

# grade 10

TORONTO

## Municipal Elections:

### **GRADE 10**

### CIVICS SUPPLEMENTARY ACTIVITIES

Toronto District School Board  
Ontario Institute for Studies in Education  
University of Toronto



# Table of Contents

Introduction – Toronto Municipal Elections.....	3
Activity 1 - Toronto Budget .....	6
Activity 2 - Toronto Services .....	16
Activity 3 - Different Levels of Government - Toronto Becoming a Province?.....	19
Activity 4 - Controversial Issues - Not in My Backyard .....	23
Activity 5 - Toronto Mayoral Candidate Hot Seat .....	39
Activity 6 - School Board Trustees .....	42
Activity 7 - Municipal Elections and Citizenship .....	56
Activity 8 - Passing a By-Law .....	64
Activity 9 - Questioning Political Quotes .....	71

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## Introduction

### Toronto Municipal Elections Activities

This compilation of activities is designed as a supplementary curriculum resource for Grade 10 Civics teachers to utilize in anticipation of the Toronto municipal elections scheduled for October, 2018. The goal of the resource is to provide teachers with a variety of material to support student learning and understanding of municipal government and election processes. The activities can be utilized individually, as an augmentation to the teaching of municipal government, and/or as a part of a unit on elections, for example.

Subject and topic areas have been selected to cover aspects of municipal government that are important for furthering the development of students as responsible citizens. The activities offer many relevant and personal connections to the lives of students in the City of Toronto ranging from examining controversial urban issues to exploring local community needs to understanding their role in the shaping of city budgets, planning and politics.

Students are introduced to and given an opportunity to practice and apply the skills of political inquiry research, detecting and presenting points of view in written and role-playing activities, engaging in oral, written and visual presentations, as well as in argumentative, persuasive and reflective writing. Problem-based literacy and learning strategies are infused throughout the resource to help strengthen the skill-sets of diverse learners.

Overall, the focus of the resource is to excite and engage students in activities fundamental to municipal government and democratic citizenship. By inviting students to critically think about and consider civic responsibilities from personal, conceptual and diverse perspectives through a range of activities, students are able to move progressively towards a deeper understanding of citizenship and the processes through which they can effect positive change in their city.

# Activity Chart

Activity	Learning Strategies/ Graphic Organizers
1. City of Toronto Budget Activity: Where Do You Think the City of Toronto Should Spend its Budget?	<ul style="list-style-type: none"> <li>• Concept Pattern Organizer</li> <li>• Budget Organizers</li> <li>• Pie Charts</li> <li>• Word Web Cluster</li> </ul>
2. City of Toronto Services Activity: How Do You Think the City of Toronto Can Improve Services That Are Important to You?	<ul style="list-style-type: none"> <li>• Word Web Cluster</li> <li>• Ranking Order of Importance</li> <li>• Creative Thinking</li> </ul>
3. Exploring Different Levels of Government Activity: Should The City of Toronto Become a Canadian Province?	<ul style="list-style-type: none"> <li>• Quick Write</li> <li>• T-Chart</li> <li>• Take a Position Line</li> <li>• Both Sides Now</li> </ul>
4. Exploring Controversial City Issues Activity: “Not In My Backyard!” (NIMBY)	<ul style="list-style-type: none"> <li>• ABC List</li> <li>• K-W-H-L Activity</li> <li>• Placemat</li> </ul>
5. Toronto Mayoral Candidate Hot Seat Activity	<ul style="list-style-type: none"> <li>• Drama Technique</li> <li>• Persuasive Writing</li> </ul>
6. School Board Trustees Activity: Making Tough Choices - Exploring the Issue of School Closures	<ul style="list-style-type: none"> <li>• Skim/Scan</li> <li>• Vocabulary Lists</li> <li>• Three Level Questioning</li> <li>• Jigsaw</li> <li>• (D) RAFT</li> </ul>
7. Municipal Elections and Citizenship Activity: Comparing the Federal and Municipal Election Processes and Exploring Citizenship and the Right to Vote	<ul style="list-style-type: none"> <li>• Research Organizer</li> <li>• Venn Diagram</li> <li>• Four Corners</li> <li>• Exit Slip</li> </ul>
8. Making a Difference in Your Community: Passing a City of Toronto By-law Activity	<ul style="list-style-type: none"> <li>• Pass It On</li> <li>• Group Writing</li> <li>• Both Sides Now</li> </ul>
9. Questioning Political Quotes Activity: Why Did the Mayoral Candidate Say That?	<ul style="list-style-type: none"> <li>• Research Organizer</li> <li>• Drawing Inferences</li> <li>• Reflection Writing</li> </ul>

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# Activity 1: Toronto Budget

Where Do You Think the City of Toronto Should Spend its Budget?

## Understanding Budgets: Where Do You Spend Your Money?

1. Brainstorm the various sources where you receive your income. Add extra boxes if needed.

**Income**

Three empty rounded rectangular boxes for brainstorming income sources.

2. Think of the areas where you spend this income. Draw a concept pattern organizer outlining the categories your money is allocated to:

**Possible Categories**  
Food • Savings • Transportation • Shelter/Housing • Recreation • Entertainment • Clothing

## Understanding Budgets: Where Do You Spend Your Money?

3. Determine how much money you are receiving from your sources of income.

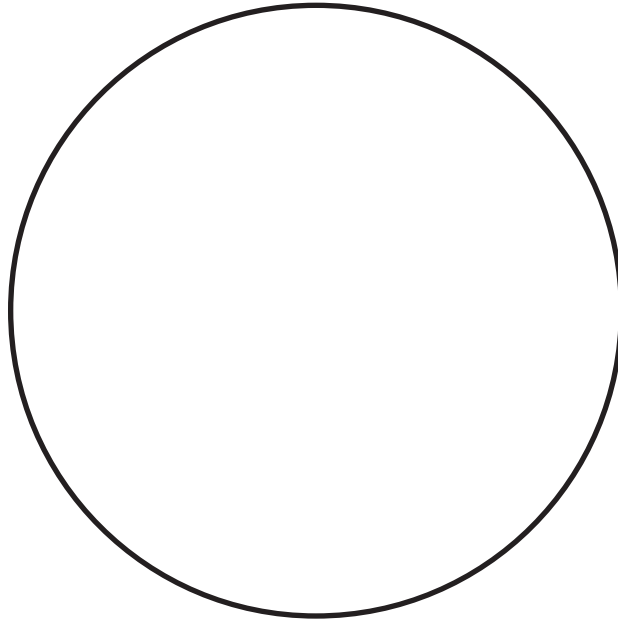
Sources of Income	(\$) Dollar Amount
<b>Total Income:</b>	

4. Where do you allocate this income? What **percentage** of your income is going into each category Explain why you spend your money in each area.

Expense Category	Budget Dollar Amount Spent (\$)	Percentage	Allocated (%)	Explanation (Why do you spend your money in this area?)

## The Allocation of My Expenses

Create a colour pie chart of your expense allocations.



### Chart Colour Legend

<input type="checkbox"/>	_____	<input type="checkbox"/>	_____	<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
<input type="checkbox"/>	_____	<input type="checkbox"/>	_____	<input type="checkbox"/>	_____	<input type="checkbox"/>	_____

Do you think that you are allocating your income in the appropriate categories? Where do you think you should spend less? Which category should you be allocating more money towards?

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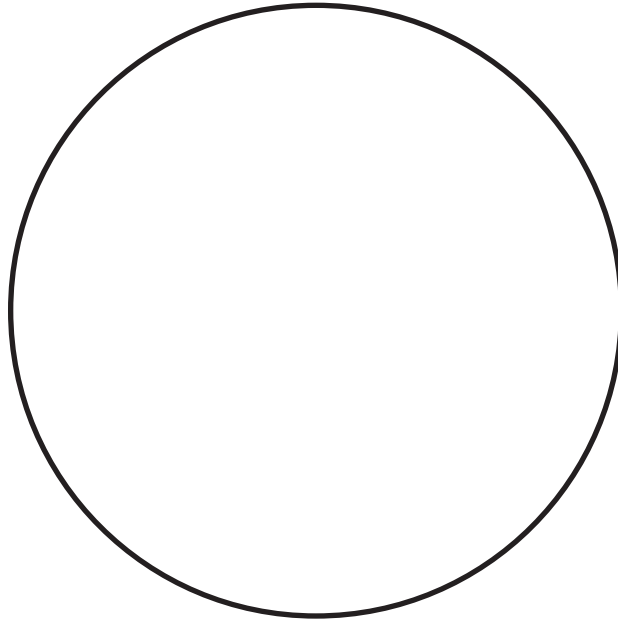


Where Do You Think the City of Toronto Should Spend its 2014 Budget?

Category	Current Allocation of Budget (\$ Millions)	% of Budget	Your Reallocation of the Budget (\$ Millions)	Indicate an Increase or Decrease - write N/C for "No Change"	Explanation
1. Shelter, Support & Housing Administration	\$644.6	6.7%			
2. Toronto Public Health	\$246.3	2.5%			
3. Children's Services	\$420.6	4.4%			
4. Long-Term Care Homes	\$231.8	2.4%			
5. Toronto Employment and Social Services	\$1,172.1	12.1%			
6. EMS	\$187.9	1.9%			
7. Fire Services	\$424.7	4.4%			
8. TTC	\$1,709.7	17.7%			
9. Toronto Police Service	\$1088.9	11.3%			
10. Debt Charges	\$428.6	4.4%			
11. Transportation Services	\$340.0	3.5%			
12. Toronto Public Library	\$184.2	1.9%			
13. Economic Development and Culture	\$71.1	0.7%			
14. Parks , Forestry & Recreation	\$437.1	4.5%			
15. Municipal Licensing & Standards	\$49.9	0.5%			
16. City Planning	\$40.9	0.4%			
17. Administration and Other	\$2283.6	21.42%			
<b>TOTAL</b>	<b>\$9,662.0</b>	<b>100.00%</b>			

## Where Do You Think the City of Toronto Should Spend its Budget?

Create a colour pie chart of your expense allocations.



### Chart Colour Legend

<input type="checkbox"/>	_____	<input type="checkbox"/>	_____	<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
<input type="checkbox"/>	_____	<input type="checkbox"/>	_____	<input type="checkbox"/>	_____	<input type="checkbox"/>	_____

Compare your pie chart to the City's proposed budget pie chart for 2014 - which can be found at:  
<https://goo.gl/On3zy7>

Why do you think the city has chosen to allocate these amounts?

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## Increasing City Revenue to Meet Citizen Needs

The City of Toronto's 2014 budget projection is fixed at \$9.662 Billion. The city cannot run a budget deficit: this means that the amount of money it generates must equal the amount of money that it spends. This is called a 'balanced budget'. A way to increase the amount of spending to provide better services to citizens is to increase the amount of revenue the city generates.

In this activity, you are being presented with the opportunity to increase spending in city services areas by increasing the amount of revenue the city generates.

### Your task is to:

**Identify three areas of services**  
that you believe are in need of additional funding.

**Determine the dollar amount**  
that you wish to increase the funding by.

**Identify the revenue source(s)**  
from which you would generate this additional money.

**Explain the reactions from citizens**  
– both those in favour and against – your decisions to increase revenue.

Utilize the following table to help you identify the current sources of the City of Toronto's 2014 revenue:

<b>Current Sources of the City of Toronto's Revenue</b>			
<b>Revenue Source</b>	<b>Revenue (\$ in Billions)</b>	<b>% of Revenue</b>	<b>Description/Examples</b>
1. Property Taxes (Controlled by City)	\$3.76 Billion	38.9%	Property taxes are collected from residential, commercial, industrial and multi-residential properties.
2. Provincial Grants & Subsidies (No control by City)	\$1.866 Billion	19.3%	Grants and subsidies from the province of Ontario for areas such as long-term care homes, TTC, and Shelter Support and Housing Administration.
3. Other Revenues (No control by City)	\$0.823 Billion	8.5%	Grants and subsidies from other levels of government for mandated programs such as child care, social assistance, social housing and health care.
4. User Fees (Controlled by City)	\$1.636 Billion	16.9%	Charging user fees for services provided by the city such as transit, recreation, water and waste management, business licenses and permit fees.
5. Reserves / Reserve Funds (Controlled by City)	\$0.453 Billion	4.7%	Money set aside by the city for future spending under municipal jurisdiction.
6. Municipal Land Transfer Tax (MLTT)/ Personal Vehicle Tax (PVT) (Controlled by City)	\$0.356 Billion	3.7%	City of Toronto Act, 2006 allows the city to generate revenue from areas other than property taxes, licenses and fees. These new taxes have been implemented as a result of this act. MLTT is calculated on purchases of properties in the city of Toronto. Personal Vehicle Tax is a tax for Toronto's residence who own or lease a personal vehicle. A personal vehicle under this tax is considered the following, passenger vehicle, light commercial vehicle (registered for personal use only), motorcycle and moped. Flat rates for each vehicle license are \$60 per passenger vehicle and light commercial vehicle for personal use, or \$30 per personal motorcycle or moped per year.
7. Federal Grants & Subsidies (No control by City)	\$0.189 Billion	2%	Grants and subsidies from the Government of Canada for areas such as Shelter, Support and Housing Administration.

