National Student Vote Week will take place from October 15-18, 2019.
Thank you for engaging your students in the 2019 federal election.

This guide has been produced to help you navigate all of the activities and resources for Student Vote Canada 2019. We hope you find it useful when planning your activities.

Considerations:

- The *Learning Resources* booklet resource has been developed for a variety of grades and subjects. You are not expected to use all of the material. Please select or modify the activities in a way that is appropriate for your class. Refer to the *Lesson Pathways* on page 8-9 of this guide for suggestions.

- Each lesson does not need to be covered entirely in one period. Please use the activities and combine them in a way that works for your class.

- Encourage a safe space for discussion. Recognize and acknowledge that people have different opinions and biases, and encourage respectful dialogue.

- The ability to discern false and misleading information has become an essential skill of citizenship in the digital age. We encourage you to review the digital literacy skills found in *Section II* before consuming news and information about the parties and candidates.

- There are a variety of short videos you can use to review key concepts related to government, democracy and information literacy. These videos are posted on the project website and can be used to supplement the lessons or as stand alone resources. Please use as you see fit.

- Empower your students with the roles and responsibilities of coordinating Student Vote Day. Refer to the *Election Manual* for guidelines and suggestions in planning your vote.

All of the lesson plans, handouts, activity sheets (in PDF and Word), slide decks, videos and links to supplementary tools can be found on the project website.

Visit: studentvote.ca/canada
# Lesson Summary

Below is a summary of all of lessons in the *Learning Resources* booklet, along with the supplies and needs for each lesson.

<table>
<thead>
<tr>
<th>LESSON</th>
<th>GUIDING QUESTIONS</th>
<th>VIDEO</th>
<th>SLIDE DECK</th>
<th>COMPUTER ACCESS</th>
<th>PRINTED SHEETS</th>
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<tbody>
<tr>
<td><strong>SECTION I: THE BASICS</strong></td>
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</table>
| 1: DEMOCRACY | • What does it mean to live in a democracy?  
• Which principles of democracy are most important to me? | ✓ | | ✓ | ✓ |
| 2: RIGHTS AND RESPONSIBILITIES | • What rights and responsibilities do I have in Canada? | | ✓ | ✓ | ✓ |
| 3: DEMOCRATIC PARTICIPATION | • What is the impact of different levels of voter participation on democracy?  
• What are some barriers to participating in the electoral process? | ✓ | ✓ | | ✓ |
| 4: LEVELS OF GOVERNMENT | • How is government structured in Canada?  
• How do the different levels of government affect me? | ✓ | ✓ | ✓ | |
| **SECTION II: INFORMATION LITERACY** | | | | | |
| 5: INFORMED CITIZENSHIP | • In what way does information influence my decisions?  
• What are the opportunities and challenges with the internet and social media for democracy? | ✓ | ✓ | ✓ | ✓ |
| 6: ONLINE VERIFICATION HABITS | • What are the consequences of information pollution?  
• How can I verify information online? | ✓ | ✓ | ✓ | ✓ |
| 7: QUESTIONING IMAGES | • How do images produce meaning?  
• How do I know if it is ethical to share an image on social media?  
• How can images influence public opinion during an election? | ✓ | ✓ | ✓ |
| 8: JOURNALISM IN DEMOCRACY | • What is the role of journalism?  
• What is the difference between news and opinion journalism?  
• How can I assess the credibility of a news report? | ✓ | ✓ | ✓ |
| **SECTION III: FEDERAL ELECTIONS** | | | | | |
| 9: THE FEDERAL POLITICAL LANDSCAPE | • What is the relationship between people’s beliefs and values and their positions on political issues?  
• How does your position on the federal political landscape compare to others? | ✓ | ✓ | ✓ |
| 10: MY CANDIDATES | • Who are the candidates in my federal riding?  
• Which party or candidate will best address my interests and concerns for the country? | ✓ | ✓ | ✓ | ✓ |
| 11: ELECTION DEBATES | • What makes an effective debater?  
• Why should we analyze the leaders’ debate and the statements made by leaders? | ✓ | | ✓ | |
| 12: THE VOTING PROCESS | • How do I vote in federal elections?  
• Is voting a duty or a choice? | ✓ | ✓ | ✓ |
| 13: POST-ELECTION ANALYSIS | • How can we analyze election results?  
• How can we predict, track and assess the actions of the newly elected government? | | | | ✓ |
Interactive Tools

Vote Compass: Canada Youth Edition is an interactive tool to help students familiarize themselves with Canadian political issues and ideological positions, and find out where they fit on the political spectrum.

