

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.

Please be sure to visit the project website for videos, slide decks, digital activity sheets and more:
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.

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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.

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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.

Summary:

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.

Strategies:

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 unit.
- **Activities:** A series of activities for learning and instruction to help students understand or apply the essential concepts and key competencies.
- **Consolidation:** Concluding activities and questions to summarize and demonstrate what was learned throughout the lesson.

Suggested Assessment:

Possible ideas that teachers can use to assess student comprehension, learning needs and progress during the lesson or unit.

Adaptations and Supports:

A few reminders and suggestions for 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).
- 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).
- 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

Democracy



GUIDING QUESTIONS

❶ **What does it mean to live in a democracy?**

❷ **Which principles of democracy are most important?**

SUMMARY

There are several guiding principles that act as the foundation of a democracy, such as fair elections, fundamental freedoms, political tolerance, citizen participation and the rule of law.

In this lesson, students explore what democracy means and what the implications are for them as members of a democratic society. After learning about key democratic principles, they investigate how the principles look in practice. In the *Consolidation* activity, students reflect on the significance of democratic principles for themselves and society.

LEARNING OUTCOMES

By the end of the lesson, students can:

- explain the characteristics of democracy;
- analyze fundamental principles of democracy and how they are reflected in real-world examples;
- evaluate the significance of democratic principles and identify which principle they think is most important.

Starter

The following pre-activity is designed to enhance learning acquisition by processing information through different channels. It can also be used to gauge students' existing knowledge.

1. Read each word to your class and ask them to form a picture in their mind for each word.
 - Freedoms
 - Equality
 - Fairness
 - Elections
 - Accountability
 - Protests
 - Tolerance
 - Responsibility
2. Ask students to sketch their mental images on Activity 1.1 and have them write a prediction about the overall topic.
3. Invite students to share and talk about their drawings and predictions. You can also encourage students to share the feelings they experienced as the words were being read to them.
4. The big reveal: Today we are going to be discussing democracy.

Activities

1. Review the concept of **democracy**.
 - Democracy by definition is “rule by the people,” where a majority of the people are included in political decision-making.
 - A democratic society favours equal rights, freedom of speech, rule of law and political tolerance.
 - A healthy democracy requires responsible citizens who value the system of government and actively participate in society.
2. Using the “Democratic Principles” video, Slide Deck 1 and/or Handout 1.2, explain to students that there are several guiding principles that act as the foundation of a democracy.
3. Have students work together to complete Activity 1.3. For each principle, students should summarize the meaning in their own words. Afterwards, review the responses as a class and ensure there is a solid understanding of the principles.

4. Next, students should investigate what the principles look like in practice through real-world examples and complete the second column of Activity 1.3.

Option A:

Ask students to come up with examples from their own lives or to find examples through news stories from reliable sources. Students can work independently or collaboratively.

Option B:

Provide students with news stories and have students identify which principle is relevant to the issue or event (see list below). One approach is to divide students into small groups and have each student review one news story and share their findings with the rest of their group.

Sample news stories:

- **Trudeau prorogues parliament, ending WE investigations and leaving Commons empty for weeks** <https://nationalpost.com/news/politics/liberals-to-prorogue-parliament-until-fall/wcm/d0649671-0e12-4646-a6f8-f12efc4a2c36/> (Democratic principles: accountability and transparency, citizen participation)
- **MUN prof criticizes 'broken' and 'secretive' process aimed at fixing N.L. financial predicament** cbc.ca/news/canada/newfoundland-labrador/recovery-newfoundland-flowed-1.5863450 (Democratic principles: accountability and transparency, citizen participation)
- **N.L. government looking to deter access-to-information requests, critics say** cbc.ca/news/canada/newfoundland-labrador/atipp-review-submissions-1.5862004 (Democratic principles: accountability and transparency, citizen participation)
- **How Budget Day Changed When Media Picked the Attendees** theindependent.ca/2020/11/13/how-budget-day-changed-when-media-picked-the-attendees/ (Democratic Principles: accountability and transparency, citizen participation)
- **Canada calls Hong Kong mass arrests an 'assault on representative democracy'** www.theglobeandmail.com/politics/article-canada-calls-hong-kong-mass-arrests-an-assault-on-representative/ (Democratic principles: human rights and equality, free and fair elections, accountability and transparency, rule of law, citizen participation)
- **MPs convene first special virtual sitting via Zoom amid security questions** www.ctvnews.ca/

[politics/mps-convene-first-special-virtual-sitting-via-zoom-amid-security-questions-1.4915386](#)

(Democratic principles: accountability and transparency, citizen participation)

- **Raptors’ Masai Ujiri releases statement: ‘Keep demanding justice’** [www.sportsnet.ca/basketball/nba/raptors-masai-ujiri-releases-powerful-statement-keep-demanding-justice/](#) (Democratic principles: Rule of law, human rights and equality)
- **Six years, zero action on N.L. democratic reform** [https://www.thetelegram.com/news/local/six-years-zero-action-on-nl-democratic-reform-475954/](#) (Democratic principles: Free and fair elections, accountability and transparency, citizen participation)
- **The attack on the Capitol and how to protect 'the home of the people'** [https://www.macleans.ca/politics/the-attack-on-the-capitol-and-how-to-protect-the-home-of-the-people/](#) (Democratic principles: rule of law, citizen participation, free and fair elections)
- **Babies on the floor: House of Assembly makes changes to allow MHAs to bring infants to work** [https://www.cbc.ca/news/canada/newfoundland-labrador/sarah-stoodley-house-assembly-infants-allowed-1.5726509](#) (Democratic principles: Human rights and equality, Political tolerance, Citizen participation)

5. Invite students to share their own examples, or findings from the news stories provided.
6. Afterwards, ask students to rank the principles in order of importance on Activity 1.3.

Consolidation

Using a ‘Quick Write’ strategy, have students reflect on the significance of democratic principles using one of the prompts below. Provide students with 3-5 minutes to write a response within their learning journal. Inform students that they will be assessed on their ideas and content, not grammar or organization, so they should write freely.

- The democratic principle that most affects my life is... because....
- The democratic principle that I think is most important is... because....

ADAPTATIONS AND SUPPORTS

English Language Learners	<ul style="list-style-type: none"> • Provide students with terms and definitions in advance. • Share the lesson videos before class discussions and activities. • Ensure that subtitles are on during videos. • Support students’ understanding of democratic principles with real-world examples. • The sample media articles could be replaced with articles at a lower-reading level, or with fictitious examples.
Culturally Responsive Pedagogy	<ul style="list-style-type: none"> • Compare democracy to other forms of governance representing different countries and cultures that have meaning for your students. • Students will come from different backgrounds and may have different opinions on democracy. Ensuring a safe place for respectful discussion is encouraged. • Review democratic principles in various social settings, inclusive of Indigenous Peoples, and additional diverse cultural groups. • Discuss the systemic barriers to equality faced by Indigenous communities in Newfoundland and Labrador, and additional diverse cultural groups.
Accommodations	<ul style="list-style-type: none"> • If working in pairs or small groups in the classroom is not possible, consider using Google Docs for collaborative activities and discussion.

BACKGROUND INFORMATION FOR TEACHERS

Democracy means rule by the people. It is a type of government where a majority of the people are included in political decision-making.