\*For a more detailed description regarding Revenue Sources please review City of Toronto Budget Summary 2014 at <https://goo.gl/On3zy7> or City Finances section in The City of Toronto website at: <http://www.toronto.ca/finance/index.htm>.

**Increasing City Revenue to Meet Citizen Needs**

Area of Service You Wish To Increase	Current Budget (\$ Millions)	Amount of Increase (\$ Millions)	Source of New or Additional Revenue	Reaction From Citizens	
				In Favour	Against
TTC users - would be upset – increase not affordable for all riders	\$	\$	Increase TTC ticket fares	TTC users – better services, more routes, increased access	TTC users - would be upset – increase not affordable for all riders

# The City of Toronto Act, 2006 Activity

## Can You Think of a Way to Raise New Revenue

Using The City of Toronto Act, 2006?

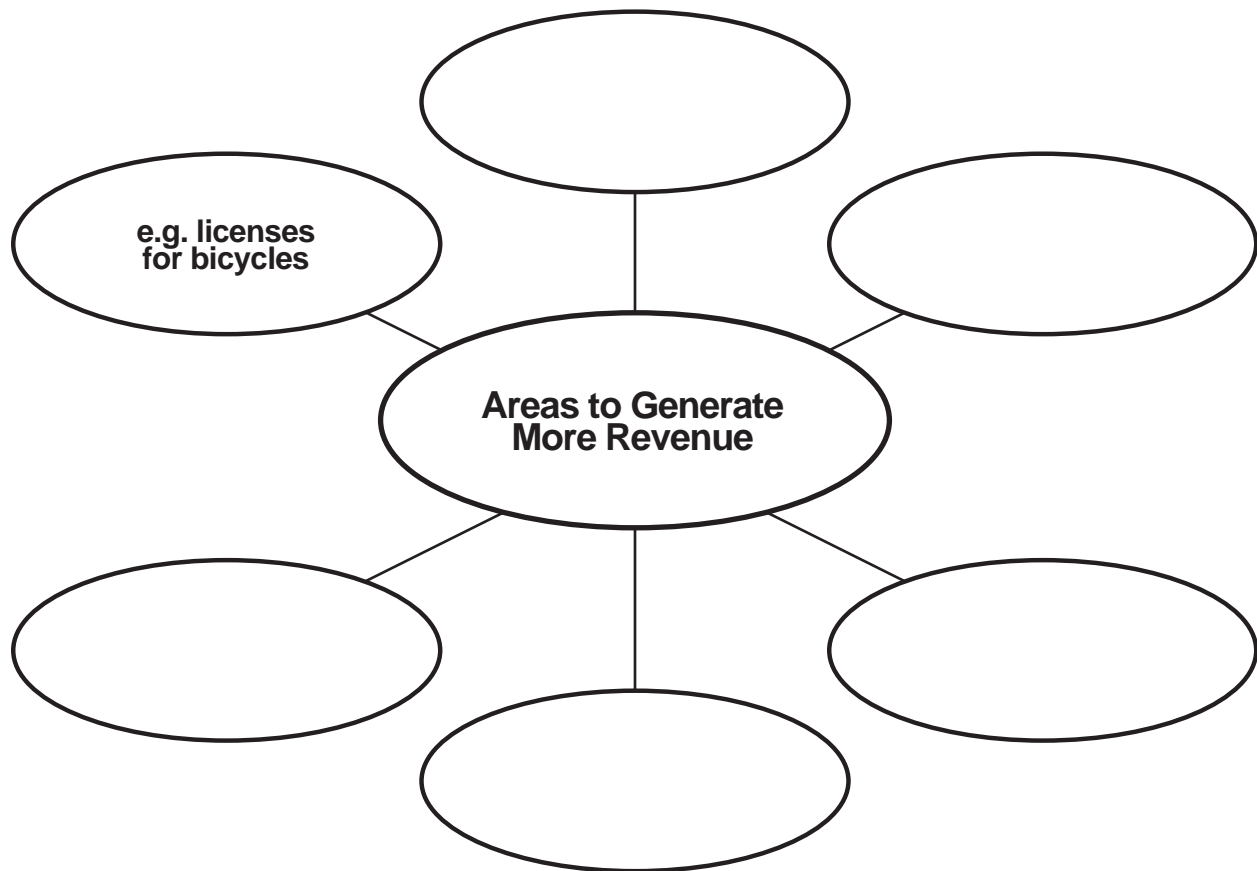
“The City of Toronto Act, 2006 recognizes Toronto as a responsible, accountable government. The city is now better able to determine the appropriate mechanisms for delivering municipal services, determine the appropriate levels of municipal spending, and **use new fiscal tools to support the city’s activities.**

Toronto now has broader powers to **license and regulate businesses**, broader authority to undertake **economic development opportunities** and more **flexibility to raise revenue in addition to property tax.**” The Municipal Land Transfer Tax (MLTT) and Personal Vehicle Tax (PVT) are two taxes that have been implemented as a result of this Act.

Additional information on the City of Toronto Act, 2006 can be found at:

<http://www1.toronto.ca/wps/portal/contentonly?vgnextoid=853de2f05ec32510VgnVCM10000071d60f89RCRD>

Your task is to **brainstorm FIVE areas** where you believe the City of Toronto can **utilize its new powers** to generate **more revenue**:



# The City of Toronto Act, 2006 Activity

## Can You Think of a Way to Raise New Revenue Using The City of Toronto Act, 2006?

Choose **one area** mentioned from your brainstorming activity and **identify the details** of this new revenue source. How would you **collect the revenue**? Which citizens would be **affected** by this change? How would you use the new revenue? Who would **benefit** from the new revenue? Which citizens would be in favour of or against this charge? **Why** would they react this way?

City of Toronto's New Revenue Source					
Area You Wish to Create New Revenue	Details of New Revenue	Collection Method	Benefit of New Revenue/ How Would You Use it?	Reaction From Citizens	
				In Favour	Against

# 2

## Activity 2: Toronto Services

How Do You Think the City of Toronto Can Improve Services That Are Important To You?

From the following list, choose 5 city service areas that are offered in your ward that are important to you and fill them in on the web organizer below.

**Shelter, Support & Housing**

**Employment and Social Services**

**TTC (Toronto Transit Commission)**

**Parks, Forestry & Recreation**

**Public Health**

**EMS (Emergency Medical Services)**

**Police**

**Municipal Licensing and Standards  
Parking Services**

**Children's Services**

**Fire Services**

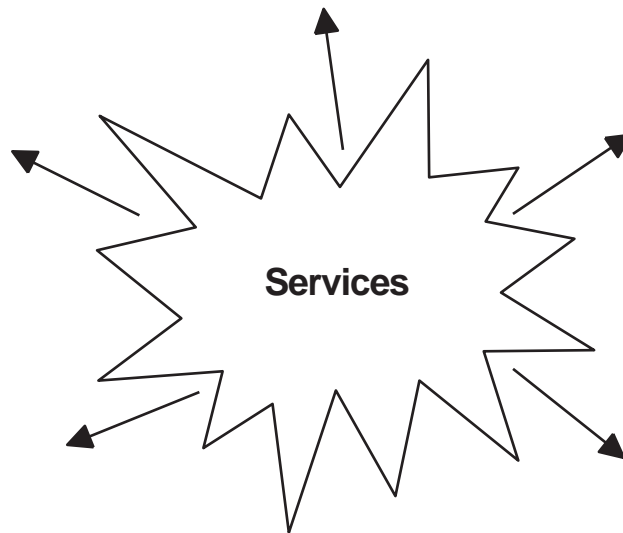
**Libraries**

**Long-Term Care Homes**

**Transportation  
(roads, bicycle lanes,  
snow removal)**

**Economic Development  
and Culture**

**Garbage and Recycling  
Collection**





## How Do You Think the City of Toronto Can

### Improve Services That Are Important to You?

**Rank and briefly explain why each of these service areas are important to you and your community.**

Things to Consider: How do they affect your life on a daily/weekly/monthly basis?  
When do you use them? How do you gain access to them? Who uses them?

Name of Service: \_\_\_\_\_ Rank \_\_\_\_\_

Importance: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name of Service: \_\_\_\_\_ Rank \_\_\_\_\_

Importance: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name of Service: \_\_\_\_\_ Rank \_\_\_\_\_

Importance: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name of Service: \_\_\_\_\_ Rank \_\_\_\_\_

Importance: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name of Service: \_\_\_\_\_ Rank \_\_\_\_\_

Importance: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## YOU DECIDE: IMPROVEMENTS & CUTS!

The role of municipal decision makers has its rewards and its challenges. Now that you have had an opportunity to explore various city services and their importance to you and your local community, you are now being challenged to take on the role of a city councillor and bring your expert decision making to City Hall!

### Your task in this role is to:

1. Choose one of the service areas you have noted above and make recommendations to **improve** the service;
2. Choose one of the service areas you have noted above and **sharply cut or eliminate** the services it provides.

<b>IMPROVEMENTS</b>	Name of Service: _____
If you were a member of the Toronto City Council, what recommendations would you make to improve this service so it could better meet the needs of local citizens?	
_____	
_____	
_____	
_____	
_____	

<b>CUTS</b>	Name of Service: _____
If you were a member of the Toronto City Council and were forced to make a recommendation to sharply cut or eliminate one of these services, which one would you choose and why? How would this affect the local community?	
_____	
_____	
_____	
_____	
_____	
_____	
_____	

# 3

## Activity 3: Different Levels of Government

Should The City of Toronto Become a Canadian Province?

### Anticipation Activity - Quick Write x 2: Brainstorming the Pros & Cons of Toronto becoming a Canadian Province

1. Take 1 minute to write down as many reasons you can think of in favour of the City Of Toronto becoming its own province. Share key ideas with the class.
2. Take 1 minute to write down as many reasons you can think of against the City Of Toronto becoming its own province. Share key ideas with the class

Should Toronto Should Be Its Own Province?	
In Favour	Against

Conduct a pre and post "Take a Position Line" activity.

## Take a Position Line

**Should the City of Toronto Become a Canadian Province?**

Indicate your position along the line below:



**IN FAVOUR**

**AGAINST**

My position is \_\_\_\_\_

\_\_\_\_\_

because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Complete the organizer utilizing evidence from the readings that follow.

Both Sides Now: "The Province of Toronto" Debate		
<p><b>Arguments in favour of the City of Toronto becoming a Province.</b></p>	<p><b>Question: Should the City of Toronto Become a Canadian Province?</b></p>	<p><b>Arguments against the City of Toronto becoming a Province.</b></p>
<p><b>Decision</b></p>		
<p><b>Reasons</b></p>		

## The Case In Favour of Toronto Becoming a Province

Toronto, along with the rest of the province, would benefit from Toronto becoming its own province. Toronto has the resources to sustain itself without the assistance of the rest of the province. Toronto is Canada's largest city with a population of over 2.8 million in the metropolitan area. Its population is larger than six of Canada's provinces: Manitoba, Saskatchewan, Nova Scotia, New Brunswick, Newfoundland and Labrador and Prince Edward Island. The city has approximately 400,000 more people than Manitoba and Saskatchewan combined. Toronto also has 150,000 more people than the total population of the four Atlantic Provinces combined. In addition to Toronto's strength in population density, Toronto's citizens are distinctly different from the rest of the province. Its citizens are close to 50 per cent immigrants and 47 per cent consider themselves to be visible minorities. The Mayor of Toronto is directly elected by more voters than any other politician in Canada. The City of Toronto is the 6th largest government in Canada and has an annual budget of \$9.21 billion dollars. Torontonians send more of their generated revenue to Ottawa and Queen's Park than they receive back in federal and provincial grants and services. There is an \$11 billion dollar difference between the amount of money sent to the federal and provincial governments and the value of the services Toronto receives in return. As such, Toronto is not receiving its fair share of the income it generates. In addition, Queen Park tends to spend much of its energy on legislation for Toronto, often over-looking the rural areas of the province. Issues, such as the coyote problem which threatens the productivity of farmers in rural areas is an example of how people who live outside of Toronto may support Toronto becoming its own province. This group of citizens would have their interests better represented if Toronto seceded and left.

<sup>1</sup> The City of Toronto. (2010). Demographics. Toronto, Ontario, Canada. Retrieved from <http://www.toronto.ca/invest-in-toronto/demographics.htm>.

<sup>2</sup> City of Toronto. (n.d.). Toronto's Racial Diversity. Retrieved May 06, 2010, from [http://www.toronto.ca/toronto\\_facts/diversity.htm](http://www.toronto.ca/toronto_facts/diversity.htm)

<sup>3</sup> City of Toronto. (2010). 2010 Executive Committee Recommended Operating Budget. Toronto, Ontario. Retrieved May 05, 2010 from [http://www.toronto.ca/budget2010/pdf/op2010\\_presentation\\_council\\_april15.pdf](http://www.toronto.ca/budget2010/pdf/op2010_presentation_council_april15.pdf).

<sup>4</sup> Miller, D. (2005, June 05). City of Toronto. Retrieved May 1, 2010, from Addressing the City of Toronto's flawed funding structure: [http://www.toronto.ca/mayor\\_miller/speeches/jointogether\\_speech.htm](http://www.toronto.ca/mayor_miller/speeches/jointogether_speech.htm)

## The Case Against Toronto Becoming a Province

Toronto would not benefit from becoming a province. This change would not save Toronto money. Since the city uses up a portion of the resources provided by the province - such as hospitals and provincial police services for example. It could also inherit a large portion of the province's debt when it left while also having to now pay for these services by itself. Many municipal services may not be easily and cheaply transferred into provincial services. For example, a new province of Toronto would have to incur start-up costs to properly convert the Toronto Police Service into a provincial infrastructure. In addition, a new Ministry of Health would have to be created in order to maintain the health care services Torontonians are accustomed to. This may also result in more costs as the transition will result in increased bureaucracy and the possible duplication of services. Furthermore, as Canadians, we stand up for the less fortunate to provide equity where possible. Toronto, as a new province, will still be required to contribute to transfer payments to other Canadian provinces. It is also important to stress that converting, or having a city secede and form a new province has never been done in the history of Canada. This would require an amendment to the Constitution of Canada. Many other provinces would not vote in favour of such an amendment as it may set a precedent where their cities would wish to do the same. Moreover, one would have to define exactly who and what is separating - is it only the City of Toronto, or is parts of the Greater Toronto Area? Where will the boundaries between Toronto and Ontario be? On the whole, the idea would create more disadvantages to the city, province and country than benefits. Perhaps a better solution would be to give the government of Toronto even greater powers. More powers in addition to those that have been given to the city through the City of Toronto Act, 2006 would allow the city to raise more revenue possibly levying income and sales taxes, or tolls on roads for example. Therefore, instead of seeking provincial status for Toronto, it would be better to further expand the city's powers and give it access to new revenue sources so it can better serve its citizens.

<sup>5</sup> Bird, C. (2010, March 18). Torontoist vs. Torontoist in...The Province of Toronto. Retrieved May 3, 2010, from Torontoist: [http://torontoist.com/2010/03/torontoist\\_vs\\_torontoist\\_new\\_format.php](http://torontoist.com/2010/03/torontoist_vs_torontoist_new_format.php)

<sup>6</sup> Ibid

# 4

## Activity 4: Controversial City Issues

### “Not In My Backyard!” (NIMBY)

#### What does “NIMBY” mean?

**NIMBY is an acronym for “Not In My Back Yard”!**

The term is usually used to describe controversial situations where local citizens are opposed to government proposals to place new developments or services in their communities.

Municipal governments, for example, often seek new developments to help it operate more efficiently or to provide much needed or important services. The city may also need these developments to help it run smoothly or to create more jobs and a bigger tax base.

Examples of such issues include:

- Landfill sites
- Incinerators
- Power plants
- Jails
- Nightclub
- Casino
- Airports
- Expressways
- Police stations
- Animal shelters
- TTC yards

We are able to infer that many people do not want them in their neighborhood for many different reasons - hence, the term NIMBY: “Not In My Back Yard”!

# ABC ACTIVITY: NIMBY ISSUES IN THE CITY OF TORONTO

Make an ABC list of as many NIMBY issues that you can think of and briefly explain why they are controversial.

	NIMBY	Explanation
A		
B		
C		
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## ABC ACTIVITY (examples): NIMBY ISSUES IN THE CITY OF TORONTO

Make an ABC list of as many NIMBY issues that you can think of and briefly explain why they are controversial.

	<b>NIMBY</b>	<b>Assumptions</b>
<b>A</b>	Airport	Increased noise, traffic
<b>B</b>	Bicycle Lane	Increased traffic, pollution
<b>C</b>	Car Pool Lane	Increased traffic, pollution
<b>D</b>	Dump	Pollution, odour, health concerns
<b>E</b>	Electrical Power Lines	Lowers property value, health concerns
<b>F</b>	Fire Station	Increased noise
<b>G</b>	Group Homes	Lowers property value, increase in crime
<b>H</b>	Highways	Noise, Lower value of property
<b>I</b>	Incinerator	Pollution, health concerns
<b>J</b>	Jails	Safety, lowers property value
<b>K</b>	Kitchen for those in need (soup kitchen)	Safety concerns
<b>L</b>	Landfills	Pollution, odour, health concerns
<b>M</b>	Military Base	Traffic, safety concerns
<b>N</b>	Nuclear Plant	Pollution, health and safety concerns
<b>O</b>	Orphanage	Lowers property value
<b>P</b>	Parking Lot	Increased traffic
<b>Q</b>	Quarry	Traffic, pollution
<b>R</b>	Recycling Plant	Pollution, odour, health concerns
<b>S</b>	Shelter for Animals	Health concerns
<b>T</b>	Toxic Waste	Health concerns
<b>U</b>	Underground Subway Line	Construction, noise
<b>V</b>	Vehicle Licensing Centre	Increased traffic, noise
<b>W</b>	Waste Disposal Center	Health concerns
<b>X</b>	X-Rated Movie Theatre	Community standards and morals
<b>Y</b>	Yards for TTC Vehicles	Increased traffic, pollution
<b>Z</b>	Zoo	Animal rights concerns

## K-W-H-L ACTIVITY

Choose one NIMBY issue from the ABC NIMBY list and complete the chart below:

NIMBY Issue: \_\_\_\_\_

K	W	H	L
What I Know...	What I Want to Know...	How Will I Find Information? (Which resources will I use? Where will I find these resources??)	What I Learned...

## NIMBY PLACEMAT ACTIVITY

“How do I feel about the City of Toronto’s proposal to develop a new \_\_\_\_\_ in my neighbourhood?”

### Instructions:

1. In groups of four, read the NIMBY issue proposal provided to your group.
2. Acting within your designated role, think of how you feel about the City of Toronto’s proposal for the new development in your neighbourhood.
3. Write down your position on the issue in your section of the placemat – be sure to provide supporting arguments and/or evidence.

### Casino and Hotel Development

The City of Toronto proposes to construct a new 12-story casino and hotel building in your neighbourhood that will provide jobs to approximately 1200 people over 5 years.

**Roles:**

- Local Resident
- Local Business Owner
- Casino Developer
- An unemployed community member

### Incinerator

The City of Toronto proposes to construct a 10,000 square meter incinerator in your neighbourhood which will convert garbage waste into useable energy.

**Roles:**

- Local Home Owner
- Local Business Owner
- Waste Management Employee
- Public Health Manager

## Group Home for Youth with Addictions

The City of Toronto proposes to place a group home in your neighbourhood that will provide treatment for 20 youth struggling with addictions problems.

### Roles:

Local Resident  
Local Business Owner  
Youth Social Worker  
Parents of Youth In Need of Treatment

## Rail Transit Extension

The City of Toronto proposes to construct an above ground rail transit extension through your neighbourhood to help citizens access the city and ease traffic congestion.

### Roles:

Local Home Owner  
Local Business Owner  
Transit Employee  
Public Transit Commuter

## Landfill Site

The City of Toronto proposes to place a 100,000 square meter landfill site in your neighbourhood to save money from transporting garbage out of the city.

### Roles:

Local Home Owner  
Local Business Owner  
Waste Management Employee  
Environmentalist

### Homeless Shelter

The City of Toronto proposes to place a homeless shelter in your neighbourhood that will provide housing for 120 men.

**Roles:**

- Local Resident
- Local Business Owner
- Social Worker
- Homeless Family

### New Jail

The City of Toronto proposes to construct a new jail in your neighbourhood which will hold 150 youth who have come into conflict with the law.

**Roles:**

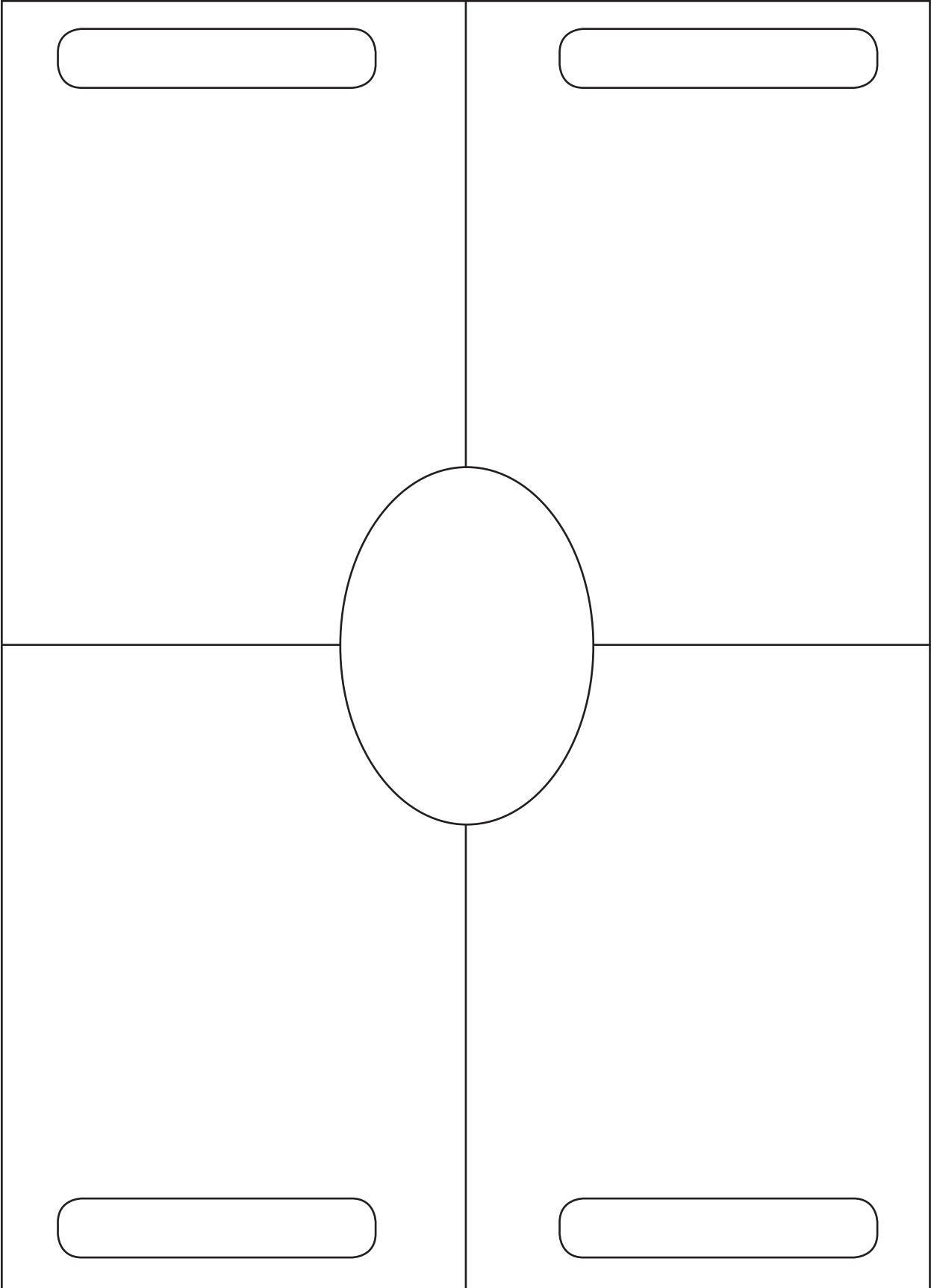
- Local Home Owner
- Local Business Owner
- Victim's Rights Worker
- Prisoner's Rights Worker

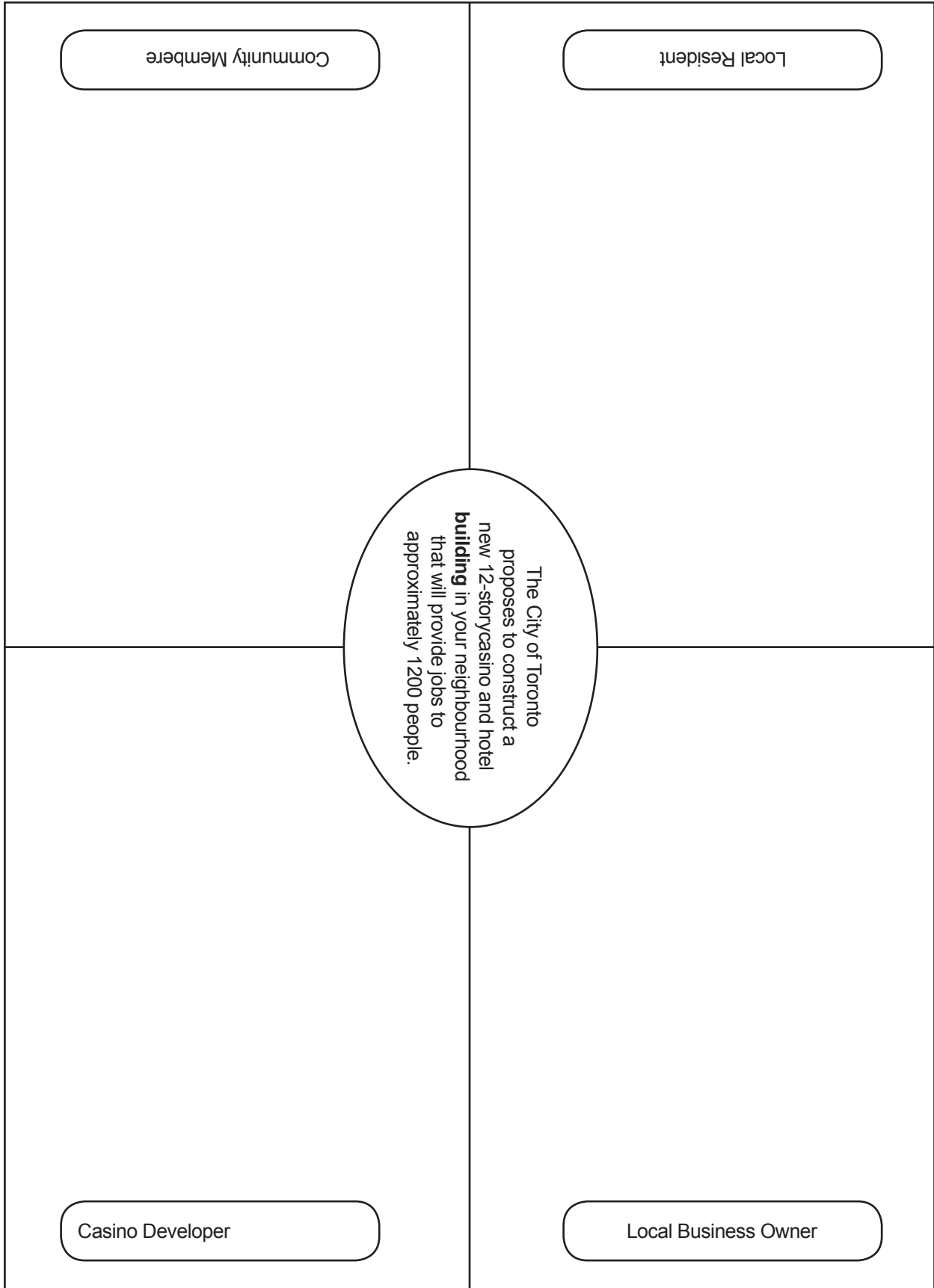
### Bicycle Lanes

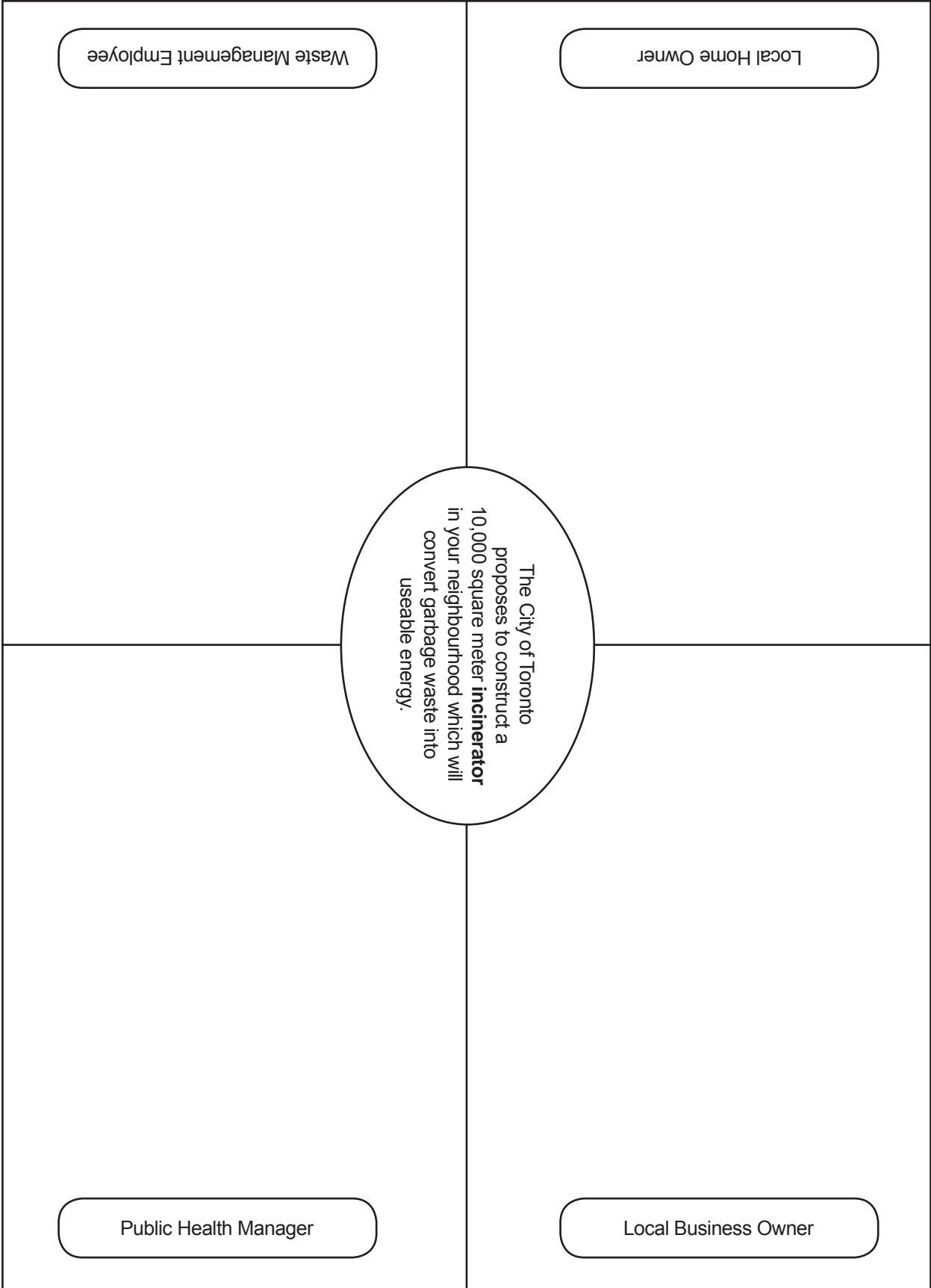
The City of Toronto proposes to convert all four lane roads in your community into two lane roads in order to provide citizens with bicycle lanes.

**Roles:**

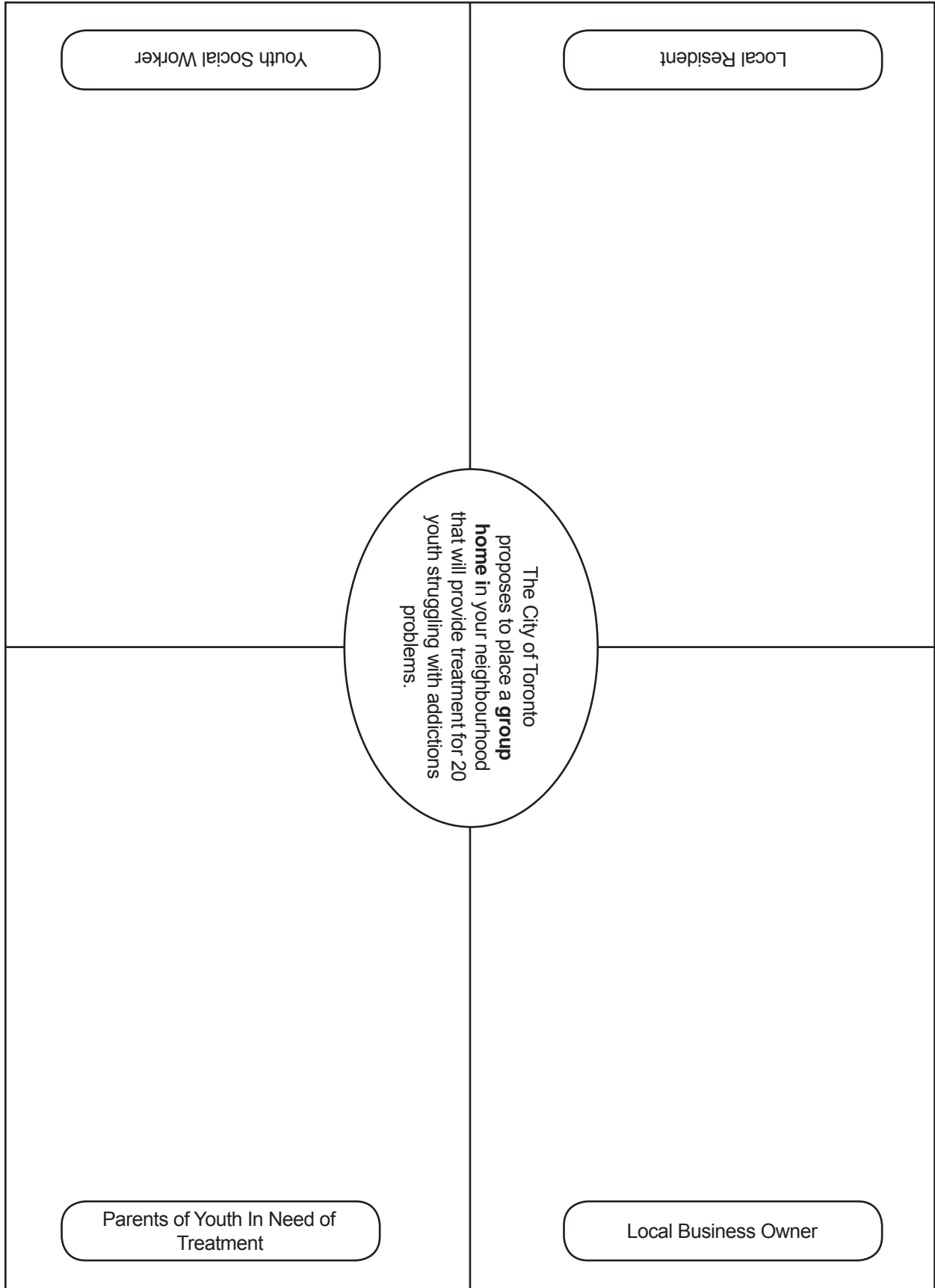
- Local Resident
- Local Business Owner
- Cyclist
- Car Driver