[Website Link]

The Pollenize website breaks down the platforms and promises made by parties point-by-point and provides Canadians young and old with the information they need to make an informed decision at the ballot box.

[Website Link]

FakeOut is an e-learning interactive that teaches online verification habits. By evaluating sources and claims, students learn to distinguish true from false information — in the game and in real life. The platform allows teachers to create class accounts and track student progress.

[Website Link]

Canadian students were invited to submit questions to the federal party leaders. CIVIX shared the questions with all the registered political parties running candidates in the current election. All video responses received will be posted on the project website.

[Website Link]
**Government and Democracy videos**

<table>
<thead>
<tr>
<th>Title</th>
<th>Description</th>
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<tbody>
<tr>
<td>‘GOVERNMENT AND DEMOCRACY’</td>
<td>What are the different types of government that exist around the world, and how do they compare? What type of government do we have in Canada?</td>
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<tr>
<td>‘DEMOCRATIC PRINCIPLES’</td>
<td>There are several guiding principles that act as the foundation for democracy: fundamental freedoms, free and fair elections, accountability and transparency, the rule of law and citizen participation.</td>
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<tr>
<td>‘LEVELS OF GOVERNMENT’</td>
<td>Government in Canada is divided into several different levels. What is each level responsible for, and who is the leader and elected representative for each?</td>
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<tr>
<td>‘FEDERAL ELECTIONS’</td>
<td>How does the election process work at the federal level? After the votes are cast, how do the election results determine the next government?</td>
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<td>‘WHY VOTING MATTERS’</td>
<td>Past Student Vote participants share inspirational and thought-provoking messages on why voting matters.</td>
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<tr>
<td>‘ORGANIZING STUDENT VOTE DAY’</td>
<td>This video offers tips and suggestions on how to organize Student Vote Day at your school.</td>
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Information Literacy videos

‘INFORMATION POLLUTION’
When anyone can post anything online, the result is a lot of information. To understand the problem of false and misleading information, it helps to define and categorize it.

‘DISINFORMATION’
Disinformation is false or misleading information that is shared deliberately to cause harm. Learn about how disinformation producers use knowledge of human emotions and technology to spread disinformation.

‘BEHIND THE SCREENS – WHO DECIDES WHAT I SEE ONLINE?’
How do algorithms work, and what is a filter bubble? Canadian media expert Taylor Owen explores the business model of online platforms and the consequences for democracy when information is personalized to us.

‘WHAT IS JOURNALISM AND WHY DOES IT MATTER?’
Hear directly from leading Canadian journalists such as Rosemary Barton, Andrew Coyne and Althia Raj as they outline the essential role journalism plays in supporting democracy.

‘ONLINE VERIFICATION SKILLS WITH MIKE CAULFIELD’
In this series of four videos, digital literacy expert Mike Caulfield reviews simple verification techniques anyone can use to evaluate the accuracy and credibility of online information.

‘CHECK THE SOURCE/CLAIM/IMAGE’
These short videos introduce three essential checking skills, demonstrated with engaging examples. To investigate information, just check the source, check the claim or check the image.
Social Studies Lesson Pathways

The following lesson pathways have been created for Social Studies classes to help maximize the learning over a 5-day or 2-day period in preparation for Student Vote Day.

