition #2.
[Note: There are 3 examples of definition #1 and 3 examples of definition #2 in the reading.]

Parliamentary Democracy and the Role of MLAs (25 minutes)

READING: Identifying Main Idea and Specific Details

- Hand out copies of the *Parliamentary Democracy and the Role of MLAs* reading to students who do not yet have a copy. Tell students that before they begin to read the article, they should focus on the graphics.
- After students have read through the article once, hand out the comprehension questions. Student should first try to answer the questions on their own. Once they have done their best to answer all of the questions, students can work with a partner or small group to come to a consensus on answers.
- Debrief the answers with the entire class.

Explaining Parliamentary Democracy graphic (10 minutes)

SPEAKING: Summarizing; Retelling

- If technology is available, project the *Explaining Parliamentary Democracy* graphic on a screen or SMART Board. If technology is not available, place students in pairs and give each pair a copy of the graphic. Using only the graphic (not the reading), students should explain parliamentary democracy to their partner, then switch roles.
- You may want to extend the activity by having students switch partners several times.

Find Your MLA (10 minutes)

READING: Internet Search

- Have students go to the Legislative Assembly of British Columbia website (<https://www.leg.bc.ca>) and search for the name of their MLA (<https://www.leg.bc.ca/learn-about-us/members>). Students can compare results with each other. It is likely that most students in your class will have the same MLA.
[Note: If technology or Internet is not available in your classroom, you could assign this activity for homework.]

15-minute BREAK if using 3-hour lesson version

House Call: Having Your Say with Your MLA video (15 minutes)

LISTENING: Identifying Purpose, Factual Details, Key Words and Expressions

- Explain to students that they are going to watch part of a video in which a father and son are discussing the role of their MLA. Have students predict the type of information they might hear.
- Play the first 1:47 minutes of the video *House Call: Having Your Say with Your MLA*. This video is available on the Legislative Assembly of British Columbia website (<https://www.leg.bc.ca>) on the Learn About Us: Learning Resources page (<https://video.leg.bc.ca/parliamentary-players/house-call.html>) and then have students discuss in small groups what they heard. Elicit ideas from the whole class.

- Hand out the comprehension questions for the *House Call: Having Your Say with Your MLA* video. Play the first 1:47 minutes of the video again and have students answer questions. Give students time to discuss answers with classmates before playing the video additional times.
- Debrief answers with the class.

Your MLA Can Help You (10 minutes)

SPEAKING: Brainstorming, Sharing Ideas and Opinions

- Distribute the *Your MLA Can Help You* handout to pairs or small groups of 3 or 4 students. Have students look at examples and then brainstorm other problems or concerns that an MLA might be able to help with.
- Debrief ideas with the class.

How to Speak to Your MLA – Part A (15 minutes)

INSTRUCTION & SPEAKING: Describing a Problem or Concern

- Distribute the *Meeting with Your MLA* handout to each student. Explain the five key points to remember when meeting with an MLA.
- *Before* beginning the Activity section, you may want to review/teach language related to describing a problem. Refer to the *Knowledge and Strategies Stage I Speaking* on page 39 of the CLB document for information on Grammatical, Textual, Functional and Sociolinguistic Knowledge, as well as the Strategic Competence needed for students to be successful in this task.
- Have students work in pairs to brainstorm a provincial issue that they would like to discuss with their MLA. Pairs should make notes of key points that they want to discuss (e.g. a clear description of the problem or concern, what they would like the MLA to do about the problem or concern). [This is preparation for the role play in the next activity.]

How to Speak to Your MLA – Part B (20 minutes)

SPEAKING: Role Play a Meeting with your MLA

- Using the issue that they brainstormed in the previous activity, and what they have learned about how to speak to their MLA, students work in pairs to role-play a meeting with their MLA. [Note: If you want to use this activity as a PBLA Speaking III: Getting Things Done Assessment or a PBLA Speaking IV: Sharing Information Assessment, be sure you have taught and practiced all of the Indicators of Ability for the competency area you are assessing.]

How to Speak to Your MLA (15 minutes)

WRITING: Write a Follow-up Note to your MLA

- Using the follow-up note template, have students write a brief note to their MLA after their role play of the mock meeting. Be sure to tell students to reference the problem or concern that they discussed with their MLA.

CLB 4

Parliamentary Democracy and the Role of MLAs Core Content Lesson Materials



Card Match: vocabulary words



parliamentary democracy

**Parliament or
Legislative Assembly**

**Member of the Legislative
Assembly
(MLA)**

**electoral district or
constituency**

political party

minority government

legislator

Cabinet Minister

candidate

representative

Card Match — Definitions



<p>a system of government where people elect representatives to a Parliament to make laws (e.g. Canada or the UK)</p>	<p>All 87 MLAs, including the government, opposition and independent Members in BC</p>
<p>the person elected to represent you in the Legislative Assembly</p>	<p>a geographic area where people elect a person to represent them in parliament</p>
<p>a group of people with similar ideas and goals that recommends candidates for election to the Legislative Assembly</p>	<p>a government that does not have a majority of the seats in the Legislative Assembly</p>
<p>a person who makes or reviews laws</p>	<p>an MLA who is responsible for a government department (also called a ministry)</p>
<p>a person who tries to get elected to government or who competes for a job</p>	<p>a person who represents (or acts for) others</p>

Vocabulary: fill-in-the-blanks worksheet

Use the correct vocabulary in the sentences below. Each word can only be used once. In some cases, you will need to add an 's' to make the word plural.

candidate
representative
legislator
political party

Cabinet Minister
minority government
electoral district or constituency
parliamentary democracy

Member of the Legislative
Assembly (MLA)
Parliament or
Legislative Assembly

- I want to run as a _____ in the next provincial election. Will you vote for me?
- A person who helps to make laws is called a _____.
- If a political party does not win a majority of the seats in the Legislative Assembly in an election, that party may still be able to form the government with the support of other political parties or Independents. This is called a _____.
- There are 87 _____ in the Legislative Assembly of British Columbia.
- Some MLAs do not belong to a _____. They are called Independents.
- A _____ is an MLA who oversees an important government department such as health or education.
- To find out the name of the _____ you live in, you can visit the 'Find MLA by Community' page on the Legislative Assembly of British Columbia website: <https://www.leg.bc.ca/learn-about-us/members>.
- Both BC and Canada use a _____ system of government.
- People sometimes say "the House" instead of _____.
- People from each electoral district or constituency in BC elect a _____ to the Legislative Assembly of BC in Victoria to make laws and oversee government business.

Vocabulary: fill-in-the-blanks worksheet ANSWER KEY

Use the correct vocabulary in the sentences below. Each word can only be used once. In some cases, you will need to add an 's' to make the word plural.

candidate
representative
legislator
political party

Cabinet Minister
minority government
electoral district or constituency
parliamentary democracy

Member of the Legislative Assembly (MLA)
Parliament or Legislative Assembly

- I want to run as a **candidate** in the next provincial election. Will you vote for me?
- A person who helps to make laws is called a **legislator**.
- If a political party does not win a majority of the seats in the Legislative Assembly in an election, that party may still be able to form the government with the support of other political parties or Independents. This is called a **minority government**.
- There are 87 **Members of the Legislative Assembly (MLAs)** in the Legislative Assembly of British Columbia.
- Some MLAs do not belong to a **political party**. They are called Independents.
- A **Cabinet Minister** is an MLA who oversees an important government department such as health or education.
- To find out the name of the **electoral district** you live in, you can visit the 'Find MLA by Community' page on the Legislative Assembly of British Columbia website: <https://www.leg.bc.ca/learn-about-us/members>.
- Both BC and Canada use a **parliamentary democracy** system of government.
- People sometimes say "the House" instead of **Legislative Assembly**.
- People from each electoral district or constituency in BC elect a **representative** to the Legislative Assembly of BC in Victoria to make laws and oversee government business.

Grammar point: using “or”

The conjunction “or” is used in many different ways. Here are two of the most common ways that English speakers use “or”.

or

1. **Used to connect words, phrases or clauses that represent choices.**

Examples: *books or magazines, apples or oranges, chocolate or vanilla ice cream*

Can you think of some other examples?

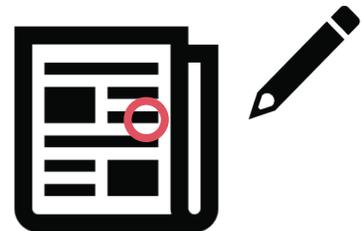
2. **Used to connect different ways of saying the same thing.**

Examples: *I will meet you at noon or 12:00 pm in front of the school. Your instructor or teacher can answer your questions. Please put the milk in the refrigerator or fridge.*

Can you think of some other examples?

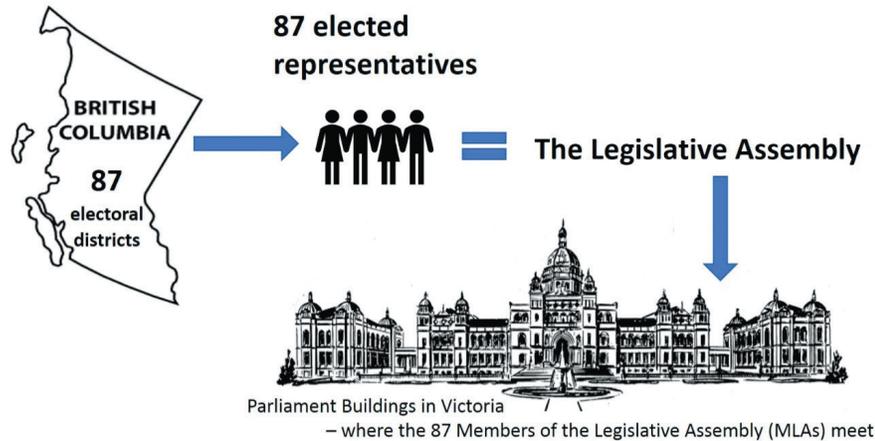
Activity:

Read *Parliamentary Democracy and the Role of MLAs*. Every time you see the word “or”, circle it. Which meaning does “or” have in that sentence? Discuss this with a partner.



Parliamentary Democracy and the Role of MLAs

British Columbia is a *parliamentary democracy*. What does that mean? It means that in BC the people elect representatives to a *parliament* or *Legislative Assembly*. These representatives make laws and oversee government business. The elected representatives are called *Members of the Legislative Assembly* or *MLAs*.

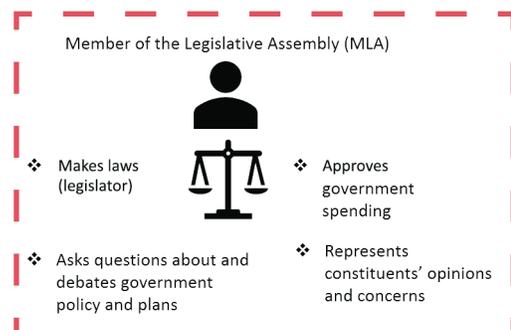


The province of British Columbia is currently divided into 87 geographical areas. Each area is called an *electoral district* or *constituency*. One MLA represents one *electoral district*. This means there are 87 *Members of the Legislative Assembly (MLAs)* in BC who have a seat in *parliament*. An *MLA* can belong to a *political party* (a group of people with the same ideas about how to run a country or province) or an *MLA* can be independent.

Elections are scheduled to happen every four years in BC. The *political party* with the largest number of *elected representatives* usually forms the government in BC. It is also possible to have a *minority government*. When fewer than 44 *candidates* from the same political party are elected (less than a majority of the seats in the *Legislative Assembly*), it is possible for different political parties to work together to support a *minority government*. In a *minority government* no political party has a majority of seats in the *Legislative Assembly*. This means political parties must work cooperatively or there could be another election.

MLAs have challenging jobs. They must balance four different roles – *MLAs*:

- make laws (are *legislators*);
- approve government spending;
- ask questions about and debate government policy and plans; and
- represent their *constituents'* opinions and concerns

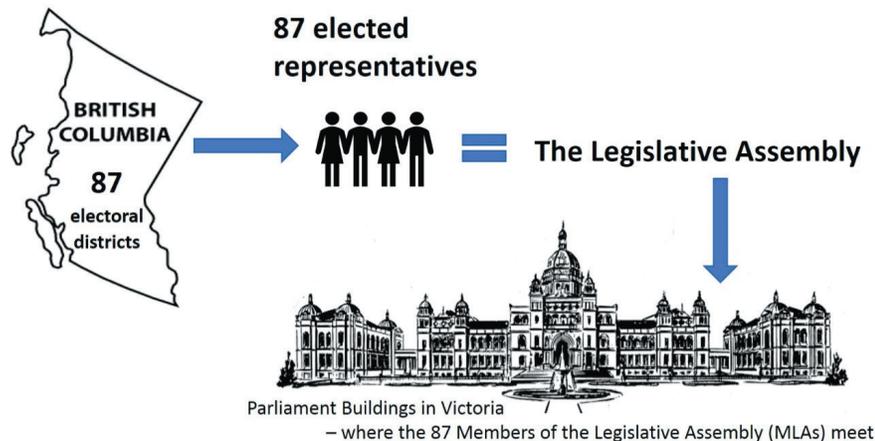


Some *MLAs* are also *Cabinet Ministers*. *Cabinet Ministers* lead different government departments called *ministries*. For example, the Minister of Health makes decisions about healthcare in British Columbia. *MLAs* divide their time between work in the *Legislative Assembly* and work in their *constituencies*.

Parliamentary Democracy and the Role of MLAs

ANSWER KEY

British Columbia is a *parliamentary democracy*. What does that mean? It means that in BC the people elect representatives to a *parliament* or *Legislative Assembly*. These representatives make laws and oversee government business. The elected representatives are called *Members of the Legislative Assembly* or *MLAs*.

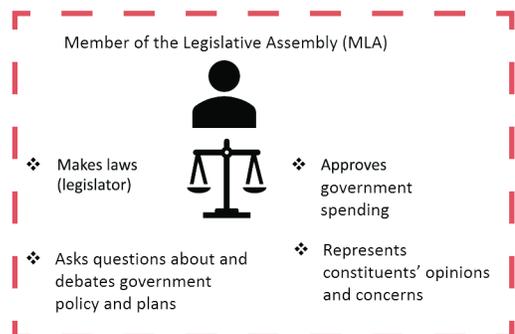


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Comprehension Questions

1. The purpose of this article is:
 - (A) to teach new vocabulary
 - (B) to explain how BC is governed
 - (C) to describe the parliament buildings in Victoria

2. How many electoral districts are there in British Columbia? _____

3. How many Members are elected to the Legislative Assembly of BC? _____

4. What is another name for an electoral district? _____

5. Another name for parliament is _____

6. Decide if these sentences are **True** or **False**. **Circle** the correct answer.
 - (A) An MLA represents his or her constituents. **True or False**
 - (B) An MLA helps to make laws for all people in British Columbia. **True or False**
 - (C) An MLA always belongs to a political party. **True or False**
 - (D) An MLA always belongs to the government or ruling party. **True or False**
 - (E) An MLA may also be a Cabinet Minister. **True or False**

7. There is an election. Fewer than 44 candidates from the same political party are elected (less than a majority of the seats in the Legislative Assembly). What could happen? Explain.

8. What are the 4 roles of an MLA:



Comprehension Questions

ANSWER KEY

1. The purpose of this article is:
 - (A) to teach new vocabulary
 - (B)** to explain how BC is governed
 - (C) to describe the parliament buildings in Victoria

2. How many electoral districts are there in British Columbia? **87** _____

3. How many Members are elected to the Legislative Assembly of BC? **87** _____

4. What is another name for an electoral district? **constituency** _____

5. Another name for parliament is **Legislative Assembly** _____

6. Decide if these sentences are **True** or **False**. **Circle** the correct answer.
 - (A) An MLA represents his or her constituents. **True** or **False**
 - (B) An MLA helps to make laws for all people in British Columbia. **True** or **False**
 - (C) An MLA always belongs to a political party. **True** or **False**
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 - (E) An MLA may also be a Cabinet Minister. **True** or **False**

7. There is an election. Fewer than 44 candidates from the same political party are elected (less than a majority of the seats in the Legislative Assembly). What could happen? Explain.

If the party with most seats in the Legislative Assembly has the support of other parties or Independents, it is possible to support a minority government. However, if parties do not work cooperatively, there will be another election.

8. What are the 4 roles of an MLA:

make laws (a legislator)

approve government spending

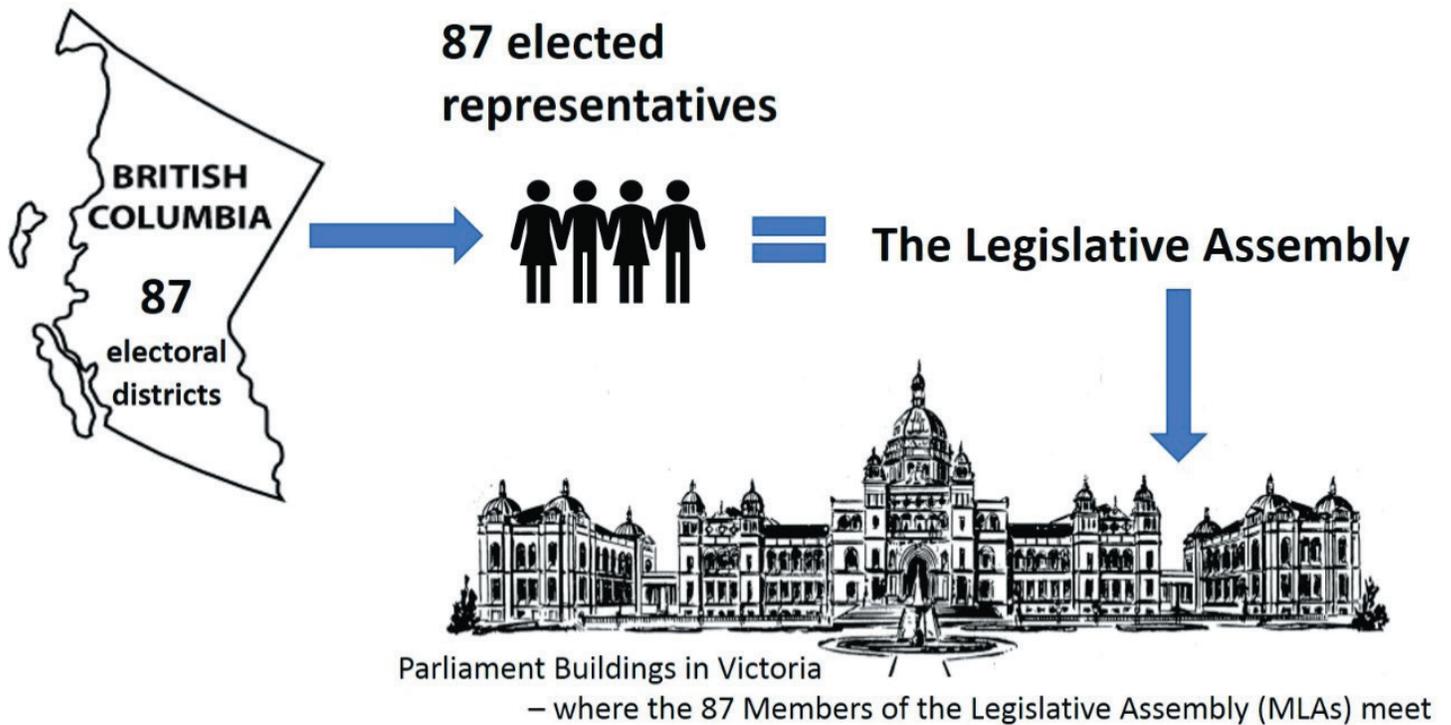
ask questions about and debate government policy and plans

represent constituents' opinions and concerns



Explaining Parliamentary Democracy

Using the graphic below, explain parliamentary democracy to your partner.



House Call: Having Your Say with Your MLA

Watch the first 1:47 minutes of the video

<https://video.leg.bc.ca/parliamentary-players/house-call.html> and answer these questions:

- The father is worried about global warming and stories about the environment in the news. The son agrees / disagrees that this is an important issue.
- The father wants to know how to focus people's attention on this issue. The son suggests:
 - creating a holiday because there are not enough holidays in the year
 - creating a holiday and calling it Sustainability Day
 - creating a holiday so people can clean up the environment
- The father likes the son's idea but he doesn't know how to get it off the ground. What do you think this means?
 - pick up garbage off the ground
 - find the MLA's constituency office
 - get something started
- The son tells his father they should contact their Member of the Legislative Assembly (MLA). He says MLAs do provincial business like:
 - approve _____
 - make _____
 - talk about _____
- The son tells his father that each MLA _____ people in a certain riding or constituency.
- The son says that each MLA has a constituency office so that people can contact their MLA. He says that one part of an MLA's job is to:
 - help people _____, or
 - find out what _____.
- The father wants to call his MLA. The son thinks that first it would be better to have some paperwork, such as a:
 - _____
 - _____
- The purpose of this video is:
 - to entertain you
 - to explain how to make a new holiday in BC
 - to teach you how your MLA can help you

House Call: Having Your Say with Your MLA ANSWER KEY

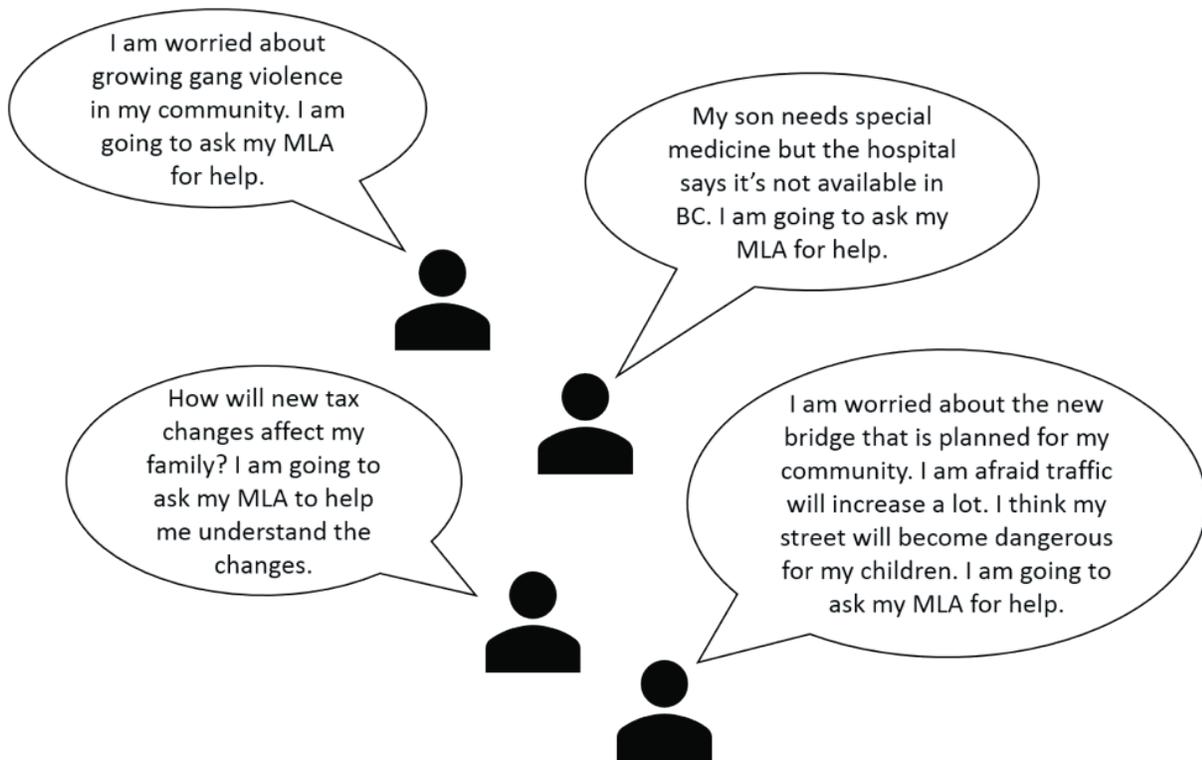
Watch the first 1:47 minutes of the video

<https://video.leg.bc.ca/parliamentary-players/house-call.html> and answer these questions:

1. The father is worried about global warming and stories about the environment in the news. The son agrees / disagrees that this is an important issue.
2. The father wants to know how to focus people's attention on this issue. The son suggests:
 - (A) creating a holiday because there are not enough holidays in the year
 - (B) creating a holiday and calling it Sustainability Day
 - (C) creating a holiday so people can clean up the environment
3. The father likes the son's idea but he doesn't know how to get it off the ground. What do you think this means?
 - (A) pick up garbage off the ground
 - (B) find the MLA's constituency office
 - (C) get something started
4. The son tells his father they should contact their Member of the Legislative Assembly (MLA). He says MLAs do provincial business like:
 - (A) approve **the budget** _____
 - (B) make **laws** _____
 - (C) talk about **what's going on in the province** _____
5. The son tells his father that each MLA **represents** _____ people in a certain riding or constituency.
6. The son says that each MLA has a constituency office so that people can contact their MLA. He says that one part of an MLA's job is to:
 - (A) help people **with problems they might be having**, or
 - (B) find out what **they think about things that are going on in their community**.
7. The father wants to call his MLA. The son thinks that first it would be better to have some paperwork, such as a:
 - (A) **written proposal** _____
 - (B) **petition** _____
8. The purpose of this video is:
 - (A) to entertain you
 - (B) to explain how to make a new holiday in BC
 - (C) to teach you how your MLA can help you

Your MLA Can Help You

MLAs usually have constituency offices in their electoral districts. Constituency office staff help people who have questions or concerns about provincial government programs and policies. You can go to your MLA's constituency office to get information or to ask for a meeting with your MLA. You can also write to your MLA to ask questions or to ask for help.



People contact their MLA for many reasons. Here are a few of those reasons. Can you think of others? What are some other reasons someone might contact their MLA or visit their MLA's constituency office:

_____	_____
_____	_____
_____	_____
_____	_____

Meeting with Your MLA

Your Member of the Legislative Assembly (MLA) is your local representative in the provincial Legislative Assembly or parliament. You might feel nervous to meet with your MLA, but don't be. Remember that elected representatives want to understand the problems or concerns of their local constituents. You can go to your MLA's constituency office to meet the staff and ask questions. You can make an appointment to meet face-to-face with your MLA.

What should I say when I meet my MLA?

1. **Introduce yourself.** Tell your MLA who you are and where you live.
2. Share your problem or concern with your MLA. It is a good idea to bring a written copy of your story to leave with your MLA. Your written story should:
 - (A) **be personal** – introduce yourself and show that you are a member of the community that the MLA represents.
 - (B) **be concise** – one or two pages.
 - (C) **be clear** – what is the issue and what do you want your MLA to do?
 - (D) **include questions** – what do you want to know?
 - (E) **be polite** – a respectful letter helps you explain your problem in a calm way.
3. Be polite and listen carefully. Do not argue with or lecture your MLA. Ask how your MLA can help you. You can take notes during your conversation. This will help you remember what your MLA said.
4. Tell your MLA that you would like to meet them again to **follow up**. Say that you want to come back to hear what they are doing to help you.
5. Thank your MLA for their time.

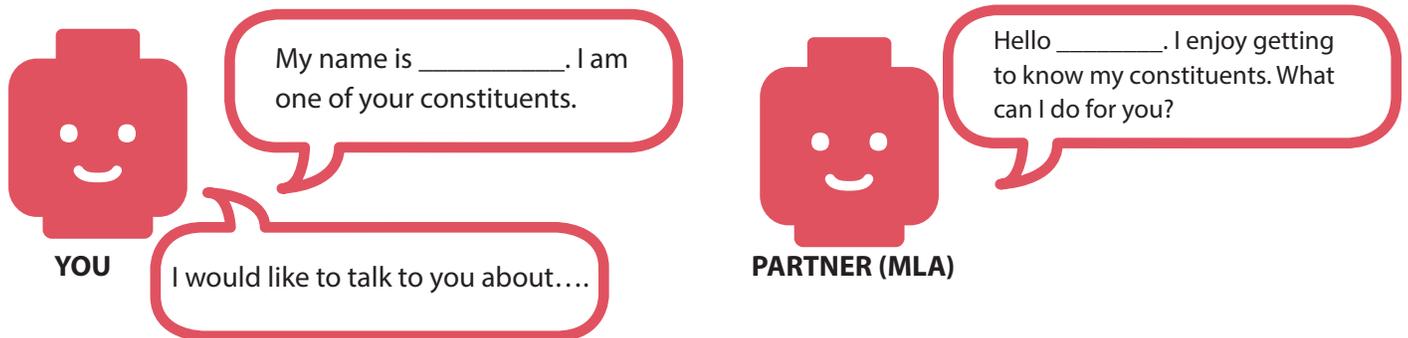
Meeting with Your MLA

Part A:

Work with a partner. Use an idea that you brainstormed in the previous **Your MLA Can Help You** activity or decide on a new problem or concern that you would like to discuss with your MLA. Together, decide the details of the problem. Make some notes to help you explain the problem to your MLA.

Part B:

Practice visiting your MLA (your partner). Introduce yourself and explain your problem or concern.



Part C:

Write a follow-up note to your MLA. Thank them for meeting with you. Remind the MLA of the problem or concern that you discussed and any actions that your MLA agreed to take.

