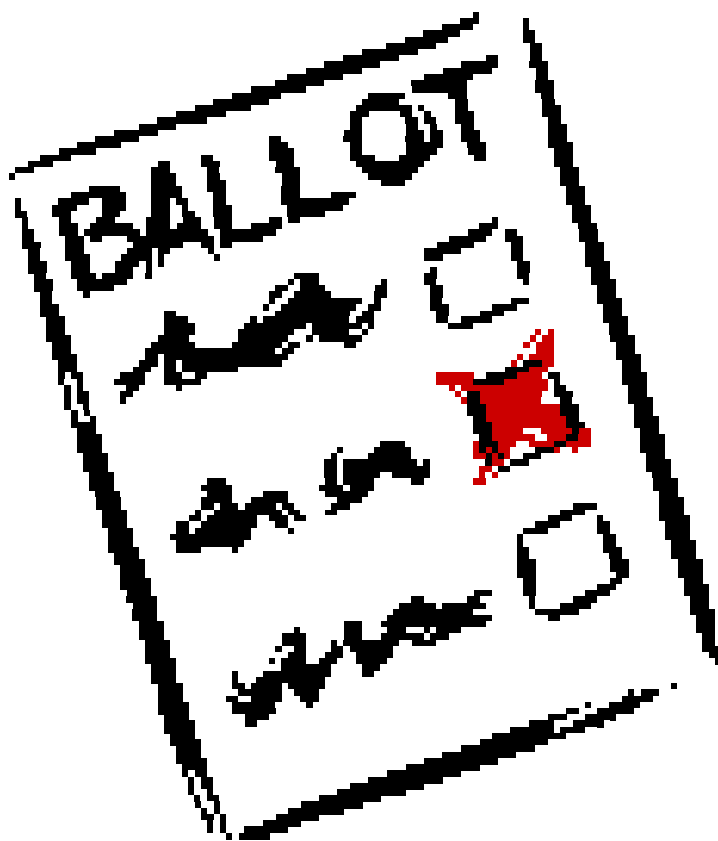


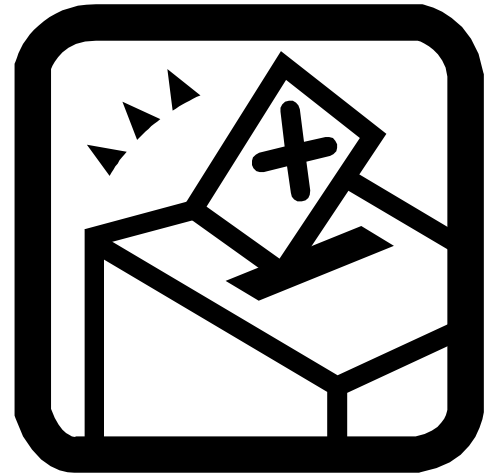
How To Kit



Election



Election How to Kit



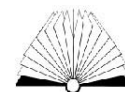
Elections come with their own vocabulary, jargon and challenges. They can be intimidating to a learner who is not familiar with the process. Elections are also a great opportunity to build literacy skills.

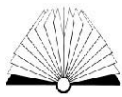
This *Election How to Kit* includes literacy activities that you can do with adult learners around the election. There are suggestions for activities that will:

- Inform learners
- Help learners realize that their voice and vote count
- Develop vocabulary used in elections
- Encourage learners to take an active role in the upcoming election

There is also a section on *Learners Take Action for Literacy* that gives suggestions for ways that learners can lobby candidates around the issue of literacy in their community and constituency.

Have fun!