5 DAY

1. Lesson 1 (Democracy) — Starter
   Video – ‘Democratic Principles’
2. Lesson 6 (Online Verification Habits) — Starter
   Lesson 6 (Online Verification Habits) — Activities (FakeOut)
3. Lesson 9 (The Federal Political Landscape) — Starter
   Lesson 9 (The Federal Political Landscape) — Activities (Vote Compass: Canada Youth Edition)
4. Lesson 10 (My Candidates) — Activities
   Party Leader Q&A Videos
5. Lesson 10 (My Candidates) — Presentations
   Lesson 12 (The Voting Process) — Activities

2 DAY

1. Video – ‘Levels of Government’
   Lesson 9 (The Federal Political Landscape) — Activities (Vote Compass: Canada Youth Edition)
2. Lesson 10 (My Candidates) — Activities (rely on Pollenize)
   Lesson 10 (My Candidates) — Consolidation
English/Language Arts Lesson Pathways

The following lesson pathways have been created for English/Language Arts classes to help maximize the learning over a 5-day or 2-day period in preparation for Student Vote Day.

**5 DAY**

1. Lesson 1 (Democracy) — Starter (use ‘Democratic Principles’ video instead of ‘Government and Democracy’ video)
   Lesson 5 (Informed Citizenship) — Starter
   Lesson 5 (Informed Citizenship) — Activities

2. Lesson 6 (Online Verification Habits) — Starter
   Lesson 6 (Online Verification Habits) — Activities (FakeOut)
   Lesson 6 (Online Verification Habits) — Consolidation

3. Lesson 7 (Questioning Images) — Starter
   Lesson 7 (Questioning Images) — Activities
   Lesson 7 (Questioning Images) — Consolidation

   Lesson 10 (My Candidates) — Activities (steps 3 and 5 only)
   Lesson 7 - Extended Learning (choose one or more)

5. Lesson 8 (Journalism in Democracy) — Starter
   Lesson 8 (Journalism in Democracy) — Activities
   Lesson 8 (Journalism in Democracy) — Extended Learning
   (Election Scrapbook)

**2 DAY**

1. Video – ‘Federal Elections’
   Lesson 10 (My Candidates) — Activities (steps 3 and 5 only)
   Pollenize and Activity Sheet 10.2

2. Lesson 11 (Election Debates) — Activities
   Party Leader Q&A videos
   Lesson 10 (My Candidates) — Consolidation
**Special Activities**

The following activities provide a great learning experience for your students but require some advance planning.

**CANDIDATE DEBATES**

Organizing a debate with your local candidates is a great approach to introduce your students to the issues and parties and help prepare them for Student Vote Day. It’s also a fantastic way to engage the entire student body.

Empower your students with responsibility for organizing the event. See Handout 11.4 for a list of suggestions and a proposed format.

**ELECTION SCRAPBOOK**

The *Election Scrapbook Activity* has been created to help students improve their news literacy habits and prepare them for casting their ballot. Students will research the parties, leaders and candidates while also evaluating news articles and sources. To support this activity, students will need access to various newspapers and computer access for online media.

Activity Sheet 10.4 provides a sample outline and checklist for this activity. Modify as you see fit.

**ELECTION TEAM**

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

You can divide students into groups and assign each ‘team’ a specific responsibility (e.g., Communications, Education, Events, Student Vote Day).

For more details, see page 5 in the *Learning Resources* booklet.

**LEADERS’ DEBATES**

Leaders’ debates act as a platform for certain party leaders to present their ideas and policy positions and challenge their opponents’ positions. The federal leaders’ debates are scheduled to take place during the week of October 7 (English on October 7, and French on October 10). Consider watching segments of the debate in class or coordinating a viewing party at your school.

See Lesson 11 in the *Learning Resources* booklet for a list of related activities.
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Key Dates

- **September 15:** Close of candidate nominations
- **September 22:** 6pm
- **September 29:** 6pm
- **October 1:** English Leaders' Debate
- **October 6:** French Leaders' Debate
- **October 11:** English Leaders' Debate
- **October 16:** French Leaders' Debate
- **October 21:** ELECTION DAY
- **October 22:** Student Vote newsletter
- **October 25:** Schools receive ballots
- **October 27:** Last day to change your ballot order
- **November 1:** Schools receive ballots
- **November 7:** Report your results by 6pm

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**Student Vote newsletter**

- **September 16:**
- **October 1:**
- **October 8:**
- **October 15:**
- **October 22:**
- **October 29:**