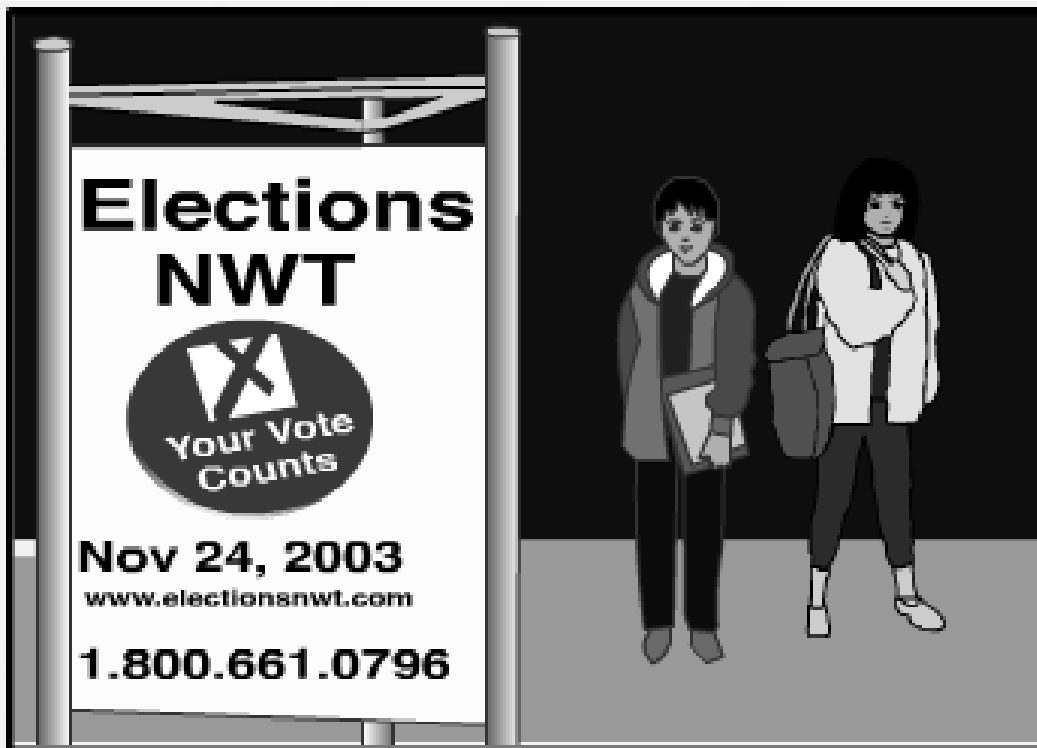
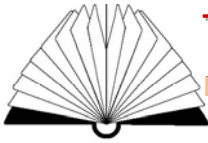


The Northern Edge

Study Guide

Elections NWT





Elections NWT

Introduction

This story is from **Issue #2 of The Northern Edge**. The NWT Elections story is about how to get on the voters list, how to vote, and how to participate in a territorial election campaign.

This story offers an opportunity to encourage learners to learn about elections and how to participate. They can explore different forms of government and different systems of voting.

This section first presents a list of 10 learning activities and the written text for the Elections NWT story. The pages following the written text give instructor notes and handouts for each activity, in the order on the list.

This symbol marks the written text for the Elections NWT story.

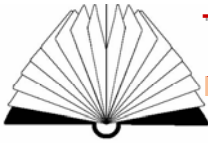




This symbol marks instructor notes.

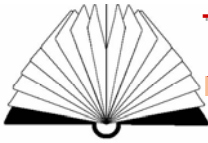


This symbol marks handouts to copy for learners.





Elections NWT		
List of Learning Activities		
Instructor Notes 	Handouts 	Page #s
1) Vocabulary	2 handouts	14 to 16
2) Language skills	2 handouts	17 & 18
3) Questions	2 handouts	19 to 22
4) Writing	3 handouts	23 to 28
5) Constituency map	3 handouts	29 to 33
6) Election Issues	1 handout	34 & 35
7) Consensus government or party politics	1 handout	36 to 38
8) Aboriginal self- government – past	1 handout	39 to 43
9) Aboriginal self- government - present	1 handout	44 to 46
10) Different voting systems	1 handout	47 to 49



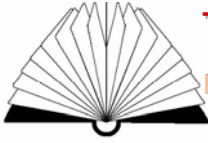
Text – Elections NWT
Issue #2 The Northern Edge

How to Vote

In this first scene our voter goes to the polling station. She is on the voters list and has received her registration card in the mail. Maybe you missed the enumeration. Or maybe you're not sure if you are eligible to vote. You can learn more by clicking on the Learning Activities button below. But do that later. Right now, let's learn the basic steps of voting by following this voter.

When she goes to vote, the poll clerk finds her name and crosses it off in the register of territorial electors. The Deputy Returning Officer then hands her a folded ballot. She then goes to vote. You can see here that her privacy is protected by the folded sides of the voting screen. This is the first election in the Northwest Territories that candidates can have their photographs put on the ballots. She then marks an 'X' in the circle beside the name of the candidate she has chosen to vote for. She then folds her ballot for privacy reasons. She then gives her folded ballot to the Deputy Returning Officer. He then tears off a blind corner of the ballot for counting and security purposes, and puts the folded ballot into the ballot box. That's all there is to it. That was easy, eh?

Now click on the Learning Activities button below for more election activities and information.