Election Resources

- Elections NWT <http://www.electionsnwt.com/> This website has:
 - Guide to Student Voting.
 - Voter Registration Form
 - A Guide for Voters
 - Get on the List

Elections NWT

3rd Floor, Panda II Centre

#7, 4915-48th Street

Yellowknife NT X1A 3S4

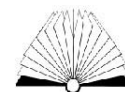
Telephone: (867) 920-6999 or 1-800-661-0796

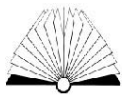
Fax: (867) 873-0366 or 1-800-661-0872

Website: <http://www.electionsnwt.com/>

Email: electionsnwt@gov.nt.ca

- Each community will have a returning officer that you can get information from. Check the Elections NWT website for information on who the returning officer is in your community and then check with that person for more information or invite them in as a guest speaker.
http://www.electionsnwt.com/returning_officers.html.
- *I can vote! A user-friendly guide to voting in Canada*
<http://www.nald.ca/clr/vote/page7.htm> Available free from Elections Canada





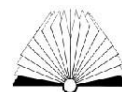
- Election Simulation Kit

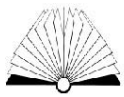
This simulation kit contains everything you need to set up a practice polling station and go through the steps of voting. There is also a blank list of electors, tally sheet and ballot at the end of this guide.

- 1 ballot box
- 1 voting screen
- 4 short seals
- 2 long seals
- 1 polling station pennant
- 2 straightedges
- 3 pencils
- 2 samples of a folded ballot
- 1 sample of marked ballot papers
- 1 template for blind voters

The Election Simulation Kit and *I can vote!* book are available for free from Elections Canada:

Elections Canada
Public Enquiries Unit
Elections Canada
257 Slater Street
Ottawa, Ontario K1A 0M6
Telephone: 1 800 INFO-VOTE (1 800 463-6868)
Fax: (613) 954-8584
Web site: <http://www.elections.ca>





Check out the election information on **The Northern Edge**

The second issue of The Northern Edge has a very detailed piece on the election and the election process.

Make sure you check it out!

It will be online September 15th, 2003.

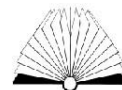
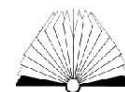




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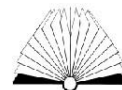


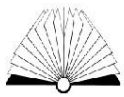
Election Survey

Read each question and check off 'yes' or 'no.' If you answered 'no' to some of these statements, there are activities in this kit that will help you learn more about elections.

Note: You will have to use this survey closer to election time.

1. I know who the candidates are in the upcoming election.	<input type="radio"/> Yes <input type="radio"/> No
2. I am registered to vote in this election.	<input type="radio"/> Yes <input type="radio"/> No
3. I know the name of the constituency I live in.	<input type="radio"/> Yes <input type="radio"/> No
4. I know where to vote. (my polling place)	<input type="radio"/> Yes <input type="radio"/> No
5. I know the important issues in this election.	<input type="radio"/> Yes <input type="radio"/> No
6. I know where to go if I have questions about the election.	<input type="radio"/> Yes <input type="radio"/> No
7. I know how to make a difference in the election.	<input type="radio"/> Yes <input type="radio"/> No
8. I believe my vote can make a difference.	<input type="radio"/> Yes <input type="radio"/> No
9. I understand how elections work.	<input type="radio"/> Yes <input type="radio"/> No
10. I am planning to vote in the upcoming election.	<input type="radio"/> Yes <input type="radio"/> No



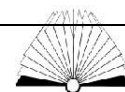


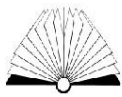
Election Vocabulary

Elections come with a lot of jargon and special vocabulary. Here are some words that you will see related to elections.

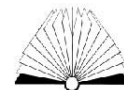
As you work through the election activities you will come across words that are not familiar to you. Look these words up in the dictionary and write down their definitions.

