



Government of  
Northwest Territories

CAMPAIGN SCHOOL FOR WOMEN

# EMPOWERING WOMEN TO RUN FOR ELECTED LEADERSHIP

INSTRUCTOR'S GUIDE

ISSUE 1.0

**Campaign School for Women:  
Empowering Women to Run for Elected Leadership**

Instructor's Guide  
Issue 1.0

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**All information provided by:**  
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Department of Executive and Indigenous Affairs  
Government of the Northwest Territories



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# Welcome, Introduction, and Diagnostic Activity

As participants arrive, invite them to take their materials and name card.

## CHECK-IN & INTRODUCTIONS

### Introduction Slide #1

Introduce yourselves as the presenters.

### MATERIALS + RESOURCES

- Name cards
- PowerPoint Presentation
- Workbooks

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### Course Description Slide #2

**Tell participants:** “Considering women and girls make up half of the population in the NWT, it’s imperative that appropriate representation in elected positions be supported.

This 2-day program is designed to inform and encourage women to consider supporting and/or leading the many elected leadership roles available to them, while recognizing and managing both the direct and indirect barriers that they may face that may be specific to women in NWT.

### SPACE

- **Safety** considerations of the space such as fire exits, washrooms, evacuation route, first aid kits, and any other applicable hazards
- **Purpose** of the workshop (use the outline to explain this)
- **Agenda** - timing of the Campaign School 9-4 each day for 2 days with a break from 12-1 for lunch
- **Code of Conduct** – facilitator to write this out on a flip chart page or whiteboard and have it stay there for the entire workshop describing what type of behaviour and space this should be for the next 2 days. Suggestions can include: listening to each other, sharing stories, no dumb questions, keeping stories confidential, etc...
- **Expectations** – Facilitator to do a round table check in asking participants to introduce themselves, state why they are here and what they would like to learn over the next 2 days together (write these instructions on a whiteboard or flip chart so participants can clearly see what to cover).”

## Day 1 Preparation Slide #3

**Tell participants:** “We surveyed women around the Northwest Territories and asked them what areas they would like to develop when considering running for an elected leadership position.”

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## Day 1 Preparation Slide #4

**Tell participants:** “The following includes the requested characteristics that are believed to best serve women as they consider running for elected leadership in the NWT.

This includes building confidence that they’re the right candidate, strengthening their communication skills, enhancing conflict management skills and developing public speaking skills.

Day 1 topics include Self-Perception/Confidence, Communication, Conflict Management, and Public Speaking.

Today will be focused on the soft skills and leadership development.”

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## Day 2: Substance Slide #5

**Tell participants:** “In this section, we break down the essential skills required to consider when running for an elected official position.”

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## Day 2: Substance Slide #6

**Tell participants:** “These areas include topics such as how to successfully fundraise for a campaign, how to organize a team to support a candidate, leveraging effective campaigning strategies and what steps are required to get a name on the ballot as well as recognizing applicable election rules and legislation.

This day is more transactional from an elections perspective so potential candidates can feel like they have a clear idea of the activities involved in running for an elected official position.”

**Additional Notes:** *You need to cover 4 modules today in order to have enough time to cover 4 modules the next day. Keep track of your time as it will vary based on the group and the number of participants. If you feel that time is limited, you may choose to select certain areas for ‘homework’ or have a few examples shared in front of the group instead of the individual activities planned throughout.*

