

# Welcome

Thank you for leading the Student Vote program for the 2021 provincial election.

We know that this is a challenging school year, and we are grateful to be working with you and your students.

In times of crisis, we believe that government matters more than ever. The decisions made by governments are critically important for the health, safety and well-being of our communities now and in the future.

The COVID-19 pandemic has demonstrated the value of social responsibility. We live in a shared community, and our actions and choices matter to those around us.

It is our hope that Student Vote presents an opportunity to help students understand the importance of being an informed, caring and contributing member of society. The program is an exercise in deeper learning, exploration and connectedness, and in allowing students to practice the habits of 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.

The Student Vote program evaluation conducted by Abacus Data in 2019 found that participating in the program had a positive impact on students' knowledge and understanding of government and elections, on their sense of civic responsibility and likelihood to vote in the future.

The program also provides families with opportunities to learn about elections and politics, with students taking their newfound knowledge home and engaging in conversations about the parties and candidates with their family. Where possible, we encourage you to amplify these teachable moments and turn the program into a family affair.

To adapt to the new safety guidelines and protocols related to the pandemic, our team has put together some considerations to help you implement the program. Please see page 5.

As always, if you have any questions or suggestions, please feel free to contact our team at [hello@civix.ca](mailto:hello@civix.ca).

Please be sure to visit the project website for videos, slide decks, digital activity sheets and more:  
[www.studentvote.ca/nl2021](http://www.studentvote.ca/nl2021)

Wishing you and your students a great election,

The CIVIX team

# Acknowledgements

Student Vote is the flagship program of CIVIX.

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

The Student Vote project for the 2021 Newfoundland and Labrador provincial election has been made possible by the Government of Canada, and other private foundations.

Funded by the  
Government  
of Canada

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.

## Copyright Notice

This resource is copyright of CIVIX. Pages of this publication may be reproduced freely for non-profit and educational purposes.

# Table of Contents

<b>How to Use this Resource</b>	<b>4</b>
<b>COVID Considerations</b>	<b>5</b>
<b>1: VOTING AND ELECTIONS</b>	<b>6</b>
<b>2: RIGHTS AND RESPONSIBILITIES</b>	<b>13</b>
<b>3: GOVERNMENTS IN CANADA</b>	<b>21</b>
<b>4: POLITICAL PARTIES</b>	<b>26</b>
<b>5: THE LEADERS' DEBATE</b>	<b>31</b>
<b>6: MY CANDIDATES</b>	<b>39</b>
<b>7: POST-ELECTION ANALYSIS</b>	<b>45</b>

# How To Use This Resource

This resource is intended to improve civic literacy, introduce the concepts of democracy and elections, increase awareness about the workings of government in Canada, and teach students how to effectively participate as responsible 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. Below is a brief description of the components of each lesson.

## **Guiding Questions:**

Critical queries to 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 overarching learning outcomes and to enhance engagement.

## **Overview:**

Provides a brief summary of the learning and activities of the lesson.

## **Learning Outcomes:**

Concrete knowledge and competencies that students are expected to have acquired from the activities completed in each lesson.

## **Teacher Tips:**

Reminders or suggestions to assist with the delivery of the lesson along with a list of required or optional supplies and needs.

## **Strategies for Learning and Teaching:**

Each lesson has been broken down into three segments. You are encouraged to pick and choose from the strategies and related support tools that would work best in your classroom and within your time frames.

- **Starter:** Suggested opening activity, meant to pique interest in the topic and lesson.
- **Fundamentals:** A series of key activities that help students understand or apply the essential concepts and develop key competencies.
- **Consolidation:** Concluding questions and tasks to summarize and reflect on what was learned throughout the lesson.

## **Assessment Opportunities:**

Designed to inform and guide next steps, and help teachers and students monitor their progress towards achieving the learning goals.

## **Adaptations and Supports:**

A few reminders and suggestions for individual education plans (modifications and enrichment), English Language learners, culturally responsive pedagogy and accessibility and accommodation considerations have been included.

## **Background Information for Teachers:**

This information covers key terms and concepts related to the theme of the lesson. The purpose is to enhance teacher knowledge and understanding. Not all terms and concepts are covered in the lesson.

# COVID Considerations

We realize that the COVID-19 pandemic is resulting in some changes to the way schools operate and your own teaching practices.

In preparation for the 2021 provincial election, CIVIX has put together some considerations for implementing the program activities. Due to some uncertainty around what safety protocols will be in place, and when, we have consulted with teachers on some of the expected limitations and how best to overcome them.

## Classroom Activities

Below is a list of reminders and possible accommodations for you to keep in mind when delivering the learning activities.

- Full-class discussions can be held in place of work in pairs or small groups.
- Google Docs, Google Jamboard and other messaging apps can be used for collaborative work and discussions.
- Take advantage of video resources to facilitate distance learning, if needed. Activity sheets to accompany each video can be found on the project website ([studentvote.ca/nl2021](http://studentvote.ca/nl2021)).
- Digital templates are available for all of the student activity sheets found in this resource, including Google Docs and Google Forms versions ([studentvote.ca/nl2021](http://studentvote.ca/nl2021)).
- Ensure enough materials are available to reduce the need for sharing between students.
- All outputs can be produced digitally. This reduces the need for paper and allows the finished products to be shared online with the rest of the class.

Specific considerations can also be found in the *Accommodations* section at the end of each lesson.

## Campaign Events

Instead of in-person meetings or debates with candidates, consider holding a virtual event or asking candidates to submit written or video answers to student questions.

Rather than holding a school wide assembly, consider using videos or morning announcements to increase awareness about the program and the upcoming provincial election.

## The Voting Process

Below are some considerations for holding your vote. An online voting option will be provided if you are uncomfortable or unable to vote with paper ballots.

- Hold the vote within classrooms to minimize contact with other students in the school.
- Be sure to practice physical distancing if using a stationary polling station.
- Have students use their own pencils or pens to mark their ballot.
- Consider having students vote at their own desks to limit movement or contact.
- Teachers can count the ballots, or election officers can be limited to a small group of students.
- Use gloves when counting ballots and/or wait several hours before handling them.

Be sure to also check with your school district and school administration to ensure that all activities are being conducted in accordance with the most up-to-date health and safety requirements.

If you have any questions or concerns about how any materials or activities could be adapted to meet the specific requirements at your school, please contact our team.

# Lesson 1

## Voting and Elections



### GUIDING QUESTIONS

- 1 Why do we have elections?
- 2 How do we vote in elections?
- 3 Is it important to vote?

### OVERVIEW

Voting in elections is an opportunity to shape your government and the future of your community, province and country.

In this lesson, students review the concept of elections and why it is important to vote. Afterwards, they practice voting through a mock vote and analyze the importance of voting by secret ballot. Next, students learn about the upcoming provincial election and the Student Vote program. In the *Consolidation* activity, students reflect on what they learned about voting and what they want to learn before casting their ballot on Student Vote Day.

### LEARNING OUTCOMES

By the end of the lesson, students can:

- explain the purpose of voting in elections;
- describe the voting process;
- evaluate why it is important to vote;
- articulate what they want to learn through their Student Vote experience.

## Teacher Tips

- 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 religion 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).
- Supplies/Needs: "Why Voting Matters" video, "Student Vote Canada 2019" video, Slide Deck 1, digital access to or copies of 1.1 or 1.3, and paper or digital ballots (1.2 or the Google Forms templates).
- Online templates for all activities and any videos and slide decks are available on the project website.

## Starter

### Option 1:

Ask students what they know about voting. Students should talk with a partner first to generate ideas, and then write down their thoughts in the K quadrant on Activity 1.1 (What do I KNOW about voting?). You could also provide some key words to support their thinking (e.g., making choices, elections, government, democracy).

Now ask students to write down their next set of thoughts in the W quadrant on Activity 1.1 (What do I WONDER about voting?)

### Option 2:

Through a whole class discussion, ask students to share any past experiences with voting or participating in a poll.

- Have you ever voted for something or offered your opinion in a poll/survey? If so, what was it for?
- Did you like participating in the process? How did it make you feel?
- Do you think it is important to have a way to express your opinion or have a voice in decisions?

