

grade 5

ready, set **learn**

how to

VOTE

A resource for teachers about municipal elections in Toronto.



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Introduction

This resource has been developed by the City of Toronto for Grade 5 teachers who are interested in teaching government, democracy and citizenship in an engaging and fun way. Through the lessons and activities in this guide, you will develop your students' understanding of the function, role and importance of government and, more importantly, to foster a sense of action amongst students to make positive changes in their communities.

The focus of this resource is on local government. Municipal governments are the most accessible level of government and provide vital services that directly impact the lives of individuals that live and work in Toronto. As a result, the issues that you will be covering in class and the activities you do with your students will be current, relatable and impactful.

Our lessons and activities are designed to teach students that, as residents of Toronto, we should be informed and curious about how our local government functions and how we can each contribute to making Toronto a better place to live.

This guide also emphasizes that we have civic responsibilities that extend beyond election periods, and that improving your community can be fun and fulfilling.

We hope the lessons contained in this guide encourage students to value public services, speak to their political representatives, and get involved in community building activities.

How to Use this Guidebook

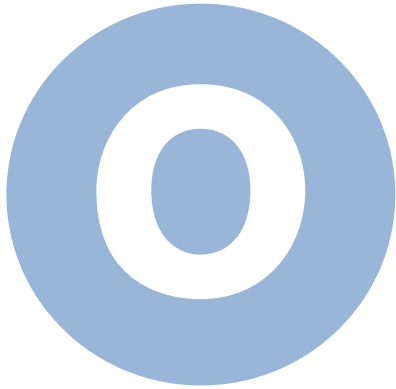
This guide contains information, lesson plans, activities and assessment tools that can be applied in your classroom. It is meant as a 'guide' to instruct students through the Social Studies unit on the Aspects of Government and Citizenship.

The lessons and activities offered are intended as suggestions on how the material may be taught and can be changed and adjusted to suit the needs of your classroom.

Each lesson contains the following:

- Purpose - The overall purpose of the lesson
- Background - Information you, the teacher, will need to know
- Lesson
- Activity
- Assessment Opportunities - Suggestions for assessment
- Lesson Plan Accommodations & Extensions





An Overview of the Municipal Government

Toronto is home to a diverse population of 2.6 million people (based upon 2011 census). It is Canada's largest city and is comprised of six former municipalities (East York, Etobicoke, North York, Scarborough, Toronto and York) that amalgamated on January 1, 1998, to form the City of Toronto.

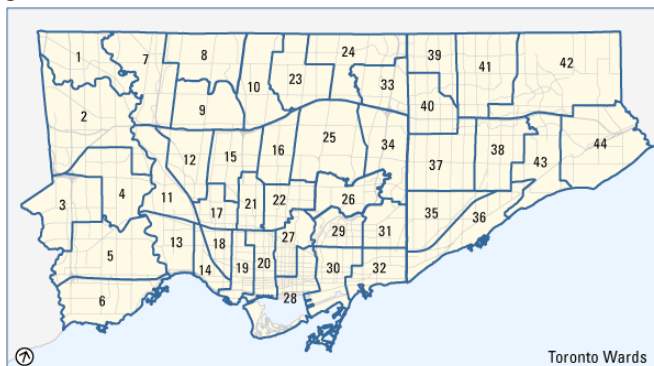
The City of Toronto provides public services that are used by Torontonians on a daily basis. In fact, the municipal government has a greater influence on our day-to-day lives than the provincial and federal levels of government. The services it provides are vital to ensuring that our city runs efficiently and contributes to the social, environmental and economic development of the city and its residents. Since municipal services affect us so greatly, it is important to know what the municipal government is responsible for and how it works.

The City of Toronto

Provincial governments create cities and grant municipal governments their powers and responsibilities. This is why municipalities are referred to as 'creatures' of a province. The Municipal Act 2001 is the main law governing the creation, administration and government of municipal governments in Ontario except for a few jurisdictions such as Toronto. The City of Toronto Act 2006 is the law that governs the creation, administration and government of the City of Toronto.

In Toronto, our municipal government is called **The City of Toronto**.

The City of Toronto is Canada's 6 largest government and employs approximately 50,000 people including Agencies, Boards and Commissions. It is larger than most provincial governments in Canada.



City Council

Toronto is split into 44 geographic areas, called **wards**. Each of Toronto's 44 wards is identified by a number and a name. For example, Ward 4 is Etobicoke Centre, Ward 24 is Willowdale and Ward 44 is Scarborough East.

The voters that live in each ward elect one politician, called a **Councillor**. The role of the Councillor is to represent the needs and interests of people living in their ward and the city as a whole at City Council. In Toronto, the **Mayor** is elected 'at large', by voters across the entire city, and represents the city as a whole.

Toronto City Council consists of 44 Councillors and 1 Mayor. All 45 members are collectively referred to as City Council. City Council is the governing and legislative body of the City of Toronto. It is where decisions are made regarding how the city will spend its money, which programs it will and will not support, and which proposals will become law.

Each member of City Council has one vote on all issues brought forward in Council and every proposal needs to have a majority of votes to pass (23).

The Mayor and City Councillors

Anyone can run to be a Councillor or Mayor, as long as they are an eligible voter. This means that you need to be: a) a Canadian citizen, b) at least 18 years old, c) a resident of the municipality or the owner/tenant of land or spouse of an owner/tenant in the municipality and d) not prohibited under any law from voting. It is not a requirement to have been a Councillor in order to run for Mayor.

The Councillor's role is to:

- Consult with their community
 - o Consult with the constituents they represent and consider their opinions in the decision making process.
 - o Respond to constituents concerns or inquiries and keep up-to-date with their ward's issues, needs and concerns.
- Serve on Council
 - o Approve the City of Toronto's annual budgets
 - o Develop and evaluate the City's policies, services and programs
 - o Deliberate and establish policies and by-laws
 - o Sit on at least one of Council's committees and their Community Council

The Mayor's role is to:

- Act as the chief executive officer of the City of Toronto
- Chair City Council meetings so they are efficient and effective
- Provide leadership and direction to council that promotes the social, economic and environmental development/wellbeing of the city and its residents
- Appoint Chairs of Standing Committees and all members of Executive Committee
- Promote public involvement in the City's activities
- Represent the City at official functions; promote the City nationally and internationally

Committees & Community Councils

Since City Council needs to make many decisions and has many responsibilities, Council has created **committees** to manage and divide its workload. The committees study and review proposals, research many options, and hear from the public through deputations. They then develop proposals or recommendations that are presented to City Council and voted on.

Committees develop proposed policies, bylaws, services and programs, but all final decisions are made by City Council. Toronto City Council meets once a month for an average of two days in the Council Chambers of City Hall to hear from the Committees and make decisions. Each member of City Council, including the Mayor, gets only one vote for each decision made by City Council.



There are seven Standing Policy Committees at City Council. These are permanent committees of Toronto City Council. The Chair of each committee is appointed by the Mayor. The Mayor, Deputy Mayor(s), Chairs of Standing Committees, and four Councillors are members of the Executive Committee. The Executive Committee sets the strategic direction of the city, annual budget, and monitors and makes recommendations to Council.

There are also four **Community Councils** in Toronto. Each Community Council includes Councillors from that particular area of the city (for example, Scarborough's Community Council consists of the 10 Councillors that represent the 10 wards in Scarborough). Community Councils consider issues that matter in that particular part of Toronto. They report to City Council but have decision-making powers on particular items.



This is a map of Toronto's Community Council districts.

Public Access at City Hall

There are lots of opportunities for public participation in the municipal government and many people get involved in local democracy because the decisions made at City Hall affect their lives so greatly.

Voice Your Opinion

Throughout the decision making process at the City of Toronto, there are many opportunities for public involvement. Any resident is welcome to speak at committee meetings or write letters/e-mails to committees. As well, City Council meetings are open to the public and many people go to watch Council discuss and vote on issues. There are also public appointments on various City agencies, such as the Toronto Public Library, which allows residents to directly participate in governing the city.

Speaking With Your Councillor

None of the members of Toronto City Council represent a political party at City Hall. In a municipal election, each candidate runs as an independent. Councillors make decisions independently at City Council, rather than voting with the other members of a party as they do at the provincial and federal levels. This allows Councillors to be more open to listening to the concerns of residents in their wards, and the needs of their communities.

Finally, as local political representatives, Councillors ensure that residents' voices are heard and their needs are taken into consideration when they make decisions. Residents are always welcome to write to or meet with their local councillor to speak about municipal issues.

Municipal Government Responsibilities

The following is a list of some services that the municipal government provides to those that live and work in Toronto.

Transportation	<ul style="list-style-type: none"> - Roads, traffic signals and signs - Public Transportation (Buses, Subways, Streetcars, Wheel-Trans buses & Rapid Transit) - Bike lanes and trails - Sidewalks, crosswalks
Water & Sewage	<ul style="list-style-type: none"> - Clean water throughout Toronto - Treats water from sewers
Housing & Shelters	<ul style="list-style-type: none"> - Public Housing (TCHC) - Affordable housing support - Emergency shelter services - Funds organizations to provides services to homeless people
Safety	<ul style="list-style-type: none"> - Firefighting services - Police Services - Emergency Medical Services (ambulances and 911)
Children Services	<ul style="list-style-type: none"> - Child care programs - Children's aid - Community programs
Toronto Public Health	<ul style="list-style-type: none"> - Inspection of restaurants - Health consultations - Teach people about staying healthy
Toronto Zoo	<ul style="list-style-type: none"> - Educational programs about wildlife and wildlife spaces
Toronto Public Library	<ul style="list-style-type: none"> - Free and equitable access to books, downloadable and online resource materials, DVDs, CDs, laptops, and the internet
Waste Collection	<ul style="list-style-type: none"> - Garbage, recycling collection and management - Compost collection and management
Parks & Recreation	<ul style="list-style-type: none"> - Parks and Green Space management throughout the city - Recreation programs and summer camps - Community centres, swimming pools and skating rinks

1

An Introduction to Governance and Public Services

Purpose: This lesson introduces and reviews the concepts of community, governance and ‘public services’. Students learn how large and diverse communities require a range of ‘public services’ to meet the needs of all members within that community.

Background

Community – Community is most often defined as a group of people (of any size) who reside within the same physical space (neighbourhoods, towns, cities). However, communities can also develop outside the restriction of physical space. A community is any group of people that share common interests, needs, goals, beliefs, culture, religion or historical heritage.

Government – A government governs a nation, province, state or community. It is responsible for the economic, environmental, and social wellbeing of the region it governs.

Public Sector – This is the part of the government that produces and delivers services. The services that the public sector provides are used by everyone that lives, works, and visits that region.

Public – The ‘public’ are people who are associated civically by sharing the same government.

Public Services – These are services provided by the government and are used by residents or a community. These services are offered for the benefit of the public, based on public needs.

Lesson Introduction

One person can belong to many different communities at one time – for example a student is a member of their school, neighbourhood, city, province, country and even the world at large. You can also be a part of a community of hockey players, artists, transit riders, stamp collectors, video-game players or knitters.

Begin the lesson by asking: “What is a community?” Identify your students’ knowledge and understanding of the term ‘community’. For support, draw on the definition provided in the background of this lesson.

Have students think of communities big and small that they are a part of and create a ‘mind map’ of student responses at the front of the class.

Lesson

Discuss the characteristics of your local ‘neighbourhood community’ and begin identifying public services used by your students’ community.

On a piece of chart paper, ask the following questions and have students respond with their answers.

Our Neighborhood Community

Who is part of our neighbourhood community?

Anyone and everyone that lives or spends time within the area.

What do we have in our neighbourhood community that makes it a nice & safe place to live?

Water supply, roads and sidewalks, transportation, recreation, safety and protection (police, fire), libraries, community centres, garbage and compost collection, sewage collection and treatment, zoos, electricity, subway, buses, etc.

Who is responsible for providing the needs of our neighbourhood community?

We are! We do this by voting for a politician that we think will make good decisions for our community. We also contribute to making our community a better place to live by cooperating with others, volunteering, staying informed of what is going on in your community, enjoying public spaces, helping others and getting involved in community projects.

Develop your students’ understanding of what public services are and why they exist by focusing on the second question.

This exercise conveys the importance of public services in the day to day lives of those who live in their neighbourhood community.

Discussion

To demonstrate how different members of the community use different public services, ask the students to identify the public services that they use to get to school (public transit, sidewalks, crosswalks, roads, bike lanes, wheel trans, traffic signals, and so on). Use this discussion as an opportunity to explain how public services that public services are offered for the benefit of the public, based on public needs. So, just because you don't use a public service, does not mean that it isn't an important service for other members of the community.

Discussion Questions

How did everyone get to school today?

Walking, biking, driving, wheelchair mobility, Toronto Transit Commission (TTC)

What kinds of things did we use to get us there?

Roads, lights, sidewalks, bike lanes, etc.

Who provides the services that we use to get to school?

The municipal government provides the services that we use to get to school. They build all of the sidewalks, streets, crosswalks and traffic lights that we use to get to school by walking and driving. They also provide bike lanes and trails so that people can bike safely around the city. All of the buses, subways and streetcars are also provided by the municipal government. For people who have wheelchairs or disabilities, the municipal government provides a service called wheel-trans. All of these are public services offered by the municipal government, the City of Toronto.

Why does our government provide all of these options?

The government provides different transportation services because it is responsible for making sure that everyone is able to get around the city. For example, if a citizen doesn't own or drive a car, they can take the bus. If they are in a wheelchair, they can take wheel-trans, a service offered by the TTC.

Activity

Worksheet: I Use Public Services Everyday!

In the box, students are to write out their day from when they got up in the morning, to when they got to school. Students should incorporate five public services they used every morning (roads, sidewalks, bus, bike lane, crosswalk, crossing guard, street lights, etc) within their story. Encourage students to write about public services using the illustrated pictures around the border of the worksheet, but to incorporate services not featured as well.

Lesson Accommodations (A) and Extensions (E)

(A) The structure of the above lesson may change depending upon student responses to the leading question "What is a community". If students struggle to provide examples of their local communities, scaffold the concept by discussing your local classroom community, school community and subsequent neighbourhood community.

(A) For more advanced classes, incorporate the question of 'why' different communities exist? For example, students are assigned to classroom communities based upon their age, and learning level. Students are set into school communities based upon where they lived and whether they are in elementary school or high school.

(E) Discuss with students the difference between public and private services. Compare and contrast local public services with local private services.

(E) Conduct a brainstorm activity in which students develop and design public services for their local community. For example: a new playground or skatepark, transit system, community centre or

Lesson Accomodations (A) and Extensions (E)

(A) Take low level students aside and work on class activity worksheet as a group. Low level students may formulate a story about their journey to school through guided discussion with a teacher or classroom assistant.

(E) Take the class on a short walk of the neighbourhood. As you walk, point out neighbourhood public services that you see around you. Have students take turns leading the class and explaining how public services help them every day.

Opportunities for Assessment

In this and all lessons moving forward, there are opportunities for ongoing formative assessment through lesson discussion and questions. Be sure to pause the class and review crucial concepts if students have difficulty answering prompting questions.

Worksheet: I Use Public Services Everyday!

Review the completed worksheet to check for the students' understanding of public services. Is the story written with an emphasis on how public services help the student on their journey to school? Is the student correctly identifying public services they use on a daily basis?

2

Municipal Services

Purpose: This lesson expands upon the range of municipal public services offered and reinforces how important these services are in maintaining a healthy community.

Background

The City of Toronto provides important public services that Torontonians use on a daily basis. In fact, we use municipal public services in our day to day lives more than the provincial and federal public services.

The services the City of Toronto provides are vital to ensuring that our city runs efficiently and contributes to the social, environmental and economic development of Toronto and its residents.

For a list of some of the public services the City of Toronto offers, be sure to refer back to page 7.

“Municipal government is all about communities. It is where resident groups, community organizations, and local businesses bring their immediate concerns and issues. Local government works well when it encourages the active involvement of all the players in the community.”
- Olivia Chow
MP, Trinity-Spadina

Lesson Introduction

Have students read aloud their written responses to the worksheet from the previous lesson, “I Use Municipal Public Services Everyday”, and make connections between the public services mentioned in their worksheet to the *City Services in Action Poster*.

After reviewing several written responses, stop the class and focus attention to items on the *City Services in Action Poster*. Highlight the remainder of services listed on the *City Services in Action Poster* that affect the students’ day-to-day lives.

Lesson

Take a moment to tidy up the classroom and clear away distractions. Dim the lights and explain that you have a very serious scenario to pose to them. Read the highlighted scenario at the bottom of the page in your most dramatic voice.

After reading the scenario, organize a think, pair, share activity with students. Offer the question: “How would your life change without municipal public services?” Have students share their thoughts with a neighbour and then with the class.

What if...

“It’s a warm and hazy Monday morning. You jump out of bed, ready to start a new day at school. You throw open the curtains to your room and notice something very, very strange... the roads outside your window are gone, the park across the street is gone and there is garbage everywhere! You press the button on the TV to check the news and uh, oh... the electricity is out too! Something very serious has happened to all of the public services in your neighborhood – THE PUBLIC SERVICES HAVE DISAPPEARED!”

... a day without municipal public services

Activity

Comic Strip: “What If... A Day Without Municipal Public Services”

Students write and illustrate a comic strip story of their morning without municipal public services. Encourage students to be creative in imagining a world where public services no longer exist by asking them: How would their family, community and daily life be affected by such a drastic change? What concerns might they have about their safety, health, or day to day life?

Have students storyboard their ideas on a piece of paper first. Review each student’s written concepts to ensure understanding before having them move forward with the illustration of their comic strip.

After the activity, have a follow up discussion on why government and government services are important.

Lesson Accommodations (A) and Extensions (E)

(A) In place of writing and illustrating a comic strip, students can write their “What If...” story on the back of the previous day’s worksheet (“I Use Public Services Everyday!”). How would their journey to school be affected? Would they be able to make it to class on time or at all?

(E) Have the class create a wall sized comic strip together, incorporating ideas and illustrations from each student. Hang the completed comic on the wall outside of the classroom to show other students and teachers at the school.

(E) Incorporate alternative cross curricular approaches to the “What If...” activity by having students to act out their day at the front of the class; prepare a stop motion film; illustrate a tableau; create a class video; or develop a PowerPoint or PhotoStory presentation.

Opportunities for Assessment

Comic Strip Activity: “What If... A Day Without Municipal Public Services”

Clearly explain the following evaluation criteria to students, before beginning the activity:

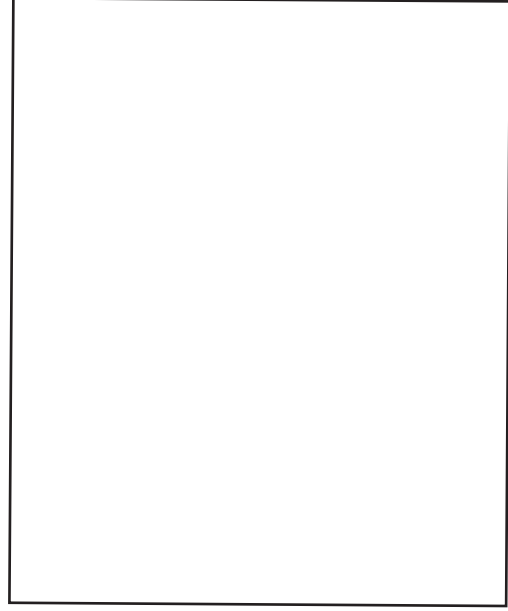
- The importance of community public services is made clear in the comic strip.
- At least three public services are clearly identified within the comic strip story.
- Information and ideas must be effectively expressed and organized in the comic strip.