## Module 1: You Got This!

|            | Instructor Guide  | Est. Time |  |
|------------|---|-----------|--|
| Objectives | <p>Examine the relationships between self-confidence and campaigning</p> <p>Identify your own personal characteristics as a leader</p> <p>Summarize what you have to offer to your community</p>  |           | <b>Materials and Resources Needed</b>                                  |
|            | <p><b>TELL PARTICIPANTS:</b> “In this module we will focus on identifying our own personal characteristics of leadership and investigate what we each have to offer our communities.”</p> <p>Activity: Leadership Characteristics (pg. 6 – 7)</p> <p>Activity: How Does Your Experience Make You Qualified? (pg. 7 – 8)</p> <p><b>TELL PARTICIPANTS:</b> “We’re about to watch a few short clips of women who have run for elected leadership positions in the NWT. Use page 8 in the workbook to record what leadership qualities you observe from them and any major points that you would like to remember from these clips”</p> <p><i>VIDEO: A Few Political Leaders in the NWT</i></p> <p><i>VIDEO: What Motivated These Women to Run?</i></p> <p>Activity: Traits of Political Leaders (pg. 9 – 10)</p> <p><b>TELL PARTICIPANTS:</b> “No one leadership style will work for everyone. It’s important that you choose a leadership style that feels genuine and authentic to you.”</p> <p><i>VIDEO: Anne-Marie Slaughter</i></p> <p><b>TELL PARTICIPANTS:</b> “Be clear on what you stand for as a leader and continue to stay curious with the public and your community to understand opposing views.”</p> |           | <p>PowerPoint Presentation</p> <p>Participant Workbook: Pgs 6 - 12</p> |

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|   | <p><i>VIDEO: Qualities of a Leader</i></p> <p><b>TELL PARTICIPANTS:</b> “In taking some time to clearly identify who you are as a leader and what you have to offer to your community will help to validate your sense of confidence and competency to run for elected leadership positions. Once you’re clear on these items, you can campaign with clear leadership that will help the voters better understand who you are and what makes you the most qualified candidate to represent their needs and interests. Are there any questions?”<br/>Allow for questions and responses.</p> <p><b>TELL PARTICIPANTS:</b> “At the end of each module there will be room for you to write any additional notes or thoughts that you have in your workbook. Also, please remember that there is an anonymous question box if you would like to drop in a question during the break rather than ask it out loud.”</p> |  |                         |
| Activity                                  | <p>Leadership Characteristics (pg. 6 – 7)<br/>How Does Your Experience Make You Qualified? (pg. 7 – 8)<br/>Traits of Political Leaders (pg. 9 – 10)</p>  |  |                         |
| Summary (High level overview of activity) | <p><b>LEADERSHIP CHARACTERISTICS</b></p> <p><b>TELL PARTICIPANTS:</b> “Take a moment to think of a positive role model or leader in your life. What important qualities did they possess? Please write your answers down on page 6 in your workbook.”</p> <p>Give participants a few moments to write down their answers.</p> <p>Have each participant find a partner and share their list as well as the impact those qualities had on them.</p> <p><b>TELL PARTICIPANTS:</b> “Highlight any of those qualities you feel you possess.” Ask participants to share qualities they have in common with their role model or leader with the whole group and then with their partner.</p>  |  | <b>Additional Notes</b> |

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| <p>Summary<br/>(High level overview of activity)</p> | <p>How Does Your Experience Make You Qualified?</p> <p><b>TELL PARTICIPANTS:</b> “Look back to your list of leadership qualities. Write down your leadership qualities and for each word, list how you have gained and/or demonstrated those qualities.”</p> <p>Provide participants with a few minutes to write.</p> <p><b>TELL PARTICIPANTS:</b> “Each of our leadership qualities can be an asset when running for an elected, official leadership position. Take a moment to write down how yours can be helpful to you.”</p> <p><b>TRAITS OF POLITICAL LEADERS</b></p> <p><b>TELL PARTICIPANTS:</b> “Please turn to page 9 in your workbook. This table shows common traits of political leaders. Take a moment to look over the list and decide if you believe this list accurately reflects traits that are required in the political environment in which you are involved.</p> <p>Give participants a few moments to review the list.</p> <p><b>TELL PARTICIPANTS:</b> “Are there any changes you would make to the list?”</p> <p>Allow for responses and discussion.</p> <p><b>TELL PARTICIPANTS:</b> “Look at the last trait, purpose or focus.”</p> <p>Ask someone to read the description aloud.</p> <p><b>TELL PARTICIPANTS:</b> “Write down what calls you to serve as a political leader?”</p> <p>Allow for a few minutes for participants to share answers within the group.</p> | <p><b>Additional Notes</b></p> |
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## Module 2: Communication

