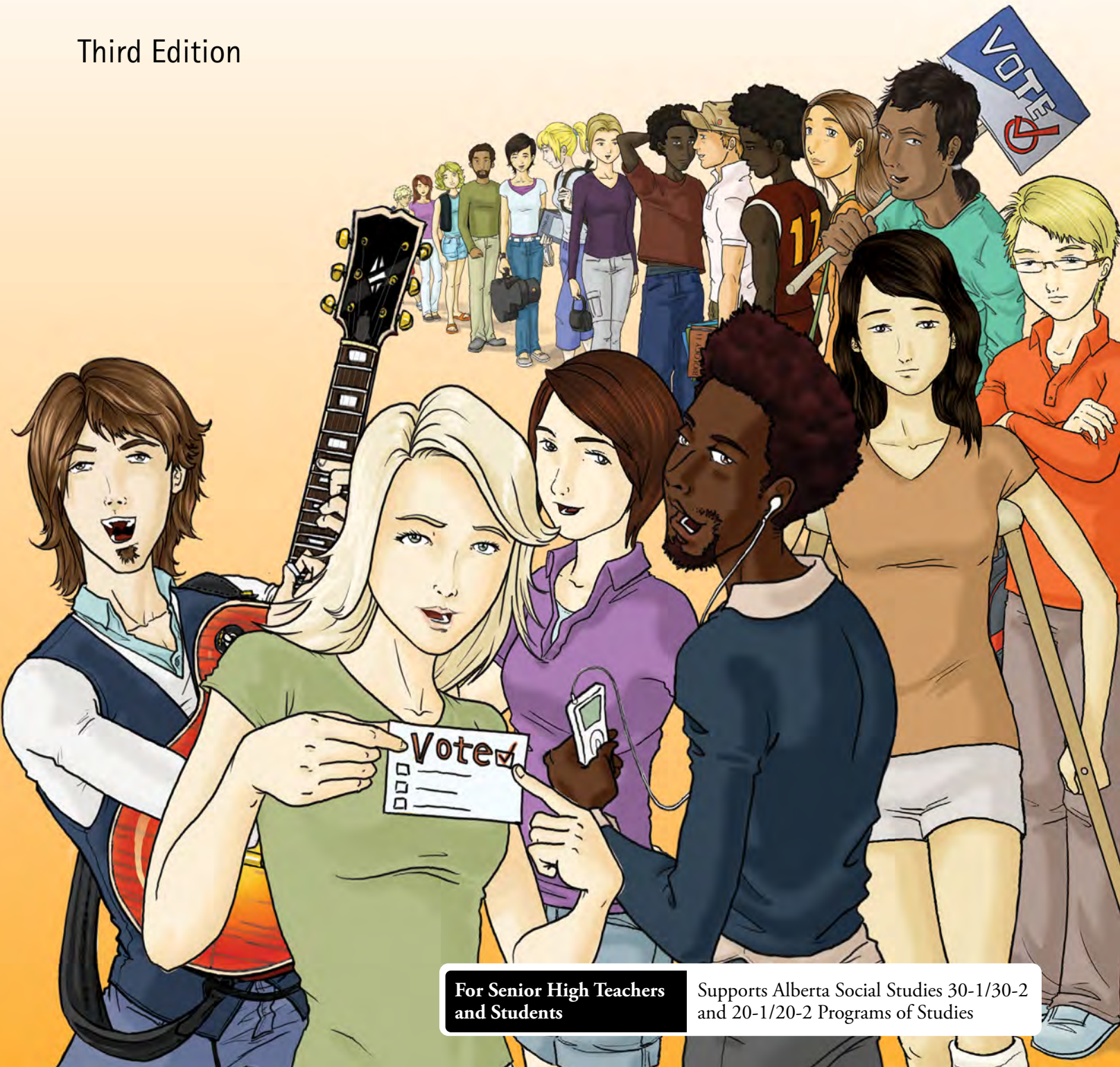




# BUILDING FUTURE VOTERS


*Teaching and Learning About Democracy, Elections and How to Participate as a Citizen*

Third Edition



For Senior High Teachers  
and Students

Supports Alberta Social Studies 30-1/30-2  
and 20-1/20-2 Programs of Studies



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

### Canadian Charter of Rights and Freedoms

At **Elections Alberta**, we are committed to encouraging youth to explore the democracy in which we live. Youth who are introduced to democracy at an early age are more likely to take on a consistent, active role, as an adult.

Through *Building Future Voters*, we strive to develop an informed understanding of the electoral system and the role each individual has as a citizen so they may take personal responsibility and initiative in influencing the outcome of important decisions that will ultimately affect their lives.

This third edition has been updated to reflect electoral legislation changes that occurred between 2018 and 2022. Future revisions will be completed to align with the implementation of a revised social studies curriculum.

It is with hope that *Building Future Voters* will continue to contribute to the development of the next generation of informed and engaged voters.

Elections Alberta

## Acknowledgements

Elections Alberta gratefully acknowledges the following groups and individuals who have participated in the update of these teaching and learning resources and the development of the *Building Future Voters* website at [www.buildingfuturevoters.ca](http://www.buildingfuturevoters.ca).

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Please be aware that websites may change or disappear in the time between when this resource was written and when it is read. All websites in this resource were current at the time of publication.

Teachers should check each website for appropriateness before using it in the classroom or providing the website address to students.

The developers have made every effort to acknowledge sources used in this resource. If any questions arise as to use of source materials, we will be pleased to make the necessary corrections in future printings.



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A variety of support materials are also available on Election Alberta's *Building Future Voters* website at [www.buildingfuturevoters.ca](http://www.buildingfuturevoters.ca).

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## ■ Building Future Voters

### Teaching and Learning about Democracy, Elections and How to Participate as a Citizen

The vision of Elections Alberta is to inspire and engage participation in the democratic process. This vision can be achieved if citizens are encouraged to build a deeper understanding of democracy and an appreciation for the impact of their actions on their communities. *Building Future Voters* emphasizes engaged and active participation, collaboration and commitment to democratic values – all principles important to meaningful participation in society.

#### Learning through Competencies

This teaching and learning resource provides a range of rich opportunities to develop competencies that integrate across curricular areas. These competencies provide a focus for the learning activities in this resource and encourage the development of skills, attitudes and knowledge for deep and lifelong learning.

Students **think critically** when they conceptualize what democracy means to them. They question and analyze evidence, assertions and assumptions about democracy and citizenship and reflect on their own thinking.

Students **solve problems** when they approach challenges relating to citizenship and governance with creativity and flexibility. They also clarify, draw from multiple perspectives and explore and generate ideas for action.

Students **manage information** as they use a variety of digital and print sources, organize and make connections. They interpret and analyze the reliability, validity and integrity of current, historical and geographic information.

Students **innovate** and **apply creative thinking** when they generate new ideas and apply understandings of democracy, government and the role of the electoral process. They transform ideas into actions and contribute to their communities.

Students **communicate** when they share ideas through oral, written and non-verbal media. They also consider perspectives and demonstrate curiosity and respect for government and electoral processes.

Students **collaborate** when they work with others, exchange ideas and share responsibilities to explore diverse opinions, approaches and goals.

Students **build cultural and global citizenship skills** as they analyze political and social contexts and evaluate the impact of decision-making. They build appreciation for equity and diversity and believe in their capacity to make a difference.

Students **build strategies for personal growth** as they explore ways to contribute to their communities and develop a commitment to democratic ideals.

This teaching and learning resource supports the Social Studies 30-1/30-2 curriculum, and learning about the complexities of ideologies, emergent issues and principles of liberalism, individualism, common good and collectivism. Some activities will also support outcomes in the Social Studies 20-1/20-2 curriculum.



#### Competency Cues

Teaching and learning support for competencies is provided throughout this resource. Look for cues and tips on ways to focus on and develop the competencies.

Alberta Education identifies and provides support for the competencies at <https://education.alberta.ca/competencies>.

## ● About *Building Future Voters*

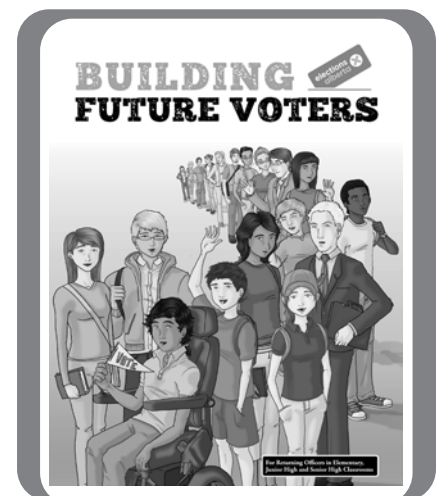
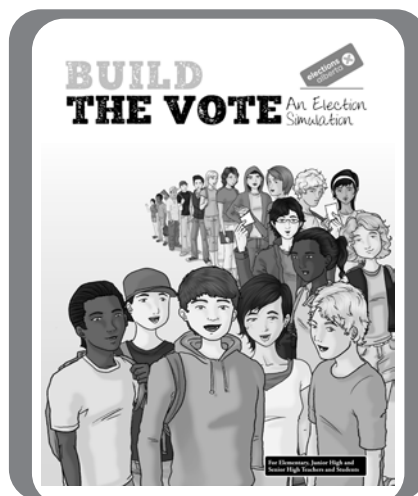
This resource is about more than just voting. It encourages the involvement of students in their schools and communities as a necessary first step to involvement in political processes, including voting.

This resource provides opportunities for students to:

- Engage in an exploration of principles of democracy, government policies, the electoral process and decision-making in the context of their lives and involvement in their communities
- Participate in decision-making and make a commitment to become active, participatory citizens
- Explore multiple understandings of citizenship, identities, ideologies, common good, rights, responsibilities and participation
- Build understandings of the electoral process in Alberta and the concepts of responsibility and empowerment of individuals and governments
- Apply those understandings to the development and implementation of a **Make It Matter** project that is committed to making a difference

## ● *Building Future Voters* Print Components

- This teaching and learning resource includes approaches, activities, assessment strategies, visual organizers and backgrounders for teaching about citizen participation, elections and democracy.
- *Build the Vote!* provides the process and resources to conduct an election simulation in the classroom.
- *Building Future Voters: A Resource for Returning Officers* provides Returning Officers with information and activities to participate in Alberta classrooms as students learn about the electoral process.





## ● *Building Future Voters* Website



- The *Building Future Voters* website, at [www.buildingfuturevoters.ca](http://www.buildingfuturevoters.ca), engages students in an exploration of issues, information, fast facts and questions – all connected to the inquiries in each learning sequence of this resource.
- The teacher webpage of the *Building Future Voters* website provides PDF versions of this resource, *Build the Vote!* and *Building Future Voters: A Resource for Returning Officers*. Additional resources and weblinks are also provided on the teacher webpage.
- Fillable PDF versions of all student resources in the *Building Future Voters* teaching and learning resources are available on the senior high webpage.

## Integrate Technology



Share ideas, activities and insights with other educators on social media by tagging **@ElectionsAB**. Use **#BFVAB** to contribute to the conversation!

### **Elections Alberta**

Suite 100, 11510 Kingsway NW  
Edmonton, Alberta T5G 2Y5

Office Hours: Monday through  
Friday 8:15 a.m. to 12 noon;  
1:00 p.m. to 4:30 p.m.

Email: [outreach@elections.ab.ca](mailto:outreach@elections.ab.ca)

Tel: 780-427-7191  
Fax: 780-422-2900

Other locations in the province can  
call toll free by dialing 310-0000 then  
dial 780-427-7191

## ● Participate with *Building Future Voters*

Elections Alberta welcomes the ongoing participation of teachers and students by encouraging them to provide feedback and suggestions on the use of these resources. Support the involvement of Returning Officers in your classroom. Contact the Elections Alberta office to provide feedback and request the participation of a Returning Officer.

Elections Alberta's **Election Simulation Toolkit** includes the following items:

- *Build the Vote!* Election Simulation Guide
- Electoral Division Map
- Provincial Electoral Division Map
- Voting Screens
- Ballot Box
- Ballot Box Seals
- Pencils
- Election Officer Badges
- Scrutineer Badges
- "Vote Here" Sign
- Registration Officer Sign
- Ballot Books

Contact Elections Alberta to order the toolkit.

## Engage Students in Learning

### The Learning Context

The Alberta Social Studies 30-1/30-2 Program of Studies focuses on citizenship, identity and ideologies. Students focus on ways to participate in the democratic process and make choices to become involved with personal, national and global communities. They are encouraged to develop beliefs, values and attitudes that enable thoughtful personal responses and build empowerment. The topics of decision-making, governance and decision-making through the electoral process can be a natural place for students to explore issues, challenges and decisions that a democratic society faces.



*Building Future Voters* encourages students to take an active role in their own learning and explore a variety of learning opportunities, approaches and strategies through inquiry and discovery. Thinking critically, solving complex problems, adapting to respond to challenges and valuing ethical and responsible participation in society are important aspects of living in a democracy.

*Building Future Voters* moves students from an understanding of the electoral process to an emphasis on political participation in the larger picture of commitment to democratic ideals. Students are encouraged to see voting as both a starting point, and a natural extension of, their involvement in communities and with current issues.

*Building Future Voters* provides a context through which students investigate the electoral process through multiple issues and perspectives and explore the importance of impartiality and effectiveness in a democratic system. Students are encouraged to develop an interest in, and commitment to, participation in the electoral process. Students connect concepts related to the electoral process to those related to individual and collective citizenship.

*Building Future Voters* includes an introduction as well as two learning sequences that develop competencies and support **selected** outcomes in Social Studies 30-1/30-2, and some in Social Studies 20-1/20-2 programs.

The introduction and learning sequences comprise four to eight weeks of time in the school year, depending on the activities that are implemented. The suggested time allocation for each section is based on 60-minute classes.

Ethical participation  
Responsible participation  
Living in a democracy

## Timing



**Make It Matter**  
2 to 4 60-minute class periods

**Learning Sequence 1**  
4 to 8 60-minute class periods

**Learning Sequence 2**  
6 to 10 60-minute class periods

## Make It Matter



The action project can add a variable amount of time to the implementation of each learning sequence.