There are several guiding principles that act as the foundation of a democracy. Citizens have a responsibility to uphold and support these principles.

Human Rights and Equality: In most democracies, individuals are valued equally regardless of race, religion, ethnicity, language, gender or sexual orientation. Fundamental rights include freedom of thought, opinion and assembly.

Economic Freedom: The government allows some private ownership of property and businesses. People are allowed to choose their own work and join labour unions. It is generally accepted that a free market should exist in a democracy and that government should not control the economy.

Protected Rights: In a democracy, there is a formal declaration of citizens' rights and freedoms. 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.

The Rule of Law: All are equal before the law and are entitled to equal protection of the law without discrimination. Laws are enforced equally, fairly and consistently. No one is above the law – this includes elected officials, the police and members of the military.

Control of the Abuse of Power: To protect corruption and abuses of power, democratic governments are often structured to limit the powers of government offices and those who work for them.

Free and Fair Elections: Elected officials are chosen every few years by the people in a free and fair manner. Adult citizens have the right to vote and run for office regardless of race, gender, ethnicity or economic status.

Multi-Party Systems: Multiple-party systems provide the government with different viewpoints on issues and voters are given a choice of candidates, parties and policies to support.

Citizen Participation: Participation can take the form of running for office, voting in elections, being an informed citizen, debating issues, attending community meetings, paying taxes, serving on a jury and protesting. Citizen participation builds a stronger democracy.

Accountability and Transparency: Elected and appointed officials are responsible for their actions and are accountable to the people. A transparent government holds public meetings and allows citizens to attend. The press and the public are kept informed regarding decisions being made.

Independent Judiciary: Courts and the judicial system are impartial. Judges and the judicial branch are free to act without influence or control from the executive and legislative branches of government. They should also not be corrupted or influenced by other individuals, businesses or political groups.

Political Tolerance: People who belong to different socioeconomic and ethnic groups, all hold unique and valued political views. Democratic societies strive to be politically tolerant, and the rights of minorities and other groups are protected. Those who are not in power must be allowed to organize and share their opinions.

Accepting the Results of Elections: Free and fair elections have both winners and losers. The losers and their supporters must accept that they have lost an election as democracy depends on the peaceful transfer of power from one party to the next.

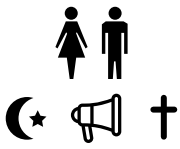




ACTIVITY 1.1: Mind's Eye

Write down each word and sketch the mental image you had when the word was read to you.

				MY PREDICTION ABOUT THIS TOPIC:

HANDOUT 1.2: The Principles of Democracy

There are several guiding principles that act as the foundation of a democracy.

 <p>HUMAN RIGHTS AND EQUALITY</p>	<ul style="list-style-type: none"> • All people living in a democracy have guaranteed rights, such as freedom of opinion and expression, freedom of religion, and the right to organize and take part in peaceful protests. • In most democracies, individuals are valued equally regardless of race, religion, ethnicity, language, gender or sexual orientation. • In Canada, our fundamental freedoms and equality rights are protected by the <i>Canadian Charter of Rights and Freedoms</i>, part of Canada's Constitution.
 <p>FREE AND FAIR ELECTIONS</p>	<ul style="list-style-type: none"> • Adult citizens have the right to vote in elections to choose their political representatives. • Adult citizens also have the opportunity to run for political office. • There are no obstacles to voting and no threats made to citizens before or after an election. • In Canada, there must be elections to choose a federal government every five years or less.
 <p>ACCOUNTABILITY AND TRANSPARENCY</p>	<ul style="list-style-type: none"> • Elected representatives are accountable for their actions. They must perform their duties according to the wishes of those they represent, not for themselves or other interests. • In a democracy, the press holds government to account and aims to keep citizens informed. • In Canada, elected representatives participate in activities like Question Period to be held to account for their actions and respond to questions from the opposition parties, and engage in meetings with the public.
 <p>THE RULE OF LAW</p>	<ul style="list-style-type: none"> • Laws are enforced equally, fairly and consistently. This means that everyone, including government officials, the police and members of the military, must obey the law. • It also means that governments cannot punish people unless they have broken the law. • All Canadians have a responsibility to respect the laws of the land, even if they disagree with them.
 <p>POLITICAL TOLERANCE</p>	<ul style="list-style-type: none"> • Society is comprised of people with different cultural backgrounds, who practice different religions, come from different racial and ethnic backgrounds, who have different gender identities or sexual orientations. The voices of these different groups are valued. • Democratic societies strive to be politically tolerant and the rights of minorities are protected. • Those who are not in power must be allowed to organize and share their opinions.
 <p>CITIZEN PARTICIPATION</p>	<ul style="list-style-type: none"> • Citizen participation in government is more than just a right – it is a responsibility. • Participation includes voting in elections, being an informed citizen, debating issues, attending community meetings, paying taxes, serving on a jury and protesting. • Citizen participation builds a stronger democracy.

ACTIVITY 1.3: The Principles of Democracy in Action

PRINCIPLE	WHAT DOES IT MEAN FOR ME <i>Summarize the definition in your own words or use images to explain your thinking.</i>	EXAMPLES OF THIS PRINCIPLE IN PRACTICE <i>Look for examples in the media of the principle being supported or challenged.</i>	HOW IMPORTANT? <i>Rank the principles in order of their importance to you. Be prepared to explain why.</i>
Human Rights and Equality			
Free and Fair Elections			
Accountability and Transparency			
The Rule of Law			
Political Tolerance			
Citizen Participation			

Lesson 2

The Right to Vote



GUIDING QUESTIONS

❶ How have voting rights evolved in Canada?

❷ Is it important to vote?

SUMMARY

Universal suffrage is the right of all citizens to vote in elections and it took decades of people and groups campaigning for equality for this to be achieved.

In this lesson, students learn about the struggles many groups experienced in gaining the right to vote in Canada. After summarizing key milestones, students create a visual timeline of events in history that shaped our voting rights today. In an alternative activity, students form groups to investigate and analyze the actions of individuals and groups that contributed to universal suffrage and improved accessibility of the electoral process in Canada. In the *Consolidation* activity, students discuss the importance

of participating in the February provincial election and create a digital product of their choice to encourage people to vote.

LEARNING OUTCOMES

By the end of the lesson, students can:

- describe key milestones in the history of voting rights in Canada;
- analyze the actions of individuals and groups that contributed to universal suffrage;
- assess the importance of voting in elections;
- demonstrate effective communication skills using words and graphics.

Starter

1. Inform your students about the upcoming provincial election and the Student Vote program.
 - In Canada, we have different levels of government: federal (responsible for the country), provincial or territorial (responsible for each province or territory) and municipal (responsible for towns and cities). There are also Indigenous governments responsible for managing their own communities.
 - The next provincial election will take place 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 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. This allows young people to have a voice in the election and have their opinions shared.
2. Watch the "Student Vote Canada 2019" video to hear students and teachers speak about their experience with the program during the 2019 federal election and why they believe voting is important.
3. Afterwards, ask students to share their own thoughts about voting and/or participating in Student Vote. Discussion questions: Is voting important? Should students learn about voting before they are eligible to vote? Why or why not?