|            | Instructor Guide   | Est. Time |  |
|------------|--|-----------|--|
| Objectives | <p>Select appropriate communication responses</p> <p>Apply responses to a variety of situations relevant to elected leadership roles</p> <p>Understand your own communication style</p> <p>Apply several best practice strategies when speaking to an audience</p>   |           | <b>Materials and Resources Needed</b>  |
|            | <p><b>TELL PARTICIPANTS:</b> “In this module we will focus on communication and various ways that it is relevant to elected leadership roles.”</p> <p>Activity: Communication (pg. 13 – 14)</p> <p><b>TELL PARTICIPANTS:</b> “Communication is one of the common essential elements of society. People need people, and to communicate, it’s essential they be able to convey messages and understand each other. The communication cycle shows how the system of communicating and understanding information works.</p> <p>Several depictions of the cycle may involve slightly different steps and information, but most agree on the basic elements:</p> <ul style="list-style-type: none"> <li>• Sender: the person or object beginning the communication</li> <li>• Message: the information that the sender wants to convey</li> <li>• Encoding: how the sender wishes to bring the message into a form relevant for sending</li> <li>• Channel: the means by which the information is sent</li> <li>• Receiver: the person or object to whom the message is sent</li> <li>• Decoding: how the receiver reads and understands the message</li> <li>• Feedback: the receiver’s acknowledgment of the message”</li> </ul> <p>Reference pg. 14 – 15</p> |           | <p>PowerPoint Presentation</p> <p>Participant Workbook:</p> <p>Pgs 13 – 19</p> |

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|  | <p>Ask participants to think of examples of both environmental barriers &amp; personal barriers that may affect their campaign when communicating a message.</p> <p>Have participants turn to pg. 16 and compare their answers with the chart. Allow for a whole group discussion and response regarding answers.</p> <p><i>VIDEO: Emotions: Anger</i></p> <p>Encourage participants to recognize their triggers that could derail their leadership and develop sound strategies to manage those strong emotions by filling out the chart on pg. 17.</p> <p>Brainstorm with the group what active listening is and write answers on a large sheet of paper or board. Have participants look for qualities of active listening such as making eye contact, staying focuses, not listening to respond but instead listening to understand. Emphasize the importance of paraphrasing and empathizing – not giving unsolicited recommendations.</p> <p><b>TELL PARTICIPANTS:</b> “As a political leader – much of your time should and will be spent listening to the concerns of others so this is an important skill to hone.”</p> <p>Activity: Active Listening (instructions in ppt, information on pg. 18)</p> <p><b>TELL PARTICIPANTS:</b> “As an elected official, it’s important to have the confidence to think on your feet and in the moment, but it’s advisable to hold back your initial thoughts and ideas on issues that may appear to be controversial or divisive until you’ve done your homework on all sides of an issue. Having time to prepare your position so that you can clearly communicate your underlying interests is a beneficial approach to clear and effective communication. Do you have any questions?”</p> <p>Allow for questions and responses.</p> |  |  |
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|  | <p><b>TELL PARTICIPANTS:</b> “There is space for you to write any additional notes or thoughts that you have over the information presented at the end of each module. And don’t forget there is an anonymous question box if you would like to drop in a question during the break.”</p>  |  |                                    |
| Activity   | <p>Communication (pg. 13 – 14)<br/>Active Listening (in ppt)</p>   |  |                                    |
| Summary<br>(High level<br>overview of<br>activity) | <p><b>COMMUNICATION</b></p> <p><b>TELL PARTICIPANTS:</b> “Let’s take a deeper look at our own communication styles. Please turn to page 13 in your workbook and answer questions 1 through 4.”</p> <p>Give participants a few moments to write down their answers.</p> <p>Place participants in small groups of 3 or 4 to share their answers. Allow each participant an equal amount of time (4 – 5 minutes) to share without interruptions from group members.</p> <p><b>ACTIVE LISTENING</b></p> <p>Place participants in groups of 3.</p> <p><b>TELL PARTICIPANTS:</b> “You will take turns interviewing each other on any topic you choose. Please be respectful regarding the questions you ask one another. One person will be the speaker being interviewed. One person will show strong active listening skills as the interviewer and one person will be a silent observer. Once the interview is over, the three of you will debrief as to sharing examples of positive active listening and then you switch roles until you have each had a turn in each role.”</p> <p>When the groups are formed and practicing, circulate around and make note of some positive examples that you’re seeing.</p> |  | <p><b>Additional<br/>Notes</b></p> |