## ● The Learning Sequences

### Make It Matter

#### Should political participation be a choice or obligation?

Make It Matter introduces an overarching inquiry question that provides the context for the *Building Future Voters* senior high program. Students explore examples of ways that young people can take a stand on issues and questions that are of importance to them. They decide on an individual, group or class action project that will make a difference in their communities.

### Learning Sequence 1

#### Why is voting both an individual and collective responsibility?

In Learning Sequence 1, students explore perspectives and perceptions of individual and collective identity in popular culture. They consider the influence that identity has on political participation, including voter turnout and political action. Students investigate current issues related to the electoral process, as well as the extent to which identities, beliefs and values affect political change and reform.

### Learning Sequence 2

#### How is the political process influenced by identities and ideologies?

Learning Sequence 2 invites students to consider the relationship between young adults, public policy and formal politics, including the electoral process. Students reflect on how the choice to vote or not to vote can represent affiliations with values and ideologies, and can result in a disconnect between public policies and the responses of individuals to citizenship rights, roles and responsibilities. Students explore various perspectives on political participation, including actions of dissent. This final learning sequence asks students to return to the overarching inquiry question, **Should political participation be a choice or obligation?**

engage  
inquire  
reflect  
investigate  
assess

## ● Learning with Returning Officers

Throughout *Building Future Voters*, activities encourage interaction with Returning Officers of an Alberta electoral division. All requests for the participation of a Returning Officer must be made through Elections Alberta, at the contact information provided on **page 6** of this resource.

### ● Features to Look For

Within each section of the resource, features provide support for different learning preferences, abilities and interests, concept, skill and inquiry development, integrated planning, sharing, assessment and reflection.



**Competency Cues** provide teaching support for building and enhancing learning through a competency-focused approach.



**Curriculum Connections** indicate references or teaching suggestions that support learning outcomes in the Alberta Social Studies program of study.



**Make It Matter** signals information, student resources and strategies for implementing an action project. Strategies are connected to the inquiry process used in this resource.



**Integrate Technology** highlights suggestions for using the *Building Future Voters* website, social media and internet sources.



**Differentiate** provides suggestions and strategies for addressing differing learning needs, interests and prior knowledge.



**Assess and Reflect** provides suggestions, strategies and tools for assessment of students. Rubrics, checklist templates and assessment tools are included in each section of the resource. Strategies are also provided for student reflection and metacognition.



**Share** provides approaches for sharing learning in multiple contexts, including with Returning Officers, parents and community members.



**Backgrounders** provide detailed information and weblinks that support concepts and information related to provincial government and the electoral process.



**Timing** suggestions are provided for implementing each learning sequence. These time estimates are based on 60-minute class periods.



**Prepare** provides a list of student resources, graphic organizers and materials that are needed to implement the activities in each learning sequence.



**Student Resources** can be photocopied and used with students in a number of ways. Each section of the student learning resources can be provided as students work through specific activities. Specific handouts may be selected for those activities that are implemented in the classroom. The resources can also be photocopied as a booklet and provided to students to work through at varying rates.



**Did You Know** is found in both the teaching suggestions and the student resources. This feature provides additional information and support for developing understandings.



**Find Out More** is included for teachers and featured in the student resources. This feature encourages research and inquiry skills by providing references to additional resources and sources of information.



**Pause and Reflect** is featured in the student resources. This feature presents reflective questions that encourage critical thinking and personal connections.



**Your Turn** gives a signal to students that they will be asked to complete a learning task. Directions for the tasks are provided.

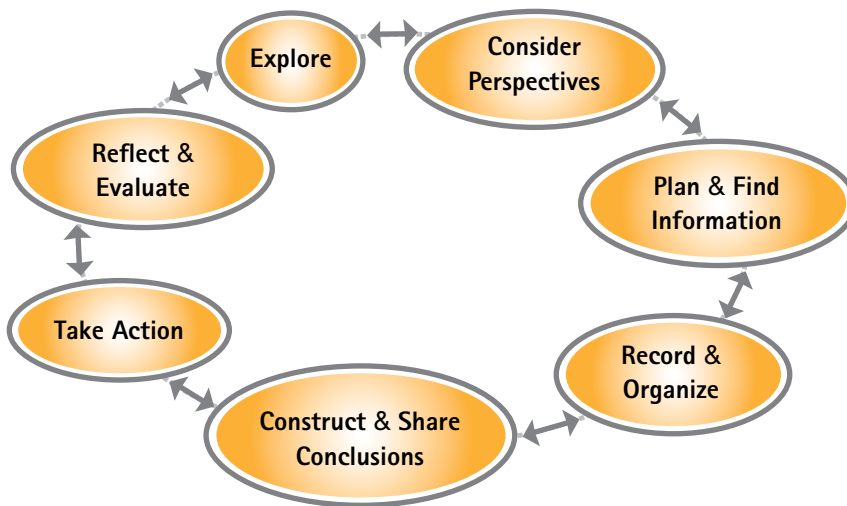
### ● Social Studies 20 Support

Social Studies 20-1 and 20-2 outcomes can be developed with selected activities in this learning resource. Appropriate learning tasks and approaches are identified throughout.



## Engage Students in Inquiry

The inquiry model used in this resource provides opportunities for students to develop and apply research and social participation skills. Students are asked to explore inquiries by starting with their own knowledge and perspectives, use research skills to collect information and apply critical thinking skills to develop conclusions and consider social action.



The process	Purpose of each step of the inquiry process	Questions to guide the inquiry process
<b>Explore</b>	<ul style="list-style-type: none"> <li>Motivate and generate interest</li> <li>Establish prior knowledge and experiences</li> <li>Identify concepts and understandings</li> <li>Make predictions</li> </ul>	What do we already know? What do we think about this issue? What do we need to understand about this issue? What do we think we will find out as we investigate this issue? How does this issue or question affect us? What interests us about this issue or question? Why is this important?
<b>Consider Perspectives</b>	<ul style="list-style-type: none"> <li>Identify research questions</li> <li>Identify individuals and groups involved with the question or issue</li> <li>Consider different perspectives and opinions</li> </ul>	What questions do we have? Who is affected and why? What different opinions exist? Are there contradictory perspectives? What are they?

The process	Purpose of each step of the inquiry process	Questions to guide the inquiry process
<b>Plan and Find Information</b>	<ul style="list-style-type: none"> <li>• Focus on research process</li> <li>• Identify, locate and organize sources and information</li> <li>• Allocate tasks</li> </ul>	<p>How will we find out what we need to know and understand?</p> <p>What type of information do we need?</p> <p>What sources do we need to consult?</p> <p>What is the best way to research?</p> <p>From who can we find out more?</p>
<b>Record and Organize</b>	<ul style="list-style-type: none"> <li>• Record information</li> <li>• Organize information collected</li> <li>• Make connections and comparisons</li> </ul>	<p>How will we record our research?</p> <p>What concepts or topics are best used to organize information and ideas?</p> <p>How can we show our understanding of the information?</p> <p>What similarities and differences do we see?</p> <p>What comparisons can we make?</p> <p>What connections do we see?</p>
<b>Construct and Share Conclusions</b>	<ul style="list-style-type: none"> <li>• Present the information</li> <li>• Draw conclusions</li> <li>• Analyze the information</li> <li>• Assess information</li> <li>• Consider solutions, perspectives, alternatives and predictions</li> <li>• Make decisions</li> </ul>	<p>What would happen if...?</p> <p>Are there inconsistencies between ideas or values and actions?</p> <p>How does evidence support conclusions?</p> <p>Can alternative interpretations be proposed?</p> <p>What conclusions can we make?</p> <p>What solutions should we propose?</p> <p>What evidence supports our conclusions?</p> <p>How has our thinking or perspectives changed?</p> <p>How will we share our findings and solutions?</p>
<b>Take Action</b>	<ul style="list-style-type: none"> <li>• Identify actions</li> <li>• Implement action</li> </ul>	<p>What will we do with what we have learned?</p> <p>How can we contribute?</p> <p>How can we make a difference?</p> <p>What should we do next?</p>
<b>Reflect and Evaluate</b>	<ul style="list-style-type: none"> <li>• Reflect on actions</li> <li>• Consider effectiveness</li> <li>• Assess learning</li> <li>• Identify further research</li> <li>• Start the inquiry process again</li> </ul>	<p>How effective were our actions?</p> <p>What should we change?</p> <p>What should we do next?</p> <p>What do we need to find out about?</p> <p>How can we reflect on our learning through this inquiry?</p> <p>What has inspired us most?</p>

## Assess Students

There are a number of opportunities to assess student work. The following tools are provided with the learning sequences in the resource:

- Criteria checklists
- Rubrics for summative assessment of students' work
- Rating scales for students to assess their learning

**Criteria checklists** provide assessment criteria that address outcomes from the Social Studies 30-1/30-2 programs of study. Each criteria statement represents a cluster of outcomes and includes all values and attitudes, knowledge and understandings, and skills and process outcomes supported by the activities in each learning sequence.

The criteria checklists can be used directly to:

- Observe students as they work individually or in groups
- Monitor student participation in group or whole classroom activities and discussions
- Develop rubrics with students to assess products they create
- Develop checklists to assess student work

The checklists can also help assess where students are at the beginning or end of the section. Assessing students at the beginning of the section provides support for making decisions about differentiating instruction or making choices about which activities will be used or how they should be modified.

The checklist can be photocopied and placed in a folder for each student or can be used to assess students as they work in groups. Additional assessments can be added to the folder as the unit progresses and comments can be added to each student's checklist.

**Rubrics** are evaluation tools that identify the criteria for evaluation and provide a word description of each level of performance for each criterion. Rubrics can be time consuming to create and are best used for summative evaluation. The language in rubrics can be complex and are therefore important to discuss and review with students.

**Rating scales** are evaluation tools that describe the desired behaviour and then provide a scale for rating current performance. The addition of a comment column provides a place to record evidence for the rating. Rating scales can be based on frequency, consistency, independence or quality of performance. They are generally not translated into percentage scores and therefore can have three or more levels depending on how much specificity is desired.



### Assess and Reflect

Assessment tips are provided throughout the teacher notes in each learning sequence. These tips also include suggestions for encouraging students to reflect on their own learning.



### Integrate Technology

Assessment tools, including class versions of the checklists in this resource, are provided on the *Building Future Voters* teacher webpage at [www.buildingfuturevoters.ca](http://www.buildingfuturevoters.ca).

Rating scales are useful because they are less complex than rubrics. They can be used for formative assessment to help students (or peers) evaluate work in progress and identify areas for improvement. Rating scales are also useful for providing evidence of a wide range of process skills.

Rating scales and rubrics can be used together to create a broader picture of student performance. For example, students can use a rating scale to reflect on their contribution to a product as well as to rate their use of process skills. Teachers can use the evidence provided by the students on the rating scale as well as their own observations to assign rubric scores for the various criteria.

## Engage with Concepts and Vocabulary

### Activities that Reinforce Understandings

Students are encouraged to develop understandings of key terms and concepts in activities and student resources. The following activities can be used to support a better understanding and more effective application of social studies concepts.

- Keep track of words, terms, ideas and concepts. When students come across them, highlight or underline them or record a definition.
- Use prompts and questions to encourage students to pause and reflect about what they have investigated and learned.
- Create digital or print glossaries for key words and terms. Record definitions with different types of examples, including media articles, stories and visuals. Students may be asked to maintain their glossaries individually, with a partner or with a small group.
- Invite students to create a digital **I didn't know this before!** booklet. In this booklet, record the definitions of new words, terms, ideas and concepts. Alternatively, use an app such as Google Drive and Google Docs to create a shared class version of the booklet.
- Make a word splash or word bank list of words, terms, ideas and concepts to help students keep track of words associated with the electoral process and political participation. Encourage students to apply these words when they complete assignments or projects. Use Snapchat's My Story feature to create personal reflections and messages using word bank terms and concepts.
- Encourage students to use vocabulary and concepts to create analogies, acrostic poems, word pictures, antonyms and synonyms. Share on classroom or school blogs.
- Create a mind map of words, terms, ideas and concepts that are related to each other.
- Use the glossary definitions to create a board game or game show such as Jeopardy.

### Glossary

The glossary terms and concepts that follow are highlighted throughout the student resources and the **Backgrounders**, found on **pages 95 to 108**. The terms are defined in the **context and sequence** of the content in these resources. Students can be encouraged to use other sources, such as dictionaries, online glossaries and classroom resources to expand their understandings of these terms and concepts.

## Learning Sequence 1

Young people in your generation, or those born after about 1994, are starting to be referred to in popular culture as “**Generation Z.**”

A **democratic society** is based on the belief that all citizens have a voice in decision-making. However, individuals have differing perspectives about how and when they should participate politically.

The participation of **electors**, or those eligible to vote, as well as the results of their vote, can send important messages to and about government.

Many people find it rewarding to make sure that they are informed about **public issues**, which are issues that concern society.

The 1977 Task Force on Canadian Unity suggested that the size of the House of Commons be increased by about 60 members, and that additional seats be awarded to candidates selected from party lists and distributed on the basis of a party’s share of the national vote. This is called **proportional representation.**

The **bicameral**, or two-house, system that provides the structure of government at the federal level originated in Great Britain.

Alberta’s Legislature consists of a **unicameral** House, which consists of the **Legislative Assembly** and the Lieutenant Governor.

The premier and **cabinet**, or executive branch, are the chief lawmakers.

**Responsible government** commonly refers to a government that is responsible to the people. In Canada, responsible government refers to an executive branch that depends on the support of an elected assembly.

In Alberta, the premier and cabinet make up the executive branch. The **premier** is the leader of the political party that has elected more representatives to the Legislative Assembly than any other party. The premier appoints **cabinet members.** Traditionally, they are selected from elected **Members of the Legislative Assembly (MLAs).** The **executive branch** is responsible for proposing, passing and administering laws.

When a political party has **majority support** or commands a majority, the party holds more than half of the seats in the Assembly. In this case, the government formed is called a **majority government.**

A **minority government** happens if a party holds fewer than half the seats in the Assembly. However, a party may be said to command a majority if they draw enough support from members of opposition parties. If a major policy or law is defeated, there may be a vote of **non-confidence.** The government must resign and call an election if it loses the non-confidence vote.

**Direct democracy** is a system of government in which voters can directly repeal, amend or initiate policies and laws through binding referendums.

In **majority electoral systems**, the winning candidate is the individual who gets a majority (over 50%) of the votes cast.



**Proportional representation** (PR) systems seek to closely match a political party's vote share with its seat allocation in the legislature.

**Mixed electoral systems** combine elements of a plurality or majority system with elements of proportional representation.

## Learning Sequence 2

Through the **electoral process**, citizens give representatives the authority to make decisions, develop policies and enact laws on their behalf. The electoral process is therefore a critical aspect of the democratic process.

Some issues, such as the Constitution debate, can be decided through **referendums**, a “people’s vote” that directly determines an issue of policy by a majority vote, as distinct from an election of political representatives who will make the decision for the people.

The idea of **majority decision-making** is an important aspect of the electoral process:

- The political party with the majority of seats forms the government.
- Decisions to pass laws are made through a majority of votes.

**Collectively**, or taken all together, election results can send a message to politicians, political parties and the public, letting them know what positions and points of view are supported by the majority.

Representatives are chosen through a system that is often called “**first-past-the-post**.” In other words, the candidate winning the most votes in a constituency is the winner, even if he or she received less than 50% of the “**popular vote**,” which is the total number of votes cast.

Alternative systems of **majority decision-making** include proportional representation, ranked ballots (also called preferential voting), single transferable vote and mixed member proportional.

In the **proportional representation** system, political parties are assigned seats in the House of Commons or provincial legislatures according to the percentage of the vote they receive. Candidates also win on the percentage of the vote they receive.

An additional voting system is **preferential voting**, in which voters can rank candidates in order of preference.

The **single transferable voting system** also uses ranked voting. The voter ranks their vote for preferred candidates. As the count proceeds and candidates are either elected or eliminated, their vote is transferred to other candidates, according to the rankings they have indicated.

**Mixed electoral systems** combine elements of a plurality or majority system with elements of proportional representation. Citizens in a riding cast two votes: one to directly elect an individual member to serve as their representative, and a second for a political party or parties to fill seats in the legislature allocated according to the proportion of the vote share they receive.

Political parties begin the work of choosing candidates long before an election. Each party tries to select, or **nominate**, one candidate to run in each electoral division. Candidates who don't belong to a political party are called **independents**.

An election officially begins when the government in power passes an **Order of the Lieutenant Governor in Council** and the **Chief Electoral Officer** issues a **Writ of Election** to each **Returning Officer**.

The election period is a total of 28 days after the date of the Writ of Election. This means that voting day is on the 28th day. **Nomination day**, the date by which all candidates must be nominated, is the 10th day after the date of the Writ of Election.

Each Returning Officer completes an **Election Proclamation**, which contains information on the election, including the place, dates and times fixed for revisions to the **Lists of Electors**, which identifies eligible voters.

A **candidate** is a person who is running for election in an electoral division.

Each candidate is required to appoint an elector as an **official agent**.

A **scrutineer** is a person who represents a candidate at the voting place. Scrutineers may observe election procedures at each voting, registration and ballot box station during voting hours, as well as observe the unofficial count after the close of voting.

**Election Day** voting locations are open from 9:00 a.m. to 8:00 p.m. Every voter is assigned to a voting location based on where they live. On Election Day, electors can only vote at their assigned voting location.

**Special ballot** voting can be used by electors who are unable to vote in person on Election Day or during advance voting. Special ballots can be completed by mail or in person at the local returning office.

**Advance voting** locations are established by the Returning Officer in each electoral division. During advance voting, electors may choose to vote at any advance voting location in the province. Advance voting takes place between 9:00 a.m. and 8:00 p.m. on the Tuesday through Saturday of the week prior to Election Day.

**Mobile voting** locations provide on-site voting services to residents at supportive living and long-term care facilities, in-patients at hospitals and treatment centres, and people receiving services at emergency shelters and community support centres.

A **ballot** is a list of the candidates' names that electors use to vote.

## Learn with Technology



*Building Future Voters* integrates technology to provide support, choice and flexibility in learning. Technology can create opportunities for differentiating instruction, increasing engagement, encouraging collaboration and supporting social participation.



The **Integrate Technology** feature focuses on strategies and approaches for using the *Building Future Voters* website as well as integrating social media, researching with technology-based resources and collaborating and communicating with others.

Share students' project ideas, accomplishments and insights about citizenship, democracy, elections and voting on social media using **@ElectionsAB**. Use **#BFVAB** to get involved and contribute to conversations about what it means to be a future voter.

Use sharing platforms such as **Google Drive**, **Padlet** and **Pinterest**. Padlet, found at [www.padlet.com](http://www.padlet.com), is a virtual wall that allows sharing of any content, including images, videos, documents and text, on a common topic. Pinterest, found at [www.pinterest.com](http://www.pinterest.com), is a social network that allows you to visually share, and discover, images or videos to your own or others' boards. Invite students to share ideas and resources on Google Drive. Padlet and Pinterest boards can be set up specifically for your classroom.

**Kahoot**, found at [www.getkahoot.com](http://www.getkahoot.com), is a platform that allows students to create learning games from a series of multiple choice questions, with added videos, images and diagrams. Challenge students to create kahoots based on what they are learning about citizenship, democracy, elections and voting.

**Survey Monkey**, found at [www.surveymonkey.com](http://www.surveymonkey.com), provides a platform for the creation and administration of surveys. Kahoot can also be used for survey creation.

**Snapchat**, at [www.snapchat.com](http://www.snapchat.com) offers a feature called **My Story**, created from video clips and pictures taken over time and made into a movie. Stories can be downloaded to students' camera rolls and shared via email with a class.

Apps such as **Evernote** and **OneNote** can be used to collect, organize and share sources of information and research, while online software such as **Skype**, **Google Meet** and **Microsoft Teams** can enable conversations, face-to-face interviews and collaboration with other classrooms and community members.

**Prezi**, found at [www.prezi.com](http://www.prezi.com), is a presentation tool that can be used as an alternative to traditional slide making programs such as PowerPoint. Instead of slides, Prezi makes use of one large canvas with pan and zoom capabilities. Students can use this tool to create and share projects and learning products.

*The Building Future Voters* website, at [www.buildingfuturevoters.ca](http://www.buildingfuturevoters.ca), engages students in an exploration of issues, information, fast facts and questions – all connected to the inquiries in each learning sequence of this teaching and learning resource. Suggested approaches to integrate the *Building Future Voters* website into the activities of each learning sequence are included in the **Integrate Technology** feature.

*The Building Future Voters* senior high webpage is organized through sections that focus on **Make It Matter** and the two learning sequences in this resource. Clickable icons open pop-ups, which provide a variety of sources, including primary sources, videos, news articles, research and website links. Challenge students to discuss and reflect on the questions provided in the pop-ups.

Student activities and visual organizers are also provided on the senior high webpage. Encourage students to question and explore what it means to be a future voter by clicking on and opening the icons, timeline tiles and flip boxes.



# MAKE IT MATTER Action Project

**Make It Matter** is designed to be the introduction to the *Building Future Voters* program. This introductory section emphasizes competency development and supports learning outcomes from the Social Studies 30-1/30-2 program.

## Prepare

- Start to collect media sources that students can use to explore examples related to democracy, provincial and federal government and participation in the community. Sources related to global issues around democracy, electoral processes and criteria and rights will also be helpful in supporting students' learning.

Consider using a digital bulletin or vision board, such as OneNote, Evernote, Pinterest or Padlet, to collect and pin media sources. Alternatively, if your school provides students with access to school or class websites, set aside space to collect and share information with students and their parents.

- Have students use a digital notebook, binder or file folder to start a journal or reflection log. Encourage students to use their journals to reflect on what they have learned about democracy, elections and social participation. Use Google Drive to create a classroom sharing space for action project updates.
- Create a digital or paper portfolio for the **Make It Matter** action project that students start in this introductory section.
- Set aside a space to display posters with inquiry questions and strategies for participation in communities and with government.



## Competency Cues

Focus on competencies that emphasize critical and innovative thinking, cultural understandings and application of active citizenship skills in **Make It Matter**.

- Establish a digital file for use on interactive whiteboards in which students create graffiti walls or thought clouds related to inquiries and issues.

Encourage students to add reflections and conclusions to Google Docs as they work through the learning activities in this resource. Then, use a program such as Word Cloud Gadget or Word Cloud Generator with the Google document or spreadsheet files to reveal emerging themes.

Invite students to collect digital images to add to their graffiti walls or thought clouds.

### ● Social Studies 20 Support

Many of the activities in this resource can also be used effectively with the Social Studies 20-1 and 20-2 programs of studies. Suggestions are provided in the **Differentiate** feature for realigning activities for these programs.



## MAKE IT MATTER

### Should political participation be a choice or obligation?

**Make It Matter** introduces an overarching issue that provides a context for the inquiries in the *Building Future Voters* resource. Students explore examples of youth who take a stand on issues and questions that are of importance to them. They investigate and decide on an individual, group or class action project that they believe would make a difference in their school or community.



#### Prepare

##### Student Resource

- I-1: Make It Matter (pp. 29-34)

##### Graphic Organizers

- Continuum (p. 110)
- T-Chart (p. 111)

##### Build the Vote! An Election Simulation

- Ballot Template



2 to 4 60-minute class periods



Students use **Plan It** (pp. 120-121) to make decisions about their action project.



#### Assess and Reflect

The learning outcomes in this introductory section are developed in more depth in the learning sequences. It is recommended that students be assessed as they move further into their inquiries rather than completing formal assessments at this stage.

**Participate**  
**Choice**  
Obligations  
Actions **Impact**  
Change



#### Curriculum Connections

Find the learning outcomes supported by **Make It Matter** on **pages 131-132**.

## Integrate Technology



Explore examples, information and questions on the *Building Future Voters* senior high webpage at [www.buildingfuturevoters.ca](http://www.buildingfuturevoters.ca).

The **Choice or Obligation** section supports the learning activities in this **Make It Matter** introduction.

Invite students to explore and discuss examples of political action and participation in **Choice or Obligation**. Set up the *Building Future Voters* senior high webpage on an interactive whiteboard, or provide time for individual students or small groups to explore the stories, images and information in this section.

Challenge students to reflect on and respond to questions posed to them in the pop-up windows.

## MAKE IT MATTER

### Should political participation be a choice or obligation?

#### Teaching and Learning Activities

##### 1 Make It Matter

The development of personal beliefs in one's ability to take action and bring about change is an important aspect of participatory citizenship. Students should be encouraged to consider ways that their actions can bring about change and make a difference. They can then be encouraged to consider how participating as a voter is also a means of bringing about change.

- Provide students with **I-1: Make It Matter (pp. 29-34)** and ask them to review the statements on the first page of the handout.
- Have students respond individually to each statement. This can be completed as an individual activity or by having students indicating their responses in a class setting. To do this, students create five cards with the following phrases on them. They can also be provided with differently coloured index cards, or create each statement on an index card.
  1. Strongly agree
  2. Agree
  3. Neutral or not sure
  4. Disagree
  5. Strongly disagree
- Read each statement that follows out loud, one by one. Have students indicate the extent to which they agree or disagree with each statement by holding up the appropriate card. At various points, ask students to find a classmate with a different response from their own and discuss for one or two minutes why they feel the way they do. (*Students may also just be asked to use three points of agreement or disagreement – agree; disagree; not sure. Discuss and decide on the scale to be used before completing the response statements.*)

All individuals who live in Canada are represented equally by its democratic system.

The media should promote more patriotism to increase political participation.

There is no such thing as a Canadian national identity.

The government cares about what the youth of Canada have to say.

Voting is a responsibility and a right. All citizens should be required to vote by law.

Elections in Canada and Alberta are conducted fairly, impartially and securely.

Provincial representatives in the federal government represent regional interests rather than Canadian interests.

If you belong to a political party, you have to believe its ideology completely.

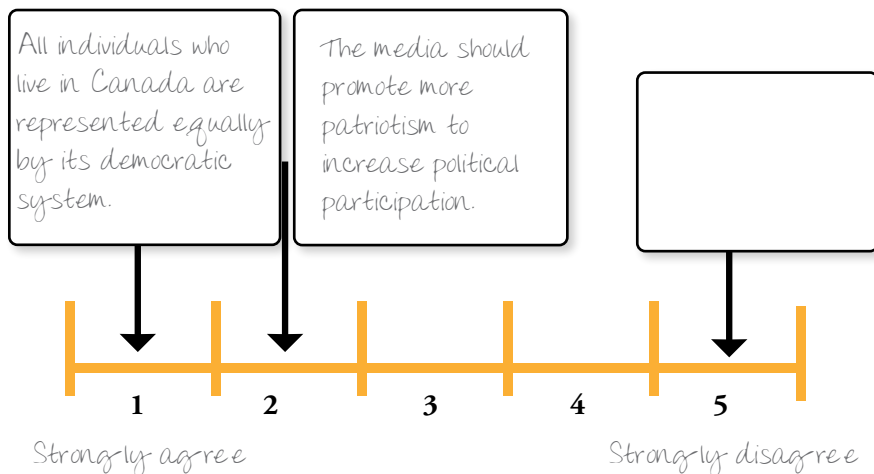
Canadian culture and heritage should be protected by government policies against external global influences.

The government does not represent the identity and interests of all Canadians because of the system of representation by population.

Voter apathy is detrimental to the well-being of Canadians.

- Discuss and compare the extent to which students agree or disagree with the statements. Create a continuum on the board, listing the five response choices across the continuum and recording the number of responses for each question. Alternatively, provide students with a graphic organizer, such as a **Continuum (p. 110)**, to create their own. Students can also be asked to create bar graphs to synthesize their collective opinions.

To create the continuum, add and average responses to each question. Place the averaged questions in the boxes along the top of the continuum line, as in the example below.



- Explore how the collective responses differ from students' individual responses. What types of actions are implied by or suggested by the issues involved in these statements?
- Provide students with a graphic organizer such as a **T-Chart (p. 111)**. Ask students to use the T-Chart to explore examples of political participation that involve individual and collective actions. Students can work individually, with a partner and then with a small group to brainstorm and add ideas to the T-Charts. Use the completed charts as a starting point to discuss or reinforce the impact, advantages and disadvantages of individual and collective efforts.