## Fundamentals

1. Discuss the concept of democracy and elections. See Slide Deck 1.
  - In a **democracy**, citizens have a say in their government by electing **politicians** to make decisions on their behalf.
  - An **election** is a process in which citizens choose their politicians.
2. Watch the "Why Voting Matters" video and listen to young people talk about why they think voting is important. Afterwards, ask students to share their opinions about voting.
3. Have students practice voting by holding a mock vote with your class. Use the Google Forms templates or Activity 1.2 to 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).
4. Using a sample ballot, show students how to fill out a ballot correctly. Students can use a check-mark, X, or any other mark as long as it clearly indicates their choice. Make it clear that students are only allowed to make one choice. If they mark the ballot for more than one option it will be rejected.
5. Conduct the vote and tally the results. Emphasize the importance of privacy and no one knowing how each person voted.
6. Reflect on the mock vote and review the idea of a secret ballot.
  - Were you happy with the results of the vote? Why or why not?
  - How would you feel if you didn't have a chance to express your choice?
  - Why do you think we vote by "secret ballot"?
  - Did you know that a long time ago elections were held in public? Voters would have to hold up their hand to express their choice. What problems do you think this could cause?
  - Is it important to participate in the voting process? Why or why not?
7. Introduce the upcoming provincial election and the Student Vote program.
  - In Canada, we have elections for each level of government (federal, provincial, municipal, and band council elections).
  - The next provincial election will take place on February 13, 2021. Voters throughout Newfoundland and Labrador will elect politicians to represent them in the provincial legislature.

- Elementary and high school students will also have an opportunity to take part in the election and practice voting through a program called **Student Vote**.
  - After learning about the political parties and candidates, students will vote in a parallel election.
  - Although the votes will not count in the official tallies, the Student Vote results are released publicly and shared with media. This allows young people to have a voice in the election and have their opinions shared.
8. Watch the "Student Vote Canada 2019" video to hear students and teachers speak about their experience with the program (for the 2019 federal election). Afterwards, ask students to share their own thoughts about participating in the program and what they hope to learn from the experience.

## Consolidation

### Option 1:

1. Ask students to write down a couple things that they learned about voting in the L quadrant on Activity 1.1.
2. Ask students to write down their thoughts about how they could learn more about voting in quadrant H on Activity 1.1 (How can I learn more about voting?).

### Option 2:

1. Co-create a list of learning goals that students want to achieve by the time they cast their Student Vote ballot (e.g., How do I decide who to vote for? How do I find information about my candidates, and the parties they represent? What skills or qualities should I look for in the candidates? What issues are important in my community, and throughout the province?). Keep this list posted in the classroom for the duration of the program.
2. Ask students to complete the *Reflection Card* (Activity 1.3). Question: The first thing I will share with my family tonight is...

### BACKGROUND INFORMATION FOR TEACHERS

Voting in elections is an opportunity to shape your government and the future of your community, province and country.

During provincial elections, we elect members to the Newfoundland and Labrador House of Assembly to make decisions on our behalf. Provincial representatives in Newfoundland and Labrador are called **Members of the House of Assembly (MHAs)**.

The next provincial election will take place February 13, 2021. Voters throughout Newfoundland and Labrador elect politicians to represent them in the provincial legislature.

To be eligible to vote in an Newfoundland and Labrador provincial election, you must:

- be a Canadian citizen;
- be at least 18 years old;
- A resident of the province the day before polling day;
- A resident of the district and polling division on polling day.

Voting in elections is done by **secret ballot**. This ensures the privacy of each voter's preference. No one except the voter knows the choice that was made.

A **ballot** lists the names of the candidates running in your electoral district and their political party affiliation, where applicable. There is a space beside each candidate's name on the ballot. As long as you clearly

mark the ballot for one candidate, your ballot will be **valid**.

A **rejected ballot** is a ballot that cannot be counted due to a deliberate or accidental unrecognizable or unclear 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 or identifying who the voter is.

A **cancelled 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 writes 'cancelled' on the back of the ballot and places it in the cancelled ballot envelope.

## ASSESSMENT OPPORTUNITIES

<b>Starter</b>	<p><b>Option 1:</b> Can students generate questions about what they wonder about voting?</p> <p><b>Option 2:</b> Can students appreciate the value of having their voices heard?</p>
<b>Fundamentals</b>	<p>Are students able to recognize the importance of voting?</p> <p>Are students accurately casting a ballot?</p> <p>Can students analyze the importance of voting by secret ballot?</p>
<b>Consolidation</b>	<p>Can students articulate what they learned about voting and how they can learn more?</p> <p>Can students generate learning goals for the Student Vote program?</p>

## ADAPTATIONS AND SUPPORTS

<b>Individual Education Plans</b>	<p><b>Modifications</b></p> <ul style="list-style-type: none"> <li>• Provide key terms and definitions in advance.</li> <li>• Use additional CIVIX video resources on voting to help students develop prior knowledge before class discussions and activities (i.e., "Government and Democracy" video).</li> </ul> <p><b>Enrichment</b></p> <ul style="list-style-type: none"> <li>• <i>Fundamentals</i> – Provide the opportunity to conduct alternative research into the different election officer roles and/or ways the voting process has evolved to be more accessible over the years.</li> </ul>
<b>English Language Learners</b>	<ul style="list-style-type: none"> <li>• Provide students with terms and definitions in advance (democracy, government, elections, candidate, political party, ballot).</li> </ul>
<b>Culturally Responsive Pedagogy</b>	<ul style="list-style-type: none"> <li>• Remind students that new immigrants, adults who have difficulty reading, English Language Learners, persons who are homeless and other specific groups may face challenges understanding or accessing the election system. Keep the focus on ideas to increase access and the benefits our society gets from hearing different voices, not only on the disadvantages these groups face.</li> </ul>
<b>Accessibility &amp; Accommodations</b>	<ul style="list-style-type: none"> <li>• Ensure students can access ballot templates (alternative colours in printing, electronic copies).</li> <li>• Consider using a voting survey or platform to conduct the vote (e.g., Google Forms).</li> <li>• If using a stationary polling station for the mock vote:             <ul style="list-style-type: none"> <li>- ask students to use their own pencils/pens to avoid sharing</li> <li>- practice physical distancing</li> <li>- provide mobility accommodations</li> </ul> </li> <li>• Consider having students vote at their desk in order to ensure physical distancing. But make sure to show a photo or video of a polling station so that students become familiar with the set-up and purpose of a privacy screen. See Slide Deck 1.</li> <li>• Demonstrate examples of valid ballots and rejected ballots so that students understand the difference, even if they are voting online. See Slide Deck 1.</li> </ul>

## ACTIVITY 1.1: KWLH Chart – Voting

<b>K</b> What do I <b>KNOW</b> about voting?	<b>W</b> What do I <b>WONDER</b> about voting?
<b>L</b> What did I <b>LEARN</b> about voting?	<b>H</b> <b>HOW</b> can I learn more?

## ACTIVITY 1.2: Make Your Mark!

	<input type="radio"/>

---

	<input type="radio"/>

### ACTIVITY 1.3: Reflection Card

Name:
The first thing I will share with my family tonight is...

---

Name:
The first thing I will share with my family tonight is...

---

Name:
The first thing I will share with my family tonight is...

# Lesson 2

## Rights and Responsibilities



### GUIDING QUESTIONS

- 1 What rights do I have as a Canadian?
- 2 What responsibilities go along with my rights?

### OVERVIEW

To be active and 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 seven categories of the *Canadian Charter of Rights and Freedoms* and reflect on the responsibilities that go along with their rights. In the *Consolidation* activity, students create a poster, pamphlet or video to encourage people to vote in the February provincial election.

### LEARNING OUTCOMES

By the end of the lesson, students can:

- describe the rights and responsibilities they have at school and explain why they are important;
- provide examples about how the Charter impacts their life;
- analyze connections between rights and responsibilities;
- demonstrate effective communication skills to share information and messages about voting, using words and graphics.

## Teacher Tips

- Please use the activities and combine them in a way that is appropriate for your class.
- Supplies/Needs: piece of paper or sticky notes for each student or access to Google Jamboard, Slide Deck 2, digital access to or copies of 2.1, 2.2 and 2.3.
- Online templates for all activities and any videos and slide decks are available on the project website.

## Starter

1. Review the idea of a 'right' and provide some examples. 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 brainstorming strategy, have students consider the rights they have at school. This can be completed with paper sticky notes or an online tool, such as Google Jamboard, or through 'Think-Pair-Share'.
  - a) Ask students to write down 2-3 ideas.
  - b) Review as a class and group similar ideas.
  - c) Co-create a list of rights that students have at school.
3. Explain the relationship between **rights** and **responsibilities**. A responsibility is a duty, obligation or an expectation of how you should act. Review your school's code of conduct. 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. Guiding questions:
  - How are rights and responsibilities similar/different?
  - Why should you be aware of your rights and responsibilities?
  - How does showing respect help foster a welcoming and supportive community?

## Fundamentals

1. Distribute the *Anticipation Guide* (Activity 2.1) to assess current knowledge about our rights in Canada.
2. Watch the "Right to Vote" video as a class. This video reviews the *Canadian Charter of Rights and Freedoms* and summarizes the history of voting rights in Canada.

Video clarifications:

  - Although women in Canada gained the right to vote by 1918, there were still many exclusions due to race, ethnic origin and religion. Universal suffrage for all women was not achieved until the 1960s.

- Voter turnout has been slightly higher in the last two federal elections (66% and 67% respectively).
3. As a class, review the seven categories of the *Canadian Charter of Rights and Freedoms*. You can use either Handout 2.2 or Slide Deck 2. During the review, ask students to make connections to their own lives or provide real-world examples.
  4. In pairs or small groups, ask students to consider the responsibilities that go along with each right using Activity 2.3. Afterwards, review as a class.
  5. Have a closing discussion about rights and responsibilities, or ask students to write a reflection on one or more of the following questions:
    - Which rights and responsibilities in Canada do you think are most important and why?
    - What does it mean to be a responsible citizen?
    - What does it mean to not be a responsible citizen?

## Consolidation

1. Explain the concept of voter turnout (the percentage of eligible voters that cast ballots in the election) and review statistics from the 2019 provincial election. Overall, 60.7 per cent of eligible Newfoundland and Labrador voters voted in the 2019 provincial election. Voter turnout rates differed in electoral districts throughout the province — from 48.6% in St. John's Centre to 71.4% in Cape St. Francis. Questions to discuss:
  - Are you surprised by the number of people that did not vote in the last election?
  - Are community members being socially responsible citizens?
2. Have students create a poster, pamphlet or video to remind adults about their right and responsibility to vote in the provincial election. It could be designed for a parent, guardian, or someone new to voting. An image of selected student posters could be shared through social media to encourage voter turnout.
3. Co-create criteria with your class. Sample criteria for a poster/pamphlet is below.
  - Headings are meaningful and appropriate;
  - Graphics or symbols are used to help explain the message;
  - The tagline and/or graphics are used to capture interest.

## ASSESSMENT OPPORTUNITIES

<b>Starter</b>	<p>Can students differentiate between rights and responsibilities?</p> <p>Are students able to articulate the importance of being a respectful and socially responsible member of the community?</p>
<b>Fundamentals</b>	<p>Can students generate real-world examples of our rights and freedoms or apply the concepts to their own lives?</p> <p>Can students explain the responsibilities that go along with our rights?</p>
<b>Consolidation</b>	<p>Do their communication products demonstrate important details about the right and responsibility to vote?</p> <p>Do graphics and visuals support the messaging of their communication products?</p>

## ADAPTATIONS AND SUPPORTS

<b>Individual Education Plans</b>	<p><b>Modifications</b></p> <ul style="list-style-type: none"> <li>• Support students' understanding of rights with real-world examples.</li> </ul> <p><b>Enrichment</b></p> <ul style="list-style-type: none"> <li>• Allow students to research the original Charter document in order to familiarize themselves with the advanced language.</li> <li>• Students could prepare case studies that demonstrate a violation of rights and freedoms in Canada. Classmates can then decide if the issue is one that is solved by using the Charter.</li> </ul>
<b>English Language Learners</b>	<ul style="list-style-type: none"> <li>• Provide students with terms and definitions in advance.</li> <li>• Support students' understanding of rights with real-world examples.</li> </ul>
<b>Culturally Responsive Pedagogy</b>	<ul style="list-style-type: none"> <li>• Students will come from different backgrounds and have different opinions on the rights of many compared to the rights of the individual. Not all students will agree with the rights in the Charter. Ensuring a safe place for respectful discussion is encouraged.</li> <li>• Ask students to interpret the Charter and what it means for different groups in society (e.g., women, minority groups). Encourage thinking about how the Charter supports diversity and equality.</li> <li>• Investigate rights and responsibilities in various social settings, inclusive of Indigenous Peoples and additional diverse cultural groups.</li> <li>• Remind students that new immigrants, adults who have difficulty reading, English Language Learners, persons who are homeless, newly arrived refugees, and other specific groups may face challenges understanding or accessing the election system. Keep the focus on ideas to increase access and the benefits our society gets from hearing different voices, not only on the disadvantages these groups face.</li> </ul>
<b>Accessibility &amp; Accommodations</b>	<ul style="list-style-type: none"> <li>• The teaching strategy for the <i>Starter</i> activity can be replaced with a class discussion on rights and responsibilities or an online collaborative activity if there are concerns about maintaining physical distancing or limiting paper use.</li> <li>• Provide mobility accommodations for any activities that require movement.</li> <li>• The artwork/media for the <i>Consolidation</i> activity can be created and shared in an entirely digital format. If physical productions are being created, ensure that enough materials are available to reduce the need for sharing.</li> </ul>

## BACKGROUND INFORMATION FOR TEACHERS

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.

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.

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.

### VOTING RIGHTS IN CANADA

The right to vote in Canada has not always been universal. It has been withheld from many groups throughout history based on gender, race, background, religion and even occupation. It took decades for individuals and groups campaigning for fairness before equality was achieved.

Early in Canada's history, individuals had to own property or pay a certain amount in yearly taxes or rent to be able to vote. Only a small number of people qualified, mostly wealthy Protestant men.

Starting in the 1870s, women campaigned with petitions, speeches and public protests for the right to vote. It took nearly 50 years for change to happen. Manitoba was the first province to extend the vote to women in 1916 closely followed by most of the other provinces. By 1918, women in Canada could vote federally and gained the right to run for federal office in 1919. Women in the Dominion of Newfoundland received the right to vote in 1925 (Newfoundland and Labrador did not join Canada as a province until 1949).

Even though Canadian women achieved suffrage, it was not applicable to all. Women and men of

several ethnic and racial minorities, such as Canadians of Chinese and Japanese origin and Indigenous Peoples, were still disenfranchised for several decades.

First Nations men could only vote if they gave up their treaty rights and registered Indian status. First Nations people were not given the right to vote in Canadian federal elections until 1960.

**Universal suffrage** is the extension of the right to vote to all adult citizens, including the removal of property ownership requirements and restrictions against women, First Nations and Inuit, and ethnic and religious minorities.

## ACTIVITY 2.1: Anticipation Guide

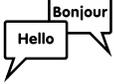
Are the following statements true or false in Canada?

STATEMENT	TRUE/FALSE
Any citizen, aged 14 years and older, can vote in government elections.	
Citizens have the choice of communicating with the federal government in any language they choose.	
I have the right to say anything I want, even if it can cause harm to someone else.	
Citizens can move to any province or territory in Canada for another job.	
If I commit a crime, I will have to wait a very long time until my trial.	
Citizens can be told they cannot apply to a job if they are of a certain race.	
I have the right to protest, hold up signs, and make lots of noise for an issue I believe in.	
I have the right to go to any school I want, regardless of the language I speak and the language of the school.	
The media can report on anything at all that happens in Canada.	
I will be considered innocent if I am accused of a crime.	

## ANSWER KEY: Activity 2.1 (Anticipation Guide)

STATEMENT	TRUE/FALSE	RIGHT/FREEDOM
Any citizen, aged 14 years and older, can vote in government elections.	False	Democratic Rights
Citizens have the choice of communicating with the federal government in any language they choose.	False	Official Languages of Canada
I have the right to say anything I want, even if it can cause harm to someone else.	False	Fundamental Freedoms and Equality Rights
Citizens can move to any province or territory in Canada for a better job.	True	Mobility Rights
If I commit a crime, I will have to wait a very long time until my trial.	False	Legal Rights
Citizens can be told they cannot apply to a job if they are of a certain race.	False	Equality Rights
I have the right to protest, hold up signs, and make lots of noise for an issue I believe in.	True	Fundamental Freedoms
I have the right to go to any school I want, regardless of the language I speak and the language of the school.	False	Minority Language Rights
The media can report on anything at all that happens in Canada.	True	Fundamental Freedoms
I will be considered innocent if I am accused of a crime.	True	Legal rights

## HANDOUT 2.2: Highlights from the *Charter of Rights and Freedoms*

	HIGHLIGHTS	EXAMPLES
 <p><b>FUNDAMENTAL FREEDOMS</b></p>	<ul style="list-style-type: none"> <li>You have the freedom to pray and worship in your own way, or not to pray or worship at all.</li> <li>You have the freedom to shape your own opinions.</li> <li>You have the freedom to express your opinions.</li> <li>The media is free to report on anything in Canada.</li> <li>You can hold rallies to express your disagreements.</li> <li>You can choose your own friends.</li> </ul>	
 <p><b>DEMOCRATIC RIGHTS</b></p>	<ul style="list-style-type: none"> <li>If you are a citizen and 18 years old, you can vote in elections.</li> <li>If you are a citizen and 18 years old, you can compete for the job of a politician.</li> <li>The rule that governments must have elections every five years or less.</li> <li>The rule that elected governments must meet at least once every year.</li> </ul>	
 <p><b>MOBILITY RIGHTS</b></p>	<ul style="list-style-type: none"> <li>You can live and work in any province or territory in Canada.</li> <li>You can leave and come back to Canada when you want.</li> </ul>	
 <p><b>LEGAL RIGHTS</b></p>	<ul style="list-style-type: none"> <li>If you are arrested, you must be told of your option to see a lawyer.</li> <li>If needed, you must go to court in an amount of time that is considered fair.</li> <li>You must be considered innocent until proven guilty.</li> </ul>	
 <p><b>EQUALITY RIGHTS</b></p>	<ul style="list-style-type: none"> <li>You cannot be treated unfairly for many reasons. This includes your race, background, religion, gender, age, or mental or physical ability.</li> </ul>	
 <p><b>OFFICIAL LANGUAGES OF CANADA</b></p>	<ul style="list-style-type: none"> <li>You can talk or write to the federal government in English or French.</li> </ul>	
 <p><b>MINORITY LANGUAGE EDUCATION RIGHTS</b></p>	<ul style="list-style-type: none"> <li>You may be able to go to school in English or French if you meet certain criteria.</li> </ul>	

## ACTIVITY 2.3: Our Rights and Responsibilities

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

RIGHT	RESPONSIBILITY
I have the right to speak freely.	I have the responsibility to ...
I have the right to gather with others or be part of a group.	I have the responsibility to ...
I have the right to worship in the religion of my choice, or not worship at all.	I have the responsibility to ...
I have the right to be friends with or associate with anyone I choose.	I have the responsibility to ...
I have the right to vote in an election (when I am at least 18 years of age).	I have the responsibility to ...
I have the right to communicate in either French or English when dealing with the federal government.	I have the responsibility to ...
I have the right to be treated fairly regardless of my race, background, religion, gender, age, or mental or physical ability.	I have the responsibility to ...

# Lesson 3

## Governments in Canada



### GUIDING QUESTIONS

❶ How does government affect me?

❷ How is government organized in Canada?

### OVERVIEW

Governments make decisions and pass legislation that impacts the lives of citizens. Canada has several levels of government, each with its own elected representatives and areas of responsibility.

In this lesson, students explore the roles and responsibilities within the levels of government in Canada through a variety of multi-media tools and activities. Students analyze how government services affect them and assess the interdependence of different levels of government. In the *Consolidation* activity, students create a visual diary to show specific ways that government influences their daily lives.

### LEARNING OUTCOMES

By the end of the lesson, students can:

- explain the importance of government;
- identify the roles and responsibilities associated with the different levels of government in Canada;
- analyze how government affects them directly.

## Teacher Tips

- 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 lesson or Student Vote program.
- Supplies/Needs: "Levels of Government" video, Slide Deck 3A and 3B, digital access to or copies of 3.1.
- Online templates for all activities and any videos and slide decks are available on the project website.

## Starter

Discuss the concept of government and the need for rules and decisions in society. Guiding questions:

- What types of rules and decisions are needed for people living in a community (e.g., education and schools, roads and traffic laws, health care and hospitals)?
- Who is responsible for making decisions in the community?
- What would life be like without government?

## Fundamentals

1. Using the images in Slide Deck 3A (Who am I?), gauge student's current knowledge about government and politics in Canada. Images include current Prime Minister Justin Trudeau, Premier Andrew Furey, Governor General Julie Payette, parliament buildings and the Newfoundland and Labrador House of Assembly, 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 3B, review how government is structured in Canada. Suggested questions to cover during the instruction and discussion:
  - What is a representative democracy?
  - What are the levels of government in Canada?
  - Why do we have different levels of government?
  - 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 (e.g., citizenship, driver's licensing, local parks).
4. Ask students to complete Activity 3.1. They should highlight or circle all of the government areas that affect their life, make connections where governments must work together, and analyze which level of government affects them the most. Afterwards, have students share their responses with a partner and then, review it as a class.

## Consolidation

Ask students to create a visual diary or comic strip of how government influences their daily life. They can use slides, paper or an online app.

Steps:

- Identify 5 or 6 activities in your life that are influenced by government.
- Draw an image or take/find a photo to represent the action/activity.
- Write a caption to identify the related level of government(s) and its area of responsibility (Activity 3.1).
- In one sentence, explain the impact of the specific government area on your life. Use "I" statements to personalize your summary.
- Write an overall concluding statement to answer the following question: Is government important? Why or why not?

## ASSESSMENT OPPORTUNITIES

<b>Starter</b>	Can students explain the need for government?
<b>Fundamentals</b>	<p>Can students recognize or name current politicians and institutions?</p> <p>Are students asking questions about the levels of government?</p> <p>Can students make connections between government services and their own lives?</p> <p>Can they identify shared responsibilities? Are students able to demonstrate an understanding of the interdependent relationships between the different levels of government?</p>
<b>Consolidation</b>	<p>Can students identify the level of government and area of responsibility connected to their action or activity?</p> <p>Can students explain the impact of government on their lives?</p>

## ADAPTATIONS AND SUPPORTS

<b>Individual Education Plans</b>	<p><b>Modifications</b></p> <ul style="list-style-type: none"> <li>• Provide examples or images of different responsibilities (e.g., defence — soldiers).</li> <li>• Share the "Levels of Government" video before class discussions and activities.</li> </ul> <p><b>Enrichment</b></p> <ul style="list-style-type: none"> <li>• Ask students to identify an issue that concerns them the most in the community. Have them contact the appropriate elected representative (it could be more than one) expressing their concerns. This could be completed by letter, email or social media.</li> </ul>
<b>English Language Learners</b>	<ul style="list-style-type: none"> <li>• Provide examples or images for each area of responsibility.</li> <li>• Have strong students describe responsibilities in their own words to English Language Learners.</li> </ul>
<b>Culturally Responsive Pedagogy</b>	<ul style="list-style-type: none"> <li>• Review the demographic data of one or more elected bodies and discuss the need for more diversity in politics.</li> <li>• Discuss specific political issues facing your community and make connections to the levels of government.</li> <li>• Review the governance structure of a neighbouring Indigenous community.</li> </ul>
<b>Accessibility &amp; Accommodations</b>	<ul style="list-style-type: none"> <li>• The trivia game for the <i>Fundamentals</i> activity could also be conducted through an online platform (e.g., Kahoot, Google Forms).</li> <li>• The artwork/media for the <i>Consolidation</i> activity can be created and shared in an entirely digital format. If physical productions are being created, ensure that enough materials are available to reduce the need for sharing.</li> </ul>

## BACKGROUND INFORMATION FOR TEACHERS

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

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

The division of powers is based on the principle of **subsidiarity**, in which the 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.

**Municipalities** receive their powers from their provincial or territorial governments. These governments are responsible for the planning, growth and safety of their communities. They also handle local matters such as water and sewage treatment, public transit, roads and bridges, local parks and recreational facilities.

For some issues, the different levels of government have to work together and share the responsibility. This is called **concurrency**. 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.

Indigenous Peoples can also have different governance structures. A variety of treaties, agreements, and legislation outline who is responsible for providing services and decision-making in Indigenous communities.

Each level of government has locally elected officials to represent the people (constituents) living in their designated areas. Elected representatives are responsible for proposing, studying, debating and voting on bills (potential laws), and raising issues put forward by their constituents.

Federal representatives are called **Members of Parliament (MPs)**, provincial representatives in Newfoundland and Labrador are called **Members of the House of Assembly (MHAs)**, and municipal level representatives are called councillors. MPs and MHAs are often

affiliated with political parties. Municipal representatives in Newfoundland and Labrador do not have a party affiliation.

The leader of the federal government is called the **prime minister**, whereas **premier** is the title given to the leader of the provincial government. In both of these cases, 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.

At the municipal level in Newfoundland and Labrador, the head of council is called a **mayor**. A mayor is directly elected by citizens in their municipality. Municipalities can either have officials elected at large or from wards, which divide the municipality into smaller geographic sections.

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 a five-year term. There is no sovereign representative at the municipal level.

## ACTIVITY 3.1: Government Responsibilities

FEDERAL	PROVINCIAL	MUNICIPAL
 <b>Citizenship and passports</b>	 <b>Colleges and universities</b>	 <b>Animal control</b>
 <b>Criminal law</b>	 <b>Drivers' licensing and highways</b>	 <b>Fire protection</b>
 <b>Currency</b>	 <b>Education</b>	 <b>Land use planning (zoning)</b>
 <b>Federal taxes</b>	 <b>Healthcare</b>	 <b>Libraries</b>
 <b>Fisheries</b>	 <b>Municipalities</b>	 <b>Property taxes</b>
 <b>Foreign affairs and trade</b>	 <b>Natural resources</b>	 <b>Parks and recreation</b>
 <b>Indigenous lands and rights</b>	 <b>Property and civil rights</b>	 <b>Public transportation</b>
 <b>National defence</b>	 <b>Provincial law and courts</b>	 <b>Streets and sidewalks</b>
 <b>Official languages</b>	 <b>Provincial taxes</b>	 <b>Waste management</b>
 <b>Postal service</b>	 <b>Social services</b>	 <b>Water supply and treatment</b>
 <b>Veterans affairs</b>		

1. Highlight or circle all the government areas that affect your life.
2. Identify two examples where different levels of governments may have to work together. Connect the areas by drawing a line between them.
3. Which level of government do you think affects you the most?

# Lesson 4

## Political Parties



### GUIDING QUESTIONS

- 1 Why do we have different political views?
- 2 How can I learn about the political parties?
- 3 Which political party will address the issues that matter to me?

### OVERVIEW

A political party is a group of individuals who share similar political views and whose goal is to create meaningful political change. The role of citizens is to research and compare the political parties and determine which party aligns with their views.

In this lesson, students are introduced to the concept of politics by expressing their views on specific issues. After reviewing the concept of political parties, students work in groups to research one of Newfoundland and Labrador's political parties. Each group prepares information about the party's vision, their leader and platform. Afterwards, students critically analyze the political parties, and determine which party will address the issues that matter most to them.

### 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.

## Teacher Tips

- 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: digital access or copies of 4.1 and 4.2, internet access.
- Online templates for all activities and any videos and slide decks are available on the project website.

## Starter

1. Read out a statement and ask students to vote by raising their hands if they agree or disagree. Choose statements you feel students will be comfortable answering in front of their classmates, starting with one or two school-based statements. Ask two or three students to explain their choices. After each student defends their opinion, give the other students the chance to change their opinion, if they were persuaded.

For example:

- School uniforms should be mandatory for all students.
- Homework should be banned.
- Zoos should be abolished.
- Companies that pollute our air and water should suffer consequences.
- The government should invest more money in our armed forces.
- Canada should give money and resources to poorer countries.
- Government should not interfere in the lives of individuals.

### TEACHER NOTE

Consider organizing this activity inside, or outdoors, as a four corners debate, with different areas labeled as “Agree” and “Disagree” along with “I agree, but...” and “Convince Me.” Read out a statement and ask students to vote with their feet by walking to the area that fits with their opinion.

2. Afterwards, review the concept of political perspectives and politics.

- People have different values and beliefs, which influence their viewpoints and desired actions on specific issues. It is important to respect others’ opinions, even if they differ from our own.
- In any given place – a community, province or country – anywhere that groups of people live together and where rules and decisions affect everyone, there will be different viewpoints and opinions about how things should work. This includes deciding which issues are most important and how best to take action.
- Politics can be described as the activities, ideas and actions that are used to gain power in society, or the ways that citizens try to influence a government.

## Fundamentals

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.
- During elections, political parties usually release a **political platform**, which outlines their priorities and actions the party will take if they are elected.

2. Review the list of registered political parties in Newfoundland and Labrador. Ask students if they have noticed any signs or advertisements from the parties in recent days or weeks.
3. Divide students into groups and assign each a political party (ideally one that is running a candidate in your electoral district). Ask students to research their assigned political party using party websites, social media accounts and online news media. Provide copies of Activity 4.1 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 if elected?
- Who seems to be the target audience of the party?
- What is the party’s vision for Newfoundland and Labrador?

- Using the information collected, each group will create a physical or digital presentation 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 priorities or vision for the province
  - A short biography of the party leader
  - Two images of the party leader (taken from social media 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
- Have each group share their presentation about their party with the rest of the class. You can create a digital gallery or share the presentations on a projector/screen.

## 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.

- What do you like the most and least about each political party? Provide evidence or examples to explain your thinking.
- Which party do you feel most attracted to and why?
- Which party do you think is going to address the issues the matter most to you and your family? Explain your answer with reference to the party's promises.
- Did your opinion change of any of the political parties after learning about them? If so, how?

### BACKGROUND INFORMATION FOR TEACHERS

A **political issue** is a topic or subject that people speak about because it affects society as a whole and, often there are multiple opinions on different sides of any given issue.

A **perspective** is one particular point of view or outlook. Our perspectives are shaped by who we are and our environment or experiences.

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

A linear spectrum is represented as a horizontal line, with the left

favouring social equality, government involvement and more social services, and the right favouring tradition, smaller government and lower taxes.

A **political party** is a group of like-minded individuals 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.

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 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 evaluating how the different political parties will address them.

## REGISTERED POLITICAL PARTIES IN NEWFOUNDLAND AND LABRADOR

- **Liberal Party** - [www.nlliberals.ca](http://www.nlliberals.ca)
- **New Democratic Party** - [www.nl.ndp.ca](http://www.nl.ndp.ca)
- **NL Alliance Party** - [www.nlalliance.ca](http://www.nlalliance.ca)
- **Progressive Conservative Party** - [www.pcparty.nl.ca](http://www.pcparty.nl.ca)

## ASSESSMENT OPPORTUNITIES

<b>Starter</b>	<p>Are students reflecting on their views on the statements?</p> <p>Are students being respectful of each other's opinions?</p> <p>Do students understand the concept of political perspectives?</p>
<b>Fundamentals</b>	<p>Are students posing questions while they research their party in order to spark new areas of interest?</p> <p>Are students presenting information that is accurate and informative?</p>
<b>Consolidation</b>	<p>Do student reflections demonstrate critical thinking and evaluation of the political parties?</p> <p>Are they making connections to their own priorities?</p>

## ADAPTATIONS AND SUPPORTS

<b>Individual Education Plans</b>	<p><b>Modifications</b></p> <ul style="list-style-type: none"> <li>• Give lots of thinking time during the <i>Starter</i> activity.</li> </ul> <p><b>Enrichment</b></p> <ul style="list-style-type: none"> <li>• Encourage students to offer their own political statements.</li> <li>• Once students have researched parties, encourage students to research the issue most important to them and see how the media reports the different positions of each party.</li> </ul>
<b>English Language Learners</b>	<ul style="list-style-type: none"> <li>• Repeat terms and rephrase statements in different ways.</li> <li>• Use an application or word cloud generator to simplify political party messages.</li> </ul>
<b>Culturally Responsive Pedagogy</b>	<ul style="list-style-type: none"> <li>• Sharing opinions is always challenging. Be aware of issues that may be controversial and support students in positive ways if they are uncomfortable sharing their opinions. Offer written alternatives.</li> <li>• Select issues that matter most to your students or the community in which they live when researching the party's promises or actions they plan to take.</li> </ul>
<b>Accessibility &amp; Accommodations</b>	<ul style="list-style-type: none"> <li>• Instead of using printed campaign literature, rely on materials on the party website and social media channels (digital flyers, videos, etc.).</li> <li>• Opt for a digital presentation to reduce physical contact or sharing of materials.</li> </ul>

## ACTIVITY 4.1: Researching Political Parties

My political party: \_\_\_\_\_

With your group, research the following information using political party websites, advertisements and social media posts.