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## Module 3: Conflict Management

|            | Instructor Guide   | Est. Time |   |
|------------|--|-----------|---|
| Objectives | <p>Select appropriate conflict management responses</p> <p>Apply conflict management to a variety of situations relevant to elected leadership roles</p> <p>Understand and implement the 6 steps of conflict management</p>  |           | <p><b>Materials and Resources Needed</b></p>                            |
|            | <p><b>TELL PARTICIPANTS:</b> “In this module we will focus on conflict management. As a leader in your community, your conflict management style will be directly linked to your success to manage diverging perspectives on any number of issues.”</p> <p>Activity: Conflict Management (pg. 20 – 21)</p> <p>Direct participants to pg 22 &amp; 23 in their workbooks to review each of these 6 steps with the group.</p> <p>Guide participants to apply each of the 6 steps to the scenario that they created on pg 20 by filling out the table on pg 24.</p> <p>Once they're done completing the table, invite them to partner up with another participant to share their responses.</p> <p>Draw the table on a whiteboard or flipchart and ask a volunteer to walk through each step of their scenario to ensure that everyone is aligned with the model and how to use it correctly.</p> <p><b>TELL PARTICIPANTS:</b> “As a leader in the community, you must be prepared to deal with conflict on a regular basis and recognize that conflict itself is not a negative experience as it is often the birthplace of connection, mutual understanding and innovation. The negative experience of conflict is often the result of the process of managing conflict – therefore it's especially important to thoughtfully consider the best approach to any interpersonal conflict you may experience. Do you have any questions?”</p> |           | <p>PowerPoint Presentation</p> <p>Participant Workbook: Pgs 20 – 25</p> |



## Module 4: Public Speaking

|            | Instructor Guide  | Est. Time |  |
|------------|---|-----------|--|
| Objectives | Apply several best practice strategies when speaking to an audience   |           | <b>Materials and Resources Needed</b>  |
|            | <p><b>TELL PARTICIPANTS:</b> “In this module our focus is on public speaking. Public speaking opportunities provide a candidate with an effective means to win votes and should not be avoided.”</p> <p>Discuss the chart on pg. 26.</p> <p><b>TELL PARTICIPANTS:</b> “Studies show that by focusing on the things that we’re afraid of and using our rational minds to explore those fears, we are able to significantly reduce the way that we experience our fears.</p> <p>In the box on pg. 27, list all of the things about public speaking that you are afraid of – the ‘what ifs’....”</p> <p>Fill out questions 1 and 2 on pg. 27 as a large group.</p> <p>Activity: Public Speaking (pg. 28 – 29)</p> <p><b>TELL PARTICIPANTS:</b> “When running for any elected position, public speaking can be one of your greatest assets. It helps people to connect with you and what you stand for. The most powerful and persuasive public speakers come across as passionate and genuine so if you’re clear on your campaign and why people should elect you, be sure that your message doesn’t get muted by your fear of public speaking. Take as many opportunities to get up in front of people and the more you do it, the easier and more natural it will become over time. Do you have any questions?”</p> <p><b>TELL PARTICIPANTS:</b> “We have come to the end of Day 1. How are you feeling? What area stood out for you today?”</p> <p>Allow for responses.</p> |           | <p>PowerPoint Presentation</p> <p>Participant Workbook:</p> <p>Pgs 26 – 30</p> |



