**Elections Ontario**

## Grade 10

# Civics and Citizenship Curriculum Resources

# Contents

# Introduction

**Welcome to Elections Ontario's new educational resources. A lot has changed since the last resource, *Voting Rules!,* was developed in 2011, including the Ontario Civics and Citizenship Curriculum.**

New forms of media have presented both benefits and challenges for democracies. Social media has become a powerful tool for civic action. It has also been used to spread misinformation and disinformation that can produce harmful effects for a democracy.

Students need to develop the skills to have civic conversations, listen to and consider multiple perspectives and develop their own political identities. Learning how to treat others as political equals, seeking out ways to participate in decision-making and respecting the rights and freedoms of others are important skills and experiences for all students, within the classroom and in the communities they belong to outside of school.

Elections Ontario hopes this resource proves useful to educators to help deliver the grade 10 civics and citizenship curriculum. The lessons are aligned with the revised curriculum released in spring 2022, are asynchronous and can be used in whatever order that works best for the educator's respective students. This new resource is ready to teach, equipped with everything needed to deliver the lessons. Where appropriate, answer keys, sample student work, templates and assessment tools are provided to support educators and students.

Each lesson is focused on an inquiry question, begins with a big idea and prepares students with an engaging Minds On, and encourages knowledge construction through student-focused activities. Lessons conclude with relevant consolidation tasks and assessment activities.

Lesson topics include an examination of the principles of democracy and how they apply to students' lives, the challenges that democracies can face, how to become civically engaged and what constitutes effective civic action.

An election simulation is also included in this new suite of classroom activities. We remain committed to making voting easy and accessible for all electors, while maintaining the integrity, security and transparency of the electoral process. By using these activities in your classroom, students will learn more about elections as they discover how the voting process works and why they should exercise this important responsibility and right.

The content is available in both print and digital formats to ensure it meets the needs of all classrooms across the province.

We know that young people need to discuss civic issues and develop civic literacy. The activities in this resource prepare students to become informed voters and active citizens, providing them with a greater understanding of the value of democratic participation.

# Lesson: How do the principles of democracy apply to my life?

## Big idea

Canada is a nation of many peoples, languages, regions, and perspectives. Democracy in Canada has a long history, stretching back to Indigenous talking circles in North America. Democracy is not static; it continues to evolve and includes dark moments where the principles of democracy were not extended to certain groups throughout history. Democracy is practised through the structures and processes of our governments but also in how Canadians live their everyday lives. It is not a guarantee; democracy can be challenged and weakened. However, it can also be strengthened and improved. It is important that all Canadians are equal participants in Canadian democracy and understand what that means.

## Curriculum connections

**B1.** Civic Issues, Democratic Values: describe beliefs and values associated with democratic citizenship in Canada, and explain how they are related to civic action and to one's position on civic issues

**B1.2** describe fundamental beliefs and values associated with democratic citizenship in Canada, including democracy, human rights, freedom, and the rule of law, identifying some of their key historical foundations, and explain ways in which these beliefs and values are reflected in citizen actions

**B3.** Rights and Responsibilities: analyse key rights and responsibilities associated with citizenship, in both the Canadian and global context, and some ways in which these rights are protected or may be infringed upon

**B3.2** analyse key responsibilities associated with Canadian citizenship

## Learning goals

I am learning to:

- identify the foundational ideas of democracy
- identify the principles of democracy in the Constitution of Canada and the *Canadian Charter of Rights and Freedoms,* as well as the Ontario Human Rights Code
- apply the principles of democracy to my daily life

# Success criteria

I can:

- explain what democracy means to me
- provide evidence of the principles of democracy in the Constitution of Canada and the Charter, as well as the Ontario Human Rights Code
- analyze to what degree my school puts the principles of democracy into practice

# Inquiry question

How do the principles of democracy apply to my life?

# Required materials

1. Appendix A Student handout –
   **Fact sheet: The Constitution of Canada,
   Fact sheet: The *Canadian Charter of Rights and Freedoms,* Fact sheet: The Ontario Human Rights Code**

2. Appendix B Student handout –
   **The principles of Canadian democracy**

3. Appendix C Teacher key –
   **The principles of Canadian democracy**

4. Slide deck –
   **Principles of Democracy**\*

5. Appendix D Student handout –
   **Democracy report card**

6. Appendix E Student handout –
   **Exit card**

\*Available online at: elections.on.ca/grade10

# Minds on

1. Organize students into partners or small groups. Tell them today's lesson is about the principles of democracy. Post the definition of "principle" in a visible spot in the class.

   a. A fundamental truth or proposition that serves as the foundation for a system of belief or behavior or for a chain of reasoning.

2. In their partnerships or small groups, students will discuss what they think the fundamental beliefs are that provide the foundation for a democracy. In other words, what are the core foundational ideas that democracy is built on? You can warm students up by having them suggest words or phrases that they think of when they hear the word democracy. Some examples students might suggest are:

   a. Human rights
   b. Freedoms
   c. Elections
   d. Government is limited
   e. Accountability
   f. Equality
   g. Minorities are protected
   h. Majority rules

3. Students should record their thinking on sticky notes or chart paper to capture what they think forms the foundation of democracy.

4. Explain that each group will create a bumper sticker that reflects some key aspect or big idea that is a principle of democracy. Provide 8-10 minutes to create the bumper sticker. Provide pieces of paper cut into the shape of a bumper sticker to students. If students need inspiration, do a quick Google search for funny or clever bumper stickers. Encourage students to illustrate and add a design to their bumper stickers if they have time.

5. After the designated time, ask each group to choose a speaker to share its bumper sticker. Here are some examples students could come up with:

    a. Gov't works 4 u

    b. Fundamental Rights & Equality Everywhere (F.R.E.E)

    c. I brake for human rights

    d. Equality rocks my socks off

6. Post the bumper stickers in a visible spot for the remainder of the lesson.

# Activity

1. Provide students with the fact sheets on the **Constitution of Canada**, the *Canadian Charter of Rights and Freedoms,* and the **Ontario Human Rights Code** (Appendix A). The teacher may wish to divide the class into separate groups focusing on one of the documents and then sharing their findings or creating groups of students looking at all the documents together or designating one person to each document and then sharing in small groups (groups of three).

2. Using the handout, **Principles of Canadian democracy** (Appendix B), each small group will consider what values and principles are evident in the documents they are assigned.

3. Discuss as a class what principles are clear in the documents that form the foundation of Canadian democracy. Encourage students to provide evidence from the documents. A teacher key has been provided.

4. Review the principles of democracy using the **slide deck**\* provided. Students can add to their handouts any principles the class did not identify and try to find evidence in the documents.

\*Available online at: elections.on.ca/grade10

# Consolidation

1. Students can work in teams or individually on the **Democracy Report Card** handout (Appendix D). Remind students to not just look for how the principles are put into practice in their school environment but also the challenges in doing so. Students should consider:

    a. Student Council/Student Government

    b. Parent Council

    c. Student Trustees

    d. Trustees

    e. Classroom and School Policies

*Teacher note:* *This can be as intensive as the teacher wishes to encourage. Students can use the school agenda book, school website, school newsletters, board website and even news articles about the school board as sources. They can also ask questions of school administrators, teachers and officials to help them make their evaluation.*

2. Distribute a copy of the **Exit card** (Appendix E) – Is democracy healthy and strong at your school?

   a. Students assess to what degree their school puts the principles of democracy into practice.

   b. Students give their school a final rating based on their analysis.

# Assessment

1. The teacher can use the **Democracy report card** handout to assess student learning. Concepts that seem challenging for students can be addressed in the next class or lesson. The teacher can also use student work to create an exemplar featuring strong examples of their responses for all students to review.

2. The teacher can use the **Exit card** as an assessment of learning.

# Appendix A

## Fact sheet: The Constitution of Canada

A constitution provides the basic rules and principles that govern a country. It creates many of the institutions and branches of government and defines their powers.

> **Did you know?**
>
> The Constitution of Canada includes the *Constitution Act, 1867*, and the *Constitution Act, 1982.* It is the supreme law of Canada. It also includes Indigenous rights and treaty rights.

### What does our Constitution say?

The Constitution defines the powers of the three branches of government: the executive, the legislative, the judiciary.

The Queen has the executive power in Canada. Her powers are mostly ceremonial though. Together, the Prime Minister and other Ministers form the cabinet, which is responsible to Parliament for government business. Ministers are also responsible for government departments, such as the Department of Finance and the Department of Justice. When we say "the government," we are referring to the executive branch.

Parliament is the legislative branch of the federal government. Parliament is made up of the Queen (who is usually represented by the Governor General), the Senate and the House of Commons. Bills are debated and passed by the House of Commons and the Senate. The Governor General must agree with a bill in order for it to become a law. This is called Royal assent. Royal assent is always given to bills passed by the Senate and the House of Commons.

The Minister of Justice is responsible for the Department of Justice. This Department offers legal services such as writing laws and giving legal advice to the government and its departments. The department develops criminal law and public law, as well as policies and programs for victims, families, children and youth criminal justice.

Our Constitution also has rules about the judicial branch of government. This branch is made up of judges. They must interpret and apply the law and the Constitution. Judges have to be impartial when they hear a case.

### What is a federal system?

The Parliament of Canada and the provincial and territorial legislatures both make laws. Parliament can make laws for all of Canada, but only about matters the Constitution assigns to it. A provincial or territorial legislature can only make laws about matters within the province's borders.

The federal Parliament deals mainly with issues that concern Canada as a whole:

- trade between provinces
- national defence
- criminal law
- money
- patents
- postal service

It is also responsible for the three territories: Yukon, the Northwest Territories, and Nunavut. Federal law allows territories to elect councils with powers like those of the provincial legislatures.

The provinces have the authority to make laws about:

- education
- property civil rights
- the administration of justice
- hospitals
- municipalities and other local or private matters within the provinces

There are also local or municipal governments. They are created under provincial laws. They can make bylaws that regulate a variety of local matters. Examples are zoning, smoking, pesticide use, parking, business regulations, and construction permits.

# Indigenous Peoples

First Nations, Métis and Inuit in Canada have different types of government. For example, First Nations can have a range of governmental powers over reserve lands under the federal *Indian Act.* Other Indigenous governments, such as self-governments, have powers as a result of agreements they have negotiated with the federal and provincial or territorial governments.

It was only with the *Canadian Charter of Rights and Freedoms* (1982) that human rights in Canada were protected in the written Constitution.

## VOCABULARY

**Bill:** a proposed law that is introduced in either the House of Commons or Senate. It must pass through various stages to become law.

**Royal assent:** granted by the Governor General (the Queen's representative in Canada). This is the final stage a bill must pass through before becoming an act of Parliament.

**Legislature:** an organized group of persons who have the power to make laws. Parliament is made up of the monarch, the Senate, and the House of Commons. Queen's Park in Ontario is the legislature of the province.

**Treaty:** agreements made between the Government of Canada, Indigenous groups and often provinces and territories. Treaties define ongoing rights and obligations on all sides.

# Fact sheet: The *Canadian Charter of Rights and Freedoms*

The *Canadian Charter of Rights and Freedoms* protects your rights and freedoms. It is part of our Constitution – the highest law in all of Canada.

## How does the Charter limit government action?

The Charter allows people to challenge government actions that are believed to violate rights or freedoms. The most complex and disputed Charter-based challenges may end up before the Supreme Court of Canada. In the past, these challenges have led to changes in federal, provincial and territorial laws.

The Charter makes sure that the government doesn't take away these rights or freedoms in an unreasonable way. The Charter recognizes that even in a democracy, rights and freedoms are not absolute. Section 1 of the Charter allows the government to put limits on rights and freedoms. This can only be done under certain and specific circumstances.

## What does the Charter guarantee?

The rights and freedoms in the Charter govern how governments act. People in Canada have the right to equality, freedom of expression and the right not to be deprived of life, liberty or security of the person, except in accordance with the principles of fundamental justice. It also protects the rights of First Nations, Inuit, and Métis in Canada.

The rights and freedoms protected by the Charter can be divided into seven categories. These categories address Canadians' fundamental freedoms, democratic rights, mobility rights, legal rights, equality rights, official language rights and minority language educational rights.

## Human rights protected in other laws

The Charter guarantees many basic human rights and fundamental freedoms. We have other human rights protections that come from federal, provincial, and territorial laws, common law, and international law.

In 1960, the parliament of Canada passed the Canadian Bill of Rights. This was the first federal human rights law in the country. It guaranteed basic rights and freedoms in federal law for the first time.

The *1977 Canadian Human Rights Act* prohibits discrimination in specific areas. These areas include federal employment and the provision of goods, services, facilities or accommodations available to the public. It prevents discriminatory practices based on several grounds. These grounds include race, national or ethnic origin, sex, and disability. The act applies to the Government of Canada, First Nations governments, and private businesses that the federal government regulates. These include banking, airline, telecommunications and broadcasting.

All provinces and territories have human rights laws. They apply within that province or territory.

# Fact sheet: The Ontario Human Rights Code

The Ontario Human Rights Code (the Code) provides protection from discrimination or unfair treatment. It states that every person has a right to freedom from unfair treatment in the following areas:

- **Services, goods and facilities –** including schools, hospitals, shops, restaurants, sports and recreation organizations and facilities

- **Housing –** the place where you live or want to live, whether you rent or own

- **Contracts –** includes both written and oral agreements

- **Employment –** includes job ads, application forms, job interviews, work assignments, work environment, training, promotions, discipline, terminations, volunteer duties, etc.

## Prohibited grounds of discrimination

The Code recognizes that unfair treatment occurs frequently because a person belongs to a certain group. In the four areas above, the Code protects people based on the following grounds, including:

- **Age –** 18-65 years (employment); 16+ years (housing); 18+ years (all other areas)

- **Ancestry –** family descent

- **Citizenship –** membership in a state or nation

- **Colour –** related to race

- **Creed –** religion or faith

- **Disability –** disability covers a broad range and degree of conditions, some visible and some not visible. A disability may have been present from birth, caused by an accident, or developed over time.

- **Ethnic origin –** social, cultural or religious practices drawn from a common past

- **Family status –** a parent/child relationship

- **Gender expression –** the behaviour, appearance, dress, etc. by which people express themselves and through which others perceive that person's gender

- **Gender identity –** a person's conscious sense of maleness and/or femaleness; this sense of self is distinct from biological sex

- **Marital status –** applies equally to common-law, same-sex and opposite-sex relationships; includes widowhood, separation, divorce

- **Place of origin –** country or region

- **Race –** common descent or external features such as skin colour, hair texture, facial characteristics

- **Receipt of public assistance –** in housing only

- **Record of offences –** provincial offences or pardoned federal offences (in employment only)

- **Sex –** unfair treatment can be sexual in nature, or because of pregnancy. This ground includes the right to breastfeed in public areas or in the workplace

- **Sexual orientation –** includes lesbian, gay, bisexual, heterosexual, two-spirited, questioning, etc.

It is possible for a person to experience unfair treatment based on many grounds (for example, sexual orientation and race). In some cases, a person may be exposed to a particular kind of discrimination because of a unique combination of identities. For example, there are stereotypes connected to "young Black males" that are not made about "older Black males" or "young Black females."

## Exceptions to the prohibited grounds

There are some exceptions to these prohibited grounds in the area of employment, such as:

1. An association that serves a group protected by the Code. Religious, educational, or social institutions serving ethnic groups, people with disabilities, religious groups, etc., may choose to employ only members of that group.

2. An employer may choose to hire or not hire, or to promote or not promote his or her own spouse, child or parent or the spouse, child, or parent of an employee.

3. An employer may discriminate based on age, sex, record of offences or marital status if these are genuine requirements of the job. For example, a shelter for abused women may choose to hire only women as counsellors. A club may hire only male attendants to work in the men's locker room. A childcare centre may refuse to hire someone convicted of child molestation because that is a safety risk to the children. The employer must still consider whether any accommodation can be made to enable that person to work in the job.

# Appendix B

## Student handout: The principles of Canadian democracy

**prin·ci·ple** / ʹprinsəpəl/ a fundamental truth or proposition that serves as the foundation for a system of belief or behaviour or for a chain of reasoning.

**Similar:** truth; proposition; concept; idea; theory; assumption; fundamental

What are the principles of Canadian democracy? Using the document(s) assigned to you, try to identify a value or belief that is foundational to Canadian democracy. An example has been completed for you.

| Principle | Document | Evidence |
|---|---|---|
| There are laws everyone has to follow | Charter | "Rights and freedoms guaranteed in the Charter govern how governments act." The government cannot just do anything it wants, it is limited by the Charter and so the law applies to everyone, even government. |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

# Appendix C

## Teacher key: The principles of Canadian democracy

| Principle | Document | Evidence |
|---|---|---|
| There are laws everyone has to follow | Charter | "Rights and freedoms guaranteed in the Charter govern how governments act." <br><br> The government cannot just do anything it wants, it is limited by the Charter and so the law applies to everyone, even government. |
| Everyone has a right to freedom from discrimination | OHRC | "Every person has a right to freedom from discrimination" in specific areas. <br><br> People are protected from discrimination based on things they can't change like age, gender, ethnic origin. |
| Minorities are protected | OHRC Charter | "The Code recognizes that discrimination occurs most often because of a person's membership in a particular group in society." <br><br> There are protected groups based on race and sexual orientation who don't make up the majority. |
| Common good | OHRC | "An employer may discriminate based on age, sex, record of offences or marital status if these are genuine requirements of the job." <br><br> Sometimes discrimination is okay if it's for the common good. |
| Laws | Const'n | "The Constitution sets out the basic principles of democratic government in Canada when it defines the powers of the three branches of government: the executive, the legislative, the judiciary." <br><br> There are rules and defined powers that must be followed so governments can't just do what they want. |
| Equity | Const'n | "Indigenous peoples in Canada have different types of government." <br><br> Equity is about leveling the playing field so people can achieve their full potential. Self-govt helps to do that. |

# Appendix D

## Student handout: Democracy report card

*Instructions: Using the principles of democracy from the lesson, enter each principle for your report card (you can use the same principle more than once), then offer examples of how that looks in your school and provide a final evaluation for each. An example has been completed for you.*

| Principle of democracy | Evidence | Final evaluation (level 1 to 4) 1 – Not being achieved 2 – Satisfactorily achieved 3 – Doing a great job! 4 – Amazing! |
|---|---|---|
| **Example:** Political equality | **Example:** We have student council elections, and any student is eligible to run for office but a lot of times it seems like a popularity contest. | **Example:** level 3 |
| | | |
| | | |
| | | |
| | | |
| | | |
| **Final Evaluation** | **I give my school a level _____ because:** | |

# Appendix E

## Student handout: Assessment – Exit card

In this lesson, we learned about the principles of democracy and applied those principles to school and school board practices. Complete the chart below to show your understanding of the principles and how they look when put into practice in your school and/or school board.

| Criteria | Examples and explanation |
|---|---|
| **Principle:** | |
| **Principle:** | |
| **Principle:** | |

Based on your learning in this lesson, does your school and/or school board put the principles of democracy into practice successfully? Give your school and/or school board a final rating and provide your rationale below.

| | |
|---|---|
| **Final rating (level 1-4)** | |
| **Rationale** | |
| **Extension** | If you gave your school and/or school board a rating below 4, how can things be improved? Try to think of one way your school and/or school board could be more democratic. Refer to the principles of democracy in your brief response |
| | |

# Lesson: What is a strong democracy?

## Big idea

While democracy is an established form of government that has a long history, it is never a guarantee. Citizens have a duty and responsibility to strengthen democracy and keep it healthy, as do elected governments not only in Canada but around the world. In the 21st century, new forms of media have presented both benefits and challenges for democracies.

These can present opportunities for citizens with similar and differing beliefs and values to engage with one another, the government, and other institutions more easily. At the same time, digital/social media platforms can spread misinformation and disinformation that weakens democracy and undermines democratic institutions. It is important for people to engage in civic action and to know their rights and responsibilities of citizenship in order to keep democracy strong and healthy.

## Curriculum connections

**A1.** Political Inquiry: use the political inquiry process and the concepts of political thinking when investigating issues, events, and developments of civic importance

> **A1.2** select and organize relevant evidence, data, and information on issues, events, and/or developments of civic importance from a variety of primary and secondary

sources, including media forms such as social and traditional media, ensuring that their sources reflect multiple perspectives

**B3.** Rights and Responsibilities: analyse key rights and responsibilities associated with citizenship, in both the Canadian and global context, and some ways in which these rights are protected or may be infringed upon

> **B3.2** analyse key responsibilities associated with Canadian citizenship

> **B3.5** analyse rights and responsibilities of citizenship within a global context, including those related to international conventions, laws, and/or institutions

## Learning goals

I am learning to:

- identify signs that a democracy is healthy and strong or weak and distressed
- identify examples of democracy in action in Canada

## Success criteria

I can:

- explain the characteristics of a strong and healthy democracy
- explain the characteristics of a weak or distressed democracy

- use media sources, including social media, to locate examples of democracy in action and label those actions as examples of strong/healthy or weak/distressed

# Inquiry question

What is a strong democracy?