Allow for peer or self assessment by having students mark each other’s finished comic strips. For guidance, use the following marking scheme rubric:

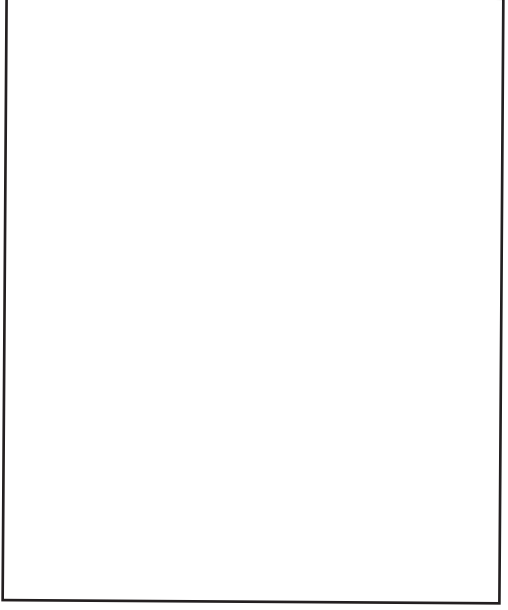
Criteria	Level 1	Level 2	Level 3	Level 4
The importance of community public services is made clear.	The importance of community public services is not made clear.	The importance of community public services is somewhat made clear.	The importance of community public services is made clear.	The importance of community public services is made clear with a high degree of effectiveness.
Three public services are clearly identified within the comic strip story.	One public service is identified in within the comic strip.	Two public services are identified within the comic strip.	Three public services are identified within the comic strip.	More than three public services are identified within the comic strip.
The expression and organization of ideas and information	Information is expressed and organized with limited effectiveness.	Information is expressed and organized with some effectiveness.	Information is expressed and organized with considerable effectiveness.	Information is expressed and organized with a high degree of effectiveness.
Suggested improvements.				
What I liked the most about the comic strip.				

What If... A Day Without Public Services

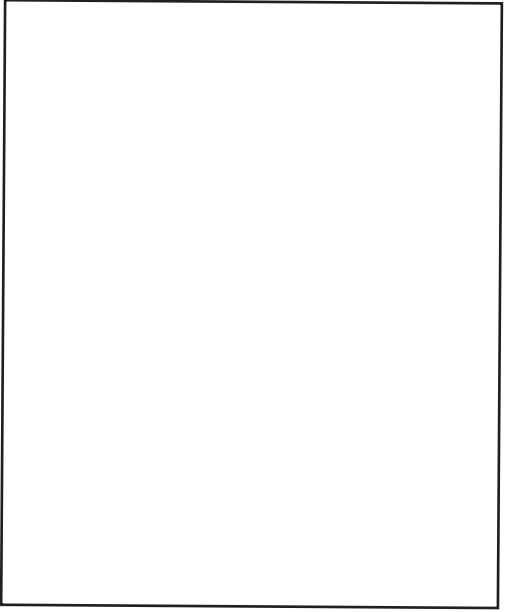
In the squares below, draw your day without public services.
Explain your pictures in the lines under each square.



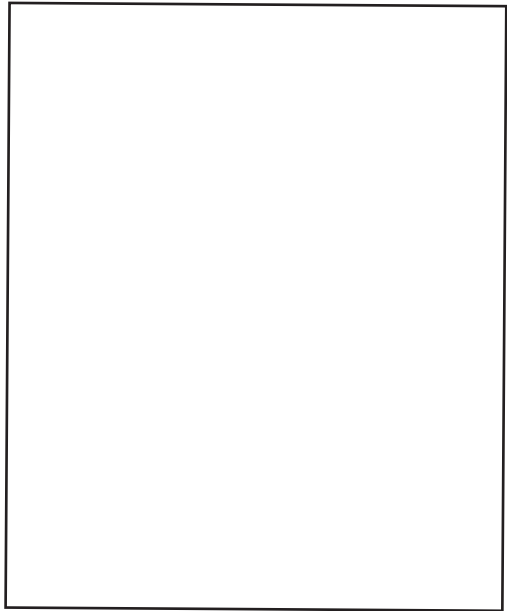
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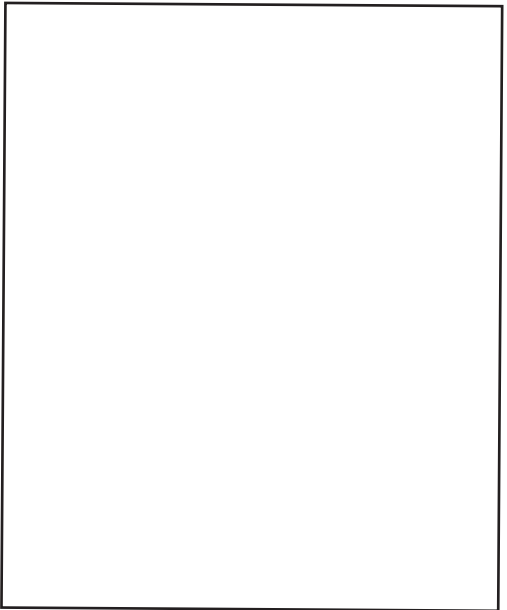
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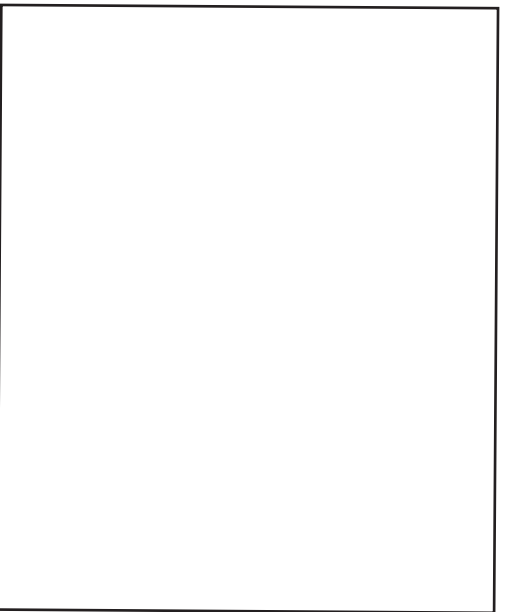
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3

Who Does What? Municipal, Provincial and Federal Services

Purpose: Students are introduced to the three levels of government (federal, provincial and municipal) and learn to identify the responsibilities and services provided by each.

Background

Why are there three levels of government?

Canada is a federal state. This means that the power to govern and the responsibility to make laws, regulations, and policies are shared between a common government (federal government) and separate provincial governments. The federal government is responsible for issues that affect the country as a whole and provincial governments are responsible for issues that affect the provinces. The powers and responsibilities of the provincial and federal governments are set out in the Canadian Constitution. In Canada, we are governed by three distinct levels of government - federal, provincial and municipal.

“Canada will be a strong country when Canadians of all provinces feel at home in all parts of the country, when they feel that all Canada belongs to them.”

Pierre Elliott Trudeau

Canada is a large country. Each province and its residents have specific and unique needs. For example, those who live in Nova Scotia have different needs and concerns than those who live in Alberta; while the province of Nova Scotia is concerned with the fisheries, the province of Alberta is concerned with the production of oil. The resources and needs of each province in Canada determines the provinces' priorities and policies. Provincial governments make decisions that affect their province and address the issues that face those that live there.

Local needs are different, depending on where you live! Municipal governments are created by provincial governments who grant them the power and responsibility to govern municipal programs and services. Municipal governments are important because those who live in big cities have very different needs as those that live in small rural towns.

Having one government govern all of Canada would be too complicated. If one level of government was responsible for providing all services (from Prince Edward Island, all the way to British Columbia) it would be very difficult and complicated to accommodate the needs of the many diverse communities in Canada. It would also be very daunting for one government to make sure that every person in the country had access to the services and programs that they would need to be healthy, happy and safe!

What are the responsibilities of each level of government?

Municipal Responsibilities: Most services you use on a daily basis are provided by the municipal government. Services offered by the municipal government are meant to assist and enrich our lives at a local level. These services include: libraries, public transportation, roads, water treatment & distribution, parks, and garbage, recycling and compost collection (*see page 7 for a more detailed list). The responsibilities of Municipalities are set out by Canada's provincial governments.

Provincial Responsibilities: Each individual provincial legislative assembly in Canada is responsible for certain social, economic and environmental issues that affect the wellbeing of the province and its residents. Many of the provincial governments' powers and responsibilities are outlined in the Constitution Act of 1867. For example, it states that provinces are responsible for natural resources, forestry, electrical energy, education, transportation within the province, property rights and civil rights (e.g. labour).

Other provincial responsibilities are assigned through laws, such as the Canada Health Act, which says that provincial governments are responsible for the management, organization and delivery of health services for its residents.

Federal Responsibilities: The federal government is responsible for issues that concern all of Canada. Many of the federal government's powers and responsibilities are outlined in the Constitution Act of 1867. For example, it is responsible for the postal service, national defence, the census, banking and money, aboriginal people, immigration and citizenship, passports and prisons etc. Generally, the federal government is responsible for the 'peace order and good government' of our country.

Levels of government and some of the services they are responsible for:


Municipal	Provincial	Federal
- Roads - Public Transit - Bike networks	- Highways - Driving Licenses - Go Transit - Public Transit	- Railway System - Airports - Marine transportation
- Child Care	- Education & Schools - Youth Justice Services - Children's Aid - School snacks & meals	- Enacting laws to ensure adequate education for all children.
	- Labour (e.g. min. wage & hrs)	- Employment Insurance
- Water treatment & distribution	- Fresh water protection	
- Ambulances & 911	- Health Care (Hospitals)	
- Parks & Ravines	- Provincial Parks	- National Parks
- Recreation, Community Centres, summer camps		
- Garbage/Waste, Recycling & Compost Collection - Sewage management		
- Libraries		
- Toronto Police Service - Firefighting Services	- Ontario Provincial Police	- Royal Canadian Mounted Police
- Environment	- Environment - Natural Resources	- Environment
		- National Security: Defence & Military
		- Foreign Affairs & International Relations
		- Citizenship & Immigration
		- Postal Service
		- Money/Currency & Banking
- Animal Control		
- Snow removal		
- Social Assistance Delivery	- Social Assistance Funding	
		- Criminal Law - Public Safety
- Electricity distribution	- Energy generation	
	- Agriculture & Food	- Agriculture & Food

Lesson Introduction

Start the lesson by reviewing Canada's provinces and territories. Talk about what makes each province of Canada unique.

Discussion Questions: What cultures, customs, natural resources, or settlement histories have helped to define each province? How is the province of Ontario different from the provinces of Quebec, Newfoundland or Alberta?

Reinforce the understanding that each province of Canada is unique, and therefore requires its own level of government to make decisions on issues that matter to them - this is why Canada has established a federal system of government.



“We still need to ensure that all our citizens have this access to knowledge, to the skills and opportunities that they need if they are to participate responsibly in society. Our schools and libraries are essential to this success, to the social equality that Canadians are working so hard to build.”

Her Excellency the Right Honourable Adrienne Clarkson

Lesson

Responsibilities of Each Level of Government

Drawing on the background of this lesson, explain to your students that in a federal system, the federal government (in Ottawa) is responsible for making decisions that affect all of Canada, and the provincial governments (located in each province's capital city) are responsible for making decisions that affect their specific provinces. Provincial governments grant power to municipalities or cities, to make decisions that affect local services, programs and issues.

Take a step back and ask the class: 'How many levels of government are there?'

There are three official levels of government – the federal government, the provincial government and the municipal government.

Label large maps of Canada, Ontario and Toronto with 'federal', 'provincial', and 'municipal' to help visualize how each level of government is responsible for the citizens and area within the map. Explain that...

- ...the federal government – makes decisions that affect all Canadians equally and are national/international issues.
- ...the provincial government – makes decisions that only affect the citizens of their province and are provincial issues.
- ...the municipal government – makes decisions that only affect the citizens of their specific city or town.

Ask students to answer the following questions based on the concept above:

Q: Which level of government is responsible for the military (national defense)?

A: Federal Government

Q: Which level of government is responsible for making decisions on local transportation (buses and subways)?

A: Municipal Government

Q: Which level of government is responsible for making decisions on highways and hospitals?

A: Provincial Government

To help clarify and reinforce the concept, play TVO's video *Who Does What?*. You can find TVO's Civics 101 video, *Who does What* here: <http://ww3.tvo.org/story/civics101-animation-who-does-what>.

Activity

Group Flash Card Game

The goal of the game is for each group to divide their flash cards into the level of government that is responsible for the given public service.

If you want, you can introduce limitations or incentives onto the game to help engage students. For example, the group that divides their flashcards within a set period of time, with most correct answers wins a prize or classroom privilege.

1. Divide the class into groups of 3-5 students.
2. Give each group a stack of public service flash cards (page 20). Listed on each card is a government service (hospitals, schools, military, money, postal service, public transportation, trash collection, libraries, etc).
3. Give students instructions - Divide each of your flash cards into stacks based on the level of government that is responsible for the given public service.
4. To ensure understanding, model the activity at the front of the class using oversized flashcards, assigning them to each level of government by taping them to large maps of Canada, Ontario and Toronto labelled federal, provincial and municipal.
5. Encourage students to discuss their reasoning with one another and to make final decisions as a group.
6. Begin the game and observe group progress. Guide the group's progress by offering prompts, for example, 'most answers are correct, but two cards are placed with the wrong level of government'.
7. The game ends when a group has correctly matched every one of their public service flash cards to the correct level of government.
8. Review the results as a class by taping the flash cards to the large maps of Canada, Ontario and Toronto at the front of class.

Discussion

Discuss why each public service the student's assigned was provided by the correct level of government. At the same time, ask your student which services they found the most difficult to sort into a level of government.

Then, ask the class which level of government provides the public services they use most in their daily lives. As part of this discussion, make the point that each level of government provides important services, but that we use municipal services more than provincial services and provincial services more than federal services.

Lesson Accommodations (A) and Extensions (E)

(A) To help students understand the reason behind having three levels of government in Canada, use the analogy of your local classroom and explain how decisions are divided among the classroom (municipal), school (province) and school board (federal). If decisions were made by the school board (federal government) that affected all schools and all classrooms equally, what problems would we face?

(A) Organize the flash card game as a think, pair, share activity. Allow students time to think over their answers individually, discuss with their group, and make an overall decision as a group to share with the class.

(A) Utilize TVO's 'Who Does What' YouTube video intermittently for this lesson. Use the video at the conclusion of the lesson or at the beginning of future lessons to reinforce the concepts covered.

(E) Encourage students to write and perform their very own 'Who Does What' song. Engage students by re-writing the lyrics to popular pop songs to fit the context of the lesson.

(E) What criticisms might students have of the current system? If students express a critical opinion regarding the distribution of government services, have them write a response outlining a better solution. For example, students may feel that all Canadians should have equal access to books and information, therefore the Federal government should be responsible for ensuring that all areas of Canada have sufficient and equal Library services.

Opportunities for Assessment

Group Flash Card Game

Observe the process by which students determine their answers in the game. Are they relying upon memory of the TVO video to construct their answers, or are they actively using concepts demonstrated in the lesson? Students should be discussing their reasoning with fellow group members as decisions are made in the game. If this is not the case, concepts may need to be reviewed with the class again.

The Public Service Flash Card Game!

Cut out the cards below and shuffle into a deck. Divide the cards into the level of government that is responsible for that government service.

Public Transit	National & Provincial Parks	Postal Service	Citizenship and Immigration	City Parks
Schools	Driving Licences	Foreign Affairs (when Canada speaks to other countries)	Health Care/Hospitals	Firefighting Services
Libraries	Snow Removal (snow plows)	Garbage Collection	Bike Lanes	Sewage Management
Compost Collection	National Security (Canadian Armed Forces)	City Roads	Energy	Community Centres and Skating Rinks
Currency/Money (making coins and bills)	Child Care (day care & after school programs)	Ambulances and 911	Community Parks	Animal Control
Natural Resources (water, oil, forests, fish)	Police	Passports	Environment	Highways

4

An Introduction to Democracy

Purpose: This lesson will develop the students' basic understanding of democracy and the idea of electing political representatives to make decisions on behalf of the public. Students will examine undemocratic political systems, explore different forms of democracy and practice democratic decision making.

Background

The concept of democracy is one that most students understand because they have had experiences using democratic principles by voting for a class representative or deciding which game they are going to play at recess with their friends. However, they may not have had the opportunity to actually define and think about what a democracy is and why it is the form of government that we use.

There is no one definition of democracy. A democracy is a form of government where there is rule by the people. An essential part of any democracy is elections wherein adult citizens have the right to vote for whichever candidate they choose. In a democratic society, **we** are the decision makers.

The central characteristic of a democracy are equality and freedom. These principles allow people to participate in politics.

“If liberty and equality, as is thought by some, are chiefly to be found in democracy, they will be best attained when all persons alike share in government to the utmost.”
Aristotle

Characteristic	Example
Equality	<ul style="list-style-type: none">- Every person has a right to vote and everyone's vote carries equal weight- Anyone can become a political representative- Everyone is equal before the law and must be treated equally
Freedom	<ul style="list-style-type: none">- Everyone has the right to express, promote and/or defend their views.- Everyone has the right to protest and say what they think, even if they disagree with their political representative or the government's decisions- Everyone has the right to access information

Lesson Introduction

Start the lesson, by asking students what they think the term 'democracy' means.

To assist with the discussion, ask the following questions:

- How might a group of friends decide what game to play at recess?
- What are different ways that decisions are made for large groups of people or countries?
- Can you describe how a decision might be made in a democratic way? What makes the process democratic?
- What makes Canada a democratic country? Or what makes a country undemocratic?

While students are talking, write their answers on the board, with democratic characteristics and principles on one side and undemocratic characteristics and principles on the other. Focus the discussion on what makes a *decision making process* democratic or undemocratic, as this will help frame your definition of democracy.

Activity

Defining Democracy

Based on the brainstorm and critical discussion, ask students to develop a definition of democracy. Have students to share their definitions in teams of four. Ask students to develop a 'team' definition of democracy. They can do this by selecting the best definition or creating a new definition that combines elements of more than one proposed definitions of the group members. Then, have each team share their definitions with the class.

Activity

Discovering Democracy

To elevate your students' definition of democracy, give your students word cards that contain characteristics of democratic or undemocratic societies such as 'freedom', 'voting', 'equality', 'monarchy', 'racism', 'dictatorship' and 'corruption' (cards are on page 25). Have your students place characteristics under democratic or undemocratic and explain why they feel it belongs there.

If they have trouble understanding the word that they have been given, they can look up the word in a dictionary or encyclopedia.

Lesson

Direct Democracy & Representative Democracy

Explain to students that the difference between different forms of government is who has the power to make decisions on issues that affect 'the public'.

Autocratic decision making is when the leader maintains total control of decision making. In certain countries, only a few individuals or leaders have the power to make decisions and members of society are expected to accept the decisions that are made. In these countries, members of society do not have a say in the decisions that are made. This form of government is called **autocracy**.

In democracies, decisions are made by all of the people that live in the society. The word 'democracy' comes from the Greek words **demos** (the people) and **kratos** (power or rule). In countries that use democratic decision making, citizens have a say in issues that affect them. Citizens are expected to participate in making decisions, are free to have opposing views, and should learn about issues that affect them.

Drawing on the definition of democracy, explain how there are two kinds of democratic decision making - 'direct democracy' and 'representative democracy'. These are different approaches to democracy.



Activity

Redefining Democracy

Using multiple research sources such as dictionaries, encyclopedias, the internet and so on, have students research the definition of 'democracy'. Ask students to compare and contrast the definitions they created with the definitions they find in their research.



A **direct democracy** is when all adult citizens participate in decision making directly, voting personally and individually on all public issues. A **representative democracy** is when citizens elect a political representative to represent them in government, act in their interest and make decisions on their behalf. In this form of democratic decision making, decisions are made for us through people that we have elected.

Activity: Class Vote (Direct-Democracy)

Ask the class to take a quick vote on a number of small details related to the functioning of the school. Be sure the questions have 'yes' or 'no' answers. Record each student's individual votes at the front of the class.