Activities

1. Briefly review the *Canadian Charter of Rights and Freedoms*, and the idea that our rights have evolved over time. See Slide Deck 2.
 - The Charter has seven distinct categories: Fundamental freedoms, Democratic rights, Mobility rights, Legal rights, Equality rights, Official language rights, and Minority language education rights.
 - Democratic rights include the right of every Canadian, 18 years of age or older, to vote in an election, and the right to be a candidate in an election.
 - Rights are often fought for and claimed (in courts or through protests), and less often simply granted.

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).
 - Electoral participation has increased among youth in recent years but it is still lower than rest of the population. Only 54% of youth, aged 18-24, cast ballots in the 2019 federal election.
3. Distribute copies of Handout 2.1 and Activity 2.2. In pairs or individually, ask students to review the handout and record the date when voting rights for a particular group were changed or access was improved, and summarize the details and actions leading up to it.
 4. Afterwards, have students create a visual timeline, in print or digital format, showing the most significant milestones and the years when various groups received the right to vote or when access was improved. Encourage students to use any design and format they like and find ways to emphasize the most pivotal aspects.

Alternative Activity

1. Divide the class into groups to research the major developments in the history of voting rights in Canada. Groups could focus on one particular time period or be assigned a specific group (e.g., women, Indigenous Peoples, Canadians in prison).
2. Using Handout 2.1 as a starting point, have each group conduct research into which historical action or condition was most responsible for their designated group achieving the right to vote and create a digital presentation to share with the rest of the class.

Guiding questions:

- How notable was the event at the time? What was the impact on the period?
- How widespread and lasting were the consequences? Is it still significant today?
- How symbolic or representative of historical issues or trends were the consequences?
- How does it help us understand why voting rights evolved in Canada?

3. Have groups share their presentation through Google Classroom, or re-assign students to different groups for a sharing session.
4. As a class, have a closing discussion about the pathway to universal suffrage.
 - How does each group's pathway to suffrage compare or differ?
 - Were suffrage movements linked to one another? If so, how?
 - What do you think was the most important turning point for universal suffrage in Canada, and why?

Discussion questions:

- Are you surprised by the level of voter turnout in the last provincial election?
 - What are the consequences of some people not voting in government elections?
 - Why is it important that our voting process be fair, accessible and as democratic as possible?
2. Ask students to create a digital communications product to encourage an adult they know to vote in the February provincial election. It could be a video, slide deck, digital poster or social media graphic.

Consolidation

1. Share voter turnout statistics from the last provincial election and discuss the consequences of low levels of participation, particularly among different groups.
 - 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 – 48.6% in St. John's Centre to 71.4% in Cape St. Francis.

Suggested Assessment

Ask students to answer the following question (either formative or summative assessment).

Question: What is the most significant historical event that contributed to universal suffrage in Canada?

ADAPTATIONS AND SUPPORTS

English Language Learners	<ul style="list-style-type: none"> • Provide students with terms and definitions in advance. • Ensure subtitles are on during videos. • Share the lesson videos before class discussions and activities.
Culturally Responsive Pedagogy	<ul style="list-style-type: none"> • 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. • When researching the history of voting rights, select groups relevant to your students and/or community (e.g., Indigenous Peoples). • Provide research findings into why young people tend to vote less (e.g., the <i>National Youth Survey</i> conducted by Elections Canada).
Accommodations	<ul style="list-style-type: none"> • If working in pairs or small groups in the classroom is not possible, consider using Google Docs for collaborative discussion/brainstorming.

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.

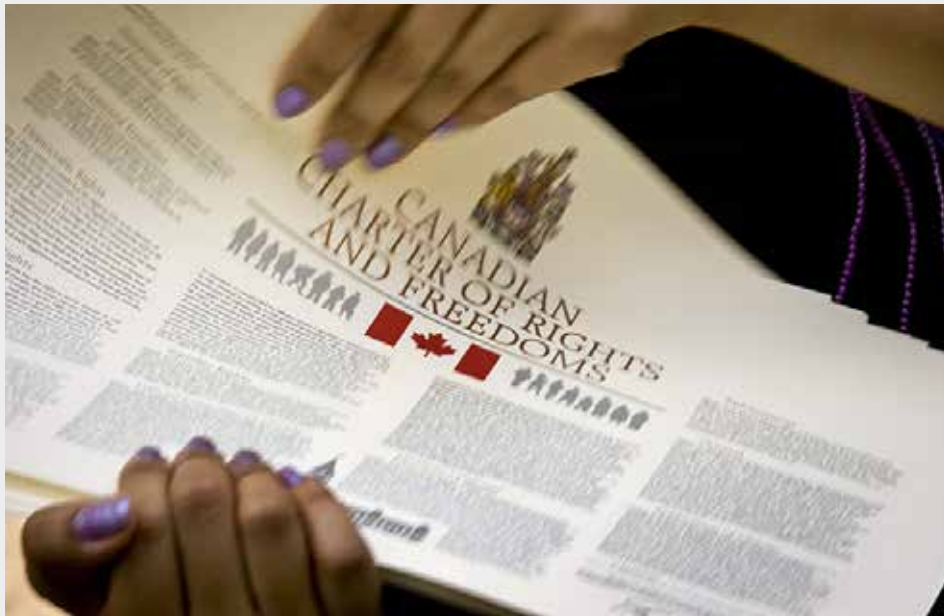
A **responsibility** is a duty or obligation. It is something you should do in order to respect and maintain certain rights.

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.



HANDOUT 2.1: History of Voting Rights in Canada

The following outlines some important events regarding the history of voting rights in Canada.

British North America – Only Wealthy Men May Vote (1758-1866)

During this period, very few people were allowed to vote. The law was that you had to own land or pay a certain amount in yearly taxes or rent. Most voters were white wealthy men. Women and many religious and ethnic groups were not allowed to vote.

Women's Efforts (1867-1919)

Starting in the 1870s, women started to campaign for the right to vote. They used petitions, speeches and marches to spread their message. Gaining support was not easy.

Women received help from powerful groups and tried to have the laws changed. However, politicians did not approve the bills. It was disappointing but women did not give up.

Changes started to happen after many years. Manitoba was the first province to extend the vote to women in 1916 closely followed by most of the other provinces. By 1918, women across Canada also gained the right to vote in federal elections. 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). It is important to know that the new laws did not include all women. Women from many ethnic and religious groups were still not able to vote.

Extending the Right to Vote to All Groups (1920-1960)

A new law was approved in 1920 that allowed more people to vote. It was called the *Dominion Elections Act*.

However, the system remained unfair. Indigenous peoples, Chinese and Japanese Canadians could not vote. It did not even matter if they had been in the Canadian army. Indigenous peoples could only vote if they gave up their treaty rights. Many religious groups were also treated unfairly for years.



Nellie McClung, activist for women's suffrage and one of Canada's first female elected politicians.



Prime Minister John Diefenbaker oversaw the extension of the right to vote to Indigenous peoples in 1960.

It took many years of protest and debate to achieve equality. All groups were finally given the right to vote in 1960.

