

Classroom Activity Template

Title: DeMOIcracy for YOUth

Audience:

- Students K-12, however geared towards grades 3, 4, 5, 6, 11, & 12.

Overview:

We have designed a visual leaning tool provocation to enhance a student's understanding of parliamentary democracy in British Columbia. Within the provocation, we have included themes that, at present, encapsulate our current vision of democracy and the core items that students and teachers may need to visualize the interconnected nature of parliamentary democracy in British Columbia.

The hope is that it stands as a stepping stone to the multitude of learning opportunities that are embedded within the provocation and can be used by anyone. There are a variety of central themes that have been included in the provocation, however, these themes are by no means an exhaustive list. It is likely that teachers will use this provocation to experiment with our themes and then develop their own activities, or their own interpretations. By extension, their students may also do this as well.

Objectives:

Provide a visual learning tool provocation that allows teachers to access:

- The social studies curriculum big ideas, curricular competencies, and content at various levels.
- The three core competencies.
- The First Peoples Principles of Learning.

Activities and Method:

1. Access the learning tool provocation from the website either digitally or in print.
2. Ask students to describe what they can see in the visual and what they feel it represents.
3. Ask students to interpret the themes that are represented and why they think that they are there.

4. Ask students to discuss if there are other themes that are needed, but not included.
5. Ask students to determine in what ways this provocation acknowledges the First Peoples Principles of Learning.

Preparation (by teacher and by students)

- Find or print the learning tool provocation.
- Access supplementary materials from the Legislative Assembly of BC website (www.leg.bc.ca) to support the conversations that will develop and adjust to your level. And specifically, you may wish to have students look up the Standing Orders (section 19 and 20 – disorderly conduct) to know how events would be handled in the House at <https://www.leg.bc.ca/content-parliamentary-business/Pages/Standing-Orders.aspx>.

Suggested Duration of activity

- Grades K-3 20 - 30 minutes
- Grades 4-7 30 - 60 minutes
- Grades 8-12 60 - 75 minutes

Suggested Learning Outcomes:

Core Competencies

- *Discussion dependent*

Social Studies Curricular Competencies

- *Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.*
- *Develop a plan of action to address a selected problem or issue.*
- *Construct arguments defending the significance of individuals/groups, places, events, or developments (significance).*
- *Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence).*
- *Sequence objects, images, or events, and recognize the positive and negative aspects of continuities and changes in the past and present (continuity and change).*
- *Differentiate between intended and unintended consequences of events, decisions, or developments, and speculate about alternative outcomes (cause and consequence).*

- *Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective).*
- *Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place and assess appropriate ways to respond (ethical judgment).*

Grade 3 Social Studies Content

- *governance and social organization in local and global Indigenous societies.*

Grade 4 Social Studies Content

- *economic and political factors that influenced the colonization of British Columbia and its entry into Confederation.*

Grade 5 Social Studies Content

- *the development and evolution of Canadian identity over time.*
- *the changing nature of Canadian immigration over time.*
- *past discriminatory government policies and actions, such as the Chinese Head Tax, the Komagata Maru incident, residential schools, and internments.*
- *human rights and responses to discrimination in Canadian society.*
- *levels of government (First Peoples, federal, provincial, and municipal), their main functions, and sources of funding.*
- *participation and representation in Canada's system of government.*
- *resources and economic development in different regions of Canada.*
- *First Peoples land ownership and use.*

Grade 6 Social Studies Content

- *the urbanization and migration of people.*
- *global poverty and inequality issues, including class structure and gender.*
- *roles of individuals, governmental organizations, and NGOs, including groups representing Indigenous peoples.*
- *different systems of government.*
- *economic policies and resource management, including effects on Indigenous peoples.*
- *globalization and economic interdependence.*
- *international co-operation and responses to global issues.*

- *regional and international conflict · media technologies and coverage of current events.*

Grade 11 Social Studies Content

- *current issues in local, regional, national, or global politics as represented in mass media (adapted from Political Studies 12).*
- *systems of power and governance in global cultures (adapted from Comparative Cultures 12).*
- *rights of individuals in Canada (adapted from Law Studies 12).*
- *global issues in urbanization (adapted from Urban Studies 12).*