Should we allow hats in the classroom?	Should we go to the library today?
Should we allow gum in the classroom?	Should X be allowed to ask a question in class?
Should we should math class twice a day?	Should we buy more pencils for the classroom?
Should X be the only person allowed to write on the board?	Should we have a homework assignment tonight?
Can we allow XYZ to go to the bathroom?	Should we have class outside today?

Ask the students to imagine if they had to vote on every minor decision regarding how the class was run. Would it become tedious? Would the constant voting interfere with class work? Would the teacher ever be able to teach and would the students ever be able to learn?

Now, ask students to imagine if every adult citizen had to vote on every decision that the government has to make like when to fix the sidewalks, how many buses should be running on each street and where bike lanes should be placed.

Discuss

Use the above activity to discuss why we elect political representatives to make decisions on our behalf and how difficult it would be if everyone was consulted on every decision. When would we have time to work? Would everyone know enough about the issues to make educated decisions?

Activity: Class Vote (Representative-Democracy)

Split the class into teams. Each team chooses one person to represent them in making decisions: the 'deciders'. Offer questions to the 'deciders' regarding classroom issues and have them make the decision that they think would represent their group (allow a moment for the class 'deciders' to consult with their classmates) but remind them that the final decision is theirs. Write down the results of the vote on the board.

If a 'decider' struggles to make a decision, use this moment to discuss the pressures of being a political representative. Ask the class if they agree with the decisions that were made. Did they think that the decisions were made fairly? Then, ask the 'deciders' how they made the decisions – what did they take into account or consider when they were making their decisions? What did they struggle with? Why was it difficult?

Lesson Accommodations (A) and Extensions (E)

(A) Discuss the definitions of Autocracy and Democracy by utilizing newspaper articles, videos, and internet resources to portray life in an Autocratic country. For example, compare and contrast the quality of life in North Korea (Autocracy) and South Korea (Democracy). Consider utilizing historical examples as well.

(E) Provide scenarios or case studies of examples of democratic or undemocratic decision making. Draw out the characteristics of democracy through the discussions of these scenarios.

(E) Ask students to consider the pros and cons of Direct Democracy, Representative Democracy and Autocracy. Have students write out their ideas in a graph form, and use it as a reference tool in a class discussion or debate.

Lesson Accommodations (A) and Extensions (E)

(E) Graph the results of the class votes on a bar and/or a pie graph. Use this visual representation to discuss the final results the vote.

(E) Select new students to be the 'deciders' and state that these 'deciders' are not allowed to consult with their peers on the decisions that they are going to make. They will have the final say on specific decisions regarding the classroom for the remainder of the day. Ask the other students in the class how this makes them feel.

Opportunities for Assessment

Discovering Democracy Activity

This activity allows an opportunity for formative assessment. Observe individual and group progress with this game and pause the class to review terms if necessary. Check for student understanding by playing this together as a class.

Class Vote Activity (Representative-Democracy)

Allow for self and peer assessment by having teams reflect and review their progress as a team. Were decisions made by the 'decider' made with the best interest of the team in mind? Did the team offer their opinions openly to the 'decider' before a decision was made? Did the 'decider' actively seek out advice and opinions from their team before making a decision. The purpose is not on whether or not a team won the most votes, but rather on how efficiently the team worked as a representative democracy.

Discovering Democracy

Cut out the following word cards and place them under the categories 'democratic', and 'undemocratic'.

Freedom	Not being allowed to express your opinion	Elected government	Tolerance & Understanding	Freedom to voice your opinions
Law	Voting	Bullying	Corruption	Having choices
Racism & Discrimination	Living in fear	Equality	Punishing people without a trial	Dictatorship
Justice	Respect for diversity	Inequality	Being included in making decisions	Oppression
Bribing people to get what you want	Decisions made by one person or a few people	Being able to talk to politicians	Free and Fair Elections	Being able to protest government decisions
Democratic			Undemocratic	



Review Quiz

1) Three public services that I use everyday are _____ ,
_____ and _____ .

2) Why does the municipal government offer a variety of transportation services? Why don't we make everyone drive, or walk, or take the bus?

3) The three levels of government in Canada are: the _____ ,
the _____ and the _____ .

4) The _____ government is responsible for currency, the postal service, and the military.

5) The municipal government is responsible for _____ ,
and _____ .

6) Highways and education are the responsibility of the _____ government.

7) We have three levels of government in Canada because...

8) Democracy is _____

9) We elect political representatives to make decisions on behalf of the public because...

10) Match the form of government to its definition:

___ describes Direct Democracy

___ describes Representative Democracy

___ describes Autocracy

A) When citizens elect a political figure to represent them in government, act in their interest, and make decisions on their behalf.

B) Only government leaders have the power to make decisions and members of society are expected to accept these decisions.

C) When all adult citizens participate in decision making by personally voting on all public issues.



Review Quiz: Answer Key

1) Potential answers: public transit, public libraries, water and sewage, garbage and waste collection services, public parks and recreation, electricity, roads, bike lanes, sidewalks, community centres, public pools, skating rinks, etc.

2) The government provides different transportation services because it is responsible for enabling residents to get around the city. All residents have the equal right to access all areas of the city. The city is responsible for providing public transportation that is accessible by everyone.

3) The municipal, provincial and federal governments.

4) The federal government.

5) Potential answers: public transit, libraries, bike lanes and networks, water and sewage, garbage and waste collection services, public parks and recreation, electricity, roads, public zoo, police services, child care (day care centres), ambulance and 911 services, firefighting services, etc.

6) The provincial government.

7) We have three levels of government in Canada so that different areas can identify and respond to the priorities and needs of their specific town, city or province.

8) A democracy is a form of government where there is rule by the people and elections are held wherein the public elects their leaders to make decisions on their behalf.

9) It would not be possible for the public to vote on every single issue. The cost and time involved in having the public vote on every issue is far too much for the government to be able to respond to the needs of the public. It would not be possible for every citizen to make educated decisions on every issues brought forth.

10) Answers below:

(C) describes Direct Democracy

A) When citizens elect a political figure to represent them in government, act in their interest, and make decisions on their behalf.

(A) describes Representative Democracy

B) Only government leaders have the power to make decisions and members of society are expected to accept these decisions.

(B) describes Autocracy

C) When all adult citizens participate in decision making by personally voting on public issues.

5

City Council and the School Board

Purpose: Students learn about electing political representatives for each level of government, what our political representatives do and the associated terms for political representatives (Councillor, MPP, MP and School Board Trustee). Students complete an activity in which they learn about their local Councillor and School Board Trustee.




Background

Political representatives are elected by voters who live in particular geographic areas called electoral districts. At the municipal level, electoral districts are called wards and at the provincial and federal levels, they are called ridings.

The voters in each ward elect one City Councillor to represent them at City Council. Voters in each riding elect a Member of Provincial Parliament (MPP) to represent them in the provincial government (Legislative Assembly of Ontario) and a Member of Parliament (MP) to represent them in the federal government (Canadian House of Commons).

The City of Toronto is divided into 44 wards. The province of Ontario is divided into 107 provincial ridings and Canada is divided into 308 federal ridings. So, everyone in Canada lives in a municipal ward, provincial riding and federal riding and everyone in Canada is represented by a politician at each level of government.

Each of Toronto's 44 wards are identified by a number and a name. For example, Ward 4 is Etobicoke Centre, Ward 24 is Willowdale and Ward 44 is Scarborough East. Each of the provincial and federal ridings are identified by a name such as Scarborough-Agincourt, Toronto Centre and Etobicoke North.

Level	Municipal	Provincial	Federal
Name of government	City of Toronto	Province of Ontario	Government of Canada
Electoral District	Ward	Riding	Riding
No. of Electoral Districts	44	107	308
Title of Political Representative	City Councillor	Member of Provincial Parliament (MPP)	Member of Parliament (MP)
Where			

School Board Trustees are also elected political representatives. Trustees are elected by voters to represent them on a school board. The electoral districts that each Trustee represents are also called wards.

There are four different school boards in the City of Toronto:

- Toronto District School Board (TDSB)
- Toronto Catholic District School Board (TCDSB)
- Conseil scolaire Viamonde (French)
- Conseil scolaire catholique MonAvenir (Catholic French)

Each school board is led by Trustees that are elected by voters in the school board's Ward. The wards that the school boards use are not the same as the municipal wards. In fact, each school board has its own ward system. For example, the TDSB's Trustees represent 22 wards whereas the TCDSB Trustees are elected by 12 wards in Toronto.

You can only vote for one School Board Trustee in one school board. So, all voters have to choose which of the four school boards they would like to vote in. We elect School Board Trustees during municipal elections, even though Trustees are accountable to Ontario's Ministry of Education. Remember – education is a provincial responsibility not a municipal one!

Voting at the Municipal Level

To vote, you must be a) a Canadian citizen b) at least 18 years old and c) a resident or the owner/renter (or spouse of owner/renter) of land in the city you are voting in.

When you vote during municipal elections, you vote for:

- 1 City Councillor. You only vote for a candidate running in the municipal ward you live in.
- 1 Mayor
- 1 School Board Trustee

Who can run?

Anyone can run to be a School Board Trustee*, Councillor or Mayor, as long as they are eligible to vote! You don't even need to have been a City Councillor in order to run for Mayor.

*In order to run to be School Board Trustee in the Toronto Catholic District School Board you must be Roman Catholic and in order to run in the Toronto French School Boards you must have French language rights.

Political Parties at the Municipal Level

In Toronto, there are no political parties at the municipal level. Each Councillor runs as an independent, which means that they do not run as a member or representative of a political party.

Lesson Introduction

Give each student the handout on page 36 and ask them to fill it out as you teach the lesson.

Electoral Districts and Political Representatives

With your class, investigate the concept of electoral districts, drawing on the information and illustrate chart provided to you in the background of this lesson.

To demonstrate the difference between wards and ridings, use maps of Toronto's 44 wards, Ontario's 107 provincial ridings and Canada's 308 federal ridings.

Explain how the whole city is divided into wards, the province is divided into provincial ridings and

the country is divided into federal ridings. Since one politician is elected in every municipal ward, provincial riding and federal riding, everyone in Canada is represented by three political representatives - one at each level of government.

Use the example of the ward and ridings that your school is located in to show students that they live in a municipal ward, a public school board ward, a provincial riding and a federal riding.

You can download your local ward and riding maps online and print them off to compare the boundaries of each electoral district your school is in. Highlight where the school is in each of the maps below to show that the school is located in wards and ridings.

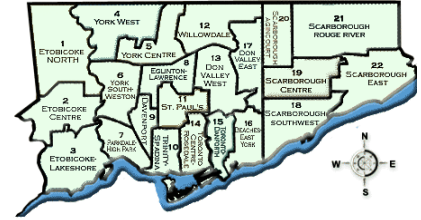
You can download your ward profile online by going to:
<http://app.toronto.ca/wards/jsp/wards.jsp>



Map of Toronto's Wards



**Map of Toronto's Ridings
(Provincial & Federal)**



Map of TDSB Wards

Explain to your class that each electoral district is created by taking a number of factors into consideration. This is called 'effective representation'. These factors include: communities of interest, future population projections and physical boundaries, for example river.

'Representation by population' ensures that each electoral district contains approximately the same number of people. Certain wards and ridings are larger than others because some parts of our city, province and country have greater population density than others. For example, ward 42 and 2 are larger, while the wards downtown such as 19 and 20 are smaller because people live closer together downtown than they do in the inner city suburbs. As of 2006, the average number of people that live in Toronto's municipal ward was 56,892 but the average number of eligible voters in Toronto's wards was 32,667.

Build on the concept of 'electoral district' by explaining that each electoral district is represented by one political representative. For example, each ward is represented by a City Councillor, provincial riding by a Member of Provincial Parliament (MPP) and federal riding by a Member of Parliament (MP). If you use the map, students will be able to visualize how voters choose their political representatives at each level of government and that we each have a political representative at all three levels of government - municipal, provincial and federal.

Use photos of Toronto's City Hall, Queen's Park and the Parliament of Canada to help students understand the difference between each political representative and how they represent us in different levels of government.

Toronto City Hall



Council Chamber

Queen's Park



Legislative Assembly of Ontario

Parliament of Canada



House of Commons

Lesson

Draw on Lesson 4 to discuss how the political representatives we elect to represent us at each level of government are responsible for different issues. For example, our MP is concerned with federal issues and services whereas our City Councillor is concerned with municipal issues and services. As a result, our MP cannot help us address issues in our libraries just as our City Councillor cannot help us address issues of national security.

For the purposes of this guide, we focus on the responsibilities of City Councillors and School Board Trustees.

Role of City Councillors

Using the example of the ward that the school is situated in, discuss the specific roles and responsibilities of City Councillors and School Board Trustees with the class.

City Councillors work on municipal Toronto-wide issues. They are responsible for choosing which services and programs will be delivered by the city, creating policies and passing municipal by-laws and planning for the future of our city. For example, they create by-laws about keeping your dog on a leash in parks and not smoking in certain public areas like restaurants throughout Toronto.

At the same time, City Councillors work on ward and neighbourhood issues. They respond to the concerns and needs of residents in their ward (e.g. putting up stop signs, filling pot holes or discussing the impact of a new building in the community). And, they make decisions on issues that affect the area of Toronto that their ward is located in (East York, Etobicoke York, North York, Scarborough & Toronto).

A City Councillor must:

- Listen to their community
 - Consult with the constituents the City Councillor represents and consider their constituents' opinions in the decision making process.
 - Respond to constituents concerns or inquiries and keep up to date with ward issues, needs and concerns.
- Serve on Council
 - Approve the City of Toronto's annual budgets
 - Develop and evaluate the policies and programs of the City; determine which services the City provides
 - Deliberate and establish policies and by-laws
 - Sit on Council's committees and their Community Council

Role of School Board Trustee

School Board Trustees are responsible for the functioning of our public schools. They ensure that schools are safe and effective learning environments for everyone. For example, Trustees have to make sure that enough money is allocated to fix and maintain schools, programs are in place to help students that need extra support and that students are learning what they need to in order to be successful in the future.

It is important to remember that education is the responsibility of the provincial government. So, the School Board Trustees need to make sure that schools are following and implementing provincial education policies and programs.

A School Board Trustee must:

- Listen to their community
 - Consult with the constituents they represent
 - Represent and advocate for the school supporters in their ward
 - Respond to resident's concerns or inquiries
 - Keep up to date with ward issues, needs and concerns
- Approve the operating and capital board budgets
 - Decide where and how money should be spent
 - Deliberate and establish policies, as authorized by the Education Act
 - Monitor the implementation of Ministry of Education and Board policy and programs
 - Make sure educational programs meet the needs of students and the community

Activity

Your Ward and Councillor

Using the worksheet attached, send students on a online 'scavenger hunt' to learn about their municipal ward, their City Councillor and their School Board Trustee (worksheet, page 34-35)

After they have researched their City Councillor, ask your students who they believe their City Councillor works for and discuss whether their website invites residents to participate in civic affairs at the municipal level (see Media Literacy Activity Extension, page 37).

Lesson Accommodations (A) and Extensions (E)

(A) If space and access to computer terminals is limited, consider dividing the class into groups of two or three for the online scavenger hunt. Have each group research a different local Councillor and present their research to the class.

(A) Allow students to research their answers to the scavenger hunt by contacting their local Councillors by telephone or e-mail. In addition to this, have local Councillors or School Board Trustees visit the classroom to introduce themselves, answer questions and speak about issues they are currently involved in.

(E) After finding and reviewing information about your local ward and councillor, ask students to find information about wards outside of your area. Consider researching wards and Councillors in cities across Canada, for example Halifax, Calgary or Vancouver. How do the issues that these Councillors face compare and contrast with local issues?

(E) Using the information and experience of the online scavenger hunt, develop a lesson and discussion on media literacy.

Opportunities for Assessment

Your Ward and Councillor Activity

Review the worksheet activities 'My Wards and Councillors' and 'My Wards and Ridings' to check for understanding and if necessary, record a grade as summative assessment and speak directly to students regarding their progress in the unit.

My Wards and Councillors: Scavenger Hunt!

Find Your Ward Profile Complete the sentences below:

The ward I live in is number _____. The name of my ward is _____.

My ward is home to _____ people and consists of _____ households.

My ward is part of the _____ community council.

The top three languages people speak at home in my ward are _____,

and _____.

Find Members of Toronto City Council

My City Councillor's name is _____

My City Councillor's phone number is _____

My City Councillor's e-mail is _____

Find Your City Councillor's website.

My Councillor's website address is _____

My Councillor is passionate about _____

One thing that my Councillor supports is _____

One interesting thing my Councillor has done is _____

Bonus Question

Most of the immigrants in my ward were born in the following countries...



Find your School Board Wards and Trustees Go to the TDSB website and complete the sentences below:

I live in School Board ward number _____. My ward's name is _____.

My Trustee's name is _____.

My Trustee's number is _____. My Trustee's e-mail address is _____.

Something my trustee is interested in is _____












Google your Trustee

I found an article where my trustee was named. It said that _____



My Wards and Ridings!

Fill in the missing information in the blank spaces provided.

Level	Municipal	Provincial	Federal
Name of government	_____	_____	Government of Canada
Electoral District	Ward	_____	Riding
No. of Electoral Districts	_____	107	_____
Title of Political Representative	_____	Member of Provincial Parliament (MPP)	_____
This is a map of...			
This is a picture of...			
This is a picture of...			
This is icon represents...			



Media Literacy Activity Extension

Purpose: Students critique and analyze the effectiveness of their City Councillor's website and the message that their City Councillor is trying to get across.

Background

A politician's website says a lot about a politician - what they prioritize and what they care about. In this activity, students are asked to go beyond finding information on their City Councillor's website, to think about the effectiveness of the website. This extension demands that students use their critical thinking skills.

Before having the students imagine their own website and homepage, have them think about what their City Councillor website communicates to the residents of his/her ward and reflects about him/her.

Have your students critique and analyze the Councillor's website using the activity sheet attached. There are two kinds of observations that we are asking of the students. They must analyze the Councillor's website and they must say whether or not they believe each element is important for a City Councillor's website.

Activity

Assign your students to groups of three and have them share their analysis of their City Councillor's website. Then, have your students answer the questions on the bottom of the worksheet: How would you improve your City Councillor's website? What would you change about the website to make the website better?

Ask students to imagine that they are working with a web designer to improve the City Councillor's website. As part of a consultation with the website designer, they have to answer the following questions:

- What information should the Councillor's website include that it does not contain now?
- What would you want visitors to feel about the Councillor after visiting the website?
- What would you want visitors to know about their community and/or the City of Toronto after visiting the website?
- What is the main goal of the website?

Lesson Accommodations (A) and Extensions (E)

(A) Encourage students to design alternative methods that City Councillor's can engage with their residents through online media. Rather than having students critique a current Councillor's website, have students develop an exciting online strategy that allows the Councillor to communicate with their residents through Facebook, Twitter, Flickr or YouTube.

(E) Have students design and illustrate a website of their very own. Encourage students to imagine that they have recently been elected as a City Councillor, and need to develop a message to send to their residents through their website. Pages can be designed and illustrated on paper, with an attached description of their message. Use a local City Councillor's website as an example.

(E) Talk to students about 'messaging' and have students think about or analyze the kinds of messages that the City Councillor is trying to give visitors of his/her website. What is the goal of the City Councillor's website?

Rate Your City Councillor's Website

What did the website say about my Councillor and how did it make me feel?

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	How important is this in a website? (Circle)
The website made me feel that the Councillor is approachable & friendly						Important / Not that Important
The website presented the Councillor as a community leader						Important / Not that Important
The website contained information about the City Councillor as a person & community member						Important / Not that Important
The website made me feel that the Councillor cares about Toronto						Important / Not that Important
The website made me feel that the Councillor cares about my community						Important / Not that Important
The website made me feel that the Councillor knows what is going on in my community						Important / Not that Important
The website made me feel that the Councillor is working on issues that residents in his/her ward care about						Important / Not that Important
The website made me feel that the Councillor is working on issues that the residents of Toronto care about						Important / Not that Important

Was the website an effective communication tool?

