Welcome

Thank you for leading the Student Vote program in your school and being a champion of democratic engagement for your students and community. Educators play a vital role in building future citizens and, we believe, preparing students for the voting process should start at an early age.

Student Vote Canada 2019 turns the federal election into an authentic learning opportunity and helps foster the development of 21st century competencies. Rather than learn about civics and citizenship from a textbook, students experience it firsthand with relevant events and issues in real time. The model is an exercise in deeper learning, exploration and connectedness, and in allowing students to practice the habits of active and engaged citizenship.

Student Vote teaches students that the role of a citizen is a critical one if our democracy is to thrive and succeed. The publication of the Student Vote results allows students to feel that their voice matters and helps them understand that they are part of something larger than their school.

Participant Outcomes

The Student Vote program aims to achieve the following student outcomes:

• Improved understanding and awareness of government and the electoral process;
• Enhanced sense of civic duty and social responsibility;
• Increased political conversation with friends and family;
• Heightened awareness and interest in politics; and,
• Improved critical thinking and media literacy skills.

An independent evaluation commissioned by Elections Canada in 2015 found that participating in Student Vote had a positive impact on student knowledge and understanding of Canadian politics and elections, on their interest and confidence in discussing politics and on future voting intentions. Furthermore, the program provides families with more opportunities to learn about elections and politics. Among parents and guardians of participating students, 28 per cent said that their child’s participation in Student Vote positively influenced their own decision to vote.

Digital Literacy and News Consumption Habits

One of the most significant threats facing democracies today is the proliferation of misinformation and disinformation online, especially at election time. Citizens must navigate an information ecosystem where it is increasingly challenging to separate fact from fiction and to recognize credible information.

Developing effective information literacy skills has the potential to make a real and lasting impact on the next generation’s ability to contextualize and assess news and information from any source.

We believe these information literacy habits are essential for citizenship, and encourage you to use these materials as a starting point for the Student Vote program in your classroom, before you explore the parties, candidates and election coverage.

Special Considerations

• Be sensitive to issues at home that may challenge perspectives around voting, such as religious reasons or traditions followed by certain groups. Be mindful that there are barriers to democratic participation by certain groups due to language, class and negative historical experiences. Voting may not be the end goal for all people, but we can still strive towards greater engagement in the community.
• Encourage a safe space for discussion. Recognize and acknowledge that people have different opinions and biases.

ADDITIONAL SUPPORT OR QUESTIONS?

If you have any questions or suggestions, please feel free to contact us at 1-866-488-8775 or by email at hello@civix.ca.

Please be sure to visit the project website for videos, slide decks and additional tools: studentvote.ca/canada
Acknowledgements

Student Vote is the flagship program of CIVIX.

CIVIX is a non-partisan registered Canadian charity dedicated to strengthening democracy through civic education.

Student Vote Canada 2019 is made possible by Elections Canada.

Resource Development Team

We would like to thank the countless educators who, over the years, have contributed their ideas and feedback to the development of this resource.

The 'Questioning Images' lesson (Lesson 7) and resource has been developed in collaboration with Professor Farida Vis and her colleagues at the Visual Social Media Lab and Education and Social Research Institute, based at The Manchester School of Art, Manchester Metropolitan University. It has been adapted from the Visual Social Media Lab and First Draft’s ‘20 Questions: Interrogating the Social Media Image’ framework and worksheet.

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How To Use This Resource

This resource is intended to improve civic literacy, introduce the concepts of governance and democracy, foster media literacy skills, increase awareness about the workings of government in Canada, and teach students how to effectively participate as active and engaged citizens in their community.

The lessons build upon each other, but they can also be used as stand-alone activities depending on the needs of your classroom and schedule. Please refer to the Lesson Pathways in the Campaign Guide or on the project website for suggestions on how to select the most appropriate activities based on core subjects and time.

Below is a brief description of the components of each lesson.

**Guiding Question(s):** Questions that bring a clear focus to the lesson and direct student learning. Share these questions with students at the beginning of the lesson to support an awareness of the learning goals and promote engagement in the learning process.

**Purpose:** Summary of the big idea of the lesson followed by a description of the activities.

**Learning Outcomes:** Descriptions of what students should know, understand and be able to do by the end of the lesson.

**Tips for Teachers:** Reminders or suggestions to assist with the delivery of the lesson along with a list of required or optional supplies and needs.

**Starter:** The opening activity that gets students' minds on the lesson and thinking about the key ideas.

**Activities:** The central activities that introduce new learning or extend/reinforce prior learning. They can also provide opportunities for practice and application of learning.

**Consolidation:** Concluding activities and questions to summarize and reflect on what was learned.

**Extended Learning:** Options to build upon the learning and themes of the lesson. These activities may also be used instead of one of the main activities to suit your classroom’s needs or interests.

**Assessment For Student Learning:** Suggested ideas that teachers can use to assess student comprehension, learning needs and progress during the lesson or unit.

**Background Information for Teachers:** The key terms and concepts that are related to the theme of the lesson. The overview is intended to enhance teacher knowledge and understanding. Not all terms and concepts are necessarily covered in the lesson.
Suggestions For Wider Engagement

The Student Vote program can be organized for your class, several classes or your entire school. The CIVIX team is here to help you, regardless of how you decide to run the program.

If you choose to engage more than just your own class, there are great ways to involve your students in the implementation of the program and provide them with an opportunity to develop their leadership skills.

You can divide students into groups and assign each ‘team’ a specific responsibility (see examples below). Choose the teams and focus areas that make sense for the size of your school.

**Communications Team:** Responsible for informing students about the Student Vote program and encouraging participation.

- Develop a plan to advertise the program and election (e.g., goals, methods, activities)
- Create a calendar for your communications and announcements, including the who, what, when, where and how (e.g., morning announcements, videos, classroom presentations, posters)
- Develop key messaging (slogans) and create outreach materials
- Discuss the communications plan and carry out the activities
- Ask your school administrator to publicize Student Vote Canada 2019 electronically and on school signage

**Education Team:** Responsible for educating students about the candidates and election issues.

- Develop an education plan about what students should know (e.g., federal government responsibilities, important issues facing the country, the candidates and party platforms)
- Share the videos and campaign tools on the Student Vote Canada 2019 website (e.g., Party Leader Q&A videos, summary of the party platforms)
- Create literature and activities for distribution to classes throughout the school (e.g., bulletins, posters, multimedia presentations, activity sheets, Vote Compass: Canada Youth Edition tool)

**Events Team:** Responsible for organizing events during the campaign period in coordination with the other teams.

- Design a special event to build excitement around the election and improve voter turnout
- Coordinate a visit from the candidates over lunch or organize an all-candidates meeting
- Invite a guest speaker to discuss the role of government and the role of media in elections (e.g., public servant, journalist)
- Assign the roles and manage the event(s)

**Student Vote Day Operations Team:** Responsible for organizing the election.

- Determine which voting method will work best on Student Vote Day (e.g., stationary polling or mobile polling). Refer to the Student Vote Election Manual for options
- Train election officials for their duties (e.g., deputy returning officer, poll clerks, candidate representatives)
- Compile a list of electors and determine ID requirements (if desirable)
- Decide on options for an advance poll for students who may be away on Student Vote Day
- Conduct an information session or prepare a poster or skit about how to fill out a ballot
- Ensure all materials are ready for Student Vote Day (ballots, ballot boxes, voting screens, tally sheets, list of electors)

**Media and Community Relations Team:** Responsible for communicating and engaging with local media and the greater community.

- Invite media to attend your campaign events or Student Vote Day (Refer to your board policy about media)
- Write an opinion piece or letter to the editor for your local paper about your views about the election or democratic participation
- Interview students and/or take photos of your Student Vote Day to share on your school’s website, newsletter or through social media (Ensure that students who are photographed have completed media permission forms)
- Strategize ways to engage parents and families in the election that builds on the established communication plan (e.g., organize an information session for parents, host a viewing party of the leaders’ debate at the school)
SECTION I: The Basics
Lesson 1
Government and Decision-Making Models

PURPOSE
A government is made up of the people and practices put in place to manage the land, resources and people living within its borders.

In this lesson, students review different decision-making models and explore their strengths and limitations through dramatic presentations. Students discuss the purpose of government and review basic government types. In the Consolidation activity, students reflect on why we need government or what it means to live in a democracy.

LEARNING OUTCOMES
By the end of the lesson, students can:

• describe different ways that governments or groups make decisions;
• analyze the strengths and limitations of different decision-making models;
• explain the type of government system in Canada and what it means for them;
• participate in teams by establishing positive and respectful relationships, and acting cooperatively.

GUIDING QUESTIONS

❶ What are different ways we can make decisions?

❷ In what ways does government serve a community?

❸ What does it mean to live in a democracy?
Tips For Teachers

• Please use the activities and combine them in a way that is appropriate for your class.
• Supplies/Needs: chart paper, Slide Deck 1, copies of 1.2, copies of 1.1 (if assigned individually).
• Any videos, slide decks, handouts and activity sheets in Word can be found at: studentvote.ca/canada.

Starter

Read out one of the following scenarios or another of your choosing:

A. Skateboards and longboards are being ridden on the sidewalk in the neighbourhood. Recently, there have been a few accidents with skateboarders running into small children. Some people want the boards to be banned from sidewalks.

B. More and more young kids are riding ATVs in the community without proper training or protective gear. Recently, one boy was riding with his friend on a single rider ATV without wearing a helmet. He fell off and was injured.

In small groups, ask students to discuss one or more of the following questions:

• What are some solutions to the problem?
• Who should be involved in making the decision for the community?
• What information is needed to make an informed decision?
• Can you agree on one solution?

Activities

1. Pose any of the following questions and lead a class discussion about decision-making processes.

• How do people make decisions in a group?
• What are different types of decision-making models?
• How can making decisions be challenging, especially with many people? (e.g., ordering a pizza with toppings and ingredients that will meet both the preferences and dietary restrictions of all students).

Next, use a graphic organizer (e.g., Venn diagram, T-chart) to organize student responses to the following questions:

• What factors contribute to a positive decision-making process?
• What factors contribute to a negative decision-making process?

2. Review the three decision-making models on Activity 1.1 (autocratic, democratic, consensus). Divide students into groups and have each group prepare a skit for one of the scenarios on the worksheet. At the end of each skit, have the rest of the class choose the best decision-making model for the scenario and provide a reason.

Alternatively, students could fill out the activity sheet in pairs and discuss the answers as a class afterwards.

3. Discuss the concept of government and the need for rules and leadership in society (Slide Deck 1). Guiding questions:

• What types of rules and decisions are needed for people living in a community (e.g., education/schools, roads and traffic laws, health care/hospitals)?
• Who is responsible for making decisions in the community?
• What would happen if there was no government responsible for creating laws and providing support to citizens?

4. Using the ‘Government and Democracy’ video and/or Slide Deck 1, review some basic government types and how they can be compared (e.g., democracy, dictatorship, monarchy). Connect the government types to three decision-making terms: autocratic, democratic, consensus.

Consolidation

Have a brief closing discussion about different government types or decision-making models, or ask students to write a reflection on one or more of the following questions:

• Why do we need government?
• What are the strengths and limitations of different forms of government?
• What does it mean to live in a democracy? How does it affect your life?
• What would your life look like if Canada had a different type of government? (Students from other countries could share their experiences).

Assessment For Student Learning

Ask students to fill out the reflection card (Activity 1.2). Use this to structure future discussions.
A government is made up of the people and institutions put in place to manage the land, resources and people living within its borders. Various types of government exist in the world.

Governments can be compared by their governance model, the number of people who have access to power, the rights and freedoms granted to citizens, and the existence of rule of law (laws are enforced equally, fairly and consistently).

An autocracy is a type of government where political power is concentrated in the hands of one person who rules without restriction. There is no rule of law and citizens are not consulted on the decisions and affairs of the country. An autocracy can be a dictatorship or an absolute monarchy.

In a dictatorship, the dictator or ruling group exercises power through control of a mass movement, a political party or the military. Dictatorships often come to power through a military takeover (also known as a coup d’état). Power is then maintained without the consent of the people through a one-party state where political opposition is forbidden. Dictatorships generally restrict individual civil and political rights and there is no independent media.

The term authoritarianism is sometimes used to describe dictatorships. Authoritarian governments exercise forceful control over the population with no particular concern for their preferences or for public opinion.

A monarchy is a form of government where a monarch (king or queen) is the head of state. The role of the monarch is inherited and usually lasts until death or abdication. The power of ruling monarchs can vary; in an absolute monarchy, a monarch retains full political power over a state and its people whereas in a constitutional monarchy, the role of the monarch is more symbolic. In a constitutional monarchy, the authority of the monarch is limited by a constitution, which includes the principles and laws of a nation or state, defines the powers and duties of the government and guarantees certain rights to the people living within it. A constitutional monarchy has a democratically elected government with a government leader, and a monarch who remains the head of state and performs ceremonial duties.

A democracy is a type of government where a majority of the people are included in political decision-making. In a direct democracy, citizens themselves vote for or against specific proposals or laws. In an indirect or representative democracy, citizens elect political representatives to make decisions on their behalf. In democratic countries, citizens have protected civil and political rights such as freedom of speech and religion, freedom of association, and the right to participate in free and fair elections, and run for political office. There are many different types of representative democracies around the world.

A republic is a sovereign state, country or government without a monarch where all members of government are elected (including the head of state), and the democratically elected government holds all political power. Similar to a constitutional monarchy, the government in a republic exercises power according to the rule of law and often has a constitution.

A consensus democracy uses a consensus decision-making model while developing legislation and aims to be more collaborative and inclusive by taking into account a broad range of opinions, as opposed to decisions made by majority rule. The Northwest Territories and Nunavut both have consensus governments where a group of individuals without any political party affiliation share political power.

Canada’s system of government is a parliamentary democracy and a constitutional monarchy. We elect members to represent us in our federal parliament and our provincial and territorial legislatures, and the political party with the most elected representatives, usually forms government. The British monarch, Queen Elizabeth II, is our head of state, represented by the Governor General at the federal level. Every act of government is done in the name of the Queen, but the authority for every act comes from the Canadian people through the Constitution. The Constitution of Canada is the highest legal ruling in the country and includes laws, decisions by judges, agreements between federal and provincial governments, traditions and our civil and political rights (the Canadian Charter of Rights and Freedoms).
ACTIVITY 1.1: How Should We Decide?
Which of these decision-making models would work best in the following scenarios?

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Decision-Making Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) You have been assigned to a team to complete a group science project. The group must build a bridge out of popsicle sticks. Each member will be evaluated on their participation.</td>
<td>AUTOCRATIC</td>
</tr>
<tr>
<td>b) Your school is organizing a fundraiser on Halloween. A decision needs to be made about which charity will receive the money.</td>
<td>DEMOCRATIC</td>
</tr>
<tr>
<td>c) The basketball game is tied with time running out in the fourth quarter. The team only has seconds to decide the next play.</td>
<td>CONSENSUS</td>
</tr>
<tr>
<td>d) It is movie night with your family and you need to figure out what to watch. Luckily, there are many good choices.</td>
<td></td>
</tr>
<tr>
<td>e) A new play structure is being built at the local park and the features need to be determined.</td>
<td></td>
</tr>
<tr>
<td>f) You are buying poster board for group work at school. The store has two colours to choose from and a decision must be made quickly because the store is closing.</td>
<td></td>
</tr>
</tbody>
</table>

DEBRIEF:
What are the strengths and limitations of each decision-making model?