# Required materials

1. Slide deck – **Principles of Democracy***

2. Appendix A Student handout – **Democracy scale**

3. Appendix B Teacher resource – **Sample case studies**

4. Appendix C Student handout – **Democracy in action**

*Available online at: elections.on.ca/grade10

# Minds on

> **Teacher note**: If students have completed Lesson #1 (**How do the principles of democracy apply to my life?**), review the principles of democracy to refresh student memory. Skip to Step #2 below.

1. Show students the slide deck, **Principles of Democracy,*** and briefly discuss how each one is necessary for a democracy to be healthy and strong. Explain to students that all citizens have a responsibility to keep democracy alive and well. Consider making a list together of words or phrases associated with a strong democracy and then a list of words and phrases associated with a weak democracy.

2. Next, tell students they will consider events from democracies around the world as well as in Canada and place them on a scale from Healthy/Strong to Weak/Distressed using the **Democracy scale** handout (Appendix A). This can be done individually or in groups.

> **Teacher note:** Three **sample case studies** (Appendix B) are included for reference. Students can search for current events using news sources online or newspapers brought into the classroom.

3. In their partners or small groups, students should locate a news story that provides an example of democracy being strengthened or weakened. They should gain a basic understanding of an event and determine where it should be placed on the scale from Healthy/Strong to Weak/Distressed. They will write the name of the event on the scale once they have made their decisions.

4. Discuss student placement on the rating scale after they have finished the task. Encourage students to share their events and ratings with an explanation. Come to a class consensus on where each event should be placed as much as is possible and keep the class copy in a visible location for the remainder of the lesson.

5. Add to the class list of words/phrases associated with strong/healthy and weak/distressed democracies now that students have been exposed to the case studies. Students can add these words along the top and bottom of their rating scales.

*Available online at: elections.on.ca/grade10

# Activity

1. Distribute copies of the student handout, **Democracy in action** (Appendix C) to students. They should work in partners or small groups, but this activity can also be completed individually.

2. Students will use print, and/or online news sources, including social media, to find examples of the principles of democracy in action – these can be examples of the principle being practiced in a strong and healthy way or examples in which the democratic principle is weak and distressed.

   *Teacher note: There are several accommodations that can be made to this activity to meet student needs. The teacher can pre-select the news stories and provide print copies to each student or small group. Alternately, the teacher can provide a small selection of news stories and complete the activity with the whole class, reading the news sources together and completing the handout together.*

   *If available, devices can be given to students and the teacher can briefly explain how to identify a reliable source before beginning this activity. There are many online resources on how to locate credible sources and identify misinformation/disinformation that can be used.*

3. Ask each student or small group to present one news story to the class and connect it to one of the principles of democracy, explaining whether it shows a strong/healthy democracy or one that is weak/distressed.

# Consolidation

## Four corners

To check for students' understanding of the principles of democracy and how they can be strengthened or challenged, use the four corners of the room as designated areas. The areas are: Strongly Agree, Somewhat Agree, Somewhat Disagree, Strongly Disagree. Students go to the corner that matches their choice regarding the statement and discuss.

Here are some examples of statements.

  a. Canadian democracy is strong and healthy.

  b. Democracies around the world will continue to be democracies forever.

  c. A healthy democracy means people vote.

  d. I have a role to play in keeping democracy strong and healthy.

  e. Weak and distressed democracies cannot be saved.

  f. Democracies around the world have a responsibility to help other democracies stay healthy.

  g. I can recognize the signs of a weak or distressed democracy.

# Assessment

The Four Corners assessment allows teachers to gather observational information and conversational assessment information by engaging students with questions that delve deeper into the student learning. An exit card or quick write can follow responding to the lesson's inquiry question ("What is a strong democracy?") to provide more assessment information on student learning.

# Appendix A

## Student handout: Democracy scale

**HEALTHY/STRONG DEMOCRACY**

| + 2 | |
|---|---|
| + 1 | |
| − 1 | |
| − 2 | |

**WEAK/DISTRESSED DEMOCRACY**

# Appendix B

## Case study 1: Voter turnout in Canadian federal elections

### Federal elections: Voter turnout rates by age group (%)

Among eligible Canadians who did not vote in 2021, the most common reason for not voting was not being interested in politics (32%). In 2019, this was the most common reason in most age groups. There are two exceptions: illness or disability (39%) was the most reported reason among people aged 75 and older. Being too busy (34%) was most common among those aged 35 to 44.

|  | 2021 | 2019 | 2015 | 2011 |
|---|---|---|---|---|
| **Total (all age groups)** | **76** | **77** | **77** | **70** |
| 18 to 24 years | 66 | 68 | 67 | 55 |
| 25 to 34 years | 71 | 71 | 70 | 59 |
| 35 to 44 years | 73 | 75 | 75 | 65 |
| 45 to 54 years | 76 | 78 | 79 | 73 |
| 55 to 64 years | 80 | 81 | 83 | 80 |
| 65 to 74 years | 83 | 85 | 86 | 84 |
| 75 years and older | 78 | 79 | 80 | 79 |

Source: Elections Canada

# Case study 2: Voter turnout in Ontario elections

## Voter turnout in Ontario provincial elections, 1867 to 2022

The 2022 Ontario general election drew the province's lowest turnout yet.

Ontario recorded the lowest voter turnout in history during the 2022 election. About 43.5% of eligible voters voted according to Elections Ontario results.

Of the 10.7 million registered voters in the province, this equals almost 4.6 million votes.

That's about 13.5% lower than the 2018 provincial election turnout.

In 2022, the Progressive Conservatives won with just over 1.9 million votes. This led to 83 seats in the Legislature.
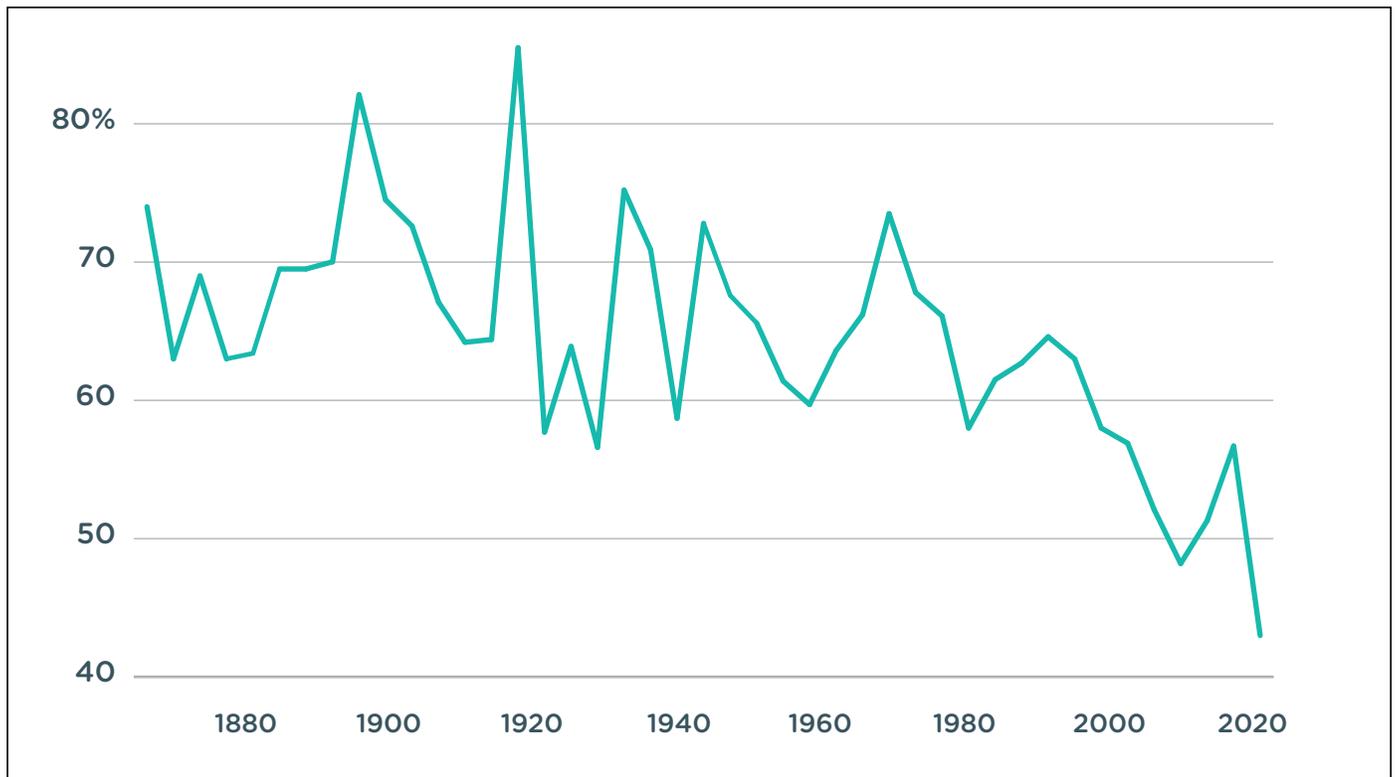
Source: Elections Ontario

# Case study 3: Election results, Canada and Ontario

## 2021 federal election: Share of the popular vote and seat totals

Canada's elections, both at the provincial and federal level, use a system called First Past the Post (FPTP). It is used in 58 countries, including the United Kingdom, the US and India. This means a candidate wins by achieving the most votes (called a plurality) out of all the other candidates. The candidate does not have to receive more than 50% of the votes. Candidates represent political parties. The party that wins a majority of seats normally forms the government, with the party leader as prime minister. This system has advantages and disadvantages.

### Canada Votes

**POPULAR VOTE**

2.3%
1%
5.1%
17.7%
7.8%
32.2%
33.9%

**SEATS**

.6%
7.4%
10%
46.7%
35.2%
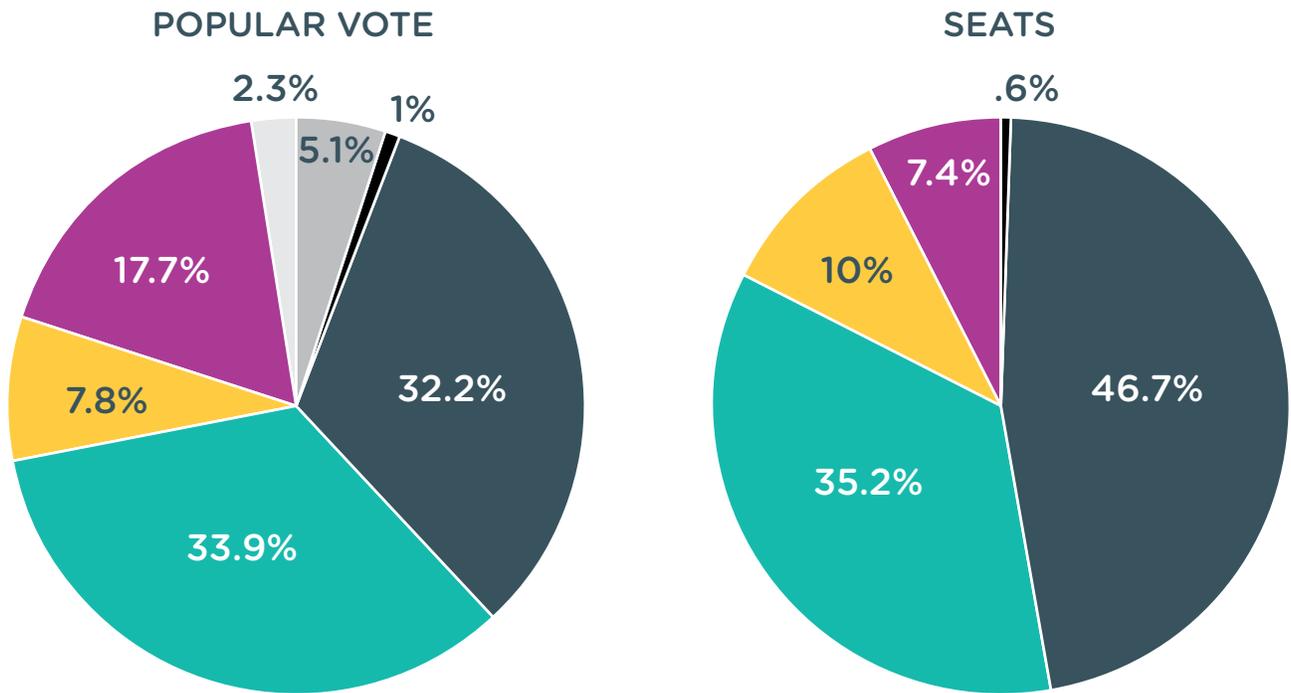
* As of 3 PM ET Sept 21

Source: Elections Canada data

# 2022 Ontario election: Share of the popular vote and seat totals

FPTP brings stability because it often results in single-party governments. It can also result in a party gaining power and the most seats without winning a majority of the popular vote. Consider the results of the 2021 federal election and 2022 Ontario election in the charts above. A larger percentage of voters voted against the party that gained the most seats than voted for it. In FPTP, parties do not win seats based on popular vote. This means many voters may feel their vote does not count on election day.

## Popular Vote

| Party | | Percentage |
|---|---|---|
| PC | | 40.82% |
| Liberal | | 23.85% |
| New Democratic | | 23.74% |
| Green | | 5.96% |
| Others | | 5.63% |

## Seat Summary

| Party | | Percentage |
|---|---|---|
| PC | | 66.94% |
| Liberal | | 25.00% |
| New Democratic | | 6.45% |
| Green | | 0.81% |
| Others | | 0.81% |
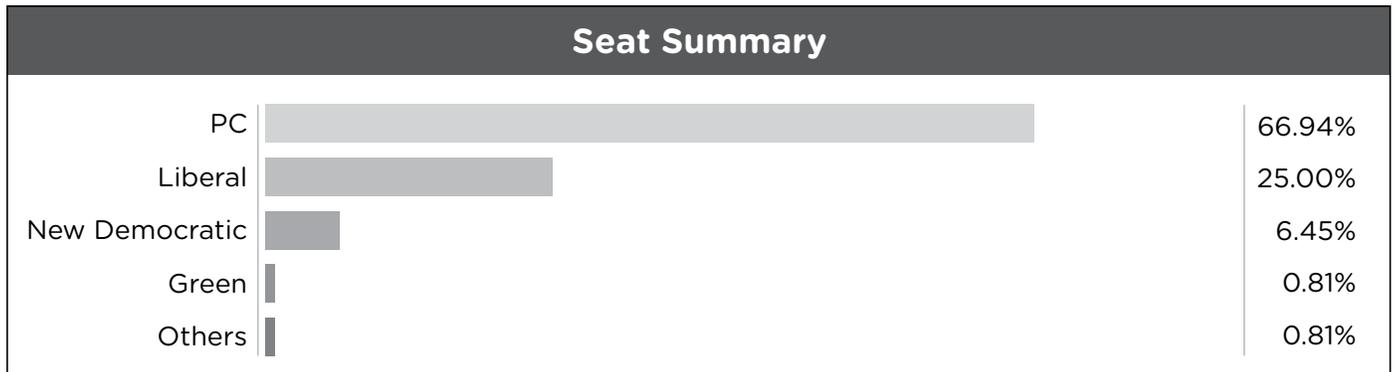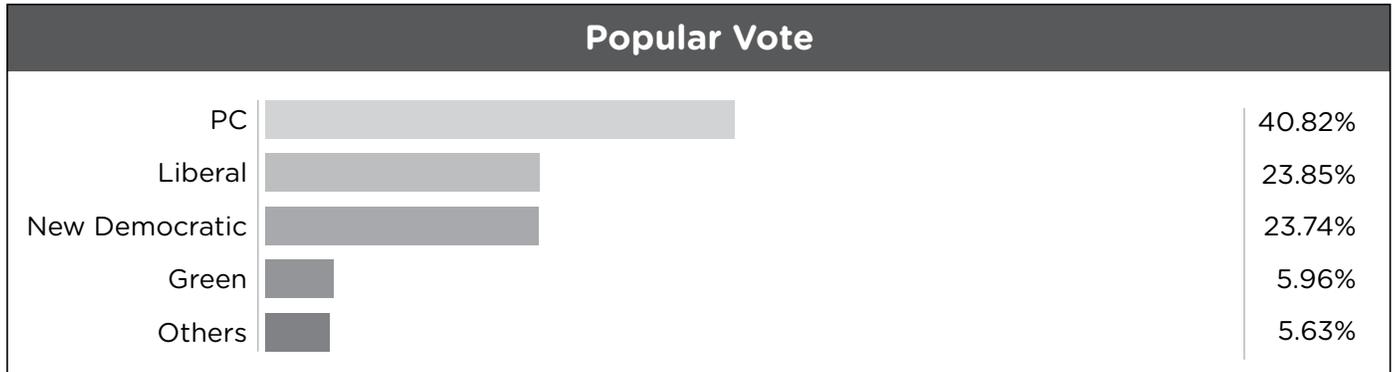
Source: Elections Ontario

# Appendix C

## Student handout: Democracy in action

- Recall the words and phrases used to describe a strong/healthy democracy and a weak/distressed democracy from your class discussion

- Locate print and/or online news sources, including social media, to find examples of the principles of democracy in action – these can be examples of the principle being practiced in a strong and healthy way or examples in which the democratic principle is weak and distressed

- Remember to record your source by pasting the URL or writing the name of the news source or giving credit to a social media post

- Identify the relevant principle of democracy

| Source | Summary of 5Ws (who, what, when, where, why) | Principle of Democracy |
|---|---|---|
|  |  |  |

Weak/Distressed                                              Healthy/Strong

-2          -1          0          +1          +2

| Source | Summary of 5Ws (who, what, when, where, why) | Principle of Democracy |
|---|---|---|
|  |  |  |

Weak/Distressed                                              Healthy/Strong

-2          -1          0          +1          +2

| Source | Summary of 5Ws (who, what, when, where, why) | Principle of Democracy |
|--------|----------------------------------------------|------------------------|
|        |                                              |                        |

Weak/Distressed                                      Healthy/Strong

-2        -1        0        +1        +2

| Source | Summary of 5Ws (who, what, when, where, why) | Principle of Democracy |
|--------|----------------------------------------------|------------------------|
|        |                                              |                        |

Weak/Distressed                                      Healthy/Strong

-2        -1        0        +1        +2

| Source | Summary of 5Ws (who, what, when, where, why) | Principle of Democracy |
|--------|----------------------------------------------|------------------------|
|        |                                              |                        |

Weak/Distressed                                      Healthy/Strong

-2        -1        0        +1        +2

# Lesson: How civically engaged are you?

## Big idea

Becoming an active citizen can mean different things to different people. It is important to figure out how you can help to strengthen democracy not only in your community but also in your country and around the world. This may mean keeping up with the news and discussing current events with family and friends in an informed manner or volunteering for a political campaign or even engaging in political activism like a boycott. Learning how to treat others as political equals, seeking out ways to participate in decision making and respecting the rights and freedoms of others are important skills and experiences for all citizens. Everyone has a role to play in maintaining a civil society that upholds the principles of democracy.

## Curriculum connections

**C1.** Civic Contributions, Inclusion, and Service: analyse the importance of various contributions to the common good, and assess the recognition of diverse beliefs, values, and perspectives, in communities in Canada

**C1.2** explain how various actions can contribute to the common good at the local, national, and/or global level

**C1.5** explain various ways in which people can access information about civic matters, highlighting the importance of applying related digital literacy and critical-thinking skills, and assess the effectiveness of ways in which individuals can voice their opinions and influence others' opinions on these matters, including through social media

**C2.** Engaged Citizenship and Creating Change: analyse a civic issue of personal interest, and propose and assess methods of creating positive change in their community

**C2.1** analyse a civic issue of personal interest, including how it is viewed by different groups

**C2.2** propose different courses of action to address a specific civic issue in order to create positive change in their communities, and assess the merits and effectiveness of each

## Learning goals

I am learning to:

- identify social issues and the civic actions that are used to address them
- participate in a small group discussion
- analyse how the internet has affected how social issues are addressed
- identify a social issue of personal concern and propose/carry out a course of action to address it

# Success criteria

I can:

- explain how civic action can be used to address social issues and create positive change

- assess the effectiveness of ways that people can use the internet, including social media, to voice their opinions and influence others to create positive change

- self-assess my level of civic engagement and continue to try and create positive change in my community

# Inquiry question

How civically engaged are you?

# Required materials

1. Appendix A Student handout – **How civically engaged are you?**

2. Appendix B Group handout – **Online civic action placemats**

3. Appendix C Group handout – **Online civic action – Strengths and weaknesses**

4. Appendix D Student handout – **Civic engagement log**

5. Appendix E Student handout – **Assessment – Exit card**

6. Appendix F Student handout – **Assessment rubric**

# Minds on

## Before the lesson

1. A couple of days before teaching this lesson, ask students to begin thinking about a civic issue and an action that was taken or is being taken to address the issue and create positive change. This can be an action that the student did themselves about an issue of personal interest or an example taken from the past or present by someone else.