- What is the party's slogan and/or key messages?
- Who is the party leader?
- What are the party's major ideas or promised actions?
- Who seems to be the target audience of the party?
- What is the party's priorities or vision for Newfoundland and Labrador?

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

Suggested elements:

- Party logo
- One main slogan or message
- Three social media posts that represent the party's vision or top priorities
- 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

# Lesson 5

## The Leaders' Debate



### GUIDING QUESTIONS

- 1 What skills and techniques are important in debate?
- 2 Why are leaders' debates helpful during elections?

### OVERVIEW

Debates play an essential role in democracy, particularly during elections. They offer us the chance to measure the character and temperament of the candidates and hear about their ideas and positions on important issues. Debates also 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 provincial election debate. In the *Consolidation* activity, students reflect on the importance of watching debates and listening to different viewpoints.

### LEARNING OUTCOMES

By the end of the lesson, students can:

- explain the importance of debates in elections;
- summarize effective debating skills and techniques;
- compare and contrast the performance of party leaders in the leaders' debate.

## Teacher Tips

- 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 2021 leaders' debate, digital access to or copies of 5.1 and 5.2.
- Online templates for all activities and any videos and slide decks are available on the project website.

## 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
  - Hockey is better than football

The following format is suggested:

- a) Within each pair or group, have students choose to support or oppose 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 respond to the arguments made by their opponent (rebuttal).
- e) Have each side provide a closing statement.

Students can write down notes on Activity 5.1 before and during the process.

2. Debrief on the activity:
  - Did any of your opponents' arguments make you reconsider your position? Why or why not?
  - Which arguments were persuasive and why?
  - What skills and techniques make an effective debater?

## Fundamentals

1. Introduce the concept of a leaders' debate.
  - A leaders' debate is a chance to see the leaders on the same stage answering questions about their plans and challenging each other's ideas and positions.
  - Debates allow citizens to be exposed to different political views that may be different from their own or those around them.
  - Debates have produced great moments of political history and have sometimes acted as major turning points in election campaigns.
  - Viewers often watch to see if any of the leaders' make any "zingers" (a striking or amusing remark) or "gaffes" (a mistake/error causing embarrassment).
2. Watch excerpts from the leaders' debate from the previous provincial election:
  - <https://www.cbc.ca/news/canada/newfoundland-labrador/leader-debate-1.5117286>
  - <https://www.cbc.ca/news/canada/newfoundland-labrador/election-debate-2019-federation-of-labour-1.5117885>
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 2021 leaders' debate at home and/or clips of the debate in the classroom and complete Activity 5.2. To prepare for the viewing, review the party leaders that will participating in the debate. You can use the "Party Leader Q&A" videos or the "Party Profiles" on the project website.

### TEACHER NOTE

- The entire debate may be close to 60 minutes. Some news media may offer segments or highlights the following day.
- Consider watching the same segment in three ways to help with the analysis – first show the video without sound, then audio only and then all together.

5. Afterwards, have students share their analysis and examples with their peers.

### ALTERNATIVE ACTIVITY

News media will report on the leaders' debate, offering accounts of what occurred. There are two main categories of media report.

- 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 or evidence to produce a stronger argument.

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 5.3 to record responses.

### Consolidation

Have a brief closing discussion about the role of debates in elections.

- Do you feel more informed about the leaders and election issues? Why or why not?
- Did your views change of the leaders or parties after watching the debate? Explain.
- Why is debate important in elections?

## ASSESSMENT OPPORTUNITIES

<b>Starter</b>	Can students prepare persuasive arguments to support their position? Are students being respectful of each other's opinions? Can students generate counterarguments?
<b>Fundamentals</b>	Can students identify the skills and techniques that are important in debate? Can students extract key messages from each leader's responses during the debate? Do student responses demonstrate critical thinking and evaluation of the leaders' performances? Do they include evidence to support their thinking?
<b>Consolidation</b>	Can students articulate the value of debates and/or becoming informed about the leaders and parties? Can students understand why it is important to hear from different leaders and/or listen to different views?

## ADAPTATIONS AND SUPPORTS

<b>Individual Education Plans</b>	<p><b>Modifications</b></p> <ul style="list-style-type: none"> <li>• Consider abilities when organizing pairs or groups during the <i>Starter</i> activity.</li> <li>• Provide additional time for preparing arguments and rebuttals.</li> </ul> <p><b>Enrichment</b></p> <ul style="list-style-type: none"> <li>• Have students analyze the leaders' positions and policies during the debate. Are they too simplistic? Are they achievable? Do they back up their positions with evidence?</li> </ul>
<b>English Language Learners</b>	<ul style="list-style-type: none"> <li>• Watch the segments of the debate in different ways to help with the analysis (muted video, audio only).</li> <li>• Use an application or word cloud generator to simplify some of the leaders' responses.</li> </ul>
<b>Culturally Responsive Pedagogy</b>	<ul style="list-style-type: none"> <li>• If you are selecting segments of the debate to watch, select questions or issues that are of interest to your students and/or the local community.</li> <li>• Analyze the diversity of the questions asked during the debate. Did the leaders address the concerns of different communities in the province? What other questions could have been asked to the leaders?</li> </ul>
<b>Accessibility &amp; Accommodations</b>	<ul style="list-style-type: none"> <li>• Some students may not have the ability to watch the debate at home. Consider providing time in class to watch the debate so that all students have an opportunity.</li> <li>• Consider conducting the <i>Starter</i> activity outside or using an online learning tool, such as Google Docs.</li> </ul>

### BACKGROUND INFORMATION FOR TEACHERS

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

During a provincial election, 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.

The media companies broadcasting the debate are typically responsible for deciding which party leaders are invited to participate. Usually, only the parties that have members elected to the House of Assembly at the time the election is called, or are running candidates in most or all electoral districts in the current election and have a legitimate chance to win seats are included.

## ACTIVITY 5.1: Debate Organizer

What is the statement or opinion?
Do I agree or disagree?
Write down three reasons to explain your choice.
What different opinions were shared?
What is my response? How can I challenge their opinions?

## ACTIVITY 5.2: Evaluating the Leaders' Debate

Complete Step 1 in advance of watching the debate and Step 2 during the debate. Afterwards, complete the rest of the questions.

---

❶ Write down the qualities of an effective debater.

---

❷ Summarize the key messages that each leader focused on during the debate using words and/or images.

NAME OF THE LEADER AND POLITICAL PARTY	KEY MESSAGES AND ISSUES THE LEADER FOCUSED ON

---

**3 Which leader do you think performed the best and why?**

---

**4 Which points were most persuasive and why?**

---

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

---

**6 Was it helpful to hear different points of view? Explain.**

### ACTIVITY 5.3: Analyzing Articles about the Debate

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

News source	
Headline	
Author	
Is the article a news report, or opinion column?	
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 6

## My Candidates



### GUIDING QUESTIONS

- 1 How are candidates elected to the provincial legislature?
- 2 How can I evaluate the candidates?

### OVERVIEW

During provincial elections, we elect members to the Newfoundland and Labrador House of Assembly to make decisions on our behalf.

In this lesson, students consider the qualities they look for in their Member of the House of Assembly before conducting their own research into the candidates. After learning about the election process, students analyze the distribution of electoral districts throughout Newfoundland and Labrador and investigate their school's electoral district. Next, students brainstorm questions they want to ask the candidates or to guide their research into the candidates. Afterwards, students reflect on the strengths and weaknesses of the candidates, and the

priorities that will shape their decision on Student Vote Day.

### 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 electoral district;
- communicate questions they want to ask or learn about the candidates;
- analyze the candidate responses or research about the candidates;
- voice their opinion on matters relevant to their community.

## Teacher Tips

- Please use the activities and combine them in a way that is appropriate for your class.
- To avoid any bias or partisanship, ensure that all registered candidates are invited to respond to questions.
- Supplies/Needs: internet access, Slide Deck 6, digital access to or copies of 6.1 and 6.2.
- Online templates for all activities and any videos and slide decks are available on the project website.