Introduce the idea of “degrees of participation” in society. What degrees of participation do different actions represent? Why? *(Students may be encouraged to consider how degrees of participation represent different levels of involvement or commitment. Students completing activities during the field test of this resource argued that, in a democracy, the right to get involved and the*



## Differentiate

The survey activity can be limited to five to ten minutes or it can take an entire class period. To explore the statements in more depth, ask each pair to share a summary statement about their differing positions on each statement with the class.

Discuss the meaning of terms such as patriotism, impartial, apathy and detrimental with students before starting the survey.

Use an online or digital app to create and administer a survey and compare results. The survey can be created on Google Drive or with an online platform such as Kahoot at [www.getkahoot.com](http://www.getkahoot.com). Create the survey as a series of multiple choice questions, with videos, images or diagrams appropriate to the survey questions.

Alternatively, establish areas in the classroom that represent degrees of agreement or disagreement. As you read each statement, have students move to the area that best represents their opinions.

Students may also participate in the survey through a **carousel** activity. Create eleven posters with each statement. Number students into ten groups of two or three. Have each group visit each poster and record their individual responses on each poster by adding tally marks, such as **||||**, to indicate their agreement with each statement.

In a carousel format, students are grouped and rotate through different learning centres or stations at timed intervals. Students may be grouped randomly or by learning preferences, interests or needs.

## Share



Have students prepare a brief summary of one of the survey statements and related perspectives to share with classmates, with parents or in a letter to the editor or blogpost.

**Emphasize different descriptions of perspectives for 30-2 students and analysis and comparison for 30-1 students.**

*degree of involvement is a democratic right. Therefore, democracies protect an individual's right not to get involved. Students may also be encouraged to consider how and why youth get involved in different degrees depending on their ages and interests. Students from the field test pointed out that they believe youth are targeted on the issue of apathy.*

*Students may also discuss issues relating to the extent to which the economy influences degrees of participation. Students in the field test commented that when the economy is going well, the electorate believes that there is no need to change the status quo politically. However, government is still responsible and accountable for making good decisions. Encourage students to hypothesize whether voter turnout or election results would be different if voting was mandatory.)*

Degrees of Participation

Individual	Collective



### Find Out More

If time permits, consider having students do internet or media research to find examples of actions that illustrate social and political participation and add them to the T-Chart as choices or obligations.

- Ask students to discuss individual obligations and choices they think they have to improve the well-being, standard of life or quality of life in local, national and global contexts. Ask students to also consider collective choices and obligations of their age group to act on issues and challenges that concern them.
  - ➔ What actions do you think are most acceptable to society in improving well-being, standard of life or quality of life?
  - ➔ What actions do you think are most effective? Is there a difference in effectiveness of individual or collective actions? What and why?
- ➔ Is there a difference between what is “acceptable” and what is “effective?” *(Students may bring a variety of perspectives to this question. They may identify some types of political or social action as being “acceptable” – talking to a political representative, participating in community meetings, participating with a political party or writing letters to local media. Students may have varying perceptions of the effectiveness of these actions. Students may also tend to identify other forms of action as being more “effective” – engaging in forms of protest, such as boycotting or demonstration, joining an interest group or supporting a non-governmental organization (NGO). Encourage students to explore the differences, if any, between “acceptable” and “effective” forms of action.)*

- Invite students to brainstorm examples of injustices or challenges in the school or community that concern them. Some of these issues may include:
  - ➔ Actions that reduce cyber bullying
  - ➔ Restrictions on development applications, such as oil, natural gas or factory farm production and the impact on environments and communities
  - ➔ Responses to the cost of higher education
  - ➔ Pros and cons of labour laws that affect youth or young adult workers, including safety, financial impact and training standards for full- or part-time workers
  - ➔ The focus of community supports for youth
  - ➔ Supports for youth mental health and stress-related issues
  - ➔ The extent of Canada's global involvements and contributions

Although these issues are not associated directly with the electoral process, they provide a valuable connection to the idea of participation in a democracy and can often be related to, or affected by, governments and legislation. As students learn about government and democracy, they should be encouraged to consider the connections between different forms of social participation, including voting.

- Work with students to discuss and critically analyze their initial ideas, using questions such as the following:
  - ➔ What types of change are possible in the short term?
  - ➔ What types of changes could take longer?
  - ➔ What changes involve individual or collective actions? What are some examples of individual and collective actions?
  - ➔ What changes have challenges associated with them? What are these challenges?

A T-Chart can also be used to have students analyze and identify examples of needed change as well as potential effects and challenges involved in making each change. *(Encourage students to consider the criteria that could be used to evaluate how successful, challenging, realistic or unrealistic some changes may be. Consider why some ideas for change can be challenging or unrealistic and how criteria should be applied in deciding what types of actions would be most effective.)*

- Work with the class to identify ideas for projects that are most relevant to them. Discuss options for taking on a project as an individual student, with a partner, in a small group or as a class. List and prioritize ideas for change and action.



## Did You Know

“The good news is that, contrary to the stereotype, people aged 18 to 34 say they are more engaged in civic activities any other age group.

Young Canadians are more likely than older adults to have circulated, posted, re-posted or embedded political information or content on sites like Facebook, Twitter, Google and blogs, discussed a political or societal issue face-to-face or over the phone, organized public events or meetings about politics or taken part in demonstrations in the past 12 months, the survey says.

They're less likely than those aged 35 and older to have contacted an elected official, attended a political meeting, volunteered for an election campaign or belonged to a political party. They're also less likely to vote. In both of the last two federal elections, only about one-third cast ballots.”

Dehaas, Josh. (July 8, 2013). *Young Canadians aren't formally participating in democracy.*

Macleans's online. [www.macleans.ca/education/uniandcollege/young-canadians-arent-formally-participating-in-democracy/](http://www.macleans.ca/education/uniandcollege/young-canadians-arent-formally-participating-in-democracy/)

## Share



A classroom vote can be used to make a decision about a class project. Once ideas are prioritized, a ballot can be filled out with the top choices. A **Ballot Template** is provided in *Build the Vote! An Election Simulation*. This activity also provides an opportunity to review and discuss the electoral system with students. Ask students to share their opinions on the effectiveness, benefits or limitations of majority decision-making. Encourage students to compare majority decision-making with the benefits and limitations of consensus building processes.

## Integrate Technology



Use Padlet, at [www.padlet.com](http://www.padlet.com), or Pinterest, found at [www.pinterest.com](http://www.pinterest.com), as an **action project progress wall**. Padlet and Pinterest boards or a Google Drive can be set up specifically for your classroom.

Share project ideas and progress on social media. Tag us @ElectionsAB and use the #BFVAB to start a conversation about ways to get students involved in social action. Encourage students to share their project ideas. Have students identify and describe the challenges or injustices that they are taking on and add mini progress reports to update their progress and results.

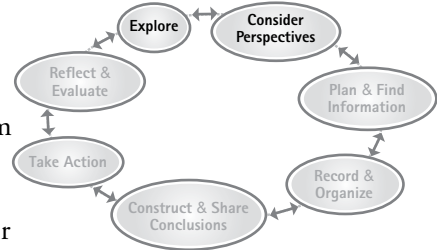
## 2 Plan a Project

- Organize students in project groups. These project groups can be of varying sizes. Discuss and list the responsibilities for the project, including those required of individual students and those shared in a small group.



### Make It Matter

Provide students with **Plan It** (pp. 120-121) and work with them to plan and organize their projects. Students will identify and describe their project goals and individual or group responsibilities.



- If the decision is made to work on a class project, vote or use consensus building to select a challenge or issue.
- Discuss how to ensure that the project is achievable within the time frame established to work on it. There are a variety of approaches that can be used to structure group responsibilities:
  - ➔ Ask each group to complete the same tasks and then compare and combine results as a class before taking the next step. Make the decision to move forward to the next task as a class.
  - ➔ Establish separate responsibilities for each group. For example, have each group explore different issues, perspectives or opinions associated with the project.
- Ask students to make a commitment to work on their action project throughout this unit of study. Discuss ideas for continuing the project throughout the year, or brainstorm examples of additional strategies that can be used to continue involvement in the project. Establish realistic goals and desired results for the project with students.
- The **Make It Matter** icon at the end of each learning sequence provides additional suggestions for implementing the action project. However, the scope of the project may necessitate its continuance throughout the school year. The project can be implemented by:
  - ➔ Allocating one class period every week to have students work on the class action project.
  - ➔ Dedicating two or three classes every few weeks to complete a stage in the class action project. These stages can correlate with the suggestions and planning templates referenced in Learning Sequences 1 and 2.
  - ➔ Establishing a schedule for project groups to work on the class action project once every one or two weeks during lunch or after school. Each group may be asked to work on the project on a rotating basis. Participation in the action project can be an optional component of *Building Future Voters*.





**1** Should political participation be a choice or obligation?

## ■ Make It Matter

To what extent do you agree or disagree with each of these statements?

1. Strongly agree
2. Agree
3. Neutral or not sure
4. Disagree
5. Strongly disagree

All individuals who live in Canada are represented equally by its democratic system.

The media should promote more patriotism to increase political participation.

There is no such thing as a Canadian national identity.

The government cares about what the youth of Canada have to say.

Voting is a responsibility and a right. All citizens should be required to vote by law.

Elections in Canada and Alberta are conducted fairly, impartially and securely.

Provincial representatives in the federal government represent regional interests rather than Canadian interests.

If you belong to a political party, you have to believe its ideology completely.

Canadian culture and heritage should be protected by government policies against external global influences.

The government does not represent the identity and interests of all Canadians because of the system of representation by population.

Voter apathy is detrimental to the well-being of Canadians.

democratic participation  
youth  
apathy voting  
identity

## Should political participation be a choice or obligation?

Is the perception that young people are apathetic about politics a stereotype? Voting rates among young Canadians have declined, with many young people choosing not to vote in federal and provincial elections. Some interpret this as a sign of apathy.

Yet, many think youth apathy is a myth. *Message Not Delivered*, a study conducted in 2015 by Samara Canada, debunks this myth.



### Pause and Reflect

How do these findings compare to your opinions on political participation?

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- When it comes to rates of participation in political and civic life beyond voting, younger Canadian's participation rate is 11 percentage points higher, on average, than their older counterparts across 18 forms of participation.
- 57 percent of youth aged 18 to 29 discuss politics and political issues face to face over the phone, compared to 51 percent of Canadians aged 30 to 55 and 49 percent aged 56 and over.
- 50 percent of youth aged 18 to 29 worked with others in their communities, compared to 36 percent of Canadians aged 30 to 55 and 39 percent aged 56 and over.

- 22 percent of youth aged 18 to 29 volunteer for a candidate or campaign, compared to 15 percent of Canadians aged 30 to 55 and 17 percent aged 56 and over.
- 34 percent of youth aged 18 to 29 have protested or demonstrated, compared to 21 percent of Canadians aged 30 to 55 and 15 percent aged 56 and over.

Samara Canada. *Youth are not apathetic*. [www.samaracanada.com/research/active-citizenship/youth-are-not-apatetic-infographic](http://www.samaracanada.com/research/active-citizenship/youth-are-not-apatetic-infographic)

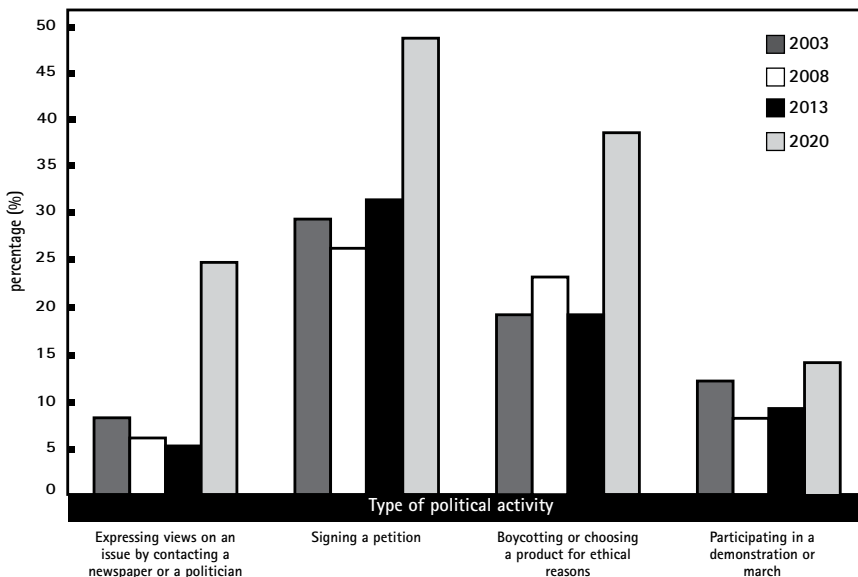
### Find Out More



Find out more about political choices and actions, including the choice to vote. Explore **Choice or Obligation** on the **Building Future Voters** senior high webpage at [www.buildingfuturevoters.ca](http://www.buildingfuturevoters.ca).

List the reasons that resonate most with you.

Participation of Youth Aged 15 to 24 in Non-Electoral Political Activities 2003, 2008, 2013, and 2020



Source: Statistics Canada, General Social Survey, 2003, 2008, 2013, and 2020.

Arriagada, P., et al. (2022). *Political participation, civic engagement and caregiving among youth in Canada*. [www150.statcan.gc.ca/n1/pub/42-28-0001/2021001/article/00006-eng.htm](http://www150.statcan.gc.ca/n1/pub/42-28-0001/2021001/article/00006-eng.htm)

Youth do participate in both political and social contexts. What actions in the articles that follow resonate most with you?

## Youth may not always vote, but still active in politics: study

Carolyn Thompson, Windsor Star

October 14 2015

Just because young people are less likely to fill out a ballot on election day doesn't mean they're not involved in politics, says a study from Statistics Canada. They are more likely to get involved in other ways, according to the surveys that were the basis of the study. In fact, when it comes to some activities, they're more politically motivated than older adults...

Youth usually focus on specific causes, such as the environment or gender equality and work with grassroots organizations. Rather than voting here are ways they take action, according to the study:

**Sign a petition:** A quarter of 15 to 19 year olds, and more than a third of 20 to 24 year olds signed a petition in the year before the study. Fewer than one in seven people over 75 years old did the same.