2. Students should select a primary or secondary source about the civic action to bring to class and explain. This can be an image, an advertisement, a public campaign slogan/poster, text from a speech, social media post, news article, etc.

3. When students come to class for this lesson, they must bring this source with them and be able to speak about the issue and the action using some or all of the following prompts:

    a. What is the civic issue involved and what is my position on this issue?

    b. What groups are involved in this issue? Are their views similar or different?

    c. Why should others care about this civic issue?

    d. What action was taken to address the issue? How does this action contribute to the common good?

    e. Is the action creating positive change? How?

    f. What role can I play in addressing this civic issue?

## At the beginning of the lesson:

1. Review the question prompts for student discussion. Students should have their source to show and explain to others (it can be on paper or on a device as long as others can see it).

2. Divide students into groups of 3 and label each student within the group as A, B or C.

3. Students will use the Microlab discussion protocol to explain and discuss the sources they selected that represent civic issues and actions.

4. Explain the steps to the class after the groups of 3 have assembled and been labeled.

    a. The first minute is for each student to think about how they will explain their source, and which prompts they will be using from the suggested list above. This can be displayed in a visible spot, or a copy can be distributed for all small group members to reference.

    b. Beginning with a designated letter, (e.g. Student B), give 30-45 seconds for each student to explain their selection. Allow all 3 students the same amount of time (the other students must practice listening and not commenting while each speaks).

    c. After each student has offered their explanation, proceed to the 2nd round where each has 30-45 seconds to ask questions and make comments on the issues and actions.

5. Conclude with a whole group discussion of what stands out to students regarding the issues selected and the actions to address them. As a class, create an initial criteria list of what makes a civic action effective to address social issues. Keep this list visible for the rest of the lesson.

# Activity

1. Distribute a copy of the handout, **How civically engaged are you?** (Appendix A) to each student and provide some time for them to complete it and tally their results. This is a good way for students to broaden their understanding of what civic engagement means and to make some personal connections.

2. Explain to students that young people are often thought of as apathetic and not engaged and for living too much of their lives online. The next part of the lesson will invite students to consider whether online activism is an effective way to bring about social change.

3. Write or project the following statement in a visible location for all students to see: "The internet is a powerful tool for social justice and civic action".

4. Organize students into small groups and provide them with the **Placemat template** (Appendix B) included with this lesson or an online tool for brainstorming (e.g. Padlet, Jamboard). Each group member writes ideas in a space around the centre of the placemat or online board. Afterwards, the group compares what each member has written, and common items are compiled in the centre of the paper/online board.

   *Teacher note: The **template** (Appendix B) includes an option for groups of three or four students.*

5. Next, have students post their placemats around the classroom or in a digital space for others to view. Remind students of the criteria they created after the Minds On.

6. Distribute a copy of the handout, **Online civic action – Strengths and weaknesses** (Appendix C) and have students complete PART A, writing down as many strengths and weaknesses of the internet being used for social justice and civic action. They can conduct some online research to help them generate some ideas.

7. Invite students to share their ideas by writing down their best arguments on sticky notes, the black/white board in class or using a digital tool.

8. Revisit the class list of criteria for effective civic action and add/revise as needed to reflect student learning.

9. Now that the class has a list of criteria for an effective civic action and have considered the strengths and weaknesses of the internet as a means of social activism, ask students to return to their small groups and use their learning to find examples of a civic action that was effectively carried out using the internet. They may find a Twitter campaign, Tik Tok videos, Instagram posts, YouTube videos, etc. They will present their findings to the class briefly and explain how the civic action fits the class criteria for being effective. Students may use part B of the **handout** (Appendix C) to guide them.

   *Teacher note: The teacher may wish to provide an example and analyse it with students against the class criteria.*

Some examples are:

- In 2014, 276 schoolgirls were abducted by Boko Haram in the northern Nigerian village of Chibok. The global social media community rallied around a call to #bringbackourgirls. In less than three weeks the hashtag had been used over 1 million times.

- The #MeToo movement brought awareness to sexual violence in the workplace by encouraging millions of survivors to share their experiences on social media and worked to hold perpetrators accountable for their actions. In Canada, #MeToo and its French equivalent, #MoiAussi, have amplified the voices of victims and changed the conversation pertaining to rape, sexual abuse, sexual assault and other forms of sexual violence, harassment and misconduct.

- Within days of the 14 February 2018 shooting at Marjory Stoneman Douglas High School in Florida, surviving students insisted the time for action against gun violence was immediate. They adopted the rallying cry #NeverAgain and started a movement. They raised funds on GoFundMe in three days as well as through private donations from Hollywood personalities and organized walkouts and a Washington rally.

- #IdleNoMore started in November 2012, among Treaty People in Manitoba, Saskatchewan, and Alberta protesting the Canadian government's dismantling of environmental protection laws, endangering First Nations who live on the land. Its female founders used social media and new technologies to connect the most remote reserves to each other, to urbanized Indigenous people, and to the non-Indigenous population.

# Consolidation

## Option 1

Students can keep a **log of their civic actions** (Appendix D) for an agreed upon time. If this lesson is completed near or at the beginning of the course, consider having students log their civic actions for the entire course and reflect on whether they became more engaged. If this lesson is completed at the beginning of a unit, students can log their civic actions for the duration of the unit. A template for a student log is available with this lesson.

## Option 2

If the school or classroom has a designated bulletin board or display place for your department or course, students can be assigned a particular week to create a campaign for social justice to address a social issue. Keeping in mind the criteria for effective civic action, this can involve creating a visual display, an informational video, a petition, placards, etc. This can also be done with a designated bulletin board or display case within the classroom. Students can then decide to incorporate the use of social media to continue this civic action.

## Option 3

**Exit card – How civically engaged are you?** (Appendix E) – Reflecting on your survey results and learning in this lesson, are you satisfied with your level of civic engagement? Why or why not?

- Include the ways you already engage in civic action in your response and, if applicable, ways you could become more engaged

# Assessment

Options 1 and 2 above can be assessed using the **rubric** (Appendix F) included in this lesson.

The teacher can provide written feedback for Option 3.

# Appendix A

## Student handout: How civically engaged are you?

**Complete the survey below and tally your results to get your score.**

| Evaluation levels | Never (0 Points) | Sometimes (2 Points) | Always (3 Points) |
|---|---|---|---|
| **1.** I keep up with the news. | | | |
| **2.** I watch or read multiple news sources (television, print, social media). | | | |
| **3.** I discuss current events with friends and/or family. | | | |
| **4.** I think it's important to know what is going on in my community, city, province and world. | | | |
| **5.** I participate in community groups and/or clubs. | | | |
| **6.** I use technology, like social media, for civic purposes like taking a stand on an issue. | | | |
| **7.** I engage in activism like attending protests or boycotting organizations/businesses. | | | |
| **8.** I participate in elections (watching debates, learning about party/candidate positions on issues, keeping up with the news). | | | |
| **9.** I encourage family members and/or friends who can vote to do so. | | | |
| **10.** I volunteer in my community. | | | |
| **11.** I know who my political representatives are (councilors, Members of Provincial Parliament, Members of Parliament). | | | |

# Tallying your results

| | |
|---|---|
| 3 Points For Every 'Always' Response  \| **Total:** | |
| 2 Points For Every 'Sometimes' Response  \| **Total:** | |
| 0 Points For Every 'Never' Response  \| **Total:** | |
| **Add Up The Three Categories**  \| **Grand Total:** | |

# Survey results

## 24-33 POINTS

Sometimes, youth get a reputation for not being engaged in their communities. The decline in voter turnout among youth in Canada and other parts of the world has received considerable attention in recent years. Much has been written about youth disengagement. You, however, are making a positive impact on those around you by engaging in many civic actions. Bravo! When you are eligible to vote in a couple of years, there is no doubt you will be able to make an informed decision.

## 12-23 POINTS

You are well on your way to becoming an engaged citizen. You are setting a good example to your peers by paying attention to the world around you and engaging with your community. This is how you begin to develop your political identity. Continue to keep up with current events and ask good questions when you don't understand things. Keep your ears open for opportunities to participate in school or community events where you can learn about different viewpoints and interact with others.

## 0-11 POINTS

Look at the survey list carefully and see where you can engage more with your community, either online or in person. Consider following a few hashtags on social media to keep up to date with local, national, or international events. Some small things you can do include participating in class discussions about social issues, volunteering at school or community events and keeping up with the news. This Civics and Citizenship course is also an excellent chance to start to learn how to think politically and take some civic action!

# Appendix B

**Group handout: Online civic action placemats**

The internet can be a powerful tool for social justice and civic action

The internet can be a powerful tool for social justice and civic action
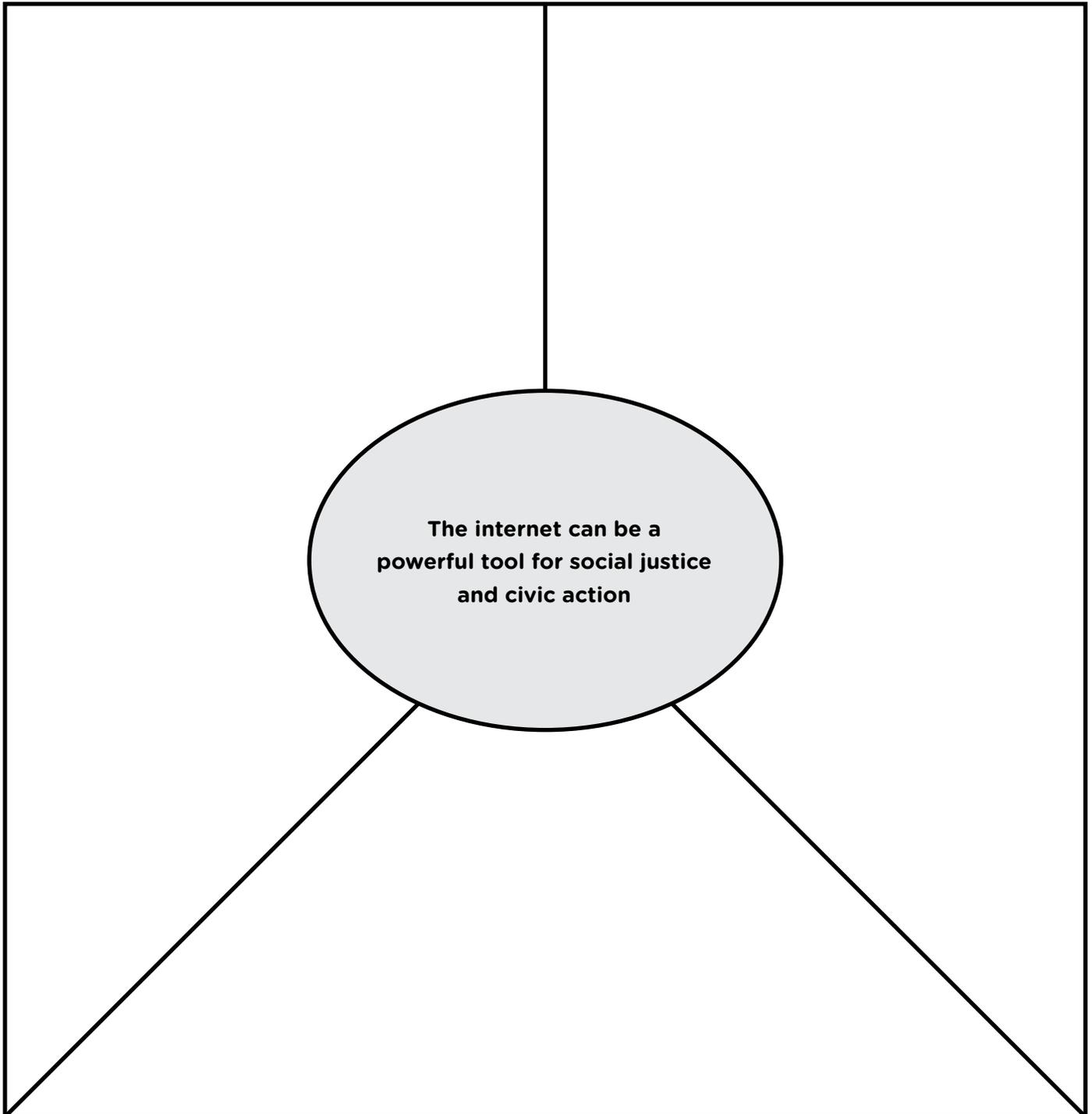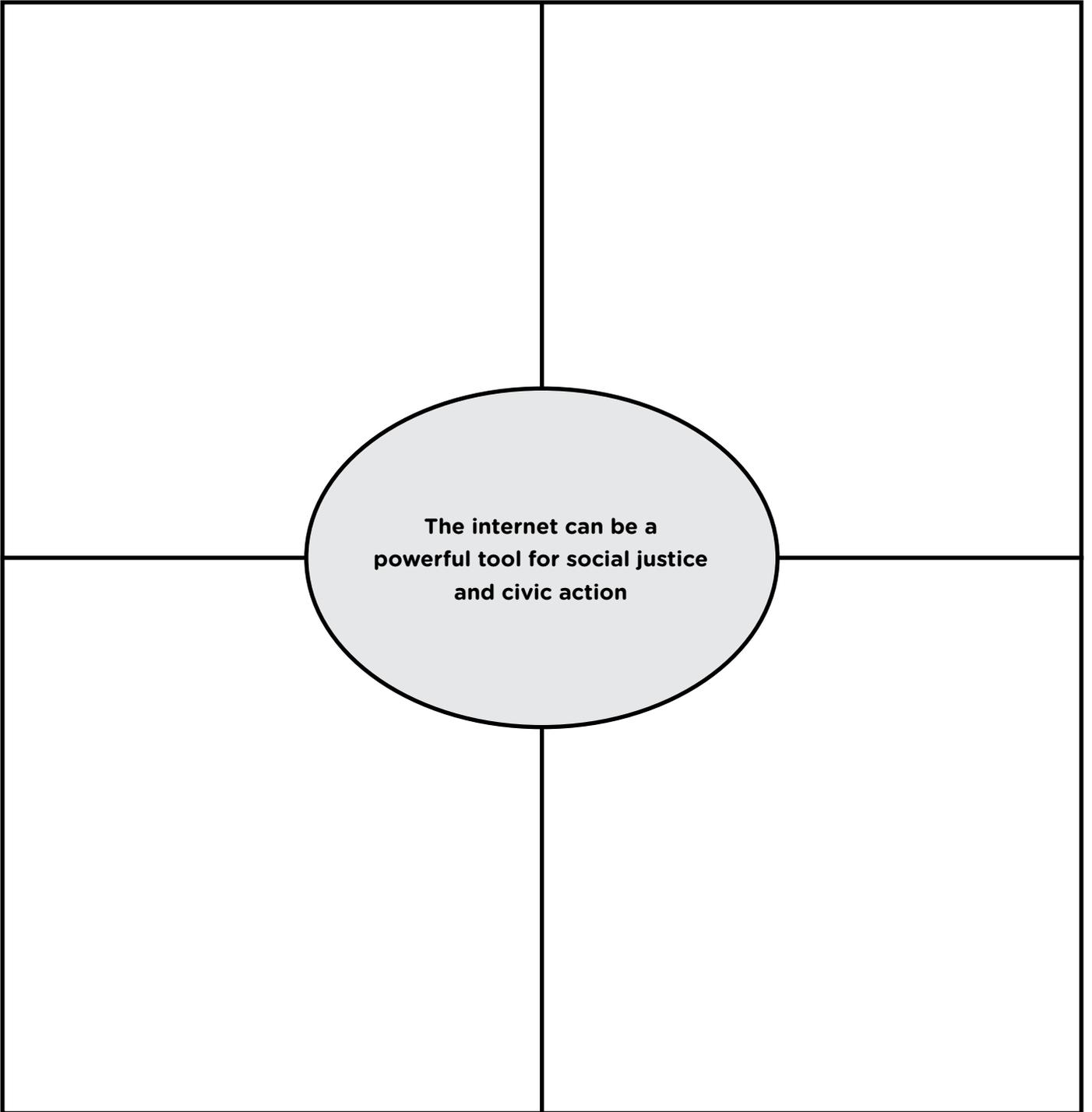
# Appendix C

## Group handout: Online civic action – Strengths and weaknesses

### Part A

- ✓ As a group, try to think of the strengths and weaknesses of using the internet as a tool for social justice and civic action

- ✓ Write down your ideas in any order

- ✓ Conduct some general online research to help generate ideas if needed

- ✓ Once your group has generated ideas, go through them and try to find common arguments or concepts

- ✓ Colour-code the common ideas with different highlighters or coloured pens/pencils

- ✓ Record arguments below the chart and be ready to share with the class

| Strengths | Weaknesses |
|-----------|------------|
|           |            |
|           |            |
|           |            |
|           |            |
|           |            |

| | |
|---|---|
| Summarize arguments that the internet is an effective tool for social justice and civic action | |
| Summarize arguments that the internet is **not** an effective tool for social justice and civic action | |

## Part B

Find an example of a civic action that was carried out online (Twitter campaign, TikTok video, Instagram post/reel/series, YouTube video)

| **SOURCE** (provide a link to the civic action online, the hashtag associated with it and/or the name of the movement) | |
|---|---|

**How does this civic action achieve our class criteria for an effective action?**

| Criterion #1: | Explanation: |
|---|---|
| Criterion #2: | Explanation: |
| Criterion #3: | Explanation: |
| Criterion #4: | Explanation: |

# Appendix D

## Student handout: Civic engagement log

| Student name: |
|---|

| Date | Type of civic engagement (see examples on survey) | Description of activity, learning, insights or reflection |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

# Appendix E

## Student handout: Assessment – Exit card

In this lesson, we learned about different examples of civic engagement and created criteria for effective civic action. Complete the exit card below to demonstrate your learning.

How civically engaged are you? Reflecting on your survey results and learning in this lesson, are you satisfied with your level of civic engagement? Why or why not?

- Include the ways you already engage in civic action in your response and, if applicable, ways you could become more engaged

# Appendix F

## Student handout: Assessment rubric

| Expectation | Success Criteria | Level 1 Needs More Development | Level 2 Approaching Expectations | Level 3 Meets Expectations | Level 4 Exceeds Expectations |
|---|---|---|---|---|---|
| Civic Contributions, Inclusion, and Service: analyse the importance of various contributions to the common good, and assess the recognition of diverse beliefs, values, and perspectives, in communities in Canada | • explain how civic actions contribute to the common good<br><br>• explain why it is important to engage civically in your community<br><br>• use digital literacy and critical thinking skills to engage in civic action for the common good | | | | |
| Engaged Citizenship and Creating Change: analyse a civic issue of personal interest, and propose and assess methods of creating positive change in their community | • pick a civic issue of personal interest and try to take action to create positive change<br><br>• create a visual display, and other methods to address a civic issue using the criteria for effective civic action learned in this lesson<br><br>• engage in different civic actions using examples learned in this lesson | | | | |

# Lesson: What do I think?

## Big idea

Political perspective is a concept of political thinking. Everyone has different beliefs and values, as do various groups, including different governments, in local, national, and/or global communities. These views can oppose each other and affect how people, groups and governments act and make decisions. These beliefs and values, as well as political ideologies, can affect one's position on or response to issues of civic importance. Reflecting on one's beliefs and values and life experiences can help people figure out their political perspective. The political spectrum is a system to characterize and classify different political positions in relation to one another. People's beliefs and values are unique and can fall anywhere along the spectrum. Often, it depends on the issue. It is very likely that people will change their views many times as they figure out their political identity.

## Curriculum connections

**A1.** Political Inquiry: use the political inquiry process and the concepts of political thinking when investigating issues, events, and developments of civic importance

> **A1.4** use the concepts of political thinking when interpreting and analyzing evidence, data, and information relevant to their investigations; evaluating and synthesizing their findings; and formulating conclusions, predictions, and judgments about issues, events, and/or developments of civic importance

**B1.** Civic Issues, Democratic Values: describe beliefs and values associated with democratic citizenship in Canada, and explain how they are related to civic action and to one's position on civic issues

> **B1.1** describe some civic issues of local, national, and/or global significance, and compare the perspectives of different groups on selected issues

> **B1.5** communicate their own position on some issues of civic importance at the local, national, and/or global level, explaining how their position is influenced by their beliefs/values

# Learning goals

I am learning to:

- understand the political spectrum
- understand the concept of political perspective
- identify how my beliefs, values and lived experiences affect my political perspective

# Success criteria

I can:

- analyze how my beliefs and values developed and how they affect my perspective on political issues
- identify the position of Canada's political parties on the political spectrum and explain the beliefs/values that underpin these parties
- summarize my political perspective in a political profile

# Inquiry question

What do I think?

