

Lesson 8: Post-Election Analysis



GUIDING QUESTIONS

- 1 How can we examine election results?
- 2 What do election results tell us?
- 3 How can we be involved in making choices for our community in the future?

OVERVIEW

Elections play a key role in a democracy, allowing people to choose their government representatives. By examining the results, we can better understand what voters care about and how these decisions will shape the future of the country.

In Part One, students analyze their school's Student Vote results and compare them to other schools in their electoral district to identify voting patterns and differences. They review key concepts about election results before working in groups to research and compare Student Vote and general election results.

In Part Two, students work in small groups to create graphs comparing Student Vote results with general election data in different ways. Afterward, they present their findings to the class before participating in a brainstorming session to discuss key election-related questions. In the *Consolidation* activity, students reflect on their Student Vote experience and the role of voting in a democracy.

LEARNING GOALS

We are learning to:

- compare our school's Student Vote results with other schools in our electoral district;
- explain key terms such as seat count, popular vote, governing party, official opposition, majority vs minority government and voter turnout;
- create and interpret bar graphs and pie charts to represent election data;
- evaluate our participation in Student Vote Canada and discuss personal takeaways; and
- discuss the importance of voting and ways we can be active citizens.

Tips for Teachers

- Please use the activities and combine them in a way that is appropriate for your class.
- The lesson has been divided into two parts, should you choose to deliver the activities over multiple periods/days.
- Remember you must wait until the official polls close in your electoral district (or province/territory) to share the Student Vote results. Student election workers at your school should be sworn to secrecy.

Supplies/Needs

- Slide Deck 8
- Digital access to or copies of Activities 8.1 and 8.2
- Student Vote Canada results on the 2025 federal election website, including the national summary, results by electoral district, and individual school results (studentvote.ca/canada > *The Results*)
- General election results can be found at elections.ca
- News coverage of the election results
- Computer access or software applications for creating charts or infographics
- All digital files, videos and slide decks can be found at: studentvote.ca/canada (*Classroom Resources*)

PART ONE

Starter

1. Announce the results of your school's Student Vote election.
 - How many votes did each candidate receive?
 - Who received the most votes? Was it a close race?
 - Are you surprised by the results? Why or why not?
2. Compare your school's results to other schools in your electoral district. Individual school results can be found at studentvote.ca/canada > *The Results*.
 - How do the results compare? Are there patterns?
 - Why might different schools have voted differently?

Essential Learning

1. Using Slide Deck 8, review key concepts for examining election results, including seat count, popular vote, governing party, and official opposition.
 - **Seat Count** – The number of seats each party will have in the House of Commons.
 - **Popular Vote** – The percentage of total votes each party received.
 - **Governing Party** – The party with the most seats forms the government.
 - **Official Opposition** – The second-largest party in the House of Commons becomes the official opposition.
 - **Majority vs. Minority Government** – If the governing party has more than half of the seats, it has a majority; if the governing party has less than half, it has a minority.
2. Working in pairs or small groups, have students research and compare the Student Vote and general election results (Activity 8.1).
3. Review the answers as a class and clarify any of the answers as needed.

PART TWO

Deeper Learning

1. In small groups, have students create graphs to analyze the Student Vote results and the general election results. The data can be found at elections.ca and studentvote.ca/canada.

Suggested focus areas: focus areas:

 - **National Results:** Compare the number of seats won by each party in the general election and Student Vote Canada.
 - **Popular Vote:** Compare the percentage of votes each party received in the general election and Student Vote Canada.
 - **Local Results:** Compare the results for candidates in your school's electoral district.
 - **2021 vs. 2025 Results:** Compare the number of seats won by each party in 2025 compared to 2021 in the general election and/or Student Vote Canada.
 - **Voter Turnout:** Compare the estimated voter turnout in the general election to past elections.

Instructions:

- a) Assign each group one focus area and provide them with the election data or direct them to where they can find it themselves. (Data: elections.ca and studentvote.ca/canada)
- b) Provide blank graph templates (bar graphs or pie charts) or review how to use various software, such as spreadsheets or Canva.
- c) Ask groups to work together to create their graphs and analyze the data. Provide guiding questions as needed:
 - What patterns or trends do you notice in the results?
 - Are there any major differences between the data sets?
 - Are the results surprising? Why or why not?
 - What do the results tell us?
- d) Have each group present their graph and findings to the class, explaining key trends, differences and insights.