Election	When people vote to make choices about their government.
Ballot	A form you mark when you vote.
MLA	A short way of writing Member of the Legislative Assembly
Candidate	A person who is trying to get elected.
Eligible	To be allowed to do or get something.
Register	To sign up; to get on an official list.
Campaign	The work people do to get someone elected
Polling Place	The place where you go to vote.
Spoiled ballot	A ballot that has been torn or marked incorrectly
Slogan	An election cheer that sums up what the candidate is saying and helps the candidate's campaign and it helps the people remember who the candidate is.
Register of electors	A list of people who are eligible to vote in an election
Constituency	A special map showing the electoral districts in a province or territory





Election Vocabulary (continued)



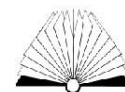


Election Word Search

- Circle the vocabulary words in the word search below. The words may go down or across. Check them off the list as you find them.

B	A	L	L	O	T	Z	C	F	C
E	V	O	T	E	E	P	A	R	A
L	T	I	Q	L	U	R	D	Y	M
I	Y	K	C	E	K	Q	N	O	P
G	H	P	G	C	R	J	D	P	A
I	O	E	K	T	N	S	I	W	I
B	U	B	O	I	C	L	D	Q	G
L	W	J	A	O	M	L	A	I	N
E	Q	I	Z	N	U	R	T	U	R
G	O	V	E	R	N	M	E	N	T

- MLA
- vote
- eligible
- government
- campaign
- ballot
- candidate
- election

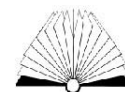


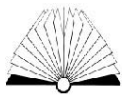


People Scavenger Hunt

This activity is to get you thinking about the election and the election process and share your knowledge with each other. The idea is for you to find the answer to each question from a different person and record both the answer and the person you got it from on the scavenger hunt grid. The "winner" is the first person to complete the scavenger hunt.

<p>What is the date of the election?</p> <p>Answer: _____</p> <p>Name: _____</p>	<p>Name a candidate who is running in your constituency.</p> <p>Answer: _____</p> <p>Name: _____</p>	<p>Name the current Premier.</p> <p>Answer: _____</p> <p>Name: _____</p>
<p>Make up your own question: _____</p> <p>_____</p> <p>Answer: _____</p> <p>Name: _____</p>	<p>How long do you have to live in the NWT before you can vote?</p> <p>Answer: _____</p> <p>Name: _____</p>	<p>Name the current MLA for your constituency.</p> <p>Answer: _____</p> <p>Name: _____</p>
<p>How old must you be to vote?</p> <p>Answer: _____</p> <p>Name: _____</p>	<p>How often are elections held in the Northwest Territories?</p> <p>Answer: _____</p> <p>Name: _____</p>	<p>How many MLAs are there in the NWT?</p> <p>Answer: _____</p> <p>Name: _____</p>



