

# **Teachers Guide Grade 10**





Text for the Grade 10 Teachers Guide was originally written in 2010 by Stephen Young, Executive Director Civics Education Network. Current version has been edited and updated by City of Toronto Election Services in 2019 to reflect updated information and content.

Your feedback is important to us. We hope you will take the time to fill out the Teacher Evaluation Form on page 74. Your feedback and thoughts will help us improve this resource and ensure that it is a useful tool for teachers. You can send completed Teacher Evaluation Forms to elections@toronto.ca.

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# Introduction

In 2010, the City of Toronto partnered with the Civic Education Network to provide this resource to teachers across the city. Since then Election Services within the Toronto City Clerk's Division has edited and updated the content to reflect current City structures and information. Within its pages you will find a variety of information, resources and lessons which can be immediately used in your classroom.

The goal of this resource is to give teachers what they need to encourage youth to better understand municipal government, and become involved and engaged with the election process. Municipal elections happen every four years in Ontario. Voting day in a regular municipal election is the fourth Monday in October.

This guide is meant for you, the teacher. It speaks to you and helps you understand the workings of City Council. The lessons presented in the guide are suggestions and possible directions that you could take your class to harness the teaching opportunity that the municipal elections provide. Most lessons also include ideas for enrichment and assignments for your students. Feel free to alter and adjust each lesson and assignment for your own classroom environment. The overall goal is the same for you as it is for us, to help develop young people who see the value of the democratic process and want to come together to make a better city for themselves and others.

The City of Toronto provides vital services to its residents. Every four years, electors across the city go to the voting places to decide what direction their government should take over the subsequent years.

# Part A Your Local Government

# About Your Government in Canada

The government of the City of Toronto provides services to an area composed of 630 square km and 2.9 million people. It encompasses the former municipalities of Etobicoke, York, North York, East York, Scarborough and Toronto.

The services that the City of Toronto provides are vital to the everyday functioning of the city. Youth are especially affected by city services. Though they often do not pay property tax directly, their lives are surrounded daily by services such as the TTC, parks and recreation and most importantly, school.

It is important to remember that municipal elections also elect Trustees for the four School Boards in Toronto. Trustees are the ones who maintain the school systems and set its policies.

In order to understand the importance of municipal government, it is important to note that there are three levels of government, municipal, provincial and federal. The following are the areas of responsibility for each level of government:

### Municipal

The City of Toronto is your local government, known as the municipal government and is responsible for: water treatment, parks, libraries, garbage collection, public transit, land use planning, traffic signals, police, paramedics, fire services, sewers, homeless shelters, childcare, recreation centres and more. Powers are defined by the City of Toronto Act, 2006.

### **Provincial**

The Government of Ontario provides services across the province and is responsible for: health, education, driver and vehicle licensing, energy, human rights, natural resources, environment, social services and more. Powers are defined by the Constitution Act, 1867.

### **Federal**

The Government of Canada provides services across the country and is responsible for: national defence and Canadian Armed Forces, postal service, banking, immigration and citizenship, census, foreign affairs and international trade, agriculture and more. Powers are defined by the Constitution Act, 1867.

SERVICES MAKEA CITY.

What you will notice is that most day to day services are provided by municipal governments, and are the services that protect us and enrich our lives and our city. This is what makes municipal government so important.

Municipal government is also the most accessible level of government. The politicians who are elected to City Council do not carry party affiliations, ensuring their independence and the opportunity to listen to anyone. They are free from towing any party line, unlike their provincial and federal counterparts. Often, all it takes is an email or phone call to raise an issue of concern or get some service from the city. In fact, any resident is welcome to come and talk at committee meetings, or attend City Council meetings and participate in the governing of our city. Even the city's meeting facilities are made available to the public. Local community groups regularly hold evening meetings in the same facilities that City Council uses.

The Toronto Archives offer a Municipal Education program that provide fun and interactive opportunities for students to learn about their city, its politics and its past, while gaining knowledge that complements curriculum topics including civics, social studies, history, geography and literature. Find out more by visiting www.toronto.ca/archives to find a topic that suits your needs and age group. You may also book tours of City Hall or the Toronto Archives by calling 416-392-5561 or emailing archives@toronto.ca.

# **Lesson One**

Municipal Government is the level of government in Canada that has the greatest influence on everyone s day to day life. It is also the most accessible with the best opportunities for citizens to directly engage with the way they are governed.

The purpose of this lesson is to allow students to understand the purpose of municipal government and its effect on their lives.

# Method

Introduce the concept of municipal government. The map of Toronto may be shown at this point, explaining that the geographic area is governed by a single Mayor and Council. Get the students to identify the current Mayor, the ward the school is in and the relevant Councillor.

What are some areas that municipal government is responsible for? Use this opportunity to review the responsibilities of other levels of government. Use the handout (Appendix page 58) to generate a list of responsibilities.

Have all students write out, in chronological order, their day, from the smallest things (brushing your teeth) to the larger events. Identify which level of government is responsible for the various parts of their day (for example, the City provides the water to brush their teeth)

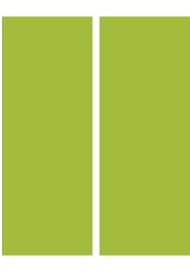
Ask questions and generate discussion on the importance of these responsibilities. Draw comparisons between the three levels of government in the chart.

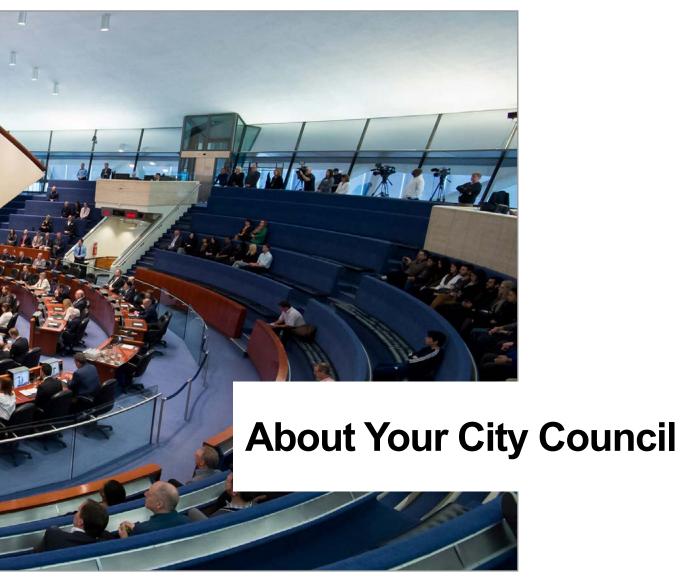
At the bottom of the page, brainstorm some issues students feel are important. If they were Mayor, what would they change about the city? What would they add, remove or adjust?

# **Enrichment Activities**

- Visit City Hall and the Council Chambers, or watch a Council meeting in session. Contact Archives to set this up.
- Also contact your local Councillor (see toronto.ca/councillors) to arrange for them to meet the class at City Hall.
- Contact your local Councillor and ask them to visit the class.
   You can get contact information from toronto.ca/councillors or arrange a visit through the Councillor's office.







The City of Toronto is divided into 25 geographic areas, called wards. Each ward is identified by a number and a name, for example ard 22 is also known as Scarborough-Agincourt. Each ward is represented by a single Councillor. In addition to these 25 Councillors, the Mayor is elected across the entire city. The result is a City Council of 26 members, of which only the Mayor is voted on by every elector of the city.

The job of the Councillors is to represent the needs of their particular wards or neighbourhoods while considering the interests of the city as a whole.

# **Roles of Council**

### The role of the **Mayor** is to:

- represent Toronto across Canada and around the world
- · work with different levels of government
- chair the Executive Committee
- appoint Councillors to chair the standing commmittees of City Council

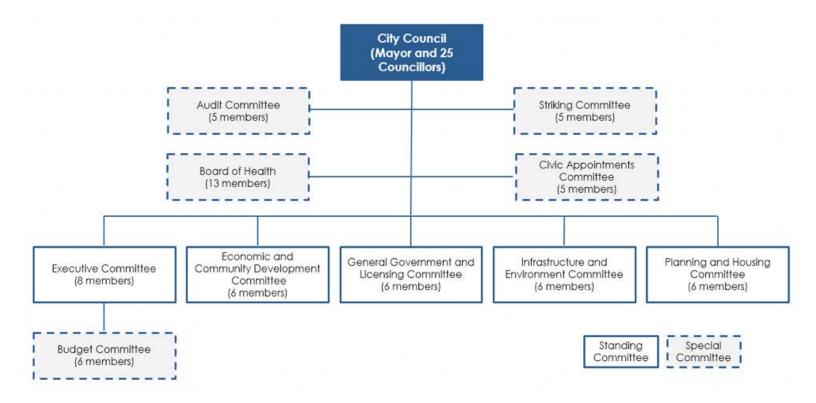
### The role of **Councillor** is to:

- attend City Council and committee meetings
- sit on the boards of City agencies and corporations
- propose changes to the decisions City Council makes
- introduce motions to propose action or raise awareness of issues
- hold or attend community meetings to get input from the public
- host or get involved in community events
- help people access City services

At the top of Toronto's government is City Council. It is the ultimate decision making body in the entire system, and it is only here that decisions may be put into law, with the exception of some minor decision-making authority that has been delegated to community councils. Consisting of all members of Council, City Council passes bylaws in all areas of concern for the municipality.

Since there is such a large volume of work, Council has created a variety of committees that hear from the public and make recommendations to City Council on specific items, before the proposals reach full Council.

Committees are each made up of between 5 and 8 Councillors. City Council and its committees meet on a monthly cycle throughout the year. Each cycle starts with committee meetings and ends with a full City Council meeting.



This diagram is the structure of the City government in Toronto. Each municipality in Ontario is unique in its own structure.

