

## Lesson Plan

### Title

**How to Get the Premier's Ear: Creating a Concept Paper**

### Audience

Grades 10, 11, or 12 Social Studies, Civic Studies, Social Justice 12, Law 12

### Overview

Students will select an issue and work through the process of creating a concept paper.

### Objectives

To develop an understanding of the process required to create a legislative bill. To understand that the concept paper is merely the first step in a more comprehensive process to develop legislation. To engage in the process of initiating change. To understand that legislative gives effect to government policy (a.k.a. decision).

## Activities and Methods

### *Discussion*

- 1) How does a Bill become a law? (Review)
- 2) How is an issue presented for consideration?  
(Cabinet Minister, Stakeholder, Public Servant)
- 3) What is the process of taking an idea to a Bill?
- 4) What is the role of a concept paper in the creation of a Bill?
- 5) Brainstorm school rules students would like to see created or have changed?

### *Activities*

- 1) Break into groups to complete the concept paper student worksheet.
- 2) Present the concept paper worksheet to the class.
- 3) Class may act as Cabinet in a review of the concept papers.
- 4) Students and teacher to develop a rubric for evaluation

## Preparation (by teacher and by students)

The students will have prior knowledge of:

- Passage of a Bill to a law
- School rules and policies

## Duration of Activity

1-2 Lessons

## Learning Outcomes

Students will be able to:

- Apply critical thinking skills – including questioning, comparing, summarizing, drawing conclusions, and defending a position – to make reasoned judgements about a range of issues, situations, and topics
- Demonstrate effective research skills, including
  - accessing information
  - assessing information
  - collecting data
  - evaluating data
  - organizing information
  - presenting information
  - citing sources
- Demonstrate skills and attitudes of active citizenship, including ethical behaviour, open-mindedness, respect for diversity, and collaboration

## Materials & Resources

[Appendix 1](#) - Legislation from Idea to Bill

[Appendix 2](#) - Concept Paper Student Worksheet

[Appendix 3](#) - Getting the Premier's Ear Concept Paper Information Sheet

[www.leg.bc.ca](http://www.leg.bc.ca) - Discover Your Legislature, Purpose section

[www.parl.gc.ca](http://www.parl.gc.ca)