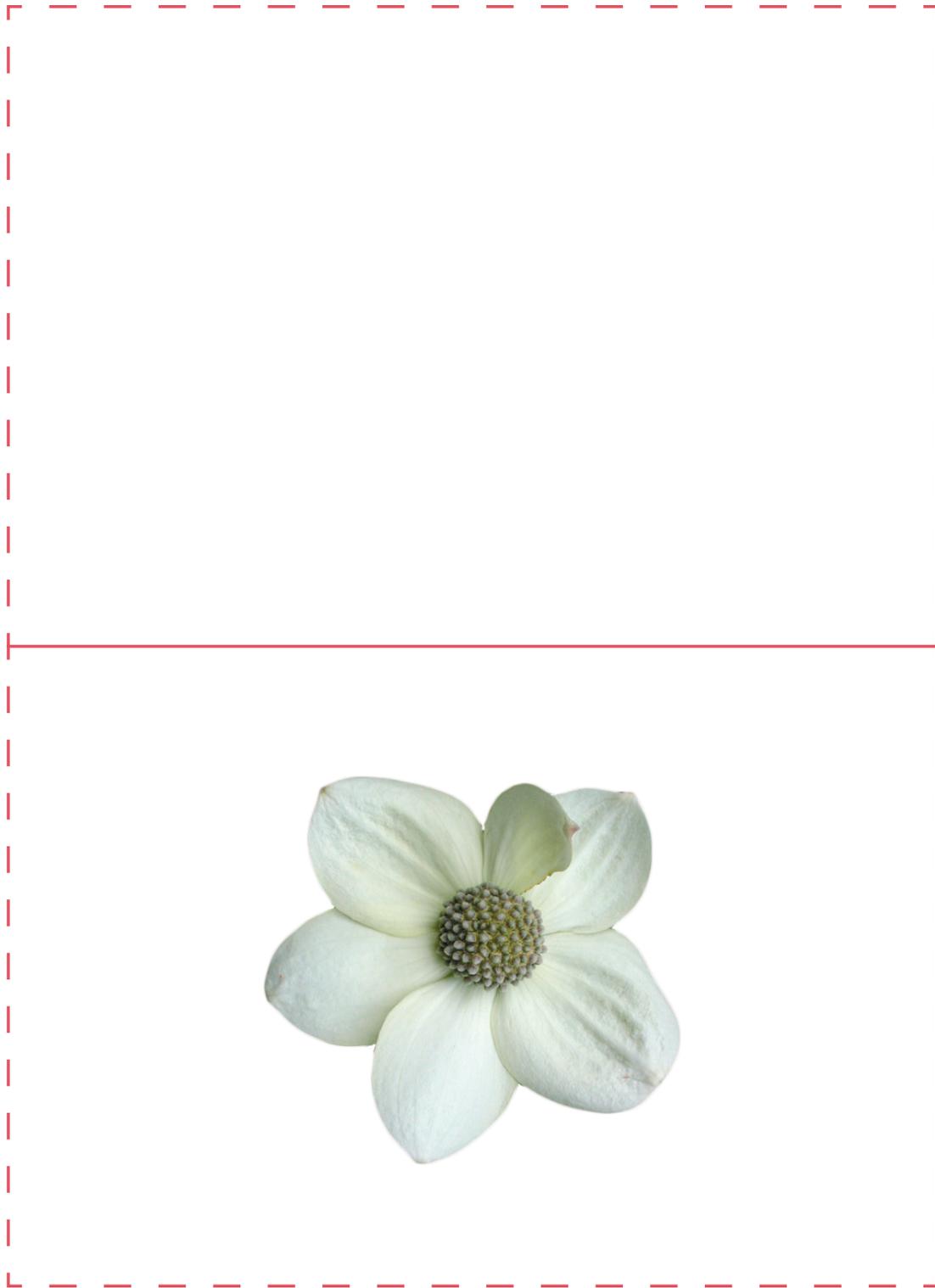


Dear _____,

Thank you very much for meeting with me yesterday. I appreciate the opportunity to tell you about _____. I hope you are able to help me solve this problem.

Warm regards,

Follow-up card template



FOLD

CLB 5/6

Lesson Package

Table of Contents

CLB 5/6 BC Election Process and Voting Core Content Lesson Plan	61
CLB 5/6 BC Election Process and Voting Core Content Lesson Materials	69
CLB 5/6 BC Election Process and Voting Module Plan	86
CLB 5/6 BC Election Process and Voting Skill-Building Outline with Assessment Tool	91
CLB 5/6 Parliamentary Democracy and the Role of MLAs Core Content Lesson Plan	103
CLB 5/6 Parliamentary Democracy and the Role of MLAs Core Content Lesson Material	108

CLB 5/6

BC Election Process and Voting Core Content Lesson Plan

BC Election Process and Voting

Activities	3-hour	90-minute
Warm up	5 min	
Vocabulary Building – Activity 1: Vocabulary Card Match	15 min	
Vocabulary Building – Activity 2: Vocabulary Worksheet	10 min*	
Jigsaw Activity – Reading: Getting the Gist; Understanding Main Ideas, and Speaking: Summarizing; Retelling	35 min	
What to Expect When You Vote – Listening: Identifying Main Idea, Supporting Details and Guessing the Meaning of New Vocabulary	25 min	
15-minute break if using 3-hour lesson	15 min	
Register to Vote/Voter ID – Reading: Prediction; Scanning for Specific Information	25 min	
Exploring Democracy Around the World – Speaking: Cultural Exchange	15 min	
Why Do We Vote? – Vote Simulation Activity	35 min	
Total	3 hours	90 minutes

* Expand this activity to 15 minutes if using the 90-minute version of this lesson.

Materials

- Flip chart paper, Post-It Notes, markers
- Vote Simulation Materials
 - Ballots, pens/pencils
 - Ballot box
 - Voting screen
- Pamphlets and stickers
- Electoral Districts map
- Internet, computer & screen (or SMART Board) to show video
- Copies of appropriate activity handouts or cards

3-hour version — use all activities

90-minute version — only  activities

Lesson Instructions

PREPARATION:

- Set up the ballot box and the voting screen.
- Tape the Electoral Districts map on the wall.
- Get handouts ready for distribution (vocabulary, jigsaw, etc.).
- Get ballots and pens ready for distribution.
- Get pamphlets and stickers ready for distribution.
- Tape a piece of flip chart paper on the wall. Write on it “Why Do We Vote?” Get the Post-It Notes ready for after the mock vote.

Warm Up (5 minutes)

- Explain that this workshop/lesson package is *non-partisan*. Ask students/clients what they think *non-partisan* means. Get a few answers from around the class. Ensure they get the correct answer.
- Begin by eliciting from the students what they know about the BC electoral process. Ask
 - Do students know what an election is?
 - Do students know why we have elections?
- Explain that today students will learn about provincial elections. Tell them they will have an opportunity to practice how to participate in an election using an election simulation or role play.

Vocabulary Building (25 minutes)

- Tell students that before they begin learning about the election process in BC, they need to understand some key vocabulary.

Vocabulary Activity 1: vocabulary card match (15 minutes)

- (10 minutes) Have students work in small groups of 3 or 4 to complete the vocabulary card match game. Give each group one set of vocabulary words and one set of vocabulary definition cards. Tell students that they do not need to write down the words, that they will be given a worksheet to take home.
- (5 minutes) Have groups check their answers with another group. Debrief vocabulary and definitions with entire group.

Vocabulary Activity 2: vocabulary worksheet (15 minutes / 10 minutes if using 3-hour workshop)

- (10 minutes) Give each student a fill-in-the-blanks Vocabulary Worksheet. Have students work in pairs to fill in the worksheet. Pairs that finish quickly can check with other pairs and compare answers (post answers to worksheet if using 3-hour workshop).
- (5 minutes) Go over the answers to the worksheet with the entire class (skip this if using the 3-hour workshop). Tell students they will learn more about how these words are used

in the next activity.

Jigsaw Activity (35 minutes)

READING: Getting the Gist; Understanding Main Ideas, and SPEAKING: Summarizing; Retelling

- Tell the students that they are going to do an activity to learn about voting in BC. Let them know you understand that they are permanent residents and not eligible to vote in provincial elections yet, but that you hope they will all vote in municipal, provincial and federal elections when they become Canadian citizens.

Instructions for the activity:

- Go around the room and assign each student a letter: A, B, C, or D.
- Tell all the As to go to one table, all the Bs to go to another table, all the Cs to go to a third table and all the Ds to go to a fourth table.
- Tell the students you will give each table a different reading about BC Elections (each student at a particular table will have the same reading). Explain that students will read the passage and then discuss key vocabulary and ideas with others at their table. Tell students to make sure they understand the reading because they will be the teacher in the next part of the activity!
 - (10 minutes) Give students at each table the appropriate reading. Tell them to read and discuss main ideas, specific details, and important vocabulary.
 - (5 minutes) Have students practice retelling the key information to a partner within the group. Students may still rely on the passage at this point (they should not be memorizing sentences). Students can keep changing partners within the group at their table and continue practicing until they are confident that they can retell the key information to students in another group.
 - Tell the students that they will now teach what they have learned. Number the students at each table: 1, 2, 3, 4. Ask the students who are number 1 to move to a new table, students who are number 2 to move to a different table, etc. This will lead to there being a student who is an A, B, C and D at each table.
 - (15 minutes) Hand out question sheets to students at each table. Ask the students to go through each of the questions together. The letter at the end of the question is the person who should speak and answer the question for everyone. The student giving the information should try to do so without the aid of the passage they read and should only refer to the reading if needed.
- (5 minutes) Debrief the Jigsaw Activity to confirm information you want students to know about voting in BC.
 - Point to a table and ask one student to tell you How to Vote (i.e. the five voting opportunities). Fill in any missing information.
 - Point to a different table and ask one student to tell you Where to Vote. Fill in any missing information.
 - Point to a different table and ask one student to tell you about Voting – What do you

- do at the voting station? Fill in any missing information.
- Point to a different table and ask one student to explain how the provincial government is elected. Fill in any missing information.
- Ask the group if they know the names of the three major political parties in BC.
- Answer any questions students may have.

What to Expect When You Vote Video

elections.bc.ca/resources/learning-about-elections (25 minutes)

LISTENING: Comprehending Information

- (5 minutes) Show students the Elections BC website and point out the RESOURCES menu at the top. Tell students that if they click on the RESOURCES menu and then select LEARNING ABOUT ELECTIONS, they can find a simple “how to” video that they can use for listening practice. Play the “What to Expect When You Vote” video on the Elections BC website (elections.bc.ca/resources/learning-about-elections/).
- Ask students to rate the percentage of the video that they felt they understood (e.g. 10%, 20%, 60%, etc.).
- (5 minutes) Hand out the *What to Expect When You Vote Comprehension Questions* worksheet to each student.
 - Have students read through the comprehension questions but not mark answers yet.
- (10 minutes) Play video again.
 - Have students answer comprehension questions.
 - Have students check responses with a partner and discuss any differences they may have.
 - Ask students if they have changed their minds about the percentage of the video they felt they understood.
- (5 minutes) Play video a third time.
 - Allow students to change answers if they want.
 - Go over the correct answers with the group.
 - Answer any questions that students may have about vocabulary, concepts or processes.

15-minute BREAK if using 3-hour lesson version

Voter Registration Form Activity (25 minutes)

READING: Prediction; Scanning for Specific Information

(5 minutes) Have students work in groups of 3 or 4. Hand out APPLICATION TO REGISTER OR UPDATE A PROVINCIAL VOTER REGISTRATION Form to each student in the group. Tell students NOT to fill in the form. Ask students to look at the form and identify any unfamiliar vocabulary.

Students should discuss new vocabulary with others in their group to see if anyone knows the new words.

- (10 minutes) Hand out the REGISTER TO VOTE Voter Information and Form Comprehension worksheet to each student. Have students read the Jane/John Doe scenario and personal information and then complete the comprehension questions. Students should compare and discuss answers with others in their group upon completion of the questions. Debrief the correct answers with everyone in the group.
- (10 minutes) Tell students that they are now going to fill in the APPLICATION TO REGISTER OR UPDATE A PROVINCIAL VOTER REGISTRATION Form for either Jane or John Doe. Make sure students understand that they should not use their own personal information to fill in the form. *Only individuals who meet all of the eligibility requirements are allowed to register to vote.* Students can find all of Jane or John Doe's personal information for the application form on the *Register to Vote: Voter Information and Form Comprehension* page. Once students have completed the form, they should compare and discuss their forms with others in their group. After all students have completed the form, check to ensure the information is correct.

Exploring Democracy Around the World activity (15 minutes)

SPEAKING: Cultural Exchange

- Ask about voting in the students' countries. Is voting the same or different than in Canada?
 - (10 minutes) Handout *Exploring Democracy Around the World* chart to each student (Draw chart on the White Board or show handout on SMART Board to help explain activity).
 - Have students write the name of their home country in the 'Country A' box and fill in the answers to the question in each column on that line.
 - Ask students to move around and talk to people from other countries, filling in the information for each country (e.g. Country A = China, Country B = Iran, Country C = Korea, etc.). Depending on time and size of the group, either elicit answers from group or have student come to the board and write in answers.
 - (5 minutes) Discuss the similarities and differences between Canada and other countries. Have students ask one another questions about voting in Canada or their own countries.

Why Do We Vote? (35 minutes)

Vote Simulation activity

Tape a piece of flip chart paper on the wall. Write on it "Why Do We Vote?" (this will be used during the mock vote).

- (5 minutes) Why do we vote? Brainstorm reasons and write on the whiteboard.
- (10 minutes) Brainstorming issues
 - Ask the students what they think are important issues that candidates should

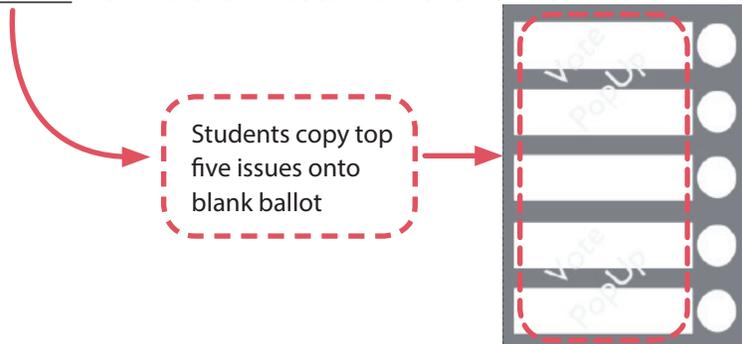
be paying attention to or trying to provide solutions for. It is important for the teacher to remain non-partisan throughout the lesson and activities. This means that all candidates, political parties and other stakeholders must be treated fairly and equally. Be prepared to start students off with some generic local issues (e.g. transportation, education, healthcare, etc.) by giving them the necessary vocabulary but do not lead them or give them specific issues for discussion.

- Write issues from students on the board. Keep them generic (e.g. write “healthcare” rather than “increasing healthcare spending”). Don’t let this go on endlessly. You only need 5 issues but you can accept up to 10 issues.
- If there are 6 or more issues, do a brief poll with a show of hands to find out the most important issues and narrow it down to 5 issues to keep the activity simple. Number them 1 to 5.
- (20 minutes) Vote Simulation
 - Tell the students they are going to practice voting. Remind them that in a provincial election, people are voting for a person (candidate) to represent them and that they would not be voting on specific issues. The person (candidate) a student votes for should have solutions to issues like the ones we brainstormed earlier. For this practice, however, students are going to vote on which issue is important to them.

Do not pass out the ballots yet! Give the instructions first!

Tell the students you are going to give them a ballot (hold up a ballot so they can see what it looks like). Students should copy the numbered issues from the board onto the ballot. Tell them **NOT to mark which issue they would vote for yet!** Let them know that after the ballot is ready, they are going to line up, go behind the screen one at a time, and mark their ballot. Then they will place it in the ballot box. After they have placed their ballot in the ballot box, they will pick up a Post-It Note and write down why they think it is important to vote and place the Post-It Note on the flip chart paper that has the title “Why Do We Vote?”

- Pass out the ballots. Have the students copy the top five issues in order onto the blank ballot. **Remind them not to mark their choice on the ballot yet!**



- Ask the students to line up for voting. Tell them to go behind the screen and mark an or for the issue they think is most important. Tell students to fold the ballot after they have marked it and put the ballot in the ballot box. [They do not have to tell anyone how they voted. They have a right to keep this private.]
- Students should then pick up a Post-It Note and write why it is important to vote on the Post-It Note. They can copy ideas from the “Why Do We Vote?” brainstorm on the board if they want. Students then stick the Post-It Note on the flip chart paper and sit down.
- When they have all voted, ask for two students to volunteer to count the votes.
- Record the numbers for each issue and announce the winning issue.
- If time, ask a student to come up to the “Why Do We Vote?” poster and read out some Post-It Notes. If not enough time, you can read out a couple yourself and emphasize how important it is to vote.
- Thank the students for their participation.

CLB 5/6

BC Election Process and Voting Core Content Lesson Materials

Election Vocabulary – Activity 1: Match Cards – words



election	electoral
district	vote
ballot	voting place/ station
assigned	proof
initial	tab
candidate	represent

Election Vocabulary — Activity 1: Match Cards — Definitions

 <p>when people formally choose (vote) a person, group or party for an official position (or job)</p>	<p>a word used to describe something related to an election or the election process</p>
<p>a specific area of a city, town or countryside</p>	<p>to show which person, group, party or plan you want or support by marking a piece of paper (or raising your hand)</p>
<p>a piece of paper on which you make a secret vote</p>	<p>the place where people go to vote in an election</p>
<p>something that is chosen for you, such as a place or time</p>	<p>information or documents, etc. that show that something is true</p>
<p>to write the first letter of your first name and the first letter of your last name (instead of signing your full name)</p>	<p>a small piece of paper, cloth or plastic, etc. that sticks out from the edge of something so that you can find it more easily</p>
<p>someone who is being considered for a job or is competing in an election</p>	<p>to officially speak for, or take action for, another person or group of people</p>

Vocabulary Activity 2: Worksheet

Use the correct vocabulary in the sentences below. Each word can only be used once. In some cases you will need to add an 's' to make the word plural.

assigned
ballot
candidate

district
election
electoral

initial
voting place/station
proof

represent
tab
vote

1. There is a scheduled _____ in British Columbia every four years.
2. You can find out which _____ district you live in by visiting www.elections.bc.ca/resources/maps
3. There are currently 87 electoral _____ in British Columbia.
4. Today, we are learning how to _____ in an election.
5. After you mark your _____, you fold it and put it in the box.
6. Most people go to a _____ to vote.
7. All voters have an _____ voting place for General Voting Day; however, there are other places you can vote if it is more convenient for you.
8. When you go to the voting place, you need to show _____ of your identity and address. For example, you can show your driver's licence or BCID.
9. Sometimes, to show that you have read and understood something, you will be asked to _____ a document.
10. After you have marked your ballot, an election worker will tear off the _____ before you put your ballot in the box.
11. It is important to know who the _____ are in your electoral district before you vote. You should find out what they promise to do for you and your community if they are elected.
12. The person elected in your district will _____ you in the Legislative Assembly in Victoria.

Vocabulary Activity 2: Worksheet**ANSWER KEY**

Use the correct vocabulary in the sentences below. Each word can only be used once. In some cases you will need to add an 's' to make the word plural.

assigned
ballot
candidate

district
election
electoral

initial
voting place/station
proof

represent
tab
vote

13. There is a scheduled **election** in British Columbia every four years.
14. You can find out which **electoral** district you live in by visiting www.elections.bc.ca/resources/maps
15. There are currently 87 electoral **districts** in British Columbia.
16. Today, we are learning how to **vote** in an election.
17. After you mark your **ballot**, you fold it and put it in the box.
18. Most people go to a **voting place/station** to vote.
19. All voters have an **assigned** voting place for General Voting Day; however, there are other places you can vote if it is more convenient for you.
20. When you go to the voting place, you need to show **proof** of your identity and address. For example, you can show your driver's licence or BCID.
21. Sometimes, to show that you have read and understood something, you will be asked to **initial** a document.
22. After you have marked your ballot, an election worker will tear off the **tab** before you put your ballot in the box.
23. It is important to know who the **candidates** are in your electoral district before you vote. You should find out what they promise to do for you and your community if they are elected.
24. The person elected in your district will **represent** you in the Legislative Assembly in Victoria.

A

How To Vote

Vote at ‘advance voting’

There are six days of advance voting in provincial elections in BC. Advance voting places are open from 8 a.m. to 8 p.m.

All voters can vote at any advance voting place, and all advance voting places are wheelchair accessible.

Vote on General Voting Day

General Voting Day is the 28th day after an election is called. Most voters vote on General Voting Day. Voting places are open from 8 a.m. to 8 p.m.

Vote at any district electoral office

Voting is available at any district electoral office from the day an election is called until 4 p.m. on General Voting Day.

Vote by mail

Voters can ask for a ‘vote by mail’ package from Elections BC before an election is called until 4 p.m. on General Voting Day.

The package will be mailed to you or you can pick it up at a district electoral office.

The completed package must be returned to the district electoral office by 8 p.m. on General Voting Day.

Vote by phone

There is also a telephone voting option. This option is for voters who have vision loss or who have a disability that restricts their ability to vote independently at other voting opportunities. Voters who choose to vote by telephone will be helped by an operator.

B Where To Vote

A few days after an election is called, you can find voting places on the Elections BC website (www.elections.bc.ca). All voters can vote at any voting place in BC.

Find out where you can vote by:

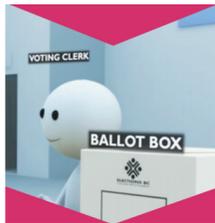
- Using the **'Where to Vote' application** on the Elections BC **website** (www.elections.bc.ca) to find your assigned voting place or voting places close to you. This application will be available about one week after an election is called.
- Looking at the **'Where to Vote' card** that you will receive by **mail**.
- **Contacting** Elections BC by email at electionsbc@elections.bc.ca or by phone at 1-800-661-8683 (Toll-Free)
- Checking **local newspapers**

Voting Places

All voters have an assigned voting place for General Voting Day. Usually it is faster and easier to vote at your assigned voting place, but you don't have to vote there if another voting location is more convenient for you.

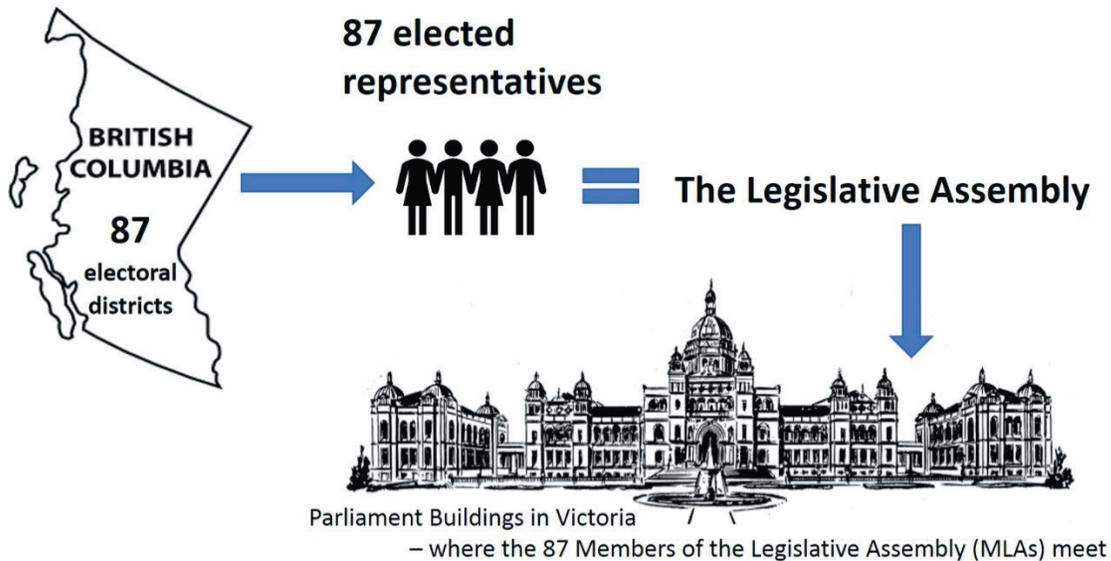
If you vote at an advance voting location outside your electoral district, or at a general voting place that is not your assigned voting place on General Voting Day, your ballot (vote) will be put into a special 'certification' envelope. Your ballot will then be returned to the office in your electoral district to be counted.

C What To Expect When You Vote (6 Steps)



1. Register to vote. Go to the Elections BC website to find out how to do this. www.elections.bc.ca/register-to-vote
2. At the voting place an election worker will greet you and show you to the right table. Bring your **ID** and **Where to Vote card**. You can still vote if you didn't get a **Where to Vote card**.
3. At the table, show the election workers your ID. You will sign the voting book to show:
 - you haven't already voted
 - you are a Canadian citizen and a resident of BC for the past six months
 - you are 18 years old or older
4. The election worker will call out your name and voter number. They will initial, fold, and give your ballot to you.
5. Take the ballot behind the voting screen, unfold it, and mark it with an or . Refold the ballot and return it to the election worker. They will make sure it is the same ballot they gave you. Then you or the election worker will put the ballot in the ballot box.
6. You voted! When you leave the voting place, you will get an **"I Voted"** sticker or a **"First Time Voter"** sticker.

D Who Represents You?



British Columbia is divided into 87 provincial electoral districts (also called constituencies or ridings). Voters in each electoral district choose one person (candidate) to represent them in the Legislative Assembly in Victoria. The political party with the most elected candidates or **Members of the Legislative Assembly (MLAs)** usually forms the government of British Columbia. It is also possible to have a *minority government*. When fewer than 44 candidates from the same political party are elected (less than a majority of the seats in the *Legislative Assembly*), it is possible for different political parties to work together to support a *minority government*.

To find your electoral district, visit www.leg.bc.ca/learn-about-us/members.

The major political parties in British Columbia are:

- the BC Liberal Party
- the BC New Democratic Party
- and the BC Green Party

Sometimes a candidate in a provincial election does not belong to a political party. This person is called an Independent.

BC Elections — Jigsaw Questions

1. **What are the five different ways you can vote?** (A)
2. **How do you know where to vote?** (4 ways) (B)
3. **Explain what you can expect when you go to your voting place.** (6 steps) (C)
4. **Explain how the provincial government is elected.** (D)



BC Elections — Jigsaw Questions

1. **What are the five different ways you can vote?** (A)
2. **How do you know where to vote?** (4 ways) (B)
3. **Explain what you can expect when you go to your voting place.** (6 steps) (C)
4. **Explain how the provincial government is elected.** (D)

What To Expect When You Vote

Watch the video to see how the voting process in BC works.
elections.bc.ca/resources/learning-about-elections (video)



WHAT TO EXPECT WHEN YOU VOTE — Comprehension Questions

Watch the video elections.bc.ca/resources/learning-about-elections and answer the following questions:

1. The main idea of this video is:
 - (A) to tell you what to bring to the voting place on voting day.
 - (B) to explain what each person at the voting place does.
 - (C) to explain how the voting process works.
 - (D) to teach you how to mark your ballot.

2. When you go to the voting place (polling place), you should bring:
 - (A) your Where to Vote card.
 - (B) ID that proves your name and address.
 - (C) your Where to Vote card and ID that proves your name and address.
 - (D) your social insurance number and your passport.

3. Why do you need to sign the voting book?
 - (A) to confirm that you understand how to vote.
 - (B) to confirm that you are not a candidate.
 - (C) to confirm that you are a Canadian citizen and able to vote in the election.

4. A candidate representative sometimes observes voting so that he/she can:
 - (A) give a break (washroom, coffee, lunch or dinner, etc.) to the voting clerk or voting officer.
 - (B) answer questions the voter may have about the candidate.
 - (C) make sure there is no cheating at the voting place.
 - (D) help voters fill in their ballots.

5. You must mark your ballot with:
 - (A)
 - (B)
 - (C) or

6. Three of these words have similar meanings. **Circle** the three words that are close in meaning.

stub
ID

card
tab

counterfoil
ballot

WHAT TO EXPECT WHEN YOU VOTE — Comprehension Questions **ANSWER KEY**

Watch the video elections.bc.ca/resources/learning-about-elections and answer the following questions:

1. The main idea of this video is:
 - (A) to tell you what to bring to the voting place on voting day.
 - (B) to explain what each person at the voting place does.
 - (C)** to explain how the voting process works.
 - (D) to teach you how to mark your ballot.

2. When you go to the voting place (polling place), you should bring:
 - (A) your Where to Vote card.
 - (B) ID that proves your name and address.
 - (C)** your Where to Vote card and ID that proves your name and address.
 - (D) your social insurance number and your passport.

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 - (C)** make sure there is no cheating at the voting place.
 - (D) help voters fill in their ballots.

5. You must mark your ballot with:
 - (A)
 - (B)
 - (C)** or

6. Three of these words have similar meanings. **Circle** the three words that are close in meaning.

stub
ID

card
tab

counterfoil
ballot

200A
(16/06)

APPLICATION TO REGISTER OR UPDATE A PROVINCIAL VOTER REGISTRATION



ELECTIONS BC
A non-partisan Office of the Legislature

Personal information collected on this form will be used to register voters or to update voter information as authorized under the *Election Act* and the *Freedom of Information and Protection of Privacy Act*. Any unauthorized use of this information is a violation of Section 275 of the *Election Act* and is punishable by a fine of up to \$20,000, or imprisonment for up to two years, or both.

By submitting this form, you are confirming that you meet the following requirements:

- You are a Canadian citizen
- You have been a resident of B.C. for the past six months
- You are 18 years of age or older or, if an election is currently in progress in your electoral district, you will be turning 18 years of age on or before General Voting Day
- You are not disqualified from voting

You may only apply for yourself - you may not apply for someone else

WARNING: It is an offence to make a false statement under the *Election Act*.