# **Community Councils**

Community Councils make recommendations on local issues such as traffic lights, tree removal, parking permits, fence bylaws, appointments to local boards, local planning and development applications and more. They can make some final decisions without going to City Council. There are four community councils and each represents an area of the city:

Etobicoke York

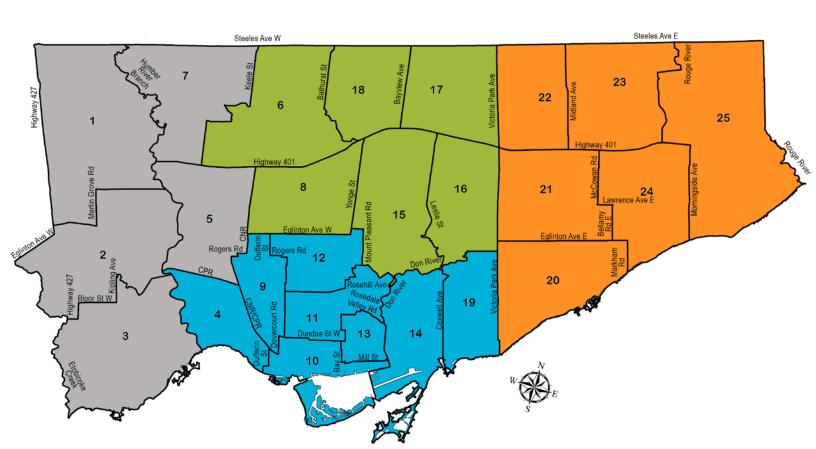
Toronto and East York

North York

Scarborough



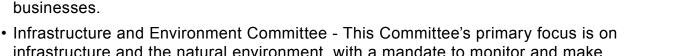
The Executive Committee is chaired by the Mayor, monitors and makes recommendations to Council on priorities, plans, international and intergovernmental relations, governance structures and processes including the City's relationship with its agencies and corporations, and the financial integrity of the Cit.



# **Standing Committees**

Responsible for seeing priorities and direction to achieve their mandate, providing a forum for policy debate and public speakers, and recommending policies to Council. City Council has established four standing committees with the following mandates:

- Economic and Community Development Committee - This Committee's primary focus is on social cohesion and the economy, with a mandate to monitor and make recommendations on strengthening communities, neighbourhoods and the economy.
- General Government and Licensing Committee
   This Committee's primary focus is on City government assets and resources and business licensing, with a mandate to monitor and make recommendations on the administrative operations of the City and the licensing of



- infrastructure and the natural environment, with a mandate to monitor and make recommendations on Toronto's infrastructure needs and services, parks and forestry and the sustainable use of Toronto's environment.
- Planning and Housing Committee This Committee's primary focus is on urban form and housing development, with a mandate to monitor and make recommendations on planning, property standards, growth and housing development.

# **Boards of Agencies and Corporations**

In addition to the committees, there are a number of agencies, boards and commissions that govern and manage various City services on behalf of City Council. Boards of agencies and corporations include both Councillors and members of the public who contribute their skills and experience to the running of the City. Examples of agencies and corporations include the TTC, Toronto Zoo and Toronto Hydro.



# **Toronto Public Service**

The Public Service is guided by a Toronto Public Service bylaw that defines the roles between the City's administration and City Council. The bylaw states the public service's professional, impartial and ethical standards.

**The City Manager** is the head of the public service and is accountable to City Council. The City Manager is responsible for:

- the delivery of services, policy direction and program delivery of all City divisions
- providing Council with a single point of administrative accountability and strategic leadership
- providing organizational leadership to the Toronto Public Service

The City Manager is appointed by Council on the recommendation of the Mayor, and is assisted by three Deputy City Managers and one Chief Financial Office.

The City Clerk is an officer of the City and their duties ar outlined in provincial legislation and delegated by Council. Council appoints the Clerk who reports to Council for statutory responsibilities and the City Manager for administrative purposes.

The services provided by the City Clerk's Office include

- · supporting Council's decision making processes
- · corporate information management
- assisting the Mayor and Councillors in their ceremonial and civic duties
- delivering provincially-mandated services such as marriage licenses
- providing administrative, budget and business support to Members of Council and the Integrity Commissioner, Lobbyist Registrar and Ombudsman
- administering elections

**The City Solicitor** oversees the Legal Services division and reports to Council for statutory purposes, and to the City Manager for administrative purposes.



**Divisions and Division Heads** are responsible for managing City divisions. Divisions deliver one or more City services. The division head is responsible for:

- responding to questions about their programs and services at Standing Committees and Council meetings
- setting service objectives for their division and monitoring progress
- · day-to-day operations
- · staff and budgets within their service
- · working collaboratively to achieve Council priorities



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# Accessing your local government

The City of Toronto provides many great programs and services for its residents. Ensuring you know how to access these services is a very important part of that.

There are two key places to start when you are looking for information about City services and programs: visit toronto.ca or call 311. The City of Toronto website, toronto.ca, is a great resource to find out what is happening in your cit, learn about new programs and find information. 3 1 is also a very useful tool you can use to get information. By contacting 311 you no longer have to try to find the right division or individual at the City to get information or help.

In order to ensure your local government is open and transparent the City of Toronto has four accountability officer. Each has a different responsibility:

- Auditor General: audits City programs and services and conducts fraud and waste investigations.
- Integrity Commissioner: provides advice and resolves complaints about Code of Conduct for members of City Council and local boards.
- Lobbyist Registrar: monitors and manages the public disclosure of lobbying activities and regulation of lobbyists conduct.
- **Ombudsman**: listens to and investigates complaints about City services when efforts to resolve an issue have failed. The service is free and for everyone.

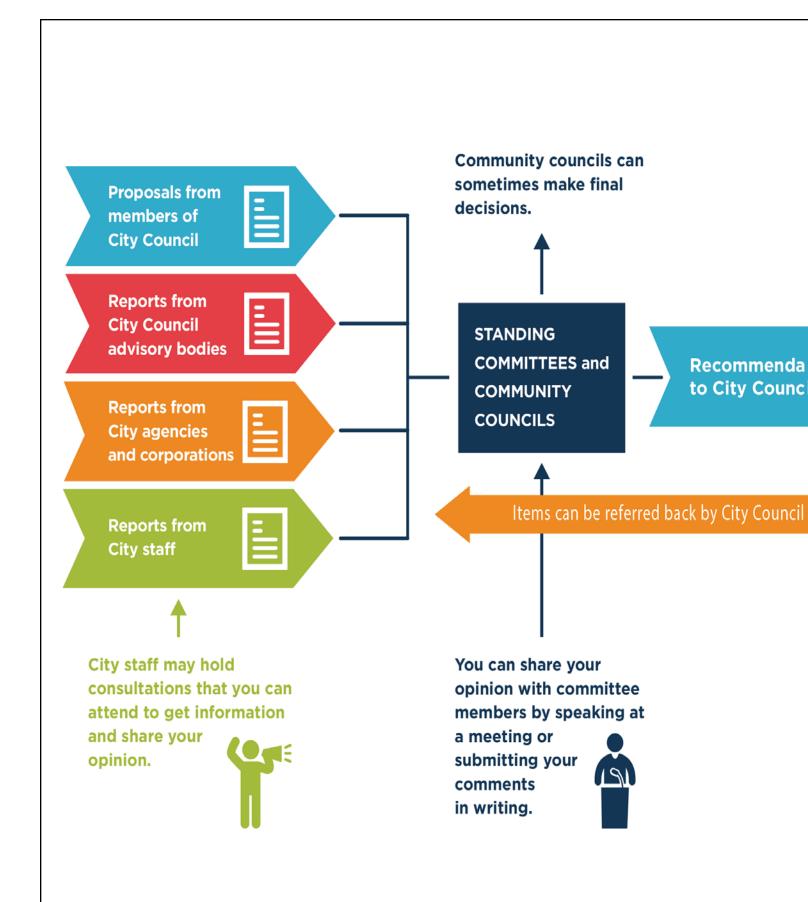
For more information about the accountability officers and to find out how to contact them visi toronto.ca/accountability.

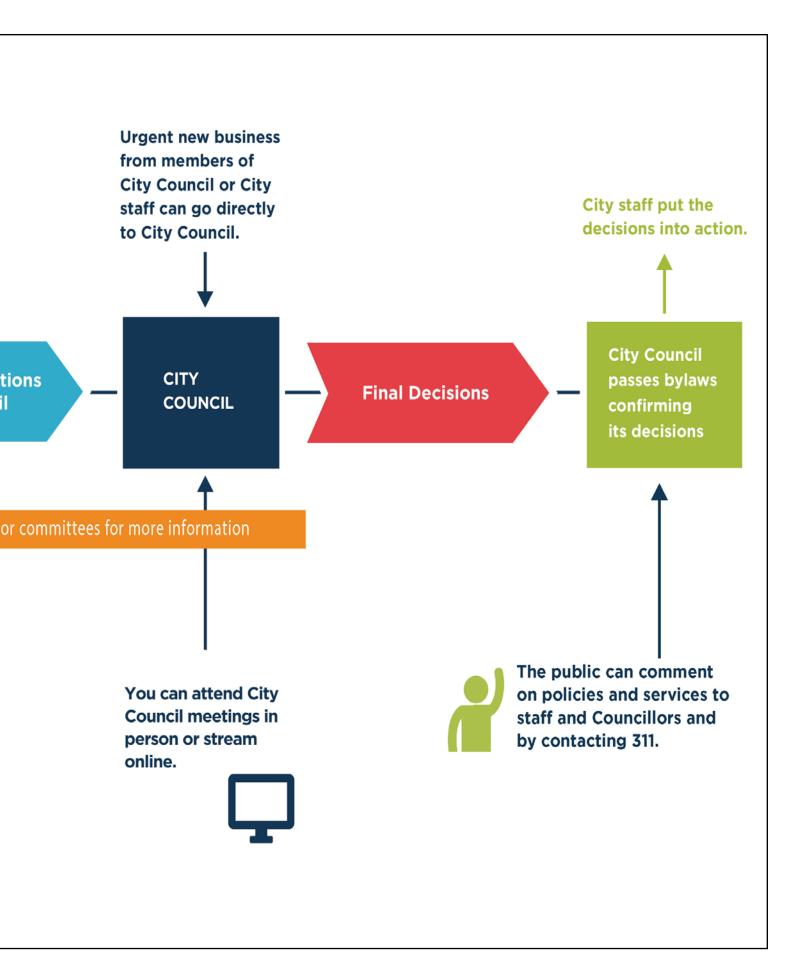
# **How Decisions are Made**

Decisions made by Council go through a process just like any other government. Ideas come from the public, city staff, the Mayor or individual Councillors. Once the idea is developed by city staff, and a staff report is written and delivered, it is put before one of the various committees to be reviewed and receive public input.