# Required materials

1. Appendix A Student handout – **Political survey**
2. Appendix B Student handout – **My political perspective**
3. Digital tool – **CBC News Vote Compass**
4. Appendix C Student handout – **The big political questions**
5. Appendix D Student handout – **My political profile**

# Minds on

1. Distribute a copy of the student handout, **Political survey** (Appendix A) to each student. Review the instructions and give students enough time to respond to the questions and calculate their score.

2. The teacher will then use the scores to organize the class into small groups or partnerships. Try to match students who have different scores – for example, a student with the highest score should be paired with a student with a low score.

3. Ask the small groups or partners to discuss the statements on the survey and try to determine whose response is right or to come to a consensus on each statement. Is it possible? Who is actually right?

4. Post the definition of political perspective below in a visible location:

   a. Political perspective is a concept of political thinking. Everyone has different beliefs and values, as do various groups, including different governments, in local, national, and/or global communities. These views can oppose each other and affect how people, groups and governments act and make decisions.

   b. These beliefs and values, as well as political ideologies, can affect one's position on or response to issues of civic importance.

# Activity

1. Explain to students that they already have a political perspective. It is shaped by their beliefs and values. Beliefs and values are shaped by many factors such as where you live, your family, friends, and your life experiences.

2. Consider having students complete the **CBC News Vote Compass** activity if technology allows for it at the school. Students can also complete this at home prior to the lesson if possible.

    ***Teacher note:***

    • *This online tool was developed by Vox Pop Labs in collaboration with CBC News and Société Radio-Canada.*

    • *If this lesson is being taught during an election year (provincial or federal) the tool will highlight the election information (i.e. the relevant political parties and leaders).*

    • *The tool requires students to enter a postal code and riding; students can use the school's information for this purpose.*

    • *It is best for students to complete this tool individually. It can be completed on personal devices. If technology in the classroom is a challenge, students can be tasked with doing this at home BEFORE this lesson and bringing the results to school to be ready for this lesson.*

    • *Students can select "DON'T KNOW" for the questions regarding political parties and leaders at the end and SKIP the information questions as well.*

    • *Encourage students to email a copy of their results to themselves to help them with the consolidation task.*

• *Consider going through the statements as a class beforehand to clarify any questions but don't select responses accurately – for example, students may need clarification on concepts, events and terms used in the statements.*

3. Show students the **The big political questions** (Appendix C) handout. Explain to students that many of the questions in the CBC Vote Compass fall under these general topics. Read through the questions together and ask students to think about how they respond to the questions. Conduct a whole class discussion where appropriate.

4. Distribute a copy of **My political perspective** (Appendix B) to each student and allow them time to complete each part of the worksheet individually. Students should have their Vote Compass results with them to reference as well as the Big Political Questions handout. This may take students some time as they reflect on who they are and the communities to which they belong.

    ***Teacher note:*** *Emphasize the note to students at the beginning of the handout (see below).*

    ***Student note:*** *It is very likely that you will change your views many times as you figure out your political identity.*

# Consolidation

**My political perspective** (Appendix B) – using their learning from this lesson, students will complete their investigation into who they are and their political identities. Students should finalize their thinking to create a fuller picture of their beliefs/values and perspective.

# Assessment

The teacher can partner students or create small groups for students to peer assess their **My political perspective** (Appendix B). The teacher can optionally provide written feedback on the student's final version to gauge student learning.

### Extension activity

Students can complete the worksheet, **My political profile** (Appendix D).

# Appendix A

## Student handout: Political survey

Simply defined, a political party is a group of fairly like-minded individuals. They share similar ideas about the way in which the government, the economy, and society should be run. While scarcely identical, members of a political party usually share fairly similar views on the major issues of the day, be they health care, social issues, the economy, the environment, education, or foreign affairs.

*Instructions:* Fill out this political survey by placing a number in the appropriate box beside each question.

| Name: | | | Date: | | | |
|---|---|---|---|---|---|---|

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Cell phones should not be allowed in the classroom | | | | | |
| Most arts programs should be dropped from high school. | | | | | |
| Highschool should have more sports programs. | | | | | |
| Environmental laws should be eased. | | | | | |
| Students should not be able to choose their high school. | | | | | |
| One hour of daily exercise should be mandatory. | | | | | |
| The drinking age should be raised. | | | | | |
| The driver's licence age should be raised. | | | | | |
| Students should pay a fee for extra-curricular activities. | | | | | |
| School uniforms should be introduced. | | | | | |
| **Add up all the numbers and enter your score here:** | | | | | |

**1** – Indicating strong disagreement

**2** – Mild disagreement

**3** – Undecided

**4** – Mild agreement

**5** – Strong agreement

Voting is a powerful way for people to have their say about the issues that affect us all.

On election day, the goverment is asking all of us for feedback,

and we tell them with our vote.

# Appendix B

## Student handout: My political perspective

*Instructions:* Use the question prompts to start figuring out your political perspective. Write your responses anywhere in the respective squares in any order. Your responses can be full sentences, point form, phrases or words. ***Tip:*** Try colour-coding your responses so that it's clear how your thoughts are separated.

| Beliefs and Values | Your Place |
|---|---|
| What have you learned from your life experiences that have shaped you? Think about your family values, the influence of your friends, and/or cultural values you have. | Where do you live? Where do you go to school? What issues affect those places? What are the values of your community? |

| Issues of Concern | Political Ideology |
|---|---|
| What issues do you care about most? Who else shares your concerns? How did you become aware of these issues? | Review the Big Political Questions as well as your Vote Compass results. Summarize the ideas about which you have strong opinions and/or those that you have questions about. |

# Appendix C

## Student handout: The big political questions

Consider these big political questions. Think about how you respond to them. This can help you develop an understanding of how you think and help you start to develop your political beliefs. **Student note:** *It is very likely that you will change your views many times as you figure out your political identity.*

| | |
|---|---|
| **Guiding Principles** | • Do you think freedom is more important than authority?<br>• Do you believe that tradition is important in a society?<br>• Is society organized by a certain hierarchy (some groups are at the top and some are at the bottom)? |
| **Social Change** | • Should social change happen quickly or slowly?<br>• Should society change in response to changing attitudes and values or should things generally stay the same?<br>• Is the status quo important?<br>• What does social progress mean to you? |
| **Economic Policy** | • What are your views on taxation?<br>• Is government responsible for ensuring a certain quality of life for its citizens?<br>• Should businesses be regulated by government? To what degree?<br>• Should governments balance budgets?<br>• Should the government intervene in the economy or adopt more of a hands-off approach? |
| **Environmental Policy** | • Is environmental harm acceptable if it produces an economic benefit?<br>• Should solutions for environmental issues come from government or the private sector?<br>• Is it more important to have a strong economy or strict environmental protections? Can both exist at the same time?<br>• Should businesses be punished for harming the environment?<br>• Are jobs more important than the environment? |
| **Rights of Individuals** | • Should citizens play an important role in improving society or is it government's responsibility?<br>• What is more important – individual rights or the rights of the collective?<br>• Should the government be allowed to limit your rights? |
| **Role of Government** | • Should government play a big role in your life?<br>• Should government provide a lot of services for people?<br>• Can private industry play a role in improving the lives of people? |

# Appendix D

## Student handout: My political profile

| My name: | School: |
|---|---|

| Grade: | Age: | City/Town/Region: |
|---|---|---|

| **This is me!** | **My beliefs and values:** |
|---|---|

### Which issues do I care about? Why?

### My top 3 political beliefs
Review your Vote Compass results, big political ideas, and identify ideas you feel strongly about.

1.

2.

3.

### How my location influences my perspective

1.

2.

3.

# Lesson: Are Canada's and Ontario's political processes and structures fair?

## Big idea

Democracy and fairness are generally expected to go together. But what is fairness in a democracy? What role do democratic institutions, structures and processes play in ensuring fairness? Canadian democracy depends on citizens agreeing and accepting that its laws, institutions, and political process promote fairness. Thus, it is important to define what fairness is within Canadian democracy. Evaluating Ontario's electoral processes, government responsibilities and governance structures can help to determine whether fairness has been achieved. When it is determined that something is unfair, how can it be rectified? This may require a reimagining of political structures and processes.

## Curriculum connections

**A1.** Political Inquiry: use the political inquiry process and the concepts of political thinking when investigating issues, events, and developments of civic importance

> **A1.4** use the concepts of political thinking when interpreting and analysing evidence, data, and information relevant to their investigations; evaluating and synthesizing their findings; and formulating conclusions, predictions, and judgments about issues, events, and/or developments of civic importance

**B2.** Canadian and Indigenous Governance Systems: explain, with reference to a range of issues of civic importance, the roles and responsibilities of various institutions, structures, and positions in Canadian and Indigenous governance systems, treaty relationships, and other Crown-Indigenous relations

**B2.2** explain, with reference to issues of civic importance, the roles and responsibilities of the two orders of government in Canada (federal and provincial), as well as of territorial, municipal, and Indigenous governments, and of key positions within each

**B2.3** describe Indigenous governing systems and structures, both those created by the *Indian Act* and those that predate or exist alongside the Act, and how they interact with the federal, provincial, territorial, and municipal governments of Canada, and explain how treaties, Crown-Indigenous relations, and/or Indigenous claims to sovereignty affect a region of their choice in Ontario or Canada

**B2.8** describe Canada's form of government, and demonstrate an understanding of the electoral process and the formation of governments in Canada

# Learning goals

I am learning to:

- consider how fairness can be defined in a democracy

- apply the criteria for fairness to Ontario's electoral processes and system, Crown-Indigenous relations and the roles/responsibilities of government

- analyse how fairness could be achieved by reimagining political structures and processes

# Success criteria

I can:

- create criteria for fairness in a democracy

- use criteria to evaluate whether Ontario's political structures and processes are fair

- select an unfair structure or process and explain how fairness can be achieved using criteria

# Inquiry question

Are Canada's and Ontario's political structures and processes fair?

# Required materials

1. Slide deck – **Principles of Democracy**\*

2. Appendix A Student worksheet – **Investigating Canada's and Ontario's political structures and processes**

3. Stations
   a. **Station 1** (Appendix B)
   b. **Station 2** (Appendix C)
   c. **Station 3** (Appendix D)
   d. **Station 4** (Appendix E)

\*Available online at: elections.on.ca/grade10

# Minds on

1. Assign each student in the class to a partner.

2. Assign each partnership a space on the class blackboard or whiteboard. Or if you have multiple small whiteboards, give one to each partnership. Alternately, students can be given pieces of chart paper or butcher paper. If devices are available, a digital bulletin board or collaborative document can be used.

3. Ask students: What does the word 'fair' mean to you in a democracy? Students brainstorm with their partner and then record their responses in their assigned spots.

   *Teacher note: If students have completed Lesson 1 of Elections Ontario's Grade 10 educational resources (**How do the principles of democracy apply to my life?**), have students recall the principles learned in that lesson to refine their explanation of fairness in the context of a democracy. If students have not completed Lesson 1, the teacher can use the **Principles of Democracy** slide deck\* to help students get thinking about what fairness would entail in a democracy.*

4. After recording their responses, students are asked to review their peers' responses for the following: similarities, differences, and surprises. Students can do this by walking around to the assigned spots, reviewing the chalkboard or whiteboard in the class or accessing the digital product created by each partnership.

5. As a class, create a list of criteria for fairness in a democracy. Keep this posted in a visible location for the remainder of the lesson. Students might come up with criteria such as:

   a. Everyone is treated equally

   b. Everyone has equal opportunity

   c. Inclusivity

   d. Everyone benefits

   e. One group is not favoured over another group

   f. Honesty and transparency

   g. Promises should be kept

   h. No discrimination

\*Available online at: elections.on.ca/grade10

# Activity

1. Explain to students that they will now be investigating case studies about Canada's and Ontario's political structures and processes in order to evaluate whether they are fair. Students will then select one case study at the end of the lesson to evaluate independently and brainstorm ideas for things that can be done to "make it fair".

2. Organize four stations around the classroom.

   a. Station #1 (Appendix B)

      i. Copies of **Case study #1: Elections Ontario processes**

      ii. Device to play videos:
         1. **Accessible Voting video*** (Elections Ontario)
         2. **Ontario Register of Future Voters video*** (Elections Ontario)
         3. **Chief Electoral Officer video*** (Elections Ontario)

      iii. **Voting in Ontario package** (Elections Ontario) (optional)*

   b. Station #2 (Appendix C)

      i. Copies of **Case study #2: First Nations governance**

      ii. Copies of **Government of Canada Press Release: Canada and Anishinabek First Nations sign historic self-government agreement**

      iii. Device to play video:
         1. **The *Indian Act:* A summary** (Canadian Encyclopedia via Historica Canada)*

   c. Station #3 (Appendix D)

      i. Copies of **Case study #3: Division of powers in Canada**

      ii. Copies of the ***Constitution Act 1867 (Sections 91 and 92)***

   d. Station #4 (Appendix E)

      i. Case Study #4: **Copies of Ontario's electoral process**

      ii. Copies of **Samara Canada's backgrounder on proportional representation**

      iii. Device to play video:
         1. **TVO video: First Past the Post***

   *Available online at: elections.on.ca/grade10

3. Students will rotate through the stations using the worksheet, **Investigating Canada's and Ontario's political structures and processes** (Appendix A). At each station, students can work independently or share ideas with other peers who are at the same station.

   ***Teacher note:*** *The teacher can use this time to gather both observational and conversational evidence of student learning in real time.*

4. After an agreed upon time at each station, ask students to form partnerships or small groups to review their thinking. They can self-assess their work against others in the class and revise any of their thinking at this time.

   *Teacher note: Consider forming the students into four groups and assigning one of the case studies to each group to become experts by sharing their thinking with each other. Then, these groups can verbally present the case study and their thinking on whether fairness is reflected.*

# Consolidation

## Making it fair

Organize students in partnerships or small groups. Students will select one of the case studies they feel represent an unfair political structure or process. Students will brainstorm with each other about direct actions that could repair and/or prevent the unfairness. Students should ask each other:

- From whose perspective is this unfair?
- What criteria of fairness are not being met?

After students have had some time to consider the questions above, distribute chart or butcher paper to each group (or have them use a digital space to brainstorm). Label the paper or the digital space "I wonder what might happen if…"

As students talk, have them record their ideas on paper or in the digital space. They should think in terms of "I wonder what might happen if…" to think about possibilities. Have students display their thinking for their peers to review at the end of the thinking session.

# Assessment

## Quick write

Ask students to stop and reflect in writing on what they are learning. Set an agreed upon time with students – three to five minutes is usually sufficient.

The teacher can say, "For the next three to five minutes, I want you to think about one of the case studies studied in this lesson. Jot down your thinking about whether fairness was achieved in the structures and political processes involved, connecting to specific criteria for fairness in a democracy."

The teacher can collect the Quick Write and provide written feedback.

# Appendix A

## Student handout: Investigating Canada's and Ontario's political structures and processes

| Criteria | |
|---|---|
| Enter the criteria for fairness established by the class here | |

As you rotate from station to station learning about Ontario's political structures and processes,

- ✓ think critically about whether they appear to be "fair" as established by the class criteria
- ✓ select two criteria for fairness in a democracy and analyze whether they are being achieved
- ✓ refer to the principles of democracy as well to determine if they are reflected in the documents, events and ideas at each station

| Station #1 | Criterion: | Is the criterion achieved? Yes       No |
|---|---|---|
| Elections Ontario processes | Evidence: | |
| | Criterion: | Is the criterion achieved? Yes       No |
| | Evidence: | |

| **Station #2**<br><br>First Nations Governance | Criterion: | Is the criterion achieved?<br><br>Yes          No |
| --- | --- | --- |
| | Evidence: | |
| | Criterion: | Is the criterion achieved?<br><br>Yes          No |
| | Evidence: | |

| **Station #3**<br><br>Division of Powers | Criterion: | Is the criterion achieved?<br><br>Yes          No |
| --- | --- | --- |
| | Evidence: | |
| | Criterion: | Is the criterion achieved?<br><br>Yes          No |
| | Evidence: | |

| **Station #4**<br><br>Ontario's Electoral Process | Criterion: | Is the criterion achieved?<br><br>Yes          No |
| --- | --- | --- |
| | Evidence: | |
| | Criterion: | Is the criterion achieved?<br><br>Yes          No |
| | Evidence: | |

# Appendix B

## Case study #1: Elections Ontario processes

### Evidence #1: Ontario's *Election Finances Act*

There are rules that carefully govern financial activities in Ontario and interactions between political entities (i.e. political party, political candidate) and individuals or organizations. Contributions can only be made by eligible individuals.

- Donations from corporations, trade unions, registered charities, unincorporated associations and groups, are not permitted.

- The source of donations or contributions cannot be from outside of Ontario.

- For monetary contributions, individual donors must use their own money, and their contributions are subject to strict limits. In 2022, that limit was $3,325.

- For any contribution of greater than $200, Elections Ontario will publish the donor's name and contribution amount. Political entities cannot accept anonymous donations.

### Evidence #2: *French Language Services Act*

The *French Language Services Act* (FLSA) ensures that provincial government services are offered in French in 26 designated areas across the province with significant numbers of francophone residents. In addition, the FLSA guarantees individuals in these designated areas of the province the right to local French services from the provincial government. Elections Ontario (EO) recognizes its responsibility under the FLSA to provide French language services and fully integrate considerations specific to the francophone community in its communication plans and strategies.

## Evidence #3: *Accessibility for Ontarians with Disabilities Act*

Elections Ontario is committed to meeting the accessibility standards set in the *Election Act,* the *Accessibility for Ontarians with Disabilities Act,* 2005 (AODA), Integrated Accessibility Standards Regulation (IASR) and the Ontario Human Rights Code. The IASR establishes accessibility standards for information and communications, employment, transportation, design of public spaces and customer service.

Elections Ontario is guided by the following four core principles of the AODA:

1. Elections Ontario's policies, procedures and practices respect the dignity of persons with disabilities who are treated as customers who are as valued and as deserving of effective and full service of its goods, services or facilities as any other customer;

2. Persons with disabilities are given the independence to make their own choices and do things their own way when accessing Elections Ontario's goods, services or facilities;

3. The provision of Elections Ontario's goods, services or facilities allows persons with disabilities to fully benefit from the same services, in the same place and in the same or similar way as other customers. When integration is not possible, alternative measures are provided;

4. Persons with disabilities have an equal opportunity to obtain, use and benefit from Elections Ontario's goods, services or facilities as others. This applies to employment and the work environment.

Watch this **Elections Ontario video** about how it is making the electoral process more accessible for all Ontarians if you have access to a device.

## Evidence #4: Youth at the Booth and the Ontario Register of Future Voters

Elections Ontario encourages 16- and 17-year-olds to gain practical experience at the polls. **Youth at the Booth** is an opportunity for high school youth to get practical experience working the polls in Ontario elections. Thousands of high school seniors, 16 years of age or older, participated in the 2022 general election Youth at the Booth program.

These youth work as Tabulator Deputy Returning Officers or Information Assistants, whose duties include ensuring the voting location is accessible to the electors, helping with ID and how to vote, feeding ballots into tabulator machines, generating the tabulation results and printing the candidates result tape after closing on election night.

The **Ontario Register of Future Voters** is a list of eligible 16- and 17-year-olds who will be automatically registered to vote once they turn 18. To be eligible, you must be:

- 16 or 17 years old
- A Canadian citizen
- A resident of Ontario

Watch this **Elections Ontario video** about the Ontario Register of Future Voters (ORFV) if you have access to a device.

# Appendix C

## Case study #2: First Nations governance

### Evidence #1: The Royal Proclamation of 1763

For thousands of years, the Indigenous people of what is now Canada organized themselves as sovereign (independent) nations. Each nation had control over their own land and property. They cared for and sustained the land. Indigenous rights to land were established before the arrival of Europeans. When Europeans arrived, Indigenous nations were willing to share their land and resources. Commercial ties were established between Indigenous nations and Europeans. This continued until 1763, when the British issued the Royal Proclamation.
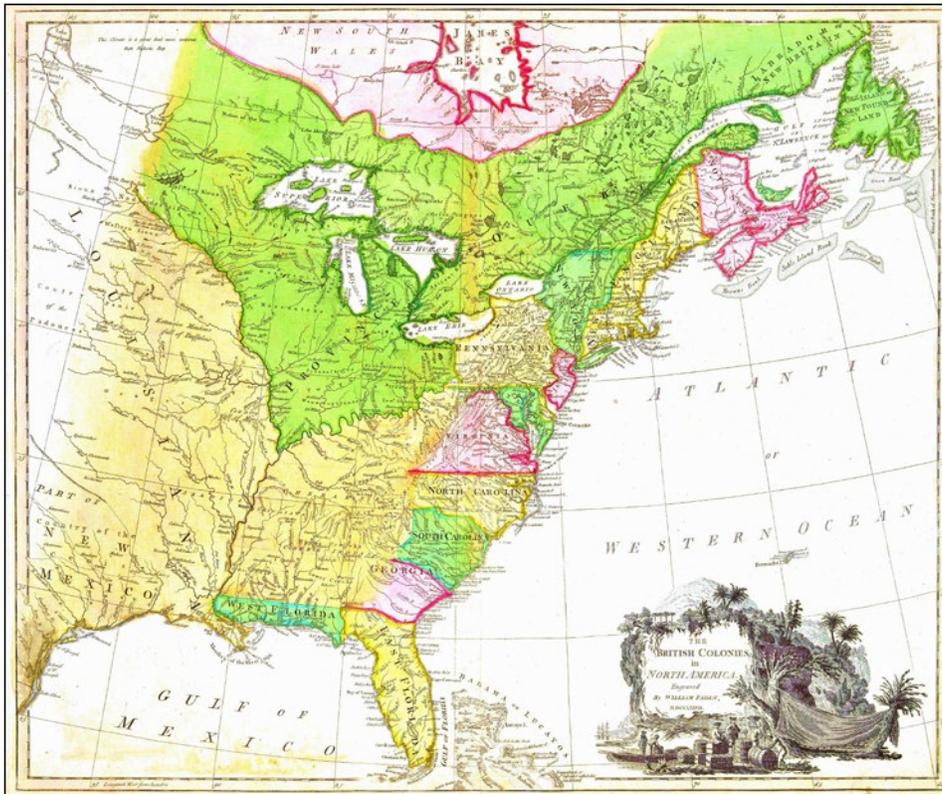


By 1777, the British had asserted authority over colonies in North America.

Source: Lawrence H. Slaughter Collection of English maps, charts, globes, books and atlases / Charts and maps, Wikimedia Commons

The Proclamation changed relations between Indigenous nations and the British government. A formal process was created to transfer Indigenous lands to the British Crown. The British began to assert power over Indigenous people and their lands. The British no longer viewed them as nations equal in status to the Crown. Instead, it began to treat them as subjects who were under the rule of Britain. The independence of Indigenous nations was greatly reduced.

# Evidence #2: The *British North American Act* of 1867

When Canada officially became a country, the Canadian federal government took over control of Indigenous affairs from Britain, including the negotiation and signing of treaties with First Nations.
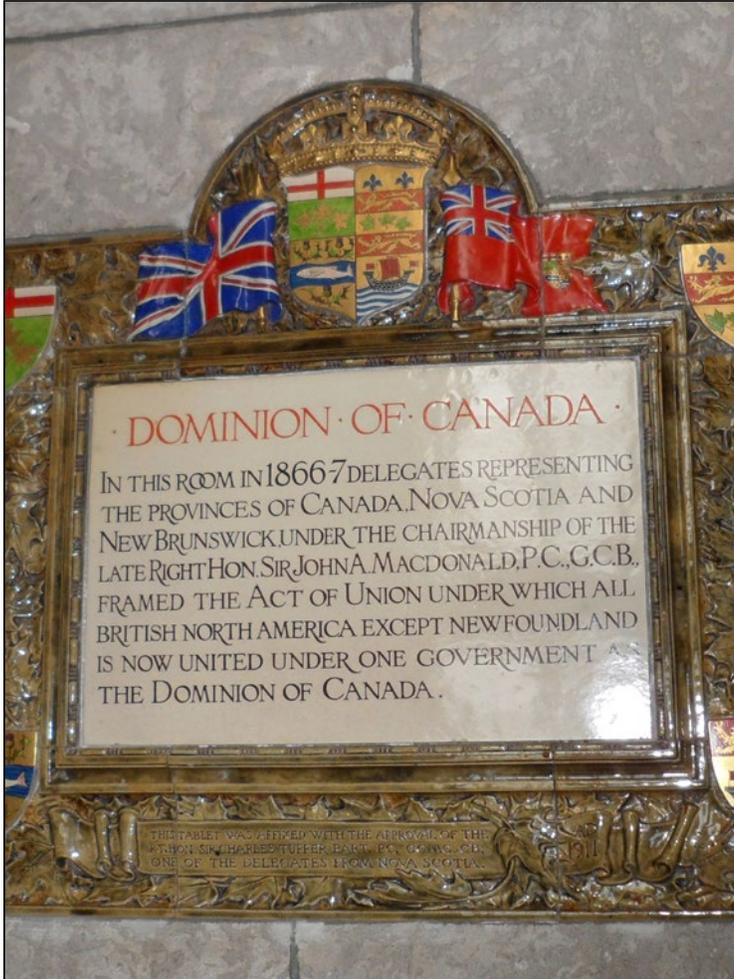


Section 91 of the BNA Act gave the Parliament of Canada exclusive jurisdiction over "Indians, and Lands reserved for the Indians".

The Parliament began to make laws relating to Indians in 1869. This became the first *Indian Act*. Indian sovereignty was greatly diminished. The laws allowed the Canadian government to replace Indigenous forms of government with elected chiefs and band councils. All their powers came from the Act instead of their inherent right to self-government. Many Indian nations continued to protect their traditional government structures and practiced self-government.

Image source: Wikimedia Commons

Soon, the Canadian government entered into 11 numbered treaties with Indigenous peoples all over Canada. Some parts of Canada did not come under these treaties. The Government of Canada and some provincial governments are in the process of trying to negotiate modern treaties in these locations. The treaties dealt with things like hunting and fishing rights, and land ownership. Indigenous peoples who entered these treaties were subject to the *Indian Act*. Their government structure was replaced with band councils and chiefs.

**Consider:** The Indigenous peoples did not speak English, the language of British officials negotiating and writing the treaties. Do you think this impacted the fairness of the treaty?

# Evidence #3: The *Indian Act*



11 (1921)

8 (1899)

5 (1908)

10 (1906)

6 (1889)

6 (1876-78)

5 (1875)

9 (1929-30)

7 (1877)

4 (1874)

2 (1871)

1 (1871)

3 (1873)

9 (1905-06)

Indigenous peoples who entered the numbered treaties were subject to the *Indian Act*.

Image source: Wikimedia Commons
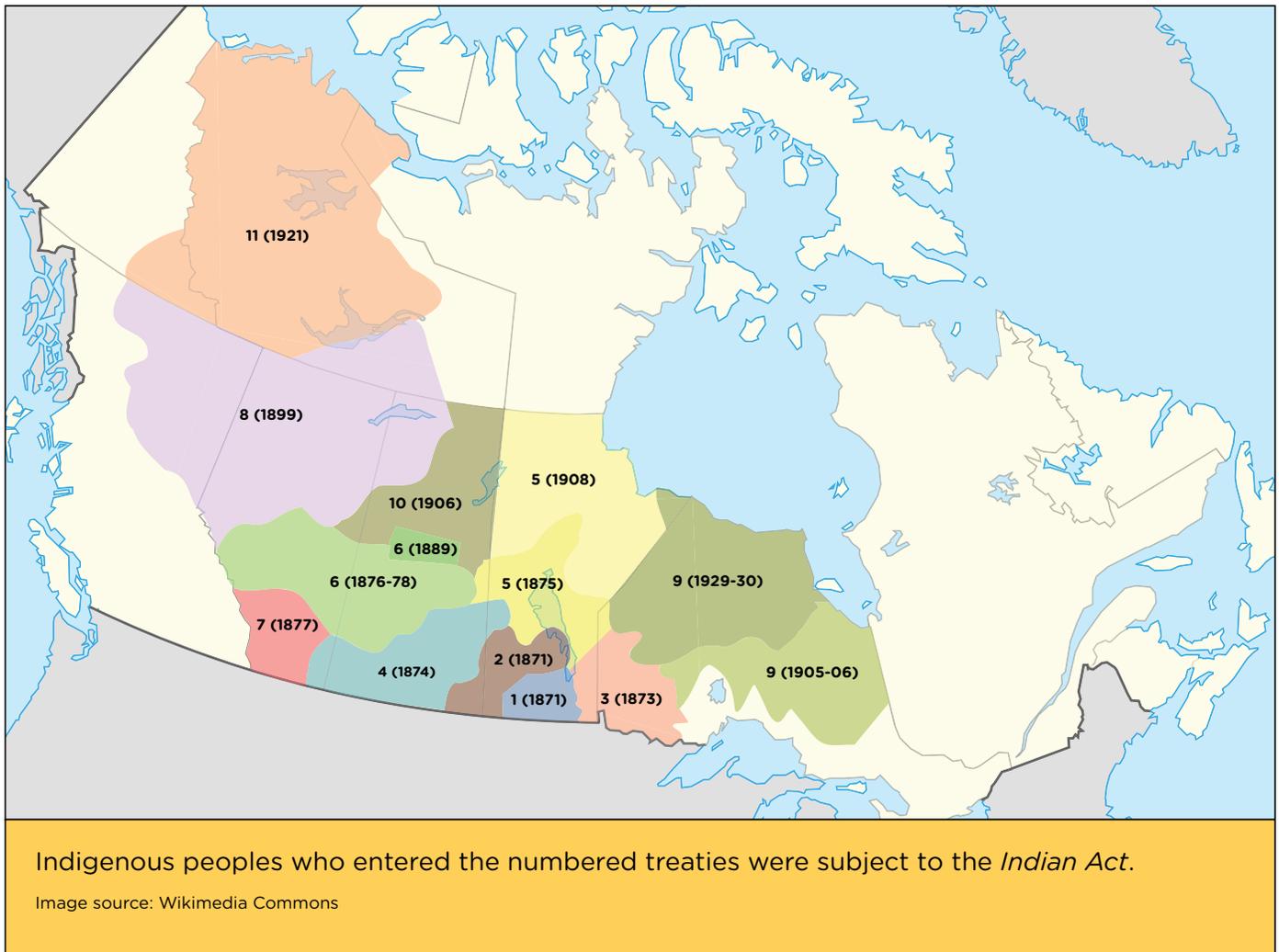
Shortly after Canada became a country, the government established the *Indian Act*. It governed Indigenous peoples in Canada. The government began to control almost all aspects of Indigenous life. This included governance, political structures, cultural practices, etc. Band council and chief elections replaced traditional governance structures. All of their power came from the federal government. Power could no longer be passed through heredity (power achieved through biological descent). Women could no longer be part of Indian political life. The Act forbade many Indigenous cultural practices. It became illegal for any Indigenous land claim to be brought against the government. Children were removed from their families and sent to residential schools. And the Act defined who was considered an "Indian" under Canadian law. The concept of "Indian status" was created. The goal of the *Indian Act* was to assimilate Indigenous peoples and destroy their culture. Since the 1950s, changes have been made to the *Indian Act* to address discriminatory practices. Attempts were made to give band councils more political power. But, the *Indian Act* remains Canadian law. Critics of the Act continue to work to get rid of it. They want to move toward Indigenous self-government and improved Indigenous-government relations.

# Canada and Anishinabek First Nations sign historic self-government agreement

From: Crown-Indigenous Relations and Northern Affairs Canada
News release — April 6, 2022 — Ottawa, ON

The Government of Canada is working with First Nation partners to restore respectful nation-to-nation relationships, recognize their inherent right to self-determination and support communities as they move out from under the *Indian Act* and transition to self-government.

Today, the Honourable Marc Miller, Minister of Crown-Indigenous Relations, joined Anishinabek Nation Grand Council Chief Reg Niganobe, Chief Lloyd Myke of Magnetawan First Nation, Gimaa Kwe Rhonda Williams-Lovett of Moose Deer Point First Nation, Chief Scott McLeod of Nipissing First Nation, Chief Larry Roque of Wahnapitae First Nation and Chief Irene Kells of Zhiibaahaasing First Nation at a virtual ceremony to celebrate the signing of the Anishinabek Nation Governance Agreement.

The Anishinabek Nation Governance Agreement is the first self-government agreement of its kind in Ontario and marks an important step away from the *Indian Act* for the signatory Anishinabek First Nations.

Achieved through over 20 years of negotiation, this historic Agreement will recognize Anishinabek control over governance and the law-making powers of the signatory First Nations in key areas. The First Nations will make their own decisions about how their elections will be held, who their citizens are and how their governments will operate, as well as how best to protect and promote Anishinaabe language and culture. Once in effect, the parts of the *Indian Act* that deal with governance will no longer apply to the signatory Anishinabek First Nations.

"

Congratulations to the Anishinabek leadership and all those who worked for so long at the negotiating table and through community outreach to bring this historic Agreement to life. This Agreement will help revitalize traditional Anishinaabe governance and renew our nation-to-nation relationship with the signatory Anishinabek First Nations. We look forward to continuing to work together with Anishinabek partners on all our shared priorities, to implement their inherent right to self-determination and support their inspiring visions of a better future for their citizens."

**The Honourable Marc Miller,**
**Minister of Crown-Indigenous Relations**

"

Congratulations to the First Nations signing the Anishinabek Nation Governance Agreement today and I commend all of the hard work, dedication, and perseverance of those involved to reach this historic moment. The Governance Agreement is another instrument available to us to implement inherent jurisdictions and Anishinaabe laws in fundamental matters that are the pillars of our First Nation governments: citizenship, language and culture, and how we select our leaders and are accountable to their citizens.

**Grand Council Chief Reg Niganobe,**
**Anishinabek Nation**

"

Anishinaabe Governance is the legacy that E'dbendaagzijig today will be leaving to future generations: the ability to govern ourselves and determine what is best for our community. This will be achieved through a community-driven process of law development — relevant and unique to Moose Deer Point.

**Gimaa Kwe Rhonda Williams-Lovett**
**Moose Deer Point First Nation**

"

As our Nations strive to reassume our rightful jurisdictions over our own governance, the Anishinabek Nation Governance Agreement provides us with a tool to remove ourselves from sections of the *Indian Act,* freeing us to govern and protect our elections, language and culture, citizenship, and management and operations. This is a positive step towards self-government.

**Chief Scott McLeod**
**Nipissing First Nation**

"

For Wahnapitae First Nation, the signing of this Agreement is another important step on a very long path; one which our members have been traveling since the Creator placed the Anishinaabe on Mother Earth. With the momentum of one step, we take the next, and we do so with the knowledge and the wisdom of our people carrying us all forward. Today, we are very pleased to continue along this journey as we look to exercise our inherent right to self-governance.

**Chief Larry Roque,**
**Wahnapitae First Nation**

# Appendix D

## Case study #3: Division of powers

The division of powers between the federal and provincial governments was established in 1867. The powers are listed in the *Constitution Act* 1867.

The creators of the *Constitution Act* intended for the federal government to have authority over matters of national interest. Matters of regional interest would be given to the provinces.

Of course, not all things that exist today existed in 1867. These include media streaming services, air travel, and the internet. The *Constitution Act* states any new powers should be given to the federal government.

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**Did You Know?**

The Constitution of Canada can be changed. There is a general formula to revise it. To change the Constitution using the general formula, the change needs to be approved by:

1. the federal Parliament,

2. the Senate, and

3. a minimum number of provincial legislatures. There must be at least seven provinces that approve the change. These provinces must represent at least 50% of Canada's population.

This means that provinces with large populations will typically need to approve a change for the amendment to succeed. However, the change cannot happen without some support from provinces with smaller populations.

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In 1982, the *Canadian Charter of Rights and Freedoms* was added to the Constitution, while Canada took control of its Constitution from Britain. The Charter is a bill of rights. This means it lists rights that are protected from the actions of all levels of government. These include certain political rights, legal rights and human rights of people in Canada.

# *Constitution Act, 1867*

# VI. DISTRIBUTION OF LEGISLATIVE POWERS

## POWERS OF PARLIAMENT

Legislative Authority of Parliament of Canada

**91.** It shall be lawful for the Queen, by and with the Advice and Consent of the Senate and House of Commons, to make Laws for the Peace, Order, and good Government of Canada, in relation to all Matters not coming within the Classes of Subjects by this *Act* assigned exclusively to the Legislatures of the Provinces; and for greater Certainty, but not so as to restrict the Generality of the foregoing Terms of this Section, it is hereby declared that (notwithstanding anything in this *Act*) the exclusive Legislative Authority of the Parliament of Canada extends to all Matters coming within the Classes of Subjects next hereinafter enumerated; that is to say,

1. Repealed.(44)

1A. The Public Debt and Property.(45)

2. The Regulation of Trade and Commerce.

2A. Unemployment insurance.(46)

3. The raising of Money by any Mode or System of Taxation.

4. The borrowing of Money on the Public Credit.

5. Postal Service.

6. The Census and Statistics.

7. Militia, Military and Naval Service, and Defence.

8. The fixing of and providing for the Salaries and Allowances of Civil and other Officers of the Government of Canada.

9. Beacons, Buoys, Lighthouses, and Sable Island.

# Constitution Act, 1867

10.    Navigation and Shipping.

11.    Quarantine and the Establishment and Maintenance of Marine Hospitals.

12.    Sea Coast and Inland Fisheries.

13.    Ferries between a Province and any British or Foreign Country or between Two Provinces.

14.    Currency and Coinage.

15.    Banking, Incorporation of Banks, and the Issue of Paper Money.

16.    Savings Banks.

17.    Weights and Measures.

18.    Bills of Exchange and Promissory Notes.

19.    Interest.

20.    Legal Tender.

21.    Bankruptcy and Insolvency.

22.    Patents of Invention and Discovery.

23.    Copyrights.

24.    Indians, and Lands reserved for the Indians.

25.    Naturalization and Aliens.

26.    Marriage and Divorce.

27.    The Criminal Law, except the Constitution of Courts of Criminal Jurisdiction, but including the Procedure in Criminal Matters.

28.    The Establishment, Maintenance, and Management of Penitentiaries.

29.    Such Classes of Subjects as are expressly excepted in the Enumeration of the Classes of Subjects by this *Act* assigned exclusively to the Legislatures of the Provinces.

# Constitution Act, 1867

And any Matter coming within any of the Classes of Subjects enumerated in this Section shall not be deemed to come within the Class of Matters of a local or private Nature comprised in the Enumeration of the Classes of Subjects by this *Act* assigned exclusively to the Legislatures of the Provinces.(47)

## EXCLUSIVE POWERS OF PROVINCIAL LEGISLATURES

**92.** In each Province the Legislature may exclusively make Laws in relation to Matters coming within the Classes of Subjects next hereinafter enumerated; that is to say,

1.   Repealed.(48)

2.   Direct Taxation within the Province in order to the raising of a Revenue for Provincial Purposes.

3.   The borrowing of Money on the sole Credit of the Province.

4.   The Establishment and Tenure of Provincial Offices and the Appointment and Payment of Provincial Officers.

5.   The Management and Sale of the Public Lands belonging to the Province and of the Timber and Wood thereon.

6.   The Establishment, Maintenance, and Management of Public and Reformatory Prisons in and for the Province.

7.   The Establishment, Maintenance, and Management of Hospitals, Asylums, Charities, and Eleemosynary Institutions in and for the Province, other than Marine Hospitals.

8.   Municipal Institutions in the Province.

9.   Shop, Saloon, Tavern, Auctioneer, and other Licences in order to the raising of a Revenue for Provincial, Local, or Municipal Purposes.

# Constitution Act, 1867

10. Local Works and Undertakings other than such as are of the following Classes:

    (a). Lines of Steam or other Ships, Railways, Canals, Telegraphs, and other Works and Undertakings connecting the Province with any other or others of the Provinces, or extending beyond the Limits of the Province:

    (b). Lines of Steam Ships between the Province and any British or Foreign Country:

    (c). Such Works as, although wholly situate within the Province, are before or after their Execution declared by the Parliament of Canada to be for the general Advantage of Canada or for the Advantage of Two or more of the Provinces.

11. The Incorporation of Companies with Provincial Objects.

12. The Solemnization of Marriage in the Province.

13. Property and Civil Rights in the Province.

14. The Administration of Justice in the Province, including the Constitution, Maintenance, and Organization of Provincial Courts, both of Civil and of Criminal Jurisdiction, and including Procedure in Civil Matters in those Courts.

15. The Imposition of Punishment by Fine, Penalty, or Imprisonment for enforcing any Law of the Province made in relation to any Matter coming within any of the Classes of Subjects enumerated in this Section.

16. Generally all Matters of a merely local or private Nature in the Province.

# Appendix E

## Case study #4: Ontario's electoral process

### Evidence #1: Election results Ontario, 2022

Ontario's electoral process is called First Past the Post (FPTP). Voters in each electoral district in Ontario vote for one candidate in their voting district. Whoever has the most votes is elected as the Member of Provincial Parliament (MPP) for that electoral district. FPTP brings stability because it often results in single party governments, but it can also result in a party gaining power and the most seats without winning a majority of the popular vote. Consider the results of the 2022 Ontario general election in the charts below. A larger percentage of voters actually voted against the party that won the most number of seats. Because parties do not win seats based on popular vote, many voters may feel that their vote does not count on election day.

| Popular Vote | |
| --- | --- |
| PC | 40.82% |
| Liberal | 23.85% |
| New Democratic | 23.74% |
| Green | 5.96% |
| Others | 5.63% |

| Seat Summary | |
| --- | --- |
| PC | 66.94% |
| Liberal | 25.00% |
| New Democratic | 6.45% |
| Green | 0.81% |
| Others | 0.81% |
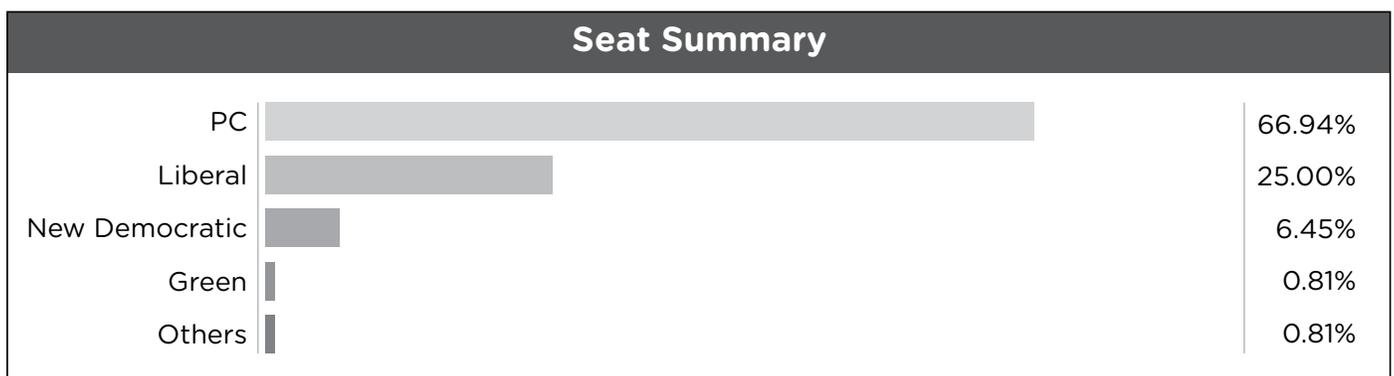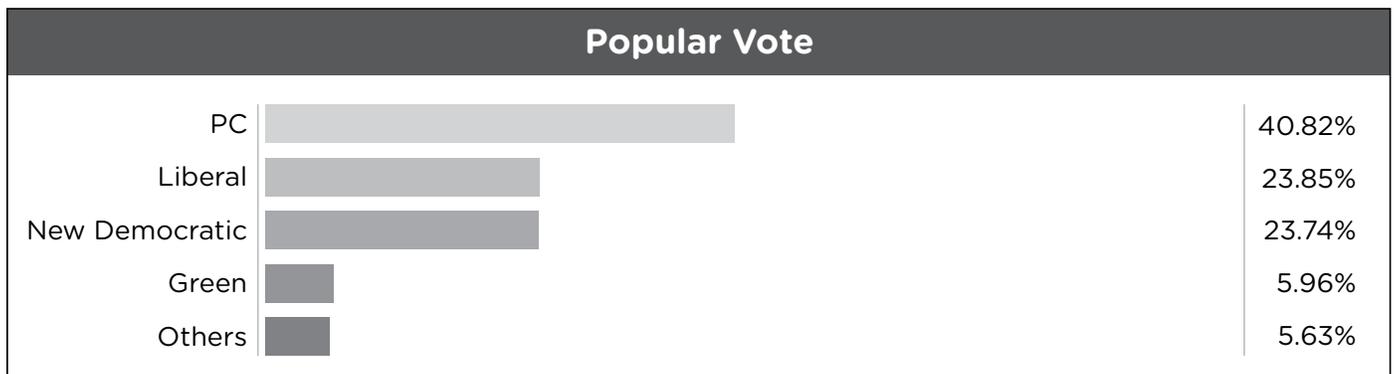
Share of the popular vote and seat totals, Ontario general election

Source: Elections Ontario

# Evidence #2: First Past the Post statistics

Just like Ontario, Canadian federal elections use the FPTP system. Many critics of FPTP point out that it tends to favour parties that are well established and results in parliaments that do not reflect the make-up of the voting public. Consider these statistics about Canada's federal election in 2019.

Members of Parliament (MPs) in Canada tend to be older. The biggest group **(41%)** of MPs in 2019 were **59-64**, with only **7%** under the age of 35.

MPs tend to be white. Ethnic minorities make up **27%** of Canada's population, but less than **18%** of Parliamentarians in 2019.

Indigenous people make up **4.9%** of Canada's population, but less than **3%** of our MPs in 2021.
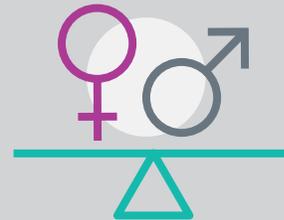
Although representation of women has increased by **10% since 1994**, at the current rate it will be half a century or longer before gender balance is achieved.

MPs are most likely to be male. **70%** of our MPs in 2021 were men.

While **4%** of the population identifies as LGBTQ2+, **only 1.8%** of MPs elected in 2019 did.

Source: Fair Vote Canada

# Evidence #3: Proportional representation

What would happen if Ontario changed its electoral system from First Past the Post to something else? Over the years, five provinces have explored changes to their electoral systems, including Ontario. Some critics of First Past the Post have called for a change to proportional representation. This is an electoral system in which parties get seats in proportion to the number of votes cast for them. This system results in more minority governments; this means no one party wins most of the seats. Minority governments must work together to form a government. In some proportional representation systems, voters cast a single vote for their preferred party rather than voting for a person from that party. Parties make a list of candidates who are elected in the order they are placed on the list.

> **"There are other advantages to moving to proportional representation. Minority parliaments require the large national parties to co-operate in order to be successful. Proportional representation also makes it easier for parties to represent women, ethnic minorities and other under-represented groups."**

– Matthew Hayes Associate Professor, Sociology, St. Thomas University (Canada) (2019). What the Canadian election results would have looked like with electoral reform.
The Conversation.

Retrieved July 18, 2022, from theconversation.com/what-the-canadian-election-results-would-have-looked-like-with-electoral-reform-125848

Proportional representation was adopted in 1996 in New Zealand. It has improved ethnic diversity in Parliament. After the final First Past the Post election in 1993, only eight MPs identified as Maori. The Maori are the Indigenous people of New Zealand. In 2020, there were 25 Maori elected. Before proportional representation, there had never been an Asian MP and only one from the Pacific. In 2020, people of Chinese, Cook Islands Māori, Eritrean, Indian, Iranian, Korean, Maldivian, Mexican, Samoan, Sri Lankan, and Tongan descent were elected.
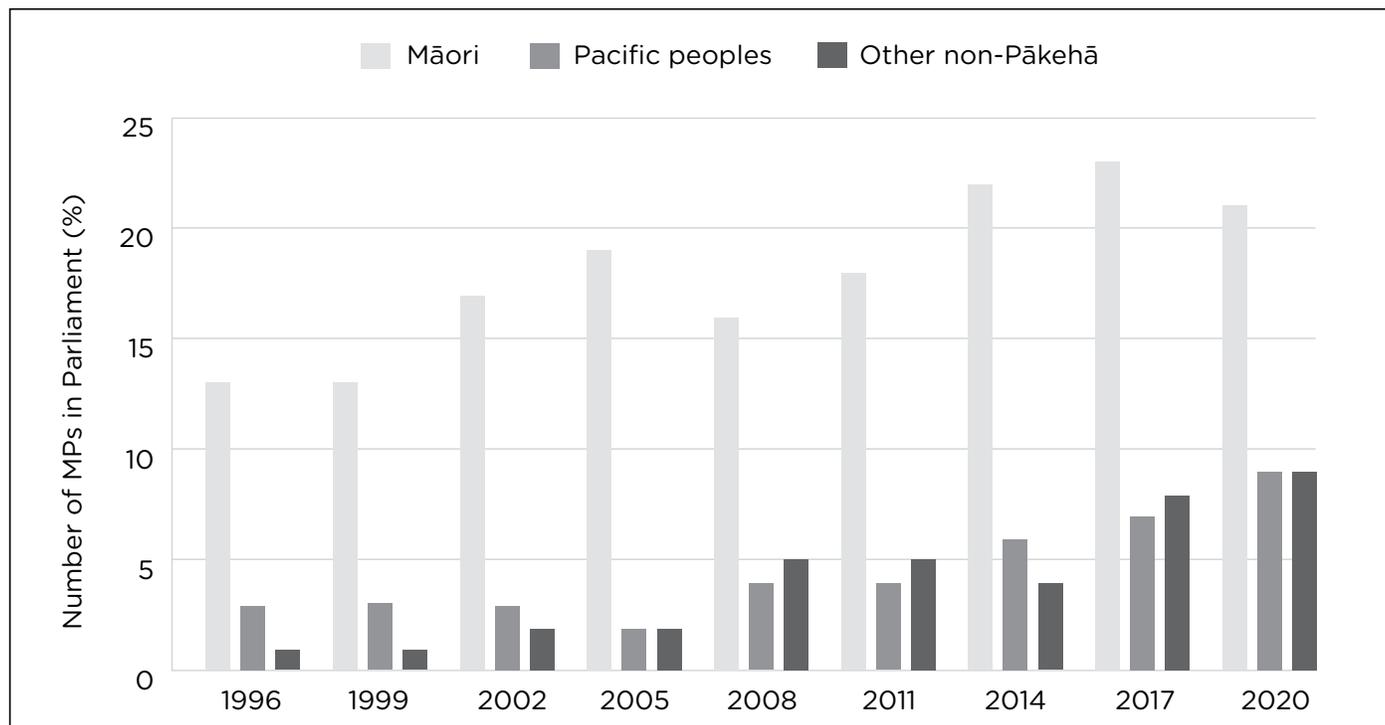


Sources: Statistics New Zealand and New Zealand Parliament

**"Ontario has a competitive multiparty system. If we brought in electoral reform that looked much more like pure proportional representation it would be very unlikely that we would have any majority governments going forward. So we would be perpetually in a state of minority government, which is inherently unstable because at any point the coalitions can crumble and we're back to the polls."**

– Cristine de Clercy, Associate Professor of Political Science, Western University (Canada) (2022). Electoral reform favoured by three of Ontario's four main parties. CityNews.

Retrieved June 25, 2022, from

toronto.citynews.ca/2022/05/22/ontario-election-electoral-reform-three-of-four-parties

## ✓ LIST PROPORTIONAL REPRESENTATION

### OVERVIEW

List Proportional Representation (PR) systems are designed to match parties' proportion of seats in the legislature to their share of votes cast nationally, provincially or regionally—depending on the design of the system. **Ridings** are typically large (the average internationally is about 10 MPs per district), and each Canadian will thus have many MPs. Voters generally cast a ballot for a political party or a specific candidate on a list prepared by the party.

**WHAT FAMILY DOES IT BELONG TO?** **Proportional**.

**WHERE IS IT USED TODAY?** List PR is used in 83 countries around the world, including Denmark, Norway and Spain.

**HOW DOES THE SYSTEM WORK FOR VOTERS?** There are two major variants of list PR, "closed list" and "open list"; both employ multi-member districts. In closed-list PR, voters cast a single vote for their preferred party rather than voting for a person from that party. Before the election, parties set a list of candidates who are elected in the order they are placed on the list. It is typically left to parties' internal processes to set their candidate list. In this system, voters choose which party wins, but have little control over who their specific representatives are.

In open-list PR, voters express a preference for their party, as well as for one or more candidates on their party's list of candidates. The vote for a specific individual influences the order in which candidates are elected by a given party, effectively nudging voters' preferred candidate(s) up the party list. In some systems, voters may even support candidates from more than one party.

**HOW ARE THE BALLOTS COUNTED?** The proportion of votes cast for each party determines the number of seats it receives on the basis of an **electoral formula**. Different forms of List PR use different formulas to translate votes into seats, but generally, a party that receives 20% of the votes cast will win roughly 20% of the seats. However, parties that receive a share

# ✓ LIST PROPORTIONAL REPRESENTATION

of votes below a **minimum threshold** (anywhere from under one to 5%, depending on decisions at implementation) do not receive any seats.

**WHAT DO RIDINGS LOOK LIKE?** List PR elects multiple candidates from large geographic regions. Depending on the way the system is implemented, votes may be counted at a district, regional, provincial or national level. For instance, if the system operated at the provincial level, each party would assemble a list of candidates for each province. It would then elect MPs from each geographic region in proportion to each party's share of the vote in that province. Alternatively, major cities and rural regions might constitute separate districts, each with its own list of candidates.

**HOW ARE PARLIAMENT AND GOVERNMENT FORMED? HOW IS THE PRIME MINISTER SELECTED?** Following an election, if a party receives more than half the seats, the governor general would invite its leader to form a government. However, under List PR it is less likely a single party would have a **majority**, requiring a **minority government** or a **coalition** of two or more parties to come together to form a government. The prime minister would usually be the leader of the largest party in the coalition. This would involve negotiation between the parties.

**ALSO KNOWN AS:** PR; party-list proportional representation; pure PR

## ? WHAT DOES IT MEAN...

**1. FOR CAMPAIGNING?** Campaigns would focus primarily on the central contest between parties and party leaders. Individual candidates would still campaign, however, especially under an "open list" where they can earn a direct vote as candidate. However, PR electoral districts will be larger than the single-member ridings in Canada today, and may require new campaign organizations and strategies. In general, the smaller the size of the geographic region (for example, a municipality instead of a province) at which lists are set and seats are allocated, the more candidates would see value focussing on local issues.

**2. FOR VOTE CHOICE?** Closed-list ballots are straightforward, offering the voters a choice between competing parties. In contrast, open-list ballot styles vary considerably, offering different ways to incorporate votes for individual candidates. Given that voters choose from many candidates, sometimes from multiple parties, the ballots in open-list PR can be quite large, and voters who want to select individual candidates must familiarize themselves with a large number of contenders. Although voters may have more choice under open lists, their votes rarely shift the party's preferred order of candidates; many voters still cast a ballot for the party generally.

**3. FOR LOCAL REPRESENTATION?** The relationship between voters and particular representatives can be diluted, particularly as the electoral district grows larger. Voters will not have a single MP who is directly responsible to them, but rather many MPs serving a much larger **constituency.** Instead, most voters will identify with one party in the legislature that they voted for and that they therefore feel best represents their perspective.

**4. FOR PARTIES IN PARLIAMENT?** Proportional electoral systems like List PR will result in a

greater number of parties represented in Parliament than less proportional systems, though this effect is modified by the minimum threshold discussed above, which makes it more difficult for **fringe parties** to win seats. List PR systems allow parties with small pockets of support spread out over the entire country to win seats in proportion to that national support.

MPs elected via party lists, however, may adhere closely to **party discipline** in order to keep or improve their standing on the list at the next election. This dynamic will be shaped by parties' internal processes to select their list and the decision-making power of senior party officials.

List PR allows for easy public scrutiny of the diversity of candidates. As such, parties may seek to put forward lists that increase the representation of women, visible minorities and other diverse Canadians in Parliament.

**5. FOR GOVERNING?** Many forms of government are possible under List PR though typically no single party will win a majority of seats. Parties thus have to work with other parties in order to govern. The largest party may form a minority government, or parties may form a government **coalition**. Party leaders may forge alliances with other parties before an election is held, or wait until after the results are known before agreeing to form a coalition. Accordingly, voters may not know who will be in government even after the votes are counted, as it may take time for party leaders to agree on a governing coalition. Governments may change when coalitions break down. Members can move to opposition, or join other parties to form a new governing coalition. If no coalition emerges, the sitting prime minister may request that the governor general call an election.

## WHAT WOULD THE BALLOT LOOK LIKE?

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**LIST PROPORTIONAL REPRESENTATION / SCRUTIN DE LISTE (OPEN LIST)**

Place an X in the circle next to the candidate of your choice. (Your vote counts for both the candidate and the party.)

Veuillez inscrire un X dans le cercle en regard du candidat de votre choix. (Votre vote compte pour le candidat et le parti.)

| PARTY W / PARTI W | PARTY X / PARTI X | PARTY Y / PARTI Y | PARTY Z / PARTI Z |
|---|---|---|---|
| ◯ CANDIDATE A / CANDIDAT A | ◯ CANDIDATE A / CANDIDAT A | ◯ CANDIDATE A / CANDIDAT A | ◯ CANDIDATE A / CANDIDAT A |
| ◯ CANDIDATE B / CANDIDAT B | ⊗ CANDIDATE B / CANDIDAT B | ◯ CANDIDATE B / CANDIDAT B | ◯ CANDIDATE B / CANDIDAT B |
| ◯ CANDIDATE C / CANDIDAT C | ◯ CANDIDATE C / CANDIDAT C | ◯ CANDIDATE C / CANDIDAT C | |
| ◯ CANDIDATE D / CANDIDAT D | | ◯ CANDIDATE D / CANDIDAT D | |

---

**LIST PROPORTIONAL REPRESENTATION / SCRUTIN DE LISTE (CLOSED LIST)**

Place an X in the circle next to the party of your choice.

Veuillez inscrire un X dans le cercle en regard du candidat de votre choix.

| |
|---|
| ◯ PARTY W / PARTI W |
| ⊗ PARTY X / PARTI X |
| ◯ PARTY Y / PARTI Y |
| ◯ PARTY Z / PARTI Z |

# Lesson: What role do political parties play in Canadian democracy?

## Big idea

A political party is a group of members who have similar beliefs and values that try to win elections and influence policy decisions. It can be confusing trying to understand the difference between the different parties in Ontario, and even more so trying to compare them to their federal counterparts. Understanding the role political parties play and how they are governed is a key aspect of civic literacy. Voters, when they turn 18, should make informed decisions at the ballot box. This means learning about where the parties stand on issues of civic importance like health care, education and the environment. Learning how to have political conversations and sharing ideas about political ideas and events is also an important civic literacy tool. A civil society relies on being informed and being able to have civil conversations, respecting differences and sharing ideas.

## Curriculum connections

**B1.** Civic Issues, Democratic Values: describe beliefs and values associated with democratic citizenship in Canada, and explain how they are related to civic action and to one's position on civic issues

> **B1.1** describe some civic issues of local, national, and/or global significance, and compare the perspectives of different groups on selected issues

> **B1.5** communicate their own position on some issues of civic importance at the local, national, and/or global level, explaining how their position is influenced by their beliefs/values

**B2.** Canadian and Indigenous Governance Systems: explain, with reference to a range of issues of civic importance, the roles and responsibilities of various institutions, structures, and positions in Canadian and Indigenous governance systems, treaty relationships, and other Crown-Indigenous relations

> **B2.1** identify the political parties in Canada and their position on the political compass, and explain objectively how the beliefs/values that underpin these parties may affect their perspectives on and/or approaches to issues of civic importance

# Learning goals

I am learning to:

- understand the roles and responsibilities of various institutions like Elections Ontario and political parties

- identify the political parties in Ontario and Canada and their beliefs/values and approaches to issues

# Success criteria

I can:

- explain the role institutions like Elections Ontario and political parties play in governing the province of Ontario

- explain the main party ideas and compare them to each other

- analyse and explain party approaches to issues of civic importance at the political party

# Inquiry question

What role do political parties play in Canadian democracy?

# Required materials

1. Appendix A Student handout – **Anticipation guide – Political parties**

2. Slide deck – **Political parties in Ontario**\*

3. Appendix B Student handout – **Preparing for the political party**

4. Appendix C Student handout – **My political appointments**

5. Appendix D Student handout – **Confer, compare, clarify**

\*Available online at: elections.on.ca/grade10

# Minds on

1. Distribute a copy of the **Anticipation guide – Political parties** (Appendix A) to each student. Tell students to complete the 'before lesson' section. The teacher can keep a tally of how many students voted True or False for each question visible in the class. There are online polling tools available as well.

2. The teacher can decide to partner students and have them complete online research to find the correct answers and supporting details for each statement. Then, students can form small groups to compare their findings. A whole class discussion can follow to review the correct responses.

3. Alternately, the teacher can review the slide deck **Political parties in Ontario**\* with the class and students can self-assess their initial responses in the Anticipation Guide with the information presented. Students can use the information in the slide deck to gather the supporting information for each statement.

4. Discuss with students which statements were confusing, had the most misperception among students before the lesson and/or which supporting information was surprising.

\*Available online at: elections.on.ca/grade10

# Activity

1. Invite students to a Political Party that will take place on an agreed upon date.

   *Teacher note: The political party can be as simple or as complex as the teacher and students wish it to be. Some possibilities are:*

   • *Students can plan creative fashion choices for the party like wearing party T-shirts or all the same colour clothing*

   • *Refreshments can be served – it could be a tea party or dinner party*

   • *Music can be played while guests mingle*

2. At this party, students will represent political parties. Each student will be assigned to a political party and complete research with the rest of their party members. The teacher can use many ways to assign students to parties such as numbering students, having students pull party names out of a hat, etc.

3. Once students have been assigned to their parties, distribute the student worksheet **Preparing for the political party** (Appendix B) to each student. Students then work together to prepare their talking points for the party.

   *Teacher note: Students can use online resources like party websites, news articles and videos, as well as social media posts from real party members, to complete their research.*

   *Although federal and provincial parties are different, their ideas are generally similar so students can use research about Canada's national parties to help with grasping the big ideas.*

4. The teacher can circulate while students are researching to help answer any questions and make some observational assessments about whether students are grasping the big ideas from each party. Encourage students to work individually or with one other party member at the beginning in order to generate the most amount of research.