PLEASE PRINT IN BLOCK LETTERS

VOTER INFORMATION (Fields marked ★ are mandatory)		OFFICE USE ONLY	
LAST NAME ★		BIRTHDATE (YYYY/MM/DD) ★	
FIRST NAME ★		MIDDLE NAME(S) ★	
GENDER	BC DRIVER'S LICENCE	BCID	TELEPHONE NUMBER
HOME ADDRESS ★ Is your mail delivered to this address? <input type="checkbox"/> YES <input type="checkbox"/> NO		LAST 6 DIGITS OF PHN	
APT NUMBER	BUILDING NUMBER	STREET NAME	CITY/TOWN
MAILING ADDRESS ★ (If your mail is not delivered to your home address)		POSTAL CODE	
CITY/TOWN		POSTAL CODE	
IF YOU ARE CHANGING YOUR VOTER RECORD (Please complete all fields above)			
PREVIOUS NAME (if you are changing your name on your voter record)		MIDDLE NAME(S)	
LAST NAME		FIRST NAME	
PREVIOUS HOME ADDRESS (if you have moved from the address on your voter record)			
APT NUMBER	BUILDING NUMBER	STREET NAME	POSTAL CODE
CITY/TOWN		POSTAL CODE	

Please submit your registration application to Elections BC:
Mailing Address: PO Box 9275 Stn Prov Govt, Victoria, BC V8W 9J6
Fax: 250-387-3578 / Toll-free Fax: 1-866-466-0665
Email: voterservices@elections.bc.ca
Website: www.elections.bc.ca

If you have questions about registering to vote, please call Elections BC Voter Services at 250-356-9325 or toll-free at 1-800-661-8683.

Access to the voters list is restricted under the *Election Act* to protect the privacy rights of individuals. If you have questions about privacy, email privacy@elections.bc.ca

Register To Vote

Voter Information and Form Comprehension

Look at the APPLICATION TO REGISTER OR UPDATE PROVINCIAL VOTER REGISTRATION Form and use this information about Jane or John Doe to answer the questions.

Personal Information:

Name: Jane Katherine Doe
OR
John William Doe

Address: 204 – 3657 Maple Drive
Anytown, BC
V3A-4B5

Telephone: 778-765-4321

Date of Birth: April 1, 1995

Social Insurance 730 123 456
Number

BC Driver's Licence 4812607
Number

You are a new voter. Your name is either Jane or John Doe. You moved to British Columbia from Ontario 9 months ago when you became a Canadian citizen. You live in an apartment with a friend. You have lived in this apartment since you arrived in BC. You believe that it is all citizens' responsibility to vote in elections. You are excited about this responsibility and you want to be able to vote in the next provincial election. You know you need to fill in a voter registration application so that you can do this. You downloaded the APPLICATION TO REGISTER OR UPDATE A PROVINCIAL VOTER REGISTRATION FORM from the Elections BC website (www.elections.bc.ca/register-to-vote).

1. Do you (Jane or John Doe) meet all the requirements to submit **YES** or **NO** application form?
2. Do you need to fill in the MAILING ADDRESS section? **YES** or **NO**
3. Do you need to fill in the IF YOU ARE CHANGING YOUR **YES** or **NO** VOTER RECORD section?

Register To Vote

Voter Information and Form Comprehension

ANSWER KEY

Look at the APPLICATION TO REGISTER OR UPDATE PROVINCIAL VOTER REGISTRATION Form and use this information about Jane or John Doe to answer the questions.

Personal Information:

Name: Jane Katherine Doe
OR
John William Doe

Address: 204 – 3657 Maple Drive
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V3A-4B5

Telephone: 778-765-4321

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1. Do you (Jane or John Doe) meet all the requirements to submit the application form? **YES** or **NO**
2. Do you need to fill in the MAILING ADDRESS section? **YES** or **NO**
3. Do you need to fill in the IF YOU ARE CHANGING YOUR VOTER RECORD section? **YES** or **NO**

Exploring Democracy Around The World

Country	Democratic Elections Yes/No	Who Can Vote	Need to Register to Vote	Paper Ballots Yes/No	Voting Location
Canada (BC)	Yes	<ul style="list-style-type: none"> → 18 or older → Canadian citizen → resident of BC for past 6 months 	Yes	Yes	Voting Place/ Station
Country A:					
Country B:					
Country C:					
Country D:					
Country E:					
Country F:					
Country G:					

CLB 5/6

BC Election Process and Voting Module Plan

THEME: Democracy in Canada

TOPIC: Voting

Skills	Listening	Speaking	Reading	Writing
CLB Levels	5/6	5/6	5/6	5/6
Real-World Task Goal(s)	Understand and respond appropriately to a brief pitch about an area of interest or for a political party made by a volunteer door-to-door canvasser	Tell a friend how to find translated materials or other resources on the Elections BC website	Read an invitation to an event on an area of interest (such as a public hearing, open house or candidates' meeting) and decide whether to attend	Write an email to a friend to invite them to attend an event on an area of interest with you
Context/ Background Information	Elections BC website: elections.bc.ca Different political parties in BC Provincial election schedules Voter eligibility Structure of provincial government: Legislature, Premier, MLAs			
CLB Competency Area(s) and statement	<p>5-III Getting Things Done Understand the gist and some details in moderately complex communication intended to influence or persuade (such as simple advice, opinion or suggestions) in everyday personally relevant situations</p> <ul style="list-style-type: none"> → Identifies main intent, main idea, factual details, words and expressions → Identifies some implied meanings → Identifies cohesive devices and discourse indicators for sequence, comparison and contrast → Identifies basic signals in speech for collaboration, turn-taking and interrupting → Recognizes and interprets advice, opinions and suggestions 	<p>5-II Giving Instructions Give instructions and directions for everyday activities and processes</p> <ul style="list-style-type: none"> → Uses appropriate courtesy forms and structures → Uses appropriate expressions to sequence instructions <p>Profile of Ability</p> <ul style="list-style-type: none"> → A range of common everyday vocabulary → Uses expressions to sequence instructions → Adequately fluent → Uses imperative with good control of simple structures <p>6-II Giving Instructions Give sequential instructions and directions for everyday activities and processes</p> <ul style="list-style-type: none"> → Uses correct sequence of steps → Uses clear references → Uses sequencing intonation so that the listener can follow → Checks to confirm understanding 	<p>5-I Interacting With Others Understand simple to moderately complex personal and public social messages (such as those conveying compliments, invitations, likes, dislikes and preferences) related to a familiar context</p> <ul style="list-style-type: none"> → Identifies specific factual details and implied meanings → Identifies purpose of the message → Identifies reader/writer relationship → Identifies mood and attitude of the writer → Identifies context, register and style <p>Profile of Ability</p> <ul style="list-style-type: none"> → Identifies purpose, main idea and important details → Identifies some different styles and register → Identifies reader/writer relationship 	<p>5-I Interacting With Others Convey personal messages in short, formal and informal correspondence for a range of everyday social purposes (such as expressing or responding to invitations and feelings, or providing quick updates) [Message is about 1 paragraph related to everyday experience]</p> <ul style="list-style-type: none"> → Conveys the intended meaning → Uses language and content appropriate and relevant to the situation → Expresses main ideas and supports them in some detail <p>Profile of Ability</p> <ul style="list-style-type: none"> → Adequate paragraph structure with a main idea and some supporting details → Adequate use of connective words and phrases → Good control of simple structures → Attempts complex structures → Adequate control of spelling, punctuation and format

Skills	Listening	Speaking	Reading	Writing
	<p>Profile of Ability</p> <ul style="list-style-type: none"> → Understands overall meaning or intent → Identifies main ideas and supporting details → Understands language that includes mostly common vocabulary → Recognizes meaning and understands complex sentences and structures → Sometimes requires repetition <p>6-III Getting Things Done Understand moderately complex communication intended to influence or persuade (such as simple advice, opinion or suggestions) in everyday personally relevant situations</p> <ul style="list-style-type: none"> → Identifies main intent, main ideas, factual details, words and expressions → Identifies implied meanings → Identifies the functions of utterances (such as suggestions, encouragement and requests) → Interprets facts, advice, suggestions and opinions → Identifies cohesive devices and discourse indicators for comparison, contrast, condition and result <p>Profile of Ability</p> <ul style="list-style-type: none"> → Understands overall meaning or intent → Identifies main ideas and supporting details → Understands language that includes mostly common vocabulary → Recognizes meaning and understands complex sentences and structures → May require repetition 	<p>Profile of Ability</p> <ul style="list-style-type: none"> → A range of everyday vocabulary → Uses expressions to sequence instructions → Adequately fluent → Uses imperative with good control of sentence structure 	<p>6-I Interacting With Others Understand simple to moderately complex personal and public social messages (such as those conveying compliments, invitations, likes, dislikes and preferences) related to a familiar context</p> <ul style="list-style-type: none"> → Identifies specific factual details and implied meanings → Identifies purpose of the message → Identifies reader/writer relationship → Identifies mood and attitude of the writer → Identifies context, register and style <p>Profile of Ability</p> <ul style="list-style-type: none"> → Identifies purpose, main idea specific factual details and some implied meanings → Identifies an expanded range of different styles and registers → Identifies reader/writer relationship 	<p>6-I Interacting With Others Convey personal messages in short, formal, and informal correspondence for an expanding range of everyday social purposes (such as expressing congratulations, thanks, apologies, or offering assistance) [Message is about 1 or 2 paragraphs, for a familiar audience, and related to everyday experience]</p> <ul style="list-style-type: none"> → Conveys the intended meaning → Uses language and content appropriate and relevant to the situation → Expresses main ideas and supports them with some detail <p>Profile of Ability</p> <ul style="list-style-type: none"> → Adequate paragraph structure with clearly expressed main idea and some supporting details → Adequate use of connective words and phrases → Good control of simple structures → Developing control of complex structures → Adequate control of spelling, punctuation and format

Skills	Listening	Speaking	Reading	Writing
Language Focus Grammatical, textual, functional, sociolinguistic	<p>Grammatical</p> <ul style="list-style-type: none"> → Grammar structures and syntax to interpret listening texts, such as tenses, basic conditionals (<i>If you elect me...</i>), clauses, <i>The way (that) I see it is...</i>; <i>Our opinion is that...</i>, etc.) → Vocabulary for canvassing ‘<i>make rounds, be a supporter of, identify with, intend to vote, etc.</i>’ → Sound segments and intonation to interpret speech <p>Textual</p> <ul style="list-style-type: none"> → Cohesive devices such as conjunctive adverbs or adverbials: <i>however, besides, certainly, possibly, basically</i> → Main ideas and subordinate ideas <p>Functional</p> <ul style="list-style-type: none"> → Canvasser openings and closings → Expressions for persuading <p>Sociolinguistic</p> <ul style="list-style-type: none"> → Different registers (formal/informal) and styles → Socio-cultural knowledge relating to canvassing → Paralinguistic signals (such as recognizing facial gestures and body language) 	<p>Grammatical</p> <ul style="list-style-type: none"> → Vocabulary for websites (tab, menu, etc.) → Expressions for giving instructions (<i>go to, scroll down</i>) → Imperatives for instructions → Pronunciation: stress on key words (direction words, landmarks, etc.) <p>Textual</p> <ul style="list-style-type: none"> → Using clear references (above, below, next, previous, following) → Words for indicating sequence (first, next, finally, etc.) <p>Functional</p> <ul style="list-style-type: none"> → Situational scripts/format of dialogue when giving instructions <p>Sociolinguistic</p> <ul style="list-style-type: none"> → Appropriate language to indicate level of formality → Appropriate and communicatively effective non-verbal communication strategies, e.g. body language, like nodding 	<p>Grammatical</p> <ul style="list-style-type: none"> → Expanded range of vocabulary relating to common knowledge, facts, opinions, feelings, ideas, and basic concepts relating to social issues → Grammar and syntax structures to interpret texts (such as tenses, basic conditionals, noun clauses, relative clauses, passive and active voice) <p>Textual</p> <ul style="list-style-type: none"> → Cohesion links such as conjunctions and conjunctive adverbs (<i>and, so, however, therefore</i>) → Paragraph structure and relationships between paragraphs (such as opening/introduction, development/body and conclusion/closing) → Textual organization of common written formats in expanded contexts, (such as formats of email messages) <p>Functional</p> <ul style="list-style-type: none"> → Expressions for inviting (<i>Would you like to, Do you want to, How about, etc.</i>) → Expressions to persuade <p>Sociolinguistic</p> <ul style="list-style-type: none"> → Expanded formal, informal, idiomatic and some literary language → Local cultural references 	<p>Grammatical</p> <ul style="list-style-type: none"> → Moderately complex grammar and syntax structures such as basic conditionals, relative clauses → Words and expressions for inviting (<i>Would you like to, Do you want to, How about, etc.</i>) → Spelling, punctuation, and capitalization conventions <p>Textual</p> <ul style="list-style-type: none"> → Cohesion links such as connective words to create coherent narratives (<i>because, as, for, in contrast, however, therefore</i>) → Paragraph format → Words and expressions to sequence and link paragraphs → Email conventions (such as opening/greeting, closing) <p>Functional</p> <ul style="list-style-type: none"> → Conventional email format <p>Sociolinguistic</p> <ul style="list-style-type: none"> → Adapt writing style to invite and persuade a friend
Language and Learning Strategies	<ul style="list-style-type: none"> → Language used to avoid miscommunication (repeating, echoing) 	<ul style="list-style-type: none"> → Strategies to check understanding, such as confirming information and paraphrasing 	<ul style="list-style-type: none"> → Different reading techniques (such as skimming to get the gist, scanning to locate detailed information) 	<ul style="list-style-type: none"> → Begin using the writing process (such as revising and proofreading for spelling, punctuation, and grammar)

Skills	Listening	Speaking	Reading	Writing
Assessment Tasks	Understand and respond appropriately to a brief pitch about an area of interest or for a political party made by a volunteer door-to-door canvasser	Tell a friend how to find translated materials or other resources on the Elections BC website	Read an invitation to an event on a local issue (such as a public hearing, open house or candidates' meeting) and decide whether to attend	Write an email to a friend to invite them to attend an event on an area of interest with you

CLB 5/6

BC Election Process and Voting Skill-Building Outline with Assessment Tool

Skill Building Outline

Theme: Government in Canada

Topic: Voting

CLB Level 5 and 6

Skill Area Writing

Real World Task

Write an email to a friend to invite them to attend an event on an area of interest with you.

CLB Competency Area, Competency Statement, Indicators for Assessment

Writing 5-I. Interacting with others

Convey personal messages in short, formal and informal correspondence for a range of everyday social purposes (such as expressing or responding to invitations).

[Message is about 1 paragraph related to everyday experience.]

- Conveys the intended meaning
- Uses language and content appropriate and relevant to the situation
- Expresses main ideas and supports them in some detail

Profile of Ability

- Able to communicate some moderately complex messages
- Adequate use of connective words and phrases
- Adequate range of vocabulary for most simple everyday texts
- Good control of simple structures
- Difficulty with complex structures
- Adequate control of spelling, punctuation and format

Writing 6-I. Interacting with others

Convey personal messages in short, formal, and informal correspondence for an expanding range of everyday social purposes (such as offering assistance).

[Message is about 1 or 2 paragraphs, for a familiar audience, and related to everyday experience.]

- Conveys the intended meaning
- Uses language and content appropriate and relevant to the situation
- Expresses main ideas and supports them with some detail

Profile of Ability

- Able to communicate an increasing range of moderately complex messages
- Appropriate use of connective words and phrases

- Good range of vocabulary for simple everyday texts
- Good control of simple structures
- Developing control of complex structures
- Adequate control of spelling, punctuation and format

Introduction to the Real World Task/ Connection to Learners' Lives

Activity Description:

Teacher discusses upcoming election, if applicable, or references most recent election.

Explains that as citizens, one of the rights and responsibilities is to vote.

- Teacher hands out *Exploring Democracy around the World* chart to each student and explains it by drawing it on the white board or SMART Board. Students mingle and ask about voting in students' countries to find out if voting is the same or different than in Canada (*Exploring Democracy around the World* chart from *BC Election Education Project - LINC CLB 5/6 Lesson and Workshop outline*).
- Teacher elicits from students why it is important to vote (Voting connects citizens with their political process, helps choose our leaders, and safeguards our freedoms); ways to participate in the political process (volunteering, joining a party, attending town halls, etc.); ways and where to contact an elected official; ways to learn about areas of interest (read or watch the news, attend a town hall, ask friends, social media, etc.), etc. Students write some ideas on flip chart paper. Students brainstorm areas of interest that they think are important for the province or their city to address, e.g. education, health care, traffic, etc. Teacher writes areas on the white board.
- Students participate in Vote Simulation Activity (*BC Election Education Project - LINC CLB 5/6 Lesson and Workshop outline*). Teacher gives instructions to the students and passes out the ballots. Students copy the top 5 areas of interest, vote by marking their ballot and place the ballots in the ballot box. Two students volunteer to count the votes to announce the winning area.
- Ask students how people can find out about areas of interest during an election.

Connect this to the Real World Task that will be worked towards.

Background Information Activity

Objective: Students learn ways to vote and where to vote in an election.

Activity Description:

- Teacher elicits from the students what they know about the BC political landscape. Ask
 - Do students know who is running in the election?
 - Do students know how and where to vote?
- Students find their electoral district online. Students go to www.leg.bc.ca/learn-about-us/members. Students type their postal code to find their electoral district and/or follow

- instructions to find their district by district or candidate name, map, etc.
- Students watch “What to Expect When You Vote” video (elections.bc.ca/resources/learning-about-elections) to number the voting instructions in the correct order and answer comprehension questions.
 - Students participate in a jigsaw activity: Students read, learn and retell information about voting (BC Election Education Project - LINC CLB 5/6 Lesson and Workshop outline). Teacher goes around and assigns each student a letter: A, B, C, or D and groups them accordingly. Students in each group get their reading passages and discuss vocabulary and ideas. Students practice retelling the passage with a partner. Teacher numbers the students again and groups them according to their number. Students retell what they just learned. Teacher debriefs the lesson to confirm students have learned the necessary information by asking questions.

Language Review Activity

Objective/Indicator to Review and Practice:

CLB 5 and 6 students review vocabulary for elections and add new vocabulary.

Activity Description:

- Teacher tells the students that they need to understand some key vocabulary (vote, ballot, elections etc.). Using vocabulary match cards (BC Election Education Project - LINC CLB 5/6 Lesson and Workshop outline), students work in small groups of 3 or 4 to complete vocabulary match card game: match words with definitions. Groups check their answers with another group. Teacher debriefs vocabulary with the entire class.
- Students work in pairs to fill in the Vocabulary worksheet (BC Election Education Project - LINC CLB 5/6 Lesson and Workshop outline). Teacher goes over the answers with the entire class.

Skill Building Activity

Objective/Indicator to Teach and Practice:

CLB 5 students learn and practice format for writing a paragraph.

Activity Description:

- Students learn parts of a paragraph. Teacher elicits from students the function of each part of a paragraph and how a paragraph differs from a group of sentences. Students read about parts of a paragraph (LINC 5-7 Classroom Activities, p. 12) and scan sample paragraphs to find topic sentence, main idea, conclusion or supporting details.
- Students do activities to practice paragraph writing, e.g. writing a topic sentence for a paragraph or choosing the most effective topic sentence, reading sample paragraphs to find its different parts (the topic sentence, supporting details, conclusion) and writing

their own paragraph using basic paragraph structure (LINC 5-7 Classroom Activities, pp. 12-17).

Skill Building Activity

Objective/Indicator to Teach and Practice:

CLB 5 And 6 students learn and practice email format and conventions.

Activity Description:

- **(CLB 5)** Teacher explains the components of an email message using a sample email on SMART Board. (images.slideplayer.com/13/3795909/slides/slide_9.jpg). Students read email messages to identify the components and tone of the message (LINC 5-7 Classroom Activities, p. 102).
- **(CLB 5)** Teacher elicits from students the purpose and typical style of subject lines. Students read email messages and write an appropriate subject line for each and compare their subject lines in groups (LINC 5-7 Classroom Activities, p. 103).
- **(Both)** Teacher gives out cut up strips of an email message and asks the students to work in groups or pairs to arrange the sentences in an appropriate order. Teacher can choose an email and cut it up into strips or use the one at: www.teachingenglish.org.uk/sites/teacheng/files/email-writing-worksheets.pdf. Teacher can also take a single email and add errors to the Student A and Student B versions of it. Students compare their emails with each other and decide which of the two versions is correct at each point. Teacher goes through the answers as a class and discusses why each part is wrong (spelling, grammar, formality etc.).
- **(CLB 6)** Students listen to audio and answer the questions on email conventions (LINC 5-7 Classroom Activities, Vol. 1, p. 151) or do e-activities on email writing online: settlementatwork.org/lincdocs/linc5-7/business.writing/index.html. Students can look up any unfamiliar words they will hear in the recording.
- **(Both)** Students read messages to identify style: formal vs. semi-formal. They discuss what makes them formal or informal, and whether or not they are appropriate for the situation. Teacher elicits how formal the messages are, why the degree of formality is not appropriate, etc. Students rewrite each message using a more suitable degree of formality (LINC 5-7 Classroom Activities, Vol. 1, p. 106).
- **(CLB 6)** Teacher elicits and discusses the use of specific phrases in Message 1 that are more formal than in Message 2. For example, Dear vs. Hi; I will be attending vs. I'm going to be there (LINC 5-7 Classroom Activities, Vol. 1, p. 153).
- **(Both)** Teacher writes expressions for making invitations on white board or puts up an email sample on SMART Board (englishpost.org/make-accept-decline-invitations/) and asks students to discuss in what situations they would use them and why. Teacher elicits student answers and explains the use of expressions depending on the degree of

- formality.
- **(Both)** Students watch a video on writing invitations to learn how to write better invitations and try to write down as many email writing tips as they can and then compare their answers in a group: www.youtube.com/watch?v=kM9IWP_9Q3s&t=268s about email invitations and requests (the first 4 min).
 - **(CLB 6)** Students can also listen to a podcast that includes email terminology, such as podcast #110 on the China232 website: www.china232.com.

Skill Building Activity

Objective/Indicator to Teach and Practice:

CLB 5 students learn the rules of punctuation and capitalization*.

Activity Description:

- Students read the basic rules of capitalization and punctuation to understand where and how to use them (www.mpsaz.org/rmre/grades/grade5/homework_help/files/capitalization_and_punctuation_rules.pdf).
- Students proofread short texts to correct mistakes in punctuation, capitalization, spelling, etc. After finishing, they swap worksheets and check again.

* Some teachers might want to go over the rules with their CLB 6 students.

Skill Building Activity

Objective/Indicator to Teach and Practice:

CLB 5 and 6 students learn and practice using connective words in compound/complex sentences.

Activity Description:

- Teacher explains the use of some connective words/conjunctions to build complex/compound sentences and elicits some conjunctions and their meaning, e.g. *because, as, for, in contrast, however, therefore*. Students do some practice exercises, e.g. complete sentences using the correct conjunctions and connective words (www.englishgrammar.org/conjunctions-exercise-2/ or Understanding and Using English Grammar, Chapters 9, 10, 16).

Skill Building Activity

Objective/Indicator to Teach and Practice:

CLB 6 students learn and practice writing coherent narratives.

Activity Description:

- Each student gets a worksheet with an incomplete story and a set of sentence strips. They fill in the missing sentences to complete the story and explain what words and expressions helped them.
- Teacher gives a set of story slips to students to build the story in pairs or complete a story with missing sentences. Students compare the completed story with the other pair at the table.

Skill-Using Activity**Activity Description:**

- Teacher explains that now the students are going to write an invitation email and the information can be real or imaginary. They will prepare the situation by using questions like *"Who are you inviting? Why and where? What do you know about the event? Why are you interested in the event? How are you going to get there?"* Students write an email to a friend inviting them to a community event.
- Teacher gives each student a letter editing checklist and explains that they need to proofread their classmate's email and check for errors in content, style, grammar, punctuation and spelling e.g. *"The email has a subject line"*. Teacher can adapt and use the checklist in *LINC 5-7 Classroom Activities*, p. 123. Students swap emails, check them and explain the mistakes. Teacher gives feedback to each pair and helps them with any mistakes they may have made.

Additional Practice/Skill-Using Activity**Objective:**

If needed, students gain more practice on language focus components that still need work.

Activity Description:

Following the results of the skill-using task, students review and practice any components that still need work, and/or complete an additional skill-using activity.

Assessment Task**Activity Description:**

Assessment Task CLB 5 and 6: Write an email to a friend to invite them to attend an event on a local issue with you.

Teacher explains that students will be writing an invitation email and they will choose one of the areas of interest they discussed earlier (e.g. *education, health care, traffic, etc.*).

Possible Resources for Activities

- BC Election Education Project - LINC CLB 5-6 Lesson and Workshop outline
- Understanding and Using English Grammar (+Workbook) by B.S. Azar, 3rd ed., Longman, 1999, Chapters 9, 10, 16.
- Fun with Grammar: Communicative Activities for the Azar Grammar Series by Suzanne W. Woodward, 1997
- LINC 5-7 Classroom Activities (Vol. 1)
- LINC 5-7 Classroom Activities (Vol. 1) e-Resources: LINC 6 email business Writing – email messages settlementatwork.org/lincdocs/linc5-7/business.writing/index.html
- Focus on Grammar: An Intermediate Course for Reference and Practice, 2nd edition, Longman, 1994
- elections.bc.ca/docs/forms/200A_Application_to_Register_or_Update_a_Provincial_Voter_Registration.pdf
- www.leg.bc.ca/learn-about-us/members (How to find your electoral district)
- www.youtube.com/watch?v=VZ5EURR5OyI (The voting process in BC)
- www.youtube.com/watch?v=mvgUvgWSGA (What to expect when you vote)
- www.teachingenglish.org.uk/sites/teacheng/files/email-writing-worksheets.pdf (Sample emails to be cut into strips)
- www.mpsaz.org/rmre/grades/grade5/homework_help/files/capitalization_and_punctuation_rules.pdf (Rules of punctuation and capitalization)
- www.youtube.com/watch?v=kM9IWP_9Q3s&t=268s (How to write better invitations)
- www.china232.com (Email terminology)
- images.slideplayer.com/13/3795909/slides/slide_9.jpg (Components of an email message)
- englishpost.org/make-accept-decline-invitations/ (Expressions for making invitations)

Writing Assessment CLB 5-I

Student's Name: _____

Date: _____

Teacher's Name: _____

Writing CLB 5-I Interacting With Others: Convey personal messages in short, formal and informal correspondence for a range of everyday social purposes [Message is about 1 paragraph related to everyday experience]

Task: Write an email to a friend to invite them to attend an event on an area of interest with you

	Beginning	Developing	Achieved
Holistic			
* The reader can understand to make a decision			
Analytic			
* Has a clear invitation			
* Expresses the main idea (event for the invitation)			
* Supports the main idea with some details			
* Uses language and content appropriate for writing to a friend			
Follows the conventions of email writing: email address, subject line, etc.			
* Good control of simple sentence structures and verb tenses/Tries one or two complex sentences (mistakes OK)			
Adequate control of spelling, punctuation and capitalization			

What you are doing well:

What to do to improve:

* This criteria must be checked "achieved" to be successful at this task.

Successful

Not Yet

Writing Assessment CLB 6-I

Student's Name: _____

Date: _____

Teacher's Name: _____

Writing CLB 6-I Interacting With Others: Convey personal messages in short, formal, and informal correspondence for an expanding range of everyday social purposes [Message is about 1 or 2 paragraphs, for a familiar audience, and related to everyday experience]

Task: Write an email to a friend to invite them to attend an event on an area of interest with you

	Beginning	Developing	Achieved
Holistic			
* The reader can understand to make a decision			
Analytic			
* Has 2 paragraphs			
* Has a clear invitation			
* Expresses the main idea (event for the invitation)			
* Supports the main idea with some details			
* Uses language and content appropriate for writing to a friend			
Follows the conventions of email writing: email address, subject line, etc.			
* Good control of simple sentence structures and verb tenses/Includes one or two complex sentences (mostly correct)			
Adequate control of spelling, punctuation and capitalization			

What you are doing well:

What to do to improve:

* This criteria must be checked "achieved" to be successful at this task.

Successful

Not Yet

Task (CLB 5): Write an email to a friend to invite them to attend an event on an area of interest with you. Tell your friend where and when the event will take place and what area will be discussed. Explain why it is important for your community. Write 1 paragraph.

Task (CLB 6): Write an email to a friend to invite them to attend an event on an area of interest with you. Tell your friend how you learned about it and why you are interested. Offer to drive them if they need a ride. Write 2 paragraphs.

The image shows a simulated email composition window. At the top, there is a dark grey header bar with a white envelope icon on the left and three small icons (minus, up-right arrow, and X) on the right. Below the header, the email form is divided into three sections: 'To', 'From', and 'Subject'. Each section has a small downward-pointing arrow on the right side. The 'Subject' section is followed by a large text area consisting of 18 horizontal lines for writing.

A large rectangular area with a black border, containing 25 horizontal lines for writing.