Grade 12 Social Studies Content

- *structure and function of Canadian and First Peoples political institutions.*
- *major ideologies and political systems.*
- *election processes and electoral systems.*
- *methods used by media, governments, or political groups to influence public opinion.*
- *political power in democratic and non-democratic societies.*
- *current and future public policy.*
- *scope and characteristics of the international system.*
- *issues in local, regional, national, and international politics.*
- *definitions, frameworks, and interpretations of social justice.*
- *self-identity and an individual's relationship to others.*
- *social justice issues.*
- *social injustices in Canada and the world affecting individuals, groups, and society.*
- *governmental and non-governmental organizations in issues of social justice and injustice.*
- *processes, methods, and approaches individuals, groups, and institutions use to promote social justice.*
- *the Constitution of Canada and the Canadian Charter of Rights and Freedoms structures and powers of the federal and provincial courts and administrative tribunals.*
- *key areas of law such as criminal law, civil law, and family, children's, and youth law.*
- *Canadian legislation concerning First Peoples.*
- *indigenous legal orders and traditional laws in Canada and other global jurisdictions.*
- *Canada's correctional system and principles of rehabilitation, punishment, and restoration.*
- *structures and roles of global dispute resolution agencies and courts.*

Materials & Resources:

- Visual learning tool provocation; artwork DeMOIcracy for YOUth
- Resources from the Legislative Assembly of BC website (www.leg.bc.ca).

Evaluation of activity:

- Formative assessment of student knowledge at teacher's discretion, such as Think-Pair-Share, entry/exit slips, reflection journal.

Submitted By:

Suzie Barrio, Beaverly Elementary School, School District #57 (Prince George)
Marie-Hélène Gauthier, Mission Elementary School, School District #75 (Mission)
Madelaine Pepenel, École Victor Brodeur, Conseil Scolaire Francophone de la Colombie
Britannique
Keri Russell, Twin Rivers Elementary School, School District #20 (Kootenay Columbia)
Bethany Wiens, Centre Mountain Lellum, School District #62 (Sooke)

NOTE: *The ideas and opinions expressed in this classroom activity belong to their authors and do not necessarily reflect those of the Legislative Assembly of British Columbia. The Parliamentary Education Office only edits for clarity.*

Background Information

Mace: This ceremonial staff called a mace was once used as a club by knights in battle! Today, it represents the power and authority of the Legislative Assembly to make laws. The mace is the symbol of the Speaker's authority.

Sergeant-at-Arms: The Sergeant-at-Arms is a permanent officer of the Legislative Assembly who supports the Speaker of the House. The Sergeant-at-Arms is also responsible for the care and custody of the mace, carrying the **mace** and walking at the head of the procession that escorts the Speaker, followed by the **Clerks**, into and out of the Chamber at the opening and closing of the each sitting. This person is also responsible for the security of the BC Parliament Buildings and surrounding buildings.

