



<p>Learning Activity: Face of the Mace 2022</p> <p>Look closely at an actively used symbol in Parliamentary Democracy. How could we design it differently to reflect the diversity of British Columbians?</p>	<p>Grade level: K- 7</p> <p>Big Idea: Governance and Canadian Identity</p>
<p>Provide a short description of the activity you want learners to engage in:</p> <p>Design a new BC Mace using materials from the classroom, the land and/or recyclables and/or Design a classroom Mace using materials and symbols that are important to the class and use it as a classroom management strategy and/or Design a school wide Mace that may be used for school wide assemblies</p>	
<p>Curricular Competencies: K-7</p> <ul style="list-style-type: none">• <i>Use Social Studies inquiry processes and skills to — ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</i> <p>Primary</p> <ul style="list-style-type: none">• <i>Make value judgments about events, decisions, or actions, and suggest lessons that can be learned (ethical judgment)</i> <p>Intermediate</p> <ul style="list-style-type: none">• <i>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)</i> <p>Core Competencies:</p> <ul style="list-style-type: none">• <i>Questioning and investigating: Connections can be made with student’s pre-existing knowledge of government, sense of place, Canadian identity, and symbolism.</i> <p>First Peoples Principles of Learning:</p> <ul style="list-style-type: none">• <i>Learning embedded in memory, history, and story</i>• <i>Learning requires exploration of one’s identity</i>	
<p>Overview of the learning opportunity:</p> <ul style="list-style-type: none">• Show students a picture or video of the BC Mace. Ask students: What do you see? What do you notice? What do you wonder?• Lead a discussion about the different elements of the BC Mace, and their meaning and history.• Sort the symbols into 2 categories: keep and toss. Students must explain why they wish to place a symbol in each of the categories. Create a 3rd category called ‘Add’ and encourage a discussion about a contemporary designing of the Mace. What would they add? Whose voices are missing? Why? What symbols represent the communities of BC? Why? Choose one of the following learning activities listed for students to create independently or in small groups. <ol style="list-style-type: none">1. Design a new BC Mace using materials from the classroom, the land and/or recyclables2. Design a classroom Mace using materials and symbols that are important to the class and use it as a classroom management strategy3. Design a school wide Mace that may be used for school wide assemblies	

<p>Suggestions for challenge-based or inquiry and cross-curricular integration and possible adaptations</p> <p>Explore connections to a personal object in their own lives as well as the object's places of importance</p>	<p>Learner self-reflection questions</p> <p>Do symbols still have an important role in government procedures? Why or why not?</p> <p>What symbols do we use in school to maintain customs, traditions, order? How are they used?</p>
<p>Resources:</p> <p>Role of the Speaker https://www.leg.bc.ca/dyl/Pages/The-Speaker-as-Presiding-Officer.aspx</p> <p>History and Function of the Mace https://www.leg.bc.ca/dyl/Pages/Mace.aspx</p> <p>Legislature Virtual Tour and Scavenger Hunt https://www.leg.bc.ca/content-peo/Pages/Virtual-Tour.aspx</p>	
<p>Assessment:</p> <p>Formative Assessments Anecdotal notes and observation Exit slip with questions and new understanding Checks for understanding – hand symbols, show of hands, the Big 3</p> <p>Summative Assessment Teacher and student co-created rubric Self-assessment and reflection (individual or group work)</p>	
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