Here the idea may be recommended, amended or rejected. Sometimes it is sent back to city staff for changes. If it is recommended, it is sent to City Council for final approval. Council may approve, reject or even refer the idea back to a committee. Direct public input is not permitted at full Council meetings, only at the committee stage. See page 22 for a diagram on how decisions are made.







# **Get Involved**

Your opinion is important and by sharing your thoughts you have an impact on neighbourhood and city-wide decisions.

Now that you have an understanding of how local government works we want to tell you about the ways you can get involved.



Become a candidate

# **Lesson Two: Have Your Say**

Council is made up of a complex, interconnected set of bodies designed to provide a transparent system of governance for residents of Toronto. To understand, and interact with Council, one needs to understand where they can 'plug in' to the system in an effective manner. This lesson is designed to explain the various components of Council.

### Method

Explain that Toronto City Council is not a single body, but rather a collection of numerous organizations (agencies, boards, commissions and committees) designed to provide a fair system of democracy which is accessible to all citizens of Toronto.

Why is this relevant to them? Municipal government touches their lives more than any other and they have the ability to make a difference. Knowing how to access government will give them a chance to change the things they care about.

Explain how the city is divided into 25 wards and illustrate this with the ward map provided. Each ward is represented by one politician, called a Councillor. The electors within the ward select their Councillor. The Mayor is chosen by electors across the entire City of Toronto and represents the city as a whole.

Council and committees are made up of these Councillors and the Mayor.

The handout – Council Structure – can be used as a handout or as an electronic image to help visualize the government (found in the Appendix page 62).

Explain that City Council is where final decisions are made (with some minor exceptions for community councils). Proposals come to City Council from the committees.

It is at committees where people can talk to council members, and encourage them to adopt changes they feel are important.

Using <u>toronto.ca</u> as the primary resource, have students both individually or in small groups research one component of Council and complete their section of the chart 'Sections of Council'. For the last column, students can brainstorm sample issues the section would deal with.

## Several approaches may be taken here:

- *Jigsaw:* redistribute the groups so that each group has one 'expert' who did the research and share the research.
- *Present:* have each group write their findings on a piece of chart paper, and share their work with the rest of the class in a short presentation

Ensure that every student has a completed chart with the various components of Council.

## **Enrichment Activities**

Attend a committee meeting as a class and give a deputation (be sure to check committee schedules and agendas on toronto.ca.

Choose an issue as a class and write letters to a Councillor about the issue.

# Writing a Deputation or Letter

Council works best when it hears from the residents of Toronto. The major ways that people can get their voice heard are through letters, phone calls, emails and deputations. Deputations are presentations given by residents, to committees of Council when they are considering an issue.

Pick one of the issues below to either write a letter or make a deputation to the appropriate agency, board, commission or committee of council. The letter should be directed to your Councillor (make sure you know who this is) and the deputation should be addressed to the correct committee (look this up).

Your letter should be no more than one page, single spaced, and your deputation should be no longer than two minutes. (Real deputations can be up to five minutes.

### The Issues:

- Your local library branch is closing
- Council is considering 24hr subway
- A local park is getting an off-leash area
- Your neighbourhood doesn't have a local community centre
- Cars on your street are driving way too fast
- Local gangs are becoming an issue
- An 80 story condo is being proposed
- A movie is being filmed in your area restricting road use for two weeks

(Writing a Deputation or Letter Rubic Evaluation found on page 63)



# Tips for Making a Great Deputation

- Make your deputation as personal as possible. Explain how the proposed cuts or changes will affect you, your family and your community.
- If you are a user of a service that is at risk, explain what benefits you have gained from that service, and how the community would suffer if the program were gone.
- Deputations that use statistics to help make a point are good, but only use a few and be prepared to back up the statistic if asked by a Councillor.
- Practice reading or saying it out loud beforehand. Time it to be sure you are under the time limit! If you are close to the time, you will feel the pressure to rush. Better to keep it short.
- Anticipate some questions you may be asked and prepare answers.
- Thank the committee for allowing you to come before them.
- Introduce yourself and your organization keep it brief.
- Clearly state the issue you are addressing and tell them why it is important.
- Give examples of the problem and/or solution.
- Tell them what you want them to do and when.

# **Speaking to a Committee**

Community council and standing committee meetings are an opportunity to voice your opinion directly to the members of City Council. You can do so in person or in writing. Only community councils and standing committees hear from public presenters.

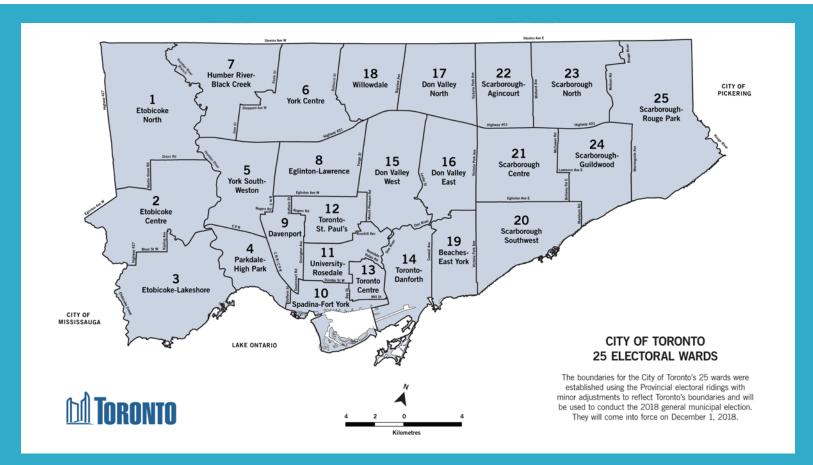
The public cannot speak at City Council. For more information or to contact a committee clerk visit toronto.ca/council.

These points will help you prepare:

- Speakers are usually heard at the beginning of committee meetings.
- Committees may decide to hear speakers at specific times during their meeting.
- Each speaker is limited to five minutes to give as many people as possible the opportunity to speak.
- Members of the committee may ask you questions.
- A written submission may be given to the committee secretary when you appear, but it is not necessary. Written comments may also be given or sent without speaking to the committee.
- If an organization wishes to address a committee, one person should be chosen to represent the group.
- Translation services are available and can be arranged in advance.
- The City Clerk's Office will let you know when Council makes a decision on the issue.
- After you speak at a committee meeting your name will be listed on the public record on the meeting.

# **Lesson Three: Know Your Ward**

As an election looms, the local nature of municipal politics becomes vitally important. Councillors are elected on their name and what they bring to their ward, rather than affiliation to a political part. Therefore, the nature of the community and its issues are vitally important during election time. This lesson will help your students better understand their community in the context of the larger City of Toronto through photographs and statistics.



# Method

Before starting this lesson, ensure that:

- The students understand what a ward is, and that they often encompass more than one neighbourhood or community.
- You know the ward the school is located in. To double check this, go to to toronto.ca/councillor and enter an address. Maps of the ward, the Councillor and ward profiles are also available here. Look up the school's ward and understand the information available here.
- You can also find neighbourhood profiles at toronto.ca/wards, which are smaller geographically then wards.

Have each student take pictures with their smart phone for a couple of days, or whatever fits in your schedule. Most students will already have a smart phone, but for those who don't, think of a possible alternative (partnering up with another student). Students are to take pictures of any of the following:

- Places they go to.
- Places of interest in their community.
- Places they feel are important in their community.
- Issues or problems in their community (e.g. Empty houses, development, crime areas, etc)
- Anything else they feel is important in their community to its positive or negative functioning.

These pictures could be delivered in several ways:

- Uploaded to a common website
- Placed in a photo sharing group
- Emailed to a single person or the teacher and then loaded onto a USB drive
- Printed out and delivered

Once the pictures are delivered, several things can be done with them as a class:

- Placed geographically on a map either digitally or physically in the classroom
- Displayed as a slideshow
- Placed around the classroom, hung on the walls, etc.

As you view the photos with the students, talk about each one. Why was the photo taken? What does it tell us about the community? Is there an issue? What is it and why?

This lesson assumes you use the community the school is located in, but this may be adjusted if the students are from neighbouring wards, so that you do a presentation for each ward separately.

Using the statistics found on <u>toronto.ca</u> to enrich the understanding the photos are bringing into the classroom, develop a complete picture of the community including, but not limited to:

- Geographic location
- Diverse makeup
- Socioeconomic situation
- Services (community centers, police, fire, and more)
- Housing and development
- Neighbourhoods within the ward
- · Differences across the ward
- Transit (TTC, roads, bicycle infrastructure)
- Local issues in the community

## **Enrichment**

With an understanding of their community, compare it to other areas of Toronto using the profiles found at <u>toronto.ca/wards</u> and/or personal experiences and knowledge. What is unique about their community? What differences and similarities are there with the rest of the city? How may this impact how this neighbourhood is represented by its Councillor?

Research community organizations and resources available and talk about them and why they are vital components of the community. For example legal defence clinics, community advocacy groups, health clinics, social services, charities and more.

Invite a guest speaker from a community organization to talk about the community and efforts to make changes for the better.

As a class, visit a community organization or community centre.

# What Would You Change?

If you were elected Councillor for your neighbourhood and were given the power to make one change, what would it be? Whatever change you make must be within the authority of the municipal government, but you do have the ultimate power to do as you wish within these bounds. You get only one change, but it may affect multiple areas of your community. For example, you could install bike lanes on every street, or build a community centre.

Explain what you would change, why you have chosen this issue and how you think it would impact your community for the better, in one of the following ways:

- a written paper (teacher determines length)
- a PowerPoint presentation
- a Poster
- a radio ad or interview
- a television ad or YouTube video

# **Evaluation Checklist**

	Yes	Some-what	Not at all
Issue Choice			
Issue chosen is within the role of City Council			
Issue chosen is impactful and well chosen			
Content			
Explains why your issue was chosen.			
Talks to the importance of your choice.			
Explains how it will impact the community			
Creativity			
Shows effort and thought			
Shows creativity and uniqueness			

# **Lesson Four: How to Vote**

In October of 2022 the electors in Toronto will choose a new Council to represent them for the following four years.