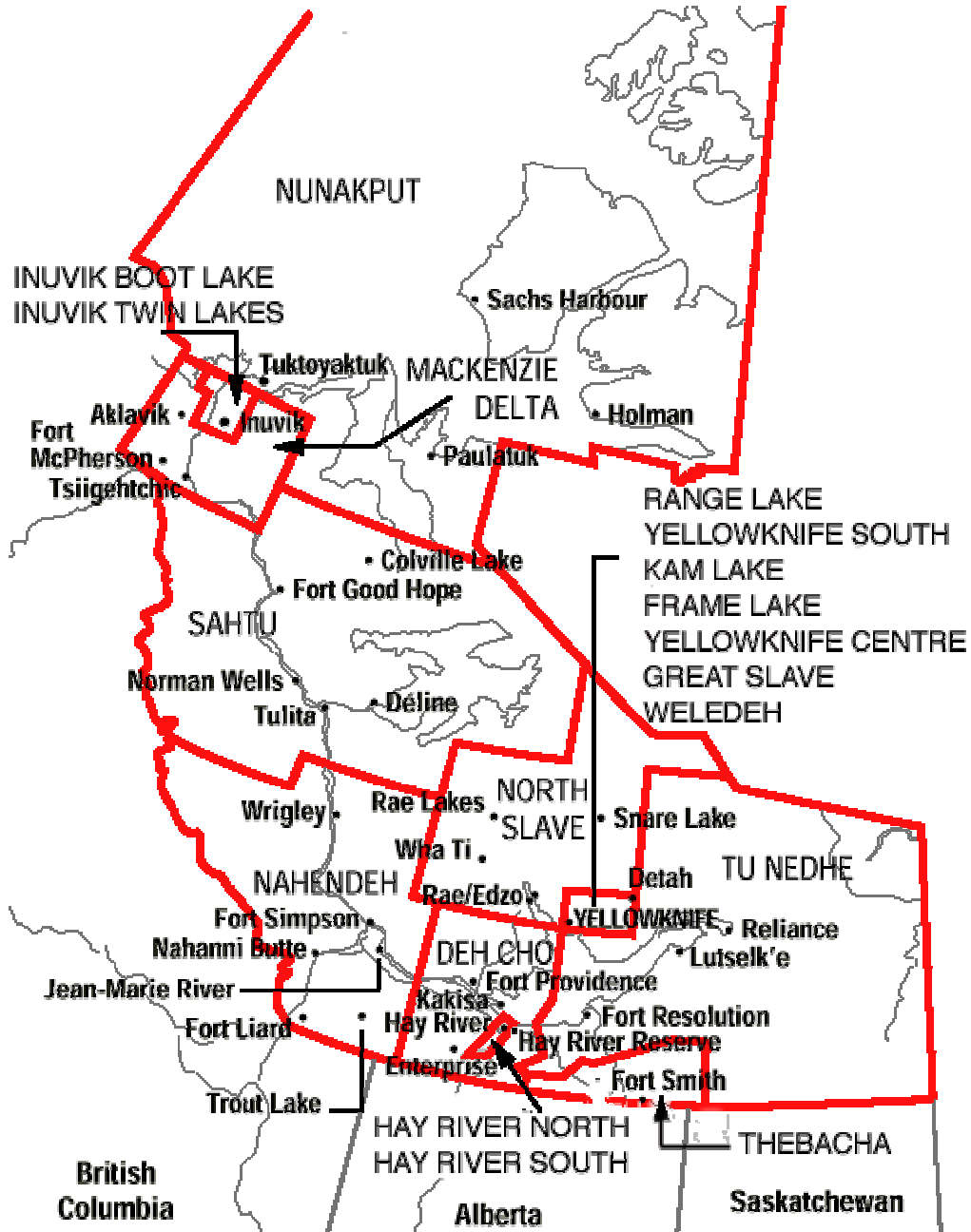


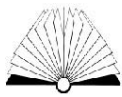
Constituency Map

Look at the constituency map below.

How many constituencies are there in the NWT?-----

Which constituency do you live in?_____





Track the Candidates

Being a candidate in an election is like applying for a job. Candidates in an election try to sell themselves to the electors, just like you try to sell yourself to potential employers.

Your job will be to track the candidates during the election from the beginning of the campaign until the election to see how a job applicant becomes a hired employee. You will keep track of the major issues and how the candidates stand on these issues.

1. Who are the candidates running in your constituency?

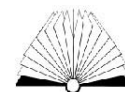
2. Who is the incumbent (person who held the job last, if there is one). _____

3. Contact Elections NWT for a list of all the candidates and their addresses. You can use this information to send letters to the candidates.

4. Which candidates do you think get the most media attention? Why?

5. Do you know anything at all about these candidates? What? Make a list of anything you know or assume about them.

6. Where did you get the information you listed above? From the media? From your family?





More Election Ideas!

- Make a poster that describes the issues of each candidate.
- Make a poster about the person who is running for MLA
- Make a Venn diagram comparing issues or candidates.

Election Simulation Kit

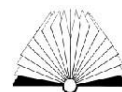
You can order a complete election simulation kit from Elections Canada and work through the election process with the learners. This is an excellent opportunity to see how an election works and the various tasks involved in an election.

Election News Board

Encourage learners to bring in news clippings and information from home to discuss with the class. The news board could be divided into areas for different candidates or issues as well as a general section.