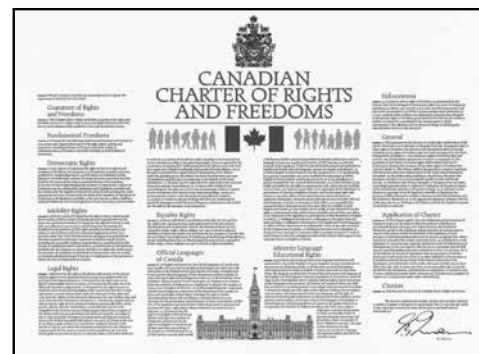
Making Voting Easy (1961-1997)

During this time, more steps were taken to remove barriers and make voting easier.

- Employers had to give their staff enough time off during the day to vote.
- Voting hours were made longer.
- People could vote in advance on certain days.
- People could vote by mail. This is used by students living away from home, people who are travelling or living outside the country.
- Voting places are now selected based on access for wheelchairs.
- New voting tools and extra help were offered to voters. Such as magnifiers to help read ballots, Braille ballots and large-print ballots. Sign language was also provided.
- Voting places were set up at certain locations to make it easier to vote (e.g., colleges, universities, hospitals).
- Information for voters was made available in more languages.
- Learning programs were created to help people become more aware about how to vote.

Charter Challenges (1982 to 2004)

The *Canadian Charter of Rights and Freedoms* was created to protect our rights and freedoms. It has helped several groups force changes to election laws.



The Canadian Charter of Rights and Freedoms is part of Canada's Constitution.

- Federal judges could not vote in federal elections until 1988. It was a court decision that changed this law.
- In 1993, election laws were changed to allow people who have a mental illness to vote.
- Prisoners were able to vote starting in 1993. However, this did not include all prisoners. Their sentence had to be less than two years to receive the right to vote.
- In 2002, the Supreme Court of Canada ruled that people in prison for more than two years could not be left out. Although the law did not change, they have been able to cast ballots since 2004.

ACTIVITY 2.2: Pathways to Universal Suffrage

For each group, summarize the actions and changes to their voting rights over time.

GROUP	YEAR(S)	WHAT HAPPENED AND HOW?
Women		
Indigenous Peoples		
Canadians of Chinese origin		
People with physical disabilities		
Judges		
People with mental illness		
Canadians in prison		

Lesson 3

Levels of Government



GUIDING QUESTIONS

- 1 How is government structured in Canada?
- 2 How do the different levels of government affect me?

SUMMARY

Canada has different levels of government; each with its own elected representatives and areas of responsibility.

In this lesson, students compare the federal, provincial and municipal levels of government, including leadership roles, elected officials and areas of responsibility. Afterwards, students create a digital presentation where they identify government services or areas of responsibility and explain how they relate to or directly affect their lives using photos and captions.

LEARNING OUTCOMES

By the end of the lesson, students can:

- describe our government system in Canada;
- distinguish between the levels of government;
- analyze the different ways in which government affects their life.

Starter

1. Review the role of government in society. Government is responsible for making decisions and establishing laws for the people living within its borders, and for providing a variety of services.
2. Review the levels of government in Canada and explain the idea that each level is responsible for different issues. In column format, write the following on the board, or in an equivalent forum: federal / provincial / municipal / First Nations, Métis and Inuit.
3. Ask students to consider which level of government they would contact in the following scenarios:
 - You and your friends would like a skate ramp added to the local park
 - You want to apply for government loans and grants to support your post-secondary education
 - You want more bike lanes in your neighbourhood
 - You are traveling to a foreign country and need to find out if there are any travel advisories
 - You want more mental health services for youth
 - You want to know if your local First Nations community has access to clean drinking water
4. Discuss as a class:
 - Why is it important to know which level of government is responsible for which issues?
 - If you needed to, how would you go about contacting each level of government?
 - What would life be like if we didn't have government?

Activities

1. Divide students into pairs and distribute Activity 3.1. Have them work together to fill in what they already know about the levels of government in Canada.
2. Review the structure of government in Canada using the "Levels of Government" video, Slide Deck 3 and/or Handout 3.2.

Guiding questions:

- What kind of government do we have in Canada?
- What is the role of our elected representatives?
- What is the title given to the elected representative at each level?
- What is the title given to the leader at each level? How are they chosen?
- What are the areas of responsibility of each level of government?

Afterwards, have students continue to work in pairs to complete Activity 3.1. Alternatively, students could create a slide deck with the same information and add images or graphics.

3. Have students create a digital presentation (slides) where they identify three government services or areas of responsibility for each level of government that relate to their lives (Activity 3.3). Ask students to take photos or search online to find relevant pictures to represent the area of responsibility. Students could also find a current article or social media post that shows how the issue is affecting their life.

Consolidation

After the lesson and activities are complete, ask students to fill out the exit slip (Activity 3.4).

- The most important thing I learned today...
- The thing that surprised me today...
- I would like to learn more about...

Assessment Suggestion

Students can be assessed on their completed work from Activity 3.3. An *Assessment Checkbric* has been included.

ADAPTATIONS AND SUPPORTS

English Language Learners	<ul style="list-style-type: none">• Provide students with terms and definitions in advance.• Share the lesson videos before class discussions and activities.• Ensure that subtitles are on during videos.• Provide examples or photos for each area of responsibility.
Culturally Responsive Pedagogy	<ul style="list-style-type: none">• Review the demographic data of one or more elected bodies and discuss the need for more diversity in politics.• Review the governance structure of a neighbouring Indigenous community.
Accommodations	<ul style="list-style-type: none">• If working in pairs or small groups in the classroom is not possible, consider using Google Docs for collaborative activities and discussion.• Activity 3.3 can be created and shared in an entirely digital format, using PowerPoint or Google Slides.

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)** and provincial representatives in Newfoundland and Labrador are called **Members of the House of Assembly (MHAs)**. MPs and MHAs are often affiliated with political parties.

In Newfoundland and Labrador municipalities, elected representatives are called **council members** or **councillors**. 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 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: Levels of Government Graphic Organizer

What do you know already? Work with a partner to fill in what you already know first. After reviewing the levels of government, fill in the rest with the support of online resources (e.g., ourcommons.ca, www.assembly.nl.ca, elections.ca, www.elections.gov.nl.ca, gg.ca, www.govhouse.nl.ca)

QUESTION	FEDERAL	PROVINCIAL	MUNICIPAL
<p>What is the title of the role represented by the sovereign at this level?</p> <p>Who currently holds this position?</p>			
<p>What is the official title of the leader at this level of government?</p> <p>Who currently holds this position? If applicable, which party do they represent?</p>			
<p>What is the official name of the elected members at this level? How many members are there?</p> <p>Who currently holds this position for your geographic area? If applicable, which party do they represent?</p>			
<p>Where does this level of government meet (name of the building and city)?</p>			
<p>What are three responsibilities handled by this level of government?</p>			
<p>How often are elections held? When is the next election?</p>			

HANDOUT 3.2: Government Responsibilities

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

ACTIVITY 3.3: What does government have to do with me?

How does government influence your daily activities? Which level of government has the most impact in your life?

ASSIGNMENT: PHOTO CAPTIONS

For each level of government, identify three government services or areas of responsibility and explain how it relates to your life.

- Select relevant articles or pictures to represent each issue or area of responsibility. You can take your own pictures or find a social media post that shows how the issue is affecting your life. You should have a total of nine pictures, articles or posts.
- For each picture or article, write a caption to identify which level of government is involved and the name of the related government department.
- In one or two sentences, explain the impact of the government area on your life. Use “I” statements to personalize your captions.
- Write an overall concluding statement to answer the following question: Which level of government has the most impact in my life, and why?