## Starter

1. Review the concept of a **representative democracy**. Citizens elect political representatives to make decisions on their behalf and represent their community. At the provincial level in Newfoundland and Labrador, these representatives are called Members of the House of Assembly.
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 Member of the House of Assembly?

This cooperative learning strategy allows students to think about, record, share their ideas in groups and then reach a consensus.

- a) You can provide each group with one large sheet of paper divided into sections (one for each student and a centre block for the final group list) or you could provide each group of students with access to a Google Doc version of Activity 6.1. Alternatively, the activity could also be conducted through discussion.
- b) 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.
- c) 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.
- d) Review each group's top five as a class.

## Fundamentals

1. Review the election process in Newfoundland and Labrador using Slide Deck 6.
  - Provincial elections are managed by Elections NL.
  - The province is divided into 40 geographic areas called **electoral districts**. Each electoral district has

- its own election race, where interested individuals compete for the job of Member of the House of Assembly. These individuals are called candidates.
  - Voters can only choose one candidate on the ballot.
  - The candidate with the most votes wins.
2. Write the name of your school's electoral district on the blackboard, chart paper or interactive whiteboard. Demonstrate where you can find your electoral district by visiting the Elections NL website ([www.elections.gov.nl.ca/elections/](http://www.elections.gov.nl.ca/elections/)). Go to the 'Electoral District Search' page and enter your address.

### TEACHER NOTE

The school's electoral district 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 electoral district, to accommodate students who would like to vote for their local candidates.

3. Using the maps on the Elections NL website, compare the size and shape of electoral district in your jurisdiction, and across the province. Specifically, compare an urban electoral district to a rural electoral district. 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. Through a class discussion, answer the following questions:
  - What are the boundaries of the school's electoral district?
  - What communities or neighbourhoods are included in the electoral district?
  - What major landmarks are included in the school's electoral district?
  - What makes the electoral district different or unique compared to others?
  - Do you think people living in other electoral districts have similar concerns to the ones you have in your electoral district? Why or why not?
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 NL website. Give students a few minutes to write down the names on Activity 6.2.
6. Divide students into groups and have them brainstorm possible questions to ask the candidates. Refer back to the *Starter* activity to foster ideas. Questions to prompt the brainstorming:

- What do you want to know about the candidates before casting your vote?
  - What information will help you evaluate the candidates?
  - Which issues do you want to see addressed in the community?
7. As a class, narrow down the questions and pose them to candidates through email, or by conducting a phone or virtual interview.

Alternatively, you can 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.

8. Review the responses and/or group research and encourage students to share their thoughts about the candidates.

## 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:

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

### BACKGROUND INFORMATION FOR TEACHERS

**Elections NL** is the province's impartial, independent, election management body. Given a mandate from the Newfoundland and Labrador House of Assembly, it organizes, manages and oversees provincial elections.

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

Newfoundland and Labrador uses a system called **Single-Member Plurality** or **First Past the Post** (FPTP). The province is divided into smaller geographic areas called electoral districts. Newfoundland and Labrador is currently divided into 40 **electoral districts**.

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**.

In our system, each electoral district is represented by one Member of the House of Assembly (single-member districts). The size of electoral districts is determined by factors such as population size, demographic make-up and geography. 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 electoral districts are often geographically smaller due to dense populations, while rural electoral districts are often geographically larger with less dense populations.

Under Newfoundland and Labrador's parliamentary system, the party that elects the greatest number of representatives to the Legislative Assembly usually forms government and their leader becomes the **premier**.

Newfoundland and Labrador has **fixed-date election legislation** and, as required by *The Election Act*, a general election is to be held on the second Tuesday in October in the fourth calendar year following the previous election. Regardless of fixed-date election legislation, a provincial election can be held at any time if the government loses the confidence of the legislature or if the lieutenant governor were to dissolve the legislature on the advice of the premier. Additionally, in the event that a premier leaves office during their

term, the new premier is required to call an election within 12 months of taking office. The previous provincial election was held on May 16, 2019, and the upcoming provincial election is scheduled for February 13, 2021.

The election campaign period starts when the lieutenant governor, on the advice of the premier, dissolves the House of Assembly. During an election campaign, an organized course of action is taken by a political party and its candidates to share its vision and platform with voters.

There are many ways to gather information about the provincial election candidates. Information may also be accessible online through party and/or candidate websites and social media pages. Community groups hold in-person or virtual town hall meetings or all-candidate debates where citizens are invited to listen to candidates speak on the issues and ask questions. Information can also be found on radio and television, media websites or in newspapers and local magazines. Individuals may also visit campaign offices, attend campaign events or have a chance to talk to candidates when they are canvassing in the community. As a result of the COVID-19 pandemic, you can expect to see a much greater focus on virtual outreach compared to traditional methods.

## ASSESSMENT OPPORTUNITIES

<b>Starter</b>	<p>Are students grouped so that they feel comfortable contributing?</p> <p>Are students thinking critically about the qualities and skills needed for community leadership?</p>
<b>Fundamentals</b>	<p>Can students understand the provincial election process?</p> <p>Are students analyzing their electoral district and drawing conclusions about what makes it unique?</p> <p>Are students posing good questions to evaluate the candidates?</p>
<b>Consolidation</b>	<p>Can students articulate their priorities when evaluating candidates?</p> <p>Are students able to think critically about the choices and come to a decision? Can they provide evidence to support their thinking?</p>

## ADAPTATIONS AND SUPPORTS

<b>Individual Education Plans</b>	<p><b>Modifications</b></p> <ul style="list-style-type: none"> <li>• <i>Starter</i> – Make a list on the board of personality traits, qualifications and skills, so that students can choose ones important to them.</li> <li>• Group students so they are comfortable in sharing their ideas.</li> </ul> <p><b>Enrichment</b></p> <ul style="list-style-type: none"> <li>• Group stronger students together so that they can challenge each other.</li> <li>• Have a mock debate where students take on the roles of the election candidates and use research to form their responses.</li> </ul>
<b>English Language Learners</b>	<ul style="list-style-type: none"> <li>• Provide vocabulary for qualities an elected representative might possess.</li> </ul>
<b>Culturally Responsive Pedagogy</b>	<ul style="list-style-type: none"> <li>• Discuss specific questions marginalized groups may have for the candidates.</li> <li>• Discuss specific challenges your community is facing.</li> <li>• Analyze the diversity of the candidates running in your municipality and discuss the need for diversity in politics.</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 for collaborative discussion/brainstorming.</li> <li>• Coordinate virtual Q&amp;A sessions with the candidates in place of in-person meetings.</li> </ul>

## ACTIVITY 6.1: Placemat Activity

<b>GROUP MEMBER 1</b>	<b>GROUP MEMBER 2</b>	
	<b>FINAL LIST</b>  1.  2.  3.  4.  5.	
<b>GROUP MEMBER 3</b>	<b>GROUP MEMBER 4</b>	

## ACTIVITY 6.2: My Electoral District

1. The name of my electoral district is:

2. Describe two things about my electoral district:

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

CANDIDATE NAME	POLITICAL PARTY

4. Three questions I would like to ask my candidates:

# Lesson 7

## Post-Election Analysis



### GUIDING QUESTIONS

- 1 How can I analyze election results?
- 2 What do the election results mean for my community and me?

### OVERVIEW

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 Student Vote Newfoundland and Labrador 2021 program and the 2021 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;
- evaluate what the election results mean for the province, their community and themselves.

## Teacher Tips

- 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 to share the Student Vote results. Student election officers at your school should be sworn to secrecy.
- You can access the Student Vote Newfoundland and Labrador 2021 results on the project website, including the provincial summary, results by electoral district and individual school results ([studentvote.ca/nl2021](http://studentvote.ca/nl2021) > Results).
- Supplies/Needs: internet access for the results, news coverage about the election results, copies of 7.1 and 7.2.
- Online templates for all activities and any videos and slide decks are available on the project website.

## Starter

1. Announce your school's Student Vote results. Which candidate received the most votes? Was it a close race?
2. Compare the results of your school's vote with the results of other schools in your electoral district. Are the results similar or different? How did the results vary between schools? (Individual school results can be found at [studentvote.ca/nl2021](http://studentvote.ca/nl2021) > Results).

