



LEGISLATIVE ASSEMBLY  
of BRITISH COLUMBIA

British Columbia Teachers' Institute  
on Parliamentary Democracy

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**Learning Activity:** Cleaning House

**Grade level:** SS 10, Law 12, Political Studies 11

**Essential Question:**

- How could our parliamentary traditions better reflect our current identity as British Columbians?

**Big Idea:** 1) The development of political institutions is influenced by economic, social, ideological, and geographical factors. 2) Worldviews lead to different perspectives and ideas about developments in Canadian society.

**Provide a short description of the activity you want learners to engage in:**

Students will participate in a simulation of Parliamentary Special Committee, mandated by the Legislative Assembly, to examine the parliamentary traditions of the Legislative Assembly (specifically in the Chamber). Once they have examined these traditions, they will make recommendations on how proceedings in the Legislative Assembly can better reflect the diversity of British Columbians.

**Curricular Competencies** (*what students will be able to do*):

*Applies to all of the Curricular Competencies but the core focus is Continuity and Change, and Historical Significance.*

**Continuity & Change:**

- Compare and contrast continuity and changes for different groups during this period.

**Historical Significance:**

- Assess the significance of people, places, events, or developments and compare varying perspectives on their significance at particular times and places and from group to group.

**Cause & Consequence:**

- Assess how prevailing conditions and the actions of individuals and groups influence events, decisions, or developments.

**Perspectives:**

- Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs.

**Ethical Judgments:**

- Recognize implicit and explicit ethical judgments in a variety of sources. Make reasoned ethical judgments about actions in the past and present and determine appropriate ways to remember and respond.

**Core Competencies** (how does this activity align with Communication, Personal & Social Responsibility, Creative & Critical Thinking):

**Personal & Social Responsibility:**

- Positive personal and cultural identity
- Personal awareness and responsibility
- Social Responsibility

**Thinking:**

- Creative
- Critical

**Overview of the learning opportunity:**

**Part One: Value of Traditions**

- Hook: Think about your family traditions and think about which ones you would never give up (journal)
- Learn about the three areas through jigsaw activity
- Report out on findings

**Part Two: Special Committee Simulation**

- Complete 3 Column Review (one person from each of the jigsaw groups)

**Part Three: Presentation to the House**

- Present your final report to the class
- Class votes on best report (which one they think best reflects BC identity)

**Part Four: Individual Creation**

- Choose medium and begin their summative task

**Suggestions for challenge-based or inquiry and cross-curricular integration (extensions or deeper learning):**

- Computer design or art class: create a new symbol for the Chamber.
- Ask local Indigenous group to visit and discuss their views of government and physical features of Parliament (permanent vs. non-permanent features).
- Design a new blueprint: applied design skills and technology.
- Gender Studies & Social Justice (roles of minorities and women, differently abled, SOGI, etc.)
- Lobby MLA or submit your design or write a letter to your local paper.
- English class will visit during summative to be reporters during the verbal recommendations.

**Learner self-reflection questions**

**Self-Assessment:**

- 3 – Three Important points/ideas that have stood out for you.
- 2 - Two connections you have made to the learning (text-to- text; text-to-self; text-to-world)
- 1 – One burning question you may still have.

**Peer Assessment:**

Post the Committee-of-the-Whole discussion, students meet in small groups and provide feedback.

Two Stars and a Wish (two things that went well and one area for improvement)

**Suggestions:**

- Communication – how well the topic was communicated to the group.
- Validity of the proposal

## Resources

- Students will need a 3 Column Review for each of the following topics
  1. People of the Chamber
  2. Symbols of the Chamber
  3. Procedures of the Chamber
- Fact sheets will be required for the following areas and be accessed online at <https://www.leg.bc.ca/learn-about-us/learning-resources>
  1. People:
    - Clerk, Speaker, Sergeant at Arms, Political Parties, Cabinet, Press & Media, Public Gallery
  2. Symbols:
    - Mace, Black Rod, Bell & Timers, Talking Stick, The Bar, Physical Layout of the Chamber, Clothing/Uniform/Attire
  3. Procedures:
    - Prayer, Speaker's Procession, Bowing to the Speaker, Election of the Speaker (dragging Speaker), Question Period & Decorum, Territorial Recognition, Addressing Opponents, Time Limits

## Assessment

### Formative:

- Begin with students thinking of their own traditions (Journal Reflection) and then in groups learn about the 3 areas in parliament and determine which ones they believe should remain untouched.
- Students will create, in small groups, a detailed 3-column chart analyzing the three different topics of the Provincial Legislative Chamber.
- Students will show their participation through active engagements during Committee work.
- Self & Peer Assessment at the end of the unit.
- Write a report to the government outlining your three most significant recommendations.
- Will provide a verbal report to the Legislative Assembly (represented by class members) who will choose vote on the best report.

### Summative Assessment:

- Students will choose a medium to explain their top proposal and how it better represents BC identity.
- Options:
  - Letter to MLA or local newspaper
  - Create a video PSA
  - Design and create your new proposal (i.e.: Draw, model, woodwork, metalwork)

**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.

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Topic: \_\_\_\_\_

### 3 Column Review

Current Traditions:	Proposed Traditions:	Rationale: