



RACE FOR THE RIDINGS

Learning Outcomes

- Students will demonstrate an understanding and appreciation of the electoral process and the role that citizens play in supporting candidates for office.
- Students will demonstrate an understanding of the terminology associated with the parliamentary process at the provincial level and the roles of the people involved.

Introduction

Warm-up ideas...

- *What does the word “election” mean? Do you have elections at your school?*
- *Does anyone know what a riding is? What about a candidate?*
- *How do candidates make themselves known in their communities so that people will vote for them? (television, radio, newspapers, websites, flyers, signs, door-to-door canvassing, rallies)*

People want to vote for candidates who know what is going on and have ideas for how to handle issues that citizens care about. Usually the candidate running in an election has teams of supporters who provide advice and knowledge that will help him or her get elected.

Let’s pretend that an election has just been called in the province, and candidates must answer questions based on their knowledge of how the provincial Legislative Assembly works. Each candidate will have a team to help him or her win the constituency/riding. Just like in an election, it takes teamwork to win!

Activity

- The class is divided into three teams, each assigned a different colour. Each team chooses one student that they think would be a good candidate to represent their party.
- The candidates are asked to stand up briefly so that everyone knows who they are. Use “candidate” name tags to identify the nominated candidates.
- Each team is given a set of answers for part 1, colour coded to the colour assigned to their team. (see answers on the charts below.)
- The candidates, in turn, will choose a number from one to nine, and the teacher will ask the corresponding question.
- Each team looks at their set of cards and decides on the best response. Emphasize to students that each correct answer will be used only once and that there is one extra card. On the count of three each candidate holds up the answer chosen by the team. (If the group has difficulty deciding on an answer and is not ready on the count of three, the candidate will make the final decision.)
- A correct answer will earn the group a point or token, representing a vote for that candidate.
- If all three answers are incorrect, come back to the question later and help the students find the right answer through some discussion. (Option – Ask team 1 the first question, team 2 the next question etc., If a team doesn’t answer correctly, the next team can “steal” that point by providing the correct answer.)

- Once all nine questions have been answered correctly, one final answer remains. Ask the bonus question worth two points: “Elections must be held in Alberta every (how many?) years or less.” (*answer = five*) The first team to come up with the right answer wins the additional token.
- Each team is given the set of answers for part 2, and the same procedure is followed.
- When both parts of the game have been played, each team counts its tokens to see which candidate has won the election.
- In the event of a tie some tie-breaking questions can be used:
 1. Which Member of the Legislative Assembly does not usually vote but can cast a vote when there is a tie? (Speaker)
 2. How many constituencies/ridings are there in Alberta? (83)
 3. Who is responsible for security in the Chamber? (Sergeant-at-Arms)

One way of doing this is to have the two or three tied candidates each give an answer before declaring who has the given the correct answer. If all have the correct answer, go on to the next question – “sudden death” final.

Closure

Discussion ideas...

- What do you think it would be like to run for election? Would it be fun? Hard work? Scary? Do you know anyone who has run for election?
- Did you know that you don’t have to be an adult to help with an election campaign? Has anybody ever helped a candidate who was running for election? What kinds of things could people your age do to work for a candidate?
- If you knew someone who you thought would be a really good candidate to represent your riding and you wanted other people to vote for this person, how do you think you would help this person to get elected?
- Why is it important for citizens to vote during an election?

PART ONE

POSSIBLE ANSWERS	QUESTIONS 1 - 9		
<i>Cabinet Ministers</i> <i>Official Opposition</i> <i>Elections</i> <i>Speaker</i>	1. The group with the greatest number of seats in the Legislative Assembly forms the ____. <u>Government</u>	2. The leader of the governing party in the Legislative Assembly <u>Premier</u>	3. The group chosen by the Premier to head various government departments <u>Cabinet</u>
<i>Premier</i> <i>Government</i> <i>Question Period</i> <i>Lieutenant Governor</i>	4. The group that has the second most seats in the Assembly <u>Official Opposition</u>	5. Opposition members challenge government members on their policies and actions. <u>Question Period</u>	6. Ensures that parliamentary rules are followed during the Legislative Assembly's proceedings. <u>Speaker</u>
<i>Speech from the Throne</i> <i>Budget</i>	7. Must have the permission of the Assembly to enter the Chamber. <u>Lieutenant Governor</u>	8. Outlines the policies that the government plans to implement in the coming year. <u>Speech from the Throne</u>	9. The government's plan for its income and its spending for the year. <u>Budget</u>

PART TWO

POSSIBLE ANSWERS	QUESTIONS 1 - 6		
<i>Members of Cabinet</i> <i>Steps for a bill to become law</i> <i>Activities of the Opposition</i> <i>Role of the Lieutenant Governor</i>	1. Introduction of Visitors Introduction of Bills Ministerial Statements <u>Daily Routine</u>	2. Questions government policies and practices Introduction of Bills Presents alternatives to government policies <u>Activities of the Opposition</u>	3. Three readings Committee of the Whole Royal Assent <u>Steps for a bill to become law</u>
<i>Daily Routine</i> <i>Officers of the Legislative Assembly</i>	4. Speech from the Throne Dissolution of the Legislative Assembly Royal Assent <u>Role of the Lieutenant Governor</u>	5. Clerk of the Assembly Sergeant-at-Arms Parliamentary Counsel <u>Officers of the Legislative Assembly</u>	6. Premier Ministers <u>Members of Cabinet</u>