CLB 5/6

Parliamentary Democracy and the Role of MLAs Core Content Lesson Plan

Parliamentary Democracy and the Role of MLAs

Activities	3-hour	90-minute
Warm up	5 min	
Grammar point — understanding the usage of “or” for defining words and concepts (<i>Parliamentary Democracy and the Role of MLAs</i> reading)	15 min	
Vocabulary in Context — fill-in-the-blank worksheet + <i>Parliamentary Democracy and the Role of MLAs</i> reading	20 min	
Parliamentary Democracy and the Role of MLAs — Reading: Identifying the Main Idea and Specific Details	15 min	
What does an MLA do? — Speaking: Predicting, Expressing Opinions, Agreeing and Disagreeing	10 min	
Duties of an MLA — Reading: Understanding Gist, Main Ideas and Specific Details, and Writing: Taking Notes	25 min	
15-minute break — if using 3-hour version	15 min	
Find Your MLA — Reading: Internet Search	10 min	
Your MLA Can Help You — Speaking: Brainstorming Ideas, Sharing Opinions	10 min	
Describing a Problem — Speaking/Writing: Brainstorming Details	10 min	
7 Tips for Writing to Your MLA — Writing: Preparing to Write	15 min	
Write to your MLA — Writing: Write an Email or Letter to your MLA	30 min	
Total	3 hours	90 minutes

Materials

- Internet, computer & screen (or SMART Board) are nice to have but not necessary
- Copies of appropriate activity handouts or cards

3-hour version — use all activities

90-minute version — only  activities

 **Warm up (5 minutes)**

- If technology is available, project the picture of the parliament buildings in Victoria on a screen or SMART Board. If technology is not available, divide the class into small groups of 4-5 students and give each group a copy of the picture. Put the following questions on the board and ask students to discuss:
 - Do you know where this building is?
 - Do you know who uses this building?
 - Do you know what happens in this building?
- You may want to extend the warm up by having groups brainstorm any vocabulary they are familiar with pertaining to the Legislative Assembly.

Grammar point – using “or” (15 minutes)

- Use the grammar worksheet to explain that while “or” can be used in many different ways in English, two of the most common ways to use this conjunction are to 1) connect words, phrases or clauses that represent choices, and 2) connect different ways of saying the same thing (synonymous meaning).
- Place students in pairs. Give each pair a copy of the *Parliamentary Democracy and the Role of MLAs* reading. Tell students that they should not worry about reading for content and understanding – their job is simply to circle “or” every time they see it in the article. Once they have circled “or”, the pair should decide if “or” follows definition #1 or definition #2. [Note: There are 3 examples of definition #1 and 3 examples of definition #2 in the reading.]

Vocabulary in context: vocabulary worksheet (20 minutes)

- Give each student a fill-in-the-blanks Vocabulary Worksheet. Have students work in pairs to fill in the worksheet. Pairs should look at the vocabulary at the top of the vocabulary worksheet, then refer back to the *Parliamentary Democracy and the Role of MLAs* reading that they used in the previous grammar activity to see how the word was used in context. Making educated guesses, pairs then decide which vocabulary word should be used in each of the sentences. No dictionaries should be used at this point. Pairs that finish quickly can check with other pairs and compare answers.

 **Parliamentary Democracy and the Role of MLAs (15 minutes)**

READING: Identifying Main Idea and Specific Details

- Tell students that they will now use the *Parliamentary Democracy and the Role of MLAs* reading again, but this time for overall meaning. Tell students that before they begin to read the article, they should focus on the graphics.
- After students have read through the article once, hand out the comprehension questions. Students should first try to answer the questions on their own. Once they have done their best to answer all of the questions, students can work with a partner or small group to come to a consensus on answers to all questions.

- Debrief the answers with the entire class.

What does an MLA do? (10 minutes)

SPEAKING: Predicting, Expressing Opinions, Agreeing and Disagreeing

- Have students work in groups of 4–5. Give each group a set of cards and tell them to keep the cards face down. One student then turns over the top card and the group “guesses” whether the statement is true or false by agreeing or disagreeing with it and by stating their opinion. The activity continues with each student taking a turn at turning over the next card. [Note: students will learn more about what an MLA does in the next activity.]

Duties of an MLA (25 minutes)

READING: Understanding Gist, Main Ideas and Specific Details, and WRITING: Taking Notes

- (10 minutes) Hand out the *MLA Duties* reading to each student. Tell students that they are not to use a dictionary. Have students focus on the graphic before beginning to read. The teacher may want to do this with the whole class before students read on their own. Have students read the *MLA Duties* handout, taking as much time as they need.
- (10 minutes) Once the majority of students have finished reading, pair the students so that they can discuss what they have read. Give each pair the *MLA Duties – Note-Taking Activity* worksheet. Have the students work together to fill in the note-taking template. Remind students that they should try to capture key information in point form – that they do not need to write in complete sentences.
- (5 minutes) Debrief the activity with the entire class. If a SMART Board is available, the note-taking template could be projected and filled in as a class.

15-minute BREAK if using 3-hour lesson version

Find Your MLA (10 minutes)

READING: Internet Search

- Have students go to the Legislative Assembly of British Columbia website (<https://www.leg.bc.ca>) and search for the name of their MLA (<https://www.leg.bc.ca/learn-about-us/members>). Students can compare results with each other. It is likely that most students in your class will have the same MLA. [Note: If technology or Internet is not available in your classroom, you could assign this activity for homework.]

Your MLA Can Help You (10 minutes)

SPEAKING: Brainstorming, Sharing Ideas and Opinions

- Distribute the *Your MLA Can Help You* handout to pairs or small groups of 3-4 students. Have students look at examples and then brainstorm other problems or concerns that an MLA might be able to help with.
- Debrief ideas with the class.

Describing a Problem (10 minutes)

WRITING: Brainstorming, Making Notes

- In pairs, students use one of the ideas that they brainstormed in the *Your MLA Can Help You* activity. The pairs make some notes together to describe the 5-Ws (who, what, where, when, why) of the issue. Tell students to write in point form and not in full sentences. They can use the template provided or simply write in their notebooks.

 7 Tips for Writing to Your MLA (15 minutes)

WRITING: Preparing to Write

- Explain to students that before they actually write to their MLA, you have some tips to share with them. Hand out *7 Tips for Writing to Your MLA* and have students try to match the tip with the explanation of that tip. You may want to have students work in pairs or groups of 3. After students have completed the activity, be sure to debrief and check comprehension. Some of the tips may need further explanation.

 Write to Your MLA (30 minutes)

WRITING: Write a Letter or Email to Your MLA

- Individual students write letters or emails to their MLA using the notes that they created in the *Describing a Problem* activity. If letter/email organization, paragraph structure, and topic sentences, etc. has not been taught yet, this should be done before asking students to complete this task. If you have access to a computer lab, you could have students type their letters and email them to you or assign this task for homework. If you prefer to do this as a timed in-class writing activity, an email template has been provided. [Note: Do NOT have students send actual letters to their MLAs unless they have a real world concern that they would like to discuss. This is a classroom activity.]

CLB 5/6

Parliamentary Democracy and the Role of MLAs Core Content Lesson Materials



Grammar point: using “or”

The conjunction “or” is used in many different ways. Here are two of the most common ways that English speakers use “or”.

or

1. **Used to connect words, phrases or clauses that represent choices.**

Examples: *books or magazines, apples or oranges, chocolate or vanilla ice cream*

Can you think of some other examples?

2. **Used to connect different ways of saying the same thing.**

Examples: *I will meet you at noon or 12:00 pm in front of the school. Your instructor or teacher can answer your questions. Please put the milk in the refrigerator or fridge.*

Can you think of some other examples?

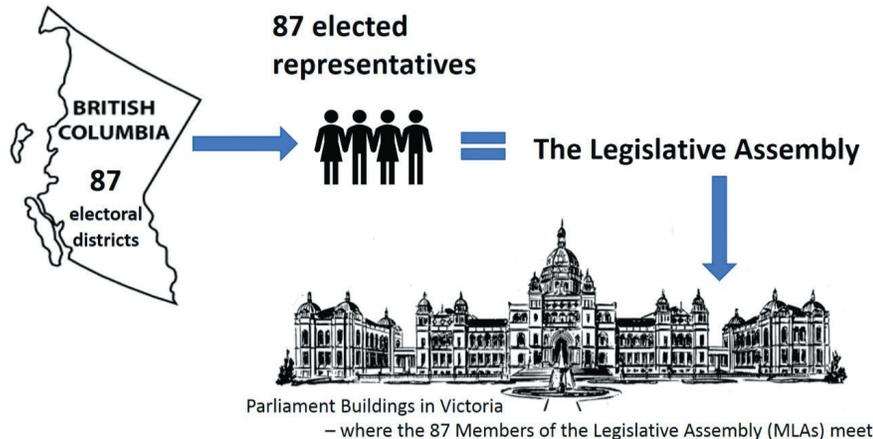
Activity:

Read *Parliamentary Democracy and the Role of MLAs*. Every time you see the word “or”, circle it. Which meaning does “or” have in that sentence? Discuss this with a partner.



Parliamentary Democracy and the Role of MLAs

British Columbia is a *parliamentary democracy*. What does that mean? It means that in BC the people elect representatives to a *parliament* or *Legislative Assembly*. These representatives make laws and oversee government business. The elected representatives are called *Members of the Legislative Assembly* or *MLAs*.

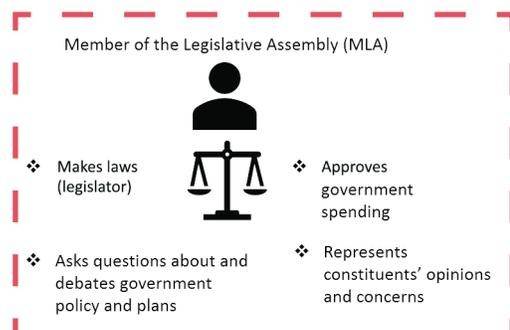


The province of British Columbia is currently divided into 87 geographical areas. Each area is called an *electoral district* or *constituency*. One MLA represents one *electoral district*. This means there are 87 *Members of the Legislative Assembly (MLAs)* in BC who have a seat in *parliament*. An *MLA* can belong to a *political party* (a group of people with the same ideas about how to run a country or province) or an *MLA* can be independent.

Elections are scheduled to happen every four years in BC. The *political party* with the largest number of *elected representatives* usually forms the government in BC. It is also possible to have a *minority government*. When fewer than 44 *candidates* from the same political party are elected (less than a majority of the seats in the *Legislative Assembly*), it is possible for different political parties to work together to support a *minority government*. In a minority government no political party has a majority of seats in the *Legislative Assembly*. This means political parties must work cooperatively or there could be another election.

MLAs have challenging jobs. They must balance four different roles – *MLAs*:

- make laws (are *legislators*);
- approve government spending;
- ask questions about and debate government policy and plans; and
- represent their *constituents'* opinions and concerns

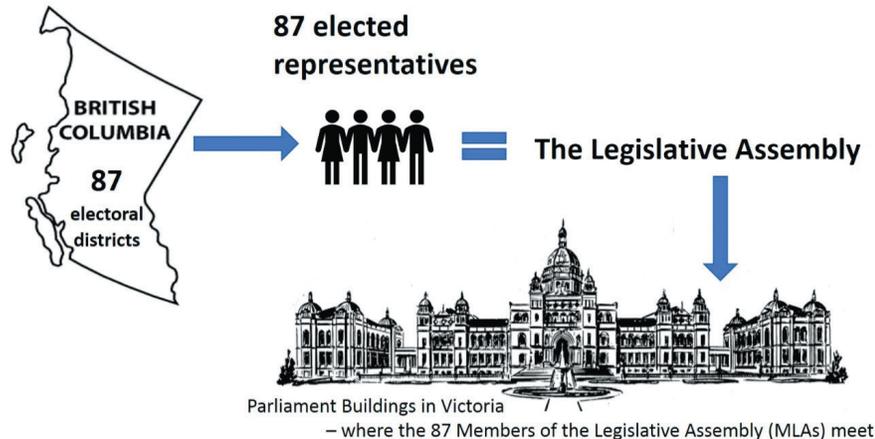


Some MLAs are also *Cabinet Ministers*. *Cabinet Ministers* lead different government departments called *ministries*. For example, the Minister of Health makes decisions about healthcare in British Columbia. *MLAs* divide their time between work in the *Legislative Assembly* and work in their *constituencies*.

Parliamentary Democracy and the Role of MLAs

ANSWER KEY

British Columbia is a *parliamentary democracy*. What does that mean? It means that in BC the people elect representatives to a *parliament* or *Legislative Assembly*. These representatives make laws and oversee government business. The elected representatives are called *Members of the Legislative Assembly* or *MLAs*.

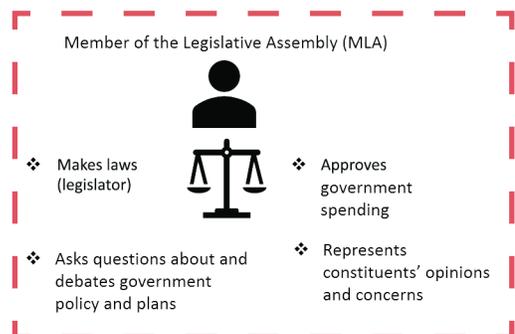


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MLAs have challenging jobs. They must balance four different roles – *MLAs*:

- make laws (are *legislators*);
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Some *MLAs* are also *Cabinet Ministers*. *Cabinet Ministers* lead different government departments called *ministries*. For example, the Minister of Health makes decisions about healthcare in British Columbia. *MLAs* divide their time between work in the *Legislative Assembly* and work in their *constituencies*.

Vocabulary: fill-in-the-blanks worksheet

Use the correct vocabulary in the sentences below. Each word can only be used once. In some cases, you will need to add an 's' to make the word plural.

**candidate
representative
legislator
political party**

**Cabinet Minister
minority government
electoral district or constituency
parliamentary democracy**

**Member of the Legislative
Assembly (MLA)
Parliament or Legislative
Assembly**

- I want to run as a _____ in the next provincial election. Will you vote for me?
- A person who helps to make laws is called a _____.
- If a political party does not win a majority of the seats in the Legislative Assembly in an election, that party may still be able to form the government with the support of other political parties or Independents. This is called a _____.
- There are 87 _____ in the Legislative Assembly of British Columbia.
- Some MLAs do not belong to a _____. They are called Independents.
- A _____ is an MLA who oversees an important government department such as health or education.
- To find out the name of the _____ you live in, you can visit the 'Find MLA by Community' page on the Legislative Assembly of British Columbia website: <https://www.leg.bc.ca/learn-about-us/members>.
- Both BC and Canada use a _____ system of government.
- People sometimes say "the House" instead of _____.
- People from each electoral district or constituency in BC elect a _____ to the Legislative Assembly of BC in Victoria to make laws and oversee government business.

Vocabulary: fill-in-the-blanks worksheet

ANSWER KEY

Use the correct vocabulary in the sentences below. Each word can only be used once. In some cases, you will need to add an 's' to make the word plural.

candidate
representative
legislator
political party

Cabinet Minister
minority government
electoral district or constituency
parliamentary democracy

Member of the Legislative Assembly (MLA)
Parliament or Legislative Assembly

- I want to run as a **candidate** in the next provincial election. Will you vote for me?
- A person who helps to make laws is called a **legislator**.
- If a political party does not win a majority of the seats in the Legislative Assembly in an election, that party may still be able to form the government with the support of other political parties or Independents. This is called a **minority government**.
- There are 87 **Members of the Legislative Assembly** in the Legislative Assembly of British Columbia.
- Some MLAs do not belong to a **political party**. They are called Independents.
- A **Cabinet Minister** is an MLA who oversees an important government department such as health or education.
- To find out the name of the **electoral district** you live in, you can visit the 'Find MLA by Community' page on the Legislative Assembly of British Columbia website: <https://www.leg.bc.ca/learn-about-us/members>.
- Both BC and Canada use a **parliamentary democracy** system of government.
- People sometimes say "the House" instead of **Legislative Assembly**.
- People from each electoral district or constituency in BC elect a **representative** to the Legislative Assembly of BC in Victoria to make laws and oversee government business.

Comprehension Questions

1. The purpose of this article is:
 - (A) to teach new vocabulary
 - (B) to explain how BC is governed
 - (C) to describe the parliament buildings in Victoria

2. How many electoral districts are there in British Columbia? _____

3. How many Members are elected to the Legislative Assembly of BC? _____

4. What is another name for an electoral district? _____

5. Another name for parliament is _____

6. Decide if these sentences are **True** or **False**. **Circle** the correct answer.
 Re-write any False sentences to make them true (Use the back of the paper).
 - (A) An MLA represents his or her constituents. **True or False**
 - (B) An MLA helps to make laws for all people in British Columbia. **True or False**
 - (C) An MLA always belongs to a political party. **True or False**
 - (D) An MLA always belongs to the government or ruling party. **True or False**
 - (E) An MLA may also be a Cabinet Minister. **True or False**

7. There is an election. Fewer than 44 candidates from the same political party are elected (less than a majority of the seats in the Legislative Assembly). What could happen? Explain.

8. What are the 4 roles of an MLA:



Comprehension Questions

ANSWER KEY

- The purpose of this article is:
 - to teach new vocabulary
 - to explain how BC is governed
 - to describe the parliament buildings in Victoria
- How many electoral districts are there in British Columbia? **87**
- How many Members are elected to the Legislative Assembly of BC? **87**
- What is another name for an electoral district? **constituency**
- Another name for parliament is **Legislative Assembly**
- Decide if these sentences are **True** or **False**. **Circle** the correct answer. Re-write any False sentences to make them true (Use the back of the paper).

(A) An MLA represents his or her constituents.	True or False
(B) An MLA helps to make laws for all people in British Columbia.	True or False
(C) An MLA always belongs to a political party.	True or False
(D) An MLA always belongs to the government or ruling party.	True or False
(E) An MLA may also be a Cabinet Minister.	True or False
- There is an election. Fewer than 44 candidates from the same political party are elected (less than a majority of the seats in the Legislative Assembly). What could happen? Explain.

If the party with the most seats in the Legislative Assembly has the support of other parties or Independents, it is possible to support a minority government. However, if parties do not work cooperatively, there will be another election.
- What are the 4 roles of an MLA:
 - make laws (a legislator)**
 - approve government spending**
 - ask questions about and debate government policy and plans**
 - represent constituents' opinions and concerns**



True / False Cards



An MLA must belong to a political party.

An MLA does not need to belong to a political party. They can be an Independent.

All MLAs help create new provincial laws.

Only MLAs who belong to the governing party can help create new laws.

Any MLA can present a Petition or Private Members' Bill (proposal for a new law).

Only MLAs who belong to the governing party can present a Petition or Private Members' Bill (proposal for a new law).

MLAs from different political parties do not work together on committees such as *Finance and Government Services*.

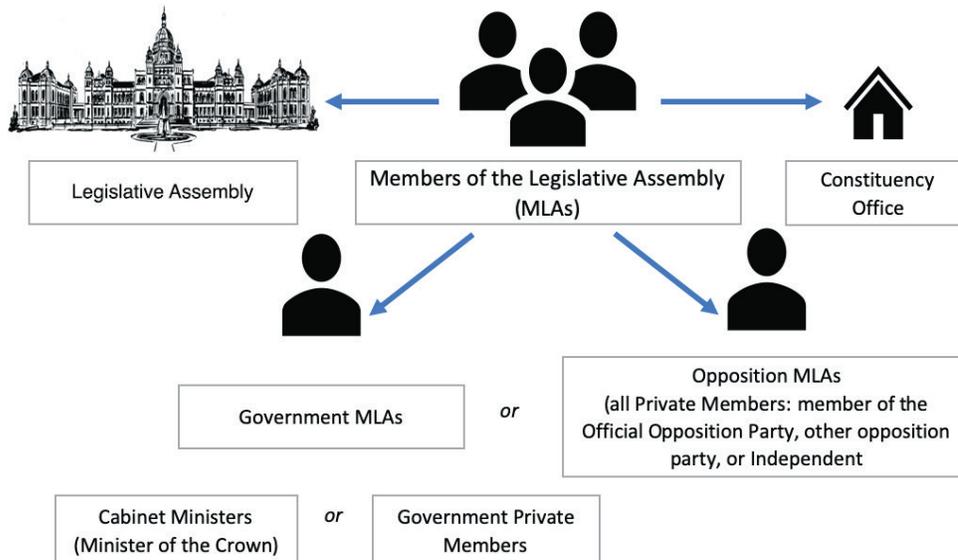
MLAs from different political parties work together on committees such as *Children and Youth*.

Ministers of the Crown (also called Cabinet Ministers) are in charge of government departments such as *Health*.

MLAs who are not Cabinet Ministers are called Private Members.

MLA Duties

Members of the Legislative Assembly (MLAs) divide their time between their constituencies and their work in the Legislative Assembly or House. MLAs' duties depend on whether they are a member of the government such as a Member of Cabinet or a Government Private Member, or a Member of the Official Opposition, other opposition party or an Independent.



Opposition Members spend time researching and asking questions in the House regarding proposed laws and budgets, government policy or program areas, and constituency issues. Each opposition party assigns one or two of their Members to be a critic for each government ministry. Critics play an important role in holding government accountable for their decisions.

All private Members (both opposition MLAs and government MLAs who are not Cabinet Ministers) can present Petitions, Motions, and Private Members' Bills to the House. They may also serve on committees, such as the Select Standing Committee on Children and Youth or the Select Standing Committee on Public Accounts.

A lot of MLAs' time is spent handling their constituents' problems, answering questions and concerns, and keeping aware of the general opinions of their constituents. MLAs keep in touch with their constituents by personal contact at their local constituency office, by phone, social media, and through community meetings.

MLAs who are Ministers of the Crown, also called Cabinet Ministers, spend a lot of time overseeing the operations of their assigned departments, known as ministries. They must be prepared to answer questions from the opposition, put forward Government Bills (proposals for new laws), and oversee their ministry's budget and annual reports.

MLA Duties — Note-Taking Activity



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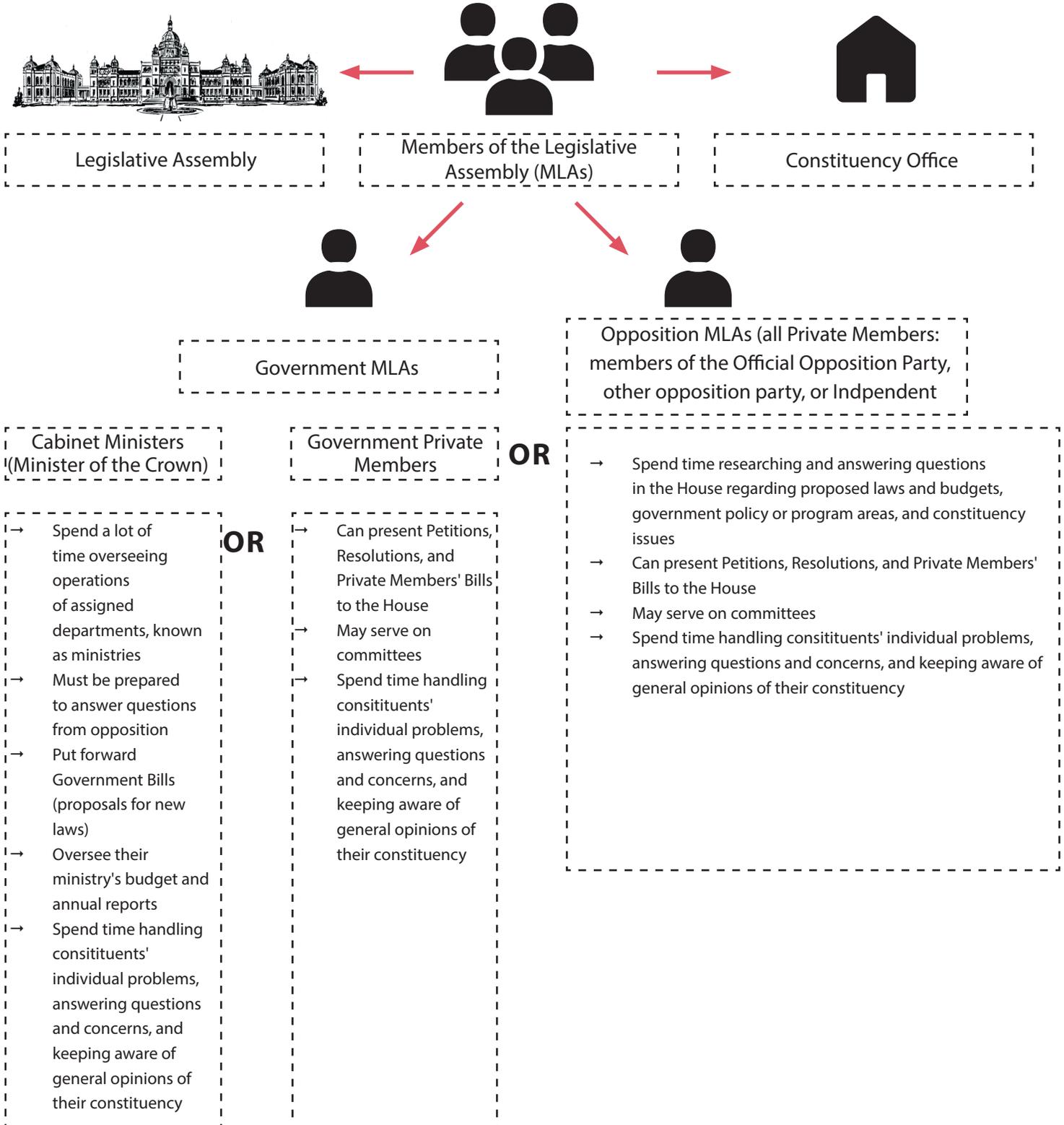
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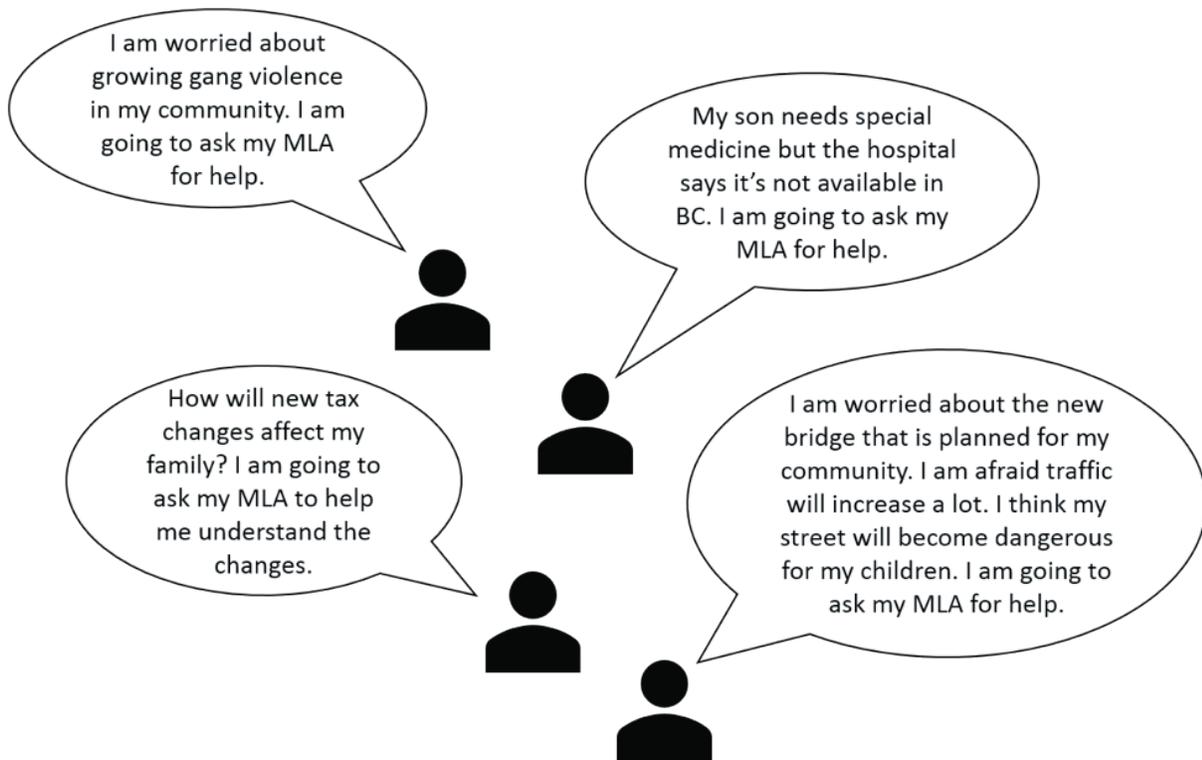
MLA Duties — Note-Taking Activity

ANSWER KEY



Your MLA Can Help You

MLAs have constituency offices in their electoral districts. Constituency office staff help people who have questions or concerns about provincial government programs and policies. You can go to your MLA's constituency office to get information or to ask for a meeting with your MLA. You can also write to your MLA to ask questions in the House or to ask for help.

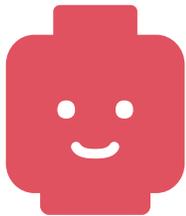


People contact their MLA for many reasons. Here are a few of those reasons. Can you think of others? What are some other reasons someone might contact their MLA or visit their MLA's constituency office:

_____	_____
_____	_____
_____	_____
_____	_____

Describing a Issue

Take one of the ideas that you brainstormed about how your MLA might be able to help you and add some details.



What is the problem, concern or issue?

Tell me more about the problem, concern or issue.

Example: I don't understand how a new law will affect me and my business.

Where did this problem happen?

Example: I own a small family business and I am not sure how a new law applies to my business.

When did this problem begin/happen?

Example: The new law comes into effect next month and I am confused about when I need to make changes in my business.

How or why did this problem happen?

Example: The law describes different types of businesses, but I am not sure which example applies to me and my business.