ASSESSMENT CHECKBRIC

1
= limited

2
= somewhat

3
= correct

4
= exceeds expectations

Correctly identifies the level of government and area of responsibility.

1

2

3

4

Selects a relevant picture or news story to represent the issue.

1

2

3

4

Explains the impact that each level of government has on their lives.

1

2

3

4

ACTIVITY 3.4: Exit Slip

The most important thing I learned today...	
The thing that surprised me today...	
I would like to learn more about...	

The most important thing I learned today...	
The thing that surprised me today...	
I would like to learn more about...	

Lesson 4

Political Perspectives and Parties



GUIDING QUESTIONS

- 1 How are people's beliefs and values connected to their political views?
- 2 What is your position on the political spectrum?

SUMMARY

In a democratic society, people have different beliefs and values, which influence their position on political issues. Political parties bring together people with similar beliefs and political perspectives who are seeking to effect change by being elected.

In this lesson, students are introduced to political issues and the political spectrum. After learning about political parties, students participate in an online tool (*Vote Compass Newfoundland and Labrador*) to better understand the provincial political landscape and where they fit.

LEARNING OUTCOMES

By the end of the lesson, students can:

- analyze how beliefs and values shape perspectives and actions on political issues;
- explain the function of the political spectrum compared to Newfoundland and Labrador political parties;
- assess their position on the political spectrum compared to Newfoundland and Labrador political parties;
- demonstrate respect for others' perspectives.

Starter

1. Review the concept of a political issue and ask students to provide a few examples. A political issue is a topic or subject that affects society as a whole and, often there are multiple opinions on various sides of any given issue.
2. Use a 'Values Continuum' activity to explore different opinions on a particular political issue. This can be completed with paper sticky notes or an online tool, such as Google Jamboard.

Sample political issues:

Social media

- Social media is more helpful than harmful for society.
- Social media is more harmful than helpful for society.

Zoos

- Zoos educate the public about animals and conservation efforts.
- Zoos do not educate the public enough to justify keeping animals captive.

Steps for the activity:

- a) **Prepare the spectrum:** Draw a line on the blackboard or whiteboard. Post one of the paired statements at one end and its opposite at the other end of the line.
- b) **Formulate an opinion:** Read the opposing statements for the topic selected and give students a few minutes to reflect on their opinions or ask them to jot down notes in their journal.
- c) **Take a stand:** Ask students to post a sticky note (or write their initials) on the spot along the line that represents their opinion. They may place it anywhere between the two extremes, depending on how much they do or do not agree with the statement. If they are at either extreme, they are in complete agreement with the given statement.
- d) **Explain your position:** Ask students to explain their reasoning. Encourage students to refer to evidence and examples when defending their position. After several opinions have been heard, ask if anyone wishes to re-assess their position.

TEACHER NOTE

Emphasize the importance of respecting others' opinions, and remind students to be honest but not insulting or critical towards others. If you disagree with someone, it is better to use "I" language rather than the more accusatory "you."

Activities

1. Using Slide Deck 4 and Handout 4.1, review the concept of the **political spectrum**. The political spectrum provides a way to characterize and distinguish between different beliefs, ideologies, political parties and policy ideas. It can have one or more dimensions represented by its own axis. Often, economic issues and social issues are separated.
 - On **economic/fiscal issues**, left-leaning people tend to support social services and government intervention in the economy. Whereas right-leaning people tend to support lower taxes, free markets and less government intervention in the economy.
 - On **social issues**, people who identify as progressive tend to support the improvement of society through change and the promotion of social justice values. People who identify as social conservatives tend to support the preservation of traditions and established values.
2. Using Slide Deck 4, review the function of **political parties**.
 - A political party is a group made up of people who share a similar political ideology 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 form government.
3. Ask students if they can name any of the political parties at the provincial level. Using Slide Deck 4, review the list of registered parties and the parties represented in the Newfoundland and Labrador House of Assembly.
4. Have students complete *Vote Compass Newfoundland and Labrador*, an online political spectrum survey designed for the Newfoundland and Labrador provincial election (<https://votecompass.com>).
 - The survey presents a series of political statements and asks participants how strongly they agree or disagree with each statement.
 - At the end of the survey, you will be placed on the political spectrum and you will see how your views compare to the policy proposals of the provincial political parties.
 - It is estimated to take about 15 minutes. Give students time to analyze their results afterwards.

TEACHER NOTES

- Explain to students that there are no right or wrong answers to these questions. They are meant to encourage reflection about your political views.
- Due to the complex nature of individuals, the results of the survey will not be completely accurate in pinpointing a precise political standing. It is also important to note that people's views may be different depending on the topic. For example, you may be more left-leaning on some issues and right-leaning on other issues.

Consolidation

Through a written reflection, ask students to consider their responses to one or more of the following questions:

- Do you agree with where you were placed on the political spectrum? Why or why not?
- What insights can you draw from the results of *Vote Compass Newfoundland and Labrador*? What conclusions can you make about the provincial political landscape?
- How are people's beliefs and values connected to their political views?
- What do you think has shaped your political views most and why?
- Why is it important to consider and respect others' opinions and perspectives?

ASSESSMENT SUGGESTION

Have students write an opinion piece where they agree or disagree with one of the statements found in *Vote Compass Newfoundland and Labrador*.

Steps to writing an opinion piece:

- a) Decide whether you agree or disagree with the statement.
- b) Think of reasons why you hold that opinion (try to come up with at least three), and at least one example from your own experience that supports your opinion.
- c) Write an introductory paragraph, making sure it clearly states your opinion.
- d) Write at least one body paragraph, which gives your reasons for your opinion and the examples from your own experience.
- e) Write a concluding paragraph that summarizes your opinion.

ADAPTATIONS AND SUPPORTS

English Language Learners	<ul style="list-style-type: none">• Provide students with terms and definitions in advance.• Support students' understanding of political positions from Handout 4.1 with real-world examples.• Review terminology on <i>Vote Compass Newfoundland and Labrador</i> that may be challenging for your students.
Culturally Responsive Pedagogy	<ul style="list-style-type: none">• Know your learners and be sensitive to triggers. Be aware of the cultural backgrounds of your students and that some issues/discussions may include sensitive topics and could trigger an uncomfortable or unsafe environment.• 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.• Ensure a respectful environment remains a focus as students share opinions with which others may disagree.
Accommodations	<ul style="list-style-type: none">• Use Google Docs or Google Jamboard for the <i>Starter</i> activity.

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. High school students may have a different perspective about life and priorities than their parents or guardians. Alternatively, people living in different countries may have different priorities or values in life.

How does a perspective differ from an opinion? Your perspective is where you are standing and how you look at something. Your opinion is what you see or believe about something.

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

The political spectrum can be constructed with one or more dimensions, where each dimension represents a distinct set of issues. One common method is to have one dimension (or axis) for economic policies and one dimension (or axis) for social policies, which creates a quadrant.

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

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

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

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

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.

Many believe that society is becoming increasingly polarized or politically divided, causing political debate to become hostile with little room for compromise. We must respect that everyone has different influences and life experiences that shape their values and political perspectives, and that those things impact how they approach different issues.