**Promote a cause:** Youth were twice as likely to have worn a badge or T-shirt, or to have carried a sign for or against a political or social issue in the year before the study.

**Demonstrate or march:** About one in 10 youth went to a protest or march, compared with two per cent of seniors.

**Have a say:** Youth were more than twice as likely to have voiced opinions on the internet or a news site than 45 to 54 year olds.

**Be politically active:** Youth in their early twenties were more involved in political activities than any other age group.

Ronnie Haidar, 25, wakes his parents and siblings up on election day so that the family can vote together. The political science student says they talk politics in the lineup and celebrate as a family.

The more education, the more likely a young person is involved in politics, according to the study.

Haidar, who has been active in student government, said he thinks sometimes youth don't realize how much politics affects the issues they're already passionate about: tuition fees, getting jobs, protecting the environment.

"If you are going to be engaged, if you're involved in these conversations about changing politics, the climate, you have to put your vote in and make it count," he said. "These conversations are just conversations, but your vote is accountability."

Thompson, C. (October 14, 2015). *Youth may not always vote, but still active in politics: study*. Windsor Star.

<http://windsorstar.com/news/local-news/youth-may-not-always-vote-but-still-active-in-politics-study> **Material republished with the express permission of: Windsor Star, a division of Postmedia Network Inc.**

# Positive Post-it Day trends as city rallies behind bullied Alberta girl

CTVNews.ca October 9, 2014

An Alberta high school student who was reprimanded for posting positive messages on lockers in response to being bullied has turned the incident into a city-wide anti-bullying event.

The city of Airdrie has declared today Positive Post-it Day in honour of Caitlin Prater-Haacke, a Grade 11 student at George McDougall High School.

Last month, a fellow student broke into Prater-Haacke's locker and used her iPad to post messages to her Facebook page, saying that she should kill herself. Prater-Haacke was obviously upset, but decided that "something really needed to be done" about bullying at her school.

"The student body was really down about it and bullying affects everybody," she told CTV's Calgary Morning Live on Thursday. "It really does. Whether it be one comment or one post or in person, it's affecting everyone."

Prater-Haacke noticed an idea on Pinterest that showed positive messages written on simple, sticky Post-It notes. The next day, she bought 800 Post-Its and wrote messages on them such as "You are beautiful," "You are awesome," and "Love yourself."

Earlier this week, she stuck them on every locker, and throughout the washrooms.

School officials pulled her out of class and reprimanded her for littering. But students loved it, and word spread throughout the community. Members of a Facebook group called Airdrie Moms took up the cause and created a Facebook page for a proposed Positive Post-it Day.

"We wanted to make this day where we could all do it, we could all show how much we really care for each other," Prater-Haacke said. "And that bullying happens, but we want to try and fix it." The campaign grew, and Airdrie city council passed a motion declaring Thursday, October 9 Positive Post-it Day.

CTVNews.ca (October 9, 2014). *Positive Post-it Day trends as city rallies behind bullied Alberta girl.*

[www.ctvnews.ca/canada/positive-post-it-day-trends-as-city-rallies-behind-bullied-alberta-girl-1.2047075](http://www.ctvnews.ca/canada/positive-post-it-day-trends-as-city-rallies-behind-bullied-alberta-girl-1.2047075)

Photo courtesy of @YouthCentralYYC





## What do you think?

How important is it to you to get involved? In what ways do you participate politically?



## Find Out More

Find out about other young people who acted on something that mattered to them.

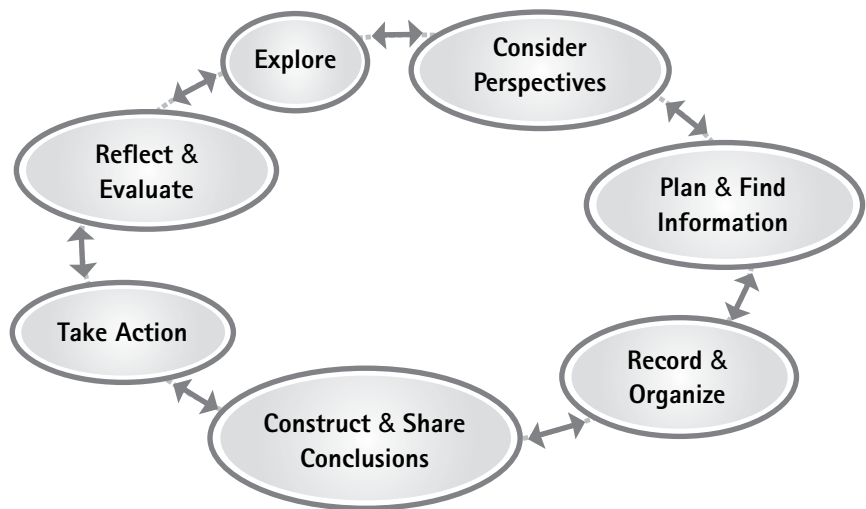
Explore more ideas, examples and information about political action and participation in **Choice or Obligation** on the **Building Future Voters** senior high webpage at [www.buildingfuturevoters.ca](http://www.buildingfuturevoters.ca).

Find out more about the Ladybug Foundation at [www.ladybugfoundation.ca](http://www.ladybugfoundation.ca).

What are some examples of situations or conditions that you think are unfair or unjust? What makes them unfair or unjust?

How could you get involved to change these unfair or unjust situations or conditions? Select one or two and make a list of ideas for change.

Making a decision to take action involves the inquiry process. As you plan how you can "make it matter" in your school or community, you will use an inquiry model. How would you apply each step of the model?



Explore

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---

Consider Perspectives

---



---

Plan and Find Information

---



---

Record and Organize

---



---

Construct and Share Conclusions

---



---

Take Action

---



---

Reflect and Evaluate

---



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## Learning Sequences

The two learning sequences in this resource are designed to develop and support competencies and selected learning outcomes from the Social Studies 30-1/30-2 program. Select from those activities that best meet the needs of your students.

### Prepare

- Collect media sources and identify websites that students can use to explore examples related to democracy, rights, governance and participation in the community.

Establish a digital repository of online sources of information that students can access for research. Bookmark sources that are appropriate for students to use. Consider online options and apps for the creation of secure bulletin boards, posting walls and blogs.

- Set aside digital or classroom bulletin board space for products and projects that students complete in the learning sequences.
- Ask students to create blog posts or share updates on social media as they progress through the learning sequences. These messages can be limited to sharing with classmates and parents. Tag us **@ElectionsAB** and use **#BFVAB** to share insights, ideas and actions.
- Have students continue to reflect on what they have learned about democracy, elections and social participation.

If online programs and apps are used, continue to pin and collect information as students explore and research with internet sources. If available, contribute student work and research to classroom or school-based online bulletin boards or websites.



### Competency Cues

Learning sequence activities provide opportunities for students to develop, reinforce and apply competency-based knowledge, skills and attitudes. Watch for evidence of critical and creative thinking, information management, communication and collaboration skills and development of understandings of the diverse perspectives and issues related to democratic citizenship.



## Share



The *Building Future Voters Returning Officers' Resource* encourages Returning Officers to interact and work with students in the classroom. Returning Officers can provide your students with an authentic context in which they can develop research and inquiry skills and share learning.

- Encourage students to continue to add concepts, ideas, questions, keywords and visuals to shared Google Docs, their graffiti walls or thought clouds.
- Contact Elections Alberta to request the participation of a Returning Officer. Invite them to visit the class to view student work at the end of the learning sequence activities.

## LEARNING SEQUENCE 1

### Why is voting both an individual and collective responsibility?

**Learning Sequence 1** encourages students to consider influences on political participation, including identities and the dynamic between individualism and the common good.



In this learning sequence, students develop, demonstrate and apply competencies when they:

- Deepen understandings of democratic principles by exploring **global and cultural citizenship** issues
- **Think critically** to assess levels and contexts of political participation
- **Solve problems** associated with the dynamic between individualism and the common good
- Develop and demonstrate oral, written and visual **communication** skills and engage in **collaborative** processes
- **Manage information** to compare and evaluate the relationship between citizenship actions, ideological stances and ideologies



#### Prepare

##### Student Resources

- 1-1: Identities (pp. 51-55)
- 1-2: Times Change (pp. 56-61)
- 1-3: Power to Choose (pp. 62-66)

##### Graphic Organizers

- Mind Map (p. 112) or Sphere of Influence (p. 113)
- Triple T-Chart (p. 114)
  - Cause and Effect Timeline (p. 115)
- T-Chart (p. 111)



**4 to 8 60-minute class periods**



**Backgrounder 1** (pp. 96-102) provides information that can help you support student learning.

individualism

identities

common good

voting

decisions



#### Curriculum Connections

Find the curriculum connections chart for **Learning Sequence 1** on **pages 133-135**.



#### Make It Matter

Students use **Get Informed (pp. 122-123)** to organize their research and assess information they collect to support their action project.

Students use **Communicate and Implement (pp. 124-125)** to develop strategies for communicating the goals of their action project and taking action.

## LEARNING SEQUENCE 1

### Why is voting both an individual and collective responsibility?



#### Criteria Checklist

Criteria	Almost always	Sometimes	Not yet
<b>Students provide evidence of their learning as they:</b>			
Consider and respond respectfully to various perspectives that relate to identities and citizenship (Social Studies 1.2; 4.1)			
Value the impact that leadership and action can have on citizenship (Social Studies 4.1)			
Analyze, compare and evaluate the relationship between individual citizenship action, ideological stances and identity (Social Studies 1.9; 1.10; 4.1)			
Describe and assess rights, roles and responsibilities of individuals as they engage in democratic processes (Social Studies 4.3; 4.6/4.5)			
Demonstrate commitment to engage in action that reflects personal stances and values (Social Studies 1.9; 4.10/4.9)			
The following criteria statements reflect clusters of skill outcomes. These criteria statements can be combined or used with the statements above to assess student learning.			
Express, support, evaluate and reflect on development of personal opinions and perspectives			
Develop, express and support a position with relevant and justifiable evidence, examples and perspectives			
Organize, combine and synthesize information to develop conclusions and propose solutions			
Analyze connections, patterns, perspectives and evidence from current and historical sources			
Access, organize, summarize and compare diverse viewpoints and perspectives from a variety of sources			
Access, compare and analyze diverse media messages that reflect current political issues			

Criteria	Yes	Sometimes	Not yet
<b>Students provide evidence of their learning as they:</b>			
Identify and assess different points of view and perspectives			
Reflect on processes used			
Use graphic organizers to make connections and synthesize information and ideas			
Examine, evaluate and assess sources of information			
Develop inquiry questions			
Describe and assess ways to participate in democratic decision-making processes			
Participate in problem solving and decision-making processes by offering ideas and providing examples and reasons			
Communicate with others to share original ideas and persuasively express viewpoints on issue-related problems			
Work collaboratively and cooperatively in a group setting			



### Competency Cues

This learning sequence focuses on the development of understandings about the concepts of democracy and political participation. Encourage students to make connections between responsible citizenship and the impact of decisions and actions on communities within a democracy. Facilitate opportunities for students to build the belief that they have the capacity to make a difference.

## LEARNING SEQUENCE 1

Why is voting both an individual and collective responsibility?



How am I doing?

Criteria for a good _____:	Does my work demonstrate the criteria I identified?		
	Yes	Not Yet	I know this because:

## LEARNING SEQUENCE 1

### Why is voting both an individual and collective responsibility?



#### Rubric

This rubric provides an example of how criteria statements can be applied to summative assessment of student learning. It can be adapted to a variety of student products.

Level Criteria	4 Excellent	3 Good	2 Adequate	1 Limited	Not demonstrated
<b>Manages information</b> to analyze, compare and evaluate the relationship between individual <b>citizenship action</b> , ideological stances and identity  (Social Studies 1.9; 1.10; 4.1)	Presents <b>significant</b> and <b>thorough</b> analysis of the effects and influence of ideological stances and identities on aspects of citizenship participation	Presents <b>specific</b> and <b>detailed</b> analysis of the effects and influence of ideological stances and identities on aspects of citizenship participation	Presents <b>general</b> and <b>partial</b> analysis of the effects and influence of ideological stances and identities on aspects of citizenship participation	Presents <b>vague</b> and <b>disconnected</b> analysis of the effects and influence of ideological stances and identities on aspects of citizenship participation	No score is awarded because there is insufficient evidence of student performance based on the requirements of the assessment task
<b>Thinks critically</b> to develop and support a position with evidence, examples and perspectives	Provides <b>compelling</b> support for position	Provides <b>convincing</b> support for position	Provides <b>simplistic</b> support for position	Provides <b>trivial</b> support for position	
Discusses and shares <b>creative and innovative</b> ideas with others	Shares <b>insightful</b> ideas and <b>interrelated</b> examples	Shares <b>solid</b> ideas and <b>relevant</b> examples	Shares <b>adequate</b> ideas and <b>general</b> examples	Shares <b>unconnected</b> ideas and <b>trivial</b> examples	
<b>Communicates and collaborates</b> with others to discuss and solve issue-related problems	Communicates information in an <b>effective</b> manner that <b>engages</b> others	Communicates information in a <b>purposeful</b> manner that <b>interests</b> others	Communicates information in a <b>straightforward</b> manner that <b>generally holds the attention</b> of others	Communicates information in an <b>ineffective</b> manner that <b>does not sustain the attention</b> of others	

## LEARNING SEQUENCE 1

### Why is voting both an individual and collective responsibility?

#### Did You Know ?

Broadly speaking, Generation Z refers to the age cohort following the Millennials (also known as Generation Y). Whereas Millennials were born between 1980 and the mid to late 1990s, Gen Z is roughly defined as those born between 1995 and 2010. They number about two billion worldwide and one-quarter of the North American population, making them a larger generation than the one preceding it. This is a group just coming of age. They turn 18 between 2013 and 2028. It's tricky to pin down a generation that is in the process of defining itself.

Cooper, C. (November 1, 2015). *The Rise of Generation Z*. Special to Montreal Gazette. <http://montrealgazette.com/news/national/celine-cooper-the-rise-of-generation-z>

#### Integrate Technology

Provide time for students to explore the **Individual or Collective** section of the *Building Future Voters* senior high webpage at [www.buildingfuturevoters.ca](http://www.buildingfuturevoters.ca).