5. When students have completed their research, have them discuss with their entire party to make sure they are all on the same page.

6. Announce the beginning of the party. Distribute a copy of **My political appointments** (Appendix C) to each student and have them circulate in the class making appointments with members of other parties at the beginning of each stage.

7. For each stage, present the students with a political conversation topic. The topic should connect to one of the big party ideas (e.g. economy, environment, health care, etc). Consider using current events as inspiration for these topics. Then set a timer to allow them to network and converse. A reasonable time is 2-3 minutes. Allow students time to reflect on their conversations at the end of each stage and complete their **My political appointments** handout.

8. After four stages, the party is over. Students can say goodbye to their fellow attendees!

9. Provide time for students to finalize their **My political appointments** handout.

# Consolidation

Confer, compare and clarify

1. Distribute a copy of the handout **Confer, compare, clarify** (Appendix D) to each student.

2. Ask each student to write down a one-sentence summary of what they believe was their greatest learning from this lesson.

3. Ask students to pair up. They do not have to pair with people from their party. Any partner is fine.

4. Students will compare their summaries. Let students know that they are encouraged to borrow ideas from their partners and add them to their own.

5. Ask students to join other pairs, creating groups of four, and share their summaries.

6. Each student then takes a few minutes to record any questions they have regarding the party system and party ideas. Students then share their questions with each other

7. Ask one volunteer from each group to share their group questions, creating a class list of questions.

8. Address the questions with the class through a whole group discussion.

# Assessment

The teacher may collect the Appendix B handout, **Preparing for the political party** (one from each group) before beginning the party with the class to gain formative assessment data on students' ability to grasp the main party ideas. The teacher can then address any gaps before moving on to the role-playing in the party activity.

The teacher may collect the Appendix C handout **My political appointments** from each student and provide formal written feedback on student learning.

# Appendix A

## Student handout: Anticipation guide – Political parties

In the "before lesson" column, indicate whether you think the statement is true or false using only your background knowledge. At the end of the lesson, confirm whether each statement is true or false in the "after lesson" column. Add 1-2 supporting pieces of information you learned in the lesson related to the statement.

| Before lesson | | Statement | After lesson | | Supporting information |
|---|---|---|---|---|---|
| True | False | | True | False | |
| | | 1. A teenager can join a political party in Ontario. | | | |
| | | 2. Every voter in Ontario chooses who will be premier of the province during a general election. | | | |
| | | 3. The provincial parties (e.g. NDP, PC, Liberal, Green) are the same as the federal parties. | | | |
| | | 4. Anyone in Ontario can form a political party whenever they want. | | | |
| | | 5. Elections Ontario has very clear rules about how parties should operate (e.g. how to register members, how to elect a leader, how to nominate candidates). | | | |
| | | 6. Once elected, a member of a provincial party can get kicked out of the party. | | | |
| | | 7. You must be a member of a political party to run in a provincial election. | | | |
| | | 8. If there is a tie between political candidates in a provincial election, the winner is decided by one person who makes the final decision. | | | |

# Appendix B

## Student handout: Preparing for the political party

***Instructions:*** *You have been invited to a political party! Your entire party will attend and present your party ideas to others at the gathering. Using online resources like party websites, news articles and videos, as well as social media posts from real party members, complete the chart below. Taking point form notes in this chart is suggested to help organize your thinking.*

| Political Party: |
|---|

| Party Ideas | |
|---|---|
| **Health Care** | |
| **Education** | |
| **Child Care** | |

| | |
|---|---|
| **Crime/Public Safety** | |
| **Environment** | |
| **Economy** | |
| **International Relations** | |

# Appendix C

## Student handout: My political appointments

| Stage One | |
|---|---|
| **Topic:** | |
| **Person #1:** | |
| **Person #2:** | |
| **What did i learn from my conversations?** | |

| Stage Two | |
|---|---|
| **Topic:** | |
| **Person #1:** | |
| **Person #2:** | |
| **What did i learn from my conversations?** | |

| Stage Three | |
|---|---|
| **Topic:** | |
| **Person #1:** | |
| **Person #2:** | |
| **What did i learn from my conversations?** | |

| Stage Four | |
|---|---|
| **Topic:** | |
| **Person #1:** | |
| **Person #2:** | |
| **What did i learn from my conversations?** | |

# Appendix D

## Student handout: Confer, compare, clarify

| | |
|---|---|
| **Confer**<br><br>✓ write down a one-sentence summary of what you believe was your greatest learning from this lesson | |
| **Compare**<br><br>✓ compare your summary with your partners and add their ideas to your own | |
| **Clarify**<br><br>✓ generate questions individually and then as a group<br><br>✓ record responses to the questions from the class discussion | |

# Lesson: Election simulation

This hands-on activity kit will help you hold an election simulation in your classroom so students can learn more about voting and Ontario's democratic processes.

It is designed to align with the Grade 10 Civics and Citizenship curriculum while also fitting other subject and grade levels.

The kit includes the materials, roles and steps you'll need to hold the election. Fillable templates for ID, ballots, voters lists, and results tally sheets have been included with the kit. There are guides for creating your own ballot box and voting screens.

The steps will walk you through setting up your classroom for the election, having students create their own ID, and getting student volunteers to act as election officials. **You can also choose between a short and long activity for selecting candidates, depending on what works best for your class.**

In the short activity, students will volunteer to run as candidates within a single electoral district based on a platform they have put together. The class will have two voting locations with the same list of candidates at each location.

In the long activity, students will be put into groups that represent political parties. The class will be divided into two electoral districts, and each political party will develop a platform and choose two members to run as candidates (one for each electoral district). Each electoral district will have its own list of candidates and its own voting location.

Once the candidates have been chosen and a class debate has taken place, students will be able to vote for the candidate of their choice using the ballot templates provided in the kit.

After the election, use the student worksheets in the kit to talk with students about the experience. An in-class discussion activity and an enrichment activity have also been included to get students thinking about their future as voters.

## In this kit:

- Instructions and materials to hold a mock election
- Student discussion questions
- Class and take-home activities
- Teacher assessment guide
- Glossary of election terms

# Curriculum connections

**A1.** Political inquiry: use the political inquiry process and the concepts of political thinking when investigating issues, events, and developments of civic importance.

**A2.** Developing transferable skills: apply in everyday contexts skills developed through investigations related to civics and citizenship education and identify some careers in which civics and citizenship education might be an asset.

**A2.2** Demonstrate in everyday contexts attributes, skills, and work habits developed in civics and citizenship education (e.g. listen respectfully to the position of others during conversations; collaborate with peers to organize an event in their school; assess the credibility of information in a news story; voice informed opinions when engaging in discussions).

**B3.** Rights and responsibilities: analyse key rights and responsibilities associated with citizenship, in both the Canadian and global context, and some ways in which these rights are protected.

**B3.2** Analyse key responsibilities associated with Canadian citizenship (e.g. voting, obeying the law, paying taxes, jury duty, protecting Canada's cultural heritage and natural environment, helping others in the community).
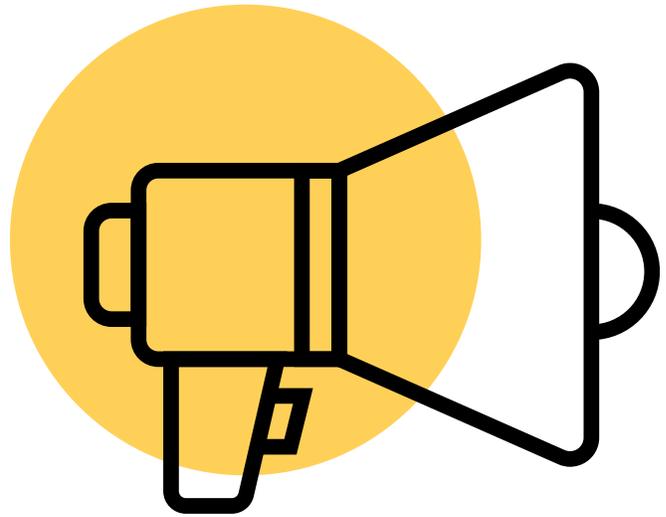
# Holding the election

Here is what you need to get started:

## Materials

The following materials are included in this kit:

- Ballots
- Voters list
- ID slips (at secondary levels, you may use student ID cards instead)
- Results sheet

You will also need to supply:

- Ballot box
- Voting screen
- Pencils or markers
- Two voting tables

## Roles

- Voters (the whole class)
- Two or more candidates
- Two election officials
- A Returning Officer

The **Returning Officer** is the local election officer responsible for coordinating the election in their area. For this activity, this could be the teacher or a student volunteer.

**Returning Officer and election official duties**

- The Returning Officer is responsible for overseeing the election and making sure the voting process is followed. They also announce the results to the class after the election.

- While the class discusses issues, the Returning Officer and election officials are neutral. They do not take a side on the issue and do not join the discussion. However, they do vote and should be included on the voters list and have ID.

- Election officials are responsible for checking the ID of voters, striking them off the voters list and giving out ballots. Once everyone has voted, election officials count how many votes each candidate has received. They give these results to the Returning Officer for review.

# Before class

1. Print enough ID slips for each student. You may use student ID cards instead.

2. Set up at least two voting stations with a ballot box, results sheet, voting screen, and marker. In the short activity, each station is a voting location. In the long activity, each station represents an **electoral district**, which will each have its own voting location.

3. Assign students to one of the two voting stations (short activity) or electoral districts (long activity).

4. Enter the names of the students assigned to vote at each table into the voters list templates and print one copy of each list. Place the list on the corresponding table with a pen.

> Ontario is divided into geographic areas called **electoral districts**. Each electoral district is represented in the provincial government by the Member of Provincial Parliament elected for that district.

# During class

1. If a student is going to be the Returning Officer, ask for a volunteer for that role first. If not, the teacher carries out these duties.

2. The Returning Officer chooses two student volunteers to help as election officials.

3. The Returning Officer distributes ID slips to students and has them fill out the slip. This is their **ID** to vote. A student ID card may be used instead.

> During a real election, voters must provide **ID** showing their name and address to vote. If someone is registered to vote, they will be mailed a voter information card during an election telling them when and where to vote. They should bring this card with them when they vote, but it is not necessary to have a voter information card to vote.

# Option 1: Short activity

## CANDIDATE NOMINATIONS

In this activity, the class will be divided between two voting stations. There will be one set of candidates for the class, and each candidate puts together their own platform.

1. Pick a topic that students would have multiple perspectives on. This could be a school-based or social issue that is relevant to students. Some examples are:

    • Should students wear uniforms?

    • Should there be vending machines in schools?

    • Should high school students have a curfew?

2. Explain to students that often elections are centred around a particular political issue. Whatever issue is selected to be the focus of this election will simulate a political issue that all parties would need to address.

3. Give students some time to write down their position on the topic as well as their rationale on the student worksheet, **My perspective**. They should try to provide as much as evidence as possible to defend their perspective. This may mean using firsthand experiences as well as general research. (Note: You may want to start this activity and then allow students time to work independently on this worksheet rather than completing this all during one period of class).

4. Ask the class for volunteers who believe strongly in their position to be candidates. Make sure you have at least two students willing to be candidates. The students should represent different arguments on the topic chosen in step one.

5. Add the candidates' names to the ballots and print enough for the class, with a few extra. Divide the ballots between the election officials.

6. The candidates stand at the front of the class together. This is the debate. Each has two minutes to convince the class to vote for their position.

7. The class gets ten minutes to ask the candidates about their position. Students should use the questions they formulated on their **My perspective** worksheets. Consider appointing one student as debate moderator to select students to question the candidates and to time the debate. Candidates should get 30 seconds to 1 minute to reply to questions.

# Option 2: Long activity

## CANDIDATE NOMINATIONS

In this activity, the class will be divided in half into two electoral districts (divide the class into two, using desks or tables). Each electoral district will have its own set of candidates, chosen by the party. Assign one election official to each district.

1. Pick a topic that students would have multiple perspectives on. This could be a school-based or social issue that is relevant to students. Some examples are:

    - Should students wear uniforms?

    - Should there be vending machines in schools?

    - Should high school students have a curfew?

2. Explain to students that often elections are centred around a particular political issue. Whatever issue is selected above to be the focus of this election will simulate a political issue that all parties would need to address.

3. Give students some time to write down their position on the topic as well as their rationale on the student worksheet, **My perspective**. They should try to provide as much as evidence as possible to defend their perspective. This may mean using firsthand experiences as well as general research. (Note: you may want to start this activity and then allow students time to work independently on this worksheet rather than completing this all during one period of class).

4. Next, in a whole group discussion, identify several positions on the topic and divide the class into groups. Assign a position to each of the groups except for one.

5. Groups that have been assigned a position are **political parties.** The groups should discuss all the points and evidence they produced on their **My perspective** worksheets and come to a consensus on why their position is important. Each group should complete the **Political platform** worksheet to capture their thinking. Tell the groups this will become their platform that will be presented to the class.

6. The group that has not been assigned a position is a group of undecided voters. While the other groups are discussing their position and creating their platform, this group should discuss the issue from all angles and formulate as many questions as possible to ask the candidates. This group should complete the **Undecided voters** worksheet. They do not need to reach an agreement on the issue, but their questions should be designed to help them take a final position.

7.  Students in political party groups should choose two members of their party to be the candidates and decide in which electoral district each candidate should run.

    - Prepare two sets of ballots—one for each electoral district. Add the candidates' names for one electoral district to the ballots and print enough for half the class, with a few extra. Give these ballots to the corresponding election official. Do the same for the second electoral district.

    - The candidates stand at the front of the class together. This is the debate. Each has two minutes to convince the class to vote for their position.

    - The class gets an agreed upon time limit to ask the candidates about their position (e.g. 15 minutes). Consider appointing one student as debate moderator to select students to question the candidates and to time the debate. Candidates should get 30 seconds to 1 minute to reply to questions. Students should use the questions they formulated on their **My perspective** worksheets.

    ***Teacher note:*** *The undecided voters group should use the group worksheet, **Undecided voters** to briefly record responses during the debate.*

## VOTING

For both the short and long activity, have the class vote on the platforms the candidates presented.

1.  The candidates return to their seats following questions. The campaign is now finished, and voting begins.

2.  The election officials take their seats at the two voting stations (one for each electoral district).

3.  Students line up for their assigned table with their ID.

4.  One at a time, the students go to their assigned table and show their ID to the election official.

5.  The election official checks that their name is on the voters list and runs a line through their name with a ruler and pen to strike them off the voters list. Being "struck off" the voters list means you have received your ballot to vote and cannot vote again in the election.

6.  The election official then folds a ballot in half and gives it to the student.

7. The student takes the ballot and goes behind the voting screen to mark it in private. See below for the different ways students can mark their ballots.

   a. Please note, you may want to have designated students mark their ballots in the ways listed below so your election officials can experience the different scenarios. For example, a designated student can make a mistake on a ballot and approach an official for a replacement. Make sure officials have the list below for reference as they are running the voting process.

8. The student folds the ballot, so no one can see how they voted, and takes it back to the election official, who directs them to put it in the ballot box.

Before voting, let students know about the different ways they can mark their ballot and remind them that how they choose to vote is up to them.

## MARKING A BALLOT FOR A CANDIDATE

To vote for a candidate, students should mark an "X" in the circle beside the candidate's name.

## DECLINING A BALLOT

Voters in Ontario have the right to decline their ballot. This is a public process and is done out loud. If a student wants to decline their ballot, they can tell the election official this.

The election official will strike their name off the voters list and write "declined" on their ballot. The ballot will be kept separate and recorded separately in the results.

## UNMARKED BALLOTS

A ballot will be counted in the results as "unmarked" if no mark has been made by the voter on the ballot and it has been deposited into the ballot box.

## REJECTED BALLOTS

A ballot may be counted as rejected in the results if it is marked with initials or another identifying mark, or marked outside of one of the circles beside the candidates' names.

## IF THEY MAKE A MISTAKE

If a student makes a mistake while marking their ballot, they can take their ballot to the election official and ask for a replacement. The election official will write "cancelled" on the ballot and issue the voter a new ballot. Cancelled ballots are kept separate but are not part of the results.

## RESULTS

Once all students have voted, including the election officials and Returning Officer, the election officials will open the ballot box to count the ballots.

Make sure any leftover or cancelled ballots have been cleared from the table, so they are not accidentally counted.

1. On the results sheet, the election official will list the names of the candidates and record how many votes each candidate received.*

2. If any ballots have been declined, the election official will record the number on the results sheet.

3. If any ballots have been marked incorrectly, or not marked at all, the election official will record the number of rejected or unmarked ballots in the results sheet. If a ballot isn't marked properly, it is up to the election official to decide if it should be counted or rejected. Candidates have the option to challenge the official's decision and make their case, but ultimately it is up to the official.

4. The election official will give the results sheet and the ballots (back in the ballot box) to the Returning Officer.

5. The Returning Officer will announce the official results to the class.

\* ***Teacher note:*** *While the ballots are being counted, consider showing the class the Elections Ontario **voter registration website**. Explain to students that this is where voters can confirm, update or add their information to the Register or the Ontario Register of Future Voters.*

- *If any students are 16 or 17 years old, let them know that they might be eligible to add themselves to the Ontario Register of Future Voters. Being on the register means they will automatically be registered to vote once they turn 18. They can register at RegisterToVoteON.ca.*
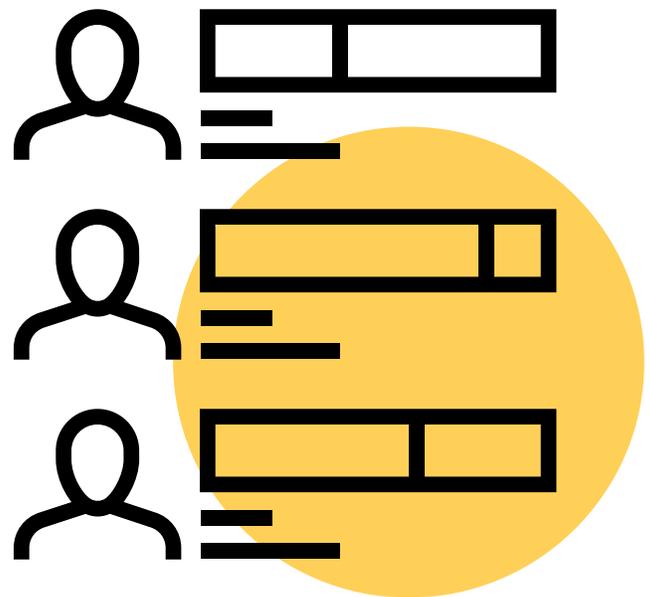
# Post-election discussion activity

1. After the election, display the following questions* in a visible location. Print the questions on slips of paper for the next step. See Appendix D **Consolidation questions** for question strips that can be copied for this activity.

   - What did you think about the mock election process? What parts were easy or difficult? What could be better?

   - What helped you decide how to vote? Did you already have an opinion on the topic? Did a candidate's presentation change your opinion?

   - After the activity, do you feel more comfortable voting? Why or why not?

   - How does voting help shape a community? What other ways can you participate in your community?

   * *See page 97 for **Other possible discussion questions** that can be used for this activity*

2. Group students into groups of two or four for this step.

   - Students will randomly pick questions out of a hat, bucket, bag or whatever works for your classroom. Each student should have a question that has a number (see **Appendix D** for sample questions set out into paper slips that can be photocopied; see below for other sets of questions that can be used).

   - Set a timer for 45 seconds for each round of questions. Call out a question number and then start the timer for students with that question to respond in their small groups. While each designated student is responding, the others in the small group cannot interrupt or comment.

   - Continue until all students in each group have responded to a question.

   - Discuss as a whole class; students should reference points made in their small group discussions.

3. Next, complete an A-to-Z summary with the whole class. This can be completed digitally (i.e. through Google Docs) or on a large piece of paper in the classroom.

   - Each student is assigned a letter as a sentence starter.

   - Each student must compose a one sentence summary about the voting process that reflects their learning from the voting simulation.

   - Note: You may wish to omit the "X" or make it a challenge for a selected student (a possible sentence is "X" marks the candidate of your choice in a properly completed ballot).

# Other possible discussion questions

These discussion questions offer a chance for students to revisit each step of the activity and think about different scenarios.

## ELECTORAL DISTRICTS

When deciding electoral district boundaries, independent boundary commissions try to keep the number of voters in each electoral district about the same.

In some cases, they might also have to consider:

- Geography
- Community history
- Community interests
- Minority representation and community identity

1. Why are these factors important? What other factors could be important for deciding electoral district boundaries?

2. What might be an unfair way to decide electoral district boundaries?

3. What would happen if boundaries were drawn to get a certain result?

## CANDIDATE NOMINATIONS AND POLITICAL PARTIES

1. What if candidates were randomly selected instead of asked to volunteer?

2. What character traits are often associated with political leaders? How can we encourage representation from a wider range of leaders?