## Module 5: Teams

|            | Instructor Guide  | Est. Time |   |
|------------|---|-----------|---|
| Objectives | Recognize the importance of selecting and utilizing a team  |           | <b>Materials and Resources Needed</b>   |
|            | <p><b>TELL PARTICIPANTS:</b> “Not all elected positions will require a team to support you, for example running for a seat with your local education board may not require a team. However, the more competitive or higher profile elected positions can require quite a bit of work while campaigning. A strong team to support you in your campaign can make a huge difference in your election success. If applicable, you should be getting your team organized between 6-12 months prior to the election.”</p> <p>Activity: Teams (pg. 34 – 35)</p> <p><b>TELL PARTICIPANTS:</b> “Let’s see what some of our political leaders suggest in terms of putting together a strong campaign team.”</p> <p><i>VIDEO: “Planning and Carrying Out Your Campaign”</i></p> <p><b>TELL PARTICIPANTS:</b> “Open your workbook to Appendix 1, pages 50-55 where you will find an explanation of what each role does in a campaign. Take a moment to look over this list. Are there any questions about these roles?”</p> <p>Allow for any discussion or questions about roles.</p> <p><b>TELL PARTICIPANTS:</b> “How does this list of roles compare with those you identified on pages 34 and 35?”</p> <p>Allow for any discussion or questions about roles.</p> <p><b>TELL PARTICIPANTS:</b> “Are there any on this slide (ppt slide #54) that may not be needed for your position?”</p> <p>Allow for any discussion or questions about roles.</p> |           | <p>PowerPoint Presentation</p> <p>Participant Workbook:</p> <p>Pgs 33 – 37</p> <p>Pgs 50 – 55</p> |

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|   | <p><b>TELL PARTICIPANTS:</b> “Are there any positions that you might have missed on your list?”</p> <p>Allow for any discussion or questions about roles.</p> <p><b>TELL PARTICIPANTS:</b> “How does this list of roles compare with those you identified on pages 34 and 35?”</p> <p>Allow for discussion and response.</p> <p><b>TELL PARTICIPANTS:</b> “Not all elected positions will require a team to support you, for example running for a seat with your local education board may not require a team. However, the more competitive or higher profile elected positions can require quite a bit of work while campaigning. A strong team to support you in your campaign can make a huge difference in your election success. If applicable, you should be getting your team organized between 6-12 months prior to the election. Do you have any questions?”</p> <p>Allow for questions and responses.</p> <p><b>TELL PARTICIPANTS:</b> “During the break, please feel free to put any questions in the box or ask me directly.”</p> |  |                         |
| Activity                                  | Teams (pg. 34 – 35)   |  |                         |
| Summary (High level overview of activity) | <p><b>TEAMS</b></p> <p><b>TELL PARTICIPANTS:</b> “In this activity, we are going to explore what we currently know about putting a support team together for a campaign.”</p> <p>Assign an elected position to each person or allow participants to choose an elected position that they are currently considering running for or would consider running for in the future.</p>   |  | <b>Additional Notes</b> |

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|  | <p><b>TELL PARTICIPANTS:</b> “Write down the name of the type of position that you will focus on for this activity on page 34 of your workbook.”</p> <p>Provide a moment for participants to find the page and write down the information.</p> <p><b>TELL PARTICIPANTS:</b> “Next, list the general responsibilities required to support your campaign in your chosen position in the chart on page 35.”</p> <p>Allow time for participants to record their answers in the chart.</p> <p><b>TELL PARTICIPANTS:</b> “Can you identify various roles that you could allocate to your team to support you in these responsibilities? If so, write the name of the role beside each line. For example, if the general responsibility is to help you manage your raised funds, you may title that role, “Finance Coordinator.”</p> <p>Allow time for participants to allocate responsibilities.</p> <p><b>TELL PARTICIPANTS:</b> “Would anyone like to volunteer to share their list with the group?”</p> <p>Allow for responses and discussion.</p> <p><b>TELL PARTICIPANTS:</b> “You can always refer back to the appendix for a comprehensive list of roles that may be required to support your team, depending on the type of election you are running in.”</p> |  |  |
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## Module 6: Fundraising