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	How important is this in a website? (Circle)
The website is clear & easy to use						Important / Not that Important
The website contained information about our community						Important / Not that Important
Information about our community was easy to find on the website						Important / Not that Important
The website contained the City Councillor's contact information						Important / Not that Important
The City Councillor's contact information was easy to find						Important / Not that Important
The website explained how residents could get involved in the community						Important / Not that Important
The website contained information about the Councillor						Important / Not that Important
Information about the Councillor was easy to find						Important / Not that Important

How would you improve your City Councillor's website? What would you change to make the website better?

6

Local Democracy and Political Representatives

Purpose: Students learn more about Toronto’s City Council, including the role, make-up and decision making process of City Council.

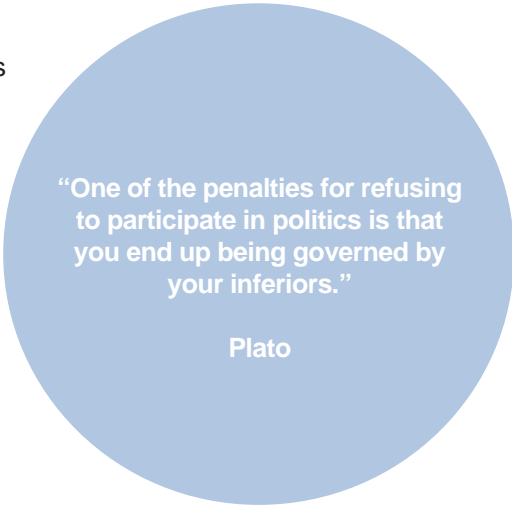
Background

Toronto’s City Council is the governing body of the City of Toronto. It makes important decisions that affect the daily lives of those who live and work in Toronto.

In order to influence decision makers at the city, take steps to improve your community and support the city services you use on a regular basis, your students need to understand how Council makes decisions. Learning how Council works will also help them follow municipal issues in the news and changes taking place in our city.

Before you teach this lesson, we recommend that you spend time reading recent news articles on decisions that City Council has made or is currently making, and use these examples in class. If possible, discuss City Council decisions that affect your local community (for example: public transit improvements, the addition or removal of bike lanes, or changes to a local park).

Discussing examples of City Council decisions within the context of your local community will help bring the process to life and make learning about the decision-making process at the city more interesting for you and your students.



Lesson Introduction

What is City Council?

Using a map of the floor of Toronto’s Council Chambers and Toronto’s ward map, explain how voters elect a City Councillor to represent them in City Council in each ward. The City of Toronto is divided into 44 wards, which means that there are a total of 44 City Councillors in Toronto. Our City Council is led by a Mayor who, unlike our City Councillors, is elected by everyone in the city and represents the city as a whole on City Council.

For a map of Toronto’s Council Chambers, go to: <http://www.toronto.ca/legdocs/council-seating.pdf>
For Toronto’s ward map, go to: <http://app.toronto.ca/wards/jsp/wards.jsp>

Show students that each of Toronto’s 44 Councillors and the Mayor have seats assigned to them in City Hall’s Council Chambers and explain that these 45 individuals make up Toronto’s City Council. City Council is the governing body of the City of Toronto. These individuals make decisions on issues that affect our city by voting on each issue as they are brought to council.

$$\begin{array}{ccccccc} 44 & & & & 1 & & 45 \\ \text{Councillors} & + & & & \text{Mayor} & = & \text{Members of Council} \end{array}$$

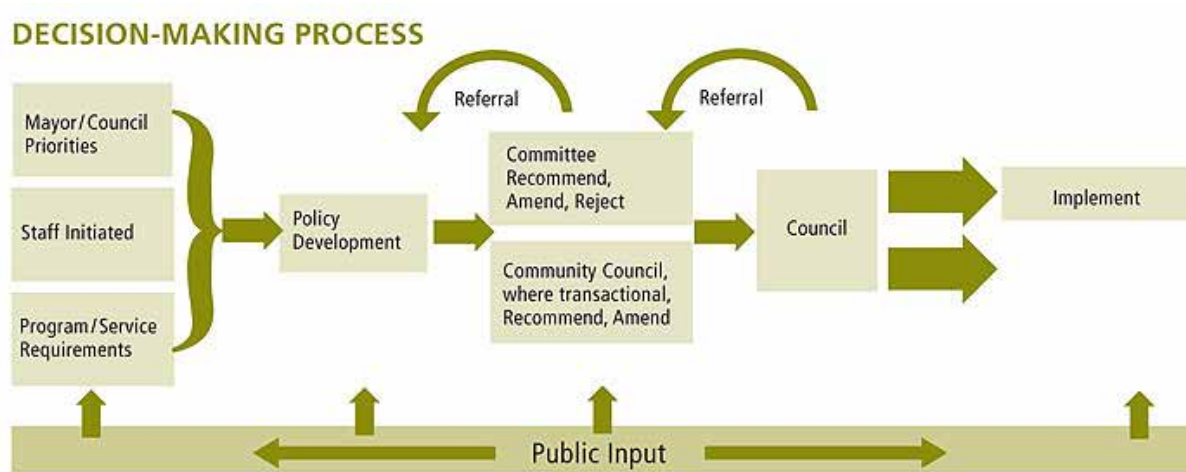
Explain that these individuals are elected to make decisions on municipal issues, by-laws and services. City Councillors need to make decisions that will be best for the city as a whole, but they must also consider the interests of their own wards when making their decisions.

Lesson

Making Decisions at City Council

All decisions are made at City Hall and come down to a vote in Council in which each member of council gets one vote, including the Mayor. When City Council votes on an issue or a proposal, each member can choose between: voting for the proposal, voting against the proposal or abstaining from voting.

As the chart below demonstrates, a lot of work and time goes into the forming of proposals and decision making process at City Council. The public can provide input at any point in the process, and ideas are often referred back to committees, or originating Councillors to be revised before being put before a City Council vote. *A kid-friendly version of this chart is on page 44.*



Reflection: Making decisions in your life

Ask your students to think about a difficult decision that they had to make recently. Reflect on the decision making process by asking the following questions:

- Did you consider many options?
- Did you explore and gather information about each option?
- Were there factors that influenced or complicated your decision making?
- Did you think about the pros and cons of each possible option?
- Did you speak to anyone to get advice in your decision-making?
- How did you come to your final decision?

The City of Toronto goes through a similar decision making process. Before they make decisions that will affect the future of our city, they consider many options, explore and gather information about each option, face complications, weigh pros and cons, and speak to experts or the public.

The difference between personal decision making and decision making at City Council, is that instead of one person making a decision, Council makes decisions with 45 people. Each of these people have different opinions and preferences about which option or choice might be the best and have to work together to make a final decision.

Making decisions in Council – How do they do it?

It starts with an idea

All decisions made at City Council start as ideas. Many city programs and services are those that the province requires the city to provide. Beyond that, ideas to make our city a better place to live can come from anyone – residents, Councillors, the Mayor, city staff, research, or inspiration from other cities!

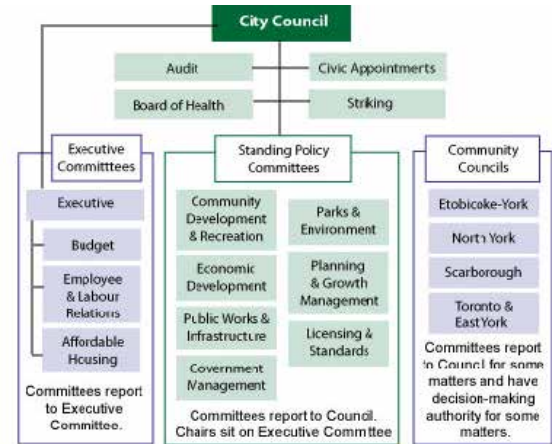
Exploring the idea

Ideas are explored by city staff who research the idea and look at various options, assessing each option's pros and cons. City staff develop a report on the idea containing all of this information and make recommendations on what they believe the best decision would be. This report is then passed on to either a Committee or Community Council.

A Committee or Community Council examines the idea

Since City Council needs to make many decisions on many different issues, Council divides the workload by creating **Committees**.

Committees look closely at each issue and make recommendations on what they think City Council should do. Committees and Community Councils review the city's options, staff reports and consult with the public to hear what Torontonians feel about the options. If they do not feel as though they have enough information about the proposal, they can refer it back to city staff or another committee to get more information.



The chart above demonstrates the layout of City Council: the Executive Committee, Standing Committee and Community Councils

When the Committee is ready, it develops its recommendations on the proposal, which are suggestions as what the city should do on this issue. If the majority of Committee members approve the report, the recommendations are presented to City Council, where the final decision is made.

There are seven Standing Committees and the Executive Committee. Each Committee is responsible for particular city issues and only reviews the issues it is responsible for. For example, the Parks and Environment Standing Policy Committee examines issues related to parks and environment in the city.

There are also four **Community Councils** – East York, Etobicoke York, North York, Scarborough and Toronto. Each Community Council is made up exclusively of Councillors that represent wards in those 'communities'. Community Councils discuss issues that affect their part of the city and how different options will impact their part of the city.

Making the final decision

All final decisions are made by City Council. Toronto City Council meets once a month for an average of two days in the Council Chambers of City Hall to make decisions on municipal issues, policies and bylaws.

After hearing from the Committees, each member of council has a chance to comment on the recommendations, ask questions, present new options to deal with the issue or make changes to the proposal. If Council feels that they do not have enough information to make a decision, it can ask that the decision be deferred to the next meeting, or ask for further research or advice on the options from city staff, a panel of experts or a Committee.

To make a decision, Council holds a vote. Each member of City Council, including the Mayor, gets only one vote for each decision made by City Council. They can either vote for the proposal (yes), vote against the proposal (no) or not vote at all. In order for any issue to be approved, majority (more than half) of Council needs to vote for the proposal. Since Council consists of 23 individuals, this means that Council needs to have 12+1 votes for any issue to pass.

Activity

Follow a Local Issue!

Have students find two current newspaper articles about one decision that is being considered or was recently made at Toronto City Council. Ask each student to write a summary of the article, answering the following questions:

- What stage is City Council at in this decision making process?
- What are the options that City Council is debating?
- Who is supporting each option? Why?
- What do experts think about the options?
- What does the public think about each option?

Have students discuss which option they believe to be the best for themselves, their community and the city.

Working Through a Local Issue

The goal of this activity is to allow students to experience the challenge of making decisions at City Council and balance the needs of the entire city, using a scenario of a proposed transit plan in Toronto.

Split the class into five teams. Each represents one ward, each of which are located in different parts of the city. This means that each team only gets one vote in your class City Council.

Give each group a map of their ward, transit map of the city and a short summary of the concerns of the community in their assigned ward. Transit maps can be collected directly from the TTC.

Have each group outline their ward on their transit map, identifying the kinds of public transit that is available in their ward. Then, have students read their summary of community concerns. Based on the information provided in the scenario, summary of community concerns and transit map, each team must think about what they believe to be the best option. Remind students that they must not only take what is best for their ward into consideration, but also consider what is best for the city as a whole.

Each group gives a short presentation of what they considered when making their decision and the reason they made their decision. Groups then have an opportunity to change their minds before they make their final vote.

Groups vote.

Discussion

Discuss the results with the class. Talk about whether they were surprised, if anyone changed their mind and whether they feel good about the decision that was made.

Following the Decision Making Process

Before class, research a decision that is being made or was recently made at City Council. Find a number of articles that follow the issue over time (over a number of months). Alternatively, you can find articles on different issues that highlight different stages of the decision making process.

Have your students identify which stage of the decision making process the article referring to, the issue the article is discussing and what the options that City Council is debating. Then, have your students mark which stage each article refers to on the handout.

Lesson Accommodations (A) and Extensions (E)

(A) For the activity 'Working Through a Local Issue', utilize an issue with your local school (real or fictitious) for students to discuss and debate. For example, the length of recess being extended or shortened, the banning of soda pop from school property, or construction of a new playground set. Have students work through this issue following the same structure as city council. Remind students that decisions should be made not only for the benefit the immediate class, but the school as a whole.

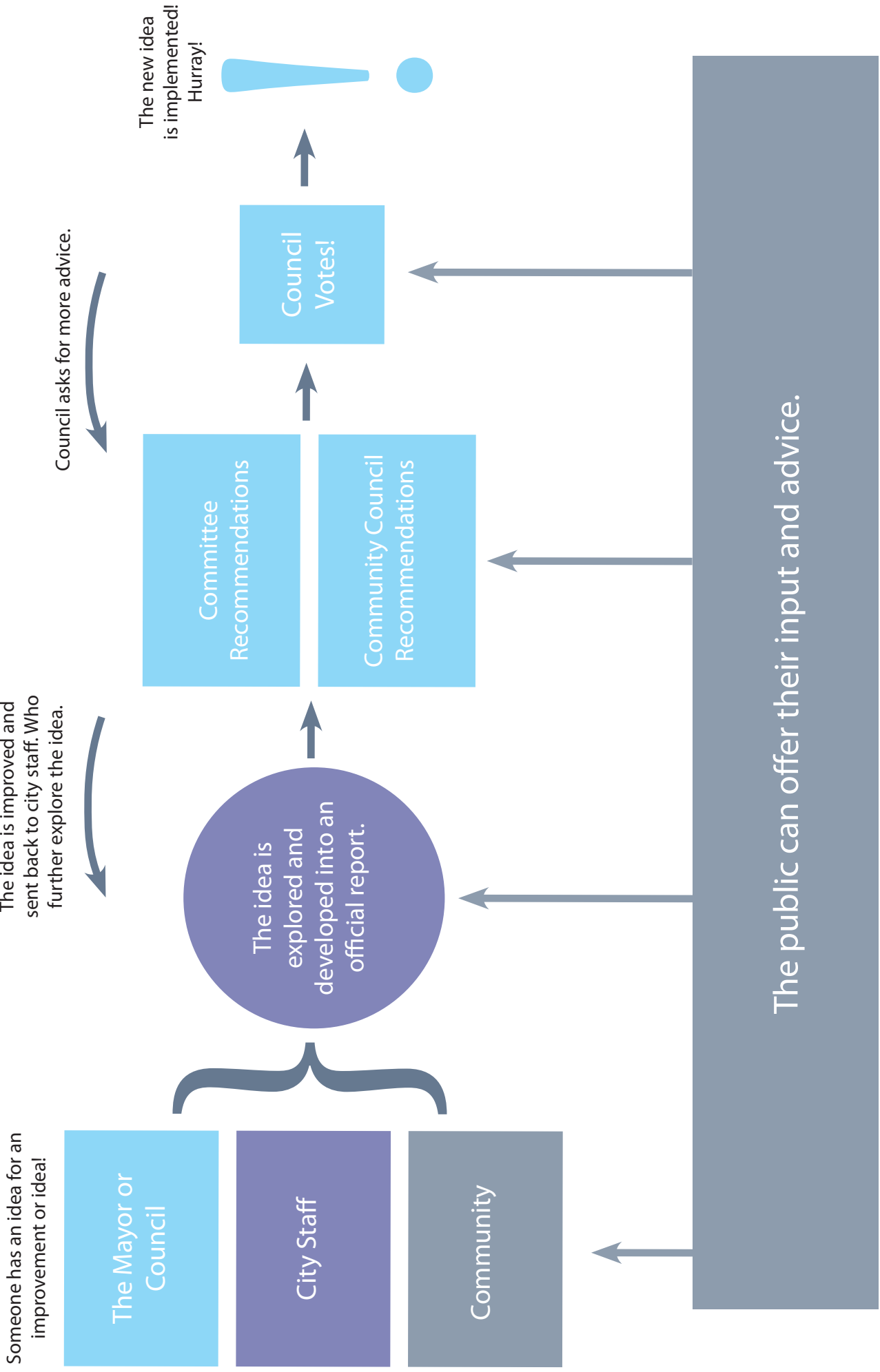
(E) Follow an issue currently being debated at city council. As a class, discuss both sides of arguments being presented and encourage students to develop their own opinion on the issue. If their opinion stands in stark contrast with local councillor's, consider having students write letters to that councillor expressing their opinions.

Opportunities for Assessment

Follow a Local Issue Activity

This activity allows for a unique opportunity of formative assessment. Assess student progress by taking individual students aside and working to find the answers together. Read a newspaper article with the student, and with the aid of the 'Decision Making Process at City Council' diagram on page 44, discuss the varying stages of decision making involved in the article. Record student answers and make careful notes on areas of difficulty. Consolidate the information to see which concepts the class is struggling with as a whole.

The Decision Making Process at City Council



7

Heads of Government

Purpose: This lesson introduces the roles and responsibilities of each head of government in Canada.

Background

A **leader** is someone who leads a group of people, organization, or country.

Successful leaders are able to identify and prioritize issues important to their group, implement change and inspire others to join them.

“A genuine leader is not a searcher for consensus but a molder of consensus.”

Martin Luther King Jr.

The Prime Minister of Canada, Head of the Federal Government



The Prime Minister is elected to power by being the leader of the political party with the most candidates elected as Members of Parliament (MPs). The Prime Minister must also be elected as an MP by his or her riding.

The Prime Minister of Canada acts as the leader of the nation and speaks on behalf of all Canadians at national and international meetings. He or she guides the government, setting priorities and strategy, and appoints MPs as Ministers.

Our current Prime Minister of Canada is Justin Trudeau. Former Prime Ministers include: Stephen Harper, Paul Martin, Jean Chretien, Kim Campbell, Brian Mulroney and Pierre Trudeau.

The Premier of Ontario, Head of the Provincial Government



The Premier is elected to power by being the leader of the political party with the most candidates elected as Members of Provincial Parliament (MPP) to the Legislative Assembly of Ontario.

The Premier is responsible for directing the strategy and operation of the provincial government, appointing and dismissing MPPs in the cabinet, proposing a budget for the provincial government and funding allocations for new initiatives.

Our current Premier of Ontario is Kathleen Wynne. Former Premiers include: Dalton McGuinty, Ernie Eves, Mike Harris, Bob Rae, and David Peterson.

The Mayor of Toronto, Head of the Municipal Government



The Mayor is elected to power by the public and leads city council. The Mayor is responsible for ensuring that City Council meetings are run in an efficient and effective manner, appointing chairs of Standing Committees and all members of the Executive Committee, setting priorities that promote the social, economic and environmental development of Toronto, and acting as the chief executive officer of the City of Toronto.

In Toronto, the Mayor cannot make decisions on his own – all decisions must be made by City Council. In Council, the Mayor has the same power as each of Toronto's City Councillors.

The current Mayor of Toronto is John Tory. Former Mayors include: Rob Ford, David Miller and Mel Lastman.

Lesson Introduction

Ask the class: "What does leadership mean to you?" Have students think about the characteristics of great leaders. Allow students a few minutes to think about leadership and write out a list of words they associate with the term.

Pair up students and have them review their list of words with one another, explaining why they chose their words. Allow students to quickly share their ideas of leadership with the entire class.

Focus the discussion further by having the class collaborate on a brainstorm chart by asking "What makes a good leader" and "What makes a bad leader". This will allow students to both identify the attributes of leadership they know to be positive and negative and will help students think critically about the role of their elected government leaders.

Lesson

Write the titles "Federal – Canada", "Provincial – Ontario", and "Municipal – Toronto" at the front of the class and identify the current head of each level of government. Investigate with the class, how the leader of each level of government is elected and their authority within that role.