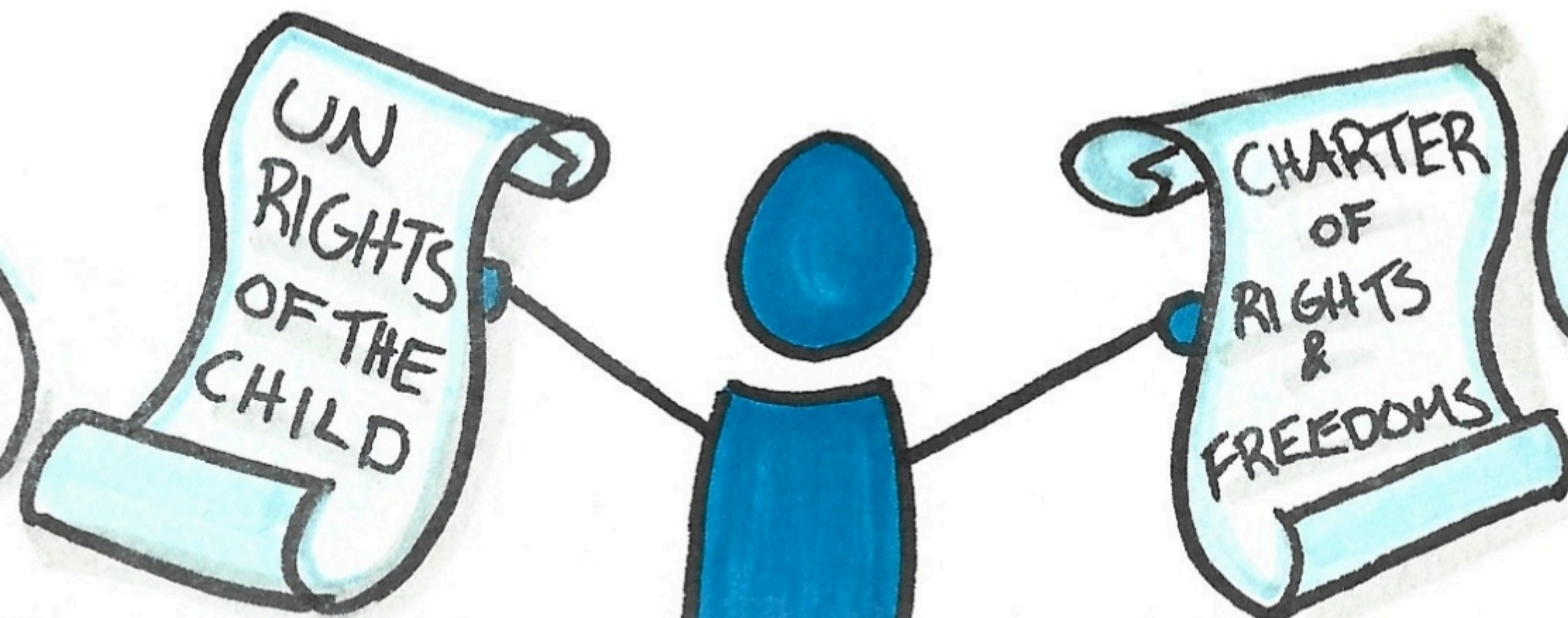
Standing Orders: Permanent written rules adopted by the Legislative Assembly to govern its proceedings and the proceedings of Committees. They may only be altered or repealed by a decision of the House.

<p>Speaker of the House</p> <p>You will limit the time that a Member can speak. When the Members talk at once or interrupt someone's turn to speak, you are to call, "Members, please!"</p>	<p>Speaker Situation Card</p> <p>At one point, a Minister is yelling at another Member and when you call, "Order!" he does not stop. When you ask for an apology, he refuses. You call on the Sergeant-At-Arms to remove the Minister from the Chamber.</p>	<p>Premier</p> <p>You present a Bill to the House for the First Reading. Before you ask for the First Reading you say a few sentences about why it is a good Bill and explain its purpose.</p>
<p>Opposition Leader</p> <p>During Question Period, you accuse the Minister of Finance of spending taxpayers' money on decorating his/her office in wild safari décor. The spending had not been approved in the budget. You ask for an explanation.</p>	<p>Sergeant-At-Arms</p> <p>Your job is to keep order in the house. When the Speaker instructs you to remove someone who is unruly, you need to get your security staff to assist in escorting the Member of the chamber. Do this with a little fuss as possible.</p>	<p>Member</p> <p>You are going to present a Petition to the Legislative Assembly on behalf of many constituents. The petition is requesting government action and support. Present this petition with enthusiasm and support.</p>
<p>Finance Minister</p> <p>During Question Period, you have been accused of something you have not done. You are upset. You raise your voice and start yelling at the Opposition Leader. The Speaker of the House asks you to come to order and sit down but this angers you more. You become very loud and finally throw your pencil and paper on the floor. You are asked to apologize for your behaviour, but you refuse.</p>	<p>Clerk of the House</p> <p>You sit at the Clerks' Table in front of the Speaker. You are listening to everything. When the Minister of Finance becomes angry and out of control, you provide advice to the Speaker to either request a formal apology to the House or be removed from the Chamber by the SAA.</p>	<p>Media 1 & 2</p> <p>These journalists are here to report on the work of the Legislature. They sit in the Press Gallery observing and writing notes of the House debate and activities of the day. Their body language may indicate their camaraderie amongst the Press Gallery and potential thoughts about the actions of the MLAs.</p>

Optional cards which could be added: Pages, various Ministers (Finance, Health, etc.), Gallery visitor.