## Fundamentals

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 legislative assembly. It reflects the number of electoral districts won by each party.
  - **Popular vote** is the term used to show the total support a political party received across the province. 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 the premier. If the governing party has more than half of all seats, they will have a **majority government**. If they have fewer 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 Newfoundland and Labrador 2021 website, the Elections NL 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 electoral district 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 7.1. Alternatively, charts could be produced in Google Sheets, 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 Newfoundland and Labrador 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?
  - 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 *Exit Slip* (Activity 7.2).

## ASSESSMENT OPPORTUNITIES

<b>Starter</b>	<p>Can students analyze the Student Vote results locally?</p> <p>Are students posing questions about how the local results feed into the provincial results?</p>
<b>Fundamentals</b>	<p>Do students understand the key concepts for examining election results? 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 the victorious parties and candidates were successful?</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 province, 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 contact their newly elected MHA by letter or email regarding an issue they believe should be considered a priority.</li> </ul>
<b>English Language Learners</b>	<ul style="list-style-type: none"> <li>• Provide definitions of key terms.</li> <li>• Watch a media recap of the election results.</li> </ul>
<b>Culturally Responsive Pedagogy</b>	<ul style="list-style-type: none"> <li>• Discuss specific issues facing your electoral district, and how they could be impacted by your new MHA, and the new government.</li> <li>• Discuss how the election results could affect diverse cultural and 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 productions are being created, ensure that enough materials are available to reduce the need for sharing.</li> </ul>

## BACKGROUND INFORMATION FOR TEACHERS

After the close of voting on election day, election officers count the ballots for their voting places and report them to Elections NL, 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 legislative assembly. It represents the number of local electoral district races won by each party. The 40 seats contested in this election will be awarded to the candidates in each of the constituencies who receive the greatest number of votes.

**Popular vote** is the term used to show the total support a political party received across the province. 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 provincial election. Under our voting 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 premier. If the governing party has more than half of all the seats (21 or more), they will have a **majority government**. If they have less than half (20 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 the House of Assembly. 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 7.1: Results Comparison

## SECTION A: THE ELECTION RESULTS

---

**1** Which candidate won the Student Vote in your electoral district? What percentage of the vote did they receive?

---

**2** Which candidate won the general election in your electoral district? What percentage of the vote did they receive?

---

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

---

**4** 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

---

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

---

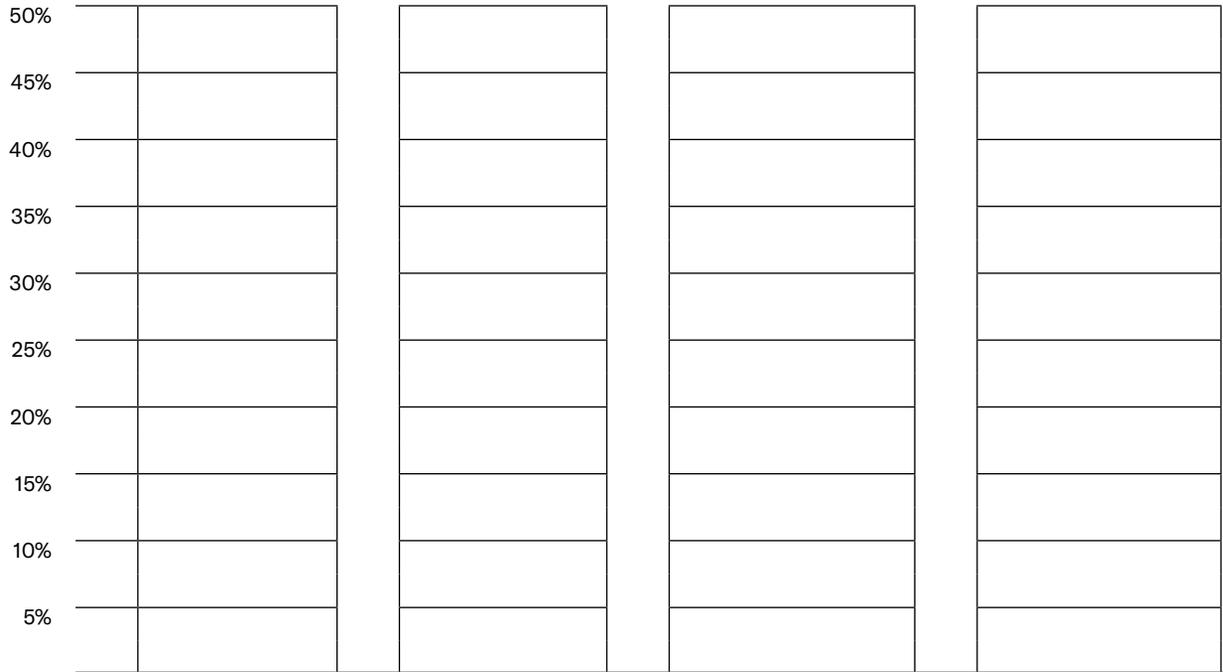
**2** Who will become the premier? How do you know? Explain your answer.

---

**3** Who will become the leader of the official opposition? How do you know? Explain your answer.

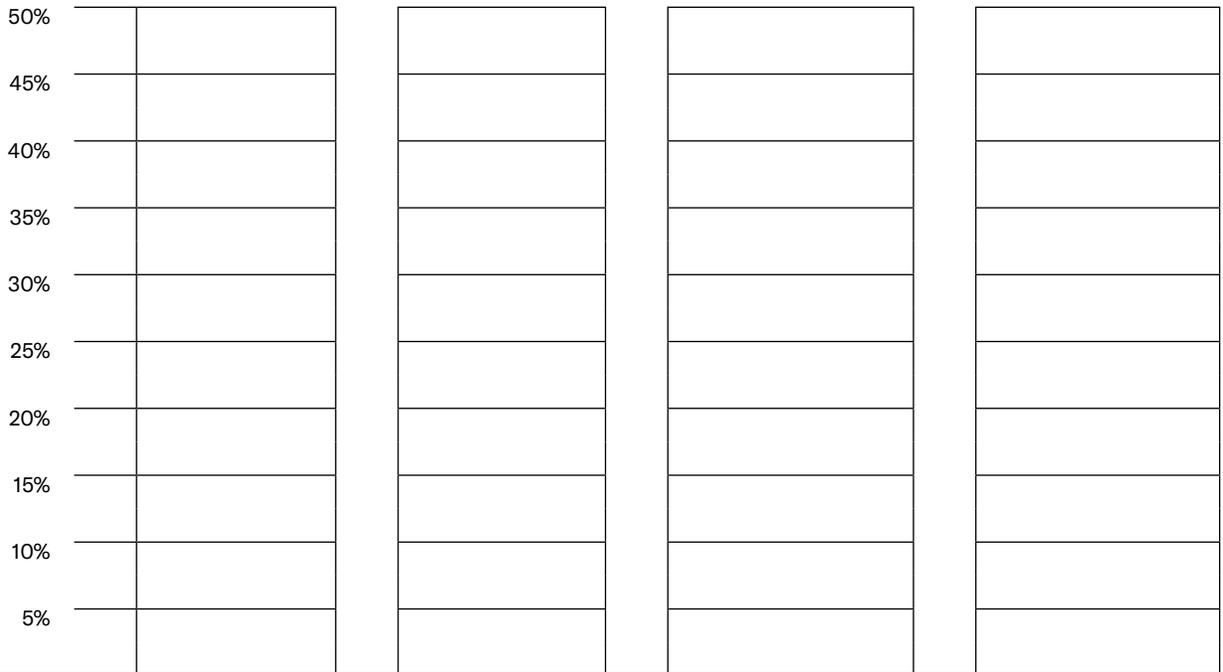
---

**4 Create a bar chart that shows the popular vote percentage for the top four parties in the STUDENT VOTE.**



Party Name \_\_\_\_\_

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



Party Name \_\_\_\_\_

**Question:** How do the results compare? What do you think the reasons are behind the similarities or differences?

## ACTIVITY 7.2: Exit Slip

### STUDENT VOTE NEWFOUNDLAND AND LABRADOR 2021

**3**

Three things I learned about provincial elections in Newfoundland and Labrador:

1

2

3

**2**

Two activities I enjoyed the most during the program:

1

2

**1**

One way that this experience has changed me or developed my opinions:

1

**NOTES**