Learning Activities

We've got some great election information and learning activities under two menus:

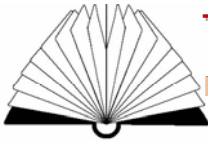
- Voting
- What can I do during an election campaign?

Try these learning activities. Get involved in our territorial election.

Voting

There are five menu items:

- 1) **Can I vote?** Here are the rules about who is eligible to vote.
- 2) **Get on the voters list:** Here are different ways people can register to vote.
- 3) **Vote by special ballot:** This tells how people can vote if they're away from home – for example at school or in hospital.
- 4) **Vote by mobile poll:** This tells how people can vote if they physically can't get to the polling station on voting day.
- 5) **Get help to vote:** This tells who can help voters and how.



1) Can I vote?

A phone rings.

“Elections NWT.”

“Yes, hi, I wonder if you could help me.”

“Yes, of course, what’s your question?”

“I’d like to vote in the upcoming election. How can I tell if I’m eligible?”

You’re eligible to vote if you:

- Are 18 years of age
- Are a Canadian citizen
- Have lived in the NWT for a year before election day

2) Get on the voters list

A phone rings.

“Elections NWT. How can I help you this morning?”

“Yes, I’d like some information please. How do I get on the voters list?”

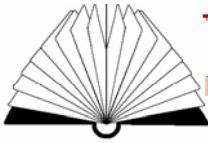
“Between May 26 and June 6, 2003 enumerators went from door to door all across the Northwest Territories adding people to the voters list. Did you get enumerated?”

“I must have missed them. Does that mean I can’t vote? Or can I get still get on the list?”

“You can still get on the voters list. You can ask your returning officer to add your name to the list during the revision period from October 27th to 31st 2003. Or on election day if you’re an eligible voter you can go to the polls, take an oath, and vote.”

“Thanks, bye.”

“You’re welcome. Bye for now.”



3) **Vote by special ballot**

Eligible voters who are away from home at school, on holidays, or in the hospital may use a special ballot. Your name has to be on the voters list if you want to vote by special ballot. A special ballot is usually a mail-in ballot.

You have to call, fax, or write to the Returning Officer in your constituency to get a special ballot. You give them your name, address, birth date, and gender.

You can get a special ballot only between Monday, October 27, 2003 and 4:00 pm on Saturday November 22, 2003. You have to make sure your special ballot gets back to the Returning Officer before the polls close on November 24, 2003 - Election Day.

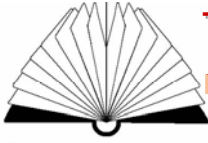
4) **Vote by mobile poll**

You can ask to vote by special mobile poll if you aren't physically able to go out to vote. The mobile poll is when the poll comes to you. If your name isn't on the voters list, you can take an oath to register.

You have to phone or write the Returning Officer in your constituency to ask for a mobile poll. The Returning Officer decides and tells you the date and time, if they say yes.

You can apply for a mobile poll only between Monday, November 10, 2003 and Friday, November 14, 2003.

The mobile poll happens sometime between Monday, November 17, 2003 and Thursday, November 20, 2003.



5) Get help to vote

Any voter has the right to get help to vote if they need it.

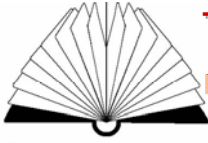
For example, some voters can't read. Some voters have a physical disability. First time voters might not understand how to mark their ballot.

If you need help you can ask a friend. Your friend has to take an oath to keep the vote secret.

You can also ask an election officer to help. They don't need to take an oath right then because they already took an oath when they started their job.

There are five menu items under 'What can I do during an election campaign?'

- 1) **Name the issues:** Here is a chance to think about what issues are important during this election campaign.
- 2) **Literacy Facts in the NWT #1:** Here is some information about literacy
- 3) **Literacy Facts in the NWT #2:** Why literacy is an important issue during this election campaign.
- 4) **Ask a candidate:** Here are four sample questions you can ask candidates about literacy. Use these to think up questions about other issues.
- 5) **Write a letter:** Here is a sample letter to a candidate about literacy. Use this letter to make up your own letter about literacy or about another issue.



1) Name the issues

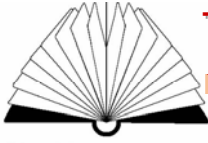
People talk about issues during an election campaign. Voters want to find out what candidates think about things.

What issues are important to you? What issues should the candidates in your community care about?

Many issues are important to people in the Northwest Territories:

- Education
- Sports
- Housing
- Wildlife
- Family violence
- Income support
- Alcohol
- Drugs

The NWT Literacy Council thinks literacy is important. Click on Literacy Facts in the NWT to find out more.



2) Literacy facts in the NWT #1

Why is adult literacy important?

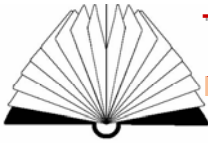
- Adults are leaders, parents, and role models
- Adults are responsible for the health and wellbeing of their family. This includes Elders and children.
- Adults usually have a job and make money to support their family.
- Adults make decisions for their family, community, region, and the whole NWT. Good information helps people make good decisions. People with good literacy skills have better access to good information.

What are the levels of English literacy among NWT adults?

- 50% of NWT adults do not have the literacy skills they need for daily living.
- 66% of Aboriginal adults and 31% of non-Aboriginal adults do not have the literacy skills they need for daily living.
- Aboriginal adults in the NWT have lower literacy levels than Aboriginal adults in southern Canada.

Click on this web address for more info on literacy in the NWT.

<http://www.nwt.literacy.ca/litfact/litfact.htm>



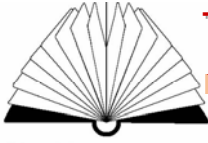
3) Literacy facts in the NWT #2

What is the relationship between low literacy and jobs?

- Low literacy means people don't have the literacy skills to do daily tasks. They have trouble reading, writing, and using numbers.
- Low literacy can limit job opportunities. People with low literacy skills are twice as likely not to have a job.
- People with low literacy skills probably earn only 2/3 of what people with good literacy skills earn.
- Low literacy skills can limit access to safety information or directions. People with low literacy skills may put themselves and other workers at risk. They may not know they lack information. They may not tell anyone if they do know – they may be afraid to lose their job.

What is the relationship between low literacy and health?

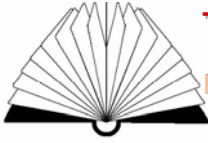
- Low literacy means people don't have the literacy skills to do daily tasks. They have trouble reading, writing, and using numbers.
- People with low literacy skills may not be able to read and understand information about the medicine they take or give to their children.
- People with low literacy skills may not be able to read and understand information about machinery, tools, firearms, or chemicals they use at home or at work.
- People with low literacy skills may lack independence and a sense of wellbeing. They may not be able to make choices and have control over decisions about their life.



4) Ask a candidate

Here are some sample questions that you can ask the candidates. These questions are about literacy and what the candidate will do to improve literacy in the Northwest Territories. You can get ideas from these questions to make up other questions about other important issues in your community.

- 1) Will you make sure that there are literacy programs for all adults who want to improve their literacy skills? If so, how will you do this?
- 2) Will you make sure that funding is available for different types of literacy programs, such as family literacy, community-based literacy, and workplace literacy? If so, how will you do this?
- 3) Will you make sure that learners who want to go back to school get supports such as student allowances, child care, and special supports for disabilities? If so, how will you do this?
- 4) Parents are their children's first and most important teachers, so family literacy is very important. Will you give more money to support family literacy?



5) Write a letter - Sample letter

Your address

Today's date

Candidate's name

Candidate's address

Dear Candidate,

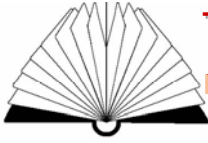
One in five Northwest Territories adults can't read or write very well. Did you know that? I'm one of those adults. Right now I can only go to school part-time in my community. That's the only program we have. And last year we had no program. Also, I can't afford to pay for daycare when I go to school.

If you're elected, what will you do to help people like me? Your answer will help me decide how to vote in the election.

I hope to hear from you very soon.

Sincerely,

Your name



Vocabulary Learning Activity 1

Two handouts

1-1: Election vocabulary

Learners match election words with the best definition.

1-2: Election officers

Learners underline the word that has the best meaning in the sentence.



Language skills Learning Activity 2

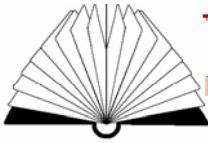
Two handouts

2-1: Capital letters and punctuation

Learners fill in capital letters and punctuation.

2-2: Voting in action

Learners decide the order of events.



Vocabulary Learning Activity 1

1-1: Election vocabulary

Read the words and definitions below. Choose the best word from the list for each definition. Write that word in the blank under the definition.

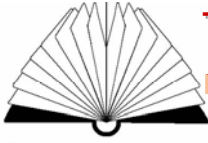
- Election
- Registration card
- Eligible
- Voting screen
- Revision period
- Polling station
- Voters list
- Enumeration
- Ballot
- Candidate
- Constituency
- Campaign

1) The place people go to vote on Election Day.

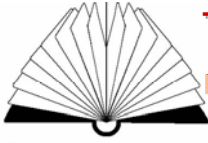
2) The list of people who can vote.

3) The small paper voters use to mark 'X' beside the name of the person they vote for.

4) An activity and time when people go door to door, to make a list of people who can vote.



- 5) A process people use, to choose a person by voting.
-
- 6) A card that voters get in the mail to tell them when to vote and where to go to vote.
-
- 7) A person who wants to get elected.
-
- 8) To be qualified or entitled to vote. For a NWT election - to be 18 years old, a Canadian citizen, and a resident of the NWT for a year before Election Day.
-
- 9) The signs, buttons, ads, speeches, and other things a candidate uses to make people want to vote for them.
-
- 10) The people in a defined geographic area that elect a person to represent them.
-
- 11) A box that voters stand behind to mark their ballot, to help keep their vote secret.
-
- 12) A period of time when people can add their name to the voters list, if they are not already on the list.
-

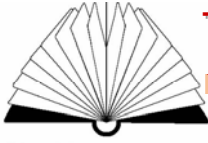


Vocabulary Learning Activity 1

1-2: Elections officers

Each sentence below describes a different person who works to carry out elections – elections officers. Underline or circle one of the four words in brackets that best defines the person in the sentence.

- 1) At the polling station, the (poll clerk, deputy returning officer, returning officer, chief electoral officer) looks for the voter's name on the voters list and crosses it off.
- 2) At the polling station, the (poll clerk, deputy returning officer, returning officer, chief electoral officer) gives the voter a folded ballot.
- 3) The (poll clerk, deputy returning officer, returning officer, chief electoral officer) is in charge of elections.
- 4) A (poll clerk, deputy returning officer, returning officer, chief electoral officer) is in charge of what happens in each constituency during elections.



Language skills Learning Activity 2

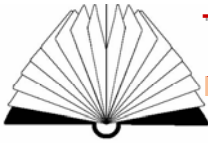
2-1: Capital letters and punctuation

Read the two paragraphs below out loud. They are from the story **NWT Elections**, except we took out the capital letters and punctuation.

Write in the capital letter at the beginning of each sentence and the correct punctuation at the end.

eligible voters who are away from home at school on holidays or in the hospital may use a special ballot your name has to be on the voters list if you want to vote by special ballot a special ballot is usually a mail-in ballot

you can ask to vote by special mobile poll if you aren't physically able to go out to vote the mobile poll is when the poll comes to you if your name isn't on the voters list you can take an oath to register

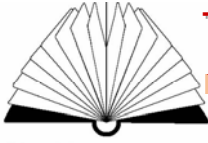


**Language skills
Learning Activity 2**

2-2: Voting in action

The seven sentences below come from the NWT Elections story. Each sentence describes an action during the voting process, but they are all mixed up. Put a number at the beginning of each sentence to show the proper order these actions take place.

- _____ She then marks an 'X' in the circle beside the name of the candidate she has chosen to vote for.
- _____ She then gives her folded ballot to the Deputy Returning Officer.
- _____ When she goes to vote, the poll clerk finds her name and crosses it off in the register of territorial electors..
- _____ She is on the voters list and has received her registration card in the mail.
- _____ The Deputy Returning Officer then hands her a folded ballot. She then goes to vote.
- _____ She then folds her ballot for privacy reasons.
- _____ He tears off the blinded corner of the ballot for counting and security purposes, and puts the folded ballot into the ballot box.



Questions Learning Activity 3

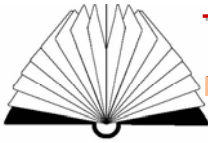
Two handouts

3-1: Story questions

Learners answer questions about the story.

3-2: Journal writing

Learners use the questions on the handout to guide their journal writing.



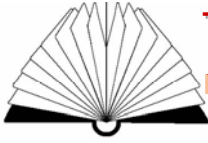
Questions Learning Activity 3

3-1: Story questions

Answer the following questions with one or more sentences. Begin with a capital letter and end with the correct punctuation.

1) Who is eligible to vote in a NWT election?

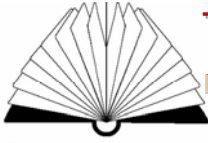
2) How can a person vote if they're away from home, at school or in the hospital?



3) How can a person vote if they physically can't get to the polling station?

4) How can a person vote if they can't read the names on the ballot?

5) What happens if a voter comes to the polling station, but their name isn't on the voters list?



Questions Learning Activity 3

3-2: Journal writing

Use these questions to guide your journal writing.

- ✓ Have you ever voted in a NWT election? If yes, why? If no, why not?
- ✓ How do you decide who to vote for?
- ✓ Do you think it's important that voting is secret? Why or why not?
- ✓ Do you think that voting and an election is a good way to decide who our leaders are? Why or why not?



Writing Learning Activity 4

Three handouts

Learners develop and write their own 'how to vote' brochures.

4-1: 'How to vote' brochure – the audience and the purpose

Learners use the handout to discuss and decide the audience and the purpose of a 'how to vote' brochure. Do this as a whole group.

4-2: Organize the brochure

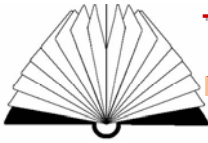
Learners brainstorm ideas and use a spider mind map to organize the information they want to put in the brochure. Do this together as a whole group. Or brainstorm ideas as a whole group and ask learners to work in small groups or pairs to organize ideas.

4-3: Write and design the brochure

Learners write and design the brochure. Ask learners to work in pairs or small groups. Share the brochures when you finish.

If you want, look for examples on elections websites. Elections Nunavut has the best examples of brochures online.

- ✓ www.elections.nu.ca - Elections Nunavut
- ✓ www.electionsnwt.com - Elections NWT
- ✓ www.electionsyukon.gov.yk.ca - Elections Yukon

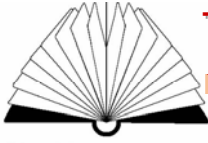


**Writing
Learning Activity 4**

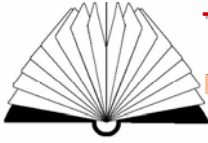
4-1: 'How to vote' brochure – the audience and the purpose

Use this handout to start work on your brochure. Answer the questions below about the audience and the purpose.

- 1) Who is the audience for the brochure? Who should read the brochure? Who needs this information? Give as many details as you can. For example age, gender, culture, literacy skills.



- 2) What is the purpose of the brochure? What should happen when people read the brochure? What do you want people to be able to do? What is the most important thing that people need to know, so they can respond?

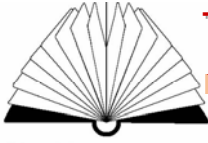


Writing Learning Activity 4

4-2: Brainstorm ideas for the brochure and organize them

With the whole group, brainstorm ideas for the 'How to vote' brochure for your community. Think about the audience and the purpose as you brainstorm.

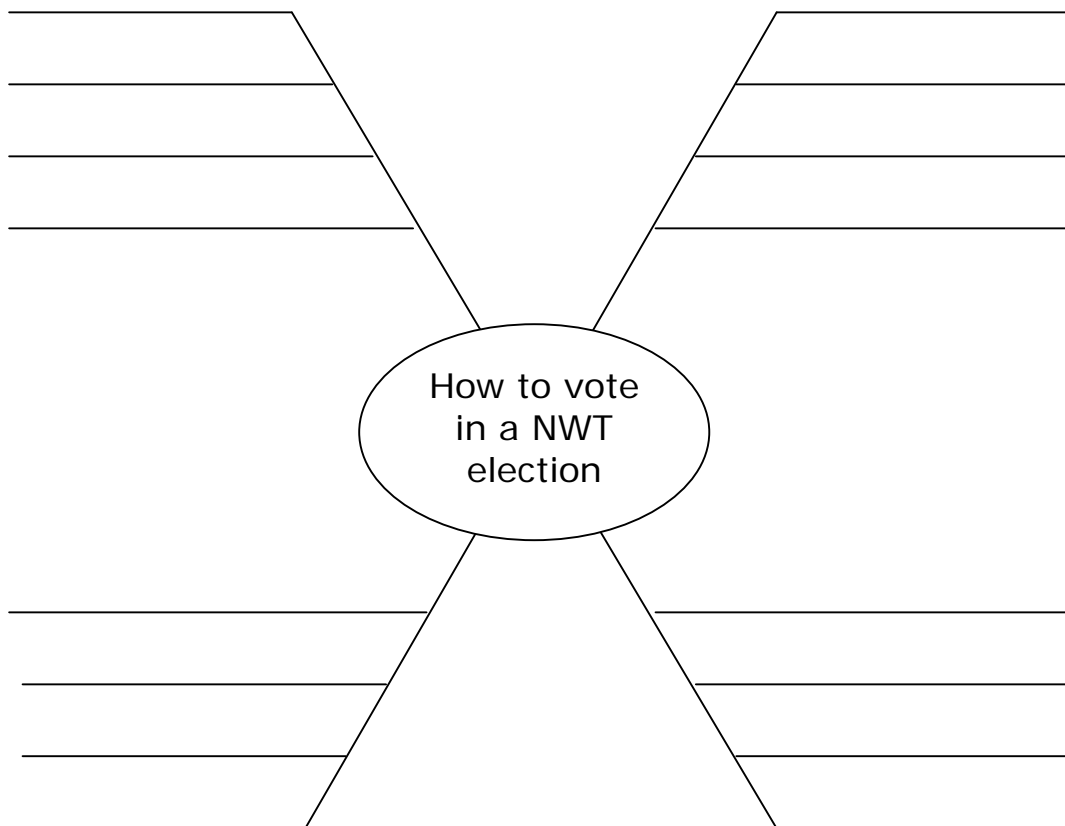
Write down the ideas.

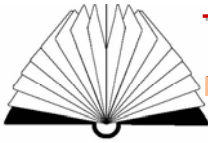


Use the spider map below or a different mind map to help organize the ideas.

- ✓ What do people already know about this topic?
- ✓ What information do I need to include?
- ✓ What information can I leave out?
- ✓ What is the most important thing that the brochure needs to say? What is the best way to say it?

The main topic is in the centre and related ideas spread out from there. Think of a subheading for each group of ideas.

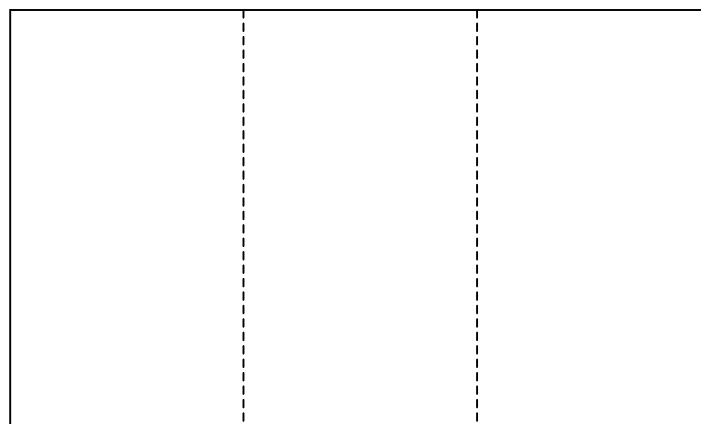
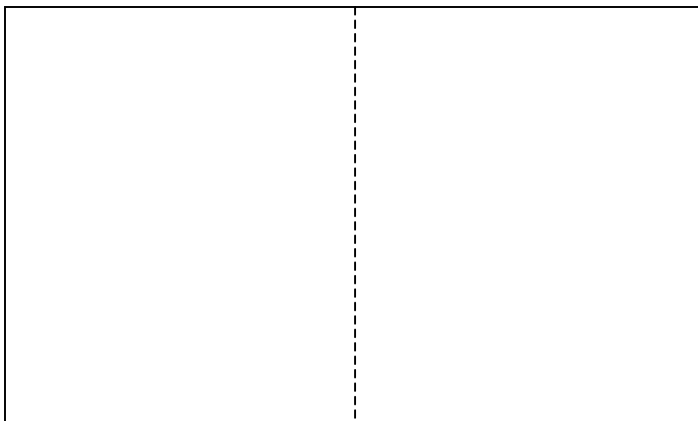




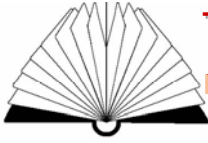
Writing Learning Activity 4

4-3: Write and design the brochure

First, fold a piece of paper to make two or three panels for the brochure – whichever way you think works best.



Look at your ideas on the spider map. Use them to write the brochure. Make a title page. Put pictures or other graphics on the brochure if you want.



Constituency map Learning Activity 5

Three handouts

5-1: What is a constituency?

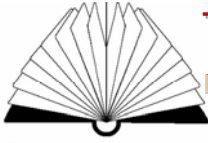
Learners define the word constituency.

5-2: Constituency map

Learners use a map outline to draw in constituencies for the Northwest Territories Legislative Assembly.

5-3: My constituency

Learners write a paragraph to describe their constituency.



Constituency / electoral district Learning Activity 5

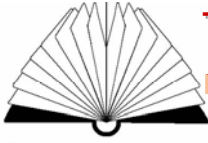
5-1: What is a territorial constituency / electoral district?

Use these elections websites to answer these questions.

- ✓ www.elections.nu.ca - Elections Nunavut
- ✓ www.electionsnwt.com - Elections NWT
- ✓ www.electionsyukon.gov.yk.ca - Elections Yukon

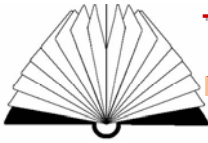
What is a constituency or electoral district?

How many constituencies does the Northwest Territories have for their Legislative Assembly? Write down the names.



How many constituencies does Nunavut have for their Legislative Assembly? Write down the names.

How many electoral districts does the Yukon Territory have for their Legislative Assembly? Write down the names.

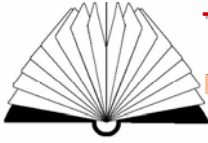


Constituency / electoral district
Learning Activity 5

5-2: Constituency map

Use the blank map to draw in the constituencies for the Northwest Territories. Write the names on the map as best you can.





Election issues Learning Activity 6

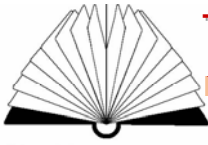
One handout

Learners brainstorm issues that are important in their community. Choose a topic from the brainstorm and as a whole group write a letter to the candidates of a NWT election. Ask the candidates three questions in the letter. Use the questions on the handout to help write the letter and form the questions. Use the sample letter from the Elections NWT story text if you want

Ask learners to each choose a different topic and to write their own letter to candidates in a NWT election. Remind learners to include three questions in the letter. Encourage them to use the questions on the handout to write the letter and to form the questions.

Ask learners to read their letters out loud when they finish.

Discuss how the issues and the letter might be different if it was a federal election? If it was a local or municipal election?



Election issues Learning Activity 6

People talk about issues during an election. Brainstorm as a whole group issues that are important in your community.

Choose one issue. Write a letter to the candidates of a NWT election and ask them three questions about that issue.

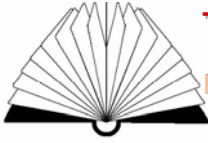
Use these questions to help you write the letter and form the three questions.

- ✓ Why is this issue important to your community?
- ✓ What is the relationship between this issue and the wellbeing of people in your community?
- ✓ What exactly do you want to government to do?
- ✓ What do you expect to happen if the government does what you want?
- ✓ What do you expect to happen if the government fails to do what you want?

Read your letter out loud to the group.

Discuss as a group:

- ✓ Would you choose a different issue or ask different questions for a candidate for a federal election? If yes, how is it different? Why?
- ✓ Would you choose a different issue or ask different questions for a candidate for a local or municipal election? If yes, how is it different? Why?



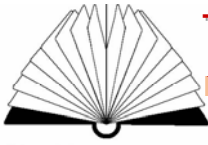
Consensus government or party politics Learning Activity 7

One handout

Learners compare and contrast consensus government in the NWT with party politics in the Yukon.

They use the handout to do research and answer questions about how the Yukon and the NWT each form their government.

When they have the information, ask learners to write a short essay about how the Yukon and the Northwest Territories are the same and how they are different. When they finish, ask them to share what they learned with the group. Discuss which system they like better and why.



Consensus government or party politics

Learning Activity 7

Use this learning activity to explore ideas and write about:

- ✓ How does consensus government work in the Northwest Territories? Use this website to learn the basics of consensus government in the NWT.

<http://www.assembly.gov.nt.ca/visitorinfo/factsheets/index.html>

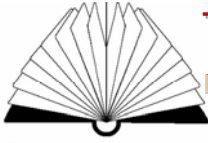
- ✓ How does party politics work in the Yukon? Party politics in the Yukon works in a similar way as party politics works for the federal government. Use this website to learn the basics of party politics.

http://www.parl.gc.ca/information/library/idb/forsey/parl_gov_02-e.asp

- ✓ How are they the same? How are they different?

Do research, make notes, and answer these seven questions for each of the Northwest Territories and the Yukon:

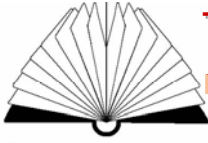
- 1) Are election candidates members of a political party?
- 2) How does the Speaker of the House get to be the Speaker? What does the Speaker do?
- 3) How does the Premier get to be the Premier? What does the Premier do?



- 4) How do MLAs get to be in the cabinet? What does the cabinet do?
- 5) What do we call MLAs that are not part of the cabinet? What do they do?
- 6) What are three main benefits of consensus government? What are three main benefits of party politics?
- 7) What are three main problems with consensus government? What are three main problems with party politics?

Write a short essay and make a small booklet about how we form a government in the Northwest Territories and the Yukon. Use the questions and information from your research – how are the two governments the same and how are they different? What are the main benefits and challenges with each? Use drawing, pictures, or other graphics.

Read your booklet out loud for the whole group. Discuss together which system you like best and why.



Aboriginal self-government – past Learning Activity 8

One handout

Learners do research and write about how Aboriginal people governed themselves in the past. The handout includes a blank research card learners can copy and use to help keep track of the information they gather.

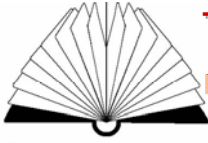
First, ask learners to identify what local group of Aboriginal people they want learn about.

Second, as a whole group brainstorm what questions they want to answer. Here are some examples:

- Who were the leaders and decision-makers?
- How did they get to be leaders?
- What kinds of decisions did they make?
- How did they make decisions?
- How did people deal with conflict?
- How did people who were not leaders participate in decision-making?

Third, ask learners to do research to answer the questions. Interview local Elders; contact regional, local, and territorial Aboriginal cultural organizations; use the internet. See the Resources at the end of this section for some ideas.

To learn more about how to interview local Elders, use the instructions and handout from Learning Activity 5, Interview an



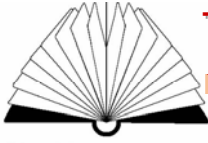
Aboriginal Elder, from the story Learning in Action – pages 7-26 to 7-31.

Fourth, ask learners to work in pairs or small groups to write a skit or role play that tells a story to show some aspect of governance or decision-making in the past. The handout has a list of questions to help learners write the skit or role play.

Ask learners to practice their role plays and then perform them for the whole group, and for the school or community.

Put the skits or role plays together in a book and share them with other groups.

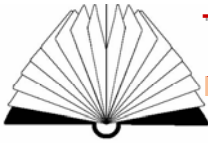
OR – ask each learner to use the questions as a guide to write a story. Encourage them to use pictures and drawings. Ask them to share their stories and to read them out loud.



Aboriginal self-government - past Learning Activity 8

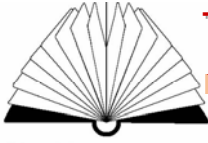
During this activity, you'll do research and write about how local Aboriginal people governed themselves in the past.

From the group brainstorm, write down the questions you want to answer during your research.



Copy this research card and use it to help keep track of information.

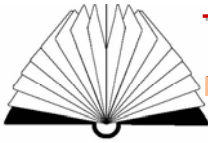
Research card
Name of contact or source:
Date:
Questions:
Notes:



Gather together all the information from your research. Work in pairs or small groups to write a skit or role play that tells a story about how the local Aboriginal group governed and made decisions in the past. Think about these questions when you write the skit.

- ✓ How does the story start?
- ✓ What happens in the story?
- ✓ Who does the story happen to?
- ✓ When does the story take place?
- ✓ Where does it happen?
- ✓ Why does it happen?
- ✓ How does the story end?

Give the story a title. Practice the role play and perform it for the whole group. Perform the skit or role play for the local school, other groups, or the community. Put the skits together in a book and share them with others.



Aboriginal self-government – present Learning Activity 9

One handout

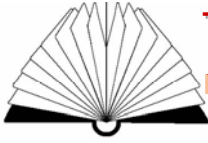
Learners do research about voting within an Aboriginal self-government agreement. They use the outline on the handout to answer questions and to write a short essay.

Here are three examples of agreements and websites where learners can find information about voting within an Aboriginal government

- ✓ Nisga'a Lisims Government - Elections Act
<http://www.nisgaalisims.ca/pages/treaty/legislation/regulations/elections-act.pdf>
- ✓ Tlicho Government – Constitution – elections information on pages 23 to 26.
http://www.tlicho.com/constitution/tlicho_constitution.pdf
- ✓ Labrador Inuit – Nunatsiavut Government
<http://www.nunatsiavut.com/en/structure.php>

Ask learners to share their essays and read them out loud.

Extend the activity and put all the essays together, and make a binder or booklet. Share the information with other people at the local school or library.



Aboriginal self-government - present Learning Activity 9

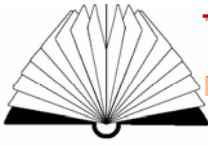
Do research about an Aboriginal self-government agreement. Find out how this group of people choose and vote for their leaders and decision-makers.

Here are examples of agreements and websites where you'll find information about voting within an Aboriginal government

- ✓ Nisga'a Lisims Government - Elections Act
<http://www.nisgaalisims.ca/pages/treaty/legislation/regulations/elections-act.pdf>

- ✓ Tlicho Government – Constitution – elections information on pages 23 to 26.
http://www.tlicho.com/constitution/tlicho_constitution.pdf

- ✓ Labrador Inuit – Nunatsiavut Government
<http://www.nunatsiavut.com/en/structure.php>



Choose one agreement and write down answers to the following questions:

- 1) Draw a picture to outline what the government structure looks like. What people or positions make up the government? How are they organized?
- 2) What is the main governing body called?
- 3) Who is eligible to vote for government leaders?
- 4) How often do people vote?
- 5) How does the voting take place? Briefly explain the process.
- 6) Draw a map to show the geographic area where the people live and that this government is responsible for.