What do you hope the solution will be?

Example: I hope my MLA will be able to clearly explain the new law to me. I hope they will help me understand how this law will affect my business. I hope I can get the answer before the new law comes into effect next month.

7 Tips for Writing to Your MLA

Writing to your MLA can be an effective way to bring attention to a concern that you have, or to ask for help to resolve an issue. You need to communicate your message clearly. Here are some tips to help you. **Write the Tip number next to the correct explanation.**

TIP	EXPLANATION
1. Consider your method of communication	<input type="checkbox"/> A polite and respectful letter helps you explain your concern in a calm manner. <input type="checkbox"/> Make it clear. State the purpose of your letter. What is the concern? What kind of support or action are you asking for? What solution do you suggest?
2. Be personal	<input type="checkbox"/> Introduce yourself at the beginning of the letter. Why does this issue concern you on a personal level? Allow your reader to see you as a person and a member of the community.
3. Follow up	<input type="checkbox"/> Our lives are busy and sending an email takes less time than mailing a handwritten letter. However, some people say a letter is more personal. Both ways are effective. You need to decide which method of communication is right for you.
4. Be Polite	<input type="checkbox"/> There is always room for questions. It's a good way to begin back-and-forth communication.
5. Be clear	<input type="checkbox"/> It's always a good idea to follow up. If you haven't yet heard back from your MLA, you can send a friendly reminder. If they responded to your first email, make sure you thank them for their response. Also, remind your MLA of any commitments they have made to you.
6. Be concise	<input type="checkbox"/> Keep your letter to one or two pages. Explain your concern simply. Be sure to include all important information, but do not include unnecessary details. If the information doesn't help the reader understand the problem, leave it out.
7. Include questions	

BE SURE TO INCLUDE CONTACT INFORMATION SO THAT YOUR MLA CAN REACH YOU!

7 Tips for Writing to Your MLA

ANSWER KEY

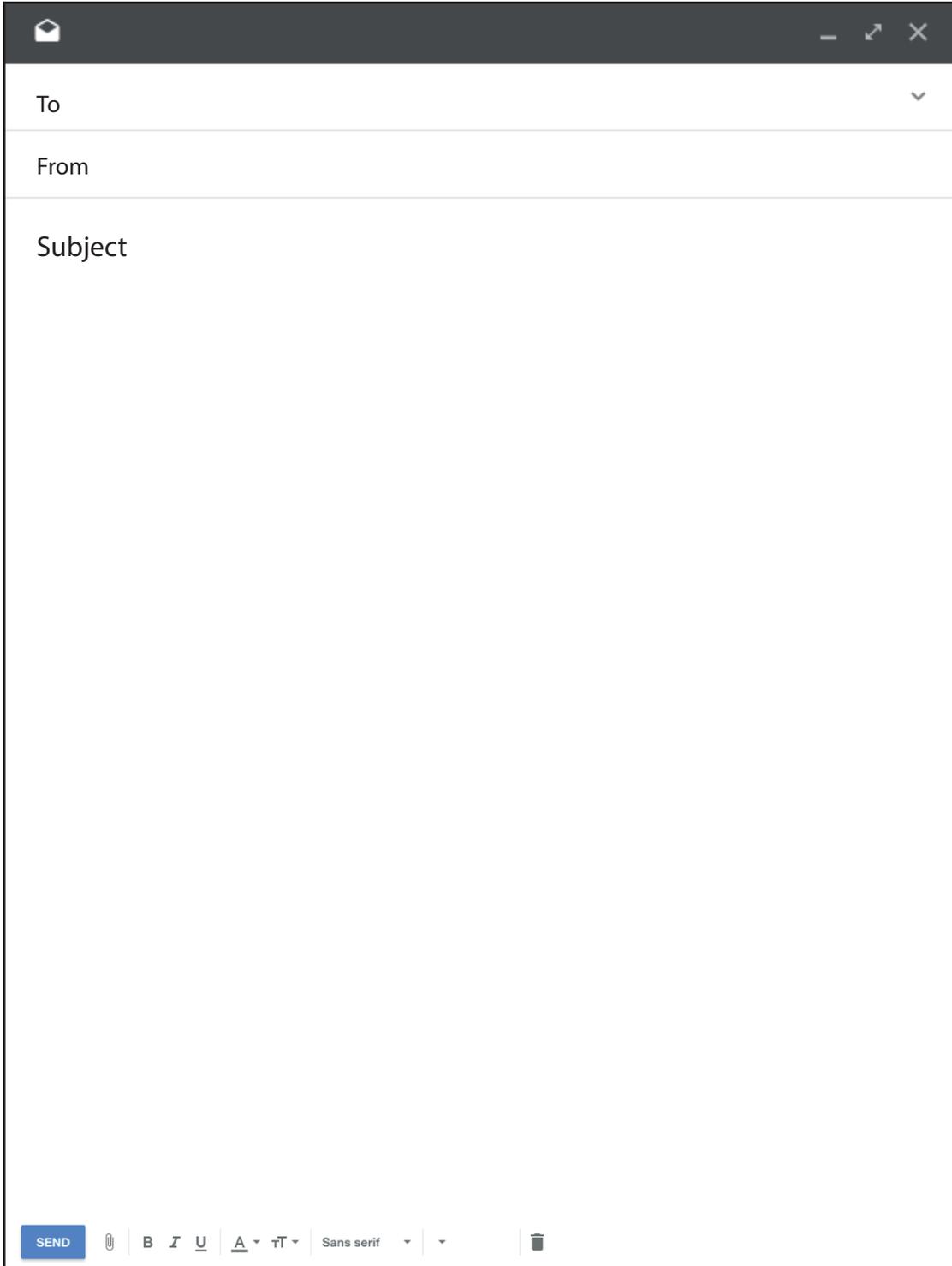
Writing to your MLA can be an effective way to bring attention to a concern that you have, or to ask for help to resolve an issue. You need to communicate your message clearly. Here are some tips to help you. **Write the Tip number next to the correct explanation.**

TIP	EXPLANATION
1. Consider your method of communication	<u>4</u> A polite and respectful letter helps you explain your concern in a calm manner.
	<u>5</u> Make it clear. State the purpose of your letter. What is the concern? What kind of support or action are you asking for? What solution do you suggest?
2. Be personal	<u>2</u> Introduce yourself at the beginning of the letter. Why does this issue concern you on a personal level? Allow your reader to see you as a person and a member of the community.
3. Follow up	<u>1</u> Our lives are busy and sending an email takes less time than mailing a handwritten letter. However, some people say a letter is more personal. Both ways are effective. You need to decide which method of communication is right for you.
4. Be Polite	<u>7</u> There is always room for questions. It's a good way to begin back-and-forth communication.
	<u>3</u> It's always a good idea to follow up. If you haven't yet heard back from your MLA, you can send a friendly reminder. If they responded to your first email, make sure you thank them for their response. Also, remind your MLA of any commitments they have made to you.
5. Be clear	<u>6</u> Keep your letter to one or two pages. Explain your concern simply. Be sure to include all important information, but do not include unnecessary details. If the information doesn't help the reader understand the problem, leave it out.
6. Be concise	
7. Include questions	

BE SURE TO INCLUDE CONTACT INFORMATION SO THAT YOUR MLA CAN REACH YOU!

Write to Your MLA

Write an email or letter to your MLA about an issue you are concerned about.



The image shows a screenshot of an email composition window. At the top, there is a dark header bar with a mail icon on the left and window control icons (minimize, maximize, close) on the right. Below the header, there are three input fields: "To" with a dropdown arrow, "From", and "Subject". The main body of the window is a large, empty white area for writing the email content. At the bottom, there is a rich text editor toolbar containing a blue "SEND" button, an attachment icon, and various text formatting options including bold (B), italic (I), underline (U), text color (A), background color (T), and font family (Sans serif).

CLB 7/8

Lesson Package

Table of Contents

CLB 7/8 BC Election Process and Voting Core Content Lesson Plan	128
CLB 7/8 BC Elections Process and Voting Core Content Materials	135
CLB 7/8 BC Election Process and Voting Module Plan	152
CLB 7/8 BC Election Process and Voting Skill Building Outline with Assessment Tool	158
CLB 7/8 Parliamentary Democracy and the Role of MLAs Core Content Lesson Plan	172
CLB 7/8 Parliamentary Democracy and the Role of MLAs Core Content Lesson Materials	177

CLB 7/8

BC Election Process and Voting Core Content Lesson Plan

BC Election Process and Voting

Activities	3-hour	90-minute
Warm up	5 min	
Jigsaw – Reading: Getting the Gist; Understanding Main Ideas, and Speaking: Summarizing; Retelling	20 min	
What to Expect When You Vote (Elections BC video) – Listening: Identifying Factual Details, Main Ideas and Supporting Details, and Writing: Reduce Information to Important Points with Accurate Details	25 min	
Exploring Democratic Engagement Around the World – Speaking: Cultural Exchange	15 min	
Voter Turnout – Reading: Interpret Information Contained in Formatted Texts (such as graphs, charts and tables)	15 min	
Express Your Ideas – Teaching: Gambits and Sentence Starters	10 min	
15-minute break	15 min	
Express Your Ideas Card Game Activity – Speaking: Express and Qualify Opinions, Doubts and Concerns	20 min	
Government Responsibilities – Reading: Categorize Information, and Speaking: Express and Qualify Opinions, Doubts and Concerns	20 min	
Why Do We Vote? – Vote Simulation Activity	35 min	
Total	3 hours	90 minutes

Materials

- Flip chart paper, Post-It Notes, markers
- Vote Simulation Materials
 - Ballots, pens/pencils
 - Ballot box
 - Voting screen
- Pamphlets and stickers
- Electoral Districts map
- Internet, computer & screen (or SMART Board) to show video
- Copies of appropriate activity handouts or cards

3-hour version — use all activities

90-minute version — only  activities

Lesson Instructions

PREPARATION:

- Set up the ballot box and the voting screen.
- Tape the Electoral Districts map on the wall.
- Get handouts ready for distribution (vocabulary, jigsaw, etc.).
- Get ballots and pens ready for distribution.
- Get pamphlets and stickers ready for distribution.
- Tape a piece of flip chart paper on the wall. Write on it “Why Do We Vote?” Get the Post-It Notes ready for after the mock vote.

WARM UP (5 minutes)

- Explain that this workshop/lesson package is *non-partisan*. Ask students/clients what they think *non-partisan* means. Get a few answers from around the class. Ensure they get the correct answer.
- Begin by eliciting from the students what they know about the BC electoral process. Ask
 - Do students know what an election is?
 - Do students know why we have elections?
- Explain that today students will learn about provincial elections. Tell them they will have an opportunity to practice how to participate in an election using an election simulation or role play.

Jigsaw Activity (20 minutes)

READING: Getting the Gist, Understanding Main Ideas, and SPEAKING: Summarizing, Retelling

- Tell the students that they are going to do an activity to learn about voting in BC. Let them know you understand that they are permanent residents and not eligible to vote in provincial elections yet, but that you hope they will all vote in municipal, provincial and federal elections when they become Canadian citizens.

Instructions for the activity:

- Go around the room and assign each student a letter: A, B, C, or D.
- Tell all the As to go to one table, all the Bs to go to another table, all the Cs to go a third table and all the Ds to go to a fourth table.
- Tell the students you will give each table a different reading about BC Elections (each student at a particular table will have the same reading). Explain that students will read the passage and then discuss key vocabulary and ideas with others at their table. Tell students to make sure they understand the reading because they will be the teacher in the next part of the activity!
 - (5 minutes) Give students at each table the appropriate reading. Tell them to read and discuss main ideas, specific details, and important vocabulary.
 - (5 minutes) Have students practice retelling the key information to a partner within

the group. Students may still rely on the passage at this point (they should not be memorizing sentences).

- Tell the students that they will now teach what they have learned. Number the students at each table: 1, 2, 3, 4. Ask the students who are number 1 to move to a new table, students who are number 2 to move to a different table, etc. This will lead to there being a student who is an A, B, C and D at each table.
- (10 minutes) Hand out question sheets to students at each table. Ask the students to go through each of the questions together. The student giving the information should try to do so without the aid of the passage they read and should only refer to the reading if needed.
- If time allows, debrief the activity with the group and fill in any missing information.

What to Expect When You Vote Video

elections.bc.ca/resources/learning-about-elections (25 minutes)

LISTENING: Identifying Factual Details, Main Ideas and Supporting Details, and WRITING: Reduce Information to Important Points with Accurate Details

- Show students the Elections BC website and point out the RESOURCES menu at the top. Tell students that if they click on the RESOURCES menu and then select LEARNING ABOUT ELECTIONS, they can find the “What to Expect When You Vote” video (elections.bc.ca/resources/learning-about-elections/).
- (10 minutes) Have students watch the video and take notes, paying close attention to the voting process. Allow students to watch the video as many times as needed to capture relevant information. This could be done as a whole-class activity or individually in a computer lab.
- (10 minutes) Hand out the What to Expect When you Vote Outline worksheet. You may choose to have students work in pairs or small groups. Using the notes the students took while viewing the video, students should complete the outline.
- (5 minutes) Debrief the completed outlines to ensure all essential information was captured. This could be done as a whole class or could be done by having pairs/ small groups compare results.

Exploring Democracy Around the World Activity (15 minutes)

SPEAKING: Cultural Exchange

- Ask about voting in the students’ countries. Is voting the same or different than in Canada?
- (10 minutes) Hand out *Exploring Democracy Around the World* chart to each student (option: draw the chart on the board or show it on a SMART Board). Have students write the name of their home country in the ‘Country A’ box and fill in the answers to the question in each column on that line. Ask students to move around and talk to people from other countries, filling in the information for each country (e.g. Country

A = China, Country B = Iran, Country C = Korea, etc.). Depending on time and size of the group, either elicit answers from the group or have student come to the board and write in answers.

- (5 minutes) Discuss the similarities and differences between Canada and other countries.

Voter Turnout graph activity (15 minutes)

READING: Interpret Information Contained in Formatted Texts (such as graphs, charts and tables)

- Place the students in pairs or small groups. Give each pair/group a copy of the Elections BC Voter Turnout statistics sheet. Point out that information on voter turnout is presented in graph, chart and table form.
 - (5 minutes) Have pairs/groups look at the information and comment on any statistics that they find surprising.
 - (5 minutes) Give each pair/group a Voter Turnout Stats comprehension questions worksheet and have students work together to answer the questions.
 - (5 minutes) Have pair/groups compare their answers with another group. Debrief the activity as a whole class if necessary.

Express Your Ideas (10 minutes)

TEACHING: Gambits and Sentence Starters

- (10 minutes) Teach gambits for expressing a personal opinion, including expressing certainty, possibility and improbability. You may wish to do this on a white board or SMART Board, or by handing out the *Express Your Ideas* reference sheet to students and going over each of the expressions and their usage. These gambits will be used in the next two activities.

15-minute BREAK if using 3-hour lesson version

Express Your Ideas Card Game Activity (20 minutes)

SPEAKING: Express and Qualify Opinions, Doubts and Concerns

- (20 minutes) Organize students into groups of 3-5 depending on your class size. Give each group a set of *Express Your Ideas Question Cards* and ask them to leave the cards face down in the centre of the table. Tell students to take turns turning over cards and reading out the question. Everyone in the group should discuss the question being posed using the *Express Your Ideas* gambits previously learned. You may want to ensure each student or each table has the *Express Your Ideas reference sheet* to help ensure gambits are used correctly. As a guideline, students have approximately 3 minutes per card for discussion. If the group finishes early, they may wish to add other election-related questions to their discussion.

Government Responsibilities Activity (20 minutes)

READING: Categorize Information, and SPEAKING: Express and Qualify Opinions, Doubts and Concerns

- Explain to students that Canada has several levels of government, including federal, provincial and municipal governments. Each level of government has its own elected representatives, has different responsibilities, and offers different services. Sometimes these responsibilities and services are shared or overlap. Elicit from students some examples of government responsibilities and services. These ideas should come from students.
 - (15 minutes) Have students work in pairs or small groups. Give each pair/group the *Government Responsibilities* activity worksheet (or this could be done on a white board or SMART Board) and ask them to categorize the responsibilities or services on the worksheet under one of the three levels of government. Students should try to use the gambits they learned previously for expressing their opinions to a partner and achieve consensus.
 - (5 minutes) Debrief the activity with the whole class. Note that this activity leads into the Vote Simulation and some of the responsibilities from this worksheet could be used for the simulation activity.

🕒 Why Do We Vote? (35 minutes)**Vote Simulation Activity**

Tape a piece of flip chart paper on the wall. Write on it “Why Do We Vote?” (this will be used during the mock vote).

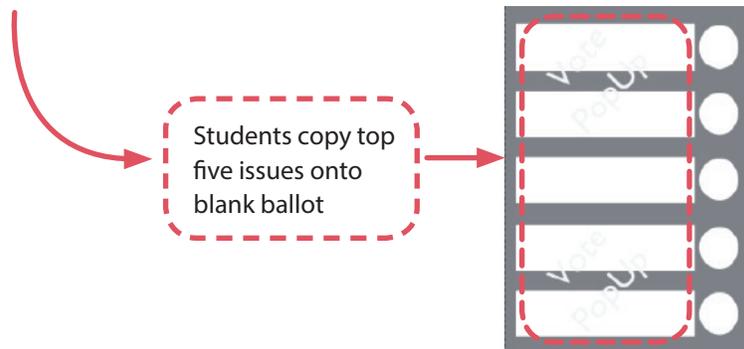
- (5 minutes) Why do we vote? Brainstorm reasons and write on the whiteboard.
- (10 minutes) Brainstorming issues
 - Ask the students what they think are important issues that candidates should be paying attention to or trying to provide solutions for. It is important for the teacher to remain non-partisan throughout the lesson and activities. This means that all candidates, political parties and other stakeholders must be treated fairly and equally. Be prepared to start students off with some generic local issues (e.g. transportation, education, healthcare, etc.) by giving them the necessary vocabulary but do not lead them or give them specific issues for discussion.
 - Write issues from students on the board. Keep them generic (e.g. write “healthcare” rather than “increasing healthcare spending”). Don’t let this go on endlessly. You only need 5 issues but you can accept up to 10 issues.
 - If there are 6 or more issues, do a brief poll with a show of hands to find out the most important issues and narrow it down to 5 issues to keep the activity simple. Number them 1 to 5.
- (20 minutes) **Vote Simulation**
 - Tell the students they are going to practice voting. Remind them that in a provincial election, people are voting for a person (candidate) to represent them and that they would not be voting on specific issues. The person (candidate) a student votes

for should have solutions to issues like the ones we brainstormed earlier. For this practice, however, students are going to vote on which issue is important to them.

Do not pass out the ballots yet! Give the instructions first!

Tell the students you are going to give them a ballot (hold up a ballot so they can see what it looks like). Students should copy the numbered issues from the board onto the ballot. Tell them NOT to mark which issue they would vote for yet! Let them know that after the ballot is ready, they are going to line up, go behind the screen one at a time, and mark their ballot. Then they will place it in the ballot box. After they have placed their ballot in the ballot box, they will pick up a Post-It Note and write down why they think it is important to vote and place the Post-It Note on the flip chart paper that has the title "Why Do We Vote?"

- Pass out the ballots. Have the students copy the top five issues in order onto the blank ballot. **Remind them not to mark their choice on the ballot yet!**



- Ask the students to line up for voting. Tell them to go behind the screen and mark an or for the issue they think is most important. Tell students to fold the ballot after they have marked it and put the ballot in the ballot box. [They do not have to tell anyone how they voted. They have a right to keep this private.]
- Students should then pick up a Post-It Note and write why it is important to vote on the Post-It Note. They can copy ideas from the "Why Do We Vote?" brainstorm on the board if they want. Students then stick the Post-It Note on the flip chart paper and sit down.
- When they have all voted, ask for two students to volunteer to count the votes.
- Record the numbers for each issue and announce the winning issue.
- If time, ask a student to come up to the "Why Do We Vote?" poster and read out some Post-It Notes. If not enough time, you can read out a couple yourself and emphasize how important it is to vote.
- Thank the students for their participation.

CLB 7/8

BC Elections Process and Voting Core Content Materials

A

How To Vote

There are many ways to vote in a provincial election in BC.

Vote at advance voting

There are six days of advance voting in provincial elections in BC. Advance voting places are open from 8 a.m. to 8 p.m. (local time).

After an election is called, Elections BC publishes advance voting places and the dates they are open in community newspapers, on its website, and on Where to Vote cards sent to voters. All voters can vote at any advance voting place, and all advance voting places are wheelchair accessible.

Vote on General Voting Day

General Voting Day is the 28th day after the election is called. Most voters vote on General Voting Day. To vote on General Voting Day, visit any voting place between 8 a.m. and 8 p.m. Pacific time.

Vote in any district electoral office

Voting is available at any district electoral office from when an election is called until 4 p.m. on General Voting Day.

Vote by mail

Voters can ask for a 'vote by mail' package from Elections BC before an election is called until 4 p.m. on General Voting Day.

The package will be mailed to you or you can pick it up at a district electoral office.

The completed package must be returned to the district electoral office by 8 p.m. on General Voting Day.

Vote by phone

There is also a telephone voting option. This option is for voters who have vision loss or who have a disability that restricts their ability to vote independently at other voting opportunities. Voters who choose to vote by telephone will be helped by an operator.

B Where To Vote

A few days after an election is called, you can find voting places on the Elections BC website www.elections.bc.ca. All voters can vote at any voting place in BC.

Find out where you can vote by:

- Using the **'Where to Vote' application** on the Elections BC **website** (www.elections.bc.ca) to find your assigned voting place or voting places close to you. This application will be available about one week after an election is called.
- Looking at the **'Where to Vote' card** that you will receive by **mail**.
- **Contacting** Elections BC by email at electionsbc@elections.bc.ca or by phone at 1-800-661-8683 (Toll-Free).
- Checking **local newspapers**.

Voting Places

All voters have an assigned voting place for General Voting Day. Usually it is faster and easier to vote at your assigned voting place, but you don't have to vote there if another voting location is more convenient for you.

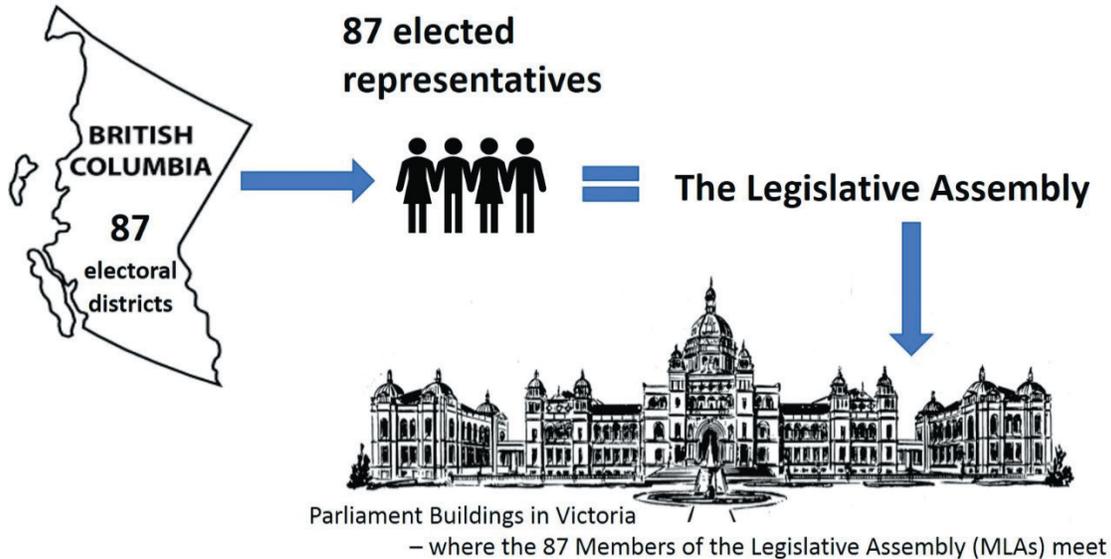
If you vote at an advance voting location outside your electoral district, or at a general voting place that is not your assigned voting place on General Voting Day, your ballot (vote) will be put into a special 'certification' envelope. Your ballot will then be returned to the office in your electoral district to be counted.

C What To Expect When You Vote (6 Steps)



1. Register to vote. Go to the Elections BC website to find out how to do this. www.elections.bc.ca/register-to-vote
2. At the voting place an election worker will greet you and show you to the right table. Bring your **ID** and **Where to Vote card**. You can still vote if you didn't get a **Where to Vote card**.
3. At the table, show the election workers your ID. You will sign the voting book to show:
 - you haven't already voted
 - you are a Canadian citizen and a resident of BC for the past six months
 - you are 18 years old or older
4. The election worker will call out your name and voter number. They will initial, fold, and give your ballot to you.
5. Take the ballot behind the voting screen, unfold it, and mark it with an or . Refold the ballot and return it to the election worker. They will make sure it is the same ballot they gave you. Then you or the election worker will put the ballot in the ballot box.
6. You voted! When you leave the voting place, you will get an **"I Voted"** sticker or a **"First Time Voter"** sticker.

D Who Represents You?



British Columbia is divided into 87 provincial electoral districts (also called constituencies or ridings). Voters in each electoral district choose one person (candidate) to represent them in the Legislative Assembly in Victoria. The political party with the most elected candidates or **Members of the Legislative Assembly (MLAs)** usually forms the government of British Columbia. It is also possible to have a *minority government*. When fewer than 44 candidates from the same political party are elected (less than a majority of the seats in the *Legislative Assembly*), it is possible for different political parties to work together to support a *minority government*.

To find your electoral district, visit www.leg.bc.ca/learn-about-us/members.

The major political parties in British Columbia are:

- the BC Liberal Party
- the BC New Democratic Party
- and the BC Green Party

Sometimes a candidate in a provincial election does not belong to a political party. This person is called an Independent.

BC Elections — Jigsaw Questions

1. **What are the five different ways you can vote?**
2. **How do you know where to vote? (4 ways)**
3. **Explain what you can expect when you go to your voting place. (6 steps)**
4. **Explain how the provincial government is elected.**



BC Elections — Jigsaw Questions

1. **What are the five different ways you can vote?**
2. **How do you know where to vote? (4 ways)**
3. **Explain what you can expect when you go to your voting place. (6 steps)**
4. **Explain how the provincial government is elected.**

What To Expect When You Vote

Watch the Elections BC video **What To Expect When You Vote** and take notes on key points. Pay close attention to the roles of individuals and the process for casting your vote.

elections.bc.ca/resources/learning-about-elections (video)



What To Expect When You Vote

Using the notes you took while watching the **What to Expect When You Vote** video, fill in the outline below with the help of a partner.

What to bring to the voting place and why:

The people who work at the voting place and what they do:

The process for casting your vote (use the prompts below to describe the process):

The **Voting Clerk**...

- asks for
- confirms
- asks you to

The **Voting Officer**...

- announces
- writes on
- removes from
- folds / hands back

You take the ballot behind the voting screen...

- unfold
- mark
- refold
- return

Without unfolding the ballot, the **Voting Officer** will...

- double check
- remove
- hand back

Exploring Democracy Around The World

Country	Democratic Elections Yes/No	Who Can Vote	Need to Register to Vote	Paper Ballots Yes/No	Voting Location	Is Voter Turnout High or Low?
Canada (BC)	Yes	<ul style="list-style-type: none"> → 18 or older → Canadian citizen → resident of BC for past 6 months 	Yes	Yes	Voting Place/ Voting Station	<58% of eligible voters
Country A:						
Country B:						
Country C:						
Country D:						
Country E:						
Country F:						

Voter Turnout — graphs, tables and charts

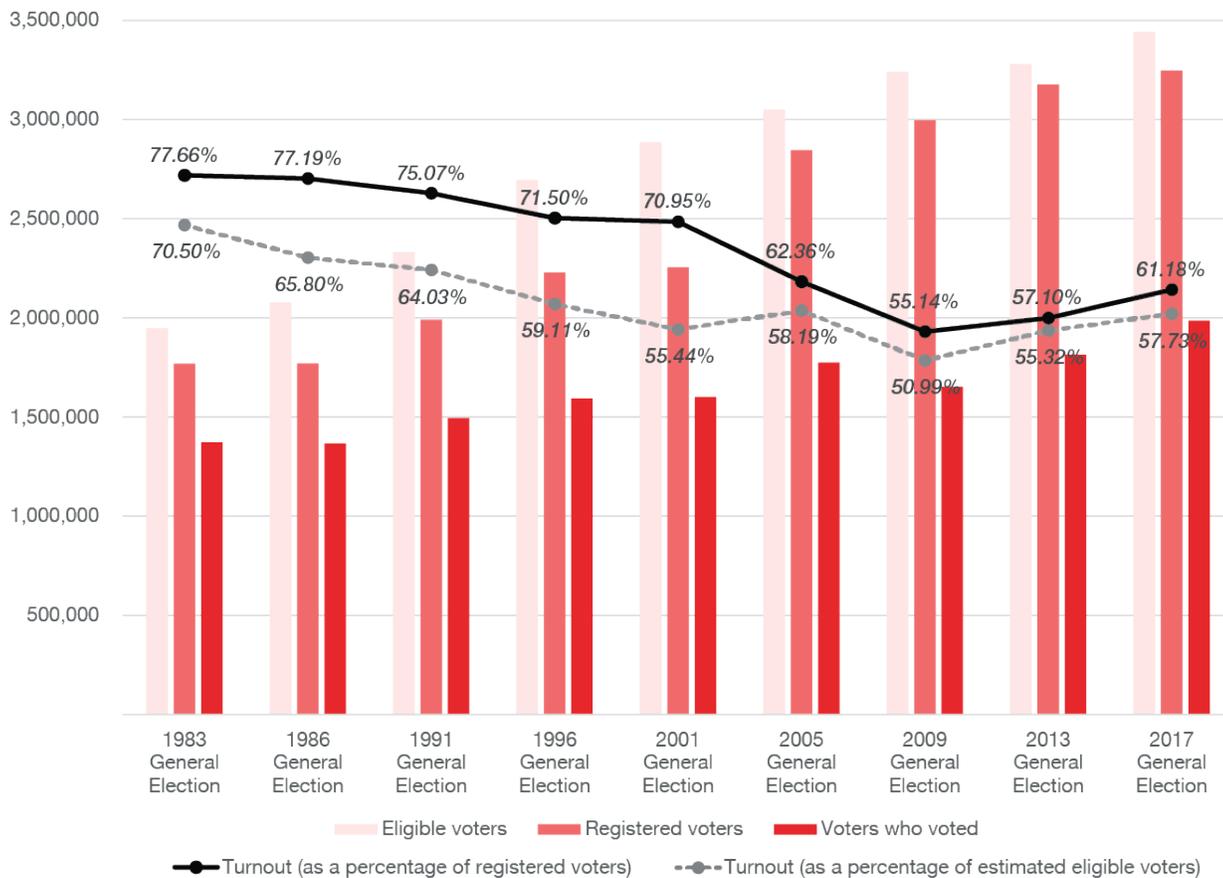
The following graph, table and chart can be found on the Elections BC website at: elections.bc.ca/docs/rpt/2017-election-report/conducting-the-election.html#voting

A

Graph

Voter turnout in the 2017 Provincial General Election increased both as a percentage of eligible voters and as the total number of ballots cast, continuing an upward trend in voter turnout since the 2009 Provincial General Election.