Head of Government	Municipal Government Mayor of Toronto	Provincial Government Premier of Ontario	Federal Government Prime Minister
Current Leader	John Tory	Kathleen Wynne	Justin Trudeau
Elected	Directly by the public, through a municipal election.	By being the leader of the political party with the most candidates elected as Members of Provincial Parliament (MPP) to the Legislative Assembly of Ontario.	By being the leader of the political party with the most candidates elected as Members of Parliament to the Canadian House of Commons.
Responsibilities	Leads city council, chooses the executive committee, sets priorities that promote the social, economic and environmental development of Toronto and responsible for overseeing the city budget.	Directing the strategy and operation of the provincial government, appoint and dismissing MPPs in the cabinet, major budget decisions and funding allocations for new initiatives.	Guides the government in its priorities and strategy, and appoints members of the House of Commons as ministers to Cabinet.

Discuss specific issues that our mayors have faced in Toronto and how they dealt with those issues as the Municipal Head of Government.

For example, what impact has Rob Ford, the Mayor of Toronto had on public services? What issues has Rob Ford faced and how has he used his role as leader of the municipal government to inspire change?

Use newspapers, magazines, and online resources to discuss issues that affect students, for example: funding for public swimming pools, libraries, and public transit.

Activity

Presenting... the Mayors of Toronto!

Divide students into groups and assign them a former Mayor, for example: Rob Ford, David Miller, Mel Lastman.

Due to the limited number of post-amalgamation Mayors of Toronto, consider assigning former mayors from your former local municipality (for example Doug Holyday, former Mayor of Etobicoke; Barbara Hall, former Mayor of Toronto; Michael Prue, former Mayor of East York; Frank Faubert, former Mayor of Scarborough; or Frances Nunziata, former Mayor of York).

Have students research their leader (using newspapers, books, magazines, and online resources) to find the following information:

1. The length of time this political figure served as Mayor.
2. Identify and summarize two public services or issues this leader helped change or affect during their time as Mayor.
3. Specific examples of how this Mayor demonstrated leadership.

Have students present their research through informal class presentations.

Lesson Accommodations (A) and Extensions (E)

(A) Make students more comfortable by holding informal class presentations. Co-lead by introducing each leader and their significance, as well as prompt students for their answers to the questions.

(A) Allow students time to gather newspaper clippings, magazine articles, and online resources at home, rather than during class time.

(E) Encourage students to present their research assignment creatively. For example, students could act out the role of their assigned Head of Government and deliver a monologue on their challenges and success as a leader.

(E) Structure a class debate that responds to a difficult decision made by the Mayor of Toronto. Allow students time to research both sides of an argument to learn how difficult decisions are made by political leaders. For example, supporting a property tax increase in order to balance the city budget.

Opportunities for Assessment

Presenting... the Mayors of Toronto Activity

Explain the following evaluation criteria to students, before beginning the activity:

- The required information (1- 3 above) must be presented to students in the class.
- Information is presented creatively through one or more of the following: visual arts, drama, or musical performance.
- Information and ideas must be effectively expressed and organized in the class presentation.

Based on the above criteria, grade students on their presentations and assign a mark for summative assessment.

8

Improving Your Community at the Local Level

Purpose: Students discover how to improve their community and take action on issues at the local level.

Background

Beyond voting in elections, there are many ways residents can make positive changes in their community and influence decision-makers or political representatives. While you do need to be a citizen to vote in elections, you do not need to be a citizen (or able to vote) in order to contribute to making your community a better place to live.

Our local government – City Council – is the most accessible level of government. Since municipal services affect us more than provincial and federal services, it is easier to identify what can be and has been improved in the community.

All change starts with an idea or vision around how communities or public services can be improved. For example, you might want a speed bump on your street to slow cars down, bring a farmers market into your area or want more buses added on a certain bus route.

Civic engagement is about taking these ideas and opinions, and taking action to make positive change in your community or the city.

“I am of the opinion that my life belongs to the whole community and as long as I live, it is my privilege to do for it whatever I can. I want to be thoroughly used up when I die, for the harder I work, the more I live.”

George Bernard Shaw

Lesson Introduction

Field Trip: Community Walk

Start the lesson by taking the class on a walk through the community. Remember, change starts with an idea or vision around how communities or public services can be improved. Have students develop lists of positive elements of the community as well as elements that could be improved. Ask students to keep a separate list of questions that they can ask when they return from their walk. A worksheet is available on page 52.

Try to make your walk through the community pass by as many services as possible, including a community centre, library, day care, hospital, community health centers, police station, park or ravine, fire station, long-care senior home, TCHC apartment buildings, homeless shelter, public schools and so on.

Lesson

On return from your walk, have students identify which level of government deals with the issues that they have identified. Discuss how the students can make positive changes in their communities by writing to their councillor about the municipal issues they identified or changes that they would like to see in their community through their community walk.

You can book a space in the local public library to hold the rest of the lesson so that students who do not have the opportunity to go to the library better understand the services that they provide.

Application: Citizen's Responsibility and Government's Accountability

To make this lesson more meaningful, explore why residents of democratic countries have the right and responsibility to speak with their City Councillor and why City Councillors are obligated to listen to their residents. Develop a chart (below) with your students identifying the government's obligations and residents' corresponding rights and responsibilities.

Why are City Councillors obligated to listen to residents about public services and issues in the community?

Because governments provide services that are meant to meet the needs of residents. City Councillors must listen to their residents to find out what their needs are.

Because in a democratic society, politicians are elected to represent us and make decisions as our representative.

Because City Councillors are obligated to hear how residents would like their taxes spent

Because residents have great ideas about how we can improve our communities

Why is it important to share your thoughts (positive & negative) about the community or changes in Toronto with your City Councillor?

Because you use the services that the City provides and these services should meet your needs. The City won't be able to meet your needs, if it doesn't know what your needs are

Because each household has elected someone a political representative and has a right to speak with the representative on what they think would be best for their community

Because each household pays taxes and has a right to say how they want City Council to spend this money

Because you have good ideas about how to improve your community and as a member of the community, it is your responsibility to share your thoughts on how you think the community could be improved

Activity

Writing to Your City Councillor

Have students write letters to their City Councillors on ways they want to improve a public service or an issue they would like to see addressed in their community. The change could be referring to putting in a stop sign, improving park maintenance, creating a community garden, increasing the frequency of buses on a particular route and so on. A letter writing template is available on page 51.

Alternatively, you could identify a specific issue that the community is grappling with at the moment and have your students write their thoughts on the same issue.

Before students start writing their letters, allow them time to research the issue so that they can develop a strong informal opinion.

Some questions you can ask your students to think about while they research the issue can include:

- What is the history of the issue?
- Who else is working on the issue? What do they think?
- What are other neighbourhoods/cities doing about this issue?
- How is it related to other issues (safety, equality, income, culture, environment, health & sustainability)?
- Are there any statistics or facts on this issue?

Discussion

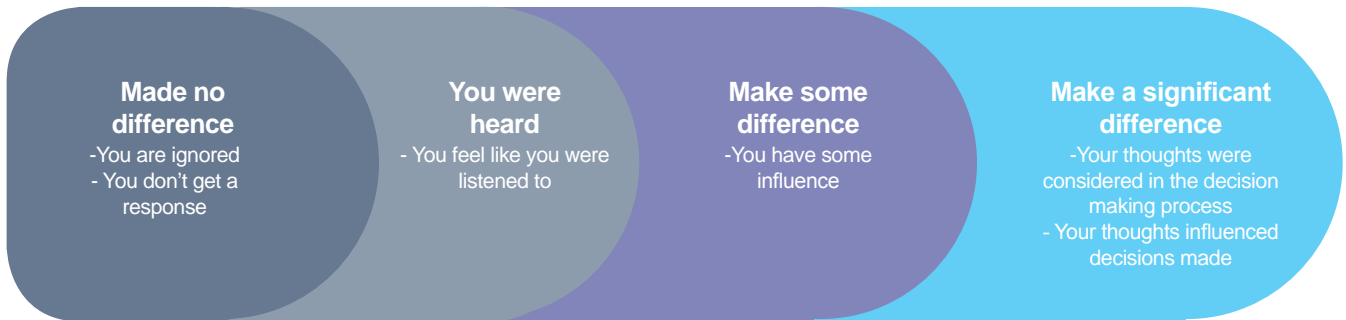
If you have access to a computer and projector, show your class the TVO Civics 101 Animation, *Everybody Plays a Part* (<http://www3.tvo.org/story/civics101-animation-everybody-plays-part>). It explains the everyday ways citizens help each other, cooperate, collaborate and govern themselves. It is important to highlight that building healthy, strong and safe communities is not just a politician's responsibility - it is everyone's responsibility!

Discussion

Identifying the Impact

Two weeks after you send the letters to your political representative's office, ask the classroom what they felt the impact of their letters were.

Show students the diagram below and ask them to put a dot on the section they feel reflects the impact of their letter. Discuss how change can take time - the more residents write, the stronger their voice become and the bigger the impact they will have!



Lesson Accommodations (A) and Extensions (E)

(A) As an alternative to the community walk, have students take virtual tours of their neighbourhood and city using interactive maps on the internet. Using this resource, give students a set amount of time to identify areas of pride or concern in their community.

(A) For low level students, allow for a tailored template letter that helps guide their ideas and concerns about their community. For high level students, have them write their letter without the use of a template.

(A) As an alternative to writing letters to your local councilor, have students write letters to the school principal regarding areas of pride or concern of the school.

(E) Contact Councillors directly and organize a classroom visit to respond to the concerns highlighted in the messages. Make it a school event and invite other classes to join in.

(E) Organize a field trip to City Hall and meet your Councillor in person. Take a tour and observe a council meeting.

Opportunities for Assessment

Writing to Your City Councillor Activity

Allow for self assessment in this activity. Assign a mark for completion and composition of the letter, but ask students to write a paragraph reflecting on both the experience of writing a letter to their Councillor and on the impact they believe it will have.

Letter Template

Use the following structure to write a letter to an elected official (MPs, MPPs and City Councillors) to express your concern.

Dear _____ ,

I am writing to express concern about /support for _____.

I am concerned about this because of the following reasons. First, _____

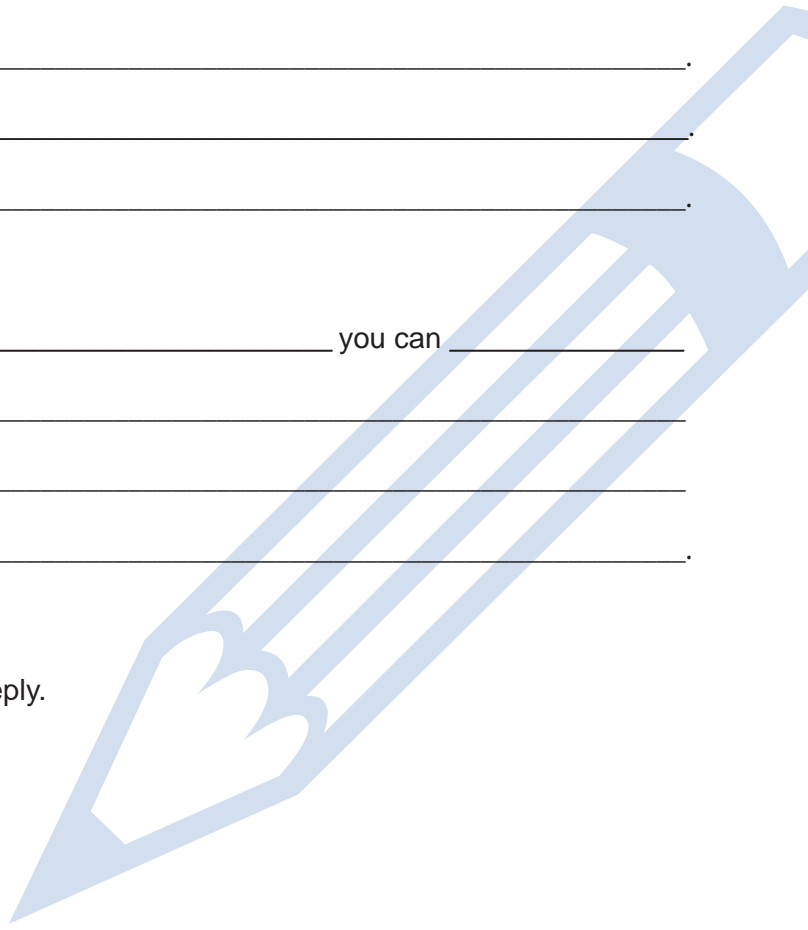
Second, _____

Finally, I am concerned because _____

As my political representative in the (ward/riding) of _____ you can _____

Thank you for your time and I look forward to your reply.

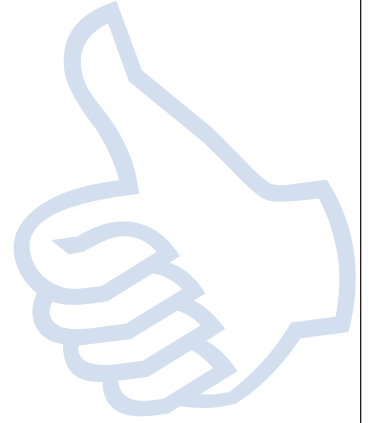
Sincerely,



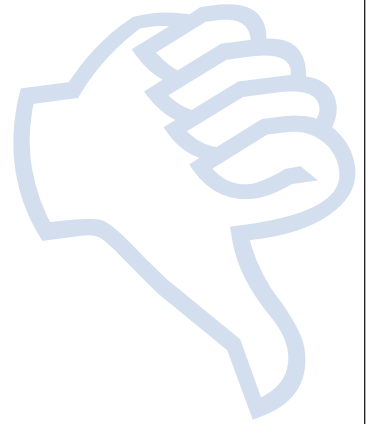
Our Community Walk

Write down your ideas and observations in the boxes below as you go on your community walk.

Some **positive elements** of my community are...



Some **areas for improvement** in my community are...



Questions that I have about my community are...





Drama Activity Extension: Public Speaking at a Deputation

Purpose: Students act out the role of a citizen speaking to a committee at council on something that they care deeply about.

Background

A deputation is a formal written or verbal presentation to make your views and opinions known to City Council. Toronto's City Council provides opportunities for residents to share their thoughts on various issues as they arise.

It is important to depute because when a lot of people who feel strongly about something depute, they send messages to their political representatives that they care. The more people depute, the stronger the message. It also gives residents an opportunity to tell councillors directly what they think about the proposals being considered and share their collective voice. For example, if many people say that they do not want a bus route to be cut, it is possible that councillors will vote against cutting that bus route.

People who depute can be emotional, nervous, frustrated, angry, disappointed, funny, confused, clear or factual. They can also be characters. Using deputations to express different characters is excellent for a drama.

“Average people and the average community can change the world. You can do it just based on common sense, determination, persistence and patience”

Lois Gibbs

Activity

Have your students watch YouTube videos of deputations at Toronto's City Hall. There are a number of deputations that have been uploaded on the 2012 Budget. A number of them are very interesting and effective.

Write a Deputation

Students must choose a character that they want to play for their deputation. They can draw inspiration from people that they meet in their community.

1. Each student writes a description of who their character is.
2. After researching the different sides of the issue, they identify which side they think that their character will take, how they think their character would speak about the issue and what kinds of emotions they think their character will emote.
3. Students each write a two minute script of a deputation.
4. Students act out their deputation in front of the class.

9

Citizenship

Purpose: Students research and analyze the concept of citizenship.

Background

Aristotle explains that citizenship has two elements: being governed and governing. This means that being a good citizen is not only about following laws, but also about contributing to running and developing a safe and positive community. At a basic level, this means that citizens should vote in elections to choose their political representatives. However, to participate actively in governing our country, province or city, citizens should be informed on public issues, call their political representatives, participate in their neighbourhood and community, advocate for social change and volunteer for candidates during elections.

The concept of citizenship means different things in different countries. Generally, it is about belonging to a particular nation or state. Those who belong to political communities carry rights and duties that allow and encourage them to participate in making decisions that affect everyone in their political community.

In democratic societies, citizenship is about voicing your opinions, taking actions on public issues and contributing to changing our communities. Responsible citizenship means understanding the issues that we face and using this knowledge to make effective decisions that will result in improving our communities.

To be a good citizen requires you to think beyond your self-interests and to promote what you think is good for others that live in your community, city, province or country. The idea is that we make decisions cooperatively and develop a society that is mutually enriching.

“A citizen is one who shares in governing and being governed.”

Aristotle

Lesson Introduction

Forming an Opinion

Find or develop newspaper headlines about current civic issues and post them at the front of the class. Discuss the issues featured in each headline and encourage students to offer their opinion by asking the following questions:

- How does this issue affect you personally?
- What do you think should or should not be done? Why?
- Which level of government is responsible for this issue? Who would we contact to make our voice heard?

Consider using the following fictitious headlines to start your class discussion.

City considers cutting back on playground maintenance

International organizations reports an increase in child labour worldwide

Residents fight to lower speed limit in their neighbourhood

City reviews wheelchair access in public places

The federal government researches national public transportation program

Ontario requires cyclists to have bells and lights on their bikes

Lesson

In groups, ask students to discuss what comes to mind when they hear the word “citizenship” or what they think the most important characteristics of a responsible citizen are. Students can record the highlights of their discussion on a large sheet of paper.

Have students present their concepts of citizenship and put them up on the board. Highlight the fact one of the central characteristics of citizenship is that citizens participate in influencing decisions that will affect their lives. Frame your discussion around how members of communities can make a difference.

Some points you can touch on, include:

- Research and learn about issues
- Talk about issues with other people
- Get involved in politics
- Developing a community group of other people who care about the issue
- Communicating ideas and concerns on public issues
- Advocate for changes – write letters, protests/demonstrations, sign petitions, speak to political representatives etc.
- Vote
- Volunteer in your community

Be sure to emphasize that there are a number of ways to take action. For example, you can protest or show support by holding public meetings, writing letters, signing petitions, or advertising for your cause. You can also take action through non-cooperation by refusing to do something such as following a law or buying things from a particular country (a discussion on the potential personal consequences may be necessary). You can also intervene by participating in demonstration or occupying a space.

Activity

Interviewing a Canadian Immigrant

Students interview two individuals over the age of 18 who have immigrated to Canada in their community or school. Students are to ask specific questions about what citizenship means to them and how participating in politics in Canada is different than in their home country. Sample questions are featured on page 58.

Have students write up their interview answers on a separate piece of paper in preparation for a class discussion and presentation.

Personal Statement

After reflecting upon the interviews through class presentations, ask students to write a personal statement on what they learned by interviewing an immigrant and what citizenship ultimately, means to them.

Lesson Accommodations (A) and Extensions (E)

(A) Allow students the option of gathering their interview information in creative ways (digital recording, documentary style, in the style of a newspaper article, etc).

(A) Develop cross curricular connections by encouraging students to write their personal statement on citizenship in the form of a poem, song, short story or art project. Celebrate student work by inviting other classes to a presentation of these personal statements, or posting them on a bulletin board in the hallway.

(E) Have students research the formal requirements for immigrating to Canada and applying for citizenship. Does the process seem difficult or complicated? Develop a class debate on the pros and cons of a strict Canadian citizenship application process.

(E) Discuss how each possible 'action' has strengths and weaknesses. Create a chart graphing each 'actions' strengths and weaknesses.

Opportunities for Assessment

Interview Activity

Allow for student self assessment in evaluating the completion of the interview. Students should review their ability to find the answers to questions listed, the quality of the conducted interview and how well the answers were recorded.

Personal Statement

There is greater opportunity for assessment by reviewing the student's personal statement on citizenship. This can be evaluated through self assessment, peer assessment or even summative assessment (students can be marked on their writing composition and understanding of the responsibilities of citizenship.)

Interview Questions

On the meaning of citizenship:

- What did it mean to participate in politics in your home country? How does this compare to political participation in Canada?
- Did you participate in politics in your home country? Why or why not?
- What makes someone a good citizen?
- What did it mean to be a good citizen in your home country? How does this compare to what it means to be a good citizen in Canada?
- Can someone born outside of Canada be as good a citizen as someone born in Canada? Why or why not?
- What are the most important elements of a democratic society, for you?

On becoming a citizen:

- Are you a Canadian citizen?
 - If yes, was the process that you went through to become a Canadian citizen? How did you feel about it?
- Do you think citizenry is essential to civic participation in Canada? How do you contribute to the communities you belong to in Canada?