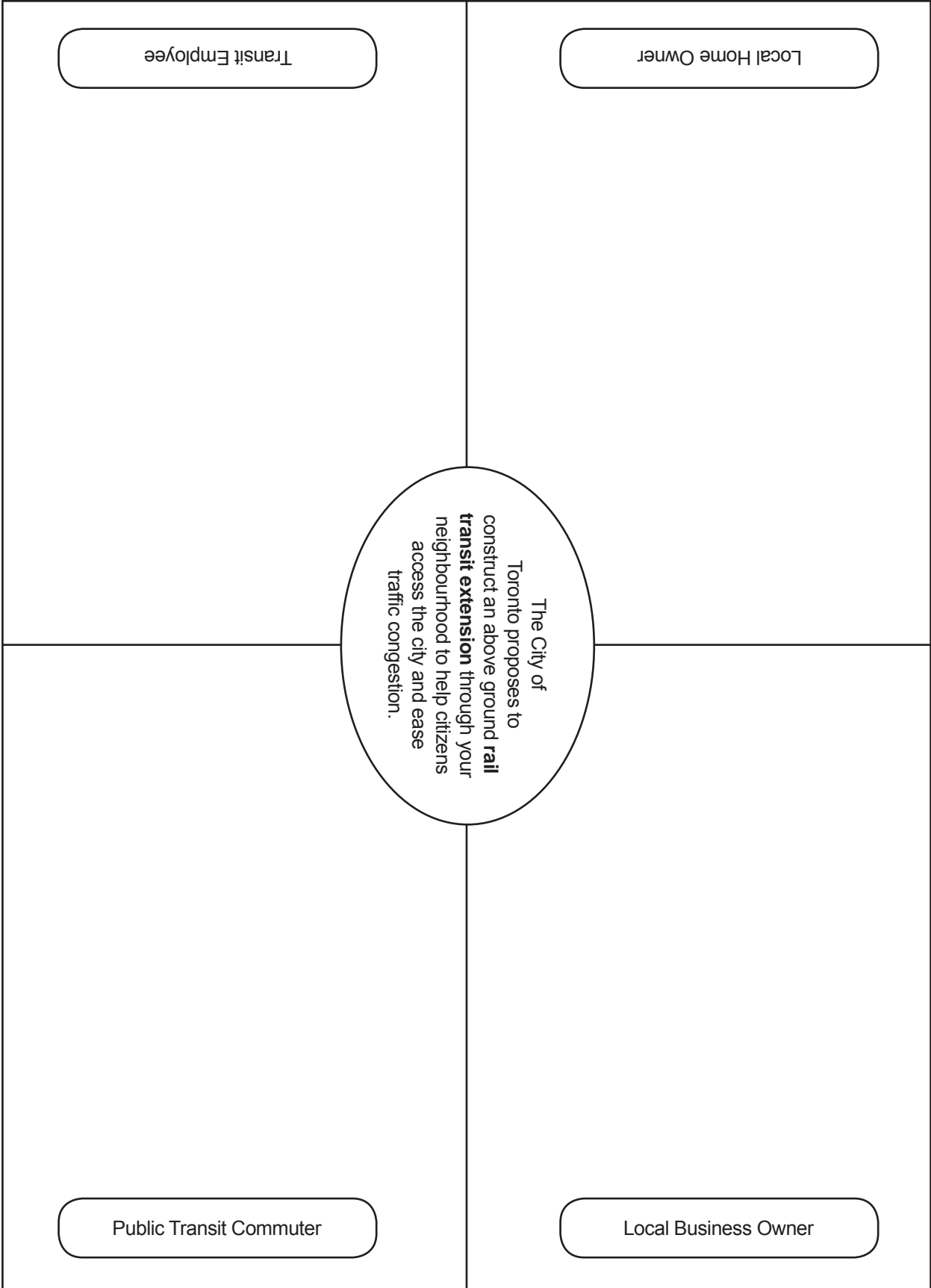


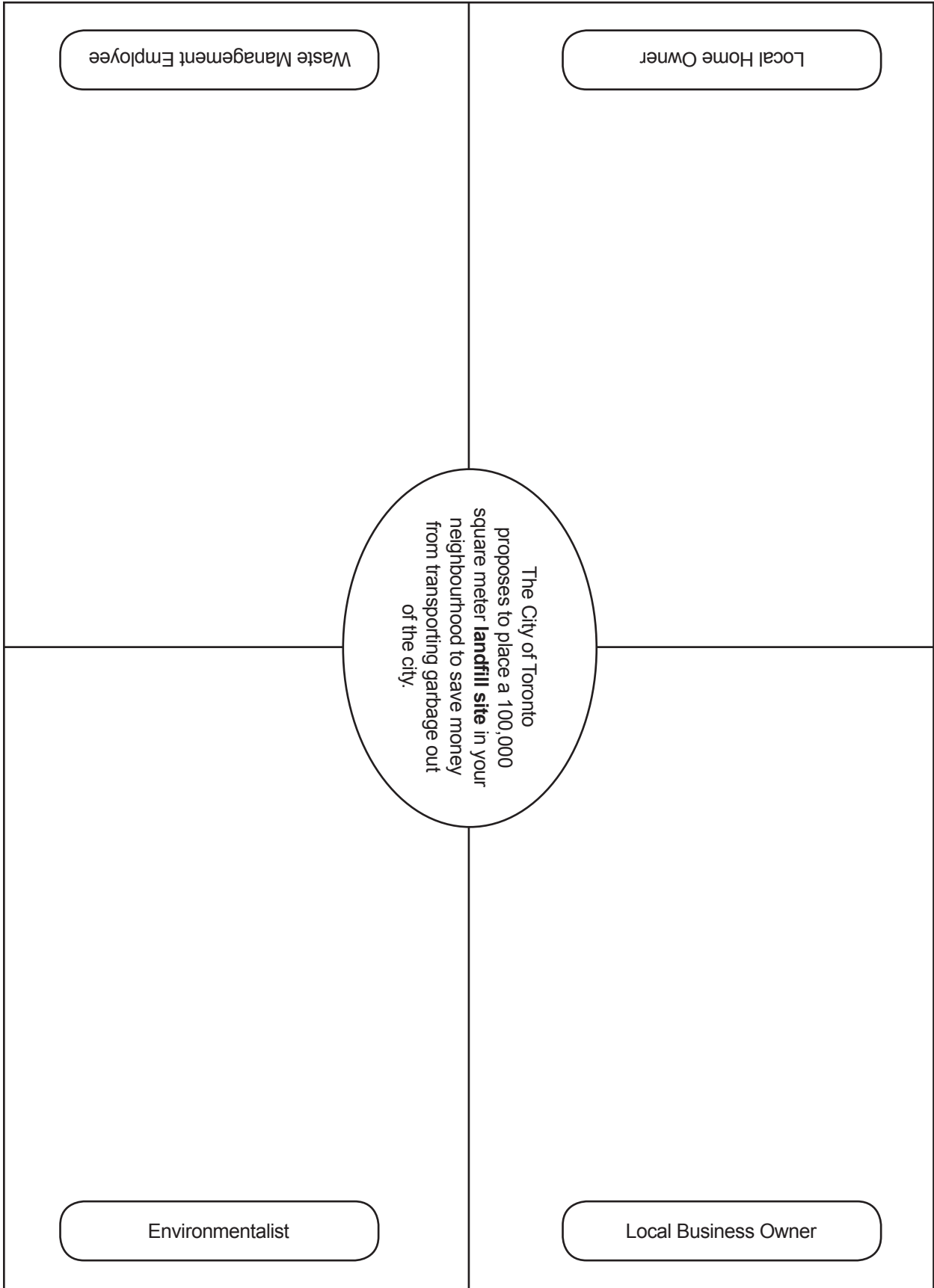


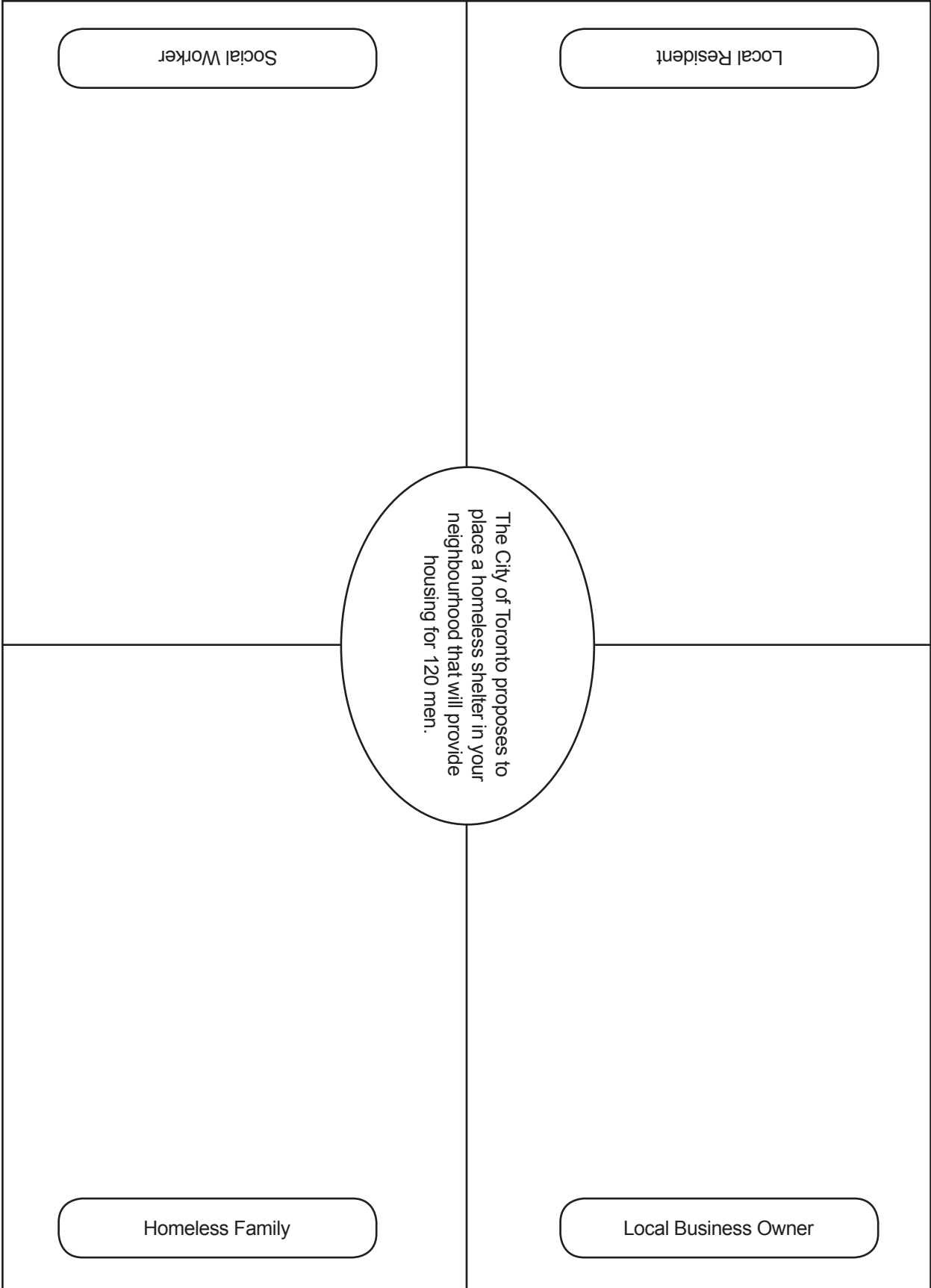


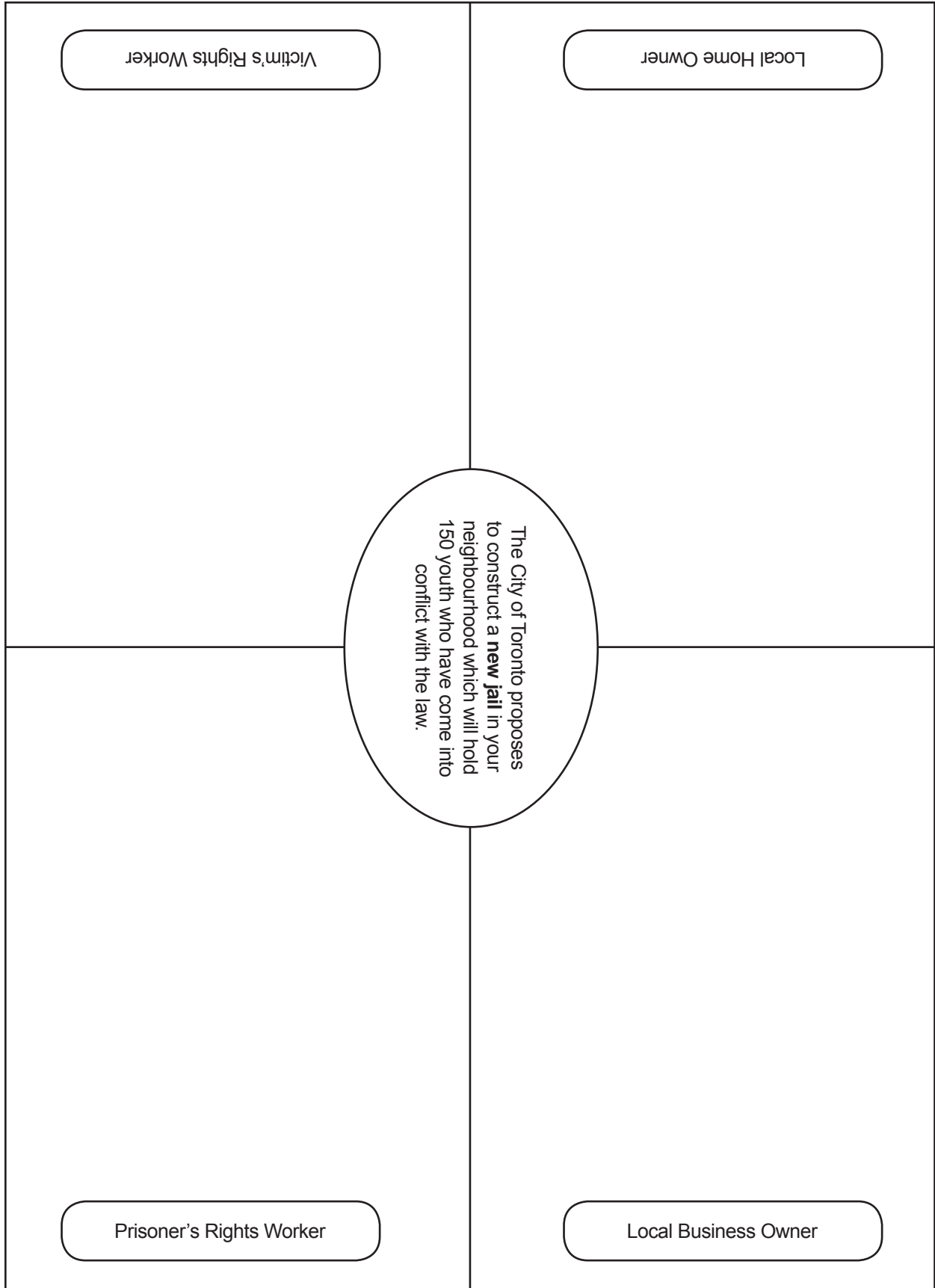


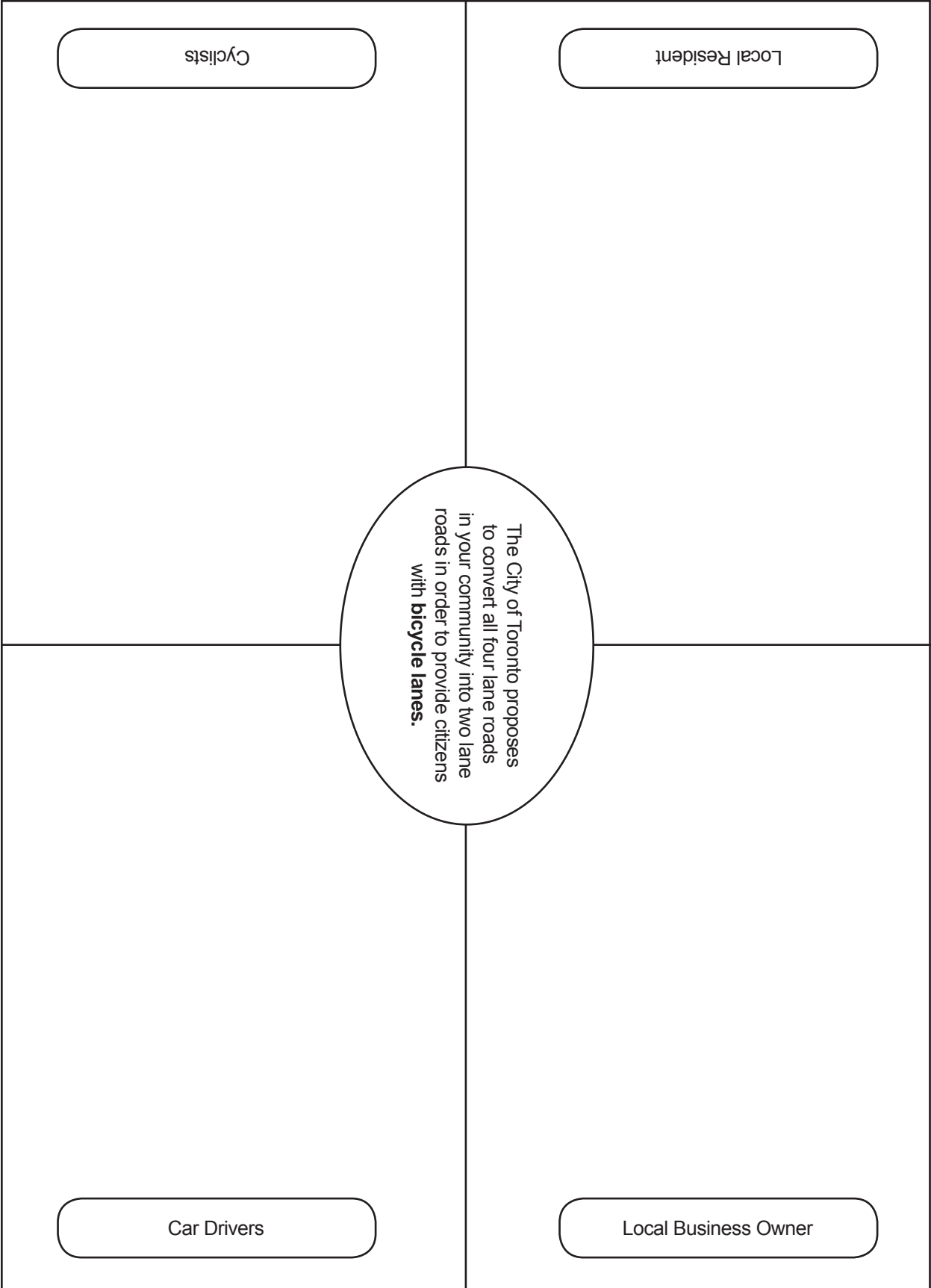














## Activity 5: Toronto Mayoral Candidate Hot Seat

You are about to be put in the Hot Seat as one of the **current candidates** running for **Mayor** in the upcoming municipal elections in Toronto!

Your task is to **choose one** of the candidates and **complete the required research** in order to fill out the Hot Seat organizer below.

Once in the Hot Seat, you will be **put on the spot** and required to **answer questions** about your candidacy by classmates.

Your task is to **respond in character** in order to **persuade them** to vote for you.

Good Luck!

### THE HOT SEAT

#### Background Information

Name of Candidate: \_\_\_\_\_

Age: \_\_\_\_\_ Sex: \_\_\_\_\_ Marital Status: \_\_\_\_\_

Physical Appearance: \_\_\_\_\_

Ethnic/Cultural Background: \_\_\_\_\_

Religious Affiliation: \_\_\_\_\_

Level of Education: \_\_\_\_\_

Work Experience: \_\_\_\_\_

Current Occupation: \_\_\_\_\_

Address: \_\_\_\_\_

Character/Personality Traits: \_\_\_\_\_

\_\_\_\_\_

Accomplishments: \_\_\_\_\_

\_\_\_\_\_

## THE HOT SEAT

### Candidate's Platform

Three Main Campaign Platform Positions:

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

Main Criticisms or Arguments Against Your Platform Positions:

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

How Will You Respond to the Critics and Opponents of Your Platform Positions?

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_



## THE HOT SEAT

**What other questions do you anticipate you will be asked? How will you respond?**

Question: \_\_\_\_\_

\_\_\_\_\_

Answer: \_\_\_\_\_

\_\_\_\_\_

Question: \_\_\_\_\_

\_\_\_\_\_

Answer: \_\_\_\_\_

\_\_\_\_\_

Question: \_\_\_\_\_

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Answer: \_\_\_\_\_

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Question: \_\_\_\_\_

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Answer: \_\_\_\_\_

\_\_\_\_\_

Question: \_\_\_\_\_

\_\_\_\_\_

Answer: \_\_\_\_\_

\_\_\_\_\_

# 6

## Activity 6: School Board Trustees

### Making Tough Choices: Exploring the Issue of School Closures

#### Understanding the Process of School Closures: The Provincial Mandate

**School Board Trustees** play an important role as your community's representative and supporter of public education. Of the many decisions about education and schools that School Board Trustees make while serving in office, perhaps none is more controversial than dealing with the issue of **school closures**. The mandate, authority, guidelines and processes that need to be considered before a particular school is closed are provided by the **Ontario Ministry of Education's** "Pupil Accommodation Review Guidelines" which can be found at <http://www.edu.gov.on.ca/eng/policyfunding/reviewGuide.pdf>.

#### Reading Activity: Ontario Ministry of Education "Pupil Accommodation Review Guidelines"

1. **Skim** the "Pupil Accommodation Review Guidelines" and note the main ideas of what should be considered before school closures occur.
2. **Scan** the reading for **words that are unfamiliar** to you and create a personal list of them.
3. **Collaborate** in groups to create **master lists** of main ideas and unfamiliar words.
4. **Post** your group's master list to share and discuss with the class.
5. **Read the document** and answer the "**Three Level Questioning Guide**" to further your understanding of the roles of School Boards and citizens in the school closure process.

**Reading Activity: Ontario Ministry of Education “Pupil Accommodation Review Guidelines**

**SKIM:** the reading and note the **main ideas** of what should be considered before school closures occur.

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**SCAN:** the reading for unfamiliar words and create a list of them.

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**GROUP MASTER LIST**

A. Note the **main ideas** of what should be considered before school closures occur.

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**GROUP MASTER LIST**

**B. Create a list of unfamiliar words from the reading. Find definitions through group discussion.**

Word	Definition

**Ontario Ministry of Education “Pupil Accommodation Review Guidelines”**

**Three-Level Questioning Guide:**

<b>Questions</b>	<b>Evidence from the Reading</b>	