Voter participation, 1983-2017



B

Table

The increase in turnout from 55.32% of estimated eligible voters in 2013 to 57.73% of estimated eligible voters in 2017 represents 170,000 more British Columbians who cast ballots in the 2017 Provincial General Election. The increase in turnout was reflected across all age groups.

Voter participation by age group, 2017 Provincial General Election

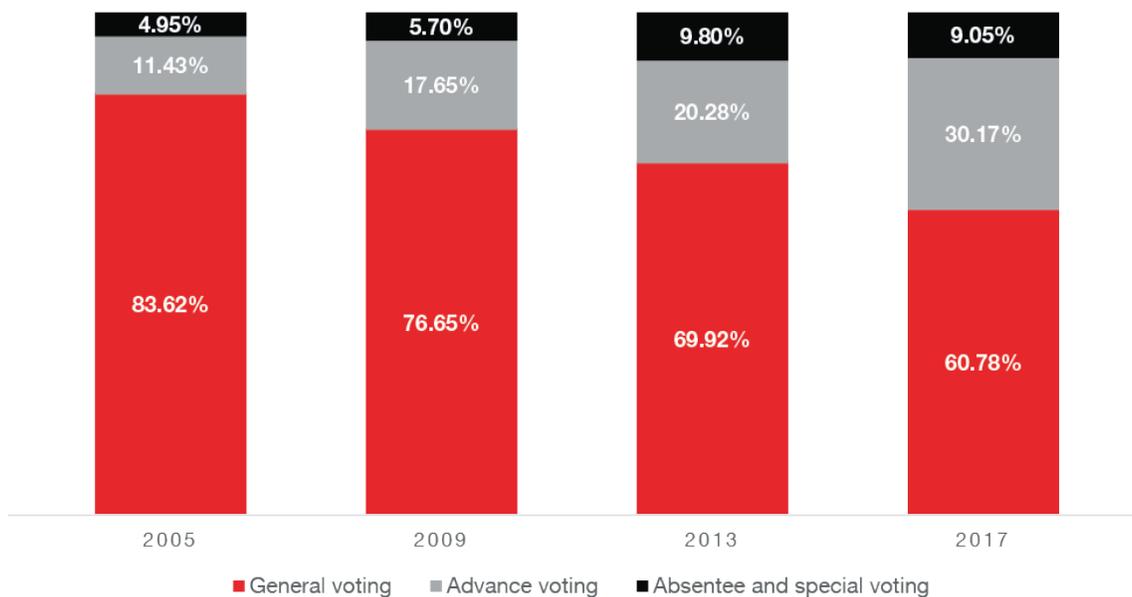
Group	18-24	25-34	35-44	45-54	55-64	65-74	75+	Total
Registered voters	221,732	515,675	501,745	581,234	625,310	464,574	336,377	3,246,647
Registered voters who voted	124,707	239,008	277,379	347,836	421,190	348,659	227,595	1,986,374
% of registered voters who voted	56.24%	46.35%	55.28%	59.84%	67.36%	75.05%	67.66%	61.18%

C

Chart

The 2017 Provincial General Election saw a continued shift in voting habits away from voting on General Voting Day at an assigned general voting place. More voters than ever before voted at advance, absentee and special voting opportunities.

Trends in the use of voting opportunities, 2005-2017



Voter Turnout Stats — Comprehension Questions

A

Graph – *Voter participation: 1983 to 2017*

1. What percentage does the solid black line on the graph represent?

2. Are you surprised by this information? Yes No
Why or why not?

B

Table – *Voter participation by age group, 2017 General Election*

1. According to the table, which *age groups* have the lowest and highest percentages of registered voters who voted?
(A) lowest turnout
(B) highest turnout
2. Give some reasons why you think these age groups are more/less involved in the electoral process.

C

Chart – *Trends in the use of voting opportunities, 2005 to 2017*

1. Which year saw the highest percent of advance voting in a BC election?

2. More and more voters took advantage of advance, absentee and special voting opportunities between 2005 and 2017. Why do you think there is a shift in voting habits?

Voter Turnout Stats — Comprehension Questions

ANSWER KEY

A

Graph – *Voter participation: 1983 to 2017*

1. What percentage does the solid black line on the graph represent?

Turnout (as a percentage of registered voters)

2. Are you surprised by this information? Yes No
Why or why not?

B

Table – *Voter participation by age group, 2017 General Election*

1. According to the table, which *age groups* have the lowest and highest percentages of registered voters who voted?
(A) lowest turnout **25-34 years old**
(B) highest turnout **65-74 years old**
2. Give some reasons why you think these age groups are more/less involved in the electoral process.

C

Chart – *Trends in the use of voting opportunities, 2005 to 2017*

1. Which year saw the highest percent of advance voting in a BC election?
2017
2. More and more voters took advantage of advance, absentee and special voting opportunities between 2005 and 2017. Why do you think there is a shift in voting habits?

Express Your Ideas

Expressions used to give a personal opinion, as well as to talk about certainty, possibility and improbability.

Express a personal opinion

In my opinion, the problem/issue is engaging younger voters.

I think the real question here is how to engage younger voters.

Generally speaking, I think (that) people should be better informed on the electoral process.

If you ask me we need to do more in the public school system to educate young people about democratic engagement.

I'm quite sure/convinced (that) the average voter does not take the time to understand key election issues.

I'd just like to say that the organizers of last night's town hall meeting did a great job of promoting open, honest debate.

As far as I'm concerned we need to do more to educate the general population on democratic engagement.

In my mind all people want the same thing: open, honest, transparent government.

To be quite honest/frank people need to take more responsibility for educating themselves about election issues.

Express certainty, possibility and improbability

There's no doubt in my mind (that) there is a growing trend to become more educated about the democratic process.

I'm bound to think/believe (that) voter turnout will continue to increase due to more available resources and education on the democratic process.

I think (that) democratic engagement has to be taught and encouraged from a young age.

There's a (fairly) good chance (that) the voter turnout trend will continue.

I'm not (entirely) sure (that) the average voter understands the complexity of the issues.

I could be wrong but I think that young people are beginning to take a greater interest in democratic engagement.

Do you really think (that) the trend toward advance voting will continue?

I doubt whether/that the average voter realizes how many different ways there are to vote in a provincial election.



<p>Why is it important for people to vote in elections?</p>	<p>What are the consequences of large numbers of people choosing not to vote in elections?</p>
<p>What are some reasons people choose not to vote in elections?</p>	<p>How can people become more involved in the democratic process?</p>
<p>What can be done to increase voter turnout in elections?</p>	<p>What can be done to stimulate interest in elections and election issues?</p>
<p>Does social media influence the way people vote in elections?</p>	<p>What are some ways in which you can inform yourself about election issues?</p>

GOVERNMENT RESPONSIBILITIES

ANSWER KEY

Canada has several levels of government, including federal, provincial and municipal. Each level of government has its own elected representatives, has different responsibilities, and offers different services. Sometimes these responsibilities and services are shared or overlap. Look at these examples of government areas that affect your life and decide which category to place them in:

schools
 tourism
 natural resource management
 doctors and hospitals
 fisheries
 water and sewer

garbage and recycling
 police and fire protection
 international trade
 libraries
 Indigenous lands and rights
 drivers' licensing

citizenship and immigration
 road maintenance
 recreation & community centres
 money and banking
 universities and colleges
 the post office

MUNICIPAL GOVERNMENT

schools
 tourism*
 water and sewer
 garbage and recycling
 police and fire protection
 libraries
 road maintenance
 recreation & community centres

PROVINCIAL GOVERNMENT

tourism*
 natural resource management*
 doctors and hospitals
 fisheries*
 international trade*
 Indigenous lands and rights*
 universities and colleges
 drivers' licensing

FEDERAL GOVERNMENT

tourism*
 natural resource management*
 fisheries*
 international trade*
 Indigenous lands and rights*
 citizenship and immigration
 money and banking
 the post office

*Shows responsibilities or services that are shared or overlap

CLB 7/8

BC Election Process and Voting Module Plan

THEME: Democracy in Canada

TOPIC: Voting

Skills	Listening	Speaking	Reading	Writing
CLB Levels	7/8	7/8	7/8	7/8
Real-World Task Goal(s)	Understand candidates' presentations at an all candidates' debate	Appropriately express feelings about an area of interest in a social context with friends	Understand information about voting (such as <i>Time Off Work For Voting</i>) found on the Elections BC website	Write an email to a candidate asking where they stand on an area of interest and make a recommendation
Context/ Background Information	Elections BC website: elections.bc.ca Different political parties in BC The Voting Process in BC: www.youtube.com/watch?v=VZ5EURR5OyI Provincial election schedules Voter eligibility Structure of provincial government: Legislature, Premier, MLAs			
CLB Competency Area(s) and statement	7– IV Comprehending Information → Understand extended descriptive or narrative monologues or presentations about personal experiences, general knowledge or familiar work-related topics, even when some information is presented out of sequence [Presentations are informal or semi-formal, with the use of visuals and up to about 15 minutes] → Identifies factual details, main ideas and supporting details → Makes inferences → Identifies rhetorical discourse markers and patterns of chronological order and sequence, comparison and contrast, and cause and effect → Identifies facts, opinions and attitudes	7 – I Interacting With Others → Participate in less routine social conversations for many everyday purposes (such as expressing and responding to appreciation, complaints, satisfaction, dissatisfaction and hope [Limited support from interlocutors]) → Opens and maintains a short formal conversation, closing with 3 customary steps (pre-closing, closing, leave-taking). Introduces a person formally to a group in a way that is appropriate to the situation and audience → Asks follow-up questions to keep the conversation going. Shows developing ability to hold the floor and to resume after an interruption	7 – III Getting Things Done → Locate and use 3 or 4 pieces of information from moderately complex formatted texts (such as course calendars, extensive directories, extensive website navigation menus) [Formatted texts can contain multiple pieces of information organized in sections with subsections] → Identifies layout and organization of text to find the information needed → Finds and uses 3 or 4 pieces of information by scanning the text → Get information from moderately complex business/service texts containing assessments, evaluations and advice → Identifies main ideas, key details and some implied meanings	7 – III Getting Things Done → Write business or service correspondence for a range of routine and less routine purposes (such as passing on information, and making and responding to requests, recommendations and warnings) [Writing is up to about 2 paragraphs] → Conveys a clear message → Conveys a sense of audience in language and format Profile of Ability → Good paragraph structure, with clearly expressed main ideas and adequate supporting details → Text contains an introduction, development of ideas and conclusion → Paragraphs are developed and joined appropriately to form a coherent text

Skills	Listening	Speaking	Reading	Writing
<p>CLB Competency Area(s) and statement</p>	<p>→ Interprets factual information, explanations and opinions</p> <p>Profile of Ability</p> <p>→ Understands overall meaning or intent</p> <p>→ Identifies main ideas, supporting details and implied meanings</p> <p>→ Understands language with an expanded range of vocabulary</p> <p>→ Understands complex sentences and structures</p> <p>→ Recognizes an expanding range of registers and styles</p> <hr/> <p>8– IV Comprehending Information</p> <p>→ Understand extended monologues or presentations on topics that are generally familiar and related to general knowledge or technical/work-related issues in own field [Presentations are informal or semi-formal, extended, with the use of visuals and up to about 20 minutes long]</p> <p>→ Identifies the main idea (which is not explicitly stated) and detailed information</p> <p>→ Identifies phrases and sentences that mark topic introduction, topic development, topic shift and conclusion</p>	<p>→ Changes the topic appropriately</p> <p>→ Confirms own comprehension by repeating or paraphrasing</p> <p>Profile of Ability</p> <p>→ Clear evidence of connected discourse</p> <p>→ Reasonably fluent for moderately demanding contexts</p> <p>→ An expanding range of concrete and idiomatic language</p> <p>→ Increasing variety of grammatical structures, with developing control of complex structures</p> <hr/> <p>8 – I Interacting With Others</p> <p>→ Participate in less routine social conversations for most everyday purposes (such as expressing and responding to empathy, clarifying conflicts, and providing reassurance) [Little support from interlocutors; communication may be related to situations where tone and register may have an impact on the outcome]</p> <p>→ Introduces guests or speakers appropriately</p> <p>→ Expresses and responds to sympathy</p> <p>→ Expresses and responds to formal toasts or welcomes</p> <p>→ Responds to minor conflicts or complaints, or comforts others in distress</p>	<p>→ Identifies the writer’s purpose, intent, mood and attitude in sections of text</p> <p>→ Scans text and makes inferences to select relevant information</p> <p>Profile of Ability</p> <p>→ Identifies purpose, main ideas, specific details and many implied meanings</p> <p>→ Finds, integrates, compares and contrasts information</p> <p>→ Often guesses the meaning of unknown terms, phrases and idioms from the context</p> <p>→ Understands an increasing range of complex sentences and structures</p> <p>→ Identifies a range of different styles and registers</p> <hr/> <p>8 – III Getting Things Done</p> <p>→ Locate, integrate and use 3 or 4 pieces of information from moderately complex formatted texts [Formatted texts can be visually complex and contain multiple pieces of information organized in sections with subsections]</p> <p>→ Identifies layout and organization of text to find the information needed</p> <p>→ Finds and integrates 3 or 4 pieces of information for comprehension and use</p>	<p>→ Good range of vocabulary for moderately complex texts</p> <p>→ Adequate control of complex structures</p> <p>→ Good control of spelling, punctuation and format</p> <hr/> <p>8 – III Getting Things Done</p> <p>→ Write business or service correspondence for an expanding range of purposes (such as giving information in memoranda, documenting work done, indicating a problem, requesting a change, or requesting information) [Writing is up to about 3 paragraphs]</p> <p>→ Conveys a clear message to the reader</p> <p>→ Conveys a sense of audience in language and format</p> <p>Profile of Ability</p> <p>→ Good paragraph structure, with clearly expressed main ideas and good supporting details</p> <p>→ Paragraphs are developed and joined appropriately to form a coherent text</p> <p>→ Text contains an introduction, development of ideas and conclusion</p> <p>→ Good range of vocabulary for moderately complex texts</p> <p>→ Good control of complex structures</p> <p>→ Good control of spelling, punctuation and format</p>

Skills	Listening	Speaking	Reading	Writing
CLB Competency Area(s) and statement	<ul style="list-style-type: none"> → Identifies rhetorical discourse markers and patterns of chronological order and sequence, comparison and contrast, and cause and effect → Interprets factual information, explanations and opinions → Identifies facts, opinions and attitudes <p>Profile of Ability</p> <ul style="list-style-type: none"> → Understands overall meaning or intent → Identifies main ideas, even when not explicitly stated, supporting details and implied meanings → Understands language with an expanded range of vocabulary → Understands complex sentences and structures → Recognizes an expanded range of registers and styles 	<ul style="list-style-type: none"> → Asks follow-up questions to keep conversations going → Encourages others to participate → Holds the floor, interrupts appropriately, and resumes after an interruption → Uses appropriate levels of formality with increased ability <p>Profile of Ability</p> <ul style="list-style-type: none"> → Clear evidence of connected discourse → Fluent for moderately demanding contexts → An expanded range of concrete and idiomatic language → Adequate variety of grammatical structures, with adequate control of complex structures 	<ul style="list-style-type: none"> → Get information from moderately complex business/service texts containing proposals, recommendations and statements of rules, regulations or policies → Identifies main ideas, key details and implied meanings. Identifies the writer’s purpose, intent, mood and attitude in sections of text → Scans text and makes inferences to select the relevant information <p>Profile of Ability</p> <ul style="list-style-type: none"> → Identifies purpose, main ideas, specific details and implied meanings, as well as mood, attitude and register → Finds, integrates, compares and contrasts information → Usually guesses the meaning of unknown terms, phrases and idioms from the context → Understands an adequate range of complex sentences and structures → Identifies a wide range of different styles and registers 	

Skills	Listening	Speaking	Reading	Writing
Language Focus Grammatical, textual, functional, sociolinguistic	Grammatical → Grammar structures and syntax to interpret listening texts such as perfect tenses, basic conditionals (<i>If you elect me, I will...</i>), clauses: <i>The way (that) I see it is...</i> ; <i>Our opinion is that...</i> → Words and expressions relating to topic areas on voting and elections (<i>voter turnout, campaign for, motion, amendment, slimly successful, make a pitch, pledge, etc.</i>) Textual → Cohesive devices that make it easier to understand listening texts across speech such as conjunctive adverbs or adverbials: <i>however, moreover, possibly</i> → Expanded means of narrating, describing or arguing points (From my point of view...) Functional → Speaking conventions in academic or business oral presentations (such as introductions, closings) → Expressions for interrupting → Typical formats for presentations Sociolinguistic → Different registers (formal/informal) and styles → Expanded colloquial, idiomatic and some literary language, e.g. <i>to make a point</i>	Grammatical → Gambits for expressing opinions and ideas: <i>I believe, If you ask me</i> → Pronunciation: using emphasis for expressing importance Textual → Cohesion links such as conjunctive adverbs and adverbials signalling such meanings as contrast or illustrations (<i>however, anyway, for instance</i>) → Using a combination of main and subordinate ideas Functional → Expressions for opinions → Expressions for emphasis or importance: emphatic do: <i>I do believe voter turnout can be increased</i> , subjunctive mode: <i>it is essential, it is important, etc.</i> → Softeners for expressing strong opinions Sociolinguistic → Appropriate language to indicate level of formality and to show respect → Appropriate tone → Appropriate and communicatively effective non-verbal communication strategies	Grammatical → Expanded range of vocabulary relating to common knowledge, facts, and basic concepts and applications relating to election policies and procedures, social issues, etc. → Grammar and syntax structures to interpret texts such as conditionals, noun clauses, relative clauses, passive and active voice Textual → Cohesion links to interpret text signalling contrasts or illustrations by example (such as conjunctive adverbs or adverbials: <i>however, moreover, furthermore</i>) → Paragraph structure and relationships between paragraphs (such as opening/introduction, development/body and conclusion/closing) → Signposts for contrasts, cause and effect or illustrations by example (such as conditionals) Functional → Contextual clues to recognize purposes and authors' intents Sociolinguistic → Expanded formal, informal, idiomatic language related to voting → Cultural references → Language and formats relating to business/ service texts	Grammatical → Moderately complex grammar and syntax structures (such as present continuous: <i>I am writing to express...</i> / <i>I'm hoping that you can help...</i> , basic conditionals, noun clauses, relative clauses, etc.) to convey meaning effectively and precisely → Words and phrases to express ideas, opinions, and feelings about familiar topics and issues; to ask about and respond to inquiries; and to argue points (<i>If you ask me, I am afraid, There's a good chance that, Do you really think, etc.</i>) → Modals: <i>you should/ you could try/you might be able to... I would appreciate/be grateful if you would.../Could you please...</i> → Connecting words: <i>however, therefore, as a result, so, if</i> → Spelling, punctuation, and capitalization conventions Textual → Cohesion links such as contrasts or illustrations by example (such as conjunctive adverbs, adverbials: <i>however, so, therefore, as a result, if</i>) → Words and expressions to sequence and link paragraphs

Skills	Listening	Speaking	Reading	Writing
<p>Language Focus</p> <p>Grammatical, textual, functional, sociolinguistic</p>	<p>→ Paralinguistic signals (such as loudness, pitch, speech rate, body language and other visual clues)</p>			<p>→ Paragraph structure, form and relationships between paragraphs such as opening/introduction, development/body and conclusion/closing</p> <p>→ Patterns of comparisons, contrasts, cause and effect, and illustrations by example</p> <p>Functional</p> <p>→ Conventional formats for email messages</p> <p>→ Expressions for giving recommendations (<i>I highly recommend, I suggest, I think etc.</i>)</p> <p>Sociolinguistic</p> <p>→ Canadian writing conventions about linear order, directness, and formality</p>
<p>Language and Learning Strategies</p>	<p>→ Paralinguistic clues for making inferences, guessing and predicting (recognize facial gestures and body language; recognize time-gaining strategies: <i>rephrasing, hesitating</i>)</p> <p>→ Infer some unstated information to guess and predict</p>	<p>→ Strategies to check understanding, such as confirming information and paraphrasing</p> <p>→ Effective strategies to compensate for or prevent communication breakdowns</p>	<p>→ Different reading techniques according to the purpose of the task (such as skimming to get the gist, scanning to locate detailed information, speed reading and in-depth reading)</p> <p>→ Textual and contextual clues to understand new vocabulary</p> <p>→ Information search skills and computer/Internet literacy skills</p>	<p>→ Use keyboarding and word-processing skills for composing, revising, editing, formatting and printing texts</p>
<p>Assessment Tasks</p>	<p>Listen to candidates' presentations at an all candidates' debate to decide which candidate to vote for</p>	<p>Appropriately express feelings about a local election issue in a social context with friends</p>	<p>Understand information about voting (such as <i>Time Off Work For Voting</i>) found on the Elections BC website</p>	<p>Write an email to a candidate asking where they stand on an area of interest and make a recommendation</p>

CLB 7/8

BC Election Process and Voting Skill Building Outline with Assessment Tool

Skill Building Outline

Theme: Government in Canada

Topic: Voting

CLB Level 7 and 8

Skill Area Reading

Real World Task

Understand information about voting (such as *Time Off Work For Voting*) found on the Elections BC website.

CLB Competency Area, Competency Statement, Indicators for Assessment

Reading 7-III. Getting Things Done

Locate and use 3 or 4 pieces of information from moderately complex formatted texts.

- Identifies layout and organization of text to find the information needed
- Finds and uses 3 or 4 pieces of information by scanning the text

Get information from moderately complex business/service texts containing assessments, evaluations and advice.

- Identifies main ideas, key details and some implied meanings
- Identifies the writer's purpose, intent, mood and attitude in sections of text
- Scans text and makes inferences to select relevant information

Profile of Ability

- Identifies purpose, main ideas, specific details and many implied meanings
- Finds, integrates, compares and contrasts information
- Often guesses the meaning of unknown terms, phrases and idioms from the context
- Comprehension is based on a developing understanding of an increasing range of complex sentences and structures
- Identifies a range of different styles and registers

Reading 8-III. Getting Things Done

Locate, integrate and use 3 or 4 pieces of information from moderately complex formatted texts.

- Identifies layout and organization of text to find the information needed
- Finds and integrates 3 or 4 pieces of information for comprehension and use

Get information from moderately complex business/service texts containing proposals, recommendations and statements of rules, regulations or policies.

- Identifies main ideas, key details and implied meanings
- Identifies the writer's purpose, intent, mood and attitude in sections of text
- Scans text and makes inferences to select the relevant information

Profile of Ability

- Identifies purpose, main ideas, specific details and implied meanings, as well as mood, attitude and register
- Finds, integrates, compares, contrasts and analyzes information
- Usually guesses the meaning of unknown terms, phrases and idioms from the context, but often requires clarification of less common idioms, cultural references and figures of speech
- Comprehension is based on an understanding of an adequate range of complex sentences and structures
- Identifies a wide range of different styles and registers

Introduction to the Real World Task/Connection to Learners' Lives

Activity Description:

Students discuss why to vote and consider the election issues they find important.

- Teacher hands out *Exploring Democracy around the World* chart to each student and explains it by drawing it on white board or SMART Board. Students mingle and ask about voting in students' countries to find out if voting is the same or different than in Canada (Exploring Democracy around the World chart from BC Election Education Project - LINC CLB 7/8 Lesson and Workshop outline).
- Students look at the voter turnout charts and graphs on handouts and answer the questions (BC Election Education Project - LINC CLB 7/8 Lesson and Workshop outline).
- Teacher elicits from students why it is important to vote (Voting connects citizens with their political process, helps choose our leaders, and safeguards our freedoms); ways to participate in the political process (volunteering, joining a party, attending town halls, etc); ways and where to contact an elected official; ways to learn about areas of interest (read or watch the news, attend a town hall, ask friends, social media, etc.), etc. Students write some ideas on flip chart paper.
- Vote Simulation Activity (BC Election Education Project - LINC CLB 7/8 Lesson and Workshop outline). Teacher gives instructions to the students and passes out the ballots. Students copy the top 5 areas of interest, vote by marking their ballot and place the ballots in the ballot box. Two students volunteer to count the votes to announce the winning area.
- Given the importance of voting, ask students how they can find out about voting in BC when they become eligible. **Connect this to the Real World Task that will be worked towards.**

Background Information Activity

Objective: Students learn ways and where to vote in the upcoming election.

Activity Description:

- Elicit from the students what they know about the BC political landscape. Ask
 - Do students know who is running in the election?
 - Do students know how and where to vote?
- A jigsaw activity: Students read, learn and retell information about voting (BC Election Education Project - LINC CLB 7-8 Lesson and Workshop outline). Teacher goes around and assigns each student a letter: A, B, C, or D and groups them accordingly. Students at each group get their reading passages and discuss vocabulary and ideas. Students practice retelling the passage with a partner. Teacher numbers the students again and groups them according to their number. Students retell what they just learned. Teacher debriefs the lesson to confirm with students they have learned the necessary information by asking questions.
- Students watch *What to Expect When You Vote* video ([youtube.com/watch?v=mvbgUvgWSGA](https://www.youtube.com/watch?v=mvbgUvgWSGA)) and take notes. They fill in the outline with the help of a partner (BC Election Education Project - LINC CLB 7/8 Lesson and Workshop outline).

Language Review Activity

Objective/Indicator to Review and Practice: CLB 7 and 8 students review and practice strategies for understanding new words in context when reading.

Activity Description:

- Students read about vocabulary-building strategies, e.g. *using context clues, knowing word roots, etc.* and practice (Classroom Activities 5-7, pp. 168-170 or settlementatwork.org/lincdocs/linc5-7/info.management/index.html). Teacher elicits strategies and asks students to give some examples. Students read texts chosen by the teacher and use vocabulary-building strategies that work for them and then confirm the meaning with the dictionary. Students compare their lists of words in pairs and discuss how effective their strategies were.
- Using the context of the sentence to guess meaning. Teacher explains that guessing the meaning is often the best strategy for dealing with new words in extensive reading and gives some examples. Students listen to recordings or scan texts to guess the meaning of words and expressions in a context or choose the correct definition. Teacher can use *More Reading Power 3, Part 2, Unit 3, pp. 57-65, 126 (CLB 7)* or *Canadian Snapshots: Raising Issues, pp. 4-21 (CLB 7/8)*.
- **(CLB 8)** Students watch a video on YouTube ([youtube.com/watch?v=ivJX_saNdY4](https://www.youtube.com/watch?v=ivJX_saNdY4)) (Vocabulary in Context) to write the key points.

Skill Building Activity

Objective/Indicator to Teach and Practice: CLB 7 and 8 students learn and practice understanding layout of websites.

Activity Description:

- Students look at information about elections presented in two different formats (a webpage such as elections.bc.ca/resources/learning-about-elections/ and a brochure such as elections.bc.ca/docs/voters-guide-non-event.pdf). Ask students if they read these two things the same way. Elicit broadly how the formats are different.
- Focus on the webpage to analyze structure. Provide students with parts of a website (sidebar, menu, tabs, logo, footer, search box, columns, etc.) and ask them to brainstorm what they are, and where they are usually found on a webpage. Using a blank webpage (for example based on graphic in webstyleguide.com/wsg3/6-page-structure/3-site-design.html) have students label the parts.
- Analyze the webpage content in quadrants: What is usually on the top left, top right, bottom left, bottom right, in the middle (e.g. company name, contact information, search feature, navigation, etc.).
- In pairs, students are given different layout focused questions and find information on the Elections BC homepage.

Skill Building Activity

Objective/Indicator to Teach and Practice: CLB 7 and 8 students practice comprehension strategies such as skimming, scanning and previewing texts; and predicting and anticipating the content.