The purpose of this lesson is to explain the election process in the abstract – how do we vote and why. Later lessons will look at the current election.

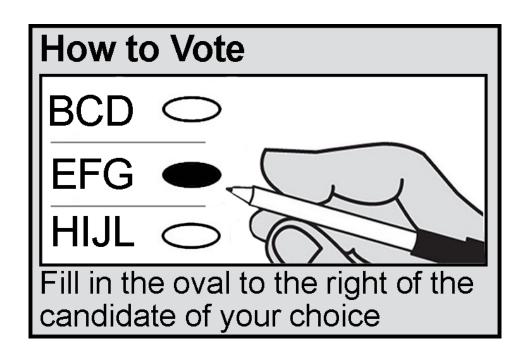
### **How to Vote**

### The election official will:

- · greet and direct you to where you need to go
- · ask for your identification showing your name and qualifying Toronto address
- check your identification against the voters' list, then cross your name off the list
- put your ballot into a secrecy folder and show you how to mark your ballot
- · direct you to the voting screen

### You will:

- mark your ballot by filling in the oval to the right of the candidate of your choice.
- vote once for each office on the ballot, once for mayor, councillor and school board trustee.
- If you make a mistake, or change your mind about who you want to vote for, take the ballot to the election official who will cancel your ballot and issue another one to you.
- place your marked ballot in the secrecy folder and take it to the election official who will feed your ballot into the tabulator
- If there is a problem with your ballot, the tabulator will return it. The election official will give you the option of obtaining a new ballot or having the tabulator accept the ballot as marked.
- If you have any questions on how to properly mark the ballot, any of the election officials will be happy to explain it to you.
- have successfully voted once your ballot is accepted by the tabulator





# Who Are the Candidates

Municipal candidates do not have party affiliatio s. They come from a wide range of backgrounds with one common goal in mind – serving the residents of Toronto and improving the city we all live in. The process of becoming a candidate is quite simple. Nomination papers may be filed on any day in the year of the regular election during the nomination period, and at a time when the clerk's office is open. The paper needs to be signed by the person running for office and a Commissioner of Oaths. There is a \$200 filing fee for Mayoralty candidates and a \$100 filing fee for Councillor and for School Boar Trustee candidates.

Anyone may run in the election as long as they are:

- a Canadian citizen
- · at least 18 years of age
- a resident of the City of Toronto, or
- an owner or tenant of land in the City of Toronto, or the spouse of the owner or tenant
- not legally prohibited from voting
- · not disqualified by any legislation from holding municipal offi

There is no need to live in the ward that you run in, if you are running for Councillor; however, as a School Board Trustee candidate, you must live within your area of jurisdiction. Note that School Board ward areas of jurisdiction are different from the City's ward boundaries. (See Part C for more information on the wards). It is also important to know that unless you reside in the School Board district, you may not vote for School Board Trustee.

Once a candidate has filed their nomination papers they may begin raising money for the position they have been nominated for.

# Method

Explain to the class the process for an election, and there is a blank sample of a municipal ballot for your reference or use on page 68.

- People who want to run for Council fill out the nomination paperwork and declare themselves as candidates. They may run for:
  - Councillor in one ward.
  - Mayor across the entire city.
  - All candidates mount a campaign, including door-to-door knocking, advertising, media appearances, handing out literature, going to community meetings, all-candidates meetings, etc.
- At the end of the campaign, electors vote for:
  - Their local Councillor (1 vote)
  - The Mayor (1 vote)
- The candidate in each ward with the most votes wins the election and becomes the Councillor for that ward. There is only one Councillor per ward.
- The Mayoral candidate with the most votes across the city wins and becomes Mayor.

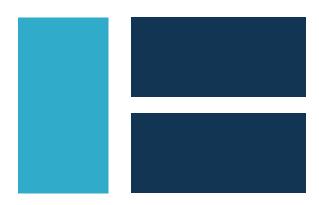
Discuss the pros and cons of this election process.

Ask students to discuss with their family if they are on the voters' list. If they are not on the list, direct them to use <a href="VoterLookUp.ca">VoterLookUp.ca</a>. By logging into voterlookup.ca eligible electors can:

- confirm or update their electoral information;
- add an elector name to an address; and,
- · change school support.

# **Enrichment Activities**

- A mock election project is included in this manual see: Part B on page 46.
- Part C of this manual includes information on school board trustees, who are also elected at the same time, in different wards.
- Look at the idea around Ranked Ballots to generate a discussion on how the election system could be different.



# Lesson Five: Exploring Candidates

Candidates in municipal elections run independently of any political party. There are often a variety of candidates in every ward vying for your vote.

This lesson seeks to explore the candidates running in the current election.

# Method

Explain how a person becomes a candidate in a municipal election.

Together, go to toronto.ca/elections to find out who the candidates are in each ward during an election year.

Starting with wards that are relevant to the students, the school's or students' ward(s), divide out the candidates.

Brainstorm as a class some things that we would like to know about the candidates. When doing this, consider some of the issues that the community faces as the class has previously discussed.

Individually or in small groups, research the candidates and collect at least one news article about the candidate. Try to figure out the candidates perspective on the important issues in the community.

Assign the assignment: Election News (this assignment can be used in one of two ways an article about the ward, or an article profiling a candidate). Sample newspaper articles should be provided

# **Enrichment Activities**

- Have students develop a questionnaire for the candidates. Submit this questionnaire via email to the candidates and talk about the results
- Examine the news, collect articles and discuss issues in class.

# **Election News**

During elections media will profile the races in wards or perhaps individual candidates. In this assignment your job is to profile a candidate in your assigned ward. In preparation for the assignment, find out as much information you can about the candidate. Some excellent sources of information include newspapers, the candidate's website, social media, flyers and even conversations or emails with the candidate.

# Helpful hints:

- Include an attention-getting headline.
- Be written in a style similar to media articles.
- Be as unbiased as possible, but at the same time provide interesting information about the candidate, their personal life and political opinions. Allow the reader to get to know the candidate personally.
- Delve into the local issues in the riding and the candidate's take on them.
- Include some visuals (for example picture of the candidates, or ward).

# **Lesson Six: Get Involved in the Election**

An election does not have to be a one-way process.

Citizens can make their voices heard throughout the process in a variety of ways. This lesson introduces some of those ways to the students and encourages them to get involved.

# **Method**

Ask about the purpose of elections. Most students will say that it is to pick a winner. But press further. Kim Campbell, the first female Prime Minister of Canada, famously said that elections are not the time to discuss policy. Is this true? Isn't the purpose of an election, above all else, to hold a collective discussion about the direction of your city?

Discuss ways in which citizens, including the students, can be involved in the election. Brainstorm on the board, looking for answers like:

- · Attend an all-candidates meeting
- Talk with the candidate on the street
- Door-knock or volunteer for a candidate
- Make your voice heard through an activist organization
- Discuss with your peers and parents the issues
- Make others aware of your position and have them press the candidates as well

Discuss what these are. For example, explain what is an all-candidates meeting?

Discuss as a class what makes a good question to ask a candidate if they came to your door or you were at an all-candidates meeting with a Q&A session.

Have the students in pairs write down several questions they would ask candidates.

Encourage them to take those questions to an all-candidates meeting. To find out the timing for the meetings, check the websites of the candidates in your ward, or contact them via e-mail or phone.

There are several options at this point to consider:

- Create some literature (flyers, posters, etc), as an assignment, for a current or made-up candidate.
- Ask a reporter to come in to teach the students the best ways to ask questions. The Toronto Star provides reporters as part of a <u>speakers program</u> free of charge.
- Organize an all-candidates meeting for the school.
- Invite a candidate in to speak to the class. (often all that's needed is a simple phone call or email)
- Spend some time, as a class, working with candidates or activist organizations. Better check to make sure this is acceptable.
- Conduct an info-fair for your school on the issues in the campaign and where the candidates stand.

# **Organizing an All-Candidates Meeting**

Organizing an all-candidates meeting is not very difficult. The key is to prepare as early as possible. The next election is in October 2022 and the closer the election gets the busier the candidates will be. If you can get confirmation of their attendance earl, then the details for the day itself can be worked out later with the students.

To contact a candidate, look up the candidates in your ward at <u>toronto.ca/elections</u> and then contact them either with the information provided or through their website. The original nomination papers are also available for inspection at the City Clerk's Office. You may have to do a web search to find their site, if they have not authorized the release of the information on the City's site.

The best way to contact them is by email with a follow-up phone call in a few days. Simply ask them if they would participate in an all-candidates debate at your school for the benefit of the students. Many candidates would be more than willing to do so. It is important to remember that all candidates should be invited to the meetings.

Once you have the confirmation of the candidates, here are some things to conside, many of which could be handled by students as part of an assignment. A project like this is an excellent skill building and leadership exercise.

- Location: school auditorium or gymnasium is perhaps the best location.
- Timing: lunch is great, but even better would be a voluntary assembly.
- Food: if it takes place at lunch, some free food is a great incentive to get students there.
- Water: make sure that the candidates are given water.
- Tables and Chairs: each candidate needs a chair, but they can share tables.
- Podium: candidates can speak from their seat or a central podium.
- Sound: microphones are important, one at the podium or one at each seat.
- Moderator: someone to ask questions and keep order.
- Advertising: students could prepare and distribute flyer and posters ahead of time.
- Format: one where each candidate answers a posed question in order is best. Debate can be difficult to control.
- Questions: have the students brainstorm questions ahead of time. If you are taking questions from the floor, have several prepared ahead of time to kick things off.
- Thanks: candidates do not really require a gift, but a memento may be a nice thing to provide.

# **Election Information Fair**

An election is being held and it's important that everyone is informed. As a class, we are going to hold an info-fair to inform the rest of the school community about the important issues which need addressing during the election. Each group of students will be assigned one topic. Your job is then to produce a display board addressing the issue and answering the relevant questions. All of the display boards will then be put on display for the info fair, and the class will be available to discuss the displays with other students.