|            | Instructor Guide  | Est. Time |   |
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| Objectives | Identify the importance of fundraising when running for elected leaders   |           | <b>Materials and Resources Needed</b>                                   |
|            | <p>Day 2 Slide #45:</p> <p>Welcome all participants back for Day 2.</p> <p><b>TELL PARTICIPANTS:</b> “Yesterday we covered 4 topics: Confidence, Communication, Conflict Management, and Public Speaking. What information or ideas stood out for you yesterday?”</p> <p>Allow for each participant to respond going around the room.</p> <p><b>TELL PARTICIPANTS:</b> “How are you feeling today?”</p> <p>Allow for each person to respond and check in about their day.</p> <p>Day 2 Slide #46:</p> <p><b>TELL PARTICIPANTS:</b> “In this section, we break down the essential skills required to consider when running for an elected”</p> <p>Day 2 Slide #47:</p> <p><b>TELL PARTICIPANTS:</b> “These areas include topics such as how to successfully fundraise for a campaign, how to organize a team to support a candidate, leveraging effective campaigning strategies and what steps are required to get a name on the ballot as well as recognizing applicable election rules and legislation. Day 2 is also 4 modules including: Fundraising, Teams for your campaign, Campaigning, and Putting your name forward. This day is more transactional from an elections perspective so you can feel like you have a clear idea of the activities involved in running for an elected official position.”</p> |           | <p>PowerPoint Presentation</p> <p>Participant Workbook: Pgs 31 – 33</p> |

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|  | <p><b>FUNDRAISING MODULE</b></p> <p><b>TELL PARTICIPANTS:</b> “Fundraising can play a significant role in supporting your campaign so that you can maximize your efforts in reaching out to voters. Women typically raise more money from small contributions of less than \$200 and therefore need to build bigger networks to raise as much as men raise from larger corporations.”</p> <p>Activity: Fundraising (pg. 31)</p> <p><b>TELL PARTICIPANTS:</b> “Fundraising serves an important function in any type of election as it offsets the burden of needing to personally fund your campaign. Although fundraising for elections taking place at the municipal level may not be necessary, it becomes increasingly important to fundraise when the needs of your campaign are greater, such as in territorial elections where campaigns can require significantly larger investments.</p> <p>It’s also important to note that it may be worthwhile to plan and budget for any applicable financial burdens a candidate will have to take into consideration when choosing to run for office due to the possibility of taking time off work for the election period. Be sure to set up an estimated budget in consultation with those who have gone through a similar election in the past to guide you through your campaign and reduce any avoidable financial stress associated with running in an election. Do you have any questions?”</p> <p>Allow for questions and responses.</p> <p><b>TELL PARTICIPANTS:</b> “Remember that during the break I (we) am (are) available to answer any questions that might arise during class. If you feel more comfortable putting your question in the box anonymously, please do so!”</p> |  |  |
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## Module 7: Campaigning