Questions for the student:

- What did you find most interesting about your interviews?
- Did your interviews change the way that you thought about citizenship?
- What does citizenship mean to you?

10

Rights and Responsibilities of Citizenship: Contributing to a Healthy Local Democracy

Purpose: Students learn about the difference between rights and responsibilities and how they allow citizens and residents of Canada to participate in our democratic system. Using examples from their community and city, students also learn how everyone's rights correspond to responsibilities around being a good, contributing community member.

Background

Citizens in democratic societies have rights and freedoms. A **right** is something that all human beings are allowed or entitled to have. It is illegal for anyone to interfere or stop you from exercising your rights. **Freedoms** are activities that all members of a democratic society are legally allowed to do because they are considered to be essential to the functioning of democracy.

These rights and freedoms facilitate participation in politics and civic affairs. For example, citizens have a right to vote and are free to express their opinions and ideas.

As citizens of a democratic state, we also have **responsibilities**. For example, we are all responsible for making our communities better places to live and participating in the democratic process. We also have the responsibility to respect and protect the rights and freedoms of others. A responsibility is a duty or something we should do.

For a democracy to be effective, citizens *have to* exercise their democratic rights and freedoms. This is where responsibility comes in. It is only when people fulfill their responsibilities, that we have a thriving democracy. A citizen's responsibilities can include, but are not limited to:

- Actively protecting and exercising the rights of one's self and others as expressed in the Canadian Charter of Rights and Freedoms.
- Becoming informed about the issues affecting your local community, province and country.
- Contributing to improving one's local community.

Canadian Charter of Rights and Freedom

In Canada, our rights and freedoms are guaranteed by the Canadian Charter of Rights and Freedoms, which is a part of the Canadian constitution. You can access the Canadian Charter of Rights and Freedoms online at www.justice.gc.ca. Some important excerpts include:

Fundamental Freedoms:

Everyone (in Canada) has the following fundamental freedoms:

- a) Freedom of conscience and religion;
- b) Freedom of thought, belief, opinion, and expression, including freedom of the press and other media of communication;
- c) Freedom of peaceful assembly; and
- d) Freedom of association.

Legal Rights:

Everyone has the right to life, liberty and security of person and the right not to be deprived thereof except in accordance with the principles of fundamental justice.

Democratic Rights:

Every citizen of Canada has the right to vote in an election of members of the House of Commons or of a legislative assembly and to be qualified for membership therein.

Equality Rights:

Every individual is equal before and under the law and has the right to the equal protection and equal benefit of law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age or mental or physical disability.

"I am a Canadian, free to speak without fear, free to worship in my own way, free to stand for what I think right, free to oppose what I believe wrong, or free to choose those who shall govern my country. This heritage of freedom I pledge to uphold for myself and all mankind."

John Diefenbaker

Lesson Introduction

A Student's Rights and Responsibilities

Discuss the terms 'rights' and 'responsibilities' by within the classroom context. On chart paper, make a list of the 'rights' and 'responsibilities' students have in the classroom, for example: for every right that student's are afforded, there is corresponding responsibility for them to uphold.

Students have the right...	Students have the responsibility...
to ask or answer questions by raising their hand	to not interrupt other students when they are asking or answering questions
to be listened to when speaking	to listen to others when they are speaking
to work without being harassed or distracted by other students	to not distract or harass other students
to have a clean and comfortable classroom	to keep their desk and classroom environment clean and tidy
to learn	to do the work given by the teacher
to be treated equally	to treat others equally
to feel safe in the school	to contribute to the safety of the school
to be respected as individuals	to treat everyone in the classroom with respect

Ask the students what they think the difference is between their rights and responsibilities.

Answer:

A **right** is something that we agree, as a rule, everyone should be allowed to do or are entitled to have.

A **responsibility** is a duty or something we should do. In the examples above, your responsibilities as students allow other students to exercise their rights in the classroom.

Lesson

Rights and Responsibilities in Canada

Apply the discussion of a students' rights and responsibilities in the classroom to the broader context of a residency and citizenship in Canada.

Create a chart of the rights and responsibilities of residents and citizens in Canada by making a chart similar to the rights of students in the classroom (above). For an example of this chart, refer to page 61.

The Rights of Residents and Citizens in a Democracy	Examples of Rights	The Responsibilities of Residents and Citizens in a Democracy
Right to vote freely in public and open elections	To vote for any candidate you want at each level of government.	... voting for a politician to represent them at each level of government
Freedom of thought, belief, opinion and expression	<p>Writing an article voicing your opinion</p> <p>Writing a letter to your councillor explaining that you disagree with his/her decisions in City Council</p> <p>Depute or speak publicly about cutting your libraries hours</p>	<p>... voicing their concerns and preferences on issues that affect all of us</p> <p>... e-mailing, writing or calling their councillors</p> <p>... debating and discussing issues with others in your community</p>
Freedom of information	<p>To access information about civic affairs</p> <p>To share information on civic affairs freely in any way they prefer (e.g. blogs, Facebook, newspapers, magazines, twitter)</p>	<p>... staying informed on public issues and government affairs</p> <p>... accessing information in many different ways to stay informed on issues (e.g. blogs, Facebook, newspapers, magazines, twitter)</p>
Freedom of peaceful assembly	<p>Protest against environmental policies taken by the Canadian government</p> <p>Hold meetings to discuss any public issue</p>	<p>... joining others in voicing their discontent or content with decisions made by the government</p> <p>... attending meetings in your community of like-minded people</p>
Freedom of association	Join any party, organization or association that you want to	<p>... contributing to our political system by joining political parties</p> <p>... creating or joining organizations to advocate for changes you want to see or to stand up for public services or your rights.</p>
Freedom of the press	<p>You can follow any stories in the news.</p> <p>Journalists have a right to can write anything they want to write about and express their opinions</p> <p>Media outlets have a right to write on what they would like to write on and provide information to the public on any issues without the government controlling or dictating the content of the news.</p>	<p>... to read the news and follow what is happening</p> <p>... use the information in the media to make decisions on how you want to vote or to take action on an issue you care about</p> <p>... to read different news sources to get different perspectives on the same issue.</p>

Rights + Responsibilities = An Effective Democracy

Residents and citizens must be able to share their thoughts, ideas, beliefs and opinions openly. This open exchange allows us to better understand values of others, voice our disagreements and agreements, find areas of compromise and explore common solutions. Practise this idea in your classroom wherever possible - encourage students to speak openly with one another about issues that concern them and find common solutions.

For Democracy to Work...

- Democracy is only effective when there is freedom of the press and when every citizen is properly informed on government affairs.
- Each citizen and resident stays informed and contributes their ideas and opinions.
- Citizens *VOTE!* A democratic government functions best when as many people as possible vote!

Post these requirements around the classroom and review by asking the following questions:

- Can we have rights without responsibilities?
- Can we have responsibilities without rights?
- As grade 5 students, what kinds of rights can you exercise now?
- Do you think that you have a civic responsibility?
- How could you contribute to a healthy democracy?

Activity

Examining Election Results

The following activity examines voting as a right and responsibility. Students are to visualize the impact of voting, by demonstrating the implications of low voter turnout on election results. The democratic process is not democratic when people do not exercise their right, or fulfill their civic responsibility of voting.

Actual voter turnout results have been provided for four wards in Toronto from the 2010 municipal election.

Statistics on voter turnout are available here:

www.toronto.ca/elections/results

Election results statistics are available here:

www.toronto.ca/elections/results

2012 Municipal Election Results and Voter Turnout

For the purposes of this activity, percentages in the graph below have been rounded to the nearest whole number.

Ward	2	7	10	16	24	27	36	39	43
A. Total Eligible Voters in Ward (total number of people that could have voted in the election)	35,789	27,869	36,701	36,032	41,051	51,132	34,570	34,031	33,162
B. Total Votes Cast (the total number of people who voted)	18,263	12,650	17,367	19,992	18,726	28,453	18,424	15,229	16,040
C. Voter Turnout % ($=\frac{b}{a} \times 100$)	51%	45%	47%	55%	46%	56%	53%	45%	48%
D. Total Number of Votes for City Councillor that won the election	12,660	5338	3,159	11,607	10,623	7527	4392	9931	8334
E. Winner's % of Total Votes Cast ($=\frac{d}{b} \times 100$)	69%	42%	18%	58%	57%	26%	23%	65%	58%
F. Winner's % of Total Eligible Voters ($=\frac{d}{a} \times 100$)	35%	19%	9%	32%	26%	15%	13%	29%	25%

Looking at the Numbers

Step 1: Percentages

Explain the meaning of a percentage (a fraction or ratio out of 100). Percentages help us understand how many people either went to vote or voted for the City Councillor. Have students represent each percentage in a fraction e.g. 51/100.

Step 2: Converting to Fractions

Convert percentage fraction to a fraction out of 10, rounding the top number to a whole. For example, 51/100 = 5/10.

Step 4: Visualizing the Data

Once the percentages in the table above are converted to fractions, allow students the opportunity to visualize and interpret the data. For example: in Ward 7, the voter turnout was 51% (5/10 eligible voters cast a vote)

Voter Turnout for Ward 7: 😊 😊 😊 😊 😊 😊 😊 😊 😊 😊

Out of the 5/10 voters that cast a vote, only 42% (4/10, or 2/5 voted for the winning candidate, meaning that approximately 2/10 eligible voters cast a vote for the winning candidate.

Total Votes Cast for the Winner (out of all eligible voters): 😊 😊 😊 😊 😊 😊 😊 😊 😊 😊

Students can visualize the data by drawing and colouring in faces (as demonstrated above) however, there are many ways this information can be visualized creatively to demonstrate the impact of voting.

Step 5: Discuss!

Do some of the numbers for voter turnout look high? Low? Many of the councillors win without getting half of the votes. They do not need more than 50% to win, but just need to win the *most* votes. Ask the class how they feel about this. Does this represent an effective democracy?

In some communities, councillors are very well known and established or liked, so they have a lot of support. Whereas in other communities, councillors are new and the competition for the seat is great, meaning that there are more candidates.

Lesson

Why Vote?

Voting is a very important part of democracy and, as a result, the right to vote is a fundamental democratic right. All eligible voters have the right to vote in free elections in Canada. However, the right to vote doesn't in itself contribute to a democratic society. In order to have a democracy, citizens must participate in elections and voting. It is your responsibility to vote, as a citizen of a democratic country.

Voting is Important!

Voting is an easy way to get involved! And it only takes ten minutes!

When you vote, you have the opportunity to choose the person who will represent you in establishing laws and policies that affect you and your quality of life.

Voting can send a message to your Councillor. If the Councillor loses support and gets fewer votes than in previous elections or does not win, the citizens in their ward send a message to them that they do not like the decisions or behavior of the Councillor.

Similarly, if the Councillor gains supports and gets a high percentage of votes, you send a message to the Councillor that you support what he or she has done in the past four years.

You vote because you care about the services that each government provides in our society and that you use on a daily basis.

If you do not vote, you are telling the councillor that you don't care what kinds of decisions they make.

It is especially important for young voters to vote because this makes government more responsive to issues that affect youth. If you don't vote, you are showing politicians that you don't care what kind of laws and policies they make affecting youth.

When you vote, you choose your political representatives and show that you care who represents you in each level of government.

A democratic government functions best when as many people as possible vote! We see this by the small percentages of people who voted for the winner. If more people would have voted, we would have a better sense of who the community would want to represent them as a whole. If many people do not vote, the democratic legitimacy of the election and the winners can be undermined.

Voting allows you to voice issues that matter to you and how you vote can ensure that these issues are addressed.

When you vote, you show politicians that you care about the decisions they make and the city, province and country that you live in.

Writing Activity

Students write a journal entry, that focuses on three ways that they can contribute to a healthy local democracy, even though they cannot yet vote. In this entry, students should explain their right to become civically involved in the ways they have identified and why their involvement would be the responsibility of residents in Toronto.



Send writing samples to elections@toronto.ca so we can hear what your students think about civic involvement at the local level!

Lesson Accommodations (A) and Extensions (E)

(A) Consider using case studies to help develop a students understanding of a resident and citizen's 'rights' and 'responsibilities'. For example: if a student is given the right to play on an after school sports team, what responsibilities would they have?

(A) When visualizing the voter statistics data, consider using ten students at the front of the classroom to demonstrate total voters and total votes for the winner candidate. After visualizing the data with students at the front of the class, ask those that participated how they feel about the results.

(E) In the lesson introduction 'A Student's Rights and Responsibilities' provide a worksheet activity where the rights and responsibilities are scrambled and have students make the connections.

(E) Discuss with the class why some citizens don't vote in elections, and develop a poster or media campaign to address these issues.

Opportunities for Assessment

Writing Activity

This writing activity summarizes not only the concepts covered in lesson 10, but also many of the concepts covered throughout this unit. Review the writing composition and assign a grade towards summative assessment.



Drama Activity Extension: Student Rant

Purpose: Students develop and present a voter education rant outlining the importance of voting and/or bringing your parents to vote.

Background

A rant is a monologue on an issue that one feels strongly about. When someone rants, they express their passion, excitement and conviction for an issue. Rants can be funny, interesting and express the importance of issues.

Popular CBC comedian Rick Mercer, is well known for his 'rants'. In Mercer's video 'Voting 101', he explains why young people should vote, including the fact that by not voting, they are sending a message

to politicians that they do not need to discuss or talk about youth issues like education. If young people all went to vote, these issues would be discussed extensively before and after an election. He also explains how easy it is to vote.

You can also show your students Canada's recent vote mob videos, such as 'Winnipeg Vote Mob – Youth Voted!' These aren't rants, but they show how youth are getting involved in voting.

Activity

Begin by splitting the class into groups to brainstorm why citizens over the age of 18 should vote. Then have each group share their answers, taking notes at the front of the room.

Explain what a rant is to the class. Show example videos or read a transcript of a rant aloud to the class. The purpose of a rant is for students to explain to the audience how an issue matters, affects their life, and why other people should care about the issue. Since Grade 5 students are unable to vote, their rant could cover:

Why their parents should vote.
 How they would vote, if they had the right.
 How they are going to prepare to vote by becoming involved in their community and learn about politics.
 How to vote and how easy it is.
 Why people should learn about the candidates before they vote.
 Why they are going to vote in the future.
 What kinds of civic responsibilities they have now and why they are excited to vote in the future.

Encourage your students to be creative, use real examples either from their daily lives or from the news and personalize their rant. Remind your students that they should show that they care about this issue by demonstrating conviction and passion.

Consider having students write and perform their rants in teams and assigning a topic to each team. This may help students to develop presentations that express their thoughts clearly and creatively and get to the heart of why voting matters.

After your students have written out their one minute rant, encourage them to try to memorize as much of it as they can so that when they present it to the class, they are not reading it directly off of their page.

Have each student or group present their rant in class.



Have a rant you want to share with students throughout the City of Toronto? Contact Elections Toronto at elections@toronto.ca



Hosting a Mock Election

Purpose: Students experience the democratic process firsthand, by running a mock election in their classroom.

Background

The following mock election focuses on the municipal level and issues that affect student's day-to-day lives in the city. In this section, we will provide you with resources and a step-by-step guide on running a basic mock election. Please keep in mind that this mock election is a guide and should be altered to fit your requirements.

We believe that it is important to run mock elections as part of Grade 5 civics curriculum, even if it is not an election year.

This mock election is designed so that students will be running to be a City Councillor. They will need to learn about local issues and form opinions about what they would do if they won.

If you feel that it is more appropriate, you can run a mock election where your students are running to be a class representative or youth representative in a local neighbourhood association. This may make the mock election more real and meaningful.

E *For the purposes of the mock election activity, suggestions for lesson extensions have been incorporated directly into the lesson body. Look for blue boxes like this to find interesting ways of adding to your mock election.

Lesson: Holding Democratic Elections

Running Free and Fair Elections

There are a number of rules and processes that need to be in place to run elections freely and fairly. We highly recommend that you speak to the class about how democratic elections are run before your mock election so that they understand that their elections are democratic and follow democratic principles.

Ask your students what kinds of rules must be in place in order to have democratic elections. Develop a list with your students and talk why each rule contributes to having free and fair elections.

- No bribing or 'buying' votes
- All candidates will have the same supplies to use towards election campaign materials
- Everyone can only vote once
- No eligible voter can be denied the right to vote
- Everyone has the right to vote in secrecy
- Everyone has a right to vote for whoever they choose
- Only those who are eligible to vote can vote
- All votes will only be counted once
- No votes will be counted before the voting place closes so as to not alter the election results and affect people's voting strategy
- Candidates have the right to access the media and put forward their political views
- All Candidates and Campaign Teams must respect the rights and freedoms of others
- Everyone has an opportunity to become a candidate in an election
- Everyone must accept the outcome of the election

Lesson: Mobilizing Before Elections

There are three main groups that are involved in and do work around elections. Each of them play important roles in running democratic elections.

1. **Candidates and Campaign Teams:** Candidates are the people running to become a political representative of their community. They gather volunteers to help them get elected. These campaign teams work with the candidate to develop a message as to why the candidate should be elected and help them do outreach to convince voters to elect the candidate on election day.
2. **Elections Agency:** Elections agencies organize the elections themselves. The people who work for elections agencies work for the government. The people who work for election agencies add people to voters' list, send out voter information cards telling people where and when to vote, and run voting places throughout the city on election day. They ensure that the elections are free and fair.
3. **Community Groups:** Community members and nonprofit organizations organize around election time to provide residents with an opportunity to get to know the candidates through debates and community meetings. They also run voter education campaigns and *Get Out the Vote* campaigns to encourage residents to vote on election day.

Lesson: Elections in Toronto

The City Clerk is appointed by City Council and fulfills their duties as the Clerk under the *Municipal Elections Act* by ensuring election readiness at all times, conducting elections, by-elections and referendums as required.

At the municipal level, elections are held every four years on the fourth Monday in October.

In our municipal elections, eligible voters throughout Toronto elect three political representatives:

1. A Mayor
2. A City Councillor
3. A School Board Trustee

Anyone can become a candidate for School Board Trustee, City Councillor or Mayor in Toronto, as long as you are eligible to vote.

Lesson: Voting

To vote in Toronto's municipal elections, you must be:

- a Canadian citizen, and
- at least 18 years old, and
- a resident of the municipality or the owner/tenant of land or spouse of an owner/tenant in the municipality; and
- not prohibited under any law from voting.

To vote in the municipal election, you need to be added as a voter on the **voters' list**. This is a list of people who are eligible to vote in the municipal election. The *Municipal Elections Act* provides people who are not on the voter's list with many opportunities to be added as a voter.

If you are on the voters' list, you will receive a **voter information card** in the mail before the election. This card tells you where and when to vote. Everyone in Toronto votes in the ward they live in and every voter can only vote once in a municipality. If you don't receive a voter information card because you are not on the voters' list, you can find out where to vote by calling Toronto Election Services or going to their website!

E Ask your students whether or not they think it would be a good idea to lower the voting age and give 16 year olds the right to vote in the municipal election. What are the pros and cons of lowering the voting age?

Lesson: What Happens on Election Day in Toronto

On election day there tends to be a lot of excitement - the media talks about who might win, people on the street remind each other to vote and campaign teams make a last effort to remind voters why they should elect their candidate.

While some students may have gone to vote with their parents, some of you may not have had the opportunity.

How to vote:

- 1) When you arrive at the voting place, give the election officer your voter information card (available on page 93) and a piece of ID. The election officer will cross your name off of the voters' list, give you a ballot in a secrecy folder and instruct you on how to mark your ballot.
- 2) Go behind the voting screen. This is where you will mark your ballot in privacy.
- 3) Mark the ballot by connecting the head and tail of the arrow pointing to the candidate that you would like to vote for.
- 4) Put your ballot back in the secrecy folder.
- 5) Take the secrecy folder with your ballot in it to the Election Officer who puts your ballot in the vote tabulator - a machine that records and tallies the vote.