Use the answers to the questions to make an outline and write an essay about how people under this self-government agreement choose their leaders. Include any pictures and drawings in your essay.

Share your essay with the whole group.

Bring your essays together and make a binder or booklet. Share the binder with people at the local school or library.



Different voting systems Learning Activity 10

One handout

Learners explore two different voting systems. They learn about, compare, and contrast the voting system in Canada with the voting system in Australia.

Learners use the questions on the handout to guide their research and write a short essay. Encourage learners to use website references for information to answer the questions, such as the two below. Print and copy the information ahead of time if needed. See Resources section for more info.

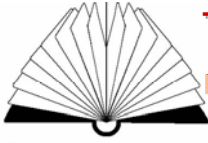
- ✓ **Australia's voting system** – includes info about senate, state, and local elections, as well as the House of Representatives. Learners focus on the House of Representatives.

http://www.aec.gov.au/content/How/education/resources/democracy_magazine.pdf

- ✓ **Canada's voting system** – a list of online publications about our electoral system.

<http://www.elections.ca/content.asp?section=pub&document=index&dir=onl&lang=e&textonly=false>

Ask learners to read their essays out loud for the group. Discuss which system they like best and why.



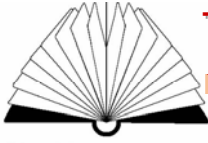
Different voting systems Learning Activity 10

Use this learning activity to explore two different voting systems:

- ✓ The voting system we use in Canada to elect Members of Parliament or MPs for our federal government
- ✓ The voting system they use in Australia to elect their Members of the House of Representatives or MHRs for their federal government. They also call their House of Representatives the Peoples' House.

Do research and answer these questions for each voting system:

- 1) Who is eligible to vote?
- 2) Do people have to vote?
- 3) How often do elections happen?
- 4) How many people get elected? In general, who does each elected person represent? What are the groups of people called that the elected person represent?
- 5) What does the ballot look like? Draw a sample ballot for each voting system.
- 6) How does a voter mark the ballot? What rules does a voter need to follow to mark their ballot?
- 7) How does a candidate win the election? How many votes do they need to win the election?

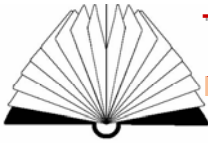


- 8) What are three advantages of this voting system?
- 9) What are three problems with this voting system?

Write a short essay – six paragraphs - to compare and contrast the two voting systems.

- ✓ Introduce the idea of different voting systems
- ✓ Discuss how the two systems are the same
- ✓ Discuss how the two systems are different
- ✓ Discuss what advantages each system offers
- ✓ Discuss what challenges each system offers
- ✓ Write a closing paragraph

Read your essay out loud for the group. Discuss which voting system you think works best. Why?



Resources

Elections Nunavut – information about territorial elections in Nunavut – elections for Members of the Nunavut Legislative Assembly.

- ✓ www.elections.nu.ca

Elections NWT – information about territorial elections in the Northwest Territories – elections for Members of the NWT Legislative Assembly.

- ✓ www.electionsnwt.com

Elections Yukon – information about territorial elections in the Yukon Territory – elections for Members of the Yukon Legislative Assembly.

- ✓ www.electionsyukon.gov.yk.ca

Elections Canada – information about federal elections in Canada – election for Members of Parliament.

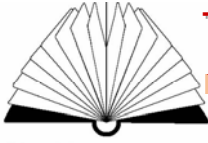
- ✓ www.elections.ca

Dene Cultural Institute or Yamózha Kúé Society – works to protect and promote Dene culture, languages, spirituality, heritage, tradition, and customs.

- ✓ <http://www.deneculture.org/>

Gwich'in Social and Cultural Institute – works to document, preserve and promote the practice of Gwich'in culture, language, traditional knowledge, and values.

- ✓ <http://www.gwichin.ca/>



Dehcho First Nations – works to document, preserve and promote the practice of Gwich'in culture,

- ✓ <http://www.dehchofirstnations.com/>

First Nations Seeker – A directory of North American Indian portal websites.

- ✓ <http://www.firstnationsseeker.ca/index.html>

Australian Electoral Commission – information about elections in Australia

- ✓ www.aec.gov.au/
- ✓ http://www.aec.gov.au/content/How/education/resources/democracy_magazine.pdf

Fair Vote Canada - a group of Canadian citizens, from all political parties, that works to change Canada's voting system. They believe Canadians need a new, fair voting system so we can have a healthy, representative democracy and accountable governments.

- ✓ <http://www.fairvotecanada.org/home>

Tlicho Government – self-government for the Tlicho or Dogrib communities of Behchoko, Gameti, Whati, and Wekweti.

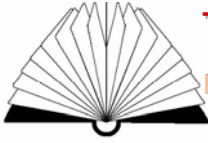
- ✓ www.tlicho.com/

Nisga'a Lisims Government – self-government for people of the Nisga'a Nation.

- ✓ <http://www.nisgaalisims.ca/>

Nunatsiavut Government – Labrador Inuit self-government.

- ✓ <http://www.nunatsiavut.com/en/nunatsiavutgov.php>



Municipal and Community Affairs, Government of the Northwest Territories – information about local and regional governments in the NWT.

- ✓ www.maca.gov.nt.ca

Federation of Canadian Municipalities

- ✓ www.fcm.ca

Northwest Territories Association of Communities

- ✓ www.nwtac.nt.com