DE MOI CRACY FOR YOUTH

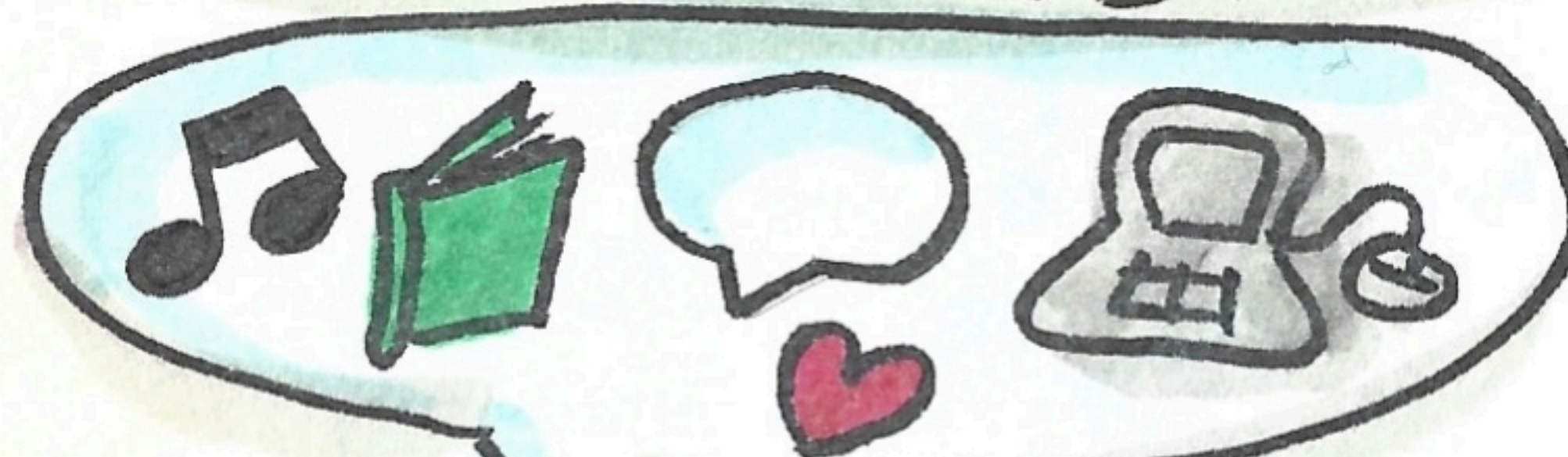
FOLLOW LOCAL & GLOBAL EVENTS



INVEST IN YOUR COMMUNITY



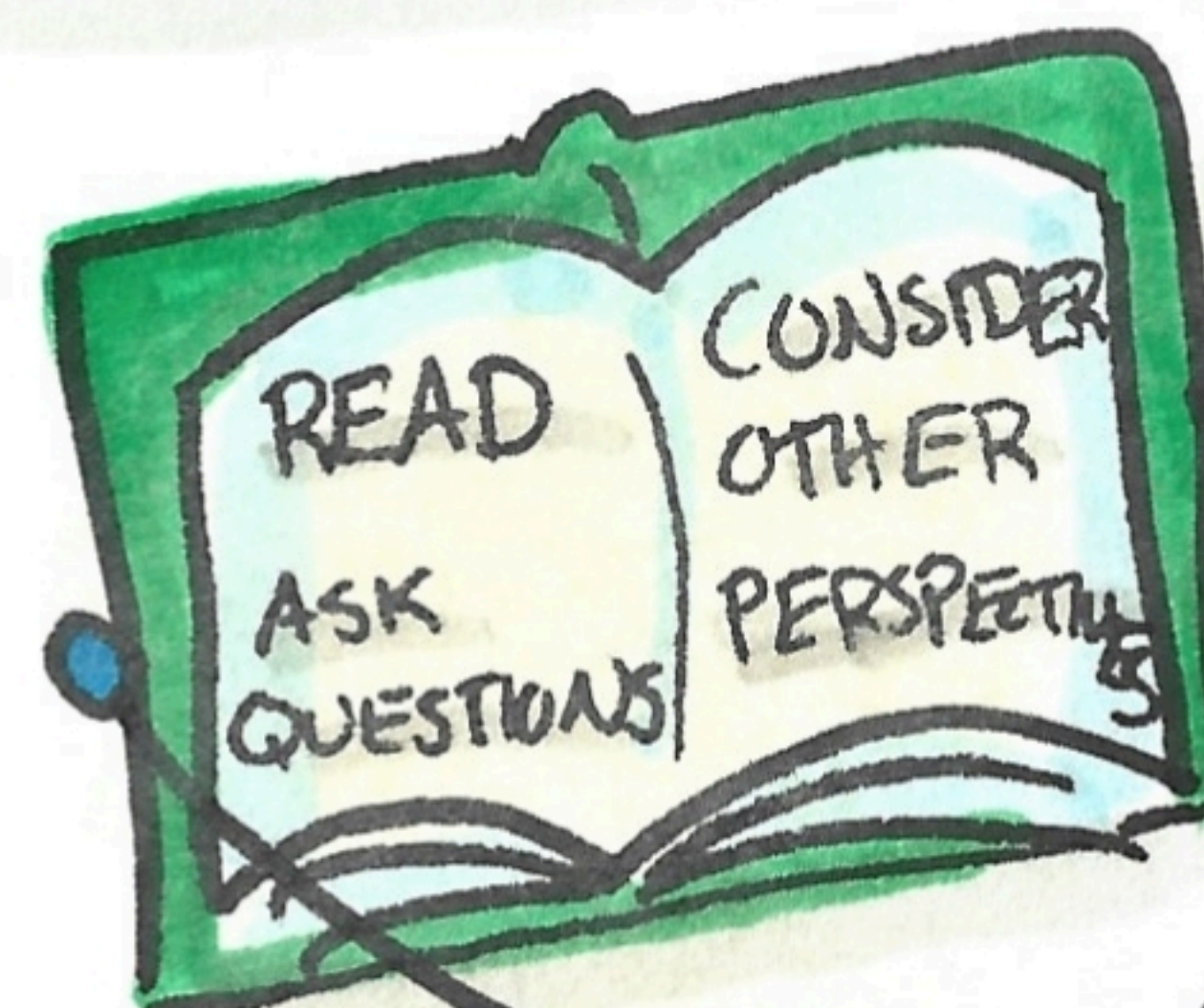