The student resources and graphic organizers for this learning sequence can be accessed and downloaded on the webpage, completed in digital format and saved to a computer.

Explore as a class with an interactive whiteboard, or provide time for individual students or small groups to explore the stories, images and information on this section.

Encourage students to respond to the questions posed, either in class discussion or through individual or small group reflection.

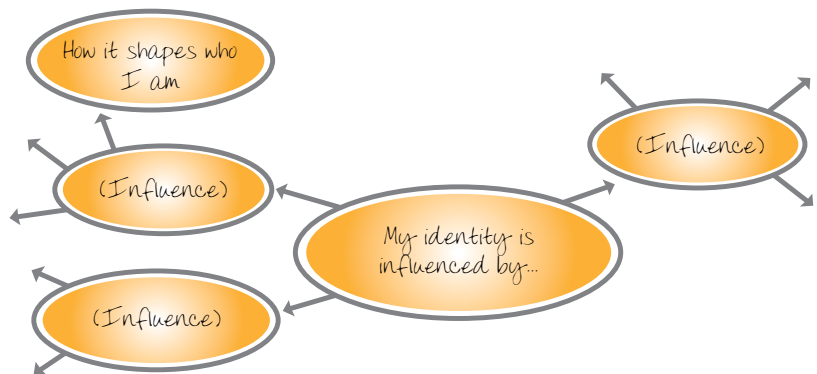
#### Teaching and Learning Activities

##### 1 Individual and Collective Identities

The concept of identity influences the political and social participation of youth, or as some label those born after 1995. Students are encouraged to explore aspects of identity and consider whether there is a collective youth identity that affects opportunities to participate.

- Challenge students to reflect on what provides them with a sense of who they are as individuals. Ask them to individually brainstorm and jot down ideas that describe their individuality.

Use a graphic organizer such as a **Mind Map (p. 112)** or **Sphere of Influence Chart (p. 113)** to explore what they believe has influenced, or influences, who they are as individuals.



- Provide students with **1-1: Identities (pp. 51-55)**. Invite students to work with a small group to explore ideas and find other sources about collective and individual identities. Record these using a graphic organizer such as a **Triple T-Chart (p. 114)**. Ask students to complete the puzzle in the student resource, focusing on influences on aspects of identity for Generation Z, a concept introduced in the resource.
- Have students work collaboratively with a partner or in a small group to respond to **survey questions** such as the following:
  - ➔ What do you think influences your identity most?
  - ➔ Why do these influences affect the way you define your identity?
  - ➔ Is there such a thing as a collective identity for your generation?



- Have students provide their survey responses in a Google spreadsheet. Use a **word cloud add-in** for Google spreadsheets or word docs, such as the Word Cloud Generator, a free app. These apps will turn an entire page, or select cells, into a word cloud. Words can be counted and excluded. The word cloud will emphasize words that are repeated, revealing common ideas and influences.
- Alternatively, have students create a **graffiti wall**. Introduce the task by asking students to talk about examples of graffiti they have seen and what graffiti represents. Discuss examples of what graffiti includes – shapes, drawings, doodles, symbols, colours, story excerpts, quotations and word labels. (*Graffiti began originally in the 1960s as a form of identity “tagging” that individuals used to record their names in public places. It was more of a statement of identity than anything else. Graffiti that represented scenes became known as “pieces.” Today, graffiti is used to communicate messages about social or cultural issues as well as individual expressions and identities.*)

Graffiti walls can be created digitally, using online programs and apps such as Padlet, Pinterest or Prezi. Ask students to create their graffiti walls to communicate messages about identities and the ideas, or ideologies, that influence them. (*Students may benefit from some initial support to identify starting points. Messages may include ideas from popular culture, personal histories and backgrounds, experiences as youth in society, the impact of technology and opportunities to participate as youth in society. However, it is also important to encourage students to come up with their own conceptions of Generation Z identities and influences.*)

Students can be guided through a discussion of the use of graffiti as an expression of political and social issues and citizenship engagement. An example of graffiti as a form of expression can be found in the feature on Tom Grayeyes in Culture Clashes, in *Dreaming in Indian: Contemporary Native American Voices*. Tom Grayeyes uses his graffiti art to challenge stereotypes of indigenous peoples. (ISBN 978-1-55451-687-2)

- Have each group share and discuss the word clouds or graffiti walls. Focus on concepts that are common between student groups. Discuss questions such as the following:
  - ➔ What do common concepts tell you about how youth, or Generation Z, might want to be perceived? What does it tell you about the ideas that are important to youth?
  - ➔ Can the messages in your word clouds or graffiti walls be generalized to all youth? Why or why not? Is there such a thing as a “collective” Generation Z identity? Why or why not? Do these messages reveal identities and ideologies?
  - ➔ Is there any evidence that indicates the extent to which Generation Z youth have the opportunity to participate in decision-making and enact change?
- The graffiti walls can be continuously added to as students continue to explore influences, expectations and effects of political participation. Various places around the world, including some cities in Canada, Prague, Warsaw, Melbourne, New York and Paris, recognize graffiti as a form of expression and provide legal spaces for it. Ask students to discuss the extent to which they think these spaces can promote freedom of speech.



## Differentiate

Have students brainstorm how they define democracy. Provide them with the choice to brainstorm individually, in small groups or as a class. Remind students to record all their responses first without debating them.



## Did You Know

A **graffiti wall** strategy encourages students to “hear” and build respect for ideas and perspectives of others. Students create the graffiti wall by silently writing to fill a poster or bulletin board space with drawings, shapes, symbols, colours, excerpts, quotations and illustrations. The graffiti wall can be centred on a key concept, such as evidence of democracy. A graffiti wall strategy emphasizes a constructivist approach to learning, as students express and negotiate understandings as they construct it. Find out more about this strategy at [www.facinghistory.org/resource-library/teaching-strategies/graffiti-boards](http://www.facinghistory.org/resource-library/teaching-strategies/graffiti-boards).

Graffiti can be a contentious issue in communities today. Many, including the cities of Edmonton and Calgary, have launched campaigns to inform the public of the legal implications of spreading graffiti on public property, even though others consider it to be an art form. Ensure that you discuss appropriate and inappropriate venues for the creation of graffiti.

Encourage students to look at the graffiti they create on their personal property – doodles on their binders, posters placed on the inside of lockers or cubbies or blackboards placed in public venues for graffiti creation. Caution students that the creation of graffiti on public property is illegal.

## Curriculum Connections

Ask **Social Studies 20-1 and 20-2** students to focus on the concepts of nationalism and national identities.

Start the discussion with a source such as the following:

Sinha, M. (2013). *Canadian Identity, 2013*. Statistics Canada.  
[www.statcan.gc.ca/pub/89-652-x/89-652-x2015005-eng.htm](http://www.statcan.gc.ca/pub/89-652-x/89-652-x2015005-eng.htm)

## Curriculum Connections

Ask **Social Studies 20-1 and 20-2** students to focus on a question such as the following:

To what extent do you think who has the right to vote is representative of nationalism or national identity?  
*(Consider the question of who has “status” as citizens and how this has changed over time. For example, women, Indigenous peoples, people with mental disabilities and inmates have all at one time, not had the right to vote. How are societal attitudes connected with the right to vote? How have exclusionary policies over time prevented people from voting and other forms of participation in a democratic society?)*



## Share

Share word clouds or graffiti walls in one or more of the following ways:

- Post word clouds or photos of graffiti walls with captions that students write on a classroom or school website.
- Send the word clouds or graffiti wall photos, with students’ reflections on democracy, to local or community newsletters or newspapers.
- Share photos, stories and reflections with **@ElectionsAB**. Use **#BFVAB** to share inspiring examples.
- Invite parents, community members or a Returning Officer to the classroom to explore ideas about identity, political participation and democracy with students.

## 2 Times Change

Encouraging students to consider who democracy serves, and who can participate in a democracy, is an important aspect of understanding connections between democracy, identities and the electoral process. A brief historical perspective on the development of both democracy and voting rights establishes the context for analyzing opportunities to participate in society, including the choice to vote or not to vote.

- Discuss the following questions with students:
  - ➔ Who can vote?
  - ➔ Do you think it has always been this way? Why or why not?
  - ➔ How would you define the “right to vote?” What challenges and successes do you know about that individuals and groups experienced in obtaining the right to vote? *(Encourage students to review what they have learned previously about historical events, people and places that relate to the development of democracy in Alberta and Canada, such as the fight for the right to vote by women’s groups like the Famous 5, the importance of Confederation and the influence of the British, French and Indigenous peoples on the ways Canadians make decisions as a society. This historical perspective is something that students will have learned in previous grades. They will also have explored conceptions of citizenship.)*
  - ➔ Do you think there should be any changes to who can vote today and how they can vote? *(Students may contribute a variety of ideas such as lowering the voting age, the use of technology in the process of voting, whether voting should be mandatory or optional and whether residents who are not citizens should have the right to vote.)*

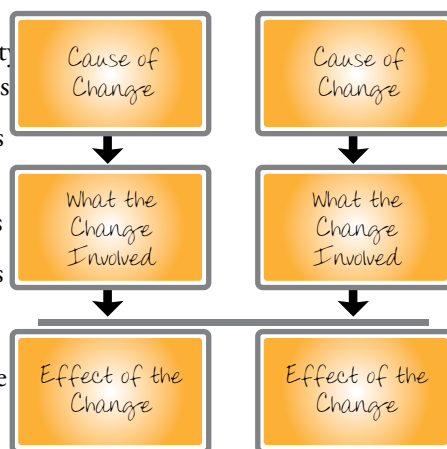
- Invite students to explore the information on **1-2: Times Change (pp. 57-61)**. Discuss the context of citizenship as something that has evolved over time, and involved both inclusions and exclusions that were frequently represented by **who** had the right to vote. Those who had the right to vote usually had the strongest voice in decision-making.
- Provide time for students to review the snapshots in the student resource and highlight key events, laws or policies, groups and individuals in the evolution of citizenship and the right to vote. Create a master list of these events, laws or policies, groups and individuals on a poster or the board. Provide time for students to use classroom or online sources to do additional research, adding any other events, laws or policies, groups or individuals to the master list.

Work with the class to develop criteria that they will use to evaluate the degree of influence that an event, law or policy, group or individual has had on the evolution of citizenship and voting rights in Canada. Students can be encouraged to start with criteria such as:

- ➔ Directly caused or resulted in a change in policy or legislation
- ➔ Contributed positively to quality of life or rights in own or others' communities
- ➔ Participated with diverse facets of Canadian society

Have students use the criteria developed to identify what they consider to be the **five** most influential individuals, groups or events in the development of Canadian citizenship and the voting rights we have today. If students need additional structure for selecting their five events, suggest they use a five or ten-point scale to rate events, laws or policies, groups or individuals on each criteria.

- Use these events to create a **Cause and Effect Timeline (p. 115)**. Ask students to include at least **one** of the following elements in timeline text or visuals:
  - ➔ Quotations that represent successes in achieving equity and representation in rights
  - ➔ Brief profiles of individuals who influenced events
  - ➔ Brief descriptions of events
  - ➔ Explanations and examples of how individual and collective actions influenced the right to vote
  - ➔ Examples or facsimiles of primary sources



## Integrate Technology

A **cause and effect timeline** can be used to develop understandings of chronology and time related concepts, as well as skills of sequencing and analysis. The timeline can include visuals as well as text. An electronic timeline template is accessible at [www.readwritethink.org/classroom-resources/student-interactives/timeline](http://www.readwritethink.org/classroom-resources/student-interactives/timeline).

The timeline in the **Individual or Collective** section of the *Building Future Voters* senior high webpage at [www.buildingfuturevoters.ca](http://www.buildingfuturevoters.ca) provides additional information and images about events or conditions that influenced voting rights. Ask students to consider the timeline events in the context of its introduction: A historical perspective on the development of democracy and voting rights provides a context for analyzing opportunities to participate in society, including the choice to vote or not to vote. Consider the connections between democracy, identities and the electoral process.

Ask students to include events they think had the most impact on their **cause and effect timelines**.

## Assess and Reflect



Use a rating scale such as the one below to assess students' demonstration of historical thinking skills.

Does this student demonstrate understanding of...	Yes	Almost	Not yet
Cause and effect relationships of events representing historical change?			
The impact of historical events on contemporary issues?			

Ask students to individually reflect on the following question:

- What do I appreciate most about changes that others have caused?
  - How much do youth really have a say in government and Canada's democratic system?
- Why should we be concerned about voting and elections before we can actually vote?

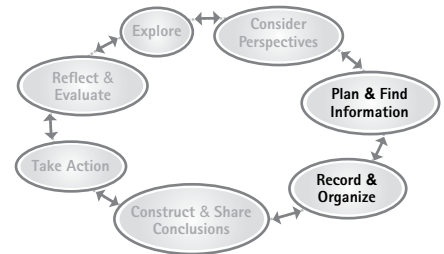
- Display the timelines in the classroom or online. Timelines can be displayed and shared by:
  - ➔ Adding them to students' graffiti walls
  - ➔ Creating new Google word art spreadsheets or docs
  - ➔ Creating a bulletin board display
  - ➔ Presenting findings through a PowerPoint display or webpage

Have students focus on individual and collective voices and influences on decision-making when they create new Google word art spreadsheet or docs, or add to their graffiti walls. Remind students to summarize key points and issues. Add these summaries of their Google spreadsheets or docs, or record them on index cards and place them as "callouts" or speech bubbles on the graffiti walls.



## Make It Matter

Provide students with **Get Informed** (pp. 122-123). Work with individual students, groups or the class to research:



- Reasons and examples that support the need for change that they have identified
- Background information on the issue
- Reasons and support for possible actions

Encourage students to use websites and media sources, such as newspapers, community publications or television news programs to find information that supports their project. Have them collect their sources in digital or paper file folders or portfolios. Decide how to best organize information to continue implementing the project.

change  
equity  
fairness  
rights

### 3 Power to Choose

The choice to participate as a voter can sometimes be considered a form of power. Different voting patterns over time have brought increasing attention to issues connected to levels of voter participation and the issue of voter apathy. How do these concerns connect to conceptions of youth identities? Students explore two issues that connect historical perspectives on voting rights and participation with current challenges and questions that Canadian society is grappling with.