REGISTERED POLITICAL PARTIES IN NEWFOUNDLAND AND LABRADOR

- **Liberal Party** - www.nlliberals.ca
- **New Democratic Party** - www.nl.ndp.ca
- **NL Alliance Party** - www.nlalliance.ca
- **Progressive Conservative Party** - www.pcparty.nl.ca

HANDOUT 4.1: Views on the Political Spectrum

People who find themselves on each end of the political spectrum usually have opposing views on a range of social or economic/fiscal issues. Below is a general summary of views based on a two-dimensional political spectrum.



ECONOMIC/FISCAL ISSUES

Individuals who are **left-leaning** most often believe that:

- Government should play a role in managing the economy and creating jobs, as opposed to simply letting the private sector be responsible for creating jobs.
- A large gap between the richest and poorest parts of society should be avoided as much as possible.
- Wealthier individuals and corporations should pay a greater share of taxes than poorer individuals.
- There is good value in government services, such as education and healthcare, and higher taxes and government debt may be necessary to ensure these services are sufficient.
- Policies and regulations that may be considered inconvenient for businesses but are intended to alleviate social or environmental problems are important for the greater good.

Individuals who are **right-leaning** most often believe that:

- Government should avoid direct intervention in the economy and instead support businesses and individuals as much as possible in order to create jobs, wealth and innovation.
- It is not fair to penalize people for making more money. People who are financially successful are being rewarded for their contributions to society.
- Smaller government is the best approach, which means less government influence on the economy and fewer government services.
- Taxes should be as low as possible and the government should avoid going into debt.
- Regulation on businesses is not necessary because the free market provides sufficient incentives for businesses to pursue important social and environmental outcomes.



SOCIAL ISSUES

Individuals who are **left-leaning** most often believe that:

- Society is not bound by tradition.
- Social conditions should change as needed and promptly when necessary.
- It is sometimes necessary to address inequities by giving preferential treatment to disadvantaged groups.
- Active efforts are needed to protect every individual's rights under all circumstances.

Individuals who are **right-leaning** most often believe that:

- Traditions should be respected because they provide society with stability and security.
- Change should be slow and careful when it comes to social conditions.
- Preferential treatment is not necessary; everyone should follow the same established rules and receive equal access.
- In making decisions about society as a whole, it is not always possible to protect everyone's rights.

If you are at either end of the spectrum, you will feel most strongly about the views mentioned. People who are closer to the **centre** may feel less strongly about some issues, or only support some views.

Lesson 5: The Provincial Election



GUIDING QUESTIONS

- 1 Which issues matter to me in this election?
- 2 How are candidates elected to the provincial legislature?
- 3 Which party or candidate do I support and why?

SUMMARY

During the provincial election campaign, political parties and candidates communicate their vision and ideas to try to gain public support. As a voter, you need to evaluate the policies and promises critically, and find out which party or candidate best aligns with your views and priorities.

In this lesson, students reflect on which issues are important to them and their community in this provincial election. After learning the election process, students research the candidates and their parties running in their school's electoral district. In the *Consolidation* activity, students analyze the candidates and parties and determine which they support and why.

LEARNING OUTCOMES

By the end of the lesson, students can:

- analyze current political issues;
- explain the provincial election process and how candidates are elected to the provincial legislature;
- gather and synthesize information about the candidates and parties running in the election;
- analyze the priorities and policies of the candidates and parties;
- express their own political views and preferences.

Readiness Activity

Within a few days prior to the lesson, ask students to survey at least five family members or friends about which issues they believe are most important in the upcoming provincial election. This information could be collected informally through discussion or through an online poll or survey.

A Google Forms template is also available online that could be used for this purpose.

- Which of the following issues do you want the government to prioritize?
 - Agriculture & Fisheries
 - Civil rights
 - Crime and law
 - Economy
 - Employment
 - Environment and climate change
 - Education
 - Healthcare
 - Housing and community services
 - Social services/programs
- Do you feel confident about the future of Newfoundland and Labrador?

Starter

1. Ask students to fill out the 'before' column in the *Anticipation Guide* (Activity 5.1).
2. Explain to students that the upcoming election presents a chance for citizens to discuss political issues affecting them and their communities, and to debate the future direction of the province.

Have a whole class conversation about what issues students believe are most important right now to the people of Newfoundland and Labrador. Draw upon family discussion or poll results from the Readiness activity, the activities from Lesson 4 (*Vote Compass Newfoundland and Labrador*) or opinion polls from the election campaign. Remind students that these issues need to fall under provincial jurisdiction (Handout 3.2).

Questions to prompt discussion:

- What concerns do you have about your future?
- If you could improve one thing for the people of Newfoundland and Labrador, what would it be?
- In what areas, do you want to see more investments by the provincial government?

- Which single issue should the newly elected government focus on after the election?
 - Which issues do you want to see the leaders and candidates debating this election?
3. As a class, come to a consensus regarding the three most important election issues.

Activities

1. Review the provincial election process in Newfoundland and Labrador using Slide Deck 5. Guiding questions:
 - What is an election?
 - Who manages provincial elections in Newfoundland and Labrador?
 - What is a voting system?
 - How are candidates elected to the provincial legislature?
 - What is a political platform?
2. Demonstrate to students how they can find out which electoral district they live in by visiting the Elections NL website (www.elections.gov.nl.ca/elections). Go to the 'Electoral District Search' page and enter your school's address.
3. Using the maps on the Elections NL website (Resources > Electoral Boundaries > Maps), compare your electoral district to other electoral districts throughout the province. Discuss how people living in different electoral district may have different priorities than others.
4. Review the list of candidates running in your school's electoral district and show students how to find this information (www.elections.gov.nl.ca/elections).

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 districts, to accommodate students who would like to vote for their local candidates.

5. Organize students into groups and assign each group a candidate, or allow them to choose one based on their preference. The goal is to ensure that one group covers each candidate running in your electoral district, including independent candidates.

Using online sources, ask each group to research their assigned candidate and create a physical or digital presentation and product in a selected format (e.g., slide deck, video, bulletin board).

Co-create a checklist for the research. Guiding questions:

- Who is the local candidate? What skills and experience do they have?
- Do they belong to a political party? Who is the leader of the political party?
- What are the main messages of their campaign advertisements?
- What are the candidate's or party's top priorities? What are they promising to do if elected? Who are the main beneficiaries of these promises?
- How will the party address the three issues identified by your class?

Suggested sources:

- Candidate/party websites
 - Candidate/party social media platforms (Facebook, Twitter, Instagram, YouTube)
 - Candidate/party campaign literature and advertisements
 - News sources
6. Have each group present their political party to the rest of the class, or share their presentations/products through a digital gallery. Students can take notes on each presentation using Graphic Organizer 5.2. Provide as many copies as necessary. Digital and/or virtual presentations could also be shared with other students and classes in the school, to help in their preparation for Student Vote Day.

ALTERNATIVE METHOD

Individually or in pairs, have students collect information about all the candidates running in the election using the same suggested resources. Students can use Graphic Organizer 5.2 to help them organize their findings or encourage them to use a digital format that incorporates images and social media posts.