3. If you hadn't been assigned a position on the topic, would it have been easy or difficult to develop a platform that you all agreed on?

## VOTER PARTICIPATION

1. What would have changed if only some of the class voted?

2. What are some reasons people might not show up to vote?

3. What would you say to them to convince them their vote matters?

## ELECTION INTEGRITY

1. Why is it important to balance election integrity and accessibility by allowing different types of ID to vote?

2. Why is our vote secret? What would happen if we voted by raising our hands publicly?

3. What are some of the difficulties voters could experience while trying to vote? How can voting be made easier for them?

# Assessment

| Criteria | Level 1 | Level 2 | Level 3 | Level 4 |
|---|---|---|---|---|
| **Knowledge** Understanding of responsibilities of citizens and political perspective | Responses show minimal understanding of voting responsibilities and political perspective | Responses show some understanding of voting responsibilities and political perspective | Responses show considerable understanding of voting responsibilities and political perspective | Responses show thorough understanding of voting responsibilities and political perspective |
| **Thinking** Responses are well planned and reveal critical thinking of the voting process and political perspective | Responses reveal minimum planning and critical thinking | Responses reveal some planning and critical thinking | Responses reveal considerable planning and critical thinking | Responses reveal thorough planning and critical thinking |
| **Communication** Organization of ideas in written form | Responses would benefit from better organization to improve communication | Ideas are somewhat organized | Ideas are well organized | Thorough organization of ideas results in clear communication |
| **Application** Applies learning from mock election to make connections to real world electoral process | Makes minimal connections between mock election lesson and the electoral process | Makes some connections between mock election lesson and the electoral process | Makes considerable connections between mock election lesson and the electoral process | Makes thorough connections between mock election lesson and the electoral process |

# Materials

- **ID templates**
- **Ballot template**
- **Voters list templates**
- **Result tally sheet template**
- **Ballot box guide**
- **Voting screen guide**

# Ballot template

Copy the number of ballots you will need for your class. If there are fewer than six candidates, you may cut the ballots down to the required size.

| | |
|---|---|
| Candidate **1** ◯ | Candidate **1** ◯ |
| Candidate **2** ◯ | Candidate **2** ◯ |
| Candidate **3** ◯ | Candidate **3** ◯ |
| Candidate **4** ◯ | Candidate **4** ◯ |
| Candidate **5** ◯ | Candidate **5** ◯ |
| Candidate **6** ◯ | Candidate **6** ◯ |
| Candidate **1** ◯ | Candidate **1** ◯ |
| Candidate **2** ◯ | Candidate **2** ◯ |
| Candidate **3** ◯ | Candidate **3** ◯ |
| Candidate **4** ◯ | Candidate **4** ◯ |
| Candidate **5** ◯ | Candidate **5** ◯ |
| Candidate **6** ◯ | Candidate **6** ◯ |

# Voters list template

The Poll Official should have a copy of the voters list.

The Poll Official crosses the voter's name off of the voters list with a ruler and writes the voter's name and the voter's number on the "Poll Record." When the voter deposits their ballot put an X under "Voted" beside the voter's name.

| Electoral district – name of school or organization | | | | |
|---|---|---|---|---|
| Municipality | | Urban | Rural | Polling division no. – Grade |

| Number | Name of elector | Voted |
|:---:|:---|:---:|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | |
| 7 | | |
| 8 | | |
| 9 | | |
| 10 | | |
| 11 | | |
| 12 | | |
| 13 | | |
| 14 | | |
| 15 | | |
| 16 | | |
| 17 | | |
| 18 | | |
| 19 | | |
| 20 | | |

| Certified as to completeness and correctness | Date |
|---|---|
| Signature(s) of teacher(s)/group leader(s) | |

# Result tally sheet template

Returning Officer (teacher's name): _____

Voting Location (name of class): _____

Use the table below to tally the votes in your Election Simulation (mock election). Write in the name of each candidate. Beside each name, indicate the number of votes for that candidate.

| | Count total |
|---|---|
| Number of ballots cast for candidate #1 | |
| Number of ballots cast for candidate #2 | |
| Number of ballots cast for candidate #3 | |
| Number of ballots cast for candidate #4 | |
| Number of rejected ballots: (ballots that have an improper marking—not an "X") | |
| Number of unmarked ballots: (ballots placed in ballot box that do not have any marking on them) | |
| **Total number of ballots cast** | |

| | |
|---|---|
| Number of ballots not used: | |
| Total number of ballots cast: | |
| **Total (box 1):** | |

| | |
|---|---|
| (This is the total number of ballots that were prepared for the "mock" election.) | |
| **Total (box 2):** | |

The figure in Box 1 should equal the figure in Box 2.

Signature of Poll Official (student assigned to be poll official): _____

Date: _____

*When Resource Sheet 4.3 Running an Election Ballot Tally is completed, the Poll Official gives it to the teacher. (The teacher is the Returning Officer.) The Poll Official must also give a copy of the Ballot Tally Sheet to the Scrutineer (or Candidate's Representative in a federal election) for each political party. Remind students to keep the results confidential until the winner is declared.*

# Voting screen guide

## What to do

As shown in the POLLING PLACE LAYOUT, a polling booth must have a voting screen so that voters can mark their ballot in secret. Using the dimensions indicated here, have a student construct a voting screen from cardboard for use in your Election Simulation.
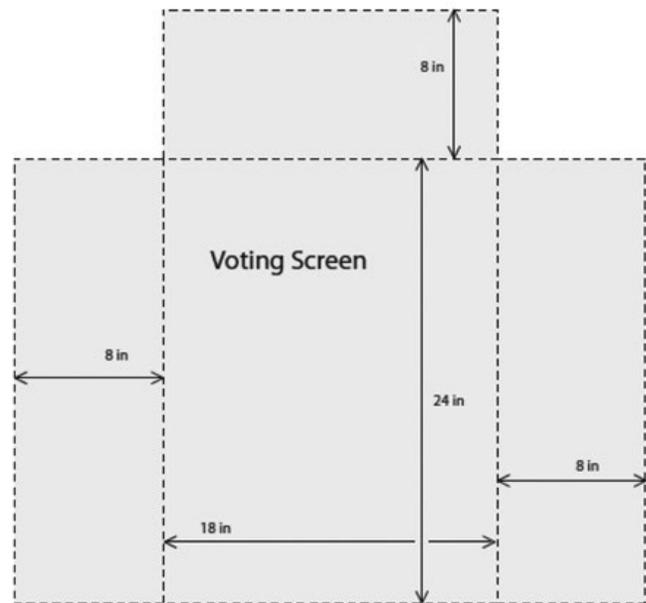


# Ballot box guide

## What to do

As shown in the POLLING PLACE LAYOUT, a polling place must have a ballot box. An official ballot box would look something like the image on the right. For your election simulation, you could have a student construct a cardboard replica of this ballot box. A simple box with a slot in the lid for ballots would also work.To make it more like a real election, place a ballot box cover over the slot. This can be a piece of cardboard cut to be about the same size as the top of the ballot box.
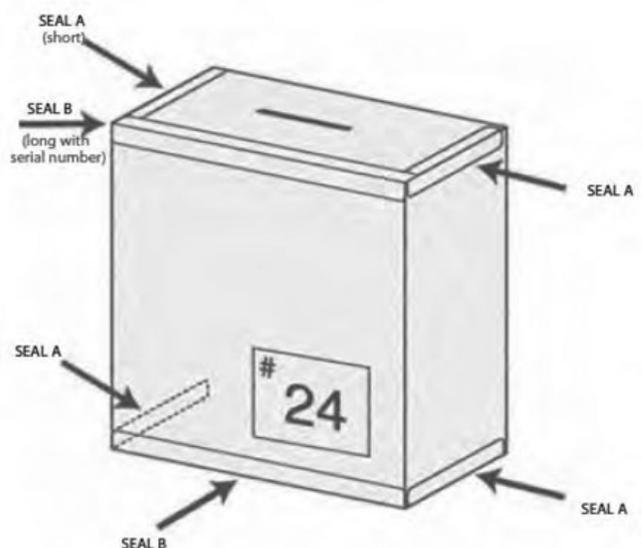
# Glossary

## Find definitions for election terms

### ADVANCE VOTING

Advance voting is a set number of days during the election period where you can vote in person before election day using a ballot with a list of candidates.

### BALLOT

A ballot is a piece of paper that lists the candidates and their political parties (if applicable) who are running for office. To vote for a candidate, mark an X on the ballot in the white circle beside the name of the candidate of your choice.

### CANDIDATE

A candidate is a person running to be a Member of Provincial Parliament, who has been issued a Certificate of Nomination from a Returning Officer or the Chief Electoral Officer during the election period.

### CHIEF ELECTORAL OFFICER

The Chief Electoral Officer (CEO) is an Officer of the Legislative Assembly of Ontario, appointed by the Lieutenant Governor in Council to oversee provincial elections in Ontario.

### DECLINED BALLOT

Ontario's election law allows voters to decline their ballot. This is a public process and is done out loud. The election official will mark "declined" on the election documentation and the ballot will be placed in an envelope for declined ballots. Declined ballots will be counted and reported after the polls close on election night and included in the official results as "declined ballots".

### ELECTION DAY

An election period ends with election day, which is the last day to vote in an election.

### ELECTION PERIOD

The election period begins the day the writ is issued and ends on election day.

### ELECTOR

An elector is a person who is eligible to vote in an Ontario provincial election. To be eligible, you must be at least 18 years old, a Canadian citizen and a resident of Ontario.

### ELECTORAL DISTRICT

A geographical area of the province defined in the *Representation Act* that is represented by a Member of Provincial Parliament (MPP) in the Legislative Assembly of Ontario.

### MAJORITY GOVERNMENT

When the total number of government seats in the house exceeds the total number of opposition seats.

## MARKED BALLOT

A marked ballot is one that has an X in one of the circles next to the candidates' names. Marked ballots will be counted and reported after the polls close on election night and included in the official results as accepted ballots marked for candidate.

## MINORITY GOVERNMENT

When the total number of opposition seats in the house exceeds the total number of government seats.

## OFFICIAL TABULATION

During official tabulation, the Returning Officer compiles the results for each candidate from the results tabulated by election officials on election night. At the conclusion of the official tabulation, each Returning Officer declares the candidate with the most votes to be elected. Candidates or their designated representatives are invited to official tabulation to observe the proceedings.

## PERMANENT REGISTER OF ELECTORS FOR ONTARIO

The Permanent Register of Electors for Ontario (PREO), more commonly known as the Register, includes the names and addresses of people who are eligible to vote in Ontario. Information on the Register is updated from a variety of sources including Elections Canada, other government agencies, and through direct updates from electors.

When an election is called, information from the Register is used to create a voters list for each electoral district.

## POLITICAL PARTY

A political party is an organization that is registered with Elections Ontario and has run at least two candidates in an election.

## THE REGISTER

The Register is the common way of referring to the Permanent Register of Electors for Ontario.

## REJECTED BALLOT

If a voter marks their ballot with initials or another identifying mark, or marks outside of one of the circles beside the candidates' names, their ballot may be rejected. Rejected ballots will be counted and reported after the polls close on election night and included in the official results as "rejected ballots".

## RETURNING OFFICER

A Returning Officer is the election official who is appointed to administer an election in an electoral district by the Lieutenant Governor in Council (the Cabinet) upon the recommendation of the Chief Electoral Officer.

## UNMARKED BALLOT

If a voter does not mark their ballot and places it in the ballot box, the ballot will be considered unmarked.

## VOTER

A voter is an elector who accepts a ballot from an election official.

## VOTERS LIST

When an election is called, information from the Register is used to create a voters list for each electoral district.

## VOTING LOCATION

A building or other facility selected by a Returning Officer to be a location where voting takes place.

# Appendix A

## Student worksheet: My perspective

| Topic: |
|---|

**My perspective:**

A perspective is your position on an issue. This has to do with your values and beliefs in relation to the issue as well as conclusions you reach after considering other sources.

**Reasons to support my perspective:**

What are the major reasons behind your beliefs on the issue? List them in point form.

Do this before performing any research or talking to others about the issue.

**Evidence to support my perspective:**

Conduct some general research using reliable online sources like newspapers and academic websites.

List relevant evidence in point form as well as your sources

Evidence #1:

.......................................................

Source #1:

Evidence #2:

.......................................................

Source #2:

**Sentence wrap-up:**

Sum up your thinking in three sentences or less.

**3 Questions**

Prepare for the debate by formulating three questions to ask the candidates about the issue.

# Appendix B

## Group worksheet: Political platform

| | |
|---|---|
| **Party name:** | |
| **Candidates' names for election:** | |
| **Our position on the issue:**<br><br>State your party's position in 3 sentences or less. | |
| **Most convincing evidence**<br><br>Using group members' rationales and evidence, select 3-4 most convincing reasons that your party's position is the best. | |
| **Questions and answers from other parties**<br><br>Brainstorm possible questions your party will be asked during the debate and prepare your responses. | Possible question:<br>. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .<br>Our answer:<br>Possible question:<br>. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .<br>Our answer:<br>Possible question:<br>. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .<br>Our answer: |
| **Appeal to undecided voters**<br><br>Why should someone vote for you? Make your final appeal here. | |

# Appendix C

## Group worksheet: Undecided voters

| Election Issue: |
|---|

| Summarize the various positions on the issue identified in the whole class discussion: | |
|---|---|

**Consider both sides of the issue being debated in the election by creating a pro/con list to help you think critically about the issue.**

| PRO | CON |
|---|---|
| | |

**FORMULATING QUESTIONS**

**As a group of undecided voters, formulate questions you need answered by the candidates that would help you decide how to vote on the issue. Briefly record the candidate responses during the debate.**

| Question: | Candidate response: |
|---|---|
| Question: | Candidate response: |
| Question: | Candidate response: |
| Question: | Candidate response: |
| Question: | Candidate response: |

# Appendix D

## Consolidation questions

These questions strips can be cut up and handed to partners or groups. Recall, there are additional questions you may use, which are listed under the Post-Election Discussion Activity section.

1. What did you think about the mock election process? What parts were easy or difficult? What could be better?

2. What helped you decide how to vote? Did you already have an opinion on the topic? Did a candidate's presentation change your opinion?

3. After the activity, do you feel more comfortable voting? Why or why not?

4. How does voting help shape a community? What other ways can you participate in your community?

1. What did you think about the mock election process? What parts were easy or difficult? What could be better?

2. What helped you decide how to vote? Did you already have an opinion on the topic? Did a candidate's presentation change your opinion?

3. After the activity, do you feel more comfortable voting? Why or why not?

4. How does voting help shape a community? What other ways can you participate in your community?

1. What did you think about the mock election process? What parts were easy or difficult? What could be better?

2. What helped you decide how to vote? Did you already have an opinion on the topic? Did a candidate's presentation change your opinion?

3. After the activity, do you feel more comfortable voting? Why or why not?

4. How does voting help shape a community? What other ways can you participate in your community?

1. What did you think about the mock election process? What parts were easy or difficult? What could be better?

2. What helped you decide how to vote? Did you already have an opinion on the topic? Did a candidate's presentation change your opinion?

3. After the activity, do you feel more comfortable voting? Why or why not?

4. How does voting help shape a community? What other ways can you participate in your community?

# Appendix E

## Whole class A to Z summary

Compose a one-sentence summary below of your learning from the election simulation starting with your assigned letter. This will act as a review for the whole class. Your teacher will assign your letter to you.

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

# Appendix F

## Extension activity: Political perspective

Political perspective is a concept of political thinking. "This concept requires students to analyse the beliefs and values of various groups, including different governments, in local, national, and/or global communities. Students analyse how these beliefs and values, as well as political ideologies, can affect one's position on or response to issues of civic importance. Students also develop their awareness of how stakeholder groups with different perspectives can influence the policies and platforms of political parties and the decisions of governments" (The Ontario Curriculum, Grades 9 and 10, Civics and Citizenship).

This activity will help students to analyse one of the election issues from this voting simulation from the perspective of different groups.

1. Create groups of students. You may wish to number students from one to six. All the ones can be small business owners, the twos can be high school students, etc.

2. Students should form groups of their assigned perspective and begin to brainstorm and research what their group's position would be on the issue using the worksheet, **Political perspective**.

   a. This can involve online research. It is recommended that you review basic research skills with students to help them understand how to identify reliable sources.

3. Once students have completed the first round of perspective taking, they can move to the next round. In this round, every group must have each perspective in it and students share with others what their assigned group's position was on the issue, based on their research. You may wish to manage this by allotting a specific amount of time for each perspective (i.e. start with a designated perspective for two minutes— during that time, each group's student assigned to that perspective will then share their thinking).

4. Once students have all shared perspectives with each other, lead a brief whole group discussion to review all the different opinions and positions on the issue. Highlight tensions and opposing viewpoints, as well as consensus where possible.

5. Students can then complete the exit card to conclude the activity and provide you with important assessment data on student learning.

**Perspective #1:**

**Perspective #6:**

**Perspective #2:**

**Question?**

**Perspective #5:**

**Perspective #3:**
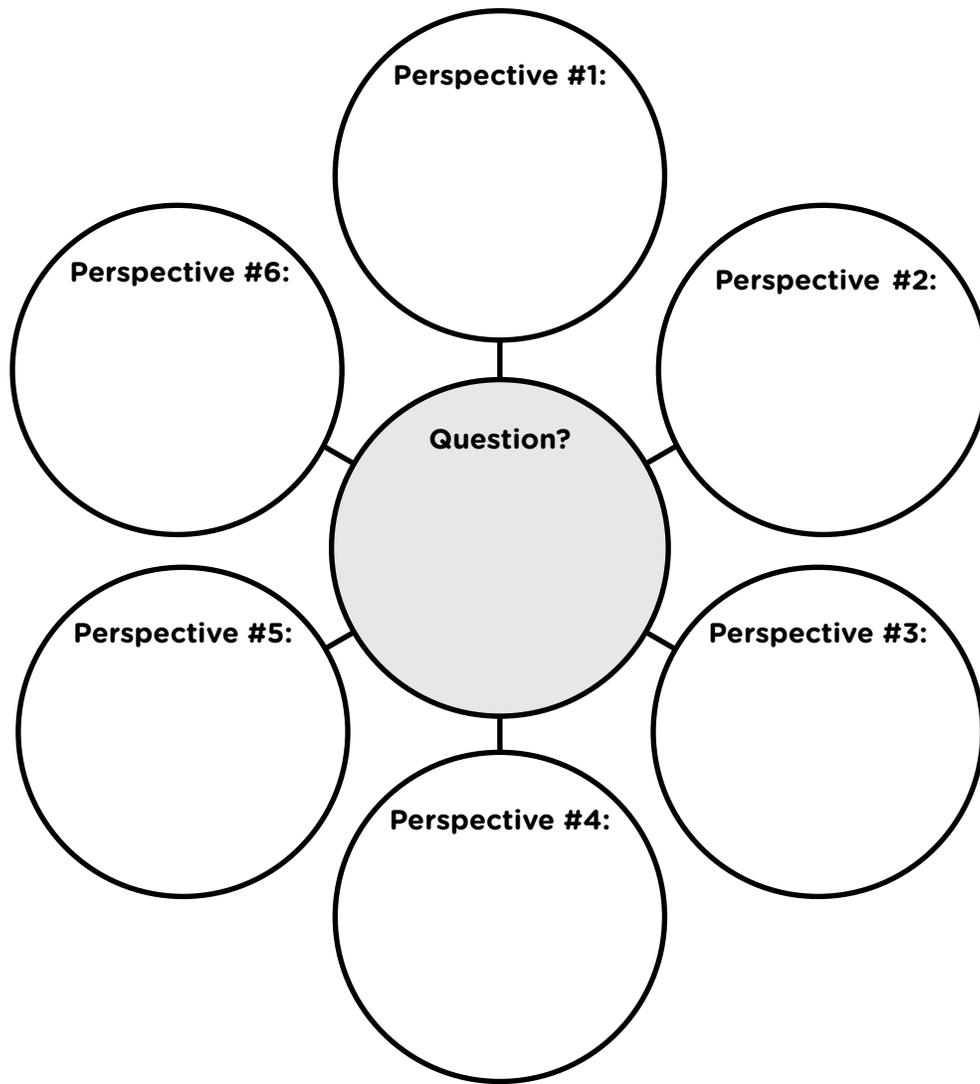
**Perspective #4:**

| | |
|---|---|
| **Assigned group:** | |
| **What is your group's perspective on the issue?**<br><br>Brainstorm together as a group to discuss, complete research using reliable sources to help with your thinking | |
| **Which other groups had a similar perspective to yours? Which were opposing?** | |

# Exit card

Based on your learning from this activity, respond to the questions below.

## Q1

**What shapes someone's political perspective?**

## Q2

**What are the consequences of not considering the perspectives of others?**

## Q3

**If you were the leader in charge of making this decision, which perspectives would you consider more heavily when making your decision? Why?**

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*Aussi disponible en français.*