Word List

In this unit learners will come across a lot of election specific jargon. You may also choose to have these words on display possibly with their definitions. This can be built up as the unit progresses and these words are discussed.



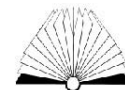


To Vote or Not? A Survey

Many countries around the world are troubled by the fact that many people don't exercise their right to vote. What about your classmates, friends and family? Do a small survey among your friends and family. What reasons do they give you for voting or not voting? (Make two lists). What about you personally?

To Vote or Not?

<i>Reasons for voting</i>	<i>Reasons for not voting</i>





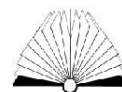
Election Scavenger Hunt

Your task is to hunt through newspapers and other news resources for election-related news, photos, editorials, and more.

Try to find some of these items about the election:

- News articles about an important issue in the election
- News articles about an individual candidate's campaign
- Photographs about the election
- Editorial cartoons that relate to one of the candidates
- Editorial cartoons that relate to one of the campaign issues
- Election ads or a flyers for candidates from a news source or campaign office

Make an election news board where you can post all your class findings and news clippings.



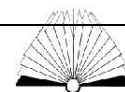


What are the Important Issues?

Learners determine the most important issues of the current campaign for their community and for the Northwest Territories.

1. Brainstorm a list of important issues the next government will face.
2. Ask the learners to vote to narrow those issues to a list of the five most important ones. (Each learner can vote for three issues.)
3. Then hold another vote. Have each learner vote for the single issue that he or she feels is the most important issue.
4. Ask each learner to create a graph to represent that final vote.

My Community	My Constituency	The NWT

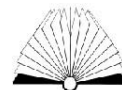


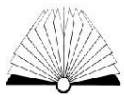


Here are some issues that are important to people in the NWT

- Education – school and adult education
- Special needs of children and adults in school
- Recreation facilities
- Rental rates and affordable housing in the NWT
- Elder Abuse
- Seniors' home heating subsidy
- Increase in power and gas rates
- Shortage of drug and alcohol workers
- Health care in communities
- Development in the NWT – jobs, land, wildlife

What issues are important to you?





How Do People Decide Whom To Vote For?

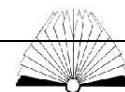
This activity is to help you identify ways in which people get their information on candidates and decide how useful these sources are.

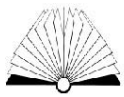
There are two types of voting. Which kind do you think most elections are decided by?

Prospective Voting means "forward-looking." This is when voters look carefully at the candidates and think about how their future will be if they vote for each person. This type of voting requires looking closely at the ISSUES.

Retrospective Voting means "backward-looking." How have things been in recent years? If the answer is good, then the voter is likely to re-elect the incumbents. If the answer is not so good, then the voter is likely to vote for the challengers.

Brainstorm a list of reasons a voter might vote for the incumbent or the challenger?





The Brainstorm

How do people get their information about the candidates? Brainstorm a list of as many places you can think of where people get their political information.

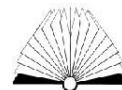
The Interview

Talk to people in your community about where they get their information about candidates.

The Questions

As you are interviewing people, think about these questions. You will discuss them as a class after all the interviews have been completed.

1. How do you think the source of information might affect the way people vote?
2. What do you think is the most effective source of information for the candidates?
3. What is the most useful source for the voters?
4. Are you happy with the information you are getting from these sources? Do you think that the kinds of information available now will help you to make a well-informed choice?



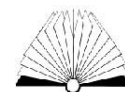


5. Some suggestions for where you might find information on candidates.

- TV News
- Newspapers
- Family
- Friends
- Radio
- Campaign Ads - How many different mediums do these come in?
 - TV
 - Billboards
 - Yard signs
 - Buttons
 - Bumper stickers
 - Speeches
 - Public appearances
 - All Candidate's Meetings
- Campaign Literature
- Internet
- Candidate web pages
- Candidate campaign offices
- Magazines

What are the differences and similarities between these sources?