Consolidation

1. Have a brief closing discussion about the political parties and local candidates with your class, or have students fill out the *Campaign Reflection* (Activity 5.3).
 - Which party or candidate's priorities or views align most closely with your own? Explain your answer with specific examples.
 - Which party do you think is best suited to lead the province?
 - Which candidate will you vote for and why?
 - What else do you want to know before making your voting decision?
2. Ask students to fill out the 'after' column in the *Anticipation Guide* (Activity 5.1).

ASSESSMENT SUGGESTION

Using Graphic Organizer 5.4, ask students to select an issue that matters most to them and research each party's proposals and policies on the selected issue. Will the policy have long-term benefit? If so, how? Which party's policy do you most agree with and why? Provide enough copies of Graphic Organizer 5.4 to allow for a write-up on each party running a candidate in your electoral district.

ADAPTATIONS AND SUPPORTS

English Language Learners	<ul style="list-style-type: none"> • Provide key terms in advance. • Use an application or word cloud generator to simplify political party messages.
Culturally Responsive Pedagogy	<ul style="list-style-type: none"> • Discuss specific questions marginalized groups may have for the candidates. • Discuss issues or challenges your community is facing. • Analyze the diversity of the candidates running in your electoral district and discuss the need for diversity in politics.
Accommodations	<ul style="list-style-type: none"> • If working in pairs or small groups is not possible, considering using Google Docs for collaborative activities. • Have students create digital presentations of their candidate/party research rather than physical formats.

BACKGROUND INFORMATION FOR TEACHERS

Elections NL is a non-partisan office of the House of Assembly and is responsible for the delivery of provincial elections, by-elections and plebiscites referendums) and oversees provincial elections.

Newfoundland and Labrador established **fixed-date elections** beginning in 2007, with a requirement that provincial general elections be held on the second Tuesday in October every four years. 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. 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. The previous provincial election was held on May 16, 2019, and the upcoming provincial election is scheduled for February 13, 2021.

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

- a Canadian citizen;
- at least 18 years of age;
- 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 **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.

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. Urban electoral districts are often smaller and more populous, while rural electoral districts are larger with less dense populations.

In FPTP, voters are only allowed to choose a single candidate on the ballot (categorical or exclusive 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 (plurality).

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**.

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 can be found online through party and 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. News media often profile the leaders and candidates and summarize their party platforms. 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.

ACTIVITY 5.1: Anticipation Guide – Federal Elections

Answer the following questions, prior to learning about the Newfoundland and Labrador provincial election. Afterwards, respond to the questions again based on any new information you have acquired.

QUESTION	BEFORE	AFTER
When is the next provincial election?		
Which voting system do we use for provincial elections?		
How many electoral districts are there in Newfoundland and Labrador?		
What is the name of our school's electoral district?		
What is the title given to elected representatives at the provincial level?		
How many candidates can you choose on your ballot?		
Do we vote for premier?		
Who is responsible for organizing Newfoundland and Labrador provincial elections?		

GRAPHIC ORGANIZER 5.2: Getting To Know The Candidates

Fill out the graphic organizer below with information about the candidates running in your electoral district.

CANDIDATE AND POLITICAL PARTY DETAILS	PRIORITIES, PROMISES AND KEY MESSAGES

ACTIVITY 5.3: Campaign Reflection

After researching the parties and candidates, respond to the questions below.

1 Which party or candidate's priorities or views align most closely with your own? Explain your answer with specific examples.

2 Which party do you think is best suited to lead the province and why?

3 Which candidate will you vote for and why?

4 What else do you want to know before making your voting decision?

GRAPHIC ORGANIZER 5.4: Analyzing the Campaign Promises

Pick one issue and summarize each party's proposals and policies related to the issue. Afterwards, analyze all of the proposals and determine which party's plan you agree with most.

What are the party's policies or promises related to the issue?	Who are the main beneficiaries of the policies?	Do the policies have long-term benefit or are they short-term solutions? Explain.	Which party's plan do you agree with most and why?	

Lesson 6

The Leaders' Debate



GUIDING QUESTIONS

- 1 What skills and techniques are important in debate?
- 2 Why should we analyze the leaders' debate and the arguments made by leaders?
- 3 Why are debates important in elections?

SUMMARY

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. In order to be an informed voter, citizens should pay attention to what politicians are saying and have the tools to evaluate their arguments.

In this lesson, students learn about effective debating skills and common types of faulty arguments. Afterwards, students watch the leaders' debate for the provincial election and analyze the arguments made by the leaders. In the *Consolidation* activity, students discuss the importance of election debates.

LEARNING OUTCOMES

By the end of the lesson, students can:

- explain the role of debates in elections;
- summarize effective debating skills and techniques;
- identify different logical fallacies or faulty arguments that people may use;
- compare and contrast the performance of party leaders in the leaders' debate.

Starter

1. Break students into pairs or small groups and ask them to debate one of the propositions below.
 - School should be year-round with more breaks
 - Hockey is better than football
 - The voting age should be lowered to 16

The following format is suggested:

- a) Within each pair or group, have students choose to support or oppose the position. There should be equal numbers for both sides.
 - b) Give students a few minutes to prepare by writing down their thoughts and arguments on Activity 6.1.
 - 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.
2. Debrief on the activity:
 - Did your opinion on the topic change after the debate? Why or why not?
 - What arguments convinced you and why?
 - What arguments were not convincing and why not?
 - What skills and techniques make an effective debater?

Activities

1. Introduce the concept of a leaders' debate.
 - A leaders' debate is an opportunity to see the leaders on the same stage answering questions 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. Ask students to watch excerpts from the 2019 provincial leaders' debate. Students can watch a few different sections.
 - **Leaders' debate** – www.saltwire.com/news/local/newfoundland-and-labrador-leaders-election-debate-tonight-307556/?location=west-coast
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, clarify 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 faulty arguments, personal attacks, and acting unprofessional.

4. Watch the “Logical Fallacies” video as a class. Explain to students that one way to analyze the debate is to pay attention to how the leaders construct arguments. Sometimes individuals will use faulty reasoning to make a point. Review common types of flawed arguments (logical fallacies) and have students write down their own example for each (Activity 6.2).

- Authoritative Argument
- Slippery Slope
- Appeal to Tradition
- Personal Attack
- False Dilemma
- Strawman Argument

Students may also recall arguments made in the *Starter* activity or use the proposition debated to create their faulty arguments.

5. Have students watch the 2021 provincial leaders’ debate at home and/or watch select video clips of the debate in the days following, and complete Activity 6.3. To prepare for the viewing, review the party leaders that will participate 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.

6. Afterwards, have students share their responses to Activity 6.3 with the rest of the class. When sharing their analysis of the leaders’ debate, remind students to use evidence to support their arguments and to avoid faulty arguments, such as personal attacks.

Consolidation

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

- Do you think it is valuable for citizens to watch the leaders’ debate prior to voting in an election? Why or why not?
- Why should we analyze the positions and arguments made by party leaders?
- Why is debate important in elections?

EXTENDED LEARNING

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

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

In pairs or small groups, have students analyze a pair of news articles — one written by a news reporter, the other by an opinion columnist, or articles from different publications. Students may use Activity 6.4. to record responses.