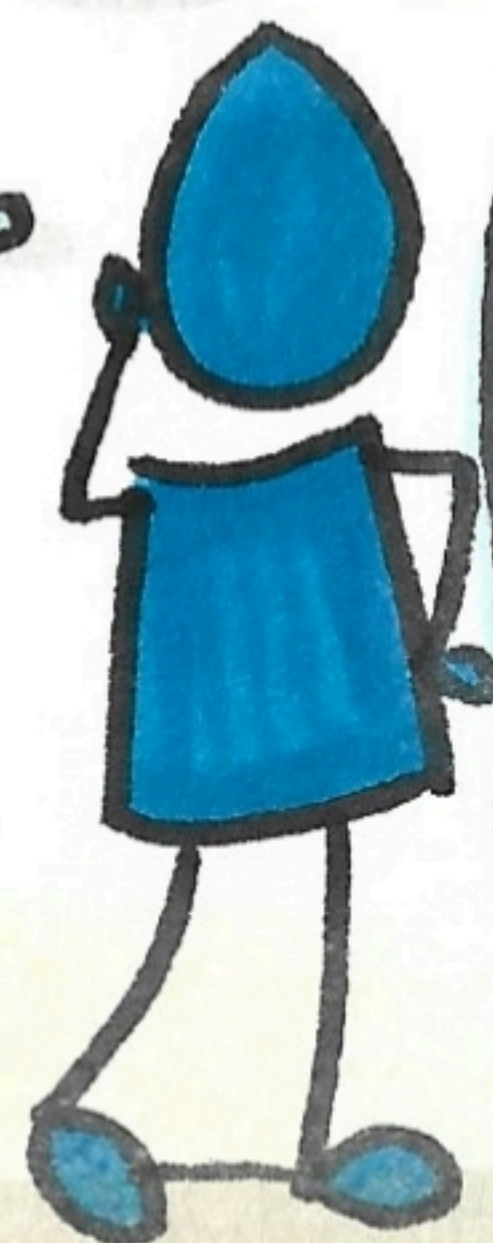
KNOW YOUR RIGHTS & RESPONSIBILITIES



THINK CRITICALLY



KNOW YOUR HISTORY



DEMOCRACY REQUIRES ACTIVE PARTICIPATION