Try to find the same information in several different sources. Are there different biases in different sources?





Types of Ads

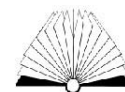
You will learn to recognize different types of ads and understand why candidates may choose to use these types of advertisements in their campaigns.

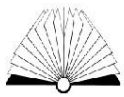
There are four main types of ads:

1. Negative - One candidate portrays the other in an unfavorable light.
2. Warm and Fuzzy - Candidates make the voters feel good about the country or his/her campaign.
3. Humorous - Candidates elicit a laugh or smile from the viewer.
4. Scary - Candidates suggests images of fear (usually combined with a Negative ad).

Can you think of examples that fit into each of the four types? After you have closely looked at some political ads, answer the following questions.

1. What are the key messages in each advertisement?
2. Which type of ad was more memorable? Why?
3. Which do you think would be most effective in convincing viewers to vote for (or against) a candidate?
4. Did you learn from the ads? Did they help you to decide which candidate to support?
5. What do all types have in common? Do they give factual information or do they evoke an emotional response?
6. During which programs (radio/TV) do the ads play? What time of the day do you see the most ads?
7. What are the limitations of a 30 second commercial?
8. How important is a candidate's look in these ads? What type of image are they trying to create?
9. If you were the campaign manager for a candidate in your constituency, what type of ad would you try to create?





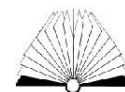
Campaign Promises

Election Year Activity

Your task is to find out what the major issues are in the election and learn what each candidate feels about this issue.

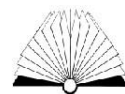
What is a campaign promise? What influences the claims candidates make during the election?

Issue	Candidate	Their Position or Solution





Learners Take Action for Literacy



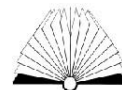


Learners Take Actions for Literacy!

Here are some ways that you as an adult learner can make a difference in literacy.

Learners Lobby for Literacy

1. Send a personal letter to each candidate in your area. Use the sample provided, or write your own. Tell each candidate why literacy is important to you.
2. Attend official campaign events. Talk to people at the event about literacy. Bring copies of our 'Literacy Facts in the NWT' with you and hand them out to people at the event.
3. Attend the 'All Candidates' meeting in your community. If people in the audience are allowed to ask the candidates questions, ask a question about issues that are important to you. (Sample questions provided)
4. Take part in radio call-in programs with the candidates. Be sure to phone in with questions and information related to issues that are important to you.
5. If you are in a literacy program, invite the candidates to a forum in your program. Come up with questions to ask the candidates about issues that are important to you.
6. Volunteer to work on the campaign of one of your local candidates. You can offer to stuff envelopes or deliver campaign literature door to door. Use your contacts with the candidate and his or her workers to talk about literacy.



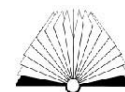


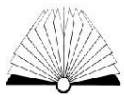
Sample Questions for Candidates about Literacy

Here are some sample questions that you can ask the candidates. They are about literacy and what the candidate will do to improve literacy in the NWT.

You can get ideas from these questions to make up questions about other important issues in your community.

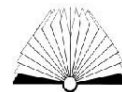
1. Will you make sure that all adults who want to improve their literacy skills have access to literacy programs? If so, how will you do this?
2. Will you make sure that funding is available for different types of literacy programs, such as family literacy, workplace literacy, Aboriginal language literacy and other types of literacy activities? If so, how will you do this?
3. Will you make sure that there is money for community-based literacy programs and activities (developed and run by the community)? If so, how will you do this?
4. Will you make sure there are supports for learners who want to go back to school, such as learner allowances, child care, special supports for disabilities? If so, how will you do this?
5. What will you do to make sure that all information on government programs and services is available in a way that people with low literacy skills can access it and use it?
6. Parents are their children's first and most important teachers and family literacy is an important part of literacy programming. Will you give more money to support family literacy?