## Available topics include:

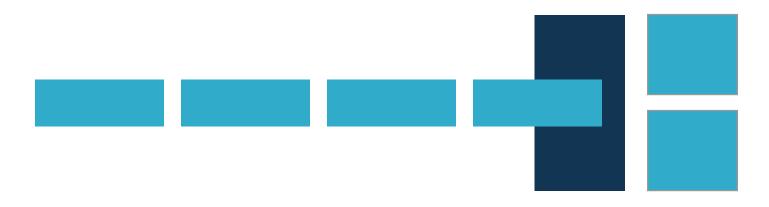
- A local issue that has been identified by the class or a candidate
- · What is the issue? Describe it.
- Why is this issue important for the community and for you?
- What do the various sides on the issue say?
- How do the various candidates address the issue?

## A candidate running for City Council.

- Who is the candidate? Provide a short biography.
- Why are they running for Council?
- What have they done in the past? What experience do they have?
- · Where do they stand on the issues?

## A candidate running for Mayor.

- Who is the candidate? Provide a short biography.
- Why are they running for Council?
- What have they done in the past? What experience do they have?
- Where do they stand on the issues?



# **Evaluation**

All required content is present.

0 1 2 3 4

Content is complete and accurate, painting a complete picture of the candidate.

0 1 2 3 4

Content is displayed in a neat and eye catching manner.

0 1 2 3 4

When asked questions, students can answer in a direct and informed manner.

0 1 2 3 4

# **After Election Day**

The fourth Monday in October is municipal Election Day in Ontario. All municipal Councils and School Boards across the province come up for election in October every four years. By this point, your students should have a very strong grasp of the people and issues involved. Therefore, it's time to consider the results. Here are several suggestions on how to do this:

- Ask the students to watch the results online, on television or record them and show the
  results in class the next day. Discuss your local riding, the mayoralty race, the speeches and/
  or the coverage itself.
- The results will be available shortly after the election, at first through the Toronto Election Services website (toronto.ca/elections) and then broadcasters. Copy the mayor and/or local councillor results to a handout, a PowerPoint or visual. Spend some time with the students discussing the numbers. With what percentage did the successful candidate win by?
- With some research, you can find out the political leanings of the winning candidates. Your students can also be tasked with this job as an assignment. Then place the winning candidates on the political spectrum. In this way you can develop an image of the new council. Are they left or right leaning? Apply this information to a ward map of the city so that you can draw conclusions concerning the city's neighbourhoods and their political choices.
- Lay out the platforms of the top three vote-getting candidates for mayor. Place the major points of each platform on a handout. Then as a class, discuss the platforms and come to some conclusions about why the winning candidate was successful over the competitors.

# Part B Mock Election

It has been said that the best way to understand and learn about democracy is to participate in it. Since most students are not of age to vote, mock elections have been used to teach the fundamentals of elections. Two possible models for this exist.

The first model is the one used by Student ote. Under this model, the students pay attention to the election which is occurring in their own backyard. They learn about the candidates and the issues and then cast their ballots based on the real candidates. The advantage of this model is that the students interact with the real system that is going on around them. They learn about the real people involved and this knowledge is directly applicable to future elections. This proposal also fits well with the rest of this manual.

The second model is more complex, but allows students to become part of the process. In this model students take the roles as candidates, and conduct an election within the confines of their classroom and school. This allows them to more fully understand all components of the system and learn about it by doing.

We are going to detail a plan for the creation of a project under the second model. We've made this choice because the first model can be easily adapted if you prefer that model. Furthermore, the model can be adapted in many ways, for example, instead of having every student run in the election, some students could be assigned as reporters or non-governmental organizations (NGOs) or businesses in the ridings.

Not everything has been fully detailed in this project, as it will inevitably have to be tailored to your particular classroom. However, there is enough detail here to give you a running start. We recommend that you limit the number of available wards, that way a short series of debates can be conducted, one for each ward, with a number of candidates in each ward. A good rule of thumb is that you should have around five candidates per race, including one Mayoral race.



# **Mock Municipal Elections**

The following is a mock municipal election project. It is not complete and should be altered to fit your situation. For example, the number of students in your class will greatly alter the way this is delivered. Furthermore, a decision to run this over multiple classes will change things as well. The main points are provided below and it should be quite easy for you to implement the program in your situation. Necessary forms, rubrics and a blank ballot are included in the Appendix on page 68.

# Part 1: The Candidates (provide this part to your students)

There are two important roles that you can fill in this election. The first is that of candidate for Councillor, School Board Trustee or Mayor. The second is that of campaign manager. Every student will take on one of these roles. So your first job is to partner up: candidate-manage . Your teacher will provide the list of possible wards that you can run in as a candidate. Choose one of these offices, depending on what your teacher has o fered. Once you have made this decision, fill out the nomination form and submit it to your teacher. (Note that the Campaign Manager should enter their information in the section titled 'Filing' as the agent of the candidate. This is not an official way of doing things, but helpful for this exercise.) This will officially register you as a candidate in the election.

Once you have done this, meet together as a team and do two things: Research your ward, its residents and issues within the ward. The Internet, notably toronto.ca/councillors, and newspapers are all excellent sources of information for this purpose. Develop a platform for the candidate. What will they run on? What will they promise? What would they do if the voters choose them?

Both of these should be handed in as a completed report of no more than five pages in length. To divide the work, the campaign manager can do the ward research and the candidate can develop the platform.

# Part 2: The Campaign

In real elections this is the grind – up to six months of day to day work trying to meet, greet and convince your constituents to vote for you. Normally, this takes the form of canvassing door-to-door, greeting your constituents on the street, attending community events, getting your name into the media and conducting debates.

For this campaign, you will be expected to do the following:

- Prepare a pamphlet to be distributed to the class. This pamphlet should outline the candidate's platform in detail, provide a picture of the candidate and generally introduce them to their community. It should also include information about how to vote in the coming election.
- Create a poster advertising the candidate. The poster should, through images and a few key words, express the central goals or focus of your campaign. It should concisely answer the question: why should I vote for you?
- Participate in an All-Candidates Meeting (page 42).

# Part 3: The Election

On Election Day, you will be handed mock ballots, similar in form to the real municipal ballots. To complete the ballot, fill in the oval next to the candidate of your choice. You may only vote for one candidate per office

# Part 4: The Aftermath

Once the ballots are cast and counted, winners will be declared. Now it is time to consider why the results turned out the way they did. Hold a class discussion about the results. Ask why each of the students voted the way that they did. Also, ask the various candidates to talk about why they chose certain positions. Below are some reflection questions which could be used as part of the discussion or even given as a written assignment:

- Why did you vote for the candidate that you did? What factors influenced your vote?
- What are some similarities and differences between this simulation and a real municipal election?
- Was the 'all candidates meeting' a useful exercise? Why or why not?
- What do you think it would be like to actually run in a municipal election?
- Do you believe that politicians and candidates listen to youth? What could be done to make the youth voice more prevalent?

# The All Candidates Meeting

As part of the election process, candidates will be expected to participate in an all candidates meeting. This is an opportunity for the candidates to distinguish themselves from their competitors. It is also a chance for the candidates to show how well they speak in front of an audience.

The process for the meeting will be as follows:

- Your teacher will prepare set of questions for the candidates and the campaign manager will prepare written answers to the questions, to be handed in the day of the meeting.
- The candidate will prepare an opening statement of no more than two minutes in length.
   A written copy of the statement will be handed in on the day of the meeting. The opening statement should introduce you as a candidate and touch on the major points of your campaign.
- On the day of the meeting, each candidate will be introduced by the teacher, and they will take seats at the front of the room. Then, in a random order, each candidate will be given two minutes to present their opening statements.
- After the opening statements, the teacher will read out the first question. Each candidate
  will be given one minute to answer the question. Then there will be a period of three minutes
  for the candidates to respond to each other's answers. Afterwards the next question will be
  asked and the same process will commence, until all of the questions are answered.
- At this point, questions may be taken from the floor of the meeting.

# Part C School Board Trustees

# An Important Part of Municipal Elections

There are four school boards in the boundaries of the City of Toronto. They are:

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

Each of four boards is governed by a Board of Trustees. These trustees are elected in individual wards across Toronto at the same time as City Council is selected. There is no equivalent to the Mayor in school board elections. Rather the elected Trustees choose amongst themselves, after the election, who will be Chair.

The role of the School Board Trustee is to:

- Approve the annual operating and capital board budgets
- Deliberate and establish policies as authorized by the Education Act
- Monitor implementation of Ministry of Education and Board policy and programs
- · Consult, represent and advocate for the constituents in their ward
- From time to time, act as a court to oversee disciplinary cases.

When electors go to the voting places, they designate themselves as supporters of one of the four boards. This is the board for which they are eligible for voting for the Trustee.

As the Trustees are elected at the same time as City Council and since they have such a direct impact on the students' day to day lives, it may prove beneficial to focus on these campaigns rather than the council races. Admittedly Trustee races tend to be lower profile, but candidate websites are still available and nomination lists are retrievable through the City of Toronto's website. Any of the activities in this manual may also be done with the Trustee races instead. Please note that the School Board wards are not the same as the City Council wards and do not match. They are not even the same across School Boards. In fact, the wards are made up of combinations of the City wards (see page 53).

# 2018 Municipal Election School Board District Wards Quick Reference Charts

The following are quick reference charts to show the school board ward and the corresponding City ward(s) during the 2018 Municipal Election.