ADAPTATIONS AND SUPPORTS

English Language Learners	<ul style="list-style-type: none"> • Watch the segments of the debate in different ways to help with the analysis (muted video, audio only). • Use an application or word cloud generator to simplify some of the leaders' responses/arguments.
Culturally Responsive Pedagogy	<ul style="list-style-type: none"> • 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. • 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?
Accommodations	<ul style="list-style-type: none"> • 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. • Consider conducting the <i>Starter</i> activity outside or using an online learning tool, such as Google Docs.

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 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.

In order to be an informed voter, citizens should pay attention to what politicians are saying and have the tools to evaluate their assertions. A **logical fallacy** is a type of faulty argument. This type of argument may sound convincing in the moment, but if you stop and examine it, it does not stand up to the test of logic. It is very helpful to be able to recognize a logical fallacy and not be persuaded by it.

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 6.1: Debate Organizer

TOPIC

BACKGROUND INFORMATION

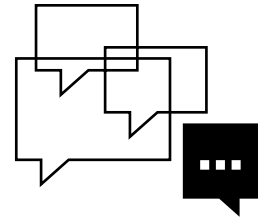
MY MAIN POINTS/ARGUMENTS

MY OPPONENT'S ARGUMENTS

MY REBUTTAL

ACTIVITY 6.2: Common Logical Fallacies

A logical fallacy is a faulty argument. There are many different kinds — below are some common ones. This type of argument may sound convincing in the moment, but if you stop and examine it, it does not stand up to the test of logic. This is a tricky form of argument that is very helpful to be able to recognize (and not be persuaded by).



1 AUTHORITATIVE ARGUMENT

Claiming something to be true because an expert said so.

The scientist on TV last night said that chocolate is good for you, so that means we can all eat all the chocolate we want now.

YOUR EXAMPLE

2 SLIPPERY SLOPE

Believing a small change will lead to a disaster.

If we let students have phones in the classroom, they will never pay attention to the teacher, and won't learn anything at school.

YOUR EXAMPLE

3 APPEAL TO TRADITION

Claiming something is true since it has always been so.

Fishing is prohibited in my village. This is silly. I fished there all the time growing up. It should still be allowed.

YOUR EXAMPLE

4 PERSONAL ATTACK

To ignore the arguments of an individual by attacking them personally and not their arguments.

Politician 1: "I will fight for the poor people of Canada."

Politician 2: "Have you seen this guy's mansion? What does he know about poor people?"

YOUR EXAMPLE

5 FALSE DILEMMA

Presenting only two solutions to one problem when other options are also available.

We can either go to an movies or waste our day off school. You don't want to waste a day off, do you?

YOUR EXAMPLE

6 STRAWMAN ARGUMENT

Deliberately misrepresenting someone else's argument to make it easier to attack.

Politician 1: "I think we should spend less on the military."

Politician 2: "My opponent wants to leave the country defenceless. We deserve better."

YOUR EXAMPLE

ACTIVITY 6.3: Evaluating the Leaders' Debate

1 Identify four examples of faulty arguments made during the debate (e.g., personal attack, false dilemma, slippery slope, appeal to tradition). List the leader, the argument and type of logical fallacy.

2 Which leader do you think performed the best and why?

3 Which arguments were most persuasive and why?

4 Did your views about the leaders or any policy positions change over the course of the debate? Explain.

ACTIVITY 6.4: Analyzing Articles about the Debate

Summarize the information for each news article.

NEWS SOURCE

HEADLINE

AUTHOR

DESCRIBE THE TYPE OF ARTICLE. Is the article a news article, or an opinion column? How do you know?

SUMMARIZE THE ARTICLE. What positive or negative comments were made about the leaders' performances?

WHO WON THE DEBATE? Does the article declare a winner of the debate? What evidence is offered?

DESCRIBE THE IMAGE CHOSEN FOR THE ARTICLE. If your article contains a picture, why do you think this image was chosen? What is it representing?

Lesson 7

Post-Election Analysis



GUIDING QUESTIONS

- 1 How can we analyze election results?
- 2 How can we predict, track and evaluate the actions of the newly elected government?

SUMMARY

Elections are complex events and it is helpful to analyze the outcome to better understand the process and what the results mean for the future.

In this lesson, students will examine the results of the Student Vote Newfoundland and Labrador 2021 program and the 2021 general election. Afterwards, they will review the campaign promises made by the newly elected government and analyze what these actions will mean for stakeholder groups and people across the province. In the *Consolidation* activity, students reflect on the outcome of the election and their Student Vote experience.

LEARNING OUTCOMES

By the end of the lesson, students can:

- assess the results of the election;
- analyze how campaign events influenced the outcome of the election;
- predict the newly elected government's priorities and evaluate the potential impact;
- recognize the importance being an active and engaged citizen.

Starter

1. Announce your school's Student Vote results. Which candidate received the most votes? Was it a close race? What percentage of the vote did the winner receive?
2. Compare the results of your school's vote with the results of other schools in your electoral districts. Are the results similar or different? How did the results vary between schools? Individual school results can be found at www.studentvote.ca/nl2021 > Results.

Activities

1. Review some key concepts for analyzing 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 less than half, they will have a **minority government**.
 - The party that has the second-highest number of seats becomes the official opposition. Any other party is called an opposition party.
2. Using the Student Vote 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 are similar or different?
 - What factors do you think shaped the outcome of the election?
3. The ballots have been counted and the election is over — but what does it all mean for Newfoundland and Labrador? As a class, review some of the promises made by the newly elected government during the campaign as a preview of what may come in the next several months. You can use each party's website and media websites to find this information.
4. Divide students into pairs or small groups and have them analyze one of the promises using Activity 7.1. Guiding questions:
 - Who will be impacted by the related action or decision?
 - Does it represent a turning point or critical moment for the issue? If so, how?
 - Do the other parties support this decision? Why or why not?
 - How can the government's progress on this commitment or promise be tracked and evaluated?
5. Afterwards, have students share their analysis with the rest of the class.

Consolidation

1. Ask students to produce a final written reflection on one of the following questions:
 - What factors do you think shaped the outcome of the election?
 - What do the election results mean for you and your community? Provide concrete examples of how the newly elected government's policies or commitments will have an impact.
 - How can we hold government to account on their campaign promises?
2. As a culminating activity, have students fill out the *Exit Slip* (Activity 7.2).

ADAPTATIONS AND SUPPORTS

English Language Learners	<ul style="list-style-type: none"> • Provide students with terms and definitions in advance.
Culturally Responsive Pedagogy	<ul style="list-style-type: none"> • Analyze the demographics of the new legislative body. How does it compare to the population of Newfoundland and Labrador? How does it compare to the previously elected legislative body?
Accommodations	<ul style="list-style-type: none"> • If working in small groups is not possible, considering using Google Docs for collaborative activities.

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 House of 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 electoral districts 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 outcome.

ACTIVITY 7.1: Analyzing the Outcome

Select one of the campaign promises made by the newly elected government and analyze the anticipated outcomes. Suggested resources include the party's website and media websites.

Briefly describe one of the commitments or promises made by the newly elected government during the campaign.

Who will be impacted by the related action or decision, and how?

Does it represent a turning point or critical moment for the issue? If so, how?

Do the opposition parties support this decision? Why or why not?

How can the government's progress on this commitment or promise be tracked and evaluated?

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 Student Vote: 1 2
1	One way that this experience has changed me or developed my opinions: 1