Activity Description:

- Teacher elicits from learners the strategies they use to aid their understanding of texts, explains the difference between skimming and scanning (skimming involves reading quickly to get the main idea; scanning involves moving eyes quickly down a page to find a detail), and importance of previewing to get a sense of what the reading is about.
- Students look at some passages and focus on the titles to predict what the reading is about. Students can also write headlines for passages or articles.
- Teacher explains that the activity is timed and the students should use guidelines for skimming (look at the title, decide the type of the passage, read the first sentences of the paragraphs, skip the details, etc.) to find out what the article or passage is about.
- To practice scanning, group students into teams and provide a bell to each group. In each group, students take turns being a scanner with a list of words. Teacher reveals a word on SMART board or white board, and students on each team try to find it in the list and ring the bell first. After each student has had a turn with the list, switch to an enlarged passage

and repeat the activity with words and phrases. Emphasize not reading every word, but looking for same initial letters, or length of words and phrases, or other clues to locate the target word or phrase quickly. Students can use a finger or pen to move across the text to help keep the eyes focused.

For texts for the activities above the teacher can use

- **(Both)** passages from *More Reading Power 3, Part 3, Unit 1* (reading titles), and part 4 (skimming/scanning), *LINC Classroom Activities 5-7 v. 2*, Comprehension Strategies, p.171
- **(CLB 8)** passages from news articles. Teacher can use articles from news reports (www.cbc.ca/news/canada/manitoba).

Skill Building Activity

Objective/Indicator to Teach and Practice: CLB 7 and 8 students learn and practice identifying the writer's purpose, attitude, and implied meanings; making inferences.

Activity Description:

- Teacher explains that good readers often make inferences while they are reading: they use what they already know about something to guess more about it. It is also important to understand the writer's purpose as well as his or her feelings about the subject he or she is writing about, i.e. attitude, or tone.
- Teacher assigns each student a letter (A, B, C) and groups them. Each group watches their assigned video and take notes:

Group A: youtube.com/watch?v=ehYMAVDkyLM (author's purpose and tone/attitude)

Group B: youtube.com/watch?v=e7szJbRv9Hc (making inferences)

Group C: youtube.com/watch?v=1liiflagSko (implied meanings)

- **(Both)** Students compare their notes in groups and summarize the information they learned from the video. Teacher numbers the students (1, 2, 3) and groups them according to their number. In new groups, students teach each other what they learned from YouTube videos. Students practice what they just learned by reading passages and/or articles, e.g. Teacher can use reading passages from *Classroom Activities LINC 5-7, v. 2.*, or do activities from www.ereadingworksheets.com/reading-worksheets/inferences-worksheet-1.pdf.

Skill-Using Activity

Activity Description:

Students practice reading. They read passages/articles online and answer the questions created by the teacher. Suggested websites: www2.gov.bc.ca/gov/content/governments/local-governments/governance-powers/general-local-elections (CLB 7) and www.cbc.ca/news/

[canada/british-columbia/municipal-elections-donations-reform-mpa-vision-1.4622553](https://www2.gov.bc.ca/gov2/education/linc/learning-centres/7-8/canada/british-columbia/municipal-elections-donations-reform-mpa-vision-1.4622553) (CLB 8).

Additional Practice/Skill-Using Activity

Objective: If needed, students gain more practice on language focus components that still need work.

Activity Description:

Following the results of the skill-using task, students review and practice any components that still need work, and/or complete an additional skill-using activity.

Assessment Task

Activity Description:

Go to the following websites to read information and answer the questions:

elections.bc.ca/voting/time-off-work-for-voting/
elections.bc.ca/voting/how-to-vote/ (CLB 7)

Go to the following websites to read information and answer the questions:

elections.bc.ca/voting/time-off-work-for-voting/
elections.bc.ca/voting/how-to-vote/
elections.bc.ca/voting/voter-id/vouching/ (CLB 8)

Possible Resources for Activities:

- Election Education Project - LINC CLB 7-8 Lesson and Workshop outline
- LINC 5-7 Classroom Activities
- Canadian Snapshots: Raising Issues by Gail Kingwell et al., 2005
- www.edugains.ca/resources/Literacy/CE/7-12/ThinkLiteracy/Reading.pdf (information on reading strategies)
- webstyleguide.com/wsg3/6-page-structure/3-site-design.html (parts of a website)
- More Reading Power 3 by Linda Jeffries and Beatrice S. Mikulecky, 3rd ed., Pearson Longman, 2012
- settlementatwork.org/lincdocs/linc5-7/info.management/index.html (CLB 7-8 e-activities)
- www.youtube.com/watch?v=FO5IfnuQ_0 (get ready to vote)
- www.youtube.com/watch?v=VZ5EURR5OyI (the voting process in BC)
- www.youtube.com/watch?v=mvbgUvgWSGA (what to expect when you vote)
- www.cbc.ca/news/canada/manitoba (news articles)
- www.youtube.com/watch?v=QOGb3aFM1g0 (BC municipal politicians vote in favour of election finance reform)
- www.cbc.ca/news/canada/british-columbia/campaign-finance-reform-cities-bc-

- [announcement-1.4379194](#)) (an article on campaign finance reform)
- www.youtube.com/watch?v=ivJX_saNdY4 (vocabulary in context)
- www.teflsites.com/Expressions%20for%20Discussion%20and%20Debate%20new.pdf (expressions for debate)
- elections.bc.ca/voting/time-off-work-for-voting/ (time off work for voting)
- www.youtube.com/watch?v=ehYMAVDkyLM (author's purpose and tone – students watch and take notes and then compare their notes)
- www.youtube.com/watch?v=e7szJbRv9Hc (inferences)
- www.youtube.com/watch?v=1lilflagSko (implied main ideas)
- www2.gov.bc.ca/gov/content/governments/local-governments/governance-powers/general-local-elections (general local elections)
- www.theglobeandmail.com/canada/british-columbia/article-loop-hole-in-bcs-new-campaign-finance-law-to-be-fixed-communities/ (BC's new campaign-finance law)
- www.cbc.ca/news/canada/british-columbia/municipal-elections-donations-reform-mpa-vision-1.4622553 (municipal elections donations)

Comprehension Questions for Assessment

Time Off Work for Voting elections.bc.ca/voting/time-off-work-for-voting/
(Both)

1. What is the purpose of this reading?
(A) to warn
(B) to explain
(C) to advise
(D) to instruct
(E) to make an argument
(F) to persuade

2. What is the main idea of the reading?

ANSWER

3. You work from 10 am to 7 pm with a 1-hour lunch break at 1 pm. You want to have a long lunch break and leave early. Can you ask your boss to give you a 2-hour break for lunch and leave work 3 hours early so that you have 4 hours free from work? Explain.

ANSWER

Do you think your employer will say that you can come in later or that you can leave earlier so you can vote? Explain.

ANSWER

4. You work 10 am to 4 pm. You would like to vote before starting work. What must your employer do for you? Explain.

ANSWER

5. What does *comply* mean in the text?

ANSWER

6. Where are the navigation bars located on the *Elections BC* website?

ANSWER

Where is the search bar located?

ANSWER

How to Vote elections.bc.ca/voting/how-to-vote/ (Both)

7. Where can you find information about advance voting places?

ANSWER

8. Which of the following is not mentioned in the text?

- (A) There are six days of advance voting
- (B) All advance voting places have wheelchair access
- (C) Voters can get help marking their ballot if they have a disability or difficulty reading or writing
- (D) Information about voting places can be found in newspapers and on the Elections BC website

9. “Consecutive days” means

- (A) days in a week
- (B) days following one after another
- (C) alternate days

10. Which of the following calendars could be chosen for advance voting? Explain.

Mon	Tue	Wed	Thu	Fri	Sat	Sun
1	2	3	4	5	6	7
8*	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

*Oct. 8: Thanksgiving Day
 *Oct. 20: General Voting Day

Mon	Tue	Wed	Thu	Fri	Sat	Sun
1	2	3	4	5	6	7
8*	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

ANSWER

11. What is the writer's attitude/tone in the passage?

- A) threatening B) offensive C) neutral D) angry E) excited

Vouching elections.bc.ca/voting/voter-id/vouching/ (CLB 8)

12. What is the main idea of the passage?

ANSWER

13. According to the passage

- (A) vouchers should possess an ID
 (B) no one can vote without a proper ID
 (C) vouchers cannot be close relatives

14. The role of the voucher is

- (A) to show proper ID
 (B) to vote instead of the person without identity
 (C) to confirm a person's identity

15. Which of the following is true?

- (A) The voucher should have Power of Attorney
 (B) A family member can vouch only for one voter
 (C) The voucher can be a person with authority to make personal care decisions

16. What do you think *Election Act* mentioned in the passage is?

ANSWER

17. According to the passage, who can be a voucher? Explain in your own words.

ANSWER

Comprehension Questions for Assessment – Answer Key

Time Off Work for Voting elections.bc.ca/voting/time-off-work-for-voting/ (Both)

1. What is the purpose of this reading?
B) to explain
2. What is the main idea of the reading?
Your employer must ensure you have 4 hours free to vote on election day.
3. You work from 10 am to 7 pm with a 1-hour lunch break at 1 pm. You want to have a long lunch break and leave early. Can you ask your boss to give you 2-hour break for lunch and leave work 3 hours early so that you have 4 hours free from work? Explain.
No. Your employer needs to ensure you have 4 consecutive hours free before the end of voting time. (You can leave 3 hours early but not have an extra hour at lunch.)

Do you think your employer will say that you can come in later or that you can leave earlier so you can vote? Explain.

Various answers with reasonable explanations. i.e. Start shift later (at 12 pm) because it's less lost time than ending shift earlier (at 4 pm).

4. You work 10 am to 4 pm. You would like to vote before starting work. What must your employer do for you? Explain.
Nothing. You have 4 consecutive hours free to vote starting at 4 pm. It is your choice to vote before coming to work.
5. What does comply mean in the text?
Various answers i.e. follow the rules, follow the law.
6. Where are the navigation bars located on the Elections BC website?
Left side of the webpage.
Where is the search bar located?
Top right corner of the webpage.

How to Vote elections.bc.ca/voting/how-to-vote/ (Both)

7. Where can you find information about advance voting places?
In community newspapers, on the Elections BC website, and on Where to Vote cards sent to voters.
8. Which of the following is not mentioned in the text?
C) Voters can get help marking their ballot if they have a disability or difficulty reading or writing.

9. "Consecutive days" means
B) days following one after another
10. Which of the following calendars could be chosen for advance voting? Explain.

Mon	Tue	Wed	Thu	Fri	Sat	Sun
1	2	3	4	5	6	7
8*	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Under the Election Act, advance voting is available over six consecutive days starting eight days before General Voting Day.

11. What is the writer's attitude/tone in the passage?
C) neutral

Vouching elections.bc.ca/voting/voter-id/vouching/ (CLB 8)

12. What is the main idea of the passage?
A voter who does not have ID can be vouched for by another person.
13. According to the passage
A) vouchers should possess an ID
14. The role of the voucher is
C) to confirm a person's identity
15. Which of the following is true?
C) The voucher can be a person with authority to make personal care decisions.
16. What do you think Election Act mentioned in the passage is?
Various answers suggesting Election Act is a law governing elections.
17. According to the passage, who can be a voucher? Explain in your own words.
Various answers covering these points:
A voucher can be
→ **a registered voter resident in the voter's electoral district, or**
→ **a spouse, parent, grandparent, adult child, adult grandchild or adult sibling of the voter, or**
→ **a person with the authority to make personal care decisions for the voter.**

Reading Assessment CLB 7-8-III

Student's Name: _____

Date: _____

Teacher's Name: _____

Reading CLB 7-8-III Getting Things Done: Locate and use 3 or 4 pieces of information from moderately complex formatted texts; get information from moderately complex business/service texts containing assessments, evaluations and advice

Task: Understand information about voting (such as *Time Off Work For Voting*) found on the Elections BC website

Analytic	Not Yet	Yes
* Identifies layout and organization of text (Q. 6)		
* Finds and uses 3 or 4 pieces of information by scanning the text (Q. 8) (CLB 8 only Q. 15)		
Finds and integrates 3 or 4 pieces of information for comprehension and use (CLB 8 only Qs. 17, 19)		
* Identifies main ideas (Qs. 2, 12)		
* Identifies key details (Qs. 7) (CLB 8 only Qs. 13, 14)		
* Identifies some implied meanings (Q. 4)		
Identifies the writer's purpose (Q. 1)		
Identifies the writer's intent, mood and attitude in sections of text (Q. 11)		
* Scans text and makes inferences to select relevant information (Qs 3, 10)		
Guesses meaning of unknown words (Qs. 5, 9) (CLB 8 only Q. 16)		

What you are doing well:

What to do to improve:

* These criteria must be checked "achieved" to be successful at this task.

Successful

Not Yet

CLB 7/8

Parliamentary Democracy and the Role of MLAs Core Content Lesson Plan

Parliamentary Democracy and the Role of MLAs

Activities	3-hour	90-minute
Warm up	5 min	
Vocabulary Building – Card Match Activity	15 min	
Parliamentary Democracy in BC <i>and</i> The Role of an MLA – Jigsaw Activity – Reading: Getting the Gist; Understanding Main Ideas, and Speaking: Summarizing; Retelling	40 min	
How Does Government Work in Your Native Country? – Speaking: Sharing Information; Expressing Opinions; Asking & Answering Questions	30 min	
15-minute break – if using 3-hour version	15 min	
Qualities that Make a Good Candidate for MLA – Brainstorming	10 min	
Find Your MLA – Reading: Internet Search	5 min	
Elections BC – Guide for Candidates (pages 3-6) – Jigsaw Activity. Reading: Comprehending Information, and Speaking: Summarizing; Retelling	25 min	
Elections BC – Become a Provincial Candidate Nomination Booklet (pages 1-4) – Reading: Comprehending Instructions	20 min	
Elections BC – Become a Provincial Candidate Nomination Booklet (pages 1-4) – Writing: Filling in a Form	15 min	
Total	3 hours	90 minutes

Materials

- Internet, computer & screen (or SMART Board) to show video
- Copies of appropriate activity handouts or cards

3-hour version — use all activities

90-minute version — only  activities

Lesson Instructions

Warm up (5 minutes)

- If technology is available, project the picture of the parliament buildings in Victoria on a screen or SMART Board. If technology is not available, divide the class into small groups of 4-5 students and give each group a copy of the picture. Put the following questions on the board and ask students to discuss:
 - Do you know where this building is?
 - Do you know who uses this building?
 - Do you know what happens in this building?
- You may want to extend the warm up by having groups brainstorm any vocabulary and concepts that they are familiar with pertaining to the Legislative Assembly of British Columbia.

Card Match Activity (15 minutes)

VOCABULARY BUILDING

- Have students work in small groups of 3-4 to complete the vocabulary card match activity. Give each group one set of vocabulary words and one set of vocabulary definition cards. Once the group has completed matching the words and definitions to the best of their ability, they should compare work with another group. When most students have had time to work on the card activity, the teacher should debrief vocabulary with the entire class. It is important that students have a strong understanding of words and concepts prior to continuing with this lesson.

Parliamentary Democracy in BC and The Roles of an MLA (40 minutes)

READING: Getting the Gist; Understanding Main Ideas, and SPEAKING: Summarizing; Retelling

- (15 minutes) Divide the class into two groups. Give one group the *Parliamentary Democracy in BC* text and the other group *The Role of an MLA* text to read. After students have read through the article once, they should discuss key information with others who have the same article in preparation for the summarizing, paraphrasing and retelling activity. Hand out the *Explaining Parliamentary Democracy and Explaining the Role of an MLA* graphics to the appropriate groups.
- (10 minutes) Pair students who read different articles (i.e. one student who read *Parliamentary Democracy in BC* is paired with a student who read *The Role of an MLA*). Using the graphic for their own article, students should summarize, paraphrase and retell the text to their partner.
- (15 minutes) Give each student a set of interview questions for their partner's text (i.e. students who read *Parliamentary Democracy in BC* are given the interview questions for *The Role of an MLA* text and vice versa). Students interview each other and record answers in note form. Debrief the answers with the entire class if time allows.

How does government work in your native country? (30 minutes)

SPEAKING: Sharing Information, Expressing Opinions, Asking and Answering Questions

- Have students work in groups of 4–5. Try to ensure that each group has representation from different ethnic groups, genders, etc. Give each group a *How does government work*

in your native country? handout. If you have a mono-ethnic group, change the question to *How does local government work in your hometown?* and edit questions appropriately. Give groups scrap paper or flip chart paper and encourage them to make graphics to explain the system of government in their native countries. You may choose to post these graphics around the room and extend the activity. Group members should ask questions of the student who is explaining the system of government in their native country.

- You may want to include gambits and phrases that you have taught previously and skill-build toward a speaking assessment (see CLB document *Sharing Information: Indicators of Ability for Speaking CLB 7 & 8*, along with *Profile of Ability* criteria).

--- 15-minute BREAK if using 3-hour lesson version ---

Qualities that make a good candidate for MLA (10 minutes)

SPEAKING: Brainstorming Personal Traits and Qualities

- As a whole class, or in small groups, have students brainstorm what qualities make a good MLA. Remind students that an MLA must be able to balance a variety of roles:
 - making laws (are legislators)
 - approving government spending
 - asking questions about and debating government policy and plans
 - representing their constituents' opinions and concerns
- Record student ideas on the white board or SMART Board

Find Your MLA (5 minutes)

READING: Internet Search

- Have students go to the Legislative Assembly of British Columbia website (<https://www.leg.bc.ca>) on their smartphones or in the computer lab and search for the name of their MLA (<https://www.leg.bc.ca/learn-about-us/members>). Students can compare results with each other. It is likely that most students in your class will have the same MLA. [Note: If WiFi, Internet or technology is not available in your classroom, you could assign this activity for homework.]

Elections BC – Guide for Candidates p. 3-6 – Jigsaw Activity (25 minutes)

READING: Reading for Gist, Main Ideas and Specific Details, and SPEAKING: Summarizing, Paraphrasing, Asking and Answering Questions

- (5 minutes) Divide the class into four groups. Tell students that they are going to learn how someone becomes a provincial candidate for MLA. Give each group a different page from the *Elections BC – Guide for Candidates* (p. 3, 4, 5 or 6) - <https://elections.bc.ca/docs/guidebooks/856-Guide-for-Candidates.pdf>. Document # 856 (16/10). Have students read their page and be prepared to explain key information. [Note: Elections BC occasionally updates documents. Look on the Elections BC website under “Resources” for the latest Guides and Forms. You may need to recreate the jigsaw and comprehension questions if you use a different document than is used in this lesson.]
- (15 minutes) Jigsaw activity. Create new groups of 4 students by taking one student from each of the original four groups to form the new group. This will give you a group comprised of 4 students who have all read different pages from the guide. Give each

student the *Elections BC – Guide for Candidates (pages 3-6) Comprehension Questions* handout. Students should explain the answers to the questions that correspond to their reading to their group members. Group members should take notes to answer the questions. Remind students that they should try to capture key information in point form – that they do not need to write in complete sentences.

→ (5 minutes) Debrief key information with entire class.

Elections BC – Provincial Candidate Forms - Nomination Booklet (320) p. 3-5 (20 minutes)

READING: Comprehending Instructions

- (15 minutes) Divide the class into groups of 3–4 students. Tell students that they are going to learn how to register to become a provincial candidate by following instructions in the *Elections Bc Provincial Candidate Nomination Application – 320 Information Sheet* – (p. 3-5) <https://elections.bc.ca/docs/forms/20in%20320.pdf>. Document # 320 (18/11). Print sets of the *Provincial Candidate Nomination Application Question And Explanations* on cardstock and cut into individual cards (a set of numbered questions and a set of explanation cards per group). Give a complete set of cards to each small group. Make sure cards are shuffled. Ask groups to match each of the 19 questions with the corresponding explanation cards. As groups finish, they should be encouraged to check answers with other groups. [Note: Elections BC occasionally updates documents. Look on the Elections BC website under “Resources” for the latest Guides and Forms. You may need to recreate the card activity if you use a different document than is used in this lesson.]
- (5 minutes) Debrief the activity with the whole class. Answer vocabulary or concept questions as needed.

Elections BC – Provincial Candidate Forms - Nomination Booklet (320) p. 3-5 (15 minutes)

WRITING: Filling in a Form

- Give each student pages 3-5 of the *Elections BC – Provincial Candidate Forms - Nomination Booklet 320 (18/11)* and ask them to fill in the form as if they were registering as a candidate. To fill in question #3 on the application form, students will need to know the name of their electoral district. They would have found this information when they completed the Find Your MLA activity earlier in the lesson. [Note: For privacy reasons, you may want to discuss having students use fictitious personal information. If skill-building toward an assessment for Writing CLB: Getting Things Done has been covered in class, filling in this form could be used as the assessment task.]
- Collect forms from individuals. Check individual student responses, provide feedback and return forms at a later date. [Note: Elections BC occasionally updates documents. Look on the Elections BC website under “Resources” for the latest Guides and Forms.]

Follow up activity

Invite Your MLA to the Class

- The teacher could invite the local MLA to come to the class as a guest speaker and talk about their job. This could be done in person or by Skype (or other technology) if the MLA is available.

CLB 7/8

Parliamentary Democracy and the Role of MLAs Core Content Lesson Materials



Card Match: vocabulary words



parliamentary democracy

**Parliament or
Legislative Assembly**

**Member of the Legislative
Assembly
(MLA)**

**electoral district or
constituency**

legislation

caucus

legislator

Cabinet Minister

constituent

Cabinet

to scrutinize

to exercise oversight

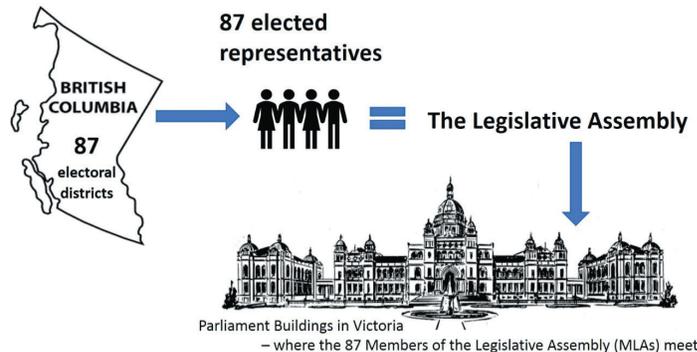
Card Match — Definitions



a system of government where people elect representatives to a Parliament to make laws (e.g. Canada or the UK)	All 87 MLAs, including the government, opposition and independent Members in BC
the person elected to represent you in the legislative assembly (parliament)	a geographic area where people elect a person to represent them in parliament
laws created by the Legislature	the group of MLAs that come from the same political party
a person who makes or reviews laws	an MLA who is responsible for a government department (also called a ministry)
a person who lives in a particular geographic area known as a constituency, electoral district or riding	the Premier and MLAs from the governing party who serve as Ministers of the Crown
to look at or examine something critically, investigating in detail	the act of overseeing or supervising something

Parliamentary Democracy

British Columbia is a *parliamentary democracy*. What does that mean? It means that in BC the people elect representatives to a *parliament* or *Legislative Assembly* commonly called the *House*. These representatives make laws and oversee government business. The elected representatives are called *Members of the Legislative Assembly* or *MLAs*.

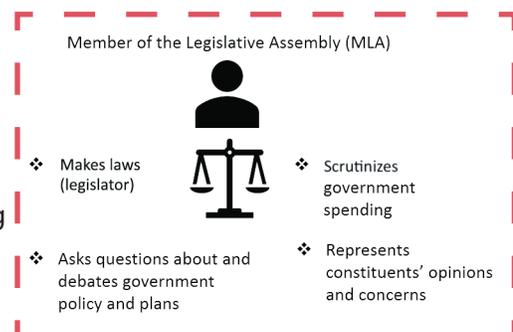


The province of British Columbia is currently divided into 87 geographical areas. Each area is called an *electoral district* or *constituency*. One MLA represents one *electoral district*. This means there are 87 *Members of the Legislative Assembly (MLAs)* in BC who have a seat in *The Legislative Assembly*. An *MLA* can belong to a *political party* (a group of people with the same ideas about how to run a country or province) or an *MLA* can be independent.

Elections are scheduled to happen every four years in BC. The *political party* with the largest number of *elected representatives* usually forms the government in BC. It is also possible to have a *minority government*. When fewer than 44 *candidates* from the same political party are elected (less than a majority of the seats in the *Legislative Assembly*), it is possible for different political parties to work together to support a *minority government*. In a *minority government* no political party has a majority of seats in the *Legislative Assembly*. This means political parties must work cooperatively or there could be another election.

MLAs have a challenging job. They must balance four different roles – *MLAs*:

- make laws (legislator);
- scrutinize government spending;
- exercise oversight by asking questions about and debating government policy and plans; and
- represent their *constituents'* opinions and concerns.

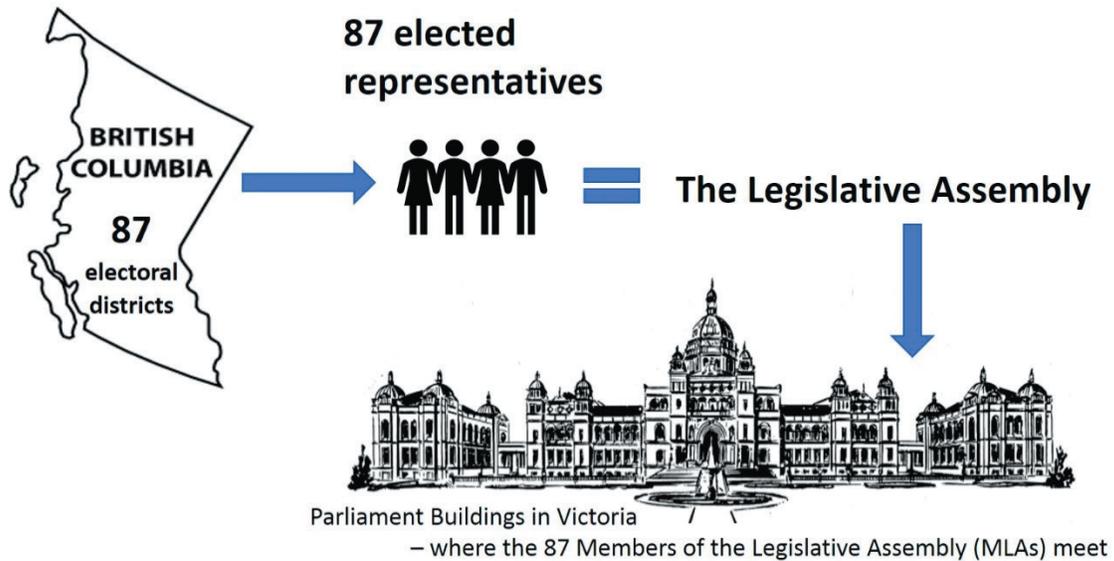


Some *MLAs* are also *Cabinet Ministers*. *Cabinet Ministers* are *MLAs* chosen by the Premier for appointment as Ministers of the Crown. They are responsible for the day-to-day activities of individual government ministries and for proposing new laws. The appointment of an *MLA* to Cabinet is based on their ability and expertise and may also be influenced by political considerations such as geographic base, gender and ethnicity. *Cabinet Ministers* are responsible to the *Legislative Assembly* which means that they are answerable to the *House* for their action and plans. This is known as "responsible government."

All *MLAs* divide their time between work in the *Legislative Assembly* and work in their *constituencies*.

Explaining Parliamentary Democracy

Using the graphic below, explain parliamentary democracy to your partner.



The Role of an MLA

Whether debating proposed legislation or spending in the Chamber, working on committees, or meeting with constituents, the work of a Member of the Legislative Assembly (MLA) is far-reaching and performed in many places. This is an overview of some of the important responsibilities of an MLA.

In the Chamber

Representing constituents: a Member raises constituents' perspectives and concerns during debates, presents petitions, and asks government to take action on particular issues affecting their riding or the province.

Making laws: when the House is sitting, a key role of a Member includes considering, debating, and voting on bills. Bills may be introduced either by a Cabinet Minister or a Private Member (a Member who is not in Cabinet).

Scrutinizing government spending: another major role of a Member is to scrutinize and approve proposed government spending and tax changes. Debate and voting on ministry spending estimates follows the presentation of the provincial budget.

Exercising oversight: a Member has several opportunities to exercise oversight by asking questions about government plans and policy, and by participating in debates.

Additional parliamentary roles: to ensure proceedings in the Chamber go smoothly, some Members perform specialized roles as presiding officers (Speaker, Deputy Speaker, Assistant Deputy Speaker, Deputy Chair of the Committee of the Whole), or as caucus officers (House Leaders, Whips).

In Committee

Parliamentary committees undertake inquiries on behalf of the Legislative Assembly. In recent years, Members serving on parliamentary committees have investigated a wide range of topics, including ride-hailing and local meat production. Committees often consult with the public, and sometimes travel to different parts of the province to hear from British Columbians.