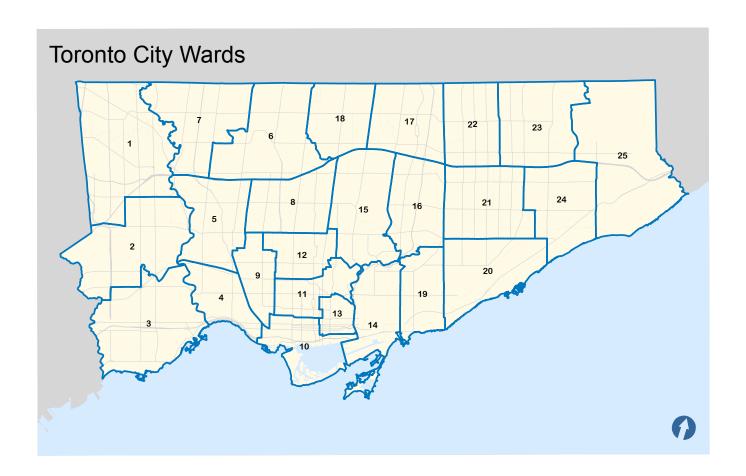
Toronto District School Board			
School Board Ward #	City Wards		
1	City Ward 1		
2	City Ward 2		
3	City Ward 3		
4	City Ward 7		
5	City Ward 6		
6	City Ward 5		
7	City Ward 4		
8	City Wards 8 and 12		
9	City Wards 9 and 10		
10	City Wards 11 and 13		
11	City Ward 15		
12	City Ward 18		
13	City Ward 17		
14	City Ward 16		
15	City Ward 14		
16	City Ward 19		
17	City Ward 21		
18	City Ward 20		
19	City Ward 24		
20	City Ward 22		
21	City Ward 23		
22	City Ward 25		

Toronto Catholic District School Board		
School Board Ward #	City Wards	
1	City Ward 1	
2	City Ward 2	
3	City Ward 7	
4	City Wards 3 and 4	
5	City Wards 6, 8 and 18	
6	City Ward 9	
7	City Wards 21 and 22	
8	City Wards 23 and 25	
9	City Wards 10, 11, 12 and 13	
10	City Ward 5	
11	City Wards 14, 15, 16, 17 and 19	
12	City Wards 20 and 24	

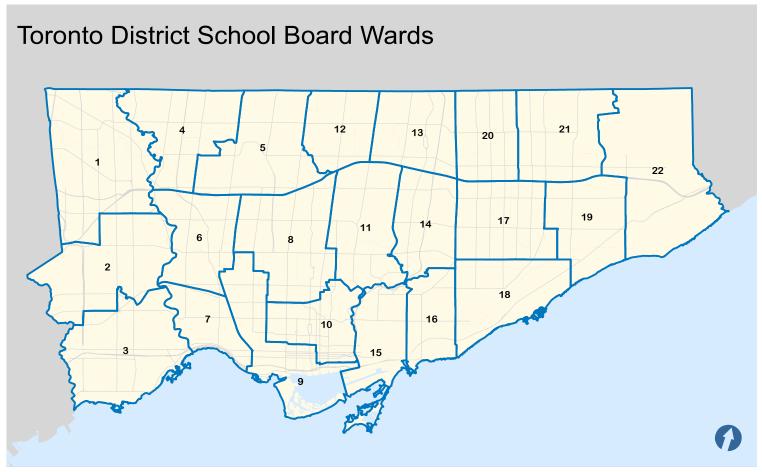
Conseil scolaire Viamonde			
School Board Ward #	City Wards		
2 - Est	City Wards 6, 15, 16, 17, 18, 20, 21, 22, 23, 24 and 25		
3 - Centre	City Wards 10, 11, 12, 13, 14 and 19		
4 - Ouest	City Wards 1, 2, 3, 4, 5, 7, 8 and 9		

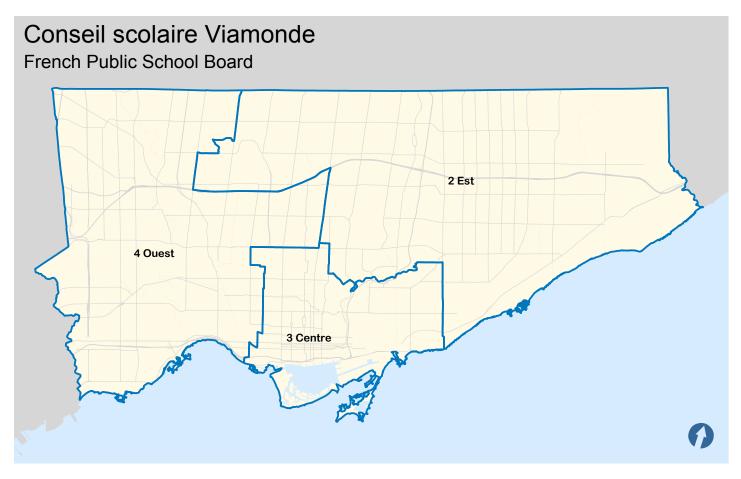
Conseil scolaire catholique MonAvenir			
School Board Ward #	City Wards		
3 - Ouest	City Wards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 and 18		
4 - Est	City Wards 14, 15, 16, 17, 19, 20, 21, 22, 23, 24 and 25		

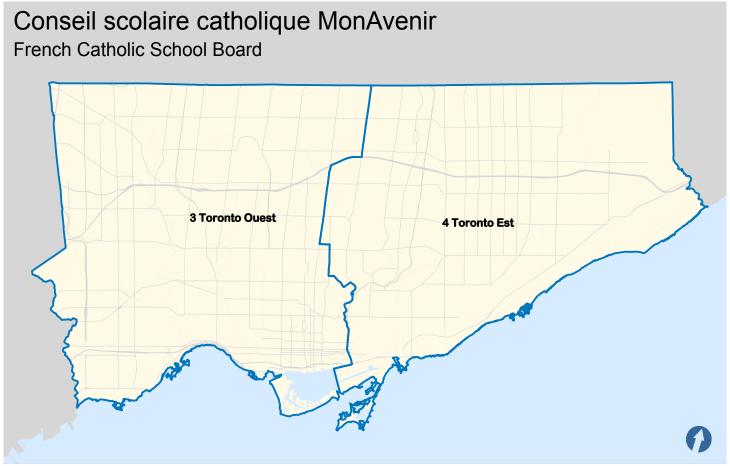
The following are 2018 ward maps for reference. Included is the Toronto City Wards, Toronto Catholic School Board, Toronto District School Board, French Public School Board and the French Catholic School Board.











# Appendix

# **Lesson One:**

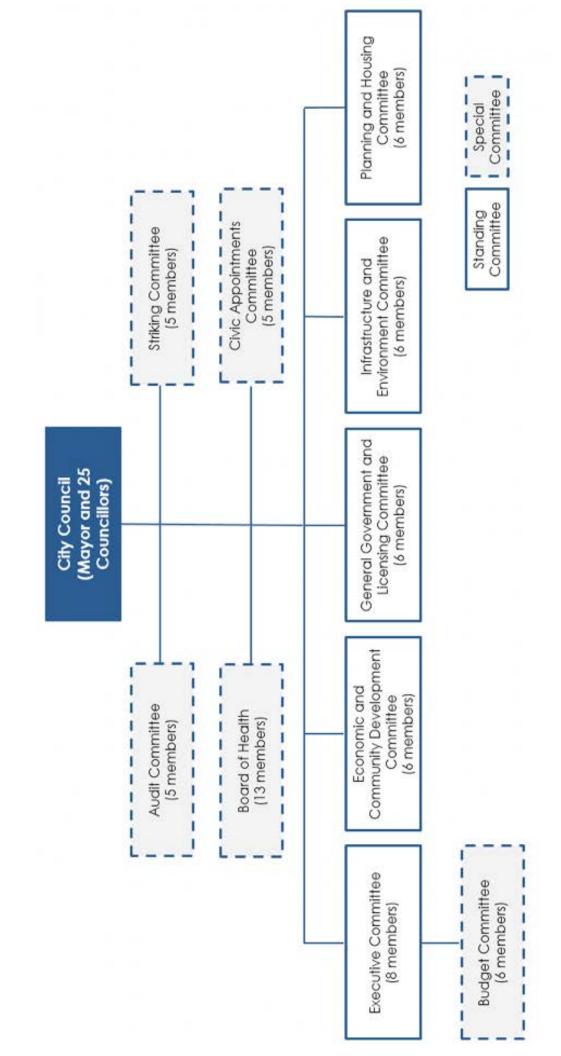
# Responsibilities of Governments in Canada

Federal:		
Provincial:		

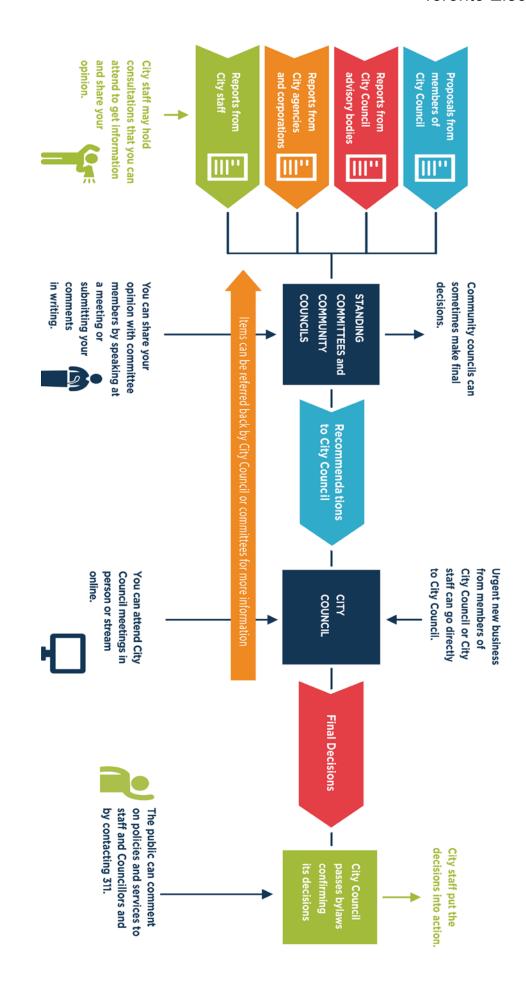
Municipal:		

Issues Y	'OU feel	l are imp	ortant:	