Counting the Votes

In municipal elections, we use vote tabulators (machines that count our votes). Once the voting place is closed and the last person has voted, the tabulator adds all of the votes that it recorded throughout the day. We do not start counting the votes until the last person votes. (*Note: For your mock election, you will not be using a Tabulator).

First Past the Post

There are many electoral systems that could be used for conducting elections. In municipal elections, we use 'first past the post', where voters only vote for one candidate and the candidate who gets the most votes wins.

We also use this electoral system at the provincial and federal levels.

E Teach your students about different electoral systems and the pros and cons of each system.

Group Assignment

In preparation for the municipal mock elections, divide the class into groups of four students. Assign the class four municipal issues that you think the students would be interested in. We recommend that you choose two issues that are being discussed or debated currently and two that are not.

Instruct the students to research each issue and develop a short presentation.

The following information should be included in the presentation:

- What is the municipal service?
- Why is this service important? What are the benefits of the service?
- Who uses the service?
- Is the service being discussed in the news? If so...
 - What is being discussed/debated?
 - What are the opinions of those on both sides of the argument?
 - What do you think the solution should be?
- Do you think this service should be improved? If so, how?

Step One Prepare!

Tell other teachers about your mock election and ask if they would be interested in getting their classes involved.

Finalize the number of students that are going to participate and decide how you want the students to be involved in the election. The options are:

1. If you only have one class participating, have each student in the class join either a Campaign Team or the Election Team. Ensure that there are at least three Campaign Teams.
2. If you have more than one class participating in the election, you can either:
 - Have each student join a Campaign Team or an Election Team. You can create more than three Campaign Teams (up to 5) and divide the Election Team into smaller teams such as an election agency called Elections _____ (school name), a Debate Team and a Voter Education/Get Out the Vote Team.
 - Ask students to sign up for either a Campaign Team or an Election Team if they want to, but have half of the class be voters who will be volunteering for the Campaign Teams or for the Election Team. This group is representative of a community.

Create a calendar for the mock election activities.

Step Two The Election

You should set the election about a month before your Election Day. This could be announced to the class or at an assembly of the Grade 5 classes, depending on who is involved.

When you set the election, explain:

- The purpose of the election
- The ways students are expected to get involved, how the teams will work and the roles on each team
- That each team will put forward a 'candidate' but that the candidates will not represent themselves. Rather, each team will develop a fake candidate, including a name, history and views to put forward.
- The ground rules for appropriate and respectful behaviour through the campaign period as well as rules for how the election will be run to ensure that it is democratic and fair.
- The timeline so that students know when everything is going to be happening. Including dates for:
 - Choosing which group they want to be a part of - a Campaign Team, the Election Team and the Community Organizer Team
 - Creating a persona for your candidate
 - Organizing the Campaign ideas and materials, the All Candidates Debate and the Election itself.
 - The All Candidates Debate
 - Election Day

Step Three

Create Teams

There should be at least three Campaign Teams, each consisting of at least 5 students. The Election Team should consist of at least three students and the Community Organizer team should consist of at least three students. Task sheets for the teams are available on pages 89 and 90.

Remind the groups that even though students have their own roles and responsibilities, they are working as a team to get the candidate elected and that they will have to work closely to do that. Each team member is responsible for supporting and communicating with the other team members.

Campaign Teams

The Campaign Teams are the teams supporting a candidate and run a political campaign with the goal of getting him/her elected.

Candidates rely on the team to come up with ideas for what he/she would do if they are elected and to develop strong campaign material that will convince others in the class to vote for him/her.

There are a number of jobs that students can have on a campaign team. It is important for everyone on the team to have a job with clear responsibilities to ensure that everything gets done. Before they start working on the campaign, students must decide which role they want to play and each team must submit their roles to the teacher.

Job Title	Job Description
Candidate	The candidate is a person who is running to be elected to become a City Councillor.
Policy Maker (max 2)	A policy maker is someone who develops policies or action plans (the things that the politician would do if he/she is elected.)
Speech Writer (min 1)	A speech writer is someone who helps politicians write speeches when they speak in public, such as at debates.
Canvasser (max 2)	A canvasser is someone who is responsible for talking to people and convincing people to vote for the candidate that the canvasser is supporting.
Publicist (max 2)	A publicist is someone who creates posters and pamphlets that convince people to vote for the candidate on their team.

Election Team

The Election Team is responsible for organizing the election. This includes adding people to the voters' list, giving voters voter information cards and organizing a free and fair election on election day. The students on this team will each be responsible for leading different elements of the mock election, for example the voter education and election day.

Community Organizer

This team is also responsible for running an All Candidates Debate. The students on this team will each be responsible for leading different elements of the candidate debate, and will provide voter education programs.

Job Title	Job Description
Election Official (min 3)	A person who works for Elections _____ (school name) who register people to vote, organizes, publicizes the election, and runs the elections on election day.
Community Organizer (min 3)	A person who goes out to the community to talk about the importance of voting and teaches people how to vote. They also make candidates easier to access by holding open and inclusive debates in communities.

You may want to assign staff members to support each team and help students coordinate the tasks that they need to accomplish. This person can help Campaign Teams think about their platform and campaign strategies and ensure that the Election Team runs a free and fair election.

E Offer students incentives or rewards to take part. For example, the winning Campaign Team could win the opportunity to meet with their Councillor or to attend a local neighbourhood association meeting as a youth representative to share their experience living in the community.

If you feel think students would be interested in putting themselves forward as a candidate, you can hold a mock election where five students act as the candidates to win.

Step Four Create and Register Candidates

Campaign Teams: Create a Candidate

For campaigns to be less about the candidates and more about the teams, have each team create a persona for the candidate. The students on each Campaign Team need to create a profile for their candidate.

Some of the questions you can have students answer to create their candidate's profile include:

- What is the candidates' name?
- How old is the candidate?
- Does the candidate have a family?
- Is the candidate male or female?
- What sort of clothing will your candidate wear?
- Why does he/she want to be a political representative?
- What characteristics will your candidate have (e.g. honest, friendly, organized, smart, fussy)?
- What does your candidate like to do in his/her spare time?
- Before running for politics, what did your candidate do as a profession? Why does that make him/her a good choice?
- What kind of qualifications and characteristics does your candidate have that will make him/her a good politician?
- What kind of work has the candidate done in the community? How are they involved?
- What is the candidate's favourite thing about his/her community?

Campaign Teams: Nominate Your Candidate

Each candidate team must complete a nomination form for their candidate (available on page 91) and submit the form to the teacher. The nomination form consists of the name of the candidate, the position they are running for, and a declaration that the candidate is qualified to run in this election. The teacher will determine what office that the candidate is running for in the mock election, for example the office of Mayor.

In your mock election, the teacher plays the role of the City Clerk, who certifies the nomination paper of the candidate. Once the teacher has certified the candidates' nomination paper the Campaign Team's candidate, is officially registered in the election.

E If you decide to have half of the class act as voters and volunteers, the campaign teams can use the nomination period as a time to recruit other people to their team.

Invite local politicians or candidates who ran and lost in past elections to speak with your class. This will give students an opportunity to speak to them about local issues that are important in the community. It will also allow them to ask questions about running an effective campaign during an election specifically around developing a platform, promoting themselves, creating campaign materials and canvassing.

Step Five Organize!

Campaign Teams: Develop your Campaign

Research Issues

Given that the mock election is being carried out in a Grade 5 class, we recommend limiting the number of topics students will have to discuss or answer. We recommend that the class chooses only four topics that they will cover in the election.

The issues could be those that are important to the students or those that are important in their community. For example, they could choose to focus on some of the following topics: parks, transportation, libraries, community safety, policing, community centres, youth programs, bike lanes etc.

Develop a Platform

After the teams develop a broader understanding of the issues that they will be working on, teams develop platforms. This means that they will have to decide what they think about each of the issues and what they will promise to do if elected.

When the teams have agreed on what their candidate's opinion would be on each of the issues, the Policy Maker writes a statement for each issue on what the candidate feels about the issue and why.

A platform explains to voters what you are all about and what you believe in. If voters believe in the same thing, they are more likely to vote for you.

Also have your students develop a platform on how the candidate proposes he/she will keep residents aware of the decisions being made at City Council and how the candidate will hear what residents think or feel about the decisions he/she is making or has made.

Develop a Message

As a team, each Campaign Team must also develop a slogan that they think represents their candidate's platform and a clear message as to what the candidate (and his/her team) represents.

The message could be focused on the candidates approach to issues or the way that he/she proposes to approach residents. It is up to the campaign teams!

Normally, platforms are pretty long and detailed. So, you create a short slogan that explains your candidates' approach or ideas in a sentence.

Campaign Teams: Create Campaign Materials

The team should also design and create marketing materials to promote their candidate. All teams should develop a pamphlet to distribute to voters and eye-catching posters to display in the classroom or hallways.

Pamphlet: The pamphlet should introduce the candidate to the voters, contain details the candidate's platform, explain why the candidate would be the best choice for city council, contain pictures of the candidate in the community and remind voters to vote on election day!

Poster: The poster should not contain too much information – just the central goals of the candidate's campaign – and it should explain to voters why they should vote for that candidate on election day.

Some things to consider when creating campaign materials include:

- The pamphlet and posters should have a clear message
- Campaign materials should be easy to read, bold, and professional.
- The colours and images on campaign materials should attract voters.
- The campaign materials should contain information on issues that students/voters care about
- Voters should be able to easily recognize your campaign materials. The pamphlets and posters should match and both should have consistent messages.

E	<p>If you have the time and resources, you can have each campaign team create a campaign video, highlighting the work of their candidate in the community and explaining why their candidate should be elected on election day.</p>	<ul style="list-style-type: none"> - Is the film planned? - Is there a message? - Is the script short and simple? - Do voters get the most important messages? - Is the video interesting? Did they try to make it exciting?
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Election Teams: Get Ready for the Election

Election Officials: Publicize

The Election Officials are responsible for informing students about when election day is and where voting is going to take place.

Election Officials: Getting on the Voters' List (optional)

Every student participating in the election must register to vote with an Election Official.

The Election Officials must maintain an organized Voters' List of everyone who has registered to vote. A Voters' List template is available on page 92. These students can set up a voter table in a busy location and teachers should be sure to give the election team an opportunity to remind students to register to vote.

Voters will be given a Voter Information Card when they are added to the Voters' List, that contains information on where and when to vote.

E	<p>You may choose to leave the above step out of the mock election, but keep in mind that it is an important part of real elections, as many people do not vote because they have not been added to the Voters' List and as a result do not receive a Voter Information Card which tells them when and where to vote. It may also help you keep track of who has voted on election day.</p>
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Election Officials: Prepare Ballots

To get organized for your election day, you need to prepare ballots. These ballots should look like the ballots used by the City of Toronto, where students mark who they want to vote for by connecting the tail and the head of an arrow, which points to their chosen candidate. A ballot template is available on page 94.

Finding Election Day Staff

In order to run the election, the election team must find volunteers to help them set up and run the voting place.

Community Organizers: Develop Voter Education Materials

Develop Voter Education Presentation for Your Community

The Community Organizers should develop a short (10 minute) Voter Education or Get Out the Vote presentation to the class. This presentation should be thorough and contain all the information a voter would need to know in order to vote, including:

- When election day is
- When students can vote (voting place will be open)
- Where students can vote
- Who students vote for
- Getting on the Voters' List
- The information students need to bring with them when they vote
- How to vote at the voting place (getting their ballot, going behind the screen, connecting the head and tail of the arrow, folding their ballot and putting their ballot into a box)
- How many times everyone is allowed to vote
- What will disqualify your ballot (aka select two candidates or make marks on your ballot)
- What happens if you make a mistake on your ballot
- Why it is important to vote on election day

The students may have to do some research on how to vote. They can do research by talking to their parents or on Toronto Election's website: <http://www.toronto.ca/elections/howtovote>

You can encourage students to give a creative presentation (e.g. that includes a movie, picture or fun PowerPoint) on how to vote and why to vote.

You might also want this group to develop voter education materials that encourages people to vote on election day and provides them with all of the key information they will need to vote.

In order to run the debate, the community organizer team must find volunteers to help them set up and run the candidate debate.

Step Six

Hold an All Candidates Meeting

Background

All candidates meetings allow voters to learn about the candidates so they can make informed decisions on election day and so that candidates can present their platform on issues that matter to the voters. It also allows voters to hold politicians accountable to their promises when they are elected.

Those who are organizing the debate are responsible for running a debate that is open, respectful and focused on issues rather than on the candidates themselves.

Keep in mind that the debate organizing should be led by the Community Organizers. A debate time sheet form is available on page 87.

Debate Topics

The debate itself will be on four topics. These are the topics that the students researched and presented on before the mock election. Each Campaign Team should develop platforms on each issue, which are statements of what the Campaign Team thinks about each issue and why.

Each Campaign Team should also think about why their candidate wants to be the student's political representative and how the candidate will include the community in decision making processes and keep residents abreast of what is going on at City Hall.

Instructions for Organizing All Candidates Debate

Select a Moderator, Question Panel & Timekeeper

The Community Organizers must select three key people to ensure that the debate runs smoothly: a Moderator, Question Panel & Timekeeper.

Job Title	Job Description
Moderator	The role of the moderator is to introduce the event and candidates, ensure the event is running on time and make sure that the debate is fair and respectful. Note: You can ask a local politician, community leader or principal to be the moderator.
Question Panel	If you have chosen to ask pre-selected questions, the question panel simply asks the questions to the candidates. However, if you ask the audience to submit the questions before or during the debate, the panel must read the questions on the spot and select which questions they feel are most appropriate.
Timekeeper	The Timekeeper track of how long each candidate is speaking for and tells them when they are running out of time. They show the candidates a yellow piece of paper when they have 20 seconds left (at 1 min 40sec) to complete their answer to the question and a red piece of paper when their time is up.

Plan the Format of the Event

To have a good debate, you need to have a format set out in advance so that everyone in the class understands what is expected of them and is able to prepare for the debate. To do this, you need to set an agenda for the event with the components of the event and how much time each component will take.

Component	Description	Time Allocated
Voter Education	Community Organizer gives a short voter education presentation to remind people where to vote, when to vote and how to vote.	5-10 min
Welcome & Introduction	<p>Moderator welcomes everyone to the debate, thanks them for coming and reviews the agenda for the debate (how much time they have to answer each question and the role of the timekeeper).</p> <p>The moderator also sets the ground rules:</p> <ul style="list-style-type: none"> - Tells the audience and the candidates that we are here to have a fair discussion and that we have to be respectful of everyone throughout the debate. - Remind candidates that they cannot speak over one another and have to respect each other - Reminds the audience to applaud good ideas rather than the candidates themselves because all campaign teams have good ideas that will improve our community. 	4 min
Candidate Introductions	Candidates are given two minutes each to introduce themselves, tell the audience why they are running and present their main message.	2 min x 4 cand's = 8 min
Question & Answer	<p>Preselected Questions: The teacher pre-writes 5 questions – one for each of the issues researched by the students and one on the candidates suitability in general. The teacher can choose whether or not they will give questions to the students in advance. Question sheet available on page 88.</p> <p>Submitted Questions: Audience submits their questions in writing at the beginning and during the event. Panelists randomly draw questions and pose them to the candidates. The person posing the questions makes sure that the questions are on topic, appropriate and respectful.</p>	<p>For each question: 2 min x 4 cand's = 8 min</p> <p>5 questions will be about 45 minutes.</p>
Rebuttals	<p>You might want to allow candidates to respond to each other, especially if they are discussing issues that are important to the community, disputed, or if they want to defend their position on an issue.</p> <p>If you allow rebuttals, give each candidate a specific amount of time to speak so they do not go off for too long!</p> <p>We suggest that you use wild cards. Each card is worth 1-2 minutes and each candidate receives the same number of wild cards (3+). Candidates can use their wild card whenever they want to respond to another candidate or add something to an answer that they have given. Cards are available on page 86.</p> <p>If candidates run out, of wild cards, you can always add more wild cards. This allows for more discussion, which is important in a democratic debate. Just make sure to give each candidate the same number of wild cards.</p>	1-2 min/card
Conclusion	Give each candidate two minutes to conclude with their main message and remind audience why they should vote for that team on election day!	2 min x 4 cand's = 8 min
Moderator's Thank You	Thank everyone for coming! Extend a special thanks to the candidates. It is hard to run but our democracy needs good candidates. Thank you for putting your names forward and running in this election!	4 min

Tips for Organizing a Fair and Interesting Debate

- Make sure that each candidate gets the same amount of time to speak. This ensures that the debate is fair.
- Choose a moderator who does not have a vested interest in who wins.
- Ensure the Moderator understands the rules of the debate and how it is going to run.
- Give each candidate the same amount of time to respond to each question and rebut.
- Give each candidate an opportunity to respond to comments made by other candidates.
- Put campaign teams in alphabetical order.
- Rotate through which candidate is going to answer each questions first. For example, the order of the Candidate A answers the first question first and Candidate B answers the second question first.
- Remind candidates who is answering each question first, so that they listen closely to the question and are not caught off guard when they are asked to answer the question.

Remind Campaign Teams to Prepare for the Debate

Each Campaign team should prepare:

- Candidate Introduction – Candidate introduces himself/herself, tell the audience why they are running and present their main message.
- Prepare answers for each of the questions (if questions are given to the campaign teams in advance).
- Candidate Conclusion – Thank organizers, repeat main message of the team and remind people why they should vote for team.

Gather the Materials You Will Need

Stop Watch	To keep track of the time
One yellow & one red piece of paper	To indicate to the speakers and candidates how much time they have left to speak
Pads of paper & pens	For Campaign Teams so that they can take notes
Microphone	If required
Name Cards	With the names of each Campaign Team
Computer & Projector	To give the Voter Education presentation
Copies of the agenda	To ensure that the event is on time and the Election Team knows what is happening
Voter Education Materials	Created by Elections Team

Types of Debate Questions

Issue-Based Questions: Most of your questions should be on the four issues that the students reviewed before the debate.

Try to pose issue based questions in such a way that you are not asking yes/no questions. For example, instead of asking “will you make this community safer?”, ask “how do you propose to make this community safer?”.

Personal Questions: These are questions about the candidate himself/herself and his/her suitability to be a political representative or experience in the community.

Political Questions: These are questions about what the candidate will do if they are elected in terms of how he/she will keep residents in his/her community aware of what is going on at City Hall or how the candidate will make their decisions (listen to other politicians, research, talk to residents, only consider their opinions or a combination of these options).

Step Seven Election Day

Set Up Voting Place

Where you should set up the voting place

The voting place should be set up at an accessible point and should be open for long enough to allow plenty of time for voting.

Set up the voting place an hour or so before the voting place opens, to make sure that everything is ready to go.