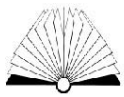




Sample Questions for Candidates about Literacy (continued)

7. What will you do to make the adult literacy and basic education program work better so we can improve our literacy skills and take advantage of opportunities at home, at work and in the community?
8. What will you do to support the revitalization of Aboriginal languages in the NWT?





Sample Letter (from a learner to a candidate)

Your Address

Today's Date

Candidate's Name

Candidate's Address

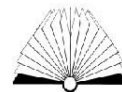
Dear Candidate:

Did you know that one in five adults in the Northwest Territories have major difficulty with reading or writing? I am one of those adults, and I will be voting in the upcoming territorial election. Right now people like me have few opportunities to improve our skills.

I want to know what you will do, if elected, to improve opportunities for people like me to develop our literacy skills? Your answer will help me decide how to vote in the election.

I hope to hear from you soon.

Yours truly,





Lobbying a Candidate

Excuse me, please. May I talk with you for a moment?

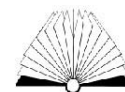
(If you are lobbying a candidate by phone you could say, “Hello. May I please talk to _____ or their assistant.”?)

My name is _____, and I’m representing learners from _____ (college or organization).

1. If you are elected would you please support (name issue)

2. This is important because (give your ‘needs statement’ – your reasons for supporting or opposing this)

3. Our solution is (tell how supporting or opposing this would help your cause)





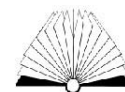
4. Do you have any questions or suggestions? (write down any questions or suggestions the candidate has)

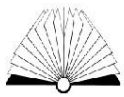
5. May I please have your support? YES NO MAYBE

6. Thank you very much for your time.

Name of Candidate

Constituency





Literacy Facts in the NWT

What is literacy?

Literacy is how people understand and use information. It is how they read, write, and use numbers and communication technology (computers, phone, fax, email, internet). People communicate and use information with every group of people they meet: at work, at home, and in their community.

Functional literacy is the skills people use to read, write, and use numbers for everyday things. People with functional literacy skills can understand and reply to letters. They can complete a form and apply for a job. They can read a drug prescription or a newspaper. They can follow written instructions.

Low literacy is when people don't have the literacy skills they need to do these daily tasks. They have trouble reading, writing, and using numbers.

Why Adults?

- Adults are leaders, parents, and role models.
- Adults are responsible for the health and well being 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, their community, their region, and for the whole NWT. Good information helps people make good decisions. People with good literacy skills have better access to good information.

What is Adult Basic Education?

Adult basic education is any program that helps people get ready for post-secondary training or employment. Adult basic education is learning to read, write

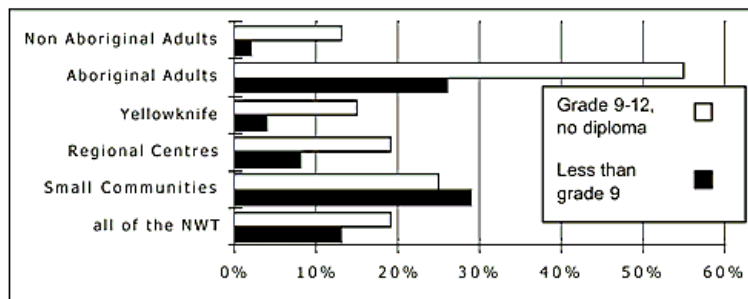




and use numbers and information technology. It is life skills, career planning, upgrading in specific subjects, or work training and experience.

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 needed for daily living.
- Aboriginal adults in the NWT have lower literacy levels than Aboriginal adults in southern Canada.



Source: NWT Labour Force Survey, 1999

You can get more information on literacy in the Northwest Territories by going to <http://www.nwt.literacy.ca/litfact/litfact.htm> such as including:

- Low literacy and job opportunities
- Low literacy and poverty
- Low literacy and health
- Low literacy and children
- Low literacy and the justice system
- Low literacy and a person's ability to participate in their community