# The City of Toronto Council Structure



# The Decision Making Process



# Lesson 2: Agencies, Boards, Commissions and Committees of Council

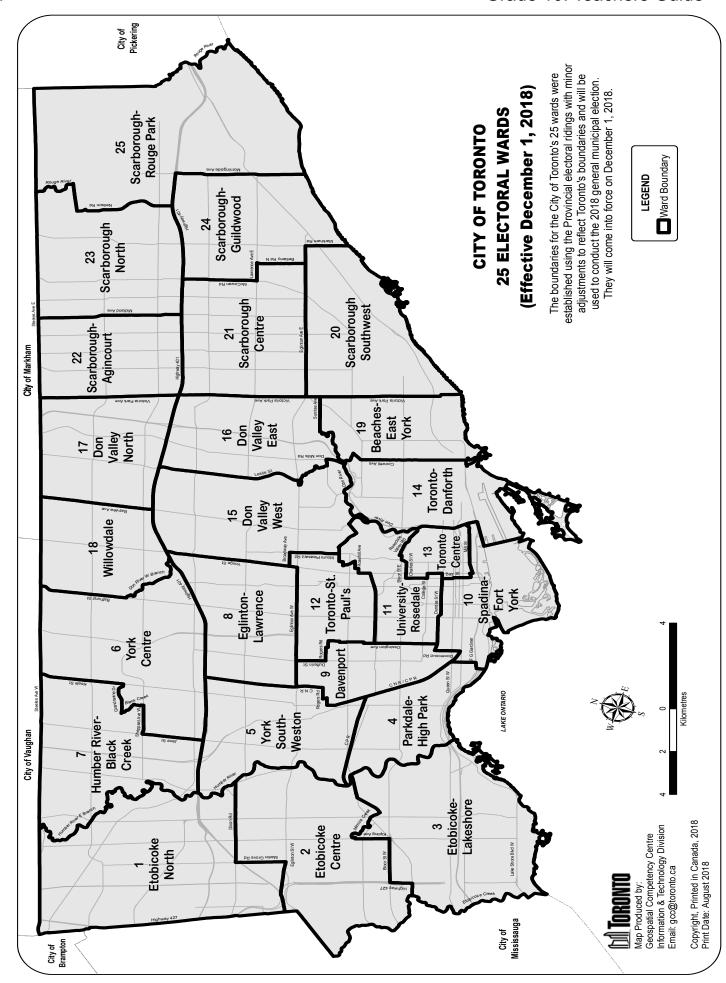
Title	Focus	Members	Sample Issues
Community Council			
Executive Committee			
Infrastructure and Environment Committee			
Planning and Housing Committee			
Economic Committee			
General Government and Licensing Committee			

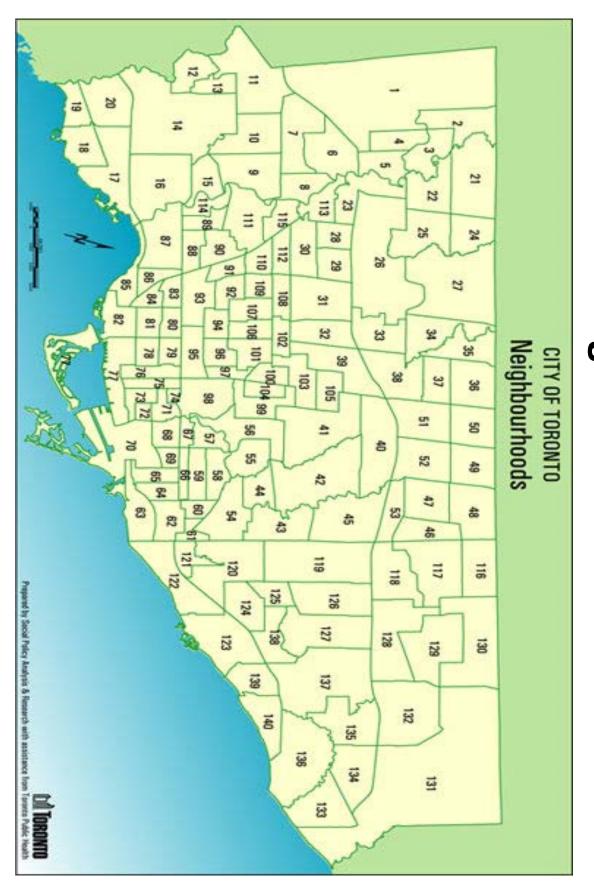
# Writing a Deputation or Letter Rubic Evaluation

Criteria	Level 4	Level 3	Level 2	Level 1
Form – is the structure of the letter or deputation good?	The work is extremely well structured, and logically laid out.	The work is well structured, and logically laid out.	The work suffers some errors in structure which interferes with the ability to understand the argument.	The work suffers from multiple errors in structure which interferes greatly with the ability to understand the argument.
Content – level of research and knowledge displayed.	The work displays a high level of knowledge about the subject matter including evidence of research and statistics.	The work displays an excellent level of knowledge about the subject matter with some evidence of research and statistics.	The work displays only a moderate level of knowledge about the subject matter with very little evidence of research.	The work displays a minimal level of knowledge about the subject matter with no evidence of research.
Persuasive – how effective the letter or deputation is at persuading people.	The work is exceptionally persuasive, including personal anecdotes and a very well laid out argument.	The work is very persuasive and includes some personal anecdotes and a decently laid out argument.	The work is only moderately persuasive and does not include personal anecdotes and/ or the argument is not well laid out.	The work is not very persuasive and fails to include any personal anecdotes. The arguments are not laid out in any logical fashion.

Comments:			

# Your Community: Toronto Wards





# Your Community: City of Toronto Neighbourhoods

# Your Community: City of Toronto Neighbourhoods

1	West Humber-Clairville	37	Willowdale West
2	Mount Olive-Silverstone	38	Lansing-Westgate
	Jamestown	39	Bedford Park-Nortown
3	Thistletown-Beaumond Heights	40	St. Andrew-Windfields
4	Rexdale-Kipling	41	Bridle Path-Sunnybrook-York
5	Elms-Old Rexdale		Mills
6	Kingsview Village-The Westway	42	Banbury-Don Mills
7	Willowridge-Martingrove	43	Victoria Village
	Richview	44	Flemingdon Park
8	Humber Heights-Westmount	45	Parkwoods Donalda
9	Edenbridge-Humber Valley	46	Pleasant View
10	Princess-Rosethorn	47	Don Valley Village
11	Eringate-Centennial-West	48	Hillcrest Village
	Deane	49	Bayview Woods-Steeles
12	Markland Wood	50	Newtonbrook East
13	Etobicoke West Mall	51	Willowdale East
14	Islington-City Centre West	52	Bayview Village
15	Kingsway South	53	Henry Farm
16	Stonegate-Queensway	54	O'Connor-Parkview
17	Mimico (includes Humber Bay	55	Thorncliffe Park
	Shores)	56	Leaside Bennington
18	New Toronto	57	Broadview North
19	Long Branch	58	Old East York
20	Alderwood	59	Danforth - East York
21	Humber Summit	60	Woodbine-Lumsden
22	Humbermede	61	Taylor-Massey (formerly
23	Pelmo Park-Humberlea		Crescent Town)
24	Black Creek	62	East End-Danforth
25	Glenfield-Jane Heights	63	The Beaches
26	Downsview-Roding-CFB	64	Woodbine Corridor
27	York University Heights	65	Greenwood-Coxwell
28	Rustic	66	Danforth
29	Maple Leaf	67	Playter Estates-Danforth
30	Brookhaven-Amesbury	68	North Riverdale
31	Yorkdale-Glen Park	69	Blake-Jones
32	Englemount-Lawrence	70	South Riverdale
33	Clanton Park	71	Cabbagetown-South St. James Town
34	Bathurst Manor	72	Regent Park
35	Westminster-Branson	73	Moss Park
36	Newtonbrook West	74	North St. James Town

75 76 77 78 79 80 81 82 83 84 85 86 87 88	Church-Yonge Corridor Bay Street Corridor Waterfront Communities-The Island Kensington-Chinatown University Palmerston-Little Italy Trinity-Bellwoods Niagara Dufferin Grove Little Portugal South Parkdale Roncesvalles High Park-Swansea High Park North Runnymede-Bloor West Village	108 109 110 111 112 113 114 115 116 117 118 119 120 121 122	Briar Hill-Belgravia Caledonia-Fairbank Keelesdale-Eglinton West Rockcliffe-Smythe Beechborough-Greenbrook Weston Lambton Baby Point Mount Dennis Steeles L'Amoreaux Tam O'Shanter-Sullivan Wexford-Maryvale Clairlea-Birchmount Oakridge Birchcliffe-Cliffside
	•		
			•
90	Junction Area	123	Cliffcrest
91	Weston-Pelham Park	124	Kennedy Park
92	Corso Italia-Davenport	125	lonview
93	Dovercourt-Wallace Emerson-Junction	126	Dorset Park
94	Wychwood	127	Bendale
95	Annex	128	Agincourt South-Malvern West
96	Casa Loma	129	Agincourt North
97	Yonge-St.Clair	130	Milliken
98	Rosedale-Moore Park	131	Rouge
99	Mount Pleasant East	132	Malvern
100	Yonge-Eglinton	133	Centennial Scarborough
101	Forest Hill South	134	Highland Creek
102 103	Forest Hill North Lawrence Park South	135 136	Morningside West Hill
103	Mount Pleasant West	137	Woburn
104	Lawrence Park North	137	Eglinton East
103	Humewood-Cedarvale	139	Scarborough Village
107	Oakwood Village	140	Guildwood
	-		

## **How to Vote** Ward# **Municipal Election** BCD **EFG** Fill in the oval to the right of the candidate of your choice **TRUSTEE MAYOR** COUNCILLOR **Toronto District** School Board Vote for ONE Candidate Only Vote for ONE Candidate Only Vote for ONE Candidate Only Candidate Candidate Candidate В Candidate Candidate Candidate С Candidate Candidate Candidate D D D Candidate Candidate Candidate Е Ε Candidate Candidate Candidate Candidate G Candidate Н Candidate Candidate 10 J Candidate Κ Candidate 12 L Candidate Candidate 14 N Candidate 15 O Candidate 16 P Candidate Candidate 18 R Candidate S Candidate 20 Candidate 21 U Candidate