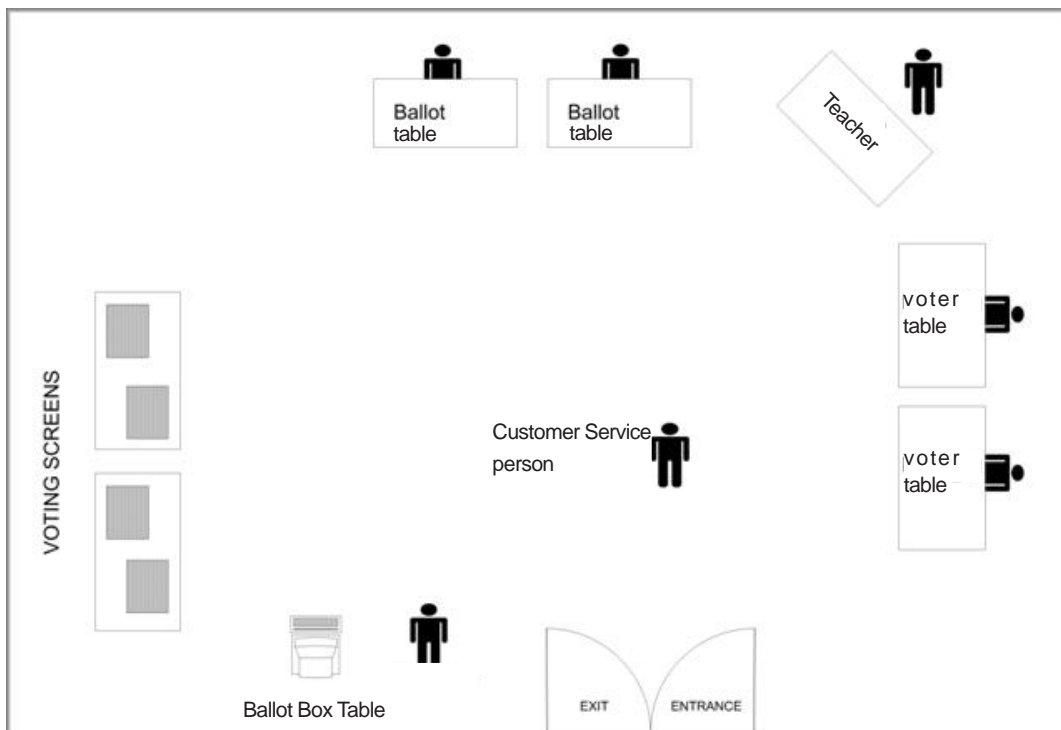
Room Set Up

When the students walk in, there should be a voter table at the front of the room, for those students who were not added to the Voters' List prior to election day. There should also be a table where voters on the voters' list get crossed off the list and obtain their ballot.

At the back of the room, there should be a few tables with voting screens where students can mark their ballot. You can set up a number of voting screens (4+) to allow many students to vote at once.

You will also need a table near the door with a box on it where students drop their ballot.

There should be students and/or teachers at the voter table, ballot table and ballot box. Remember that Campaign Teams are not allowed to canvass inside the voting place.



Students Vote!

Step 1

When students come to vote, they should have their Voter Information Card.

If they do not have a voter information card, for any reason they must get one from the voter card. This desk issues voter information cards to every registered student who lost their card and registers voters who did not have a chance to register in the past.

*Note: In real elections, you do not need a voter information card to vote. The voter information card simply tells you where and when to vote. We recommend that you use voter information cards in your mock election to keep track of students on the voters' list. It will also be easier for your Election Team to keep track of voters.

Step 2

Students who have their voter information card go directly to the voter ballot table where their names are crossed off the voters' list to indicate that they have voted. Students are handed a ballot and instructed on how to vote.

Step 3

Students take their ballot behind a voting screen, where they mark their ballot. This ensures that the ballot is secret and that the voter feels comfortable voting for whomever they want. Students fold their ballot while still behind the voting screen.

Step 4

Students take their ballot to the ballot box, which must be secure and monitored by a Election Official. Election Official put their ballot in the box.

Step Eight Announcing the Results

Counting the Results

Select one or two individuals from the Election Team that will:

- 1) Sort the ballots into piles for each candidate and creates one pile for spoiled ballots. Spoiled ballots are those with more than one mark or a clearly indicated vote.
- 2) Review the spoiled ballots with the teacher and come to an agreement as to the number of spoiled ballots.
- 3) Count the votes for each of the candidates and writes each number down.
- 4) Count the total for all of the candidates and the spoiled ballots, and compares this to the number of votes to ensure that all of the ballots are accounted for.
- 5) Calculate who the winner is. The campaign team with the most votes wins the election.

Announce the Results!

Announce the results in class or an assembly. Make sure to acknowledge all of the teams and their hard work. Give each group a certificate for their work and present it to the winner.

E Contact your local political representative to write certificates or letters of acknowledgement for the students hard work.

Opportunities for Assessment: Mock Election Rubric

The rubric below is offered as a suggestion on how students can be evaluated on their participation and achievement in the mock election. The categories offered can apply to any students, regardless of whether they are assigned to a 'Campaign Team' or 'Election Team', and regardless of their role within that team.

The evaluation process should be conducted throughout the duration of the mock election (preparation and execution) by carefully observing student progress.

Categories	Level 1	Level 2	Level 3	Level 4
Demonstrated transfer of knowledge of the electoral process (key concepts, strategies, terminology) to the mock election	Transferred knowledge of the electoral process to the mock election with limited effectiveness	Transferred knowledge of the electoral process to the mock election with some effectiveness	Transferred knowledge of the electoral process to the mock election with considerable effectiveness	Transferred knowledge of the electoral process to the mock election with a high degree of effectiveness
Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual, and written forms	Expressed and organized ideas and information with limited effectiveness	Expressed and organized ideas and information with some effectiveness	Expressed and organized ideas and information with considerable effectiveness	Expressed and organized ideas and information with a high degree of effectiveness
The campaign and election issues presented are relevant, realistic, mature and reflect current events.	The campaign and election issues presented are immature and not very relevant	The campaign and election issues presented are somewhat mature and somewhat relevant	The campaign and election issues presented are mature and relevant.	The campaign and election issues presented demonstrate a high degree of maturity and relevancy.
Use of creative thinking processes in developing election material	Uses creative thinking processes with limited effectiveness	Uses creative thinking processes with some effectiveness	Uses creative thinking processes with considerable effectiveness	Uses creative thinking processes with a high degree of effectiveness
Working within a team to complete a common task	Completed tasks within a group setting with limited effectiveness	Completed tasks within a group setting with some effectiveness	Completed tasks within a group setting with considerable effectiveness	Completed tasks within a group setting with a high degree of effectiveness



Mathematics Activity Extension: Voting Statistics

Purpose: To analyze and discuss the results of the mock election.

Activity

Collect data from the results of the election and have students analyze the raw data to determine:

- Voter turnout
- Percentage of voters that voted for each campaign team

Once the totals have been determined, have students express the data in the form of a bar graph (to visualize election results) or in the form of a pie graph (to express percentage results). *See worksheet attached.

Discussion

After completing the worksheet, discuss the results with your students.

- Did your results seem unfair? Why or why not?
- Did the results of the mock election demonstrate a healthy democracy? Why or why not?
- Were the results what everyone expected? Why or why not?

If the winning candidate from the mock election did not win more than 50% of the vote, discuss the 'first past the post' election system.

Many believe that 'first past the post' is not an appropriate electoral system for a democracy. In the 'first past the post' system, the candidate that wins the most votes, is the winner. This system allows someone to win the election even if they have only 20% of the vote.

- How do students feel about the 'first past the post' system?
- Do you think that this system works and results in election outcomes that are democratic and fair?

What Happened? Analyzing Your Mock Election Results

Total number of registered voters: _____ Total number of votes cast: _____

Voter turnout _____

Total number of votes for each team:

Candidate	Votes	Percentage of Votes

Voting Results
Bar Graph

Votes



Campaign Team

What Happened? Analyzing Your Mock Election Results

Total number of registered voters: _____

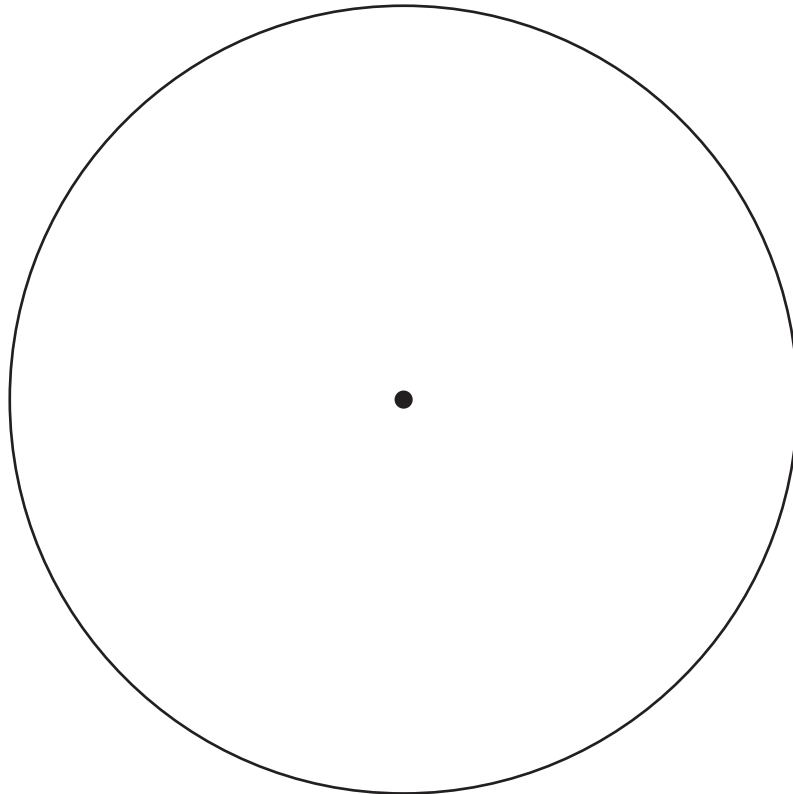
Total number of votes cast: _____

Voter turnout _____

Total number of votes for each team:

Candidate	Votes	Percentage of Votes

Voting Results
Pie Graph





Media Literacy and Art Extension: Campaign Messaging

Purpose: To analyze and discuss the results of the mock election.

Background

Campaign messaging is a very important element in running a successful campaign. There are two elements of developing a strong campaign message - developing material that appeals to a wide audience and developing a clear and positive message.

Activity

Have students think about the three messages that they want to get across to voters. Explain to students that they should develop short phrases that express these messages to voters. The goal of these messages is to convince voters that they should vote for your candidate.

Also have the students choose appropriate images, fonts and colours that they wish to represent in their poster. These should reflect a tone that students would like to set in their poster such as openness, strength, friendliness, professionalism, dedication, etc.

If your students would like, they can research campaign materials to draw inspiration and get an idea of the kind of information that is typically included in campaign material.

The better students are able to integrate their message into their campaign material, the more impact their campaign will have. Encourage students to develop posters to hang around the school and brochures to pass out to their peers before the election.



WILD
CARD

MINUTE 1

WILD
CARD

MINUTE 1

WILD
CARD

MINUTE 1

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MINUTE 1

Debate Timesheet

Print a copy of this timesheet for the Timekeepers, Moderator and Question Panel so they can keep track of how many questions they have gone through and when each candidate should be the first to answer each question.

The number one below indicates that the candidate is going to be the first to answer the question. Make sure to complete the chart. It is not complete because the number of your candidates will vary and therefore the order will vary.

Candidate's Name	Intro	Q1	Q2	Q3	Q4	Q5	Q6	Conc	Wild Cards
	1								1/2/3
	2	1							1/2/3
	3	2	1						1/2/3
									1/2/3
									1/2/3

I want to make sure that our municipal representative will act as a critical link between our community and the city and deliver effective and appropriate programs and services that promote the wellbeing of all those who live and work in this area.

My question is...

I want to make sure that our municipal representative will act as a critical link between our community and the city and deliver effective and appropriate programs and services that promote the wellbeing of all those who live and work in this area.

My question is...

I want to make sure that our municipal representative will act as a critical link between our community and the city and deliver effective and appropriate programs and services that promote the wellbeing of all those who live and work in this area.

My question is...

Campaign Team

Assign your team jobs, tasks and deadlines to ensure that all the work you need to do gets done in the time allotted for the mock election! Don't forget that even though you each have your own responsibilities, you are a team and, so, you must support each other and communicate throughout the mock election.

Job Title	Job Description	Tasks	Deadline
Candidate (min 1) Student: Student:	The candidate is a person who is running to be elected to become a City Councillor.	1) 2) 3) 4) 5)	1) 2) 3) 4) 5)
Policy Maker (max 2) Student: Student:	A policy maker is someone who develops policies or action plans (the things that the politician would do if he/she is elected.	1) 2) 3) 4) 5)	1) 2) 3) 4) 5)
Speech Writer (min 1) Student: Student:	A speech writer is someone who helps politicians write speeches when they speak in public, such as at debates.	1) 2) 3) 4) 5)	1) 2) 3) 4) 5)
Canvasser (max 2) Student: Student:	A canvasser is someone who is responsible for talking to people and convincing people to vote for the candidate that the canvasser is supporting.	1) 2) 3) 4) 5)	1) 2) 3) 4) 5)
Publicist (max 2) Student: Student:	A publicist is someone who creates posters and pamphlets that convince people to vote for the candidate on their team.	1) 2) 3) 4) 5)	1) 2) 3) 4) 5)

Election Team

Assign your team jobs, tasks and deadlines to ensure that all the work you need to do gets done in the time allotted for the mock election! Don't forget that even though you each have your own responsibilities, you are a team and, so, you must support each other and communicate throughout the mock election.

Job Title	Job Description	Tasks	Deadline
Election Official (min 3) Student: Student: Student:	A person who works for Elections _____ (school name) who register people to vote, organizes, publicizes the election, and runs the elections on election day.	1) 2) 3) 4) 5) 6) 7) 8) 9) 10)	1) 2) 3) 4) 5) 6) 7) 8) 9) 10)
Community Organizer (min 3) Student: Student: Student:	A person who goes out to the community to talk about the importance of voting and teaches people how to vote. They also make candidates easier to access by holding open and inclusive debates in communities.	1) 2) 3) 4) 5) 6) 7) 8) 9) 10)	1) 2) 3) 4) 5) 6) 7) 8) 9) 10)

ready, set

learn

how to

VOTE



CANDIDATE NOMINATION FORM

Name:

.....
Candidate's Full Name (as it is to appear on the ballot paper)

Nominated for the office of:

.....
(Mayor/City Councillor/School Board Trustee/Class Representative)

Declaration of Qualification

Ideclare I am qualified to be elected and to hold the office of that I am nominated for, and I make this solemn declaration conscientiously believing it to be true and knowing that it is of the same force and effect as if made under oath.

.....
Signature of Candidate

.....
Date

Certificate of Approval

I, the teacher responsible for this mock election, do hereby certify that I have examined the nomination paper of the aforesaid nominee filed with me and am satisfied that the nominee is qualified to be nominated.

.....
Signature of Teacher

.....
Date

ready, set

learn

how to

VOTE



VOTER INFORMATION CARDS

When students are on the voters' list, they receive a Voter Information Card.

Election Officials must fill out the Voter Information Card so that voters know where are when to vote on election day.

Voters should bring their Voter Information Card with them when they vote.

VOTER INFORMATION CARD

Thank you for registering to vote! Please bring this card with you when you go to vote on election day.

.....
Voter's Full Name

.....
Voter Registration Number

.....
Election Day

..... : to :
Election Hours

VOTER INFORMATION CARD

Thank you for registering to vote! Please bring this card with you when you go to vote on election day.

.....
Voter's Full Name

.....
Voter Registration Number

.....
Election Day

..... : to :
Election Hours

VOTER INFORMATION CARD

Thank you for registering to vote! Please bring this card with you when you go to vote on election day.

.....
Voter's Full Name

.....
Voter Registration Number

.....
Election Day

..... : to :
Election Hours

VOTER INFORMATION CARD

Thank you for registering to vote! Please bring this card with you when you go to vote on election day.

.....
Voter's Full Name

.....
Voter Registration Number

.....
Election Day

..... : to :
Election Hours

ready, set

learn

how to

VOTE



VOTING BALLOTS

After crossing each voter off the Voter Registration List, Election Officer gives each voter a ballot.

Election Officer instructs each voter on how to vote.

Election Officer direct the voter to the voting screen where they will mark their ballot.

BALLOT

To vote, connect the head and tail of the arrow pointing to the candidate of your choice.

Vote for ONE (1) candidate only.

..... ← █

..... ← █

..... ← █

..... ← █

When you have voted, please fold your ballot in half and bring it to the ballot box.

BALLOT

To vote, connect the head and tail of the arrow pointing to the candidate of your choice.

Vote for ONE (1) candidate only.

..... ← █

..... ← █

..... ← █

..... ← █

When you have voted, please fold your ballot in half and bring it to the ballot box.

Teacher Evaluation Form: Lessons

We hope that you will take the time to fill out this evaluation form and share your thoughts on our Teachers' Guide.

Lesson(s) used (please circle):

1 2 3 4 5 6 7 8 9 10

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The lesson plan was useful as a teaching tool.					
The activities were creative and educational.					
The lesson was comprehensive.					
The lesson was well structured.					
The background information was thorough and provided me with what I needed to teach the material.					
The lesson, activities and worksheets were appropriate for my class.					
I will use other lessons from 'Ready, Set, Learn How to Vote' Teacher's Guide for Grade 5 Civics.					

The best thing about this resource is:

The one thing I would change about this resource is:

My overall rating for the resource is (circle one).

Very Good

Good

Fair

Poor

Teacher Evaluation Form: Mock Election

We hope that you will take the time to fill out this evaluation form and share your thoughts on our Teachers Guide.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The mock election was useful as a teaching tool.					
The activities were creative and educational.					
The lessons for the mock election were comprehensive.					
The mock election was well structured.					
The background information was thorough and provided me with what I needed to run the mock election.					
The lessons, activities and worksheets were appropriate for my class.					
I will use other lessons from 'Ready, Set, Learn How to Vote' Teacher's Guide for Grade 5 Civics.					

The best thing about this resource is:

The one thing I would change about this resource is:

My overall rating for the resource is (circle one).

Very Good

Good

Fair

Poor

Resources

Additional City of Toronto Resources

City of Toronto. (1998-2012). *Toronto Elections Services*. Retrieved from, <http://www.toronto.ca/elections/>

City of Toronto. (1998-2012). *Toronto Civics 101*. Retrieved from, <http://www.toronto.ca/civic-engagement/civics101/index.htm>.

City of Toronto. (1998-2012). *Civic Engagement Learning Guides*. Retrieved from, <http://www1.toronto.ca/wps/portal/contentonly?vgnextoid=9632acb640c21410VgnVCM10000071d60f89RCRD>.

City of Toronto. (1998-2012). *City Services in Action*. Retrieved from, <http://www.toronto.ca/budget2010/pdf/streetscape2010.pdf>.

Teachers Guides

Gardezielewski, N. (May 2010). *Toronto Municipal Elections: Grade 5 Aspects of Citizenship and Government in Canada Supplementary Activities*. Toronto District School Board & Ontario Institute for Studies in Education (University of Toronto)

Toronto District School Board. (February 2001). *ESL/ELD Resource Guide for Civics*. Toronto, Canada: Toronto District School Board.

Young, S. (October 2011). *Ready Set Learn How to Vote: A Resource for Teachers about Municipal Elections in Toronto*. City of Toronto (Toronto Elections Services) & Civics Education Network.

Videos

TVOntario. (2012). *Civics 101: Who Does What?* [Video file]. Retrieved from <http://ww3.tvo.org/story/civics101-animation-who-does-what>.

TVOntario. (2012). *Civics 101 Animation: First Past the Post* [Video file]. Retrieved from <http://ww3.tvo.org/story/civics101-animation-first-past-post>.

TVOntario. (2012). *Civics 101 Animation: Rights and Responsibilities* [Video file]. Retrieved from <http://ww3.tvo.org/story/civics101-animation-rights-and-responsibilities>.

TVOntario. (2012). *Civics 101 Animation: Everybody Plays a Part* [Video file]. Retrieved from <http://ww3.tvo.org/story/civics101-animation-everybody-plays-part>.

Maps

Ward Profile Summary Map
<http://app.toronto.ca/wards/jsp/wards.jsp>

Community Council Profiles Map
http://www.toronto.ca/committees/community_councils.htm

Links

Toronto City Hall tours, self-guided or part of the City Hall education program:
www.toronto.ca/archives/city-hall-education-program.htm
www.toronto.ca/city_hall_tour/self_guided_tour.htm.

Elections Ontario Teaching Materials
<http://www.elections.on.ca/en-CA/Youth/TeachingMaterials.htm>

Elections Canada Teaching Materials
<http://www.elections.ca/content.aspx?section=vot&dir=yth/tea&document=index&lang=e>