<p><b>Level 1: On The Lines</b></p> <p>What does the document say about the role and powers of school boards and citizens with respect to school closures? Identify one main idea for each area.</p>	<b>School Board:</b>	
	<b>Citizens:</b>	
<p><b>Level 2: Between The Lines</b></p> <p>What do you think the role and powers of school boards and citizens should be in school closures? Give a reason for each point you make.</p>	<b>School Board:</b>	
	<b>Citizens:</b>	
<p><b>Level 3: Beyond The Lines</b></p> <p>What can you personally do to prevent a school from closing? Provide details about how you would go about it.</p> <p>(or)</p> <p>What can you personally do to help students and their families join your school community if their school has been closed?</p>		

## School Board Trustees Activity

### Making Tough Choices: Exploring the Issue of School Closures

#### Understanding the Process of School Closures: The Role of School Boards and Trustees

The provincial guidelines that govern school closures are interpreted and put into action at the municipal level by school boards who develop the processes through which decisions to close schools are undertaken. The Board of Trustees that serves the Toronto District School Board, for example, has developed a public consultation process for determining the future of individual or groups of schools. This is part of what is called an “Accommodation Review” and it is the process through which decisions to close schools are made. Information about the Accommodation Review can be found at the TDSB website at <http://www.tdsb.on.ca>

### Case Study

In order to better understand how the Accommodation Review process works, review the article from the Ridgetown Independent News: Administration Gives Recommendations to Trustees Concerning Area Schools. 5 May 2010. Volume 16 (#22), pp. 1 & 12.

### Jigsaw Activity

#### Toronto District School Board Accommodation Review Process

In groups, access the TDSB’s Accommodation Review FAQ web page and answer the questions provided on the jigsaw organizer for your particular expert group. Expert groups are divided as follows:

- **Group A: General Questions**
- **Group B: Process Part 1**
- **Group C: Process Part 2**
- **Group D: Parent and Community**
- **Group E: TDSB Staff and Board Decisions**

## Group A: General Questions

1. What is an Accommodation Review?

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2. Does an Accommodation Review mean a school will be closing?

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3. What is an Accommodation Review Committee (ARC)?

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4. What is the purpose of an ARC?

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## Group B: Process Part 1

1. How can you deal with the fact your school might close?

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2. What can those who don't agree with the recommendations do?

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3. Why is the TDSB looking at selling schools when they are starting new specialized schools with programs of choice?

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4. How could TDSB staff's recommendations differ from those of the Accommodation Review Committee's (ARC)?

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## Group C: Process Part 2

1. What is the goal of the Accommodation Review Process?

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2. How can we be sure that funds for Accommodation Review Committee (ARC) school improvements will be available as promised?

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3. What is the membership of an ARC?

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4. How long will the ARC take to complete the review?

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### Group D: Parent and Community

1. How does a parent or community member get involved in an Accommodations Review Committee (ARC)?

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2. Do ARC members get paid to be part of this public engagement process?

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3. How does a parent or community member make a deputation or delegation?

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4. Does the community decide what happens to the schools during the review process?