# **Election News Evaluation Rubric**

Criteria	Level 4	Level 3	Level 2	Level 1
Article Purpose	The article establishes a clear purpose in the lead paragraph and demonstrates a clear understanding of the topic.	The article establishes a purpose in the lead paragraph and demonstrates an understanding of the topic.	The article has a purpose in the lead paragraph, but it is difficult to determine. The writer has a vague understanding of the topic.	The reader cannot determine the purpose of the article and the writer does not demonstrate an understanding of the topic.
Article Supporting Details (10 minimum)	The details in the article are clear, effective, and vivid.	The details in the article are clear and pertinent.	The details in the article are somewhat clear and pertinent.	The article is lacking in clear and pertinent details.
Layout	Columns are neatly typed in the "justified" type style. There are adequate and consistent "gutters" between all columns. A glance at the newspaper makes you think "professional."	Columns are neatly typed. There are adequate and consistent "gutters" between all columns. A glance at the newspaper makes you think "fairly professional."	Columns are typed. There are adequate "gutters" between most columns. This newspaper is easy to read, but looks somewhat unprofessional.	Columns are not neatly typed and/ or "gutters" are not adequate, so newspaper is somewhat difficult to read.
Headline	Article has a headline that captures the reader's attention and accurately describes the content.	Article has a headline that accurately describes the content.	Article has a head- line that fails to accurately describe the content.	Article does not have a headline.
Picture	Graphics are exceptional, well cropped and are clearly related to the article they accompany.	Graphics are interesting and are clearly related to the article they accompany.	Graphics are somewhat related to the article they accompany.	Graphics are not clearly related to the article.
Spelling & Proofreading	No spelling errors remain after one or more people (in addition to the typist) read and correct the newspaper.	No more than one spelling error remains after one or more people (in addition to the typist) read and correct the newspaper.	No more than three spelling errors remain after one or more people (in addition to the typist) read and correct the newspaper.	Several spelling errors remain in the final copy of the newspaper.

Grade 10: Teachers Guide

# **Mock Election Evaluation Rubric**

Rubric 1: Ward Research and Platform

Criteria	Level 4	Level 3	Level 2	Level 1
Comprehensive	The research is very comprehensive.	Research is somewhat comprehensive.	Research is excellent but is missing some key information.	Research is missing a lot of key information.
Understanding	Report demonstrates an excellent understanding of the ward and its residents.	Report demonstrates a good understanding of the ward and its residents.	Report demonstrates a sufficient understanding of the ward and its residents.	Report fails to demonstrate a sufficient understanding of the ward and its residents.
Platform	The platform is complete, realistic and very creative.	The platform is complete and realistic.	The platform is complete, but may not be very realistic.	The platform is incomplete and not very realistic.

Rubric 2: Campaign Material

Criteria	Level 4	Level 3	Level 2	Level 1
Communication	The materials communicate the candidate's message exceptionally well.	The materials communicate the candidate's message well.	The materials communicate the candidate's message with limited ability.	The materials fail to communicate the candidate's message very well.
Design	The materials look great and are exceptionally well designed.	The materials look very good and are well designed.	The materials look good, but the design may be improved.	Design elements are lacking or the existing design elements obscure the message.
Creativity	The materials are very creatively presented.	The materials are creatively presented.	The materials are presented in a way that lacks substantial creativity.	The materials lack any creativity or effort.

Rubric 3: All-Candidates Meeting

Criteria	Level 4	Level 3	Level 2	Level 1	
Opening Statement	The opening statement is a full two minutes in length and effectively covers the platform.	The opening statement is less than two minutes and covers the platform.	The opening is less than one minute and/or fails to talk about the platform.	The opening is very short and fails to talk about the platform that the candidate is presenting.	
Questions	Effectively an-swers the questions in a complete and interesting way.	Effectively answers the questions in a complete way.	Answers the question in an adequate manner.	Struggles to answer the questions in a presentable way.	
Communication	mmunication  Very effective, engaging, interesting and strong vocali- zations.  Effective, engaging, interesting and strong vocalizations.		Somewhat effective, engaging and interesting vocalizations.	Weak voice and ineffective communication of materials.	

# **Nomination Paper** A Nomination Paper must be filed in person or by an agent (may not be faxed or emailed) at Election Services, City Hall, 100 Queen Street West, 1st floor, North If filing a nomination for Council, the Endorsement of Nomination - Form 2 must contain 25 signatures and be provided when filing a nomination paper. (Use additional copies of Form 2 as needed) It is the responsibility of the person being nominated to file a complete and accurate nomination paper Print or type information (except signatures) **Nominee Information** Name as it is to appear on the ballot paper: (subject to the agreement of the City Clerk) Last Name or Single Name I have a legally registered single name First Name Nominated for the office of: (check one) Ward ■ Mayor Councillor Corresponding City Wards ☐ Trustee, Toronto District School Board (trustee nominees only) ☐ Trustee, Toronto Catholic District School Board Conseiller, Conseil scolaire Viamonde Conseiller, Conseil scolaire catholique MonAvenir Qualifying address in Toronto or qualifying address within school board jurisdiction (s. 17 of the MEA, s. 219(1) of the Education Act) Unit City Postal Code Street Address Mailing Address (if different from qualifying address) Unit City Postal Code Home Phone **Business Phone** Cell Phone email **Declaration of Qualification** declare that I am presently legally qualified (or would be presently legally qualified if I were not a member of the Legislative Assembly of Ontario or the Senate or House of Commons of Canada) to be elected and to hold the office for which I am nominated. If applicable, I have appointed an agent, named below, to file this Nomination Paper on my behalf. Signature of Nominee Date (yyyy-mm-dd) **Agent Appointment** Complete only if agent is filing the Nomination Paper on behalf of the nominee Last Name or Single Name I have a legally registered single name First Name **Filing** Time Filed Initial of Nominee or Agent Signature of Clerk or Designate Date Filed (yyyy-mm-dd) Certification by City Clerk or Designate I, the undersigned clerk of this municipality, 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 and that the nomination complies with the Act. Signature of Clerk Date (yyyy-mm-dd)





## **Acknowledgement of Qualifications**

## I acknowledge that:

- I am presently legally qualified to be elected and to hold the office shown on this Nomination
  Paper pursuant to the Municipal Elections Act, 1996 (MEA), Municipal Conflict of Interest Act, and
  as applicable, the City of Toronto Act, 2006 (COTA) or the Education Act.
- 2. I am a Canadian citizen, at least eighteen years of age, and I reside in the:
  - City of Toronto or am the owner or tenant of land in the City of Toronto or the spouse of such owner or tenant (MEA, s. 17(2)(a)); or
  - area of jurisdiction of the school board and I am qualified under the *Education Act* to vote for members of the school board to which I am seeking office. (*Education Act*, s. 219(1))
- 3. I am qualified to vote at the municipal election as provided for under s. 17(2) of the MEA.
- 4. I am not:
  - a registered third party advertiser in any municipality
  - a member of the Legislative Assembly of Ontario or of the Senate or House of Commons of Canada (COTA, s. 203(1)3) or, if I am such a person, I will provide proof of my resignation in a form satisfactory to the Clerk of the City of Toronto (Clerk) prior to 2 p.m. on nomination day (s. 29(1.1) of the MEA)
  - a public servant within the meaning of the Public Service of Ontario Act, 2006, or if I am a such a person, I have and will continue to follow the relevant provisions of Part V of such Act (COTA, s. 203(1)4)
  - a person who is serving a sentence of imprisonment in a penal or correctional institution (MEA, s. 17(3)1)
  - ineligible from being elected or holding office by reason of failing to file a financial statement (MEA, s. 88.23(1))
  - prohibited from voting in a municipal election because of conviction of a corrupt practice (MEA, s. 90(2))
  - ineligible from holding office because of conviction of a corrupt practice under the MEA or of an offence under the *Criminal Code* (Canada) in connection with an act or omission that relates to a municipal election (MEA, s. 91(1))
  - a Federal employee within the meaning of the *Public Service Employment Act*, or if I am a such a person, I have and will continue to follow the relevant provisions of Part 7 of such *Act*
- 5. If filing a nomination for council, in addition to paragraph 4, I am not:
  - an employee of the City of Toronto (COTA, s. 203(1)1). If I am such a person, I am on an unpaid leave of absence (MEA, s. 30)
  - a judge of any court (COTA, s. 203(1)2)
- 6. If filing a nomination paper for school board trustee, in addition to paragraph 4, I am not:
  - an employee of any district school board or school authority or if I am such a person, I am on an unpaid leave of absence (*Education Act*, s. 219(5)1)
  - a clerk or treasurer or deputy-clerk of any municipality within the area of jurisdiction of the school board or if I am such a person, I am on an unpaid leave of absence (Education Act, s. 219(5)2)

Signature of Nominee

Date (yyyy-mm-dd)

Personal information on this form is collected under the authority of the Municipal Elections Act,1996, S.O., 1996, Chapter 32, s. 33, 35 & 88. This information will be used for the purpose of assessing whether a nominee may be certified as eligible for election to municipal office. Your information will be filed with the City Clerk and will be available for public inspection by any person at the City Clerk's Office at a time when the office is open. Questions about this collection can be directed to Project Manager, 89 Northline Rd., Toronto, ON M4B 3G1. Telephone: 416-338-1111.

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# **Educator's Feedback Form**

<b>Educators Profile</b>				
Grade Level:				
Institution or Organization at: Sc	hool	☐ Community	☐ Other:	
I am a:   ☐ Teacher ☐ ESL	Educator	☐ Outreach Worker	☐ Other:	
Teacher's Manual Revie	w			
How did you become aware of this	resource?			
☐ Teachers Association				
☐ City of Toronto Website				
Online promotion: Email Alert	☐ Faceboo	ok 🛮 Twitter	☐ Instagram	
☐ School board				
☐ Civic Education Network				
☐ Colleague				
Other:				
Did you find this resource helpful?	What did yo	ou like about it		
What would you suggest about that we improve in this resource?				
Are there any other subject areas related to municipal elections that you would like us to add?				
Would you recommend this resour	ce to anothe	er colleague? 🛚 Yes	□ No	

Please send this form back to Election Services.

email: elections@toronto.ca

fax: 416-395-1300

If you would like to provide more feedback about this resource or others available on our website www.toronto.ca/elections, please email elections@toronto.ca.

# **Address**

100 Queen St. W., 1st Floor N Toronto, ON M5H 2N2

# Social

Twitter and Instagram:

@torontovotes
Facebook: /ElectionServices

# Online

www.toronto.ca/elections elections@toronto.ca