- Ask students to find print or digital media example of issues related to voting and other forms of democratic participation. How many of these issues relate to voting and elections? As a class, review the examples on the senior high page of the *Building Future Voters* website. Challenge students to identify issues related to participation in a democratic society. Discuss barriers and enablers of citizen participation.
- Watch the video clip of the Elections Alberta media ad provided on the **Individual and Collective** section of the *Building Future Voters* senior high webpage. This ad was created for the 2019 provincial election.

Use a graphic organizer such as a **T-Chart (p. 105)** and the video and radio clips to introduce a discussion about why students think people choose to vote or not to vote in elections.

To Vote or Not to Vote

Why people choose to vote	Why people choose not to vote

- Prepare a poster or record the following questions on the board:

**What is behind low voter turnout in Canadian elections?**

**Should the citizens of Canada be legally required to vote?**

**Does voter apathy result in unfair and inequitable representation?**

Provide students with a few minutes to individually record reactions to each statement. *(Students can be encouraged to consider the issues associated with each statement, such as if voter participation should be mandated for the common good or if it is an individual choice. They may also be asked to consider whether different methods of voting are required to increase voter participation, whether the voting age should be lowered to increase youth interest and voter turnout or if all residents, not just citizens, should have the right to vote.)*

- Ask students to form small working groups, with approximately the same number of students in each. Alternatively, number students into groups randomly. Provide each group with a few minutes to discuss the questions and their responses. Groups can also be asked to create a simple **Mind Map (p. 112)** to represent their perspectives. What other issues are associated with these perspectives?



### Integrate Technology

The *Building Future Voters* teacher webpage, at [www.buildingfuturevoters.ca](http://www.buildingfuturevoters.ca), provides additional resources provided by Elections Alberta and other organizations, including Student Vote.



### Find Out More

When the election is over, the Chief Electoral Officer prepares a report, with the official results of the election and statistics on voter turnout. These reports are published on the Elections Alberta website at [www.elections.ab.ca/reports/](http://www.elections.ab.ca/reports/). These reports discuss current concerns associated with the electoral process, including such issues as voter identity, online voting and voter access.





A **horseshoe debate** is an informal debating strategy that encourages students to research multiple positions and perspectives, analyze evidence that supports alternatives, and present opinions and evidence. In a horseshoe debate, desks are arranged in an open semi-circle, or a horseshoe shape. Students on one half of the semi-circle are assigned the task of presenting a prepared statement and the supporting evidence on one side of the issue. Students in the other half take the opposite position. Students can be asked to take turns presenting the position and a brief summary of the evidence they have collected. Once students share their positions and evidence, the floor is opened for questions and challenges. Students can be assessed on both their research and presentation, as well as on their participation in the question and challenge component of the debate.

There are different options for structuring the debate process.

Students can be asked to select the side they will present and defend and sit on that side of the semi-circle. Or, students can be asked to research and support multiple perspectives on an issue and be assigned one perspective on the day of the debate.

Students may also be asked to stand in a horseshoe to present their position statements. As each student presents their perspective, other students can move around the horseshoe, depending on how their opinions are affected by the presenter's arguments.

- Provide students with **Student Resource 1-3: Power to Choose (pp. 58-62)** and have them explore the perspectives presented through various sources and the issue consideration steps. Decide on an issue to be debated as a class, depending on student interest and motivation.

Define key terms in the issue. Discuss and negotiate how this issue should be debated and how the debate will be assessed. For example, students may be required to include supporting evidence that includes media images and advertising, statistics and visuals that support perspectives and opinions.



### Find Out More

Use a variety of sources that provide perspectives and opinions on current affairs and issues, such as position pieces like those written by Andrew Coyne from the *Globe & Mail*, articles from periodicals like *Maclean's* or editorials from newspapers.

- Have students work with a partner and use previous research, website links and classroom resources to explore the issue and evidence supporting different positions. Ask students to collect and organize additional evidence that supports these positions.

Have each pair prepare a position statement and evidence that responds to two conflicting sides of the issue question – one that supports the action or issue statement and the other that is against it. Use the position statements and evidence to participate in a **horseshoe debate**.

- Discuss and compare perspectives presented in the debate. Revisit the inquiry question, **Why is voting both an individual and collective responsibility?**



### Did You Know

Many 18-year-old men bravely entered into combat for Canada in World War II. It was after this period in history that there was a movement to drop the voting age from 21 to 18.

In the 2021 federal general election, 47% of electors aged 18 to 24 voted. In the 2019 general election, approximately 54% of electors in the 18 to 24 age group voted.

Elections Canada. *Estimation of Voter Turnout by Age Group and Gender at the 2021 General Election*. [www.elections.ca/content.aspx?section=res&dir=rec/eval/pes2021/evt&document=p1&lang=e](http://www.elections.ca/content.aspx?section=res&dir=rec/eval/pes2021/evt&document=p1&lang=e)



## Share

Ask students to work in small groups to develop questions to interview a Returning Officer. Interview questions can focus on issues relating to voter turnout rates and youth participation.

Interviews can be conducted in the following ways:

- Through Elections Alberta, invite a Returning Officer to the classroom to be interviewed.
- Compile interview questions and have a group of students represent the class and conduct a telephone interview.
- Send interview questions by email to the Returning Officer. Alternatively, set up an interview using conferencing technology, such as Skype, Google meet or Microsoft Teams..

Have students compile and discuss answers. How are the Returning Officer's perspectives on issues relating to voter participation and responsibility similar to, or different from, what the class has discovered and learned in their inquiry?



## Differentiate

Assign one of the group research roles in the student resource to each group for 30-2 classes, or have each group in a 30-1 class complete the responsibilities outlined in each task.



## Assess and Reflect

The products that students create in this learning sequence provide an opportunity for summative assessment of students' understandings of the concepts of individualism, collectivism, identity and citizenship. Although students work in groups and as a class, they demonstrate their learning in the creation of individual products. Evaluation should be based on individual student performance and gathered from a variety of sources of evidence to make a judgement of student performance using the descriptors of the **rubric (p. 41)**:

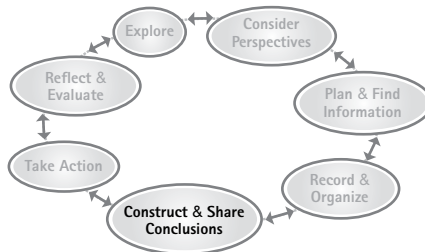
- Use evidence from the individual tasks – the Mind Map or Sphere of Influence, puzzle assignment in the student resource, Cause and Effect Timeline and position statement – to assess individual understandings of the concepts.
- Use observation evidence collected throughout the activities of the learning sequence to consider performance of process skills and group participation.



## Make It Matter

Have students identify people and/or groups who they think are important to involve in their project planning and implementation by discussing and reflecting on questions such as the following:

- How are the goals of the project related to the responsibilities of provincial government? Should an MLA be contacted? If so, how could he or she help support the project?
- Who else is important to inform about the importance and goals of the project? Are there members of the school or community who can help support the project?
- What strategies can best be used to obtain support for the project from different individuals and groups?



Ask students to review their project research. Use **Communicate and Implement (pp. 124-125)** to identify individuals and groups who can help support the project and ways to communicate its goals and importance.







## ■ Identities

How do you describe yourself? Do you use labels or generalizations to describe your characteristics, personality or talents? "I'm a Sagittarius" or "I'm a musician."

Young people in your generation, or those born after about 1994, are starting to be referred to in popular culture as "**Generation Z**."

Read these perspectives on your generation.

Gen Z number about two billion worldwide and one-quarter of the North American population, making them a larger generation than the one preceding it.

This is a group just coming of age. They turn 18 between 2013 and 2028. It's tricky to pin down a generation that is in the process of defining itself. However, what we can do is look at some of the social, economic and political conditions shaping this group of young Canadians (and, for those who will arrive through immigration during this period, Canadians-to-be).

Beyond having no tangible memory of the last great constitutional crisis in Canada, Generation Z is also the first age cohort to grow up in a post 9/11 world of global terrorism, surveillance, and institutional and economic instability. They have never experienced a halcyon period of government spending booms, only recession and austerity. They are living the environmental impact of climate change.

True digital natives, they've grown up swiping screens and using social media, and are fully at home in a world mediated by technology. Because their lives are so deeply informed by the realities of these new information and transportation technologies, theirs may be the first real global generation, where ideas about language, culture, identity and community are being formed across national borders.

Cooper, C. (November 1, 2015). *The Rise of Generation Z*. Special to Montreal Gazette. <http://montrealgazette.com/news/national/celine-cooper-the-rise-of-generation-z>

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**Why is voting both an individual and collective responsibility?**



### Pause and Reflect

How do you identify yourself as a citizen? As a Canadian? Is there a difference?

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Do you believe that a country can have expectations of its citizens? What might these expectations be?

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How do these expectations influence your identity?

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### Find Out More

Find out more about perspectives on identities on the **Building Future Voters** senior high webpage.

Go to [www.buildingfuturevoters.ca](http://www.buildingfuturevoters.ca) and explore the information and examples in **Individual or Collective**.

**Identities**   About   Gen Z   Links   Contact

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The data it has collected show that unlike young Generation Y, Generation Z are focused on the future. They want to act now, and want to create more things to share. They communicate more by the visual rather than text. They are more pragmatic than their predecessors, and they want to work for the success of a business, more than promoting themselves. But these companies must also endorse their social vision. They show much more altruism, and are more aware of the social and environmental problems that Gen Y. Three out of four of the generation Z are concerned about the fate of the planet, and 60% want their work to have a positive impact.

Born long after the fall of the Berlin Wall and the Soviet Union, Western based generation Z believe that democracy is a value acquired, and hardly realize it does not exist everywhere in the world.

Even if they are just beginning to hit the labour market, nearly 60% are worried about their future. Over 77% are interested in volunteering and over a quarter (26%) are already involved in social ventures in order to gain experience. At school, Generation Z youth seem much more serious than those of the previous generation: 50% graduate, as against 33% of Gen Y and 25% for Generation X. This will make the most educated generation. To do their research, they use more YouTube and other social platforms than textbooks. After graduation, 72% are considering starting their own business.

Generation Z youth development is inextricably tied to new technologies. Nearly 80% of young people interviewed by Sparks Et Honey admit they would feel lost if they were deprived of their smartphone. On average, they use ten apps on their device, while for 10%, that number is nearly forty. They therefore expect to find these new technologies in their work environment.

On the internet, young generation Z belong to some popular social platforms like Facebook (23%) or Instagram (23%), while preferring private sites like Snapchat or Secret Whisper. When it comes to shopping online, young generation Z seek first on mobile applications, and rely primarily on recommendations from family (43%) and friends (35%). They consume more practical and everyday products such as laundry (55%), electronics (53%) and books or textbooks for studies (53%), than any other product.

Indeed, the generation which has grown up most profoundly affected by technology, will in turn be the generation which most profoundly changes it.

Morin, Raymond. (Online) *Generation C – Towards a New Baby Boom With Generation Z*. Used with permission from Raymond Morin and Curatti. <http://curatti.com/generation-c-towards-new-baby-boom-generation-z/>.

Parts of this article are excerpts from *Generation C (onnectée) – Le marketing d'influence à l'ère numérique*, published (in French) by Éditions Kawa.

# Generation Z: The kids who will save the world?

Shelly White  
Special to the Globe and Mail

"...These are the under-18s, kids growing up in an era of global economic turmoil and climate change. Despite their youth, the digitally sophisticated, socially conscious high achievers emerging from this group are causing some people to wonder: Is this the generation that will solve the world's problems?"

"I think our generation is really socially conscious, environmentally friendly and they are really global thinkers," says Linda Manziaris, the 14-year-old social entrepreneur and founder of Body Bijou and this year's Young Entrepreneur of the Year at the Startup Canada Awards.

Linda donates 50 per cent of the profit from her online jewellery business to Girls Helping Girls, which was started by her 16-year-old sister, Susanna. So far, the not-for-profit has funded school building, teacher training and 20 scholarships for girls in South Africa, Kenya and Jamaica.

"[Our generation] sees a problem and they want to fix it, they aren't leaving it for someone else to fix," Linda says.

... Gen Z kids are digital natives, and can't remember a world without the internet, smartphones and social media. They have technological skills that are totally intuitive and surpass those of their parents, says Don Tapscott, chief executive officer of Tapscott Group in Toronto. He says that instead of a generation gap, we now have a "generation lap," where kids are lapping their parents on a digital track.

"This is the first time in history when children are an authority about something really important," he says. I was an authority about model trains when I was 11. And now you've got this 11 year old at the breakfast table who's an authority on this mobile revolution that's changing commerce, government, publishing, entertainment, every institution in society."

Excerpted from White, S. (September 14, 2014). *Generation Z: The kids who will save the world?* The Globe and Mail. [www.theglobeandmail.com/life/giving/generation-z-the-kids-wholl-save-the-world/article20790237/](http://www.theglobeandmail.com/life/giving/generation-z-the-kids-wholl-save-the-world/article20790237/)



## ■ Political Engagement

Young Canadians care about what is happening in their communities and around the world. In the past year, we have seen hundreds of thousands of Canadian youth join protests and demonstrations like Occupy, Kony and student marches. This clear interest in public policy through direct action is seen by youth as more likely to have an impact than joining a political party. They are engaged in looser networks, and projects are replacing structured organizations. There is also evidence that when youth are involved in petitions, boycotts and manifestations, this actually boosts their voting behaviour, which is positive for Canadian democracy.

O'Rourke, D. (October, 2012). *#Generation Flux: Understanding the seismic shifts that are shaking Canadian youth*. Community Foundations of Canada: p. 9.

## ■ Identities

According to research involving groups of young people, Generation Z youth have a distinct identity that is different from previous generations:

Generation Z are more prudent and realistic, but also very conscious about the world's issues and ready to tackle the problems at their root. A study from advertising agency Sparks & Honey revealed that 60% want to have an impact on the world, compared with 39% of Millennials. The survey deemed them "entrepreneurial" (72% want to start their own business), and community-oriented (26% already volunteer).