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## Group E: TDSB Staff and Board Decisions

1. If a school closes as a result of the Accommodation Review Committee (ARC) recommendations, will there be staff layoffs?

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2. When will the Board make specific decisions about the Accommodation Reviews?

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3. Where is the Board getting the funding to move forward with these ARCs?

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## Making Tough Choices: Exploring the Issue of School Closures Activity

### (D)RAFT Activity: Saving Your School - Making a Meaningful Contribution to Your Community

Citizens can make a meaningful contribution to their community by being politically active. In this challenge, you are asked to help save your school from being closed by developing a lobbying strategy and presentation through a (D)RAFT activity. You are being given the opportunity to participate in the political process by persuading your School Board Trustee directly, or by indirect lobbying methods, to use his/her influence and power to keep your school open.

Your tasks are to:

1. **Choose** a **role**, **audience**, **format** and **topic** from the list provided and clear with your teacher.
2. **Utilize** the Saving Your School - Making a Meaningful Contribution graphic organizer to help guide your arguments.
3. **Write** a 250-300 word persuasive argument(s) designed to support your position OR
4. **Develop or Design** your final presentation following the format you have chosen.

Date	Role (Who you are)	Audience (Who you are presenting to)	Format (Method of delivery)	Topic (Reasons for school closures)
<ul style="list-style-type: none"> <li>• Present Date</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/guardian</li> <li>• Teacher</li> <li>• Student</li> <li>• Local community members</li> <li>• ARC parent</li> <li>• ARC student representative</li> <li>• TDSB teachers union representative</li> <li>• School support staff</li> <li>• School Trustee</li> <li>• Member of the media</li> <li>• Other stakeholders (approval from teacher required)</li> </ul>	<ul style="list-style-type: none"> <li>• School Board Chair</li> <li>• School Trustee</li> <li>• Parents/guardians</li> <li>• Mayor</li> <li>• Councillor</li> <li>• Teachers</li> <li>• Students</li> <li>• Local community members</li> <li>• Principal</li> <li>• Teachers union</li> <li>• Media</li> <li>• General public</li> <li>• Other stakeholders (approval from teacher required)</li> </ul>	<ul style="list-style-type: none"> <li>• Letter</li> <li>• Editorial in local newspaper</li> <li>• Script or filmed interview for local television news station</li> <li>• Script or audio recording for local radio talk show</li> <li>• Brochure/Pamphlet to be distributed</li> <li>• Speech -deputation (to city council or school board)</li> </ul>	<ul style="list-style-type: none"> <li>• Aging building</li> <li>• Decline in school enrolment</li> <li>• Quality of the learning environment</li> <li>• Lack of range of courses or programs offered</li> <li>• Student outcomes at the school</li> <li>• Alternative schools available</li> <li>• Close the other school because</li> <li>• Other?</li> </ul>

**Remember to stay in role** and make sure your **format** and **writing suits the specific audience** it is intended for!

# Saving Your School - Making a Meaningful Contribution to Your Community

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Name of Ward: \_\_\_\_\_

Name of School Trustee: \_\_\_\_\_

1. What are the reasons for the recommendation that this school be closed?

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2. What characteristics does this school have that defines it?

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3. What are your solutions that will keep the school open?

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4. Who will benefit from these solutions? Why?

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5. Who do you think would be opposed to your solutions? Why?

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6. How will you win over your opponents and audience?

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# 7

## Activity 7: Municipal Elections and Citizenship

### Comparing the Federal and Municipal Election Processes and Exploring Citizenship and the Right to Vote

One of the most important rights and responsibilities of Canadian citizenship is voting for elected representatives in the election process. This right is guaranteed in Section 3 of the Canadian Charter of Rights and Freedoms. New Canadians are often provided with resources about the federal election process; however, understanding both provincial and municipal elections processes is also of vital importance for responsible citizenship.

This activity is designed to offer a deeper exploration of the municipal election process in the City of Toronto by comparing and contrasting it with the Canadian federal election process. You will then explore critical questions about citizenship and the right to vote in municipal elections through a Four Corners and individual writing activity.

In order to complete the first part of this activity, you will need to access:

- Citizenship and Immigration Canada's study guide, *Discover Canada – The Rights and Responsibilities of Citizenship*, which can be found at <http://www.cic.gc.ca/english/resources/publications/discover/>.
- The City of Toronto's Toronto Elections website at <http://www.toronto.ca/elections>

Your tasks are to:

1. Research the information with respect to federal elections found on pages 30-35 in the *Discover Canada – The Rights and Responsibilities of Citizenship* publication, as well as that of the municipal elections process of the City of Toronto found on the website noted above. Fill in the corresponding sections of the *Comparing the Federal and Municipal Election Processes* graphic organizer to inform your understanding of similarities and differences.
2. Compare and contrast your research information with respect to federal and municipal elections by completing the Venn Diagram.



## Municipal Elections and Citizenship Activity

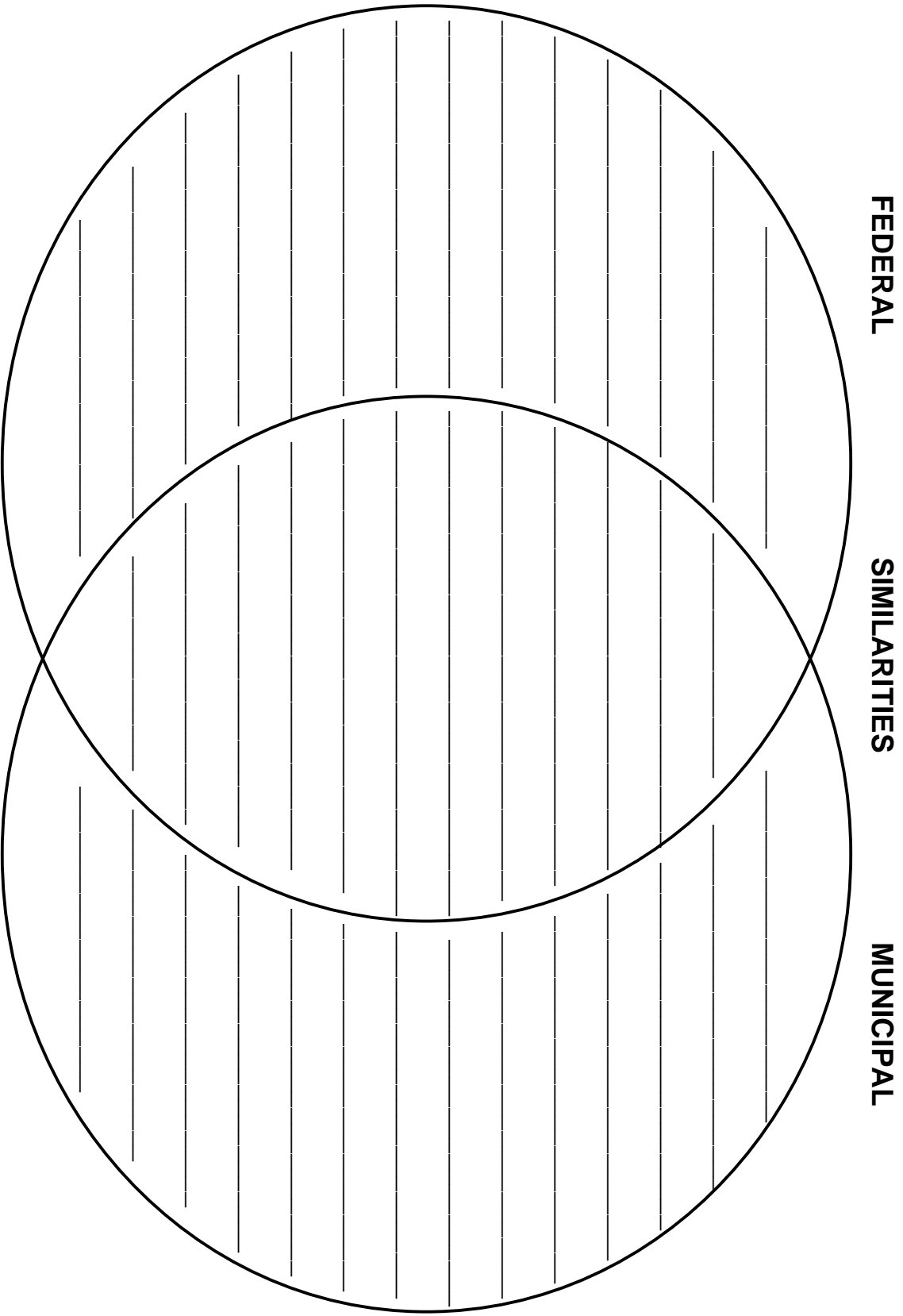
Comparing the Federal and Municipal Election Processes		
QUESTION	FEDERAL ELECTIONS	MUNICIPAL ELECTIONS (City of Toronto)
1. When are elections required to be held?		
2. How many electoral districts are there? What are they formally called at each level of government?		
3. Who is eligible to be a candidate in the election? What are the requirements of candidacy?		
4. Who is eligible to vote in the election? What are the eligibility requirements?		
5. Who is placed on the Voters' Lists? Provide an example of how this is done.		
6. What is a voter information card? What type of information is on it?		

## Comparing the Federal and Municipal Election Processes

QUESTION	FEDERAL ELECTIONS	MUNICIPAL ELECTIONS (City of Toronto)
7. What can you do if you do not receive a voter information card? Who can you contact?		
8. What can you do if you don't or can't vote on election day? What voting options are provided to citizens?		
9. On election day, where do you go to cast your vote? What do you have to bring with you?		
10. How do you cast your vote?		
11. Who is allowed to know how you voted? Explain your answer with details about how rights are protected during the ballot process.		
12. What happens after the polls close and voting has ended? Describe the process of how election results are determined.		
13. How do citizens find out the official results?		

## Municipal Elections and Citizenship Activity - Comparing the Federal and Municipal Election Processes

Compare and contrast the information with respect to federal and municipal elections by completing the Venn Diagram



## Municipal Elections and Citizenship Activity - Comparing the Federal and Municipal Election Processes - Answer Sheet

Federal	Similarities	Municipal
<ul style="list-style-type: none"> <li>• Federal elections must be take place on the third Monday in October every four years following the most recent general election unless the Prime Minister decides otherwise</li> <li>• There are 338 electoral districts in Canada in 2016</li> <li>• Districts are formally known as ridings</li> <li>• Canadian citizens 18 years or older are eligible to be a candidate in the election</li> <li>• The electoral candidate who receives the most votes becomes the MP for that riding</li> <li>• To be eligible to vote you must be a Canadian citizen 18 years or older on voting day, who is on the voters' list</li> <li>• Government of Canada employs a first-past-the-post system, which elects candidates who receive more votes than any other candidate</li> <li>• Elections Canada creates a voters' list based on the National Register of Electors. The list is a permanent database of Canadian citizens 18 years of age and older who are qualified to vote in federal elections and referendums. When anyone applies for Canadian citizenship, they can check a box on the application form to give consent to the transfer of their name, address,</li> </ul>	<ul style="list-style-type: none"> <li>• Elections are scheduled every four years</li> <li>• Clear geographical areas mark the boundaries of electoral districts</li> <li>• Candidates must be Canadian citizens who are 18 years old or older</li> <li>• Eligible voters must be Canadian citizens who are 18 years old or older</li> <li>• Eligible voters must be on the voting lists. Canadian citizens on the list will receive information cards</li> <li>• If a Canadian/ Torontonian citizen cannot or does not want to vote on the scheduled election day, they can vote at the advance polls or by special ballot. The dates and location are on their voter information card</li> <li>• Voters have to bring their information card and proof of their identity and address to the polling station</li> <li>• At the polling station, voters will individually go behind a screen to mark their vote</li> <li>• The voter information card provides the voters information on when and where they can vote and the number to call if they require an interpreter or other special services during the voting process</li> </ul>	<ul style="list-style-type: none"> <li>• Municipal Elections happen every four years on the fourth Monday of October</li> <li>• Toronto follows the federal riding boundaries. The School Board uses the same 22 ridings for their 22 wards. City Council divides each federal riding in half so there are 44 city council wards</li> <li>• Candidates must be Canadian citizens, 18 years or older, a resident of Toronto or own or lease property in the city of Toronto (or the spouse of the owner or lessee), eligible to vote, and not disqualified to hold office by any legislation</li> <li>• To be eligible to vote a Canadian citizen at least 18 years old must be a resident of the City of Toronto, a non-resident owner or tenant of land in the City of Toronto or their spouse</li> <li>• The City of Toronto employs a first-past-the-post system, which elects candidates who receive more votes than any other candidate</li> <li>• Municipal Property Assessment Corporation (MPAC) is responsible for preparing the preliminary list of electors for each municipality. Toronto Elections receives this preliminary list from MPAC and creates and posts the voters' list on September 1st.</li> </ul>