Discussion

Engage students in a deeper discussion about the results and what they mean. Students will work in small groups and rotate to different chart paper stations to respond to the discussion questions. Each station should have one of the following reflection questions written at the top:

- What do the Student Vote Canada results tell us about what young people care about?
- What do the general election results tell us about what voters care about?
- How might these results affect Parliament and government decision-making?
- How can we encourage more people to participate in elections in the future?
- Why does it matter who gets elected?
- How can we ensure leaders follow through on their promises?

Process:

- a) Create several stations around the classroom, each with a different discussion question. Leave a large sheet of paper for students to write down their thoughts.
- b) Students will move in small groups to each station.
- c) At each station, they will discuss the question and write down their thoughts on the chart paper. Have each group use a different coloured marker.
- d) Once all groups have visited every station, they will return to their original station and summarize the key points written by classmates.
- e) The class will then debrief as a whole, highlighting the recurring themes.

Consolidation

Encourage students to reflect on their experience participating in Student Vote Canada and the role of voting in a democracy.

1. Ask students to complete the Exit Slip (Activity 8.2).
2. Divide students into small groups and have them each share one major takeaway from the experience. Encourage students to identify common themes.
3. Facilitate a whole class discussion:
 - What did we learn from our Student Vote experience?
 - How do elections help shape our country?
 - What can we do as young citizens to say active in our communities before we can vote?

Extended Learning

Once a candidate is elected, they must decide which issues to pursue on behalf of the constituents living in their electoral district. 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 place and report them to Elections Canada headquarters, which shares the results publicly. Results are released continuously throughout election night and sometimes the following day.

Seat count is the term used to reflect the number of members each party will have in the House of Commons. It represents the number of electoral district races won by each party. Each of the 343 seats is awarded to the candidate in each electoral district who receives the most 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 calculated by dividing the number of votes a party received by the total number of votes in the election. Under our current electoral system (FPTP), the percentage of seats a party wins does not always match the percentage of the popular vote they receive.

The political party with the most seats usually forms the government, and its leader typically becomes the prime minister. If the governing party has more than half of all the seats (172 or more), it will have a **majority government**. If it has half or less (171 or fewer), it will have a **minority government**.

The party with the second-most seats usually becomes the **official opposition**. Any other party is called an opposition party. The opposition parties are responsible for holding

the government accountable and questioning its decisions and actions. The official opposition organizes a shadow cabinet to act as expert critics of the portfolios or government ministries managed by each cabinet minister.

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

Questions to Help Guide Assessment

| SECTION | GUIDING QUESTIONS FOR TEACHERS |
|---------------------------|---|
| Starter | <ul style="list-style-type: none"> • Can students draw observations about how the results are similar or different locally? • Are students asking about how the local results feed into the national results? |
| Essential Learning | <ul style="list-style-type: none"> • Do students understand the key concepts for examining election results? • Do they understand how governments are formed? • Are students providing reasons for similarities or differences between the general election and Student Vote results? • Can students analyze and discuss what the results mean on a deeper level? |
| Consolidation | <ul style="list-style-type: none"> • Can students reflect on what they learned through the activities? • Can students identify ways to be active community members today and in the future? |

Adaptations and Supports

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| Individual Education Plans | <p>Modifications</p> <ul style="list-style-type: none"> • Provide ready-to-use election data to support the graphing activity. • Offer simplified instructions and templates for data analysis. <p>Enrichment</p> <ul style="list-style-type: none"> • Ask students to analyze media coverage of the results and how different journalists portray the future of Canada. • Have students explore the historical patterns of election results and predict future trends. |
| Language Learners | <ul style="list-style-type: none"> • Provide definitions of key terms and use visual aids to support understanding (e.g., seat count, popular vote, governing party, official opposition). • Watch a media recap of the election results. • Provide ready-to-use election data with labeled visuals to support the graphing activity. |
| Culturally Responsive Pedagogy | <ul style="list-style-type: none"> • Analyze the demographics of the newly elected House of Commons and compare them to Canada's population. • Discuss specific issues facing your electoral district and how they could be impacted by the newly elected MP and government policies. • Explore how election outcomes might affect different communities, particularly marginalized groups. |
| Accessibility & Accommodations | <ul style="list-style-type: none"> • If working in pairs or small groups is not possible, consider using Google Docs or Google Sheets for collaboration. • Offer structured graphic organizers to help students analyze election results. • Provide multiple ways for students to demonstrate their learning, such as oral presentations, infographics, or written reflections. |