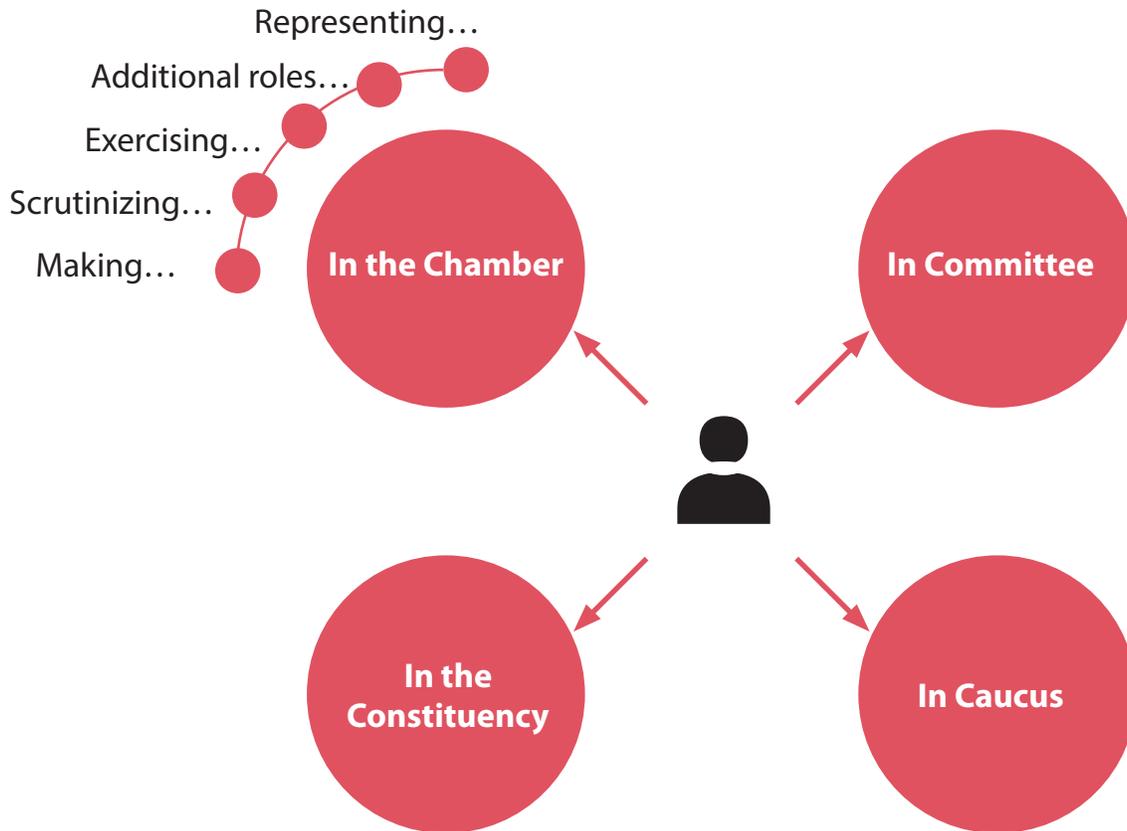
In Caucus

Members meet frequently with their colleagues from the same party. At these caucus meetings, Members may discuss policy development, propose House strategy, and develop caucus positions on subjects being debated in the House.

In the Constituency

Members regularly meet with constituents and attend community meetings and events. Constituency offices provide assistance to people who have questions or concerns about provincial government programs and policies.

The Role of the MLA



The Role of an MLA – Interview Questions

(Interview questions to be given to students who read *Explaining Parliamentary Democracy in BC*)

You and your partner have read different texts. Ask your partner the following questions about the text he/she read – *The Role of an MLA*.

1. What are four places an MLA may perform the duties of their job?
2. What four or five responsibilities does an MLA have in the Chamber (or House)?
3. Parliamentary committees undertake inquiries on behalf of the Legislative Assembly. Please give an example of something a parliamentary committee might investigate?
4. Who do committee members consult with?
5. Who attends a caucus meeting and what might be discussed?
6. What do MLAs do when they are not working in the House in Victoria?
7. What type of assistance can you get from a constituency office?

The Role of an MLA – Interview Questions ANSWER KEY

(Interview questions to be given to students who read *Explaining Parliamentary Democracy in BC*)

You and your partner have read different texts. Ask your partner the following questions about the text he/she read – *The Role of an MLA*.

1. What are four places an MLA may perform the duties of their job?
in the Chamber, in Committee, in Caucus, in the Constituency
2. What four or five responsibilities does an MLA have in the Chamber (or House)?
representing constituents, making laws, scrutinizing government spending, exercising oversight, and additional parliamentary roles
3. Parliamentary committees undertake inquiries on behalf of the Legislative Assembly. Please give an example of something a parliamentary committee might investigate?
ride-hailing; local meat production
4. Who do committee members consult with?
often consult with the public
5. Who attends a caucus meeting and what might be discussed?
members meet frequently with colleagues from the same party; discuss policy development, propose House strategy, and develop caucus positions on subjects being debated in the House
6. What do MLAs do when they are not working in the House in Victoria?
members meet regularly with constituents and attend community meetings and events
7. What type of assistance can you get from a constituency office?
provide assistance to people who have questions or concerns about provincial government programs or policies

Parliamentary Democracy in BC – Interview Questions

(Interview questions to be given to students who read *The Role of an MLA*)

You and your partner have read different texts. Ask your partner the following questions about the text he/she read – *Parliamentary Democracy in BC*.

1. British Columbia is a *parliamentary democracy*. What does that mean?
2. How many electoral districts are there in BC? What is another name for electoral district?
3. Does an MLA need to belong to a political party?
4. How often do elections happen in BC?
5. What happens if no political party gets a majority of the seats in the Legislative Assembly after an election?
6. What is challenging about an MLA's job?
7. What is a Cabinet Minister? What does a Cabinet Minister do?

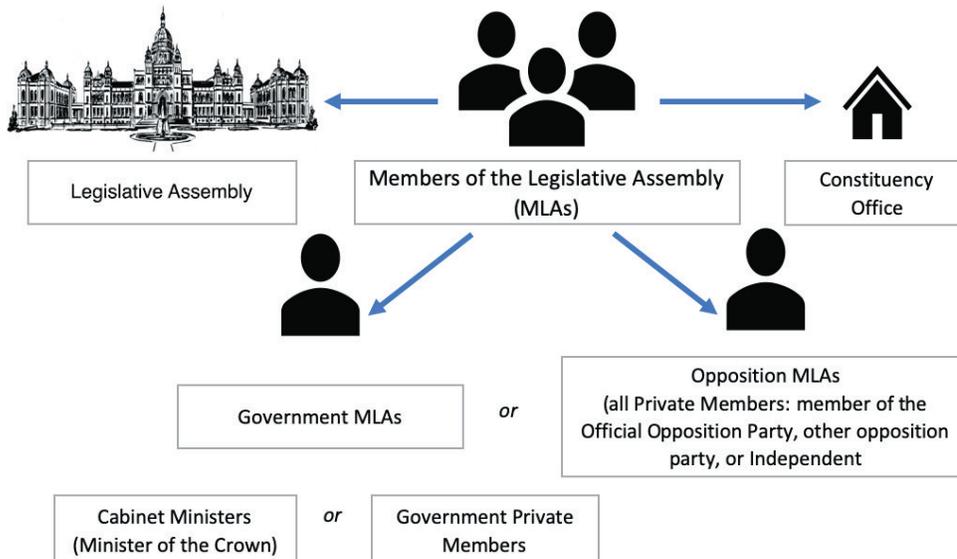
Parliamentary Democracy in BC – Interview Questions ^{ANSWER KEY}

(Interview questions to be given to students who read *The Role of an MLA*)

You and your partner have read different texts. Ask your partner the following questions about the text he/she read – *Parliamentary Democracy in BC*.

1. British Columbia is a *parliamentary democracy*. What does that mean?
in BC, the people elect representatives to the Legislative Assembly
2. How many electoral districts are there in BC? What is another name for electoral district?
87; constituency
3. Does an MLA need to belong to a political party?
no; can be an Independent
4. How often do elections happen in BC?
elections are scheduled to happen every four years in BC
5. What happens if no political party gets a majority of the seats in the Legislative Assembly after an election?
it is possible to form a minority government with the support of other political parties or Independents
6. What is challenging about an MLA's job?
must balance 4 key roles:
 - make laws (are legislators);
 - scrutinize government spending;
 - exercise oversight by asking questions about and debating government policy and plans; and
 - represent their constituents' opinions and concerns
7. What is a Cabinet Minister? What does a Cabinet Minister do?
an MLA chosen by Premier for appointment as Minister for the Crown; responsible for the day-to-day activities of an individual government ministry and for proposing new laws

How does government work in your native country?



Using the graphic above as an example, explain how government works in your native country.

1. How is the government chosen in your native country? Do you have elections? How often?
2. If you have elections, who can run as a candidate?
3. How is the government organized? (see graphic for ideas on how to explain this)
4. In your opinion, does the system of government in your native country work well? Why do you think so?
5. What would you like to know more about when it comes to parliamentary democracy and elections in British Columbia?

Nominees

The *Election Act* sets out qualifications for nomination. The *Election Act* and the *Constitution Act* specify who is disqualified from being a candidate in a provincial election.

Election Act
s. 52

Who can be nominated as a candidate

To qualify for nomination as a candidate in a provincial election, an individual must be:

- a Canadian citizen
- 18 years of age or older on General Voting Day for the election
- a resident of British Columbia for at least six months immediately before becoming a candidate
- not be disqualified by the *Election Act* or any other enactment from voting in an election or from being nominated for, being elected to or holding office as a Member of the Legislative Assembly, or be otherwise disqualified by law.

An individual is only entitled to be nominated as a candidate for one electoral district at a time. Candidates do not have to be resident in the electoral district in which they are seeking election.

A person who holds another elected office (e.g. municipal councillor, school trustee) may be nominated as a candidate in a provincial election, with the exception of Members of the House of Commons of Canada (MPs).

Constitution Act s.28 and 32

Who cannot be nominated as a candidate

Certain individuals are disqualified from being nominated as a candidate:

Election Act
s.255-258

- members of the House of Commons of Canada (MPs)
- Judges of the Court of Appeal or the Supreme Court of British Columbia
- individuals who have been disqualified from voting or holding office on conviction for vote buying, intimidation, corrupt voting, or subversion of an election by an official

B

GUIDE FOR CANDIDATES

The nomination process

How to become a candidate

An individual who meets all of the qualifications must file a complete nomination in order to become a candidate. This involves filing the required nomination documents, including the signatures of 75 nominators from the electoral district in which the individual is seeking election, and paying a \$250 nomination deposit. An individual does not become a candidate until a complete nomination has been made, accepted and a certificate of candidacy has been issued.

Certificates of candidacy cannot be issued until an election is called.

The certificate of candidacy includes the candidate's name, the date on which the certificate is issued and the candidate's identity number. This number must be included on all income tax receipts issued by the candidate. Candidates cannot issue income tax receipts until a certificate of candidacy has been issued. They may only issue tax receipts for contributions received in the period between when the certificate is issued and the writ is returned.

It should be noted that for the purposes of Parts 10 and 11 of the *Election Act* (Election Financing and Election Communications), a candidate is also defined as an individual who becomes a candidate or who was a candidate.

All nominations must be made using the nomination documents provided by Elections BC [*Election Act*, s. 54]. Nomination kits contain all the documents a nominee will require.

It is important to note that selection or endorsement by a political party or constituency association does not make an individual a candidate in an election. In order to be a candidate in an election, an individual must complete the nomination process as outlined in the *Election Act*, and be issued a certificate of candidacy.



GUIDE FOR CANDIDATES

Nominators

Nominators must be individuals who are resident in the electoral district for which the candidate is seeking election. A nominator does not have to be a registered voter, but must meet the qualifications to be a voter. The residential addresses of nominators will be checked when the nomination is filed. Mailing addresses, such as post office boxes or business addresses, are not acceptable on nomination documents where residential addresses are specifically called for.

A nomination requires the names and residential addresses of at least 75 nominators and a signed declaration of each nominator that she or he is qualified as a voter for the electoral district. It is the obligation of the nominee to ensure that a sufficient number of qualified voters sign the nomination papers. A voter may only nominate one candidate in an election.

If one or more of the nominators are not qualified to sign the nomination, the nomination is valid as long as it is made by at least the minimum number of qualified nominators [*Election Act*, s. 53(3)]. Nominees are encouraged to obtain the signatures of more than 75 nominators to protect the validity of the nominations in the event that some of the nominators are not qualified.

Nomination kits

Nomination kits are available from Elections BC and Service BC Agents at any time, including before a writ is issued. Nomination kits are available from local District Electoral Officers as soon as their offices are established during an election.

Nomination kits contain all necessary documents and information for making a nomination. Each kit contains:

- Nomination Booklet (320)
Includes Privacy Policy Template for Candidates (00154)
- Auditor Appointment form (321)
- Financial Agent Appointment form (325)
- Deputy Financial Agent Appointment form (326)
- Official Agent Appointment form (327)
- Guide for Financial Agents (455)
- Guide for Candidates (856)
- Guide to the *Election Act* (855)
- Statement of Disclosure form (as required by the *Financial Disclosure Act*)
- *Financial Disclosure Act* Fact Sheet
- Privacy Policy Acceptance Criteria (00158)

D

GUIDE FOR CANDIDATES

Nomination documents

Nomination documents contain step-by-step instructions for completion. They should be completed in ink or using the online fillable forms, and checked carefully prior to filing. Incomplete forms will not be accepted. Nomination documents are available for public inspection. **Do not** add extra information to the documents that is not required (e.g. email addresses or extra information for nominees).

Mailing addresses, such as post office boxes or business addresses, are not acceptable on documents where residential addresses are specifically called for.

Elections BC does not administer the *Financial Disclosure Act*, and cannot provide advice or assistance to prospective candidates regarding completion of the Statement of Disclosure form. Individuals requiring advice or assistance in this regard should consult with their political party or seek legal counsel.

Nomination deposits

A nomination must be accompanied by a deposit of \$250. Only cash, certified cheques, travellers cheques, bank drafts or money orders are accepted. Certified cheques, money orders, bank drafts or travellers cheques must be made payable to the Minister of Finance.

The nomination deposit will be returned to the financial agent of any candidate who receives at least 15 percent of the total votes accepted and counted in the election.

If a candidate dies before the close of general voting for the election, the deposit is returned to the candidate's financial agent or another person determined by the Chief Electoral Officer.

If an electoral district is disestablished before an election is held, the deposit is returned to the financial agent.

In all other cases, the deposit is forfeited. For example, if a nominee does not complete a standing nomination or formally withdraws from the election, the deposit is forfeited.

Elections BC – Guide for Candidates (pages 3-6)

Comprehension Questions

Work together in a group of four people. Be sure each person in your group has read different pages from the *Elections BC Guide for Candidates - Document 856 (16/10)* - pages 3, 4, 5, 6. Work together to answer the following questions in point form.

Nominees (A)

- To qualify for nomination as a candidate in a provincial election, an individual must be:
 - _____
 - _____
 - _____
 - _____
- Can an individual be nominated as a candidate for more than one electoral district at a time?
- Does a candidate need to be a resident in the electoral district in which they are seeking election?
- Who cannot be nominated as a candidate?

The Nomination Process (B)

- An individual who meets all the qualifications listed above must file a complete nomination in order to become a candidate. What does this involve?
- When does an individual become a candidate?
- What does the certificate of candidacy include?
- Why is the candidate's identity number important?
- Does selection or endorsement by a political party or constituency association make an individual a candidate in an election? Why or Why not?

Nominators and Nomination Kits (C)

1. Who can be a nominator?
2. What will be checked when the nomination is filed?
3. What does a nomination require?
4. Why are nominees encouraged to obtain the signatures of more than 75 nominators?
5. Where are nomination kits available?

Nomination Documents and Nomination Deposits (D)

1. How should nomination documents be completed?
2. Who can see completed nomination documents?
3. Is it acceptable to use a post office box or business address on nomination documents?
4. What is it that Elections BC cannot do?
5. How must the nomination deposit of \$250 be paid? When will the deposit be returned?

Elections BC – Guide for Candidates (pages 3-6) ANSWER KEY

Comprehension Questions

Work together in a group of four people. Be sure each person in your group has read different pages from the *Elections BC Guide for Candidates - Document 856 (16/10)* - pages 3, 4, 5, 6. Work together to answer the following questions in point form.

Nominees (A)

- To qualify for nomination as a candidate in a provincial election, an individual must be:
 - a Canadian Citizen
 - 18 years of age or older on General Voting Day for the election
 - a resident of BC for at least 6 months immediately before becoming a candidate
 - not be disqualified by the Election Act or otherwise disqualified by law
- Can an individual be nominated as a candidate for more than one electoral district at a time? No
- Does a candidate need to be a resident in the electoral district in which they are seeking election? No
- Who cannot be nominated as a candidate? Members of the House of Commons of Canada (MP); Judges of the Court of Appeal or the Supreme Court of BC; individuals who have been disqualified from voting or holding office

The Nomination Process (B)

- An individual who meets all the qualifications listed above must file a complete nomination in order to become a candidate. What does this involve? filing required documentation, including signatures of 75 nominators; paying \$250 deposit
- When does an individual become a candidate? when complete nomination has been made, accepted and a certificate of candidacy has been issued
- What does the certificate of candidacy include? the candidate's name, the date certificate was issued, and candidate's identity number
- Why is the candidate's identity number important? must be included on all income tax receipts issued by candidate
- Does selection or endorsement by a political party or constituency association make an individual a candidate in an election? Why or Why not? No. Candidate must complete nomination process and be issued certificate of candidacy.

Nominators and Nomination Kits (C)

1. Who can be a nominator? individual who is resident in the electoral district where candidate is seeking election; does not need to be registered voter but must meet requirements of registered voter
2. What will be checked when the nomination is filed? residential addresses of nominators
3. What does a nomination require? the names and residential addresses of at least 75 nominators, signed declaration of each nominator that he/she is qualified voter for the electoral district
4. Why are nominees encouraged to obtain the signatures of more than 75 nominators? in case some of the nominators are not qualified
5. Where are nomination kits available? from Elections BC and Service BC Agents (also available from local District Electoral Officers as soon as offices are established during an election)

Nomination Documents and Nomination Deposits (D)

1. How should nomination documents be completed? in ink or using the online fillable forms, and checked carefully prior to filing
2. Who can see completed nomination documents? nomination documents are available for public inspection
3. Is it acceptable to use a post office box or business address on nomination documents? No
4. What is it that Elections BC cannot do? cannot provide advice or assistance to prospective candidates regarding completion of the Statement of Disclosure form
5. How must the nomination deposit of \$250 be paid? When will the deposit be returned? paid by cash, certified cheque, travellers cheques, bank drafts or money orders; deposit returned to financial agent of a candidate if candidate receives at least 15% of total votes accepted and counted in an election or if a candidate dies before close of general voting for the election

Become a Provincial Candidate

Provincial Candidate Nomination Application Instructions – Document 320 (18/11)



<p>1 What is your full (legal) name?</p>	<p>Prefixes such as Mr., Ms., Dr., etc., and suffixes such as titles, degrees, etc., cannot be included as part of your name.</p>
<p>2 What name do you want on the ballot?</p>	<p>Ballot name CAN include nicknames and / or abbreviations, e.g. if Allan William Peter Smith usually goes by Bill Smith, this name may be used on the ballot. Ballot name CANNOT include any indication that a candidate is holding or has ever held an elected office, a candidate's occupation, or an indication of a title, honour, degree or other decoration received or held by the candidate. For example, if the candidate is a doctor, "Doc" cannot be used on the ballot.</p>
<p>3 Where are you seeking election?</p>	<p>You do not have to be a resident of the electoral district where you are seeking election.</p>

4 Where do you live?

Your residential address.

If you are acting as your own financial agent (as indicated in Part A on form 325 – Appointment of Financial Agent) and wish to keep your residential address private, you must provide an address available to the public in section 6 below.

5 How can we contact you?

You must provide at least one phone number. This phone number must be valid both during and after the election. If you are acting as your own Financial Agent you must provide a phone number that will be made available to the public.

To ensure we can effectively contact you we ask you to provide an email address.

6 What is your postal address?

Your postal address can be your residential address, or you may provide a different address where you receive mail. This address must be valid both during and after the election.

Documents delivered to your postal address are legally considered delivered or personally served to you [Election Act s. 54(3)(1) and 68].

If you are acting as your own financial agent your postal address and phone number will be published on Elections BC's website and in Elections BC advertising.

7 What is your political affiliation?

If you represent a registered political party, print the party name. In order to have party affiliation noted on the ballot, the party must file an endorsement with the Chief Electoral Officer or the District Electoral Officer. The party name will appear on the ballot as indicated on the political party's registration.
 OR
 If you are independent, check the box and complete the signed declaration. Individuals who represent unregistered political parties may not appear as INDEPENDENT on the ballot. In order to have INDEPENDENT on the ballot you must complete a signed statement as to your independent status. If you are unaffiliated or represent an unregistered political party leave this section blank.

8 Do you want access to the Voters List and Street Index?

Read this section carefully. If you request access to the Voters List and Street Index you may use the Privacy Policy Template for Candidates (00154) included or develop and submit your own privacy policy that meets the Privacy Policy Acceptance Criteria (00158) available on the Elections BC website.

9 Your signature

You must make a signed declaration that you:

1. meet all of the qualifications for nomination as a candidate (see Provincial Candidate Nomination Application Instruction Sheet for complete listing of qualifications);
2. consent your nomination; and,
3. will accept documents delivered to or served on you at your identified postal address and that you can be contacted at your primary telephone number.

WARNING: Signing a false statement is a serious offence and is subject to significant penalties

Form-filling activity


ELECTIONS BC

A non-partisan Office of the Legislature

Your full nomination, including the information below is available to the public. You can keep some of your information private by checking the appropriate box.

**PROVINCIAL CANDIDATE
NOMINATION APPLICATION**
320
(18/11)

PLEASE PRINT IN BLOCK LETTERS OR TYPE

What is your full (legal) name?	1	<table border="1"> <tr> <td data-bbox="630 573 987 630">LAST NAME</td> <td data-bbox="987 573 1354 630">FIRST NAME</td> </tr> <tr> <td colspan="2" data-bbox="630 630 1354 686">MIDDLE NAME(S)</td> </tr> </table>	LAST NAME	FIRST NAME	MIDDLE NAME(S)	
LAST NAME	FIRST NAME					
MIDDLE NAME(S)						
What name do you want on the ballot?	2	<p>Ballot name CAN include nicknames and / or abbreviations. e.g. if Alan William Peter Smith usually goes by Bill Smith, this name may be used on the ballot.</p> <p>Ballot name CANNOT include any indication that a candidate is holding or has held an elected office, a candidate's occupation, or an indication of a title, honour, degree or other decoration received or held by the candidate.</p> <table border="1"> <tr> <td colspan="2" data-bbox="630 877 1354 934">BALLOT NAME</td> </tr> </table> <p>I declare that the above name to be used on the ballot is my usual name</p> <table border="1"> <tr> <td data-bbox="630 987 1174 1043">SIGNATURE OF NOMINEE x</td> <td data-bbox="1174 987 1354 1043">DATE</td> </tr> </table>	BALLOT NAME		SIGNATURE OF NOMINEE x	DATE
BALLOT NAME						
SIGNATURE OF NOMINEE x	DATE					
Where are you seeking election?	3	<p>You do not need to live in the electoral district.</p> <table border="1"> <tr> <td data-bbox="630 1108 1354 1165">NAME OF ELECTORAL DISTRICT</td> </tr> </table>	NAME OF ELECTORAL DISTRICT			
NAME OF ELECTORAL DISTRICT						
Where do you live?	4	<p>If you are acting as your own financial agent (as indicated in Part A on form 325 – Appointment of Financial Agent) and wish to keep your residential address private, you must provide an address available to the public in section 6.</p> <table border="1"> <tr> <td colspan="2" data-bbox="630 1266 1354 1323">ADDRESS</td> </tr> <tr> <td data-bbox="630 1323 1174 1379">CITY/TOWN</td> <td data-bbox="1174 1323 1354 1379">POSTAL CODE</td> </tr> </table> <p><input type="checkbox"/> Keep my residential address private (optional).</p>	ADDRESS		CITY/TOWN	POSTAL CODE
ADDRESS						
CITY/TOWN	POSTAL CODE					
How can we contact you?	5	<p>You must provide at least one phone number. This phone number must be valid both during and after the election. If you are acting as your own financial agent you must provide a phone number that will be made available to the public.</p> <table border="1"> <tr> <td data-bbox="630 1539 1354 1596">PRIMARY PHONE NUMBER (REQUIRED)</td> </tr> <tr> <td data-bbox="630 1596 1354 1652">SECONDARY PHONE NUMBER (OPTIONAL)</td> </tr> <tr> <td data-bbox="630 1652 1354 1709">EMAIL</td> </tr> </table> <p><input type="checkbox"/> Keep my primary phone number private OR <input type="checkbox"/> Keep my secondary phone number private</p>	PRIMARY PHONE NUMBER (REQUIRED)	SECONDARY PHONE NUMBER (OPTIONAL)	EMAIL	
PRIMARY PHONE NUMBER (REQUIRED)						
SECONDARY PHONE NUMBER (OPTIONAL)						
EMAIL						



**PROVINCIAL CANDIDATE
NOMINATION APPLICATION**

320
(18/11)

PLEASE PRINT IN BLOCK LETTERS OR TYPE

<p>What is your postal address?</p>	<p>6</p> <p>Documents delivered to your postal address are legally considered delivered or personally served to you [<i>Election Act</i> s. 54(3)(1) and 68].</p> <p>If you are acting as your own financial agent your postal address and phone number will be published on Elections BC's website and in Elections BC public advertising.</p> <p><input type="checkbox"/> Use my residential address</p> <p>OR</p> <p><input type="checkbox"/> Use a different address (below)</p> <table border="1" style="width: 100%;"> <tr> <td colspan="2">ADDRESS</td> </tr> <tr> <td>CITY/TOWN</td> <td>POSTAL CODE</td> </tr> </table>	ADDRESS		CITY/TOWN	POSTAL CODE
ADDRESS					
CITY/TOWN	POSTAL CODE				
<p>What is your political affiliation?</p>	<p>7</p> <p>If you represent a registered political party, print the party name. The party name will appear on the ballot as indicated on the political party's registration form.</p> <p>If you are independent, check the box and complete the signed declaration.</p> <p>Individuals who represent unregistered political parties may not appear as INDEPENDENT on the ballot.</p> <p>If you are unaffiliated or represent an unregistered political party leave this section blank.</p> <table border="1" style="width: 100%;"> <tr> <td>NAME OF REGISTERED POLITICAL PARTY</td> </tr> </table> <p>OR</p> <p><input type="checkbox"/> I am an independent (must sign below)</p> <p>I declare that I am independent and not a representative of a political party</p> <table border="1" style="width: 100%;"> <tr> <td>SIGN HERE IF YOU ARE INDEPENDENT x</td> <td>DATE</td> </tr> </table>	NAME OF REGISTERED POLITICAL PARTY	SIGN HERE IF YOU ARE INDEPENDENT x	DATE	
NAME OF REGISTERED POLITICAL PARTY					
SIGN HERE IF YOU ARE INDEPENDENT x	DATE				



PROVINCIAL CANDIDATE NOMINATION APPLICATION

320
(18/11)

PLEASE PRINT IN BLOCK LETTERS OR TYPE

<p>Do you want access to the Voters List and Street Index?</p>	<p>8</p>	<p>On becoming a candidate you will be entitled to a voters list containing the name, residential address, voting area and voter number of each voter in your electoral district. You will also have the option of accessing a list with information on whether each voter voted in their most recent provincial voting opportunity (general election or by-election). During voting in the next election you can access information on which voters have voted at advance and general voting.</p> <p>As a candidate you must ensure that you and your campaign team take all necessary steps to protect this personal information, using it only for the purposes of this election. Section 275 of the <i>Election Act</i> requires that each candidate file with the Chief Electoral Officer (CEO) a privacy policy acceptable to the CEO, prior to receiving any personal information of voters including a voters list and voter turnout information during advance and general voting. Campaign workers must also read and abide by this policy before accessing personal information. You may use the Privacy Policy Template for Candidates (00154) included in this booklet or develop and submit your own privacy policy that meets the Privacy Policy Acceptance Criteria (00158) available on the Elections BC website.</p> <p><input type="checkbox"/> I request a voters list</p> <p>If you request a voters list, check a box below to indicate how you satisfy the requirements for a privacy policy.</p> <p><input type="checkbox"/> I have signed the privacy policy included in this booklet (see pages 7-10)</p> <p>OR</p> <p><input type="checkbox"/> I have signed my own privacy policy, which I have attached to this filing. I understand that I will not gain access to voter information until this policy has been approved by the Chief Electoral Officer.</p> <p>A street index indicates the voting area for every range of addresses in the electoral district. I understand that the street index contains proprietary information supplied by parties external to Elections BC and that the information is supplied exclusively for electoral purposes as defined by the <i>Election Act</i>. I understand and accept that the information may not be used, copied or distributed by or for any person, in any form whatever, except in relation to electoral purposes. When no longer required, the street index will be confidentially destroyed.</p> <table border="1" data-bbox="630 1432 1349 1488"> <tr> <td>SIGNATURE X</td> <td>DATE</td> </tr> </table>	SIGNATURE X	DATE
SIGNATURE X	DATE			
<p>Your Signature</p>	<p>9</p>	<p>I, the undersigned, declare that:</p> <ul style="list-style-type: none"> • I am qualified for nomination as a candidate for election as a Member of the Legislative Assembly of British Columbia; • I consent to my nomination as candidate and that all information contained within this application is, to the best of my knowledge and belief, true and correct; and • I will accept documents delivered or served to my postal address and can be contacted at my primary telephone number provided within this application. <table border="1" data-bbox="630 1724 1349 1780"> <tr> <td>SIGNATURE X</td> <td>DATE</td> </tr> </table>	SIGNATURE X	DATE
SIGNATURE X	DATE			