<p>sex and date of birth to Elections Canada. Canadians, eighteen year or older, can request to be added to the National Register of Electors on their federal income tax form</p> <ul style="list-style-type: none"> <li>• On election day, Canadian Citizens should go to the polling station located on their information card</li> <li>• To cast a vote, mark an “X” in the circle next to the name of the candidate of choice. The voter is to fold the ballot and present it to the poll officials. The poll official will take the ballot number and hand the ballot back to the voter to deposit in the ballot box</li> <li>• The leader of the party with the support of the most M.P.s in the House of Commons becomes the Prime Minister</li> </ul>	<ul style="list-style-type: none"> <li>• If a Canadian citizen, who wishes to vote, does not receive a voter information card, they should call the local elections office to get on the voters’ list. For the federal elections, eligible voters can call Elections Canada, in Ottawa, at 1 800 463-6868 for their local elections office number. Municipal eligible voters are to call Toronto Election Services after September 1st</li> <li>• Votes are secret and voters are not required to discuss who they voted for with anyone. Voters have the right to a secret ballot and no one is allowed to watch the voter while marking his/her ballot</li> <li>• When the polls close, every ballot is counted and the election results are made public on television or on the appropriate websites: (<a href="http://www.elections.ca">www.elections.ca</a>) for federal results and (<a href="http://www.toronto.ca/elections">www.toronto.ca/elections</a>) for municipal results</li> </ul>	<ul style="list-style-type: none"> <li>• When electors go to the voting station on Election Day, they will be given a ballot with three offices on it. They will have the option to vote for their local Councillor in their ward, the local School Board Trustee of the School Board that they support, and the Mayor. Every elector in the city will have the same options for Mayor, but only electors living in each ward will see the Councillor choices and Trustee choices for their ward</li> <li>• Mark your ballot by connecting the head and tail of the arrow next to the candidate of your choice. Place your marked ballot in the secrecy folder. Go the official who will insert your ballot into the vote tabulator (vote counting equipment). Your vote is then recorded and counted. All vote totals are stored in the tabulator until the voting location closes at which time a results tape will be produced by the vote tabulation machines and checked by the D.R.O.</li> </ul>
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## Municipal Elections and Citizenship Activity

### Exploring Citizenship and the Right to Vote

#### FOUR CORNERS ACTIVITY

1. **Read** the **facts** presented in the box below about voting rights in Toronto.
2. **Think** about the issues and your position on the concluding statement.

A **non-resident** owner of land in the City of Toronto - or their spouse – **can vote** in Toronto municipal elections. This means that people **who do not live** in Toronto, **but own property** there, are allowed to vote...

#### HOWEVER

**People who live in** the City of Toronto **are not allowed to vote** in municipal elections unless they are Canadian citizens. Landed immigrants or permanent residents who are not Canadian citizens, for example, **cannot vote** in municipal elections **even if they have lived in the city for years**.

**MANY PEOPLE BELIEVE THESE VOTING RIGHTS ARE FAIR AND JUSTIFIED, OTHERS THINK THAT THEY ARE UNFAIR AND SHOULD BE CHANGED.**

3. Based on the facts and statement above, take a position by walking to a corner of the room to indicate whether you:

**Strongly Agree**

**Agree**

**Disagree**

**Strongly Disagree**

4. In your corner group, **discuss** your reasons for taking the position you have chosen and **write** a defence of your group's point of view on chart paper indicating:
  - Reasons for your position.
  - Arguments and evidence that justifies your point of view.
  - Whether you think these voting rights are fair or unfair.
  - Who they benefit and who they discriminate against, and if this is reasonable.
  - Recommendations for changes to voting rights, if any.

5. **Present** your group’s position to the class.
  
6. After **listening** to the other **positions presented** decide whether you wish to remain in your original corner or move to a different one - **be prepared to explain your decision to remain in or change** your corner position.
  
7. Fill out the **Exit Slip** below by presenting the **Opposite Point of View** to your original corner position.

Exploring Citizenship and the Right to Vote

# EXIT SLIP

OPPOSITE POINT OF VIEW

Name \_\_\_\_\_

Date \_\_\_\_\_

In the space below, write a paragraph from the opposite point of view to your original position on voting rights in the City of Toronto:

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# 8

## Activity 8: Passing A By-law

In this challenge, you are being given the opportunity to develop a new By-law for the City of Toronto based on an area of municipal concern you believe needs to be changed. This area of concern can be something you have observed in your community or a current election issue.

Your tasks are:

1. **By-law Ideas Writing:** Working in groups of 4/5, each member of your group will first **develop individual ideas** for a new By-law and record it on the organizer. To help assist you with identifying an area of concern which may need to be addressed in your community, review the chart below from the City of Toronto's Standing Policy Committees that outlines the many areas in which city By-laws are developed:

### Standing Policy Committees<sup>1</sup>

Committee	Focus
Community Development & Recreation	Social inclusion and undertaking work to strengthen services to communities and neighbourhoods. Recreation examples include swimming pools, hockey arenas and roller skating rinks.
Economic Development	Monitors and makes recommendations to strengthen Toronto's economy and investment climate.
Government Management	Government assets and resources; monitors and makes recommendations on the administrative operations of the City.
Licensing & Standards	Consumer safety and protection; monitors and makes recommendations on the licensing of business and the enforcement of property standards.
Parks & Environment	Monitors, makes recommendations and undertakes work to ensure the sustainability of Toronto's natural environment.
Planning & Growth Management	Urban form and work related to good city planning; monitors and makes recommendations on the planning, growth and development of the City.
Public Works & Infrastructure	Delivers and maintains Toronto's infrastructure; monitors and makes recommendations on Toronto's infrastructure needs and services.

<sup>1</sup>City of Toronto. (n.d.). Learning material: Decision-making. Retrieved May 23, 2010, from <http://www.toronto.ca/civic-engagement/learning-material/decision-making.htm>



2. **Pass-It-On:** Upon completion of all of your individual group members' By-law ideas, each member will pass his/her organizer to the person on their left - and will receive one from their right - in order to **read and then write** thoughts to assist with incorporating additional ideas and building more content into the By-laws. Organizers are passed until they return to the original writer.
3. **Revised Writing:** As the original writer, you are to decide which new ideas, suggestions and recommendations about your By-law you will retain, and then **re-write your By-law** in order to present it for a group vote.
4. **Group Vote and Writing:** After each member presents their By-law, group members **vote on one** By-law they wish to **prepare in proper By-law format** to propose to the class to pass. Examples of how the City of Toronto's By-laws are **written and formatted** can be found at the City of Toronto website:  
  
<http://www.toronto.ca/legdocs/bylaws/2010/index.htm>.
5. **Class Presentation and Voting:** Each group presents their By-law to the class for a **discussion, and question and answer period** which is then followed by a full class vote on whether to accept or reject the new By-law. Students are to fill out the By-Law Proposal Pros & Cons T-Chart to help them inform their discussions & formulate their decisions.
6. After all of the presentations are completed, each student will be called upon to register their vote publicly. All By-Laws receiving a majority of class votes will be considered as passed!

## SAMPLE BY-LAW FROM THE CITY OF TORONTO<sup>2</sup>

Authority: Toronto and East York Community Council Item 31.54, as adopted by Toronto and East York Community Council on February 9, 2010 under the delegated authority of Sections 27-149B and 27-152E(5) of Chapter 27, Council Procedures, of the City of Toronto Municipal Code

Enacted by Toronto and East York Community Council: March 9, 2010

### **CITY OF TORONTO** **BY-LAW No. 291-2010**

**To name the public lane located south of Harbord Street as “Louie Laki Lane”.**

WHEREAS City of Toronto Council has delegated the legislative authority for local routine matters, such as the naming of public lanes, to Community Councils by adopting Executive Committee Item 2.5, as amended, at its meeting held on February 5, 6, 7 and 8, 2007;

and

WHEREAS pursuant to § 27-152E(5) of Chapter 27, Council Procedures, of the City of Toronto Municipal Code, Toronto and East York Community Council has the authority to pass a by-law naming the public lanes;

The Toronto and East York Community Council HEREBY ENACTS as follows:

1. The public lane located south of Harbord Street, extending easterly, then northerly, from Major Street, as shown on the sketch attached to this By-law as Attachment No. 1, is named “Louie Laki Lane”.

ENACTED AND PASSED this 9th day of March, A.D. 2010.

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PAM MCCONNELL,  
Chair

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ULLI S. WATKISS  
City Clerk

(Corporate Seal)

<sup>2</sup> City of Toronto. City of Toronto Bylaws. Retrieved May 25, 2010, from <http://www.toronto.ca/legdocs/bylaws/2010/law0291.pdf>

## MAKING A DIFFERENCE IN YOUR COMMUNITY:

### PASSING A CITY OF TORONTO BY-LAW CLASS ACTIVITY

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Title of My By-Law: \_\_\_\_\_

\_\_\_\_\_

What My By-Law Proposes to Change:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

## PASS IT ON IDEAS

### PASSING A CITY OF TORONTO BY-LAW CLASS ACTIVITY

1: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2: \_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

3 \_\_\_\_\_

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\_\_\_\_\_

4: \_\_\_\_\_

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\_\_\_\_\_



**BY- LAW PROPOSAL GROUP PRESENTATION**

**TITLE of BY-LAW:**

**Pros**

**Cons**

**DECISION**

**Pass By-law    Reject By-Law**

**Reasons:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# 9

## Activity 9: Questioning Political Quotes

### Why Did the Mayoral Candidate Say That?

When making a decision on who to vote for in an election, it is important to question what the candidate is saying during the political campaign in order to fully understand his or her political agenda. Questioning the quotations of candidates helps to uncover their true meaning and allows citizens to make inferences that help us understand the candidate's intentions.

In this activity, you are being challenged to analyze the quotations of candidates who are running for mayor in the City of Toronto and arrive at conclusions about both their intentions and their positions on the issues.

Your tasks are to:

1. **Choose a mayoral candidate** whose interviews or speeches you wish to analyze. You should be able to find information on the web regarding the 2018 Toronto Municipal Election, or this activity will have to be used in an election year.
2. Choose one **quote** you wish to **analyze** and utilize the Mayoral Candidate Questionable Quotes graphic organizer to assist you with your inquiry.

Remember: the quotes you select can be either negative or positive!

# Researched Quotes Organizer

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Mayoral Candidate's Name: \_\_\_\_\_

Quote	Source	Notes on Relevance

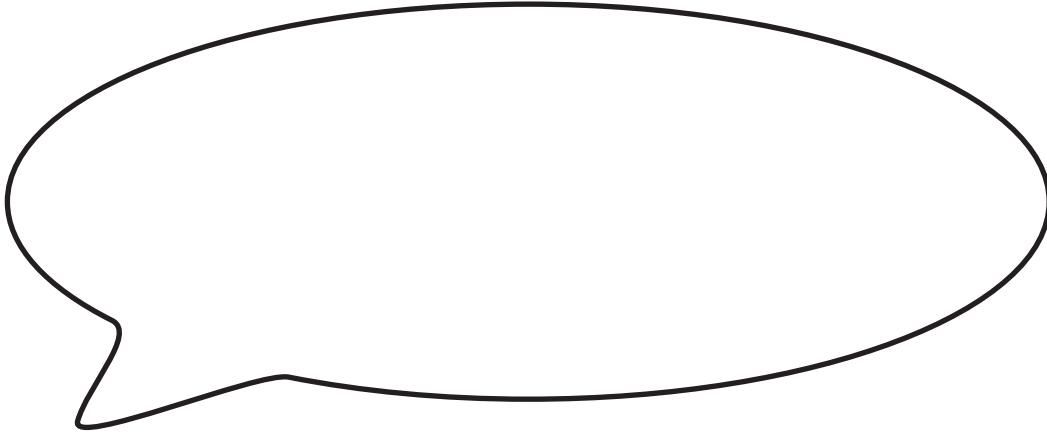


## Mayoral Candidate Questionable Quote

Name: \_\_\_\_\_

Date: \_\_\_\_\_

What is your favourite **questionable quote**?



By: \_\_\_\_\_

Source: \_\_\_\_\_

1. What do you think this **quotation means**?

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2. Why did the mayoral candidate say this?

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3. Do you believe the mayoral candidate will commit to this statement once elected? What has this candidate done in the past to make you accept or reject this statement?

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4. Reflection: How has this exercise helped you understand and analyze political agendas and the intentions of candidates? Do you think you are better prepared to make decisions about voting for candidates in future elections? Why

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