



LEGISLATIVE ASSEMBLY  
of BRITISH COLUMBIA

British Columbia Teachers' Institute  
on Parliamentary Democracy

### Classroom Activity

**Title:**

Reconciliation in Parliament

**Audience:**

Secondary Socials

**Overview:**

Students will explore the BC Legislative Assembly's commitment to reconciliation, the ways they are Indigenizing space, and how they can move forward.

**Objectives:**

Students will:

- Students will identify how the LABC is working to indigenize its space and practices via its Reconciliation Action Plan (2024-2028).
- Students will understand why these changes matter within the wider context of reconciliation, representation and governance.
- Students will imagine further ways the Legislative Assembly could deepen its commitment to Indigenous inclusion.

**Activities and Method:**

## 1. Hook (10 minutes)

Show or display one striking image from the Reconciliation page or Action Plan: for example, the Lək'wəḡən welcome signage in front of the Parliament Buildings.

Ask students:

- What do you notice in this image?
- Why might this change matter in a place where laws are made?
- How might someone feel when they see this image and know what it means?

## 2. Mini-Lesson / Overview (15 minutes)

Walk through a few key excerpts from the two sources:

- From the Reconciliation page: “The Legislative Assembly recognises its own historic role in the systemic oppression and discrimination of Indigenous Peoples.”
- From the Action Plan: The five commitments (Understanding; Education; Inclusion; Representation; Commemoration).
- Examples of what has already changed: welcome signage, ceremonial practices, artwork in the precinct.

Distribute the note-taking worksheet and ask students to fill in for at least three changes: what changed, why it matters, who was involved (use what you've shown and/or allow them to work from the sources).

## 3. Activity: Group Brainstorm &amp; Design (30-40 minutes, depending on group)

Divide students into small groups (3-4). Each group:

- Review their notes.
- Brainstorm one new proposal for how the LABC could deepen its indigenization efforts (for example: a youth program, language signage throughout the building, inclusion of Indigenous governance principles in legislative debates, etc.).
- On chart paper or slide: outline their idea with:
  1. What the proposal is
  2. Why it matters (linking to reconciliation and representation)
  3. Who would be involved
  4. What impact it might have
- Prepare a 2-minute pitch to present.

## 4. Sharing &amp; Class Discussion (10 minutes)

Each group presents their idea. This can be done by having each group present to the entire class or have groups present to each other. After each, ask the audience:

- What's strong about this idea?
- What potential barrier might there be?

- How can those barriers be overcome?

Wrap up by leading a class discussion:

- How do symbols, signage, language and ceremony in legislative spaces reflect power and inclusion?
- Why is it important that the Legislature is making these changes now?
- In your view, what is one key next step the institution must take?

#### 5. Reflection / Exit Ticket (5 minutes)

Ask students to respond in writing: “What is one change the Legislative Assembly has made that stood out to you – and what further change would you suggest if you were in charge?”

They hand this in as they leave.

#### **Extension:**

Ask students to write a 500-word reflection:

“Consider the space of the British Columbia Parliament Buildings (its buildings, precinct, ceremonies, symbols). How could deeper integration of Indigenous laws, worldviews and governance change the way this institution works? What would you propose if you were advising the Speaker or Clerk?”

They should draw on examples from the sources and their group activity.

#### **Preparation (by teacher and by students)**

Ensure students have access to either technology to access sites or print outs of resources.

Students should have a working knowledge of what reconciliation is broadly.

Optional: Prior lessons about the roots of the BC Parliamentary system.

#### **Suggested Duration of activity**

80 Minutes

#### **Suggested Learning Outcomes:**

##### Curricular Competencies

These appear across most Grade 11–12 Social Studies courses:

- Evaluate the significance of events, issues, policies, and actions.
- Make reasoned ethical judgments about actions in the past and present, and determine appropriate ways to remember and respond.

##### Content

##### BC First Peoples 12

- Reconciliation and healing in contemporary Canada.
- Responses to colonialism and the movement toward self-determination.

##### Social Justice 12

- Reconciliation in Canada.
- Roles of governmental and non-governmental organizations in social change.

Law 12

- Indigenous legal traditions and Canadian law
- Processes of law reform

Political Studies 12

- Ideologies and worldviews influencing political systems

**Materials & Resources:**

- Printed copies (or digital) of:
  - LABC's "Reconciliation" webpage. Legislative Assembly of British Columbia
  - LABC's "Reconciliation Action Plan 2024-2028" PDF. Legislative Assembly of British Columbia
  - Note-taking worksheet: columns: What was changed? Why it matters? Who was involved?
- Whiteboard or chart paper for brainstorming
- Optional: projector to show images of the legislature's precinct art, signage, etc (you may pull in images shown in the sources).

**Evaluation of activity:**

Activity/Ticket out the Door can be assessed as formative or summative assessment (**See attachment 2 for rubric**)

**Submitted By:**

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

## Reconciliation in Parliament

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Background Reading

Use these two sources during class discussion:

- [BC Legislative Assembly – “Reconciliation” Page](#)
- [Reconciliation Action Plan 2024–2028](#)

### Part 1: What’s Changing at the Legislature

As you read, record at least **three examples** of how the Legislature is indigenizing its space or practices.

What Was Changed	Why It Matters	Who Was Involved
Example: Welcome signage installed in the ləkʷəŋən language at the front of the Parliament Buildings	Acknowledges that the Legislative Assembly stands on Indigenous land	Songhees & Esquimalt Nations; Legislative Assembly staff; Speaker

<b>What Was Changed</b>	<b>Why It Matters</b>	<b>Who Was Involved</b>

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**Part 2: Understanding the Reconciliation Action Plan**

The Action Plan lists five key commitments. Explain why each is important and match each with a brief explanation or example from the texts.

<b>Commitment</b>	<b>Why is it important?</b>	<b>What It Means or Looks Like in Action</b>
<b>Understanding</b>		
<b>Education</b>		
<b>Inclusion</b>		
<b>Representation</b>		
<b>Commemoration</b>		

**Part 3: Design Challenge — “Imagine Further”**

Work in a small group. Design one new way the BC Legislature could deepen reconciliation and indigenization.

Use the prompts below to plan your idea.

**Our Idea:**

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**Why It Matters:**

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**Who Would Be Involved:**

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**What the Impact Could Be:**

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(Optional sketch space below)

#### Part 4: Reflection

Answer in complete sentences.

1. What was one change that stood out to you from the Legislative Assembly's reconciliation work? Why?

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2. Why is it important for public institutions like the Legislative Assembly to acknowledge the land they are on?

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3. If you were advising the Speaker, what new action would you recommend for the next stage of reconciliation?

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<b>Learning Standard</b>	<b>Emerging</b>	<b>Developing</b>	<b>Proficient</b>	<b>Extending</b>
<b>Evaluate the significance of events, issues, policies, and actions</b>	Identifies some examples of change but gives limited explanation of their importance.	Describes several examples with some connection to reconciliation or significance.	Clearly explains the significance of multiple examples and connects them to reconciliation and systemic change.	Insightfully analyzes how the Legislative Assembly's actions shape reconciliation, governance, and public understanding, showing strong evaluative reasoning.
<b>Make reasoned ethical judgments about actions in the past and present, and determine appropriate ways to remember and respond</b>	States opinions with little reasoning or ethical reflection.	Describes some ethical considerations or responses to past actions.	Makes clear and supported ethical judgments about the Legislative Assembly's reconciliation efforts, suggesting appropriate responses.	Demonstrates nuanced ethical reasoning and proposes thoughtful, creative, and culturally aware ways to deepen reconciliation and remembrance.