## Evaluation of Activity

Criterion Based Rubric

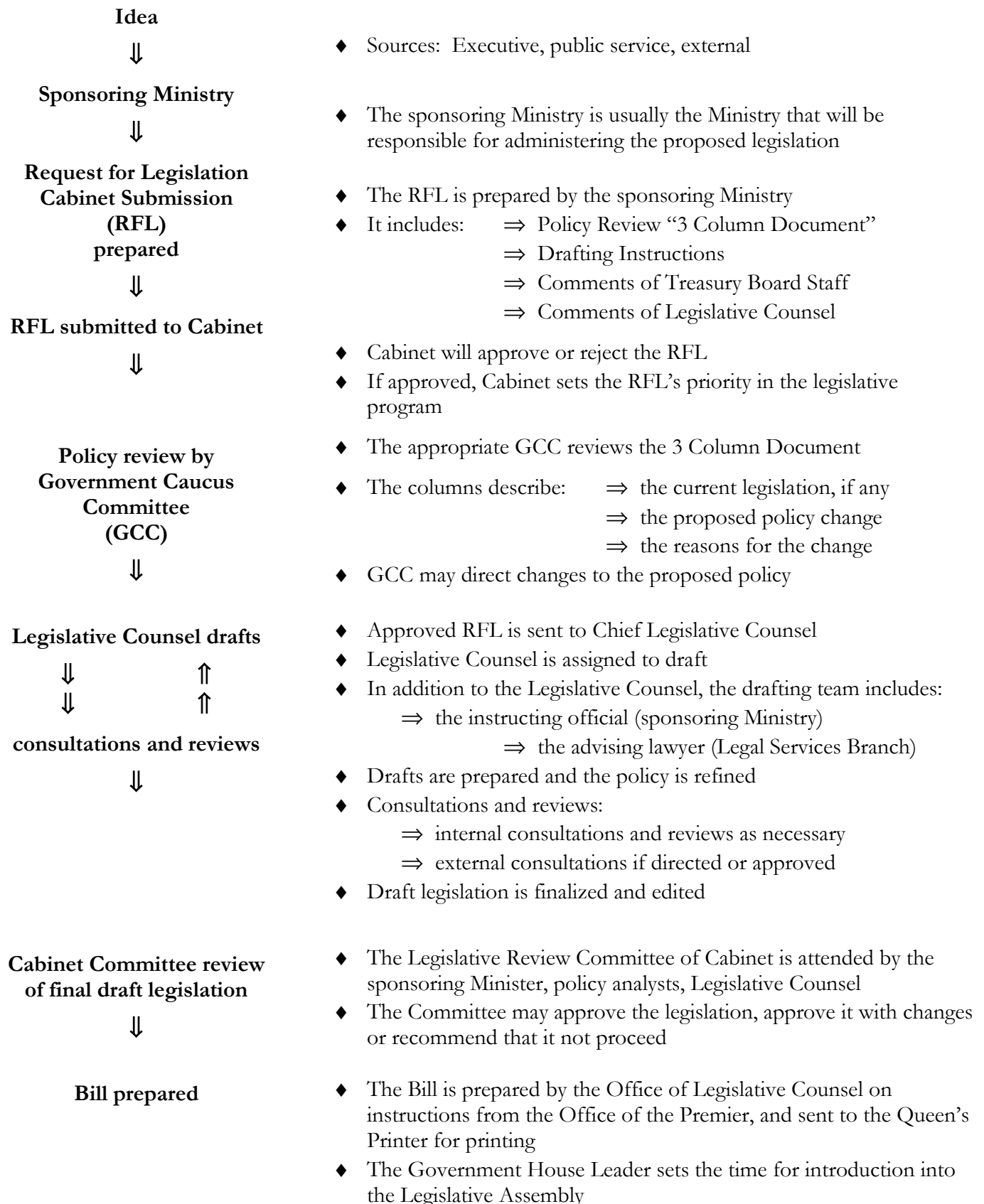
**Submitted By:**

Krista Bogen, Gleneagle Secondary School, SD # 43 (Coquitlam)  
Natalie Charlton, Smithers Secondary School, SD # 54 (Bulkley Valley)  
Chris Foster, Stanley Humphries Secondary, SD#20 (Castlegar)  
David Mayert, Nanaimo District Secondary School, SD #67 (Nanaimo)  
Toby Mundy, Seaquam Secondary School, SD #37 (Delta)

*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 Public Education and Outreach office only edits for clarity.*

# Legislation from Idea to Bill

---



# Appendix 2

## Concept Paper Student Worksheet

**Group Members:** \_\_\_\_\_

What is the problem that your concept addresses?

---

---

---

Briefly outline your concept:

---

---

---

Who would be affected by this concept? (Stakeholders)

---

---

---

Briefly predict the position of each of the stakeholders with this concept:

---

---

---

---

---

What are the benefits of this concept?

---

---

---

What are the concerns of this concept?

---

---

---

*... continued*

## Appendix 2 (continued)

What are the key elements of this concept?

---

---

---

What are the financial implications?

---

---

---

Who would be paying?

---

---

---

How would this concept impact existing programs, rules, and activities?

---

---

---

How long would it take to implement (prepare, develop and educate others for) this concept?

---

---

---

What steps need to be taken to enforce or implement this concept?

---

---

---

## Appendix 3

### Getting the Premier's Ear: The Concept Paper

To enact legislation, the House, through its members (Members of Legislative Assembly, or MLAs), examines, debates and ultimately votes on bills (proposed laws). Once a bill passes successfully in the House, it is given Royal Assent (final approval) by the head of state, the Lieutenant Governor.

However, a bill needs to be crafted carefully before it even reaches the House. Who comes up with these ideas for bills, and how does this initial process work?

#### *Who comes up with ideas for bills?*

- Ministers of the Crown (such as Education, Health, etc.)
- Public Servants (government employees)
- Outside agencies (ie: Organizations, Industry, Municipalities, etc.)

#### *How does the government decide what ideas need to become bills?*

The Executive Branch, (the Premier and Cabinet) ultimately decide in confidential Cabinet meetings which ideas should become priorities for the government. The ideas often provide solutions to problems or propose new initiatives. These selected ideas are forwarded to lawyers (Legislative Counsel) in the Ministry of the Attorney General to develop them into bills. Once the bills are drafted and approved by Cabinet, the government House Leader chooses a time for each bill to be introduced in the House for First Reading.

For an idea to be proposed to Cabinet and reach the ear of the Premier and Ministers, the following documents are created for them to review:

1. **Concept Paper**
2. **Cabinet Submission**
3. **Request for Legislation**

The first stage, the **Concept Paper**, is essentially a two-page report that proposes the idea's elements and gives Cabinet a summary of its benefits. It also suggests the impact of the proposed idea on various stakeholder groups and on existing legislation and government programs.

Cabinet will approve a Concept Paper if it falls in line with the current government's main priorities and needs expressed by the public. Once a concept paper is approved, it is sent to the Ministry affected by the proposed idea to draft a **Cabinet Submission**. A Cabinet Submission will thoroughly research the idea in depth for its impacts and may request input from stakeholder groups. The Cabinet Submission then returns to Cabinet for full policy approval. If approved, and the Cabinet Submission recommend legislation, then a **Request for Legislation (RFL)** is ordered, setting in motion the process of drafting the idea into a bill. Ministry officials work jointly with Legislative Counsel to prepare the bill so that it can be approved by Cabinet and sent to the House for the bill-making process.