<table>
<thead>
<tr>
<th>Strengths</th>
<th>AUTOCRATIC</th>
<th>DEMOCRATIC</th>
<th>CONSENSUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Limitations</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### ACTIVITY 1.2: Reflection Card

<table>
<thead>
<tr>
<th>Name:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The most important thing I learned in this lesson today was...</td>
<td></td>
</tr>
<tr>
<td>An example of this is...</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The most important thing I learned in this lesson today was...</td>
<td></td>
</tr>
<tr>
<td>An example of this is...</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 2
Rights and Responsibilities

GUIDING QUESTIONS

1. What rights do I have as a Canadian?

2. What responsibilities go along with my rights?

PURPOSE
To be effective citizens, Canadians need to understand their rights and responsibilities.

In this lesson, students explore the rights they have at school as an entry point to a discussion about rights and freedoms in a democracy. Students review the categories of the Canadian Charter of Rights and Freedoms, including fundamental freedoms, democratic rights, mobility rights, legal rights, equality rights, official languages of Canada and minority language education rights. Through a scavenger hunt activity, students navigate the Charter itself and improve their understanding of its application. In the Consolidation activity, students reflect on the responsibilities that go along with their rights.

LEARNING OUTCOMES
By the end of the lesson, students can:

- describe the rights and responsibilities they have at school and why they are important;
- provide examples about how the Charter impacts their life and why it is important;
- explain why the Charter has different meanings for different people and groups;
- make connections between responsibilities and rights and freedoms.
**Tips For Teachers**

- Please use the activities and combine them in a way that is appropriate for your class.
- Supplies/Needs: piece of paper for each student, Slide Deck 2 and/or 'Democratic Principles' video (both optional), copies of 2.1, 2.2 and 2.3.
- Any videos, slide decks, handouts and activity sheets in Word can be found at: studentvote.ca/canada.

**Starter**

1. Review the idea of a ‘right’ and provide an example. Rights are things that we are morally or legally allowed to do or have. For example, you have the right to learn and receive an education.
2. Using a ‘Snowball Fight’ strategy, have students consider the rights they have at school.
   a) Provide each student with a piece of paper and ask them to write down one example.
   b) Ask students to crumple their paper into a “snowball” and throw it across the room.
   c) Have students find a snowball and write down another example on the piece of paper. It should be different from the first example.
   d) Afterwards, have students throw their snowballs one more time and retrieve one.
   e) Invite students to share the examples from the snowball they found and create a list on the blackboard or whiteboard.
3. Explain the concept that rights come with responsibilities. A responsibility is a duty, obligation or an expectation of how you should act.
   Next, review your school’s code of conduct. Ask students to connect the specific student responsibilities back to the list of rights created by the class, making additions where necessary.
4. Have a whole class discussion.
   - Why should you be aware of your rights?
   - Why is it important to know your responsibilities?

**Activities**

1. Distribute Activity 2.1 ('Anticipation Guide') to assess current knowledge about rights and freedoms in Canada.
2. As a class, review the seven categories of the Canadian Charter of Rights and Freedoms (laws-lois.justice.gc.ca/eng/Const/page-15.html). You can use either Handout 2.2, Slide Deck 2 and/or the 'Democratic Principles' video to support this review.
3. Ask students to complete a scavenger hunt (Activity 2.3) using the Charter highlights (Handout 2.2). The purpose is to help students interpret the Charter and understand what it means for different groups. Give students time to complete it independently and then share their responses in pairs or small groups.

**Consolidation**

1. In pairs or small groups, ask students to consider the responsibilities that go along with each right using Activity 2.4. Afterwards, review as a class.
2. Have a closing discussion about rights and responsibilities, or ask students to write a reflection on one or more of the following questions:
   - Why is it important to be a responsible member of a community? How does being a responsible student contribute to the school community?
   - Which rights and responsibilities in Canada do you think are most essential and why?
   - Why are the principles of equality and diversity important? How are they reflected in the Charter?

**Extended Learning**

Individually, in pairs or in groups, ask students to create their choice of a pamphlet or poster aimed at informing newcomers to Canada about their rights.

Sample criteria:

- Choose three rights you think would be most important for newcomers to Canada to be aware of
- Create an eye-catching title that will attract the attention of your intended audience
- Use symbols that will help explain the rights for people who are English Language Learners
- Headings should be meaningful and appropriate for the chosen rights

**Assessment For Student Learning**

Ask students to answer the following question in their learning journal.

Question: Of the rights listed in the Canadian Charter of Rights and Freedoms, which would you consider the most important to you and your life?
BACKGROUND INFORMATION FOR TEACHERS

All citizens living in a democracy have civil and political rights, which are usually articulated in a legal document as part of a constitution, such as a bill of rights. This document limits the powers of government, explains the freedoms that are guaranteed to all people and protects people from a government that might abuse its powers.

A right is a legal entitlement or something that we are morally or legally allowed to do or have. Rights are often fought for and claimed (in courts or through protests) and less often simply granted. With all rights come responsibilities.

A responsibility is a duty or obligation. It is something you should do in order to respect and maintain certain rights.

In Canada, our rights are protected by the Canadian Charter of Rights and Freedoms. Canada’s Charter is widely admired around the world and is the constitutional document most emulated by other nations.

The Charter has seven distinct categories:

- **Fundamental freedoms** include the freedom of conscience and religion; freedom of thought, belief, opinion and expression including freedom of the press and other media; freedom of peaceful assembly; and freedom of association.
- **Democratic rights** include the right of every Canadian, 18 years of age or older, to vote in an election, to be a candidate in an election, the requirement that governments hold elections at least every five years, and the requirement that elected representatives meet at least once per year.
- **Mobility rights** include the right of every Canadian to choose to live and work in any province or territory in Canada. Canadians also have the right to live in, leave or re-enter Canada whenever they choose.
- **Legal rights** include the guarantee that Canadians, when arrested, must be told of their right to see a lawyer and must be tried within a reasonable amount of time. Canadians are also guaranteed the right to be presumed innocent until proven guilty.
- **Equality rights** include the right of any Canadian not to be discriminated against on the basis of race, national or ethnic origin, colour, religion, sex, age, or mental or physical ability.
- **Official language rights** include the right of all Canadians to use either English or French in communications with Canada’s federal government.
- **Minority language education** rights include the rights for French or English minorities in every province and territory to be educated in their own language under certain conditions.
## ACTIVITY 2.1: Anticipation Guide
Are the following statements true or false in Canada?

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>TRUE/FALSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any citizen, aged 14 years and older, can vote in government elections.</td>
<td></td>
</tr>
<tr>
<td>Citizens have the choice of communicating with the federal government in any language they choose.</td>
<td></td>
</tr>
<tr>
<td>I have the right to say anything I want, even if it is not respectful.</td>
<td></td>
</tr>
<tr>
<td>Citizens can move to any province or territory in search of a better life.</td>
<td></td>
</tr>
<tr>
<td>If I commit a crime, I will have to wait a very long time until my trial.</td>
<td></td>
</tr>
<tr>
<td>Citizens can be told they cannot apply to a job if they are of a certain race.</td>
<td></td>
</tr>
<tr>
<td>I have the right to protest, hold up signs, and make lots of noise for an issue I believe in.</td>
<td></td>
</tr>
<tr>
<td>I have the right to go to any school I want, regardless of the language I speak and the language of the school.</td>
<td></td>
</tr>
<tr>
<td>The media can report on anything at all that happens in Canada.</td>
<td></td>
</tr>
<tr>
<td>I will be considered innocent if I am accused of a crime.</td>
<td></td>
</tr>
<tr>
<td>HIGHLIGHTS</td>
<td>EXAMPLES</td>
</tr>
<tr>
<td>------------</td>
<td>----------</td>
</tr>
<tr>
<td><strong>FUNDAMENTAL FREEDOMS</strong></td>
<td>You cannot be punished for your religious beliefs.</td>
</tr>
<tr>
<td>• You have the freedom to pray and worship in your own way, or not to pray or worship at all.</td>
<td></td>
</tr>
<tr>
<td>• You have the freedom to shape your own opinions.</td>
<td></td>
</tr>
<tr>
<td>• You have the freedom to express your opinions.</td>
<td></td>
</tr>
<tr>
<td>• The media is free to report on anything in Canada.</td>
<td></td>
</tr>
<tr>
<td>• You can hold rallies to express your disagreements.</td>
<td></td>
</tr>
<tr>
<td>• You can choose your own friends.</td>
<td></td>
</tr>
<tr>
<td>• If you are a citizen and 18 years old, you can vote in elections.</td>
<td></td>
</tr>
<tr>
<td>• You can run for political office and vote when you turn 18.</td>
<td></td>
</tr>
<tr>
<td>• If you are a citizen and 18 years old, you can compete for the job of a politician.</td>
<td></td>
</tr>
<tr>
<td>• The rule that governments must have elections every five years or less.</td>
<td></td>
</tr>
<tr>
<td>• The rule that elected governments must meet at least once every year.</td>
<td></td>
</tr>
<tr>
<td>• You can live and work in any province or territory in Canada.</td>
<td></td>
</tr>
<tr>
<td>• You can visit another country and come back when you choose.</td>
<td></td>
</tr>
<tr>
<td>• You can talk or write to the federal government in English or French.</td>
<td></td>
</tr>
<tr>
<td>• You can send a letter to your Member of Parliament in English or French.</td>
<td></td>
</tr>
<tr>
<td>• If you are arrested, you must be told of your option to see a lawyer.</td>
<td></td>
</tr>
<tr>
<td>• You will receive a fair trial if you are accused of a crime.</td>
<td></td>
</tr>
<tr>
<td>• If needed, you must go to court in an amount of time that is considered fair.</td>
<td></td>
</tr>
<tr>
<td>• You must be considered innocent until proven guilty.</td>
<td></td>
</tr>
<tr>
<td>• You cannot be treated unfairly for many reasons. This includes your race, background, religion, gender, age, or mental or physical ability.</td>
<td></td>
</tr>
<tr>
<td>• Your race cannot be used as a reason for not hiring you for a job.</td>
<td></td>
</tr>
<tr>
<td>• You may be able to go to school in English or French if you meet certain criteria.</td>
<td></td>
</tr>
<tr>
<td>• You can attend a French high school in some English regions of Canada, if you went to a French elementary school.</td>
<td></td>
</tr>
</tbody>
</table>
**ACTIVITY 2.3: Charter Scavenger Hunt**

In your own words, fill in the table below using the Highlights of the *Charter of Rights and Freedoms* (Handout 2.2).

<table>
<thead>
<tr>
<th>Describe a right you have exercised (used)</th>
<th>Describe a right you have heard mentioned before</th>
<th>Describe a right that protects education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe a right that protects a woman</td>
<td>Describe a right that benefits the poor</td>
<td>Describe a right that talks about laws</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe a right that allows citizens to choose their politicians</td>
<td>Describe a right that protects Indigenous peoples</td>
<td>Describe a right that protects newcomers to Canada</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td>Describe a right that supports the role of media in democracy</td>
<td>Describe a right that allows you to travel to other countries</td>
<td>Describe a right that allows you to express your thoughts and opinions on social media</td>
</tr>
<tr>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
### ACTIVITY 2.4: Our Rights and Responsibilities

For each of the following rights from the *Canadian Charter of Rights and Freedoms*, write down a corresponding responsibility.

<table>
<thead>
<tr>
<th>RIGHT</th>
<th>RESPONSIBILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have the right to speak freely...</td>
<td>... and I have the responsibility to not say things that would be hurtful or disrespectful to others.</td>
</tr>
<tr>
<td>I have the right to meet with a public or private group...</td>
<td>... and I have the responsibility to</td>
</tr>
<tr>
<td>I have the right to worship in the religion of my choice, or not worship at all...</td>
<td>... and I have the responsibility to</td>
</tr>
<tr>
<td>I have the right to be friends with or associate with whomever I choose...</td>
<td>... and I have the responsibility to</td>
</tr>
<tr>
<td>I have the right to vote in an election (when I am at least 18 years of age)...</td>
<td>... and I have the responsibility to</td>
</tr>
<tr>
<td>I have the right to communicate in either French or English when dealing with the federal government...</td>
<td>... and I have the responsibility to</td>
</tr>
<tr>
<td>I have the right to be treated fairly regardless of my race, background, religion, gender, age, or mental or physical ability...</td>
<td>... and I have the responsibility to</td>
</tr>
</tbody>
</table>
Lesson 3
Politics

PURPOSE
People have different values and beliefs, which influence their views and desired actions on specific issues.

In this lesson, students explore different opinions and viewpoints in a mock school improvement project. They use their powers of persuasion to try to convince their classmates to agree with their idea. Students are introduced to the concept of politics and the goals and actions of political parties and candidates. In the Consolidation activity, they reflect on politics and different opinions and viewpoints.

LEARNING OUTCOMES
By the end of the lesson, students can:
• express ideas and assess solutions to improve the learning experience at their school;
• work collaboratively with their peers to develop a ‘pitch’ about one idea;
• use persuasive language when trying to convince others;
• compare how different people may view and interpret the same issue;
• explain why we should respect others’ opinions even if they are different from our own;
• describe the concepts of politics and elections.

GUIDING QUESTIONS
1. What is politics?
2. Why should we respect others’ opinions and viewpoints?
Tips For Teachers

- Please use the activities and combine them in a way that is appropriate for your class.
- This lesson briefly talks about political parties, which is covered in more depth in Lesson 9.
- Supplies/Needs: chart paper (optional), video of pitch example (see lesson), copies of 3.1.
- Any videos, slide decks, handouts and activity sheets in Word can be found at: studentvote.ca/canada.

Starter

1. Ask students what they know about politics and elections. Students should talk with a partner first to generate ideas, and then write down their thoughts in the K column on Activity 3.1 (What do I KNOW about politics?). You could also provide some key words to support their thinking (e.g., government, elections, politicians, issues, debate, political parties).

2. Now ask students to write down their next set of thoughts in the W column on Activity 3.1 (What do I WONDER about politics?).

Activities

1. Inform students that their school is applying for a grant (sum of money) to improve the school experience for students. You can present one or more of the following focus areas:
   - School yard greening/Outdoor learning
   - Well-being
   - Sports and recreation
   - Technology

2. Lead a class brainstorming session on improvement ideas. Record the ideas on the blackboard, chart paper or interactive white board.

3. As a class, group similar ideas together so that there are four to five main ideas. Help students form groups based on their interest in one of the main ideas.

   Ask each group to discuss their idea in more detail and record the reasons why their idea should be considered. Questions to prompt discussion:
   - In what way does it solve a problem?
   - What would be the impact on students?
   - How many students would be affected by the idea?

4. Explain to students that since the money available is limited, only one idea will be selected from one school in the community. Ask each group to put together a pitch about their idea to share with the class. You can model a pitch or show them an example of a good pitch. (Exemplar – "The Drip Drop", Shark Tank).

5. Co-create criteria for a ‘good pitch’ with your students. Sample criteria can be found below.

   - One clear idea;
   - A great ‘hook’ to get the audience excited;
   - Short and to the point;
   - Shared with passion and excitement;
   - Explains why it is the best idea or what problem it will solve.

6. After the pitches, ask students to vote for the idea they liked the most. You can do this through a show of hands or a secret ballot. Tell students that they cannot pick their own idea in this activity or that they have to pick their second favourite idea. However, in a real election, candidates are allowed to vote for themselves.

7. Review the concept of politics and elections. Make clear connections to the school improvement activity.

   - When a community or large number of people need to get something done, people with similar interests often form groups and work together to achieve their goals.
   - In politics, these groups are called political parties. A political party is made up of people who share similar beliefs and goals about society and government. In order for the political party to have the chance to work towards its goals, the party tries to win an election and lead the government.
   - Political parties and candidates try to convince voters to support their ideas and vision. Citizens express their choices through voting.
   - Politics can be described as the activities, ideas and actions that are used to gain and maintain power, or the ways that citizens try to influence a government’s actions or decisions.

Consolidation

Have a brief closing discussion and/or ask students to write a reflection on one or more of the following questions:

   - Did any group make you want to re-consider your own choice for improving the school experience? Why or why not?
   - Why do you think different people or groups have different ideas or viewpoints?
   - Why should we respect others’ opinions especially if they are different from our own?
   - Why is it important that people can influence their government? Give examples of how people can influence government actions.

Assessment For Student Learning

Ask students to write down their thoughts in the L column on Activity 3.1 (What did I LEARN about politics?).
**ACTIVITY 3.1: Politics – KWL Chart**

<table>
<thead>
<tr>
<th></th>
<th>What do I <em>KNOW</em> about politics?</th>
<th>What do I <em>WONDER</em> about politics?</th>
<th>What did I <em>LEARN</em> about politics?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>K</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>W</strong></td>
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<td></td>
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<tr>
<td><strong>L</strong></td>
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</table>
Lesson 4
Governments in Canada

PURPOSE
Governments make decisions and pass legislation that influence the lives of citizens. Canada has several levels of government, each with its own elected representatives and areas of responsibility. The federal government is the only one that affects everyone in Canada.

In this lesson, students first explore roles and responsibilities in their school community and then within the levels of government in Canada. Students reflect on all the ways the different levels of government affect their lives and then analyze which level is most important to them.

LEARNING OUTCOMES
By the end of the lesson, students can:
• analyze the division of responsibilities at school;
• identify the roles and responsibilities associated with the different levels of government;
• evaluate how government affects them directly.

GUIDING QUESTIONS
1 How does government affect me?
2 How is government organized in Canada?
Tips For Teachers

• Please use the activities and combine them in a way that is appropriate for your class.
• When discussing big concepts like elected representatives and levels of government, create classroom visuals with photos or images to give students a quick reference point throughout the unit or Student Vote process.
• Any videos, slide decks, handouts and activity sheets in Word can be found at: studentvote.ca/canada.

Starter

1. Explain the idea that within schools, and in any community, there are areas of responsibility (who does what) and that different issues are handled by different people.

2. Ask students who they would go to in the following scenarios.
   - If you had a question about your writing assignment;
   - If a bucket of water spilled in the hallway;
   - If you were feeling sick and wanted to go home;
   - If you wanted to help with the school dance or musical concert;
   - If you wanted to try out for the basketball team;
   - If you forgot your lunch;
   - If your tennis ball was thrown over the fence at school and into the neighbour’s backyard;
   - If your library book fell in a mud puddle.

3. Have a whole class discussion: Why is it important to know who is responsible for what in your school or community?

Activities

1. Using the images in Slide Deck 4A (Who am I? What am I?), gauge student knowledge about government and politics in Canada. Images include current Prime Minister Justin Trudeau, Governor General Julie Payette, the parliament buildings, as well as other non-political figures and places. This can be completed through class discussion, or have students jot down their answers on paper.
   Afterwards, invite students to share what they know about how government is organized in Canada.

2. Using the ‘Levels of Government' video and Slide Deck 4B, review how government is structured in Canada. Suggested questions to cover during instruction and discussion:
   - What is a representative democracy?
   - What are the levels of government in Canada (federal, provincial/territorial, municipal/local and First Nations, Inuit and Métis governments)?
   - What is the title of the elected representative at each level?
   - What is the title of the leader at each level? How are they chosen?

3. Review the concept that each level of government has its own set of responsibilities. The level closest to the issue usually manages it (i.e., the federal government handles national defence). Provide several examples of responsibilities and ask students to guess which level of government is responsible for it. Examples from Activity 4.1 could be used.

4. Using ‘Think-Pair-Share,’ have students complete Activity 4.1. They should highlight or circle all of the government areas that affect their life and then respond to the questions. Afterwards, have students share with a partner and then take it up as a class.

Consolidation

Have a brief closing discussion about government in Canada, or ask students to write a reflection on one or both of the following questions.

- What have you learned about government in Canada?
- Is government important? Why or why not?

Extended Learning

OPTION A: Ask students to keep a ‘diary’ or create a comic strip of their actions throughout the day. For each activity, ask students to identify the level of government and area of responsibility connected to the activity.

OPTION B: Take the class out for a walk to discover what you can see in your neighbourhood related to government services. Prepare for the walk by looking at the list of responsibilities and have students write down things they see on the walk that relate to these areas.

Assessment For Student Learning

Ask students to identify an issue that concerns them the most in the community. Ask them to find out which level or levels of government are responsible for this matter and contact to the appropriate elected representative (it could be more than one) expressing their concerns. This could be completed by email.
BACKGROUND INFORMATION FOR TEACHERS

Canada is a federal state, parliamentary democracy and constitutional monarchy.

As a constitutional monarchy, Canada’s head of state is a hereditary sovereign (queen or king) who reigns in accordance with the Constitution. The sovereign is represented in Canada by the governor general, who is appointed by the sovereign on the advice of the prime minister.

In each of the ten provinces, the sovereign is represented by a lieutenant governor, who is appointed by the governor general on the advice of the prime minister. Usually, the governor general and lieutenant governors serve five-year terms. There is no sovereign representative at the municipal/local or territorial level.

In Canada’s three territories, territorial commissioners serve a similar role to a lieutenant governor. Commissioners do not represent the sovereign, however. They are appointed by and represent the federal government.

A federal state brings together a number of different political communities with a central government (federal) for general purposes and separate local governments (provincial/territorial) for local purposes.

The division of powers is based on the idea that the level of government closest to the issue governs it. The distribution of responsibilities is found in Sections 91-95 of the Constitution Act, 1867.

The federal government takes responsibility for the whole country and matters of national concern, such as the armed forces, international relations and trade, currency, fisheries and oceans, criminal law and public safety.

Provincial and territorial governments are responsible for their own province or territory and issues such as education, health care, social welfare, transportation and highways.

Municipal and local governments receive their powers from their respective provincial or territorial government. These governments handle local matters, such as garbage and recycling, libraries, public transit, local parks and recreation.

Some First Nations, Inuit and Métis communities have their own systems of governance. These councils or governments share certain responsibilities with the provincial/territorial or federal government.

For some issues, the different levels of government have to work together and share the responsibility. For example, federal, provincial and municipal governments are concurrently responsible for the environment. The federal government enforces the Canadian Environmental Protection Act and regulates waterways used for fishing and shipping. Provincial governments regulate land use, mining, manufacturing and harmful emissions. Municipal governments are responsible for zoning, garbage disposal, and sewage and water treatment.

Each level of government has elected officials to represent the people (constituents) living in their designated areas (e.g., electoral districts/divisions, wards, municipalities at-large). Elected representatives are responsible for proposing, studying, debating and voting on bills (potential laws), and raising issues put forward by their constituents.

Representatives at the federal level are called Members of Parliament (MPs). Representatives at the provincial or territorial level are called Members of the Legislative Assembly (MLAs), Members of Provincial Parliament (MPPs), Members of the National Assembly (MNAs) or Members of the House of Assembly (MHAs), depending on the province or territory. The elected representative at the municipal level is usually called a councillor or alderman.

Most federal and provincial elected representatives belong to a political party. A political party is a group of like-minded individuals with a shared vision and political ideology whose intention is to achieve power and create meaningful political change. At the territorial level in Northwest Territories and Nunavut and in most municipalities, there are no political parties.

The leader of the federal government is called the prime minister, whereas premier is the title given to the leader of each provincial government. At both levels of government, the leader of the political party with the greatest number of elected representatives in the legislative body usually assumes the role of the leader of that government. Therefore, we do not vote for the premier or prime minister directly.

The leader of the municipal government is most often called a mayor, reeve or chairperson. The leader is elected directly by the people.
**ACTIVITY 4.1: Government Responsibilities**

In the chart below, highlight or circle all the government areas that affect your life.

<table>
<thead>
<tr>
<th>FEDERAL GOVERNMENT RESPONSIBILITIES</th>
<th>PROVINCIAL/TERITORIAL GOVERNMENT RESPONSIBILITIES</th>
<th>MUNICIPAL/LOCAL GOVERNMENT RESPONSIBILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Citizenship and passports</td>
<td>• Colleges and universities</td>
<td>• Animal control</td>
</tr>
<tr>
<td>• Criminal law</td>
<td>• Drivers' licensing and highways</td>
<td>• Fire protection</td>
</tr>
<tr>
<td>• Currency</td>
<td>• Education</td>
<td>• Land use planning (zoning)</td>
</tr>
<tr>
<td>• Federal taxes</td>
<td>• Hospitals and healthcare</td>
<td>• Libraries</td>
</tr>
<tr>
<td>• Fisheries and oceans</td>
<td>• Municipalities</td>
<td>• Local parks</td>
</tr>
<tr>
<td>• Foreign affairs and international trade</td>
<td>• Natural resources</td>
<td>• Local police</td>
</tr>
<tr>
<td>• Indigenous lands and rights</td>
<td>• Property and civil rights</td>
<td>• Road maintenance</td>
</tr>
<tr>
<td>• National defence</td>
<td>• Provincial law and courts</td>
<td>• Recreation and community facilities</td>
</tr>
<tr>
<td>• Official languages</td>
<td>• Provincial taxes</td>
<td>• Public transportation</td>
</tr>
<tr>
<td>• Postal service</td>
<td>• Social services</td>
<td>• Waste management</td>
</tr>
<tr>
<td>• Veterans affairs</td>
<td></td>
<td>• Water supply and treatment</td>
</tr>
</tbody>
</table>

Which level of government do you think influences your life the most and why?

Do you think your answer will change when you are 30 years old? Why or why not?
SECTION II: Information Literacy Skills

“The problem with things on the internet is that they are often untrue.”

—Bill of Lismore, 2013, p. 20
Secretary Prime Minister of Canada
Lesson 5
Informed Citizenship

PURPOSE
Being a responsible citizen involves seeking out information from a variety of sources and comparing perspectives on issues of importance.

In this lesson, students are assigned one of two social media newsfeeds that centre on a controversial issue: the proposed construction of a new solar-panel factory next to their school. One feed is dominated by posts favouring the factory, while the other feed skews heavily toward its opponents. After reviewing their assigned feeds, students vote on whether the proposed solar development should proceed. A debrief discussion follows about how what they read may have informed the results of the vote and how the information we are exposed to may affect our decisions.

Afterwards, students learn about how the internet has changed the way we consume and share information, and evaluate the pros and cons of online platforms.

LEARNING OUTCOMES
By the end of the lesson, students can:

• analyze how news and information can influence our opinion on people, events and issues;
• describe how algorithms personalize the information they see online;
• evaluate the pros and cons of receiving information through online platforms;
• describe strategies for being responsible consumers of information.

GUIDING QUESTIONS

1. In what way does information influence my decisions?

2. What are the pros and cons of using online platforms?
**Tips For Teachers**

- Please use the activities and combine them in a way that is appropriate for your class.
- Although students are not necessarily on social media, learning about the challenges early on is important.
- Supplies/Needs: computers and access to the internet for the social media feeds (online version) or copies of the PDF feeds (printed version), Slide Deck 5, paper ballots on 5.1 (if desired), copies of 5.2, copies of 5.3 (if desired)
- Any videos, slide decks, handouts and activity sheets in Word can be found at: studentvote.ca/canada.

**Starter**

Start with an opening conversation about sources of information.

- Where do you get your news and information? Where do you learn about developments happening in the world?
- Which sources of information do you think are most reliable and why?
- Do you think it is important to be informed about issues in your community? Why or why not?

**Activities**

1. Complete the *Feed for Thought* activity found at the CIVIX website newsliteracy.ca. The activity can be completed with online scrollable newsfeeds or paper versions.

   a) **Introduce the Scenario.** A solar-panel company has submitted a plan to build a factory next to the school, and community members will vote to decide whether or not the development should proceed. Students at the school will also have the opportunity to vote and express their choice. Before voting, you will become familiar with the issue and the people involved by reading through a social media feed that has a mix of articles from news media, and posts from community members and friends.

   b) **Read the Feeds.** Without informing students of the two options, provide half the class with the "pro" feed, and the other half with the "anti" feed. If you are using the online version, the link provided will randomly assign students one of the two feeds. Give students 15 minutes to review the information.

   c) **Vote.** Have students vote on whether the factory should be built by raising their hands or by using paper ballots (Activity 5.1). Tally the results and announce them to the class.

   d) **Debrief.** Through a whole-class discussion, ask students why they voted the way they did and what information shaped their decision.

Over the course of the discussion, it should become obvious that some students were provided different information than others. At an appropriate point in the discussion, share the fact that there were two different feeds and give students time to review them side by side to compare the differences.

Further questions to prompt discussion:

- How did you feel about the results of the vote before you knew there were two feeds? Were you surprised by the outcome? Why or why not?
- How might two people end up with such different newsfeeds?
- What are the consequences of people consuming different facts and information?
- Do you think people should be exposed to more than one side of an issue before making their decision?

2. Watch the 'Behind the Screens – Who decides what I see online?' video and/or review Slide Deck 5 to introduce the concepts of algorithms and filter bubbles, and the impact of online platforms. Guiding questions:

   - How is online information personalized to me?
   - What happens if we only see information we like or agree with?

**Consolidation**

In pairs or small groups, ask students to respond to the following questions. Afterwards, discuss the responses as a class.

- Why is it important to think critically about online information?
- What are the pros and cons of getting information through online platforms? (This can be completed with a T-chart in Activity 5.2.)
- How can we make sure we are informed citizens and consider different views?

**Extended Learning**

Ask students to form pairs and complete Activity 5.3. In the first part of this activity, students will ask their partner questions about their likes and interests to design a profile about them. Afterwards, they will imitate the actions of an algorithm by deciding which videos, music, advertising or paid content they would show their partner.
BACKGROUND INFORMATION FOR TEACHERS

As citizens living in a democracy, we have a responsibility to stay informed about the issues that matter to us and to society. This is true all the time, but especially when we must make a meaningful choice at the ballot box.

The introduction of the internet and the rise of social media have been significant for news and information, and complicated for citizens.

Where traditional news organizations were once the gatekeepers of information and the only ones with the resources to disseminate it — printing presses and TV stations are costly to purchase and operate — the internet allows anyone, anywhere to be a publisher.

The rise of blogging and social media a generation ago was widely viewed as the democratization of information, bringing new voices into public discourse and leading to positive social change. The reality of online communication has been more complex.

When news came only from traditional or legacy media — newspapers, TV, and radio — there was always someone who stood between audiences and information, a person or process that filtered the stories or content, checked facts and packaged stories for public consumption.

Where human editors and producers were once the gatekeepers who decided what news audiences saw, on the internet, that job belongs to algorithms, sets of instructions that tell computers how to perform specific tasks, like sorting information.

Social media algorithms work in such a way that we are more likely to see content that is similar to what we already like or agree with. Our social media feeds never give the whole picture.

Since people have become such heavy adopters of social media, they now rely on these sites (such as Facebook or Snapchat) for news. The problem is that social media platforms never intended to be news organizations, and there are consequences for informed citizenship when people rely on friends and algorithms to find out about what is happening in the world.

Informed citizenship involves seeking out news and information from a variety of sources, comparing perspectives and keeping up with new developments. There are things you can do to make sure you are informed, particularly when there is so much information available online.
**ACTIVITY 5.1: Community Referendum – Voice your choice!**

Use the sample ballots below to conduct a vote for the community referendum. Tabulate the results and announce them to the class.

<table>
<thead>
<tr>
<th>COMMUNITY REFERENDUM</th>
</tr>
</thead>
<tbody>
<tr>
<td>The proposed factory development should be allowed to proceed.</td>
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<tr>
<td><strong>YES</strong></td>
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<td><strong>NO</strong></td>
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<table>
<thead>
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<tr>
<td><strong>YES</strong></td>
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<tr>
<td><strong>NO</strong></td>
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</table>
ACTIVITY 5.2: Evaluating the Pros and Cons

**TOPIC:** Online Platforms/Social Media

<table>
<thead>
<tr>
<th>PROS</th>
<th>CONS</th>
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ACTIVITY 5.3: Be an Algorithm

Create a personal profile about a classmate and then figure out which content you would show them based on what they like.

**STEP 1:** Figure out what questions you would ask to build your partner’s profile. List the questions below. (Things to consider: age, gender, interests, hobbies, favourite music/shows, etc.)

**STEP 2:** Ask your partner the questions from Step 1 and create a profile about them.

**STEP 3:** Pretend to be an algorithm. What content would show your partner online?

**REFLECTION:** Explain the choices you made in Step 3. How did you focus on your partner’s characteristics or interests?
Lesson 6
Online Verification Habits

PURPOSE
Being able to tell what is fact and what is fiction online has become an essential skill of citizenship in the digital age. We need to think critically about what we see, learn the tools to fact-check information, develop the habits to verify stories and claims, and establish a trusted list of sources.

In this lesson, students participate in an online interactive game, FakeOut, which gives them a chance to assess their ability to detect false information before and after learning the tricks of verification. In the Consolidation activity, students will review what they learned and practice applying the skills.

LEARNING OUTCOMES
By the end of the lesson, students can:
• explain why it is important to check information before they believe or share it;
• describe the skills they can use to check a source, claim or image;
• apply the fact-checking skills to the information they see online.

GUIDING QUESTIONS
1. Why should I verify information I see online?
2. How can I tell fact from fiction on the internet?
Tips For Teachers

• Please use the activities and combine them in a way that is appropriate for your class.
• By registering and creating a class account for FakeOut at www.newsliteracy.ca, you can monitor each student's ability to detect false or misleading information before and after learning the tricks of verification.
• Supplies/Needs: computers and access to the internet (FakeOut), 'Information Pollution' video, 'Disinformation' video, Slide Deck 6, copies of 6.1, copies of 6.2 (if desired).
• Any videos, slide decks, handouts and activity sheets in Word can be found at: studentvote.ca/canada.

Starter

1. Play a game of ‘broken telephone’ with your class.
   a) Divide students into two or three groups and have them line up behind one another or arrange them in a circle.
   b) Whisper the following phrase to the first person and ask them to pass it on to the next person.
      A dog named Goose ran loose through the spruce forest chasing a moose.
      There should be no repeating. If the next player did not hear what was said, that's okay, it is part of the fun of the game! The next player then whispers what they think they heard to the following player, and so on. This continues until the word or phrase reaches the very last person.
   c) Have the last person share what they heard out loud.
2. Debrief on the activity. Questions:
   • What did you learn through the activity?
   • How easy is it for a message to change when it is passed from one person to another?
   • Did anyone deliberately try to change the message? If so, why?

Activities

1. Using Slide Deck 6, show students the three photos, and ask if they think each is real or fake. Have students commit to answers by writing them down.
2. Have a whole-class discussion: How do you know what you see online is true? Have you ever been fooled?
3. Reveal the answers to the three images from Part 1 in Slide Deck 6.
4. Introduce the concepts of information pollution, misinformation and disinformation, using the 'Information Pollution' and 'Disinformation' videos and/or Slide Deck 6.
5. Have students play FakeOut, the online interactive game available at www.newsliteracy.ca. By registering and creating a class account, you can monitor each student's ability to detect false information before and after learning the tricks of verification. This game can be played on mobile devices or computers.
   a) Set-up: Explain to students that they will get to test their ability to detect false information through an online game. Distribute the link to students and have them enter a personal identifier for tracking purposes.
   b) Play Round 1: In the first round, students review 10 posts from various sources. Using only their instincts, students are asked to assess whether each is true or false. Tell students they will not be marked for their score and they should just guess quickly based on their gut reaction.
      When the round is complete, students are presented with their score out of 10.
   c) Watch the tutorials: Using the video tutorials, review the following tricks you can use to verify information. It is suggested that you watch these short videos as a class. However, students can also watch them independently in the Skills section of the game.
      • 'Check the Source' (1:48) – Who produced the information? Search Wikipedia or Google to learn about the reputation of the source.
      • 'Check the Claim' (1:39) – What do other sources say? Search keywords or the headline to learn more about a claim and what has been reported by other trusted sources.
      • 'Check the Image' (1:30) – Has the image been altered or used out of context? A reverse image search can help you find out if the image has been manipulated, or used for a different purpose.
   d) Review how the skills work in the game: Explain to students that these skills are incorporated into Round 2 of the game. For each post, options are available to 'check a source,' 'check a claim,' or 'check an image' using the pink plus signs. Have students practice using the checks in the example in the online interactive game prior to playing Round 2.
e) **Play Round 2:** Students will review another 10 posts. This time, three pink plus signs representing the checks appear on each post. Clicking the plus sign will reveal the information found by using each check. Not every check will work every time, but players can use as many checks as they like. At least one check should be clicked on before deciding if a post is true or false.

f) **Review the results:** After submitting an answer for all the posts, a results screen shows the score for Round 2, as well as how it compares to Round 1. Teachers will have access to this data through the admin panel and the class account.

**Consolidation**

Remind students that these fact-checking skills can be used very quickly when reviewing information. Using Activity 6.1, have students consolidate their learning by writing down what they learned from the activities and have them practice the skills on their own time.

- Part 1: **REVIEW** – What did you learn from this lesson? Write down helpful notes for each check.
- Part 2: **PRACTICE** – Select two online stories or videos on YouTube and see what you can find out.

**Extended Learning**

1. Introduce additional skills that can be used to verify sources, stories and claims by watching the 'Online Verification Skills with Mike Caulfield' video series.
   - 'Video 1: Introductory Video' (3:14) – This video uses an experiment to highlight the importance of developing verification skills.
   - 'Video 2: Investigate the Source' (2:43) – What is the publication or who is the organization behind the story or claim? Find out information about who produced what you are reading with an online search (i.e., Google) or by using Wikipedia.
   - 'Video 3: Find the Original Source' (1:33) – With so much re-reporting online, it is important to find the original reporting source and determine its credibility.
   - 'Video 4: Look for Trusted Work' (4:10) Look at fact-checking sites like Snopes and HoaxEye on Twitter, or established news sources to confirm stories or claims.

2. Have students practice these skills with the examples provided in Activity 6.2. An answer key can be found at studentvote.ca/verification.

**BACKGROUND INFORMATION FOR TEACHERS**

Citizens face an information ecosystem where it is increasingly challenging to separate fact from fiction and to recognize what is credible.

Posts on social media are designed to look similar to one another, so it can be difficult to figure out where information is coming from, and if it is reliable. People often share posts without paying attention to the source or evaluating trustworthiness. Therefore, it is very easy for wrong information to spread, especially when no one is policing the facts.

All kinds of false and misleading information are labelled “fake news” — articles intended to deceive people, manipulated images, clickbait headlines, conspiracy theories and hoaxes. Some people call accurate news “fake” just because they don’t like it. “Fake news” has been a widely used shortcut, but because it is politically charged and describes so many different things, it is best to use more precise language.

To understand the problem of false and misleading information, it helps to define and categorize the main types.

**Misinformation** is false information, but the person sharing it believes it to be true. While misinformation can be damaging, its intent is not to cause harm. Examples could include a factual error caused by misunderstanding, a manipulated image, or a real photo that appears with a made-up story.

**Disinformation** is false information that is deliberately created and shared to cause harm. It has the goal of confusing people about what is true and influencing how they think and act. For example, a false rumour circulated about a political candidate that causes others to doubt their trustworthiness is disinformation.

Together, all this misinformation and disinformation can be thought of as “information pollution.”

Unreliable stories or posts can be interesting or funny or spark an emotion that makes us want to believe and share them with friends. People contribute to the problem by sharing false and misleading content.

**Information pollution** can pose a serious threat to democracy when people base their views and decisions on faulty information. This is a particular concern at election time. There is also a risk that if people do not know what to believe they will become cynical and not trust any source.
ACTIVITY 6.1: Verification Skills – Review and Practice

1. REVIEW: What did you learn from this lesson? Write down your responses in the chart below.

<table>
<thead>
<tr>
<th>SOURCE CHECK</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CLAIM CHECK</td>
<td></td>
</tr>
<tr>
<td>IMAGE CHECK</td>
<td></td>
</tr>
<tr>
<td>WHY ARE THESE SKILLS IMPORTANT?</td>
<td></td>
</tr>
</tbody>
</table>

2. PRACTICE: These checks are quick and easy to use. Select two online stories or videos on YouTube and see what you can find out.

<table>
<thead>
<tr>
<th>DESCRIPTION OF THE CONTENT</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAME OF THE SOURCE/AUTHOR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WHAT FACTS DID YOU FIND OUT?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WHICH SKILLS DID YOU USE? EXPLAIN WHAT YOU DID.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**ACTIVITY 6.2: Practicing Digital Literacy Skills**

1) **EVALUATE THE SOURCE**

Use your checking skills (Wikipedia search, web search) to investigate the reputation of the following sources. Make notes on what you find in the space provided.

<table>
<thead>
<tr>
<th>SOURCE</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.macleans.ca">www.macleans.ca</a></td>
<td></td>
</tr>
<tr>
<td><a href="http://www.newspunch.com">www.newspunch.com</a></td>
<td></td>
</tr>
<tr>
<td><a href="http://www.theglobeandmail.com">www.theglobeandmail.com</a></td>
<td></td>
</tr>
<tr>
<td><a href="http://www.hellomagazine.com">www.hellomagazine.com</a></td>
<td></td>
</tr>
<tr>
<td><a href="http://www.naturalnews.com">www.naturalnews.com</a></td>
<td></td>
</tr>
</tbody>
</table>

2) **FIND THE ORIGINAL SOURCE**

The articles below involve ‘reporting on reporting’. Find the original source, and then evaluate it.

“Orange Seagull is Actually Covered in Curry Powder,” *HuffPost* (July 8, 2018)

<table>
<thead>
<tr>
<th>ORIGINAL REPORTING SOURCE</th>
<th>NOTES</th>
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</thead>
<tbody>
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<td></td>
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</tbody>
</table>

“Primary School Bans All Parents from Sports Days for Overcompetitive Behaviour,” *The Sun* (July 1, 2019)

<table>
<thead>
<tr>
<th>ORIGINAL REPORTING SOURCE</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>
3) INVESTIGATE THE CLAIM

To see if a claim is accurate, use Google to find reporting on the story. Look for established media sources or fact-checking sites in the results.

<table>
<thead>
<tr>
<th>CLAIM:</th>
<th>NOTES:</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.K. school bans kids from saying 'like.'</td>
<td></td>
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<tr>
<td>Kellogg’s plans to release ranch-dressing flavoured Pop Tarts.</td>
<td></td>
</tr>
<tr>
<td>Air Canada passenger says she woke up alone on dark, empty plane.</td>
<td></td>
</tr>
</tbody>
</table>

4) CHECK THE PHOTO

Visit studentvote.ca/examples to find examples to practice your reverse image search skills. Right-click any picture in the Chrome browser, and select 'Search Google for Image' to find out where else a photo has been used.

<table>
<thead>
<tr>
<th>IMAGE DESCRIPTION:</th>
<th>NOTES FROM REVERSE IMAGE SEARCH:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>
Lesson 7
Questioning Images

PURPOSE
Images can shape the way we understand people, issues, and events. Developing a habit of questioning images can make us more informed citizens.

In this lesson, students use a visual framework to analyze images from a variety of sources. By working through the series of questions, students will strengthen their ability to interpret and think critically about images. In the Extended Learning section, there are many ways students can use the 'Questioning Images Framework' to discuss how political parties, media organizations and individuals use images to influence thinking and attitudes around the election.

LEARNING OUTCOMES
By the end of the lesson, students can:
• analyze images and explain how they produce meaning;
• identify and assess the source of an image;
• understand how text and captions influence meaning;
• infer how different audiences may interpret and use images.

GUIDING QUESTIONS
1 How do images produce meaning?
2 How can I think critically about images?

“The problem with things on the internet is that they are often untrue.”

—Sir Wilfrid Laurier, GCMG, PC, KC
Seventh Prime Minister of Canada
Tips For Teachers

- Please use the activities and combine them in a way that is appropriate for your class.
- If you are analyzing an image from social media, you can also use this as an opportunity to model verification strategies for students, such as reverse image searches and evaluating sources using Google and Wikipedia (see Lesson 6).
- Supplies/Needs: Slide Deck 7, 'Why good political photo-ops don't happen by accident' CBC video (optional), sample images, copies of 7.1 and 7.2.
- Any videos, slide decks, handouts and activity sheets in Word can be found at: studentvote.ca/canada.

Starter

1. As a class, ask students to analyze a few photos to introduce critical thinking about images. You can choose your own images or use the ones in Slide Deck 7.
   - What is being depicted?
   - What is the meaning behind the image? How does it make you feel?
   - What choices are visible (e.g., crop, focal point, lighting, angle)? How do those choices affect how you interpret the image?

2. Next, analyze an image with a headline or caption. Start by sharing the image without the headline and invite students to share their analysis. Afterwards, reveal the headline or caption. You can select a news image or use the examples in Slide Deck 7A.
   - What is being depicted?
   - How does the addition of the words change your understanding of the image?
   - What are some of the different ways people might interpret the message?

Activities

1. Review the importance of images in society and during election campaigns.
   - A picture can inspire an emotion or action or shape the way we understand people, issues and events.
   - Political parties spend many hours planning photo-ops to make sure the right image of their leader is presented to voters.

Suggested video: "Why good political photo-ops don’t happen by accident," CBC News (September 28, 2015).

2. Explain to students that when we see images online, the context can be hard to identify. Pictures get re-used, re-posted, re-mixed, turned into memes and can appear in different places with different text, so what they represent can change dramatically.

3. Distribute copies of Handout 7.1 and introduce the framework to analyze images. Please refer to Guide 7.3 for tips and guiding questions. Use a 'Think-Aloud' strategy to model how to use the framework to analyze images (samples are provided in Slide Deck 7 or at studentvote.ca/questioning).

4. Divide the class into small groups, giving each one an image to work through using the 'Questioning Images Framework.' Ask students to record their notes on Activity 7.2. You can give each group a different image to analyze or use the same image to support a whole-class discussion. Allow students 5 minutes to work through each of the four framework segments (20 minutes total).

5. Ask each group to share their image with the class and explain their key insights and conclusions.

Consolidation

Have a closing discussion about images as a source of information, or ask students to write a reflection in their learning journal.

- What can we learn about images by questioning them?
- Why is it important to question the images that we see?
- How can images influence our choices in elections?

Extended Learning

Option A: For intermediate grades or advanced students, you can use the Secondary version of the 'Questioning Images Framework' and examples (Please see Lesson 7 – Secondary Level at studentvote.ca/canada).

Option B: There are many ways students can use the 'Questioning Images Framework' to discuss how political campaigns, media organizations and individuals use images to influence thinking and attitudes around the election. Here are some guiding questions you can use to supplement the framework when analyzing images related to the election:

- Analyze campaign advertisements: How does the advertisement use images to appeal to our emotions? How do the images make an argument about a political leader or an issue? (See Lesson 11 for more activities)
• Analyze political memes: What images become memes? How are these images edited? What are the qualities of an effective meme?
• Analyze political cartoons: How do cartoonists portray political figures or issues? How does the political cartoon combine images and words to create a message? How does the cartoon communicate political opinions?
• Analyze journalistic images from news organizations (print or online): Does the image depict its subject in a neutral manner, or do you think it is biased? How do different newspapers (with different leanings) depict the same events or the party leaders?
• Compare the official political party social media accounts. How do the political parties use images to portray their leader or present their vision? Do they use different images on different platforms (Facebook, Instagram, Snapchat, Twitter)? If so, why? What audiences are the different social media accounts trying to target?

Assessment For Learning

Provide each student with an example image (or let students to find their own). Ask students to work their image through the framework and fill out the worksheet on their own.

BACKGROUND INFORMATION FOR TEACHERS

Images are powerful. A picture can inspire an emotion or shape the way we understand people, issues, and events. Many expressions describe the impact of visual information — “a picture is worth a thousand words” or “seeing is believing.”

Unlike text, images are immediate and don’t take much time or effort to make sense of. It’s the power of images to appeal to our emotions that makes it essential to ask questions about them.

Photos can be immensely influential in election campaigns, and images may help voters form their opinions on political candidates or issues. For this reason, campaign teams spend many hours planning photo-ops for their party leader or deciding how to use images to frame political issues and influence public opinion. In the age of social media, crafting the right image is even more important because politicians are able to reach voters directly, without relying as much on traditional media outlets.

This emotional power of images becomes particularly important when it comes to their role in spreading misinformation and disinformation.

A common type of mis- or disinformation form is false context — when a real image is paired with a false claim to incorrectly influence an audience’s understanding of what they are looking at.

But even when images are not being used maliciously, valuable information can be found by analyzing them. There is no such thing as a purely neutral image because each choice behind its creation and presentation has an impact on how an audience will interpret it.

Even a journalistic photograph intended to inform people about a news event will involve a series of choices that affect how audiences understand it. The choice of subject, angle, light and distance will all create a particular mood or message.

Editorial decisions will limit meaning further — an editor will select one image from a range of possible photos to publish, adding a headline and a caption to help audiences make sense of what they are seeing in a particular way.

Similarly, your flattering and unflattering selfies are both you, but you make a choice about which to post, and your captions help viewers understand how to interpret the photo.

We can use image analysis skills to investigate any type of image, in any context. A news photo published by a media outlet has a clear context. Context can be harder to identify with images online. Pictures will get re-used, re-posted, re-mixed, turned into memes, and appear in different places with different text, so what they represent can change dramatically. A journalistic image meant to inform could be used to communicate something completely different used somewhere else.
Questioning images

1. Describe the Situation
   - What does the image show?
   - How does it make you feel?

2. Identify the Source
   - Where did the image come from?
   - What is the source's reputation?

3. Interpret the Meaning
   - Is there any text with the image?
   - Does it influence the meaning?
   - What is the intended message?

4. Analyze the Purpose
   - What is the purpose of the image?
   - How might different audiences interpret the image?

- Is it accurate?
ACTIVITY 7.2: Questioning Images

<table>
<thead>
<tr>
<th>1. DESCRIBE THE SITUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What does the image show?</strong></td>
</tr>
<tr>
<td><em>(What is in the scene?)</em></td>
</tr>
<tr>
<td><strong>How does it make you feel?</strong></td>
</tr>
<tr>
<td><em>(Does the image elicit an emotion?)</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. IDENTIFY THE SOURCE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Where did the image come from?</strong></td>
</tr>
<tr>
<td><em>(What type of image is it? Do you know who created it? Who published it?)</em></td>
</tr>
<tr>
<td><strong>What is the source’s reputation?</strong></td>
</tr>
<tr>
<td><em>(Research the source using Wikipedia and/or Google)</em></td>
</tr>
<tr>
<td>□ Reliable</td>
</tr>
<tr>
<td>□ Unreliable</td>
</tr>
<tr>
<td>□ Not sure</td>
</tr>
</tbody>
</table>
### 3. Interpret the Meaning

<table>
<thead>
<tr>
<th>Is there any text with the image? If yes, how does it influence the overall meaning?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>What is the intended message? (What do you think the person who created it wants you to think about the message?)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Is the message accurate? Briefly explain your answer. (Are there facts that can be checked?)</th>
</tr>
</thead>
</table>

### 4. Analyze the Purpose

<table>
<thead>
<tr>
<th>What is the purpose of the image?</th>
</tr>
</thead>
</table>
- Intent to inform
- Intent to harm or deceive
- Intent to persuade
- Intent to entertain
- Other (explain)

<table>
<thead>
<tr>
<th>How might different audiences interpret the image? (How might your grandmother think about it? Your friend? Someone from a different culture?)</th>
</tr>
</thead>
</table>
GUIDE 7.3: Questioning Images (Teacher Guide)

1. Describe the Situation
   - Before analyzing an image for meaning, ask students to simply describe what they see. Give students time to examine the image closely. Without interpreting the image, answer the 5 Ws (Who? What? Where? When? Why?)
   - Ask students to describe how the image makes them feel. If the image provokes strong emotions (positive or negative), this is a sign that it requires further investigation.

2. Identify the Source
   - Establish a set of core facts about the image. Identify the type of image (Is it a tweet? An Instagram post? An image from a print publication?), as well as the source of the image. Can you determine who created the image?
   - Search Google and Wikipedia to learn more about the source and its reputation.

3. Interpret the Meaning
   - Now that students have established the basic facts of the image, they can begin interpreting it. Ask students to think carefully about how the image is framed by accompanying text or other contextual information.
   - You may want to use this step as an opportunity to discuss what we mean when we say a message is “accurate.” Some images are completely fabricated while others may try to express a real concern about a political issue through misleading images.

4. Analyze the Purpose?
   - This final step asks students to think about the image within a broader social and cultural context. Does it intend to inform, harm, mislead, influence, or entertain?
   - Ask students to consider other possible interpretations of the image.
Lesson 8
Fact Vs. Opinion and News Analysis

PURPOSE
When consuming news, it is important to distinguish between fact-based news reporting and commentary. A healthy democracy requires journalists to keep those in power accountable and to inform citizens.

In this lesson, students learn how to distinguish between fact and opinion, before analyzing news articles. In the Consolidation activity, they review the role of journalism in democracy. Under Extended Learning, an election scrapbook activity is suggested to consolidate this learning and research for the election.

LEARNING OUTCOMES
By the end of the lesson, students can:
• understand the difference between fact and opinion;
• distinguish between fact-based news reporting and opinion-journalism;
• analyze a news article;
• explain the role of journalism in democracy.

GUIDING QUESTIONS
1 How do we distinguish between fact and opinion?
2 Why should we analyze our news?
3 What is the role of journalism?
Tips For Teachers

• Please use the activities and combine them in a way that is appropriate for your class.
• To assist with the Election Scrapbook activity, consider sharing news articles with students on a regular basis. Or implement a “News of the Day” schedule where one student brings in an article each day to summarize and post on a news wall. The rest of class can choose to include it in their election scrapbook.
• Supplies/Needs: Slide Deck 8, ‘What Is Journalism and Why Does It Matter?’ video, copies of 8.1, 8.2, 8.3, and copies of 8.4 and 8.5 (if desired)
• Any videos, slide decks, handouts and activity sheets in Word can be found at: studentvote.ca/canada.

Starter

1. Initiate a class discussion about a debatable topic and invite students to share their views (e.g., cats are better than dogs, uniforms should be mandatory at school, smartphones should be banned from schools).
2. Using Slide Deck 8 or independently, review key terms:
   • A fact is a statement that can be proven or checked (e.g., Canada has the longest coastline of any country in the world at 243,977 km).
   • An opinion is a statement based on individual viewpoints or beliefs. It cannot be proven or checked (e.g., video games are too violent).
3. Ask students to determine which of the eight fictional statements provided are fact-based or opinion-based and why (Activity 8.1).

Activities

1. As a class, have a preliminary discussion about news and information. Questions to prompt discussion:
   • Do you follow the news? Why or why not?
   • Do you think you will be more interested to follow the news later in life? Why or why not?
   • What type of news interests you the most and why?
2. Using Slide Deck 8, review the idea of professional journalism. Journalism consists of gathering, evaluating, presenting and/or commenting on news and information to the public.
3. Explain to students that journalism includes reporting on a variety of topics (such as politics, sports, entertainment) but the most important distinction to make is whether a story is fact-based or opinion-based.
4. Examine a print or digital newspaper as a class to distinguish fact-based news reporting from opinion journalism. What signals are there to mark opinion journalism as different from fact based news coverage? (e.g., labels, photos of columnists, different sections of the newspaper)
5. Provide or ask students to find one article that is opinion-based and one article that is fact-based on the same subject, and to compare them by underlining all the facts in each piece.
   • How many facts did you underline in the news report vs the opinion piece?
   • How were the facts in the opinion piece used? Did they support the author's argument? Did you find them persuasive?
   • For the opinion piece, how might you go about checking the facts presented to you?

Consolidation

1. Give students time to work in pairs to describe the term "journalism", and identify roles/characteristics, examples and non-examples (Activity 8.2). Students can also use images to communicate their thinking.
2. Prior to the next step, have students become familiar with key terminology associated with journalism by matching terms with their definitions (Activity 8.3).
3. Review the function of journalism in democracy by watching the video ‘What Is Journalism and Why Does It Matter?’
4. Create a class definition for the term “journalism.” Students can also add to their worksheet (Activity 8.2) to include additional roles, examples and non-examples.
Extended Learning

The Election Scrapbook (Activity 8.4) has been created to consolidate the learning from this lesson and to help students improve news literacy skills and habits during the election campaign. Students will research the political parties, candidates and issues while also evaluating news articles and sources. To support this activity, students will need access to various newspapers and technology for online media.

This assignment can be used as a summative assignment at the end of the Student Vote program. This ongoing activity should begin once students have become familiar with the parties and the electoral process.

**BACKGROUND INFORMATION FOR TEACHERS**

**Journalism** consists of gathering, assessing, presenting and/or commenting on news and information. Journalists play a critical role in our democracy. They hold government and other sources of power to account, help inform citizens about events and developments, foster debate about issues and give people a voice.

During an election, journalists provide news and perspectives about the parties, candidates and issues, fact-check the statements of leaders and candidates and place the campaign’s events in context. Without journalists, citizens would miss an invaluable resource to help them decide when politicians are telling the truth or acting in the public’s best interests.

Journalism can take different forms and have different purposes. It is helpful to analyze the purpose so that we can assess credibility and potential bias.

**Fact-based journalism** focuses on the reporting of events, issues or developments with the goal of informing people. While it may include analysis or assessment, it is based on facts and not opinion.

**Opinion journalism** provides a viewpoint about an event, issue or development. The purposes of opinion journalism can vary; sometimes it is meant to critique, praise, interpret or persuade. Examples include editorials, columns and commentary. Columnists at professional news organizations are paid to put current events into perspective in order to help readers form their own opinions. This type of journalism is not meant to be impartial — it is based on the values and beliefs of the individual presenting the information.

Distinguishing between fact and opinion is a fundamental skill of news and information literacy. When we mistake opinion for news reporting, it can impact how we understand issues and events.

Not all stories that look like journalism are real journalism. To determine which news we can trust, we need to look to the practice of fact-based journalism. It involves research, assessment and verification where the central goal is to produce an accurate and fair representation of the facts.
# ACTIVITY 8.1: Fact vs Opinion

Read the eight statements below and determine if they are fact or opinion.

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>FACT OR OPINION?</th>
<th>WHY?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Only 7 out of 10 citizens voted in the last election.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Providing free child care for families will help more women work and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>improve gender equality.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. According to the research, teenagers spend five hours a day using</td>
<td></td>
<td></td>
</tr>
<tr>
<td>social media.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The politician is not considered trustworthy after making false</td>
<td></td>
<td></td>
</tr>
<tr>
<td>statements.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. New funding was announced from the school board to support schoolyard</td>
<td></td>
<td></td>
</tr>
<tr>
<td>greening projects.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. It is not fair for wealthy people to have to pay more in taxes if</td>
<td></td>
<td></td>
</tr>
<tr>
<td>everyone gets the same services.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. After graduating from a university program, the average student has</td>
<td></td>
<td></td>
</tr>
<tr>
<td>to pay back $25,000 in student loans.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Social media is bad for our mental health.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ACTIVITY 8.2: Defining Journalism

<table>
<thead>
<tr>
<th>DEFINITION</th>
<th>ROLES/CHARACTERISTICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXAMPLES</td>
<td>NON-EXAMPLES</td>
</tr>
</tbody>
</table>

CLASS DEFINITION:
### ACTIVITY 8.3: Journalism Vocab List

Match the terms on the left with their definitions on the right.

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accountable</td>
<td>Educated or knowledgeable.</td>
</tr>
<tr>
<td>Analysis</td>
<td>To reveal the truth about a situation or make something visible uncovering it.</td>
</tr>
<tr>
<td>Distill</td>
<td>You must explain or justify your actions or decisions.</td>
</tr>
<tr>
<td>Expose</td>
<td>News media.</td>
</tr>
<tr>
<td>Authority</td>
<td>Media channels that existed before the internet, such as newspapers, magazines, TV and radio.</td>
</tr>
<tr>
<td>Informed</td>
<td>The process of examining and evaluating something in order to better understand it or explain it.</td>
</tr>
<tr>
<td>Legacy media</td>
<td>To carefully pull out the essential meaning or most important aspects of something.</td>
</tr>
<tr>
<td>Press</td>
<td>Having the power to give orders or make decisions.</td>
</tr>
</tbody>
</table>
ACTIVITY 8.4: Election Scrapbook Assignment

INTRODUCTION
You will need to make a decision about who you are going to vote for on Student Vote Day, and this means researching and evaluating your options. Although your vote does not count towards the official election tallies, the Student Vote results are shared publicly and politicians will get a better sense of what matters to the next generation of voters.

ASSIGNMENT
Over the course of the federal election campaign, you will create a physical or digital news scrapbook related to the parties, leaders, candidates and election issues.

By the end of the news challenge, you need to analyze at least 10 news pieces and make sure that you have covered the elements on the following checklist. One news piece can cover more than one of the elements.

CHECKLIST
☑ 1 news article about each of the major political parties
☑ 1-2 news pieces about the candidates/election race in your riding
☑ 2-3 opinion pieces about the election from different sources
☑ 2 news stories from different sources about the same campaign event, issue or development

Your news articles/pieces should come from at least 4 different news outlets, and you can use print, digital or broadcast media (TV or radio).

For each piece, you should summarize the following (Activity 8.5):
• What is the source of the news piece? Who is the author?
• What is the article or newscast about?
• When did it occur? Where is it taking place?
• Why is the story interesting or important?
• Is it a fact-based news story or an opinion piece? How do you know?

FINAL QUESTIONS
After you have completed your news collection, please respond to the following questions.
• Which two news sources do you like the most and why?
• Which two news sources do you find most trustworthy? Explain your choices.
• Did you find any sources unfair with their news coverage? Provide examples.
• Did you share any of the news articles with friends or family? Explain.
• How did the news coverage shape your views about an issue, party or candidate? Explain.
### ACTIVITY 8.5: News Analysis

Analyze an article that you find interesting and related to the 2019 federal election.

<table>
<thead>
<tr>
<th>Title</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>News Source</td>
<td></td>
</tr>
<tr>
<td>Author</td>
<td></td>
</tr>
<tr>
<td>What is the article or newscast about?</td>
<td></td>
</tr>
<tr>
<td>When did it occur?</td>
<td></td>
</tr>
<tr>
<td>Where is it taking place?</td>
<td></td>
</tr>
<tr>
<td>Why did you find it interesting and/or important?</td>
<td></td>
</tr>
<tr>
<td>Is it a fact-based news story or an opinion piece? How do you know?</td>
<td></td>
</tr>
</tbody>
</table>
SECTION III: Federal Elections
Lesson 9
Political Parties

PURPOSE
A political party is a group of like-minded individuals with similar political beliefs and goals whose intention is to form a government through an election. The role of citizens is to investigate which issues matter most and analyze which political party is best to address them.

In this lesson, students are introduced to the concept of voting by moving around their classroom to express their views on specific issues. After reviewing the concept of political parties, students work in groups to research one of Canada’s political parties. Each group prepares information about the party’s vision, their leader and platform. In the Consolidation activity, students think critically about their personal criteria and decide what they liked most and least about the leaders and parties.

LEARNING OUTCOMES
By the end of the lesson, students can:
• voice their opinion on political issues;
• explain the role of political parties in our democracy;
• participate in teams by establishing positive and respectful relationships, developing trust and acting cooperatively;
• interpret, synthesize and critically analyze information about the political parties and their leaders.

GUIDING QUESTIONS

❶ How do I learn about the political parties?

❷ Which political party aligns with my views?
**Tips For Teachers**

- Please use the activities and combine them in a way that is appropriate for your class.
- Some individuals may jump at the opportunity to share their opinions and even try to convince others to adopt their choices, while others may prefer to keep their politics personal. Remind students that opinions should be respected, even if they differ from their own.
- Consider using a word cloud generator (such as Wordle or Word Art) to help students simplify or summarize political party messages.
- **Supplies/Needs:** Print or create signs (9.1), copies of 9.2 (or 9.3, alternatively), copies of 9.4, internet access.
- Any videos, slide decks, handouts and activity sheets in Word can be found at: studentvote.ca/canada.

**Activities**

1. Review the purpose of **political parties**.

   - A political party is made up of people who share similar beliefs and goals about society and government.
   - In order for the political party to have the chance to work towards its goals, the party tries to win an election and lead the government.
   - Political parties are made up of members of the community. Anyone above the required age (usually 14-years-old) can be a member of a political party.

2. Divide students into groups and assign each a political party (ideally one that is running a candidate in your riding). Ask students to research their political party using campaign literature, party websites, social media channels, news media and *Pollenize Canada 2019* (pollenize.org/canada). Provide copies of Activity 9.2 to support the research.

   **Guiding questions:**
   - What is the party’s slogan and/or key messages?
   - Who is the party leader?
   - What are the party’s major ideas? What actions are they promising to take?
   - Who seems to be the target audience of the party?
   - What is the party’s vision for Canada?

   As an alternative to Activity 9.2, students can work individually or in small groups to explore a specific election issue and compare the positions of the political parties.

3. Using the information collected, each group will create a presentation and promotional materials about their assigned political party.

   Co-create a checklist with your students for the presentation. For example:

   - The party’s logo
   - One main slogan or message
   - Three social media posts that represent the party’s vision
   - A short biography of the party leader
   - Two images of the party leader (taken from social media profiles or the party’s website)
   - Summary of three major ideas or planned actions they would take if elected (consider using the same three issues across all parties)
   - Analysis about who will be impacted by the three major ideas
   - One item to distribute to each student in the class

4. Have each group present their political party to the rest of the class.

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Consolidation

Have a brief closing discussion about political parties, or ask students to write a reflection on one or more of the following questions. Alternatively, you could use a ‘Think Pair-Share’ strategy.

- Which party’s message or vision do I support the most and why?
- Did your opinion change of any of the political parties after learning about them? If so, how?
- Which election issue is most important to my family or me? How does each party plan to address this issue? Which party’s plan do I agree with the most?
- What else would I like to know? How would I find out more?

Extended Learning

Have students complete the Vote Compass: Canada Youth Edition (youth.votecompass.com/can). This is a political spectrum tool, which helps young people familiarize themselves with federal political issues and different ideological positions. At the end of the survey, the Vote Compass: Canada Youth Edition tool indicates your position on the political spectrum so that you can see where you fit compared to other students and people from the general public who are aligned with the political parties at the federal level.

**TEACHER NOTES**

- Arrange for computer or internet access so that students can complete the survey. It is estimated to take 15-20 min.
- Reinforce to students that there are no right or wrong answers, but the questions are meant to encourage reflection on their political views.
- Background information has been included, along with definitions, to help students better understand the issues and terms. Consider reviewing some terms in advance.
- Analytics and summary data are provided at the end of the survey. Give students time to analyze their results (the area where they locate themselves on the spectrum, how they compare to people aligned with the federal political parties).

**Assessment For Student Learning**

After the activities, have students complete the reflection card (Activity 9.4), "The first thing I will share with my family tonight is...."

**BACKGROUND INFORMATION FOR TEACHERS**

A political party is a group of like-minded individuals who share a similar political ideology and goals for society whose intention is to achieve power and create meaningful political change.

Political parties are made up of interested members of the general public. Anyone above the required age (usually 14-years-old) can be a member of a political party. Party members choose their party’s leader and local candidates, and help them get elected.

The political spectrum provides a way to characterize different beliefs and ideologies, and distinguish between actions on political issues, as well as political parties.

The political spectrum can be viewed with two intersecting scales: one for economic/fiscal policies (left-right) and one for social/personal policies (progressive-conservative).

Canadians who are left-leaning on economic issues tend to support higher taxes and more government spending, more government involvement, and more social services.

Canadians who are right-leaning on economic issues tend to support low taxes and less government spending, less government intervention, and the free market.

Canadians who are progressive on social issues tend to support policies that advocate the promotion of social justice issues by changing established practices and institutions. An example of such a policy could be addressing inequities by giving preferential treatment to disadvantaged groups.

Canadians who are conservative on social issues tend to support policies that advocate the preservation of traditional values and established institutions. An example could be ensuring that everyone follows the same established rules and has equal access.

During an election campaign, an organized course of action is taken by a political party, its candidates and campaign teams with the intention to share its message and ideas with voters.

A political platform is a series of declared principles, policies and plans on issues concerning government and the public. Candidates and parties use a communications strategy that incorporates all three types of media (paid, earned, owned) to share their platforms through announcements, advertising and events and to gain support from constituents.

Elections present an opportunity for citizens to explore key issues and to participate in constructive dialogue about priorities and public policies. This process includes establishing which issues are most important to you and your community, and the entire country, and evaluating how the different political parties will address them.
ACTIVITY 9.1: Feet Voting

AGREE

DISAGREE
I AGREE, BUT

CONVINCE ME
ACTIVITY 9.2: Researching Political Parties

My political party: ____________________________

With your group, research the following information using political party websites, campaign literature and social media posts. You can also refer to Pollenize Canada 2019 (pollenize.org/canada).

• What is the party’s slogan and/or key messages?
• Who is the party leader?
• What is the party’s major ideas or promised actions?
• Who seems to be the target audience of the party?
• What is the party’s vision for Canada?

Using the information collected, create a presentation and promotional materials about your political party.

Suggested elements:

• Party logo
• One main slogan or message
• Three social media posts that represent the party’s vision
• Two images of the party leader (taken from social media or the party website)
• Summary of three major ideas or proposed actions
• Analysis about who will be impacted by the three major ideas
• One item to distribute to each student in the class that shares information about the party
### ACTIVITY 9.3: Election Issue Case Study

<table>
<thead>
<tr>
<th>Identify an issue:</th>
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<tbody>
<tr>
<td>• What issue is most important to you in this election?</td>
<td></td>
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<tr>
<td>• How can you frame it as a question?</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Find the facts:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• What facts are important?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Research each party’s position:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• What does each party say about the issue?</td>
<td></td>
</tr>
<tr>
<td>• How does each party plan to address the issue?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Compare the positions:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• How are the positions similar or different?</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Conclusion:</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>• Which party’s ideas or plan do you think is best? Explain your reasoning.</td>
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</table>
**ACTIVITY 9.4: Reflection Card**

<table>
<thead>
<tr>
<th>Name:</th>
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<tbody>
<tr>
<td>The first thing I will share with my family tonight is...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The first thing I will share with my family tonight is...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The first thing I will share with my family tonight is...</td>
</tr>
</tbody>
</table>
Lesson 10
My Candidates

PURPOSE
In a representative democracy, we elect individuals to represent us in the different levels of government and make decisions on our behalf.

In this lesson, students consider the qualities they look for in their Member of Parliament before conducting their own research into the candidates. After learning about our voting system, students analyze the distribution of ridings across Canada and investigate their school’s riding. Next, students discuss which issues matter to them and develop questions they want to ask the candidates or to guide their research into the candidates. In the Consolidation activity, students will reflect on what they liked or learned about the candidates.

LEARNING OUTCOMES
By the end of the lesson, students can:
• describe the qualities and skills they would like their elected representative to have;
• explain the rules of our voting system and how candidates are elected;
• identify their riding;
• communicate questions they want to ask or learn about the candidates;
• analyze the characteristics of the candidates and how they will respond to their concerns;
• voice their opinion on matters relevant to their community.

GUIDING QUESTIONS
1 How are candidates elected in federal elections?
2 Who are the candidates in my riding, and how do I choose who to vote for?
Tips For Teachers

- Please use the activities and combine them in a way that is appropriate for your class.
- CPAC’s ‘Route 338’ resource has pictures and ‘fast facts’ about all of the federal ridings in Canada (www.route338.ca).
- To avoid any bias or partisanship, ensure that all registered candidates are invited to respond to questions, visit the school or take part in the all candidates’ debate.
- If you plan to hold an all-candidates’ debate, please be sure to follow any procedures your school board has in place and refer to 10.2 for guidelines.
- Any videos, slide decks, handouts and activity sheets in Word can be found at: studentvote.ca/canada.

Starter

1. Review the concept of a representative democracy.
   Citizens elect political representatives to make decisions on their behalf and represent their needs.

2. Through a ‘Placemat’ activity, have students answer the question: What qualities or skills would I (or my parents/guardians) like to see in our elected representative?
   a) Divide the class into groups of four or five and provide each group with one large sheet of paper and a marker for each group member.
   b) Instruct each group to divide its sheet of paper into sections, with an area in the centre and enough separate areas around the outside to match the number of members in the group, as illustrated below.

   Four person group

   Five person group

   c) Ask students to respond to the question within their allotted space in one of the outside sections. Provide time for each student to share their recorded responses with the rest of their group without discussion or debate from the other students.
   d) Ask groups to decide, collectively, on the five most important/significant qualities and record them in the centre of the placemat — it is important that all group members agree on the top five items.

Activities

   - The country is divided into 338 geographic areas called ridings. Each riding has its own election race, where interested individuals compete for the job of Member of Parliament. These individuals are called candidates.
   - Voters can only choose one candidate on the ballot.
   - The candidate with the most votes wins.

2. Find your school’s riding on the federal riding map (provided in your physical package) and write the name of the riding on the blackboard, chart paper or interactive whiteboard. If you do not know your school’s riding or do not have the printed wall map, visit the Elections Canada website (www.elections.ca > Voter Information Service)

   TEACHER NOTE
   The school’s riding may be different from where some students call home. Please contact CIVIX if you would like your school to receive Student Vote ballots for multiple ridings, to accommodate students who would like to vote for their local candidates.

3. Compare the size and shape of ridings in your jurisdiction, and across the country. Specifically, compare an urban riding to a rural riding. Ask students to consider why there are differences and what those differences might reflect (e.g., population, geographic features). If possible, use a physical geography map to further examine landforms and bodies of water.
4. Show students an individual map of the school’s riding, which can be found on the Elections Canada website (www.elections.ca). Through a class discussion, answer the following questions:

- What are the boundaries of the school’s riding?
- What communities or neighbourhoods are included in the riding?
- What major landmarks are included in the school’s riding?
- What makes the riding unique?
- Do you think people living in other ridings have similar concerns to the ones you have in your riding? Why or why not?

**TEACHER NOTE**
Consider using CPAC’s ‘Route 338’ resource, which details information about each federal riding in the country.

5. On the blackboard, interactive whiteboard or on chart paper, list the candidates running for election and their party if applicable. Demonstrate to students where they can find this information by visiting the Elections Canada website. Give students a few minutes to fill out the related worksheet (Activity 10.1).

6. Divide students into groups and have them brainstorm possible questions to ask the candidates. Guiding questions for students:

- What do you want to know about the candidates before casting your vote?
- Which issues matter to you, your family and community?

7. As a class, narrow down the questions and pose them to candidates through email, by conducting a phone interview, coordinating classroom visits or organizing an all-candidates’ debate (Guide 10.2). Students and their families can also plan to attend a local all-candidate’s debate or forum.

If candidates are not responsive, use the candidate’s website or news reports to analyze how the candidate may respond to the questions. You can assign each group a candidate and have them share their research or candidate profiles with the rest of the class.

**Consolidation**
Have a brief closing discussion about the candidates running for election, or ask students to write a reflection on one or more of the following questions:

- Which candidate will you vote for and why?
- What are the strengths and weaknesses of each candidate?
- Does your preferred candidate belong to the same party you like best? Share your thoughts.

---

**BACKGROUND INFORMATION FOR TEACHERS**

A **voting system** (or electoral system) is the way in which we elect our representatives. A voting system includes set rules for how preferences are recorded and the method for determining which candidates win. There are many different voting systems used around the world.

Canada uses a system called **Single-Member Plurality** or **First Past the Post (FPTP)**. The country is divided into geographic areas called ridings (or electoral districts). Canada is currently divided into **338 federal ridings**.

In our system, each riding is represented by one **Member of Parliament**. The size of ridings is determined by factors such as population size, geographic features and social considerations, such as culture and language. The most important factor is making sure that the number of people represented is as equal as possible, so that every vote counts the same.

Urban ridings are often geographically smaller due to dense populations, while rural ridings are often geographically larger with less dense populations.

In FPTP, voters choose a single candidate on the ballot and the candidate with the most votes wins. The successful candidate does not need more than 50 per cent of the vote; they only require one more vote than any of the other candidates. This is called **plurality**.

Under Canada’s parliamentary system, the party that elects the greatest number of representatives to the House of Commons usually forms government and their leader becomes **prime minister**.

Canada has a **fixed-date election** law. This means that federal elections must take place at least every four years, and that the date for that election is set. Canada’s 43rd federal general election is scheduled for October 21, 2019. Though we have fixed-date elections, a prime minister can still request that a federal election be held at any time as long as it is no later than five years after the previous election.

The election campaign period starts when Parliament is dissolved by the governor general, on the advice of the prime minister, and an election is called. The length of a campaign may vary, but it must be between 36 and 50 days.

In an election campaign, an organized course of action is taken by a political party, its candidates and campaign teams with the intention to share its message and ideas with voters.
ACTIVITY 10.1: My Riding

1. The name of my riding is:

2. Describe two things about my riding:

3. Write down the candidates running for election in your riding and their political party (if they have one).

<table>
<thead>
<tr>
<th>CANDIDATE NAME</th>
<th>POLITICAL PARTY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

4. What election issues matter to my community, my family and me?

<table>
<thead>
<tr>
<th>ME</th>
<th>FAMILY</th>
<th>COMMUNITY</th>
</tr>
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</table>

5. Three questions I would like to ask my candidates:
GUIDE 10.2: Planning An All-Candidates Meeting

It is important when hosting an event at your school that things are run professionally and efficiently. Consider the following as you arrange your event.

PREPARATION:

• Decide on a time, date and location.
• Invite all candidates running in your riding to participate in the meeting/debate.
• Consider organizing the event with another school or videotaping, podcasting and/or live-streaming the event to share with other schools in your riding.
• Work with school staff to set up audio equipment and seating.
• Choose a moderator (teacher, student, community leader or journalist).

QUESTIONS:

• Determine the timing for questions and answers and whether all, some or one candidate will respond.
• Plan questions in advance and encourage other classes to submit questions to increase interest and engagement. Consider both personal and policy questions (e.g., Why did you decide to run? What makes you qualified for the job? How will you improve the community? What is your number one priority if elected?)
• Once questions have been selected, confirm which students will ask the questions.

FORMAT:

• Use a combination of short (i.e., 30 seconds) and longer responses (i.e., 2 minutes each). Make sure that the time limits are announced and monitored with a stopwatch.
• Establish an agenda and guidelines for the meeting to share with candidates and participating classes.
• Below is a suggested framework:
  a) Introduction — The moderator should welcome the audience, introduce the candidates and detail the structure of the meeting (3 minutes).
  b) Opening statements — Brief introductory statements from the candidates (2 minutes each).
  c) Planned questions — Ask the pre-determined questions to the candidates (25-30 minutes).
  d) Open questions — Give the audience an opportunity to ask final questions to specific candidates (10-15 minutes).
  e) Closing statements — Final words from the candidates (1-2 minutes each).
  f) Thank you — Plan a formal thank you from designated students (2 minutes).

ADDITIONAL SUGGESTIONS FOR THE DEBATE:

• Ensure a respectful, non-partisan environment.
• If a candidate declines, cancels or does not show up, respect their campaign schedule and ensure that students are aware that the candidate is running in the election but is unable to attend.
• Communicate expectations regarding behaviour and participation.
• You can invite parents/guardians or members from the community, but non-student audience members should NOT ask questions.
• Have students take notes during the debate to review next class.
• If possible, provide time for students to talk with the candidates after the meeting and offer some refreshments.
Lesson 11
Campaign Communications

PURPOSE
During the election campaign, political parties use many ways to present their leader and communicate their party’s vision to the public. Being an informed voter means critically examining these messages and advertisements.

In this lesson, students dissect and analyze various political party communications or advertisements. In the Consolidation activity, students evaluate the strengths and limitations of each party’s campaign strategy.

LEARNING OUTCOMES
By the end of the lesson, students can:
• explain the purpose of political communications in elections;
• analyze a variety of media texts and evaluate their significance or effectiveness;
• work collaboratively with peers to analyze and organize information.

GUIDING QUESTION
1. How can I evaluate political party messages?
Tips For Teachers

• Please use the activities and combine them in a way that is appropriate for your class.
• This lesson builds upon Lesson 7. Please refer to it for additional guidance when assessing images.
• Set up a classroom Twitter or Facebook account to help your students track social media posts.
• Be sure to show options from each party in the same medium to ensure comparisons can be made on the same level and are not biased towards format.
• When choosing video advertisements, be sure to show ads of similar tone. Try not to compare a positive ad from one party with an attack ad from another. Compare positive and negative toned ads from the same party.
• Supplies/Needs: Chart paper and examples of political party advertisements or social media messages from the current election campaign (consider using screenshots of social media posts)
• Any ideas, slide decks, handouts and activity sheets in Word can be found at: studentvote.ca/canada.

Readiness

Ask students to document any campaign communications or political advertisements they see in the community or online in lead up to the lesson. Students can take pictures on their phone or capture screen shots.

Starter

1. Through a classroom discussion, invite students to share all the ways they think political parties and candidates try to communicate with voters and share their message (e.g., advertising, lawn signs, mailings/pamphlets, their website, social media, public events, door-to-door canvassing, news coverage, candidates’ debate).
2. Ask students if they have noticed any of these efforts for the current election and invite them to share their photos from the Readiness activity.

Activities

1. Review the three types of media: paid, earned and owned. Explain to students that political parties use all of these forms of media to share their message with voters.
   • Paid media: Advertising that has been purchased, including online ads, billboards, broadcast or print ads, and promotional mailings.
   • Owned media: Communications shared by individuals or groups through their own platforms, such as websites, blogs or social media channels.
   • Earned media: Media coverage produced by news organizations or reported by others through social shares, mentions or word of mouth.

2. Share examples of political party advertisements or social media messages from the current election campaign. You could use images from each party or party leader’s Instagram account or video advertisements found on their website or YouTube channel. Encourage students to look at language, colour, images, music, tone and content.
   Using the ‘Questioning Images Framework’ (Handout 7.1) or the following guiding questions, answer the following questions with input from students. Place the piece of media (or printed screenshot of the video) in the middle of a larger piece of paper or chart paper and annotate their thoughts around the edge.
   Guiding questions:
   a) Describe the content/situation: What is the content? How does it make you feel?
   b) Identify the source: Who is the source behind it? Is the source clear?
   c) Interpret the meaning: What are the key messages? How do the text/images/colours influence the message?
   d) Analyze the purpose: What is the purpose of the message? Is it an attack ad? Who is the target audience? How might different audiences interpret it?

3. As a class, co-create criteria to evaluate political party advertising or communication. For example:
   • Is the message clear and concise?
   • Is the message factual?
   • Are the images relevant to the message(s)?
   • Do the message(s) target the intended audience?
   • Is the language of the message appropriate to the tone and content?
4. Divide students into groups and have them evaluate the communications of one of the political parties or candidates running in your school’s riding. Select options from each party in the same medium(s) to ensure comparisons can be made on the same level and are not biased towards format. Place each piece of media (or printed screenshot of the video) in the middle of a larger piece of paper or chart paper. Ask students to annotate their thoughts around the edge. Encourage them to look at language, colour, images, music, tone and content.

5. Post each group’s work around the classroom or down a hallway. Have students participate in a ‘Gallery Walk’ to look at their peers’ work. For a further extension, give students sticky notes so they can add their own thoughts or ideas.

**Consolidation**

Have a brief closing discussion about campaign communications, or ask students to write a reflection on one or more of the following questions:

- Evaluate the communications of each political party or candidate and rank them based on effectiveness. Explain the reasons behind your rankings.
- Which party’s messaging is most appealing to you and why?
- If you were the leader of a party or candidate, what would be your communications strategy? What formats would you use? Who would you try to reach? What would be your main messages?

**Extension Activity**

Divide students into groups and ask them to track the communications of one particular political party or candidate over the course of the campaign. Students should collect the party or candidate’s communications/messages from multiple platforms and in different formats (e.g., video, print material, social media posts).

Provide an overall checklist of what should be collected during the tracking period. For example:

- 3 video advertisements
- 10 social media posts (e.g., Twitter, Facebook, Instagram, Snapchat)
- 1 party pamphlet
- 1 speech
- 2 media releases

Suggested questions:

- What are the party’s key messages? Are they consistent across all platforms or communications?
- Are they focused on highlighting their own ideas or do they focus on commenting on another party’s negatives?
- Which platform do you think is most effective and why?
- Which demographic groups does the party appear to be targeting with their communications? Explain your reasons.

Afterwards, give students an opportunity to share their work with each other through a classroom presentation, ‘Gallery Walk’ or an alternative method.

**BACKGROUND INFORMATION FOR TEACHERS**

**Elections** are contests of leadership, ideas and persuasion, where interested groups and individuals campaign for our support and, ultimately, our vote.

It is the job of **political parties** and **candidates** to communicate their vision and ideas with voters in order to gain their support. A political platform is a series of declared values and proposed actions the party will take if elected.

Candidates and parties use a communications strategy that incorporates all three types of media (paid, earned, owned), as well as outreach activities and events to spread their message.

**Paid media**: Publicity that has been purchased to bring a message to an audience. Examples include, such as print, broadcast or social media advertising, or a direct mail campaign.

**Owned media**: Communications managed by an individual, group or organization through its own platforms, such as websites, blogs or social media channels.

**Earned media**: Media coverage or mentions reported by third parties such as news organizations, or shared through external social media channels or through word of mouth.

Campaign outreach also includes lawn signs, public events, door-to-door canvassing and town halls or debates.

As a voter, it is your job to gather, interpret and analyze campaign information, formulate conclusions and judgments, and make your voting decision.
Lesson 12
Election Debates

PURPOSE
Debates are a cornerstone of a healthy democracy and can contribute to a well-informed and active citizenry. Debates ensure that citizens are exposed to a variety of political views, including positions that do not always align with their own — which is particularly important in the age of social media.

In this lesson, students learn about effective debating skills, before analyzing the leaders’ performances in the federal election debate. In the Consolidation activity, students reflect on the importance of leadership debates.

LEARNING OUTCOMES
By the end of the lesson, students can:

• explain the role of debates in elections;
• summarize effective debating skills and techniques;
• compare and contrast the performance of party leaders in the leaders’ debate.

GUIDING QUESTIONS

1 What makes an effective debater?

2 Why are leaders’ debates helpful during elections?
Tips For Teachers

• Please use the activities and combine them in a way that is appropriate for your class.
• Consider watching segments of the debate in different ways to help with the analysis (muted video, audio only and regular video).
• Supplies/Needs: videos from past debates, clips of the debate (www.debates-debats.ca), copies of 12.1 and 12.2.
• Any videos, slide decks, handouts and activity sheets in Word can be found at: studentvote.ca/canada.

Activities

1. Introduce the concept of a leaders’ debate.
   • A leaders’ debate is an opportunity for party leaders to present their ideas and respond to questions.
   • Debates allow citizens to be exposed to different political views.
   • Debates have produced great moments of political history and have acted as major turning points in election campaigns.

2. Watch a clip or highlights video of a past leaders’ debate:
   • 2011 leaders’ debate (highlights) — www.cbc.ca/player/play/2045305469
   • 2008 leaders’ debate (highlights) — www.cbc.ca/player/play/1844959231
   • 2006 leaders’ debate (highlights) — www.cbc.ca/player/play/1844851254

3. Have a whole class discussion about what makes an effective debater. What did you see in the video that was effective or ineffective? What skills and techniques are important in debate? Which are not?
   Build on the list generated in the starter activity, and add any of these that might be missing.

   Effective debating skills and techniques: The ability to speak clearly and confidently, think quickly, explain arguments, provide examples, use facts, maintain persuasive speech, appeal to emotions and maintain a professional tone and body language.

   Poor debating habits: Losing control and expressing anger, poor listening, using weak arguments or personal attacks, and acting unprofessional.

4. Have students watch the leaders’ debate at home or clips of the event in the classroom and complete Activity 12.2. To prepare for the viewing, review the party leaders that will participating in the debate. You can use the Student Vote Party Leader Q&A videos or the leader profiles on the Pollenize Canada 2019 tool.

Suggested Format

A. Within each pair or group, have students choose to agree or disagree with the statement. There should be equal numbers for both sides.
B. Give students a few minutes to prepare by writing down their thoughts and arguments.
C. Allow 2 minutes for each side to present their main points. The other side should take notes while listening.
D. Afterwards, give each side an opportunity to challenge the arguments made by their opponent (rebuttal).
E. Have each side provide a closing statement.

Students can write down notes on Activity 12.1 before and during the process.

2. Debrief on the activity:
   • Did your opinion on the topic change after the debate? Why or why not?
   • Which arguments were persuasive and why?
   • What skills and techniques make an effective debater?

KEY TERMS
Zinger a striking or amusing remark.
Gaffe a mistake/error causing embarrassment.

Starter

1. Break students into pairs or groups of four and ask them to debate one of the statements/opinions below.
   • Cats are better than dogs
   • School should be year-round with more breaks
   • Basketball is better than hockey

2. Debrief on the activity:
   • Did your opinion on the topic change after the debate? Why or why not?
   • Which arguments were persuasive and why?
   • What skills and techniques make an effective debater?
Consolidation
Have a brief closing discussion about the leadership debates and the role of debate in democracy.

- Why is debate important in democracy?
- Do you think it is important for citizens to watch leadership debates prior to voting in an election? Why or why not?
- Did you change your views of the party leaders or their party’s positions after watching the debate? Explain.

Extensions
News media will report on the leadership debate, offering accounts of what occurred. There are two main categories of media reports (see Lesson 8 for details about fact-based vs. opinion journalism).

- A news story, or **factual account**, will go over the events of the debate. This type of story will be as neutral as possible, and will include interviews with experts offering interpretations of what occurred. Interview subjects with contrasting views may appear in the same story to offer different perspectives.
- The second category is an **opinion-based piece**, which usually takes the form of a written column. In this case, the journalist is also the expert. A columnist will advance a first-person argument based on their opinion. This opinion should be backed up with evidence, and existing knowledge of the subject. Some columnists will use more facts than others use, or source their arguments better.

In pairs or small groups, have students analyze a pair of news articles — one written by a news reporter, the other by an opinion columnist, or articles from different publications. Students may use Activity 12.3 to record responses.

BACKGROUND INFORMATION FOR TEACHERS

Debates are a cornerstone of a healthy democracy and can contribute to a well-informed and active citizenry.

During federal elections, leaders’ debates act as a platform for certain party leaders to present their ideas and policy positions and challenge their opponents’ positions in a respectful and open environment. Debates ensure that citizens are exposed to a variety of political views, including positions that do not always align with their own – which is particularly important in the age of social media. Leaders’ debates also provide a chance for citizens to hear directly from the leaders in an unfiltered way, without manipulation from intermediate sources.

Debating is about using persuasive arguments and good oratory that appeal not only to our rational side, but also to our emotions. It involves reducing complex social and economic issues to simplified stories that are easy to understand and relate to. Promises and claims are often based on facts — data, statistics and the like — but disagreements can arise regarding the interpretation of facts, as well as which facts are important at all.

Recently, the government created a new independent commission to organize federal leaders’ debates for the 2019 election to avoid partisan influences. There will be one debate in each official language. The English-language debate will occur on October 7 and the French-language debate will happen on October 10. There are new rules that determine which political parties are eligible to participate in the debates. Political parties must meet two of the following three criteria to be included:

- have a member elected to Parliament at the time the election is called;
- intend to run candidates in at least 90 per cent of the ridings;
- have either obtained four per cent of the vote in a previous election or have a “legitimate” chance to win seats in the upcoming election.
### ACTIVITY 12.1: Debate Organizer

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<th>Do I agree or disagree?</th>
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<th>Write down three reasons to explain your choice.</th>
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<th>What different opinions were shared?</th>
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<th>What is my response? How can I challenge their opinions?</th>
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Activity 12.2: Evaluating the Leaders’ Debate

Complete step 1 in advance of watching the debate. During the debate, make notes about each party leader in step 2. Afterwards, provide a ranking based on their performance.

1. Write down the qualities of an effective debater.

2. Write down key messages that each leader focused on during the debate. Rank the leaders based on their performance (based on the list of qualities in Step 1).

<table>
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<tr>
<th>NAME OF THE LEADER AND POLITICAL PARTY</th>
<th>KEY MESSAGES AND ISSUES THE LEADER FOCUSED ON</th>
<th>PERSONAL RANKING</th>
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3 Which leader do you think performed the best and why?

4 Which points were most persuasive and why?

5 Did any views influence your thinking about an issue? Explain.

6 Was it helpful to hear different points of view? Explain.
**ACTIVITY 12.3: Analyzing Articles about the Debate**

Analyze your news article using the questions below. Fill in your responses in the table.

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<td>Author</td>
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<th>Is the article a news report, or opinion column?</th>
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| Which leaders are mentioned in the article? |   |
| What positive or negative comments were made about the leaders' performances? |   |

| Does the article declare a winner of the debate? If so, explain the reason. |   |

| If your article contains a picture, why do you think it was chosen? What is the meaning behind the image? |   |
Lesson 13
The Voting Process

PURPOSE
The right to vote comes with the responsibility to cast a ballot in an informed and purposeful manner.

In this lesson, students review essential information about voting in federal elections. Afterwards, they practice voting and counting ballots through a mock vote. In the Consolidation activity, students demonstrate their knowledge of voting by creating an instructive pamphlet, poster or video, which can be shared with a parent, guardian or someone new to voting, encouraging them to vote.

GUIDING QUESTIONS

1. Is it important to vote?
2. How does the voting process work?

LEARNING OUTCOMES
By the end of the lesson, students can:

• explain the importance of being an active and engaged citizen;
• describe how to participate in federal elections;
• demonstrate effective communication skills to share information and messages about voting, using words and graphics.
Lesson 13: The Voting Process

Tips For Teachers

- Please use the activities and combine them in a way that is appropriate for your class.
- Be sensitive to issues at home that may challenge perspectives around voting and democratic participation, such as religious reasons or traditions followed by certain groups.
- Recognize and acknowledge barriers that inhibit individuals or groups from voting (e.g., negative history, socio-economic class, language, newcomers).
- Any videos, slide decks, handouts and activity sheets in Word can be found at: studentvote.ca/canada.

Starter

1. Explain to students that the purpose of the Student Vote Canada 2019 program is to give students a chance to practice voting so that they will be more prepared to vote in the future. The Student Vote results are also released publicly and through the news media. This allows young people to have a voice in the election and have their perspectives shared with the parties and politicians.

   Watch the 'Why Voting Matters' video at studentvote.ca/canada.

2. Through a whole class discussion, answer the following questions.
   - Which skills do you practice regularly? (e.g., sports, music, languages)
   - Is it important for students to practice voting? Why or why not?
   - Why should young people have the opportunity to share their opinions?
   - Is voting in elections important? Why or why not?

3. Through a whole-class discussion, ask students which methods they think are most effective in reaching voters and why.
   - Which opinions shared in the video resonate the most with you?
   - Over the course of the Student Vote activities, has your opinion changed about whether voting is important?
   - What is the impact of high or low levels of voter participation?
   - Do you think it is important that students practice voting before they turn 18 years old? Why or why not?

Activities

1. Using Slide Deck 13, discover some of the key aspects of voting in Canadian federal elections.
   - Who is qualified to vote?
   - Who organizes federal elections?
   - Where do I find information?
   - How many ways are there to cast a ballot?
   - How do I mark my ballot?
   - What are the roles of election workers?

2. Have students practice voting by holding a mock vote with your class. Create a simple ballot with a fun question and three to four options for choices (e.g., favourite sport, food, movie, TV show or musician/band). Templates are provided in Activity 13.1.

3. Show students how to fill out a ballot correctly. Students can use a checkmark, X, or any other mark as long as it clearly indicates their choice. Remind students that they can only vote for one option, otherwise, it will not count.

4. Distribute the ballots and invite each student to go behind the voting screen one at a time to mark their voting choice. Afterwards, ask them to re-fold their ballot to ensure privacy and place it in the ballot box.

5. Review the ballot terms 'valid' and 'rejected'.
   - Valid: A ballot that is properly marked for one candidate.
   - Rejected: A ballot that cannot be counted because the choice was not clear or more than one option was selected.

6. Divide students into small groups and ask them to review and count the ballots from the mock vote. One person should show the ballot to the rest of the group and as a group they should decide whether the ballot would be deemed 'valid' or 'rejected'. One person should be selected to tally the votes.

7. Add up the results from each group and announce the results.

8. Have a closing discussion and answer any remaining questions about the voting process.
   - Do you think voting is easy?
   - Do you feel ready to vote in the Student Vote election? Why or why not?
   - What other questions do you have about voting?
Consolidation

1. Show students some sample outreach material that Elections Canada has produced to increase awareness about when, where and how to vote. The materials can be found on the 'Spread the Word' page on the 2019 general election website (www.elections.ca) or a few materials have been included in Slide Deck 13.

2. Have students demonstrate their knowledge by creating a poster, pamphlet or video about how to vote or why it is important to vote. It could be designed for a parent, guardian, or someone new to voting. This poster can be done informally in a notebook, or as a larger assessment opportunity. An image of selected student posters could be shared through social media, to increase awareness and encourage voter turnout.

Ideas for possible content:

- Lists the qualifications for voting in federal elections;
- Where to find information about when and where to vote;
- Different ways to vote;
- The steps to cast your ballot;
- Reasons for voting.

3. Co-create criteria with your class. Refer to the Elections Canada outreach material from Step 1 as mentor text. Sample criteria for a poster/pamphlet is below.

   • Headings are meaningful and appropriate;
   • Graphics or symbols are used to help explain the process (if applicable);
   • The tagline and/or graphics are used to capture interest.
You are eligible to vote in a Canadian federal election if:

- You are a Canadian citizen,
- You are at least 18 years of age on election day,
- You can prove your identity and address.

In order to cast a ballot in the election, you must be registered to vote.

If you are an eligible elector, your contact information will be added to the National Register of Electors. The National Register of Electors is used to create the list of electors for each election.

If you have moved, recently become a Canadian citizen, will be voting for the first time or are a student living away from home, you may not be correctly registered. You can visit the Elections Canada website (www.elections.ca) to check, update or complete your registration. Or you can register at your local Elections Canada office or at your polling place when you go to vote.

Each riding is divided into defined geographic areas called polling divisions. Eligible voters residing within each polling division vote at the polling place designated for their area.

If you are qualified to vote and your name is on the list of electors, you will be sent a Voter Information Card (VIC) in the mail. The voter information card tells you when, where and how to vote. You can also find out by visiting the Elections Canada website (www.elections.ca) or calling 1-800-463-6868.

Voters may choose to vote in one of the following ways:

1. On election day
2. On an advance voting day
3. At an Elections Canada office (Returning Office)
4. By mail

To find out specific dates and times for voting, visit the Elections Canada website (www.elections.ca) for up-to-date information.

To vote, you need to prove your identity and address. You have three options:

1. Show one piece of government-issued ID with your photo, name and address;
2. Show two pieces of ID. Both pieces must have your name, and one must also have your address;
3. If you don’t have ID, you can still vote if you declare your identity and address in writing and have someone who knows you and who is assigned to your polling station vouch for you. The voucher must be able to prove their identity and address. A person can vouch for only one person.

Visit the Elections Canada website (www.elections.ca) for a list of the different pieces of ID and proof of address that are accepted.

Voting across Canada is done by secret ballot. This ensures the privacy of each voter’s choice. No one except the voter knows the choice that was made. It is illegal to take a photo of a marked ballot.

A ballot lists the names of the candidates running in your riding and their political party affiliation, where applicable. There is a space beside each candidate’s name on the ballot to mark your preference. As long as you clearly mark the ballot for one candidate, your ballot is valid. This includes a checkmark, X, shading in or another marking.

A rejected ballot is a ballot that cannot be counted due to a deliberate or accidental unrecognizable choice. This can include marking the ballot for more than one candidate even if different symbols are used, ranking the candidates, leaving the ballot blank, writing your name or anything on the ballot.

A spoiled ballot is a ballot that has been kept separate and never placed in the ballot box because it was mistakenly marked or torn, and exchanged for a new ballot. The election worker marks the ballot as spoiled and sets it aside.

When preparing to vote, you can consider reasons to support a candidate for MP, a political party or leader, a specific policy idea and/or an entire party platform. Voting requires that you do your research and devote the necessary time. You will know you are ready to vote when you feel confident in your ability to make a choice.

Elections Canada is the official source for all information about federal elections in Canada. Find out more information at www.elections.ca.
### ACTIVITY 13.1: Make Your Mark!

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Lesson 14
Post-Election Analysis

PURPOSE
Elections are complex events and it is helpful to review and analyze the outcome to better understand the process and results.

In this lesson, students will analyze the results of the Student Vote Canada 2019 program and the 2019 federal election. In the Consolidation activity, students have the opportunity to reflect on the learning experience, campaign events and the eventual outcome.

LEARNING OUTCOMES
By the end of the lesson, students can:

• Analyze the results of the election;
• Discuss how campaign events influenced the outcome of the election;
• Recognize the importance of voting and being an active and engaged citizen.

GUIDING QUESTION
1. How can we analyze election results?
**Tips For Teachers**

- Please use the activities and combine them in a way that is appropriate for your class.
- Remember you must wait until the official polls close in your riding (or province/territory) to share the Student Vote results. Student election workers at your school should be sworn to secrecy.
- You can access the Student Vote Canada 2019 results on the project website, including the national summary, results by riding and individual school results (studentvote.ca/canada > Results).
- Consider mailing your students’ exit slips (14.2) to CIVIX afterwards.
- Supplies/Needs: internet access for the results, news coverage about the election results, copies of 14.1 and 14.2.
- Any videos, slide decks, handouts and activity sheets in Word can be found at: studentvote.ca/canada.

**Starter**

1. Announce the results of your school’s Student Vote election. Who received the most votes? Was it a close race? What percentage of the vote did the winner receive?

2. Compare the results of your school’s vote with the results of other schools in your riding. Are the results similar or different? How did the results vary between schools? (Individual school results can be found at studentvote.ca/canada > Results).

**Activities**

1. Review some key concepts for examining election results, including seat count, popular vote, governing party and official opposition.
   - **Seat count** is the term used to show the number of representatives that each party will have in the House of Commons. It reflects the number of ridings won by each party.
   - **Popular vote** is the term used to show the total support a political party received across the country. It is shown as a percentage and is calculated by dividing the number of votes a party received by the total number of votes in the election.
   - The party that has the most seats usually becomes the governing party, and their leader typically becomes prime minister. If the governing party has more than half of all seats, they will have a **majority government**. If they have less than half, they will have a **minority government**.
   - The party that has the second-highest number of seats becomes the **official opposition**. Any other party is called an opposition party.

2. Using the Student Vote Canada 2019 website, the Elections Canada website and/or media reports, compare the Student Vote and general election results. Guiding questions:
   - Which party won the Student Vote election? Is it a majority or minority government?
   - Which party won the general election? Is it a majority or minority government?
   - Which candidate won in your riding in the Student Vote? Did the same candidate win in the general election?
   - Why do you think the results of the Student Vote or general election were similar or different?
   - What factors do you think shaped the outcome the most and why?

3. Individually or in pairs, have students complete Activity 14.1. Alternatively, charts could be produced in Excel or another program.

4. Compare news stories from several different media websites and regional and/or local newspapers to analyze the portrayal of the election outcome. Have a class conversation after analyzing the results and media reports: Did the sources report the results in a similar way? Why or why not? How is the future of Canada portrayed?

**Consolidation**

1. Ask students to produce a final reflection about the election campaign in a format of their own choosing. It could be a written, visual or auditory product.

Students can use one of the following questions to focus their work.

- What did you learn as part of the Student Vote activities? How will it prepare you for the future?
- What were the most memorable moments of the campaign and why?
- Was there a clear turning point, or a series of events that led to the eventual results? Explain your reasoning.
- What promises and plans do you think the newly elected government will focus on?
- What do the election results mean for you and your community?

2. As a culminating activity, have students fill out the election reflection ‘Exit Slip’ (Activity 14.2).
Extension Activity

Once a candidate is elected, they must make decisions about how to pursue issues on behalf of the constituents living in their riding. Have students write to their newly elected MP regarding an issue they believe should be considered a priority.

BACKGROUND INFORMATION FOR TEACHERS

After the close of voting on election day, election officials count the ballots for their voting places and report them to Elections Canada headquarters, who share the results publicly. Results are released on an ongoing basis throughout election night and sometimes the following day.

**Seat count** is the term used to reflect the number of representatives that each party will have in the House of Commons. It represents the number of local riding races won by each party. The 338 seats contested in this election will be awarded to the candidates in each of the ridings who receive the greatest number of votes.

**Popular vote** is the term used to show the total support a political party received across the country. It is expressed as a percentage and is calculated by dividing the number of votes a party received by the total number of votes in the federal election. Under our electoral system (FPTP), the seat count is not related to the popular vote percentage and therefore has no impact on the election outcome.

The political party with the most seats usually forms the government and their leader typically becomes the prime minister. If the governing party has more than half of all the seats (170 or more), they will have a **majority government**. If they have half or less (169 or fewer), they will have a **minority government**.

The party that has the second-highest number of seats usually becomes the **official opposition**. Any other party is called an opposition party. It is the responsibility of the opposition parties to hold the government to account and to question its actions. The official opposition organizes a shadow cabinet to act as expert critics on the portfolios or government ministries managed by each cabinet minister.

In order to pass any **legislation** (laws) or budgets, the bills must have support from more than half of the Members of Parliament. If the governing party has a minority government, they will need to gain the support of some of the opposition parties or independent candidates in order to pass any legislation.

Elections are multifaceted events. Counting the ballots and crunching the numbers is essential, but so is looking for answers and meaning behind the process and the outcome.
ACTIVITY 14.1: Results Comparison

SECTION A: THE ELECTION RESULTS

❶ Which candidate won the Student Vote in your riding? What percentage of the vote did they receive?

❷ Which candidate won the general election in your riding? What percentage of the vote did they receive?

❸ Which party won the nation-wide Student Vote? How many seats did the party win? What percentage of the popular vote did they receive?

❹ Which party won the general election? How many seats did the party win? What percentage of the popular vote did they receive?

SECTION B: THE NEW GOVERNMENT

❶ Is the new government a minority or majority government? How do you know? Explain your answer.

❷ Who will become the prime minister? How do you know? Explain your answer.

❸ Who will become the leader of the official opposition? How do you know? Explain your answer.
Create a bar chart that shows the popular vote percentage for the top five parties in STUDENT VOTE CANADA 2019.

<table>
<thead>
<tr>
<th>Party Name</th>
<th>100%</th>
<th>90%</th>
<th>80%</th>
<th>70%</th>
<th>60%</th>
<th>50%</th>
<th>40%</th>
<th>30%</th>
<th>20%</th>
<th>10%</th>
</tr>
</thead>
</table>

Create a bar chart that shows the popular vote percentage for the top five parties in GENERAL ELECTION.

<table>
<thead>
<tr>
<th>Party Name</th>
<th>100%</th>
<th>90%</th>
<th>80%</th>
<th>70%</th>
<th>60%</th>
<th>50%</th>
<th>40%</th>
<th>30%</th>
<th>20%</th>
<th>10%</th>
</tr>
</thead>
</table>

**Question:** How do the results compare? What do you think the reasons are behind the similarities or differences?
<table>
<thead>
<tr>
<th></th>
<th>Three things I learned about federal elections in Canada:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
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<td>2</td>
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<tr>
<td>3</td>
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</tbody>
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<table>
<thead>
<tr>
<th>2</th>
<th>Two activities I enjoyed the most during the program:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>2</td>
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</table>

<table>
<thead>
<tr>
<th>3</th>
<th>One way that this experience has changed me or developed my opinions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
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</table>