

# Lesson 8

## Post-Election Analysis



### GUIDING QUESTIONS

- 1 How can we analyze election results?
- 2 How did the Student Vote results compare to the general election results?
- 3 What did I learn through the Student Vote program?

### OVERVIEW

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

In this lesson, students analyze the results of the Student Vote Canada program and the federal general 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; and
- Recognize the importance of voting and being an active and engaged citizen.

## 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 Canada results. Student election workers at your school should be sworn to secrecy.
- You can access the Student Vote Canada results on the project website, including the national summary, results by riding and individual school results ([studentvote.ca/canada](http://studentvote.ca/canada) > *The Results*).
- Consider sending your students' Election Reflection 'Exit Slips' (Activity 8.2) to CIVIX afterwards.
- Supplies/Needs: internet access for the results, news coverage about the election results, Slide Deck 8, digital access to or copies of Activities 8.1 and 8.2, and computer access or software applications for creating any charts or infographics.
- All digital files, videos and slide decks can be found at: [studentvote.ca/canada](http://studentvote.ca/canada) (*Classroom Resources*).

## 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](http://studentvote.ca/canada) > *The Results*).

## Activities

1. Using Slide Deck 8 (slides 2-9), review some key concepts for examining election results, including seat count, popular vote, governing party and official opposition.
  - **Seat count** is the number of seats (or MPs) that each party will have in the House of Commons. It reflects the number of ridings won by each party.
  - **Popular vote** is the percentage of total votes that each party received. It is shown as a percentage and is calculated by dividing the number of votes that a party received by the total number of votes in the election.

- The party with 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 most number of seats becomes the **official opposition**. Any other party is called an opposition party.
  - To pass a law, the government must have support from more than half of the members of the House of Commons. If there is a minority government, the governing party will need to gain the support of other parties or independent candidates in order to pass any laws.
2. Using the Student Vote Canada website, the Elections Canada website and/or media reports, compare the Student Vote and general election results and analyze the outcome (Slide Deck 8, slides 10-11). Guiding questions:
    - Which party won the most seats? Is it a majority or minority government?
    - Which party won the popular vote?
    - Which candidate won in our riding?
    - Why do you think the results of the Student Vote or general election were similar or different?
    - What factors do you think contributed to the outcome of the election and why?
  3. Individually or in pairs, have students complete Activity 8.1. In addition, or alternatively, have students create infographics or charts displaying the results. Charts can be produced in Excel, Google Sheets or another application.
  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: How is the future of Canada portrayed? Did the sources report the results in a similar way? Why or why not?

## 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?
  - 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 their Election Reflection 'Exit Slip' (Activity 8.2).

## Extended Learning

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 polls close on election day, election workers count the ballots for their polling 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 most 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 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.

## ASSESSMENT OPPORTUNITIES

Section	Guiding Questions for Teachers
<b>Starter</b>	<p>Can students analyze the Student Vote Canada results locally?</p> <p>Are students posing questions about how the local results feed into the national results?</p>
<b>Activities</b>	<p>Do students understand the key concepts for examining election results?</p> <p>Do they understand how governments are formed?</p> <p>Are students providing reasons for similarities or differences between the Student Vote and general election results?</p> <p>Can students speculate as to why certain parties and candidates were successful or unsuccessful?</p> <p>Can students analyze the different narratives found in the media coverage about the results?</p>
<b>Consolidation</b>	<p>Can students reflect on what they learned through the activities?</p> <p>Can students analyze what the election results mean for the country, their community and themselves?</p>

## ADAPTATIONS AND SUPPORTS

<b>Individual Education Plans</b>	<p><b>Modifications</b></p> <ul style="list-style-type: none"> <li>• Provide various links and examples to media coverage of the election results in various formats, including written summaries, video recaps and illustrated graphics/charts.</li> </ul> <p><b>Enrichment</b></p> <ul style="list-style-type: none"> <li>• Ask students to compare voter turnout statistics for the current election with past elections.</li> </ul>
<b>Language Learners</b>	<ul style="list-style-type: none"> <li>• Provide definitions of key terms (e.g., seat count, popular vote, governing party, official opposition).</li> <li>• Watch a media recap of the election results.</li> </ul>
<b>Culturally Responsive Pedagogy</b>	<ul style="list-style-type: none"> <li>• Analyze the demographics of the newly elected House of Commons and how it compares to the population of Canada.</li> <li>• Discuss specific issues facing your riding, and how they could be impacted by your newly elected MP, and the government.</li> <li>• Discuss how the election results could affect marginalized groups, including Indigenous Peoples.</li> </ul>
<b>Accessibility &amp; Accommodations</b>	<ul style="list-style-type: none"> <li>• If working in pairs or small groups is not possible, considering using Google Docs or Google Sheets for collaboration.</li> <li>• The <i>Consolidation</i> activity can be created in a digital format. If physical products are being created, ensure that enough materials are available to reduce the need for sharing.</li> </ul>