Gen Z has been raised with social platforms, not websites, as the communication convention... smartphones as a default...and on demand viewing as the norm. Communicating more through images than text, applications like Instagram and Vine have a huge appeal for teenagers. But as they're more self-conscious and aware of being exposed to the eyes of everyone, including their parents who are active on Facebook, they're moving to platforms that offer more privacy, like Snapchat or WhatsApp.

As attached as they are to their smartphones, tablets and other devices, a surprising 45% of young people believe the most effective way to communicate is in-person.

4 in 10, or 41% of young people say that the most important quality of a leader is the ability to communicate, well ahead of honesty (19%), confidence (12%), commitment (10%), vision (10%), or patience (8%).

Human Resources, Randstad Canada (March 2008). *From y to z: a guide to the next generation of employees*. Randstad Canada. [http://cdn2.hubspot.net/hub/148716/file-2537935536-pdf/Gen\\_Y\\_Brochures/randstad-from-y-to-z-web.en\\_LR.pdf](http://cdn2.hubspot.net/hub/148716/file-2537935536-pdf/Gen_Y_Brochures/randstad-from-y-to-z-web.en_LR.pdf)

## ■ Challenges

What is certain is that this post-referendum generation will inherit some of the key challenges facing Canada as we move forward. Examples include our national dependence on resource-based economies, revitalizing our democratic institutions, reconciliation between First Nations and non-First Nations people, investing in new sectors of innovation and entrepreneurship, how Canada should be positioned in the world, and figuring out how to leverage our cultural and linguistic diversity to build the intellectual and economic corridors that connect Canada to the rest of the world.

Cooper, C. (November 1, 2015). *The Rise of Generation Z*. Special to Montreal Gazette. <http://montrealgazette.com/news/national/celine-cooper-the-rise-of-generation-z>



What do you think? Find other sources that describe or refer to the identities of Canadian youth. Use a graphic organizer such as a Triple T-Chart to identify the source in the first column and in the second column record the perspectives it presents.

Consider these questions:

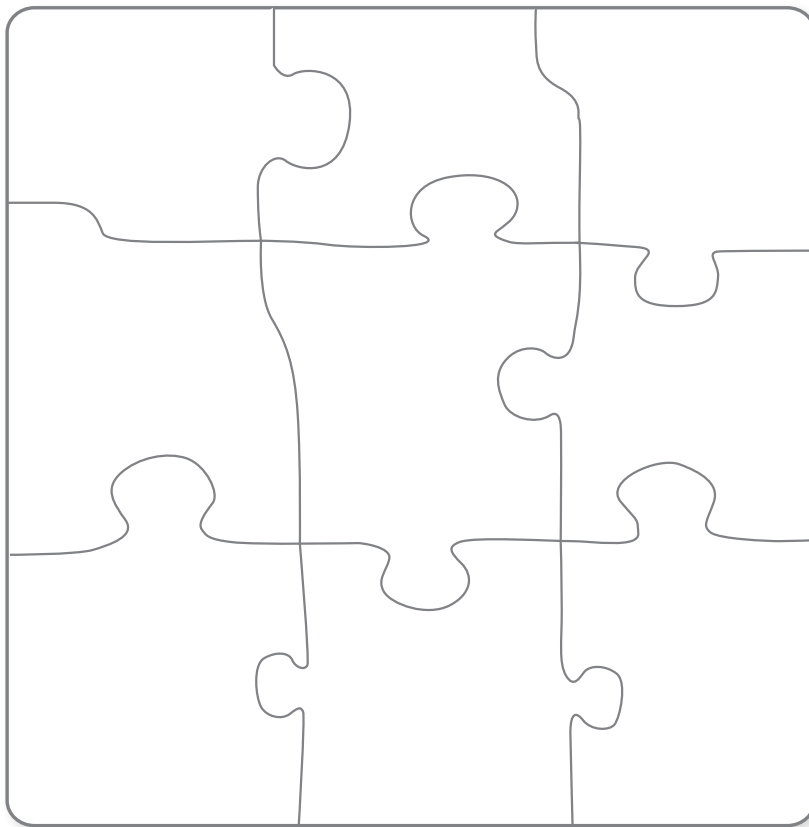
- Do the sources agree or disagree with the perspectives presented in this student resource? How?
- What additional information do these sources provide about Generation Z? Are these facts or opinions?
- What causes and influences most affect Generation Z identities?

In the third column of the Triple T-Chart, analyze the source:

- Who wrote or created the source?
- How reliable is it? What biases are present in the source? Why and how do you know this?
- To what extent do you think the perspectives in the source reflect stereotypes or caricatures of today's youth?



What most influences your identity as a Generation Z? Create responses for each piece of the puzzle below to reflect who you are and what influences your identity.



### Pause and Reflect

What does your puzzle tell you about perspectives that shape identities?

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**1 Why is voting both an individual and collective responsibility?**

**Pause and Reflect**

How important is it to voice your concerns and participate in society?

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If youth do not express their concerns and identify their issues, what do you think the chances would be that these concerns and issues are paid attention to?

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What about concerns that are not perceived to be popular? How important is it to voice your opinion and take action even if you are perceived to be “rocking the boat?”

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**Times Change**

Canadian citizenship as we know it today was only ushered into existence in 1947, when the *Canadian Citizenship Act* came into force. In January of that year, 26 new citizens received their certificates under the new act. Prior to 1947, there was no such thing in law as a Canadian citizen. Canadian nationals were still British subjects, many of whom had already fought in two world wars for Britain. In fact, it was the Second World War that inspired Paul Martin Sr. to initiate the changes that would lead to the *Citizenship Act* of 1947.

With this act, Canada became the first Commonwealth country to create its own class of citizenship separate from that of Great Britain. Immigrants who had been naturalized in Canada, non-Canadian British subjects who had lived in Canada for five or more years, and non-Canadian women who had married Canadian citizens and who had come to live in Canada could now acquire Canadian citizenship, with all its rights and responsibilities.

The snapshots that follow provide some examples of changes that individuals and groups made in the fight for rights and equality and the development of democracy. They do not represent all individuals and groups who contributed to change. What other events, individuals and groups could you add to these snapshots?

**Find Out More**



Explore events and conditions that include those in the snapshots in the **Individual or Collective** timeline on the **Building Future Voters** senior high webpage at [www.buildingfuturevoters.ca](http://www.buildingfuturevoters.ca).

What events do you think had the most impact on the development of a democratic society?





### Snapshot 1: The Evolution of Voting Rights

Some think that Canadians take their rights for granted and do not always recognize the challenges and struggles that have influenced those rights. Over different time periods, not everyone had the same access to rights that are part of the foundation of our society today.

What injustices and inequalities did people face in the past? The legal and political system of English common law and French civil law is based on rule of law, which means that the government, like the people, is accountable to the law. However, it has not always been this way. Before the 1900s, there were no laws that protected people against discrimination or prejudice, except criminal laws. Those rights that did exist were reserved for male property owners. Although there were some gains made in the 1800s to expand rights to different groups, there were many who still experienced discrimination based on their gender, race, religion, ethnicity and language.

By the middle of the 1920s, women started to gain political and legal rights, both federally and provincially. They insisted on, fought for, and won the right to enter "non-traditional" professions and gain their independence. However, most of the power was still held in the hands of economically dominant white males.

Other groups in Canadian society also did not have access to many rights. Indigenous people could not vote until 1960. Asian Canadians did not gain the vote until 1949. It wasn't until 1988 that people with intellectual disabilities gained the right to vote.

Equality in the workplace, equal access to places to live and the ability to use public services was not part of many Canadians' daily lives until well into the 1900s. However, laws against discrimination were slowly established and people started to pay more attention to the importance of working toward equality for all.

Although there was still rampant discrimination and exclusion in the legislation of the time, during the 1930s, some provincial legislation made discrimination based on race, religion and political affiliation illegal, primarily through unemployment relief and insurance acts. Over the years, different laws have improved equality for citizens and residents of Canada.

### Snapshot 2: Working Toward Equality

With the emphasis today on respecting diversity and our multicultural heritage, it can be hard to imagine the extent of discrimination and prejudice against groups and individuals in Canadian society in the past. Discrimination and racism were not just a social convention of the day, but institutionalized by government policies and practices.

Over time, people and groups have worked to change these policies and influence people's attitudes. From the discrimination faced by Canada's Indigenous, Black and Asian communities to the inclusion of individuals in all aspects of society, outstanding individuals such as Carrie Best, Harriet Tubman, Thomas Shoyama and Jackie Robinson worked to break barriers and right injustices.



### Find Out More

A comprehensive history of the vote is available on the Elections Canada website at [www.elections.ca](http://www.elections.ca).

Elections Canada provides *A Brief History of Federal Voting Rights in Canada* to show the evolution of voting rights through time. Learn more about key milestones, at <https://electionsanddemocracy.ca/voting-rights-through-time-0/brief-history-federal-voting-rights-canada>.

Explore human rights milestones on the Canadian human rights commission website at [www.chrc-ccdp.gc.ca/en/about-human-rights/milestones](http://www.chrc-ccdp.gc.ca/en/about-human-rights/milestones)



### Find Out More

Investigate what the groups or individuals referenced in the snapshots contributed to equality rights in Canada. Search online or check biographical sources in your library.

## Find Out More



Explore the events that influenced Canadian politics and its evolving national identity through video and audio clips in the CBC Archives. Go to [www.cbc.ca/archives](http://www.cbc.ca/archives).

### Snapshot 3: Times of Struggle

Canada's development as a nation has been marked by periods of hardship and struggle. In these times, people have organized, protested, motivated and fought to overcome challenges and fight for rights, equality and better ways of life. Highlights of some of these events follow, but do not represent the full spectrum of the growing pains Canadians experienced.

When Canada became a nation in 1867, it faced the challenges involved in keeping a vast, diverse territory connected and under the control of the federal government. One of the events that marked Canada's identity as a nation was the building of a railway from coast to coast. When the railway was completed, the Chinese community in Canada organized to provide support to those workers who were left with no jobs, no means of support and no way of paying their way back to China. This community of individuals had no status as either residents or access to rights guaranteed to citizens.



The end of World War I in 1918 transformed Canadian society, both economically and socially. The income tax, temporarily imposed, was made permanent and Canada started to move away from Britain. The Canadian soldiers who fought for Britain in the war left a mark on the of all Canadians through stories of valour and tragedy. John Macrae's poem, "On Flanders Fields" – represented the losses that many Canadians felt after the war.

As cities grew and ways of life changed, the nature of work and labour was affected by changes in technology, the growth of an urban labour force and unions that grew to protect workers' rights. By 1919, conditions in Winnipeg came to a head and the resulting general strike was the biggest in Canada's history. Although the actions of unions and workers during the strike did not gain them the better pay and hours they were demanding, it did gain workers the right to bargain through their unions. Just as importantly, these actions affected attitudes toward labour conditions and rights.

When the Great Depression hit Canada in the early 1930s, almost everyone living in Canada at the time was affected. People concentrated on survival, but some focused on improving attitudes to help cope with the difficulties of everyday life.

The passage of the *Statute of Westminster* after World War I solidified Canada's independence from Britain. Therefore, when World War II started, Canada independently declared war on Germany on September 10, 1939.

The contributions made to the war effort from the diverse peoples of Canada were often not recognized until much later, as were many of the injustices that occurred during the war years.

One of these injustices involved Asian and Indigenous Canadians. At the beginning of World War II, many Asian Canadian men like Thomas Shoyama and Douglas Jung attempted to join the Canadian armed forces but were turned away. Some influential politicians such as B.C. Premier Duff Patullo, federal cabinet minister Ian Mackenzie, and Vancouver Alderman Halford Wilson argued against allowing Asians into the armed forces in case they used their military service as grounds for gaining the right to vote.

It was only towards the end of the war that Chinese and Japanese Canadians were recruited to serve in military intelligence in Asia. For many Asian Canadians, serving in the military was their way of proving their commitment to Canada. Democracy for these individuals did not come until a few years after the end of war. For Indigenous peoples, the right to vote in federal elections was not to come until 1960. In Alberta, it was not until 1962 that the law was changed, and until 1965 that Indigenous peoples voted in their first provincial election.



## Pause and Reflect

How do you think each of the events described in this snapshot has contributed to a Canadian national identity? Or do you think there is any such national identity?

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If there is no national identity, why is that? Is there any country that has a distinct national identity? If yes, which one and why?

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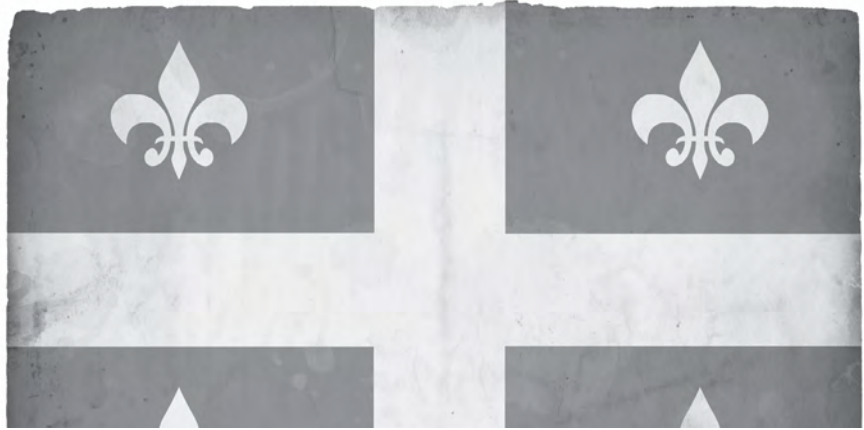
## Find Out More

What can you find out about each of the individuals mentioned in this snapshot?

#### Snapshot 4: Changing the Electoral System

In the late 1970s, discussions over threats to Canada's national unity and identity, mainly from the issues of Quebec separation and western alienation, resulted in the formation of the Pepin-Robarts Task Force on Canadian Unity by Prime Minister Pierre Trudeau's government in 1978.

Although the Task Force on Canadian Unity viewed electoral reform as a more minor issue, it suggested that the size of the House of Commons be increased by about 60 members, and that additional seats to be awarded to candidates selected from party lists and distributed on the basis of a party's share of the national vote. This is called **proportional representation**.



Since then, some provinces looked at ways to make changes in their electoral systems:

- The Parti Québécois was the first administration