|            | Instructor Guide   | Est. Time |   |
|------------|--|-----------|---|
| Objectives | Differentiate between the campaign methods required for various elected positions  |           | <b>Materials and Resources Needed</b>                                   |
|            | <p><b>TELL PARTICIPANTS:</b> “In this module our focus is on campaigning which is all about getting your message out.”</p> <p>Activity: Campaigning (pg. 38 – 39)</p> <p><i>VIDEO: “Planning &amp; Carrying out Your Campaign 2”</i></p> <p><b>TELL PARTICIPANTS:</b> “This video looked at canvassing and campaigning practices. There is a list of tips for effective canvassing on the bottom of page 39 in your workbook.</p> <p>Although doing door-to-door (canvassing) during a campaign is still regarded as an essential part of winning the confidence of the public, opportunities to share your campaign on social media are essential to reach a larger audience.</p> <p>You should be prepared that the media and the public will want to know what you have to say about various issues as soon as you announce your candidacy. Make sure you are comfortable responding to the issues before you announce your candidacy. Be prepared to respond to any manner of questions concerning local issues as well as broader issues facing the community, territory or country.”</p> <p><b>TELL PARTICIPANTS:</b> “Knowing your own campaign is not enough to fully understand the nuances of the election that you are running in. It’s important to understand who your components are to best leverage your platform and time towards those that will align with you.”</p> <p>Refer to pg 41.</p> |           | <p>PowerPoint Presentation</p> <p>Participant Workbook: Pgs 38 – 47</p> |

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|  | <p><b>TELL PARTICIPANTS:</b> “Does anyone in the group have experience being interviewed with the media?”</p> <p>Ask them to share their experience and any important suggestions that they can extend.</p> <p>Refer to page 42 – 43 for points regarding do’s and don’ts about the media.</p> <p><b>TELL PARTICIPANTS:</b> “What social media outlets do you use to stay informed?”</p> <p>Allow for responses.</p> <p><b>TELL PARTICIPANTS:</b> “How can you leverage that medium to your advantage?”</p> <p>Allow for responses and discussion.</p> <p><b>TELL PARTICIPANTS:</b> “Now let’s take a deeper look at how social media is intertwined with political campaigns.”</p> <p>Ask participants to refer to page 44 of the workbook.</p> <p>Activity: Social Media (pg. 44 – 45)</p> <p><b>TELL PARTICIPANTS:</b> “Running a successful campaign is your best bet at getting elected. Creating a clear message about who you are and why your constituents should have confidence in you is only part of the task – getting your message out there to as many people as possible is the other part. Are there any questions about campaigning?”</p> <p>Allow for questions and responses.</p> <p><b>TELL PARTICIPANTS:</b> “There is one more module left, please take time to ask any questions either directly to me or in the box before the course is completed as we don’t want you to leave with unanswered questions.”</p> |  |  |
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# Module 8: Putting Your Name Forward

|            | Instructor Guide   | Est. Time |  |
|------------|--|-----------|--|
| Objectives | Identify how to register for any given campaign and how to locate the appropriate support resources  |           | <b>Materials and Resources Needed</b>                                    |
|            | <p><b>TELL PARTICIPANTS:</b> “In this module we will focus on how to register for any given campaign and how to locate support resources. It is very important to know the steps you need to follow in order to get your name on the ballot.”</p> <p>Go around the room and ask each participant if they are interested in running (now or in the future) and if so, which type of position and election.</p> <p>Connect with participants who may be interested in running in the next Territorial Elections and ask them if they have consulted the Elections and Plebiscites Act of the NWT.</p> <p>It may be helpful to handout or tell someone how to find the listings of the past MLA standings.</p> <p><b>TELL PARTICIPANTS:</b> “Appendix 3 is a great resource for territorial elections. Appendix 4 and 5 have information regarding local authorities.”</p> <p>During each slide, allow for individual questions regarding procedures.</p> <p><b>TELL PARTICIPANTS:</b> “There are countless ways to serve your community to affect change. Once you are ready to consider running for an elected official role, be sure to do your homework to understand if you’re eligible, how to get nominated, the time requirements in that role, the expectations of serving in that role and the campaign rules. Remember that it’s important that our elected officials resemble the people that they serve and that the NWT needs more women to step up into these important and powerful roles.”</p> |           | <p>PowerPoint Presentation<br/>Participant Workbook:<br/>Pgs 48 – 49</p> |





