



Submitted by:

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Learning Activity:

Roles of Officers in the Legislature
(i.e.: Speaker and Deputy Speaker, Clerk and Deputy Clerk, Lieutenant Governor, Sergeant-at-Arms)

Grade level / Big Idea: Grade 5

Canadian institutions and government reflect the challenge of our regional diversity

Driving Question: Who are the officers of the Legislature and what are their roles? Have they changed over time?

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

Continuity and Change in BC's Legislative Assembly: Students will research different roles within in the Legislature and, through role-play, discover how there might have been changes over time.

Curricular Competencies *what students will be able to do:* Use Social Studies inquiry processes and skills to — ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions

Content:

- 1) Understanding the provincial level of government, and how the officers play a role in its function
 - a) I can identify the different roles of Officers of the Legislative Assembly
 - b) I can describe the duties and responsibilities of each Officer of the Legislative Assembly
 - c) I can explain the similarities and differences of how the roles of these people have changed over time

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

- 1) Communication Core Competency:
 - a) I can acquire, interpret and present information about Officers in the Legislative Assembly.
 - I can present my knowledge through role play.
- 2) Critical Thinking Core Competency
 - a) I can question and investigate
 - I can explore materials and actions.
 - I can ask open ended questions and gather information.
 - b) Creative Thinking Core Competency:
I can build on others' ideas and add new ideas of my own, or combine other people's ideas in new ways to create new things
- 3) Social Responsibility Core Competency
 - a) I am kind to others and can work cooperatively.

Overview of the learning opportunity: Inquiry Based Approach to Learning:

1. Students look at photos and video of past and present sessions in the Chamber. (Introduction)
2. Using the videos and photos the students will observe and record their observations and reflections. (Define the challenge)
3. After discussion and sharing, students choose a role to research specifically looking at similarities and differences in their roles between past and present. (Brainstorm/Plan/Design)
4. Students present their first draft of their role - i.e.: poster, drama, costume, PowerPoint. (Create and Develop)
5. Students make revisions to their work. (Improve and or Redesign)
6. Present final product. (Share best Solution)
7. Option: Students can role play a simulated Chamber Session using what they learned.

Suggestions for challenge-based or inquiry and cross-curricular integration

Art Activities: Use multi-media to create and design artifacts from the House (costume and memorabilia)
Use drama of a simulated session in the House
Language Arts: Use voice to write an autobiography or a personal account of "The Day in the Life of..."

Learner self-reflection questions

Did I show evidence that I understand the role and position of the officer I researched?

Resources

<https://videoarchive.leg.bc.ca/Harmony/en/PowerBrowser/PowerBrowserV2/0/0/4777?mediaStartTime=20170908101002&mediaEndTime=20170908101258&viewmode=3>

<https://www.leg.bc.ca/learn-about-us/officers>

<https://www.leg.bc.ca/content-peo/Learning-Resources/Speaker-of-the-House-English.pdf>

archived and recent photos of the Legislative Assembly and their officers

<https://www.leg.bc.ca/content-peo/Pages/Discover-Your-Legislature.aspx>

Assessment

Students self-assess using a rubric (both attached: Role Playing and PowerPoint/Oral Presentation)

Students provide feedback to other students for revision.

Teacher assesses final product: *Was the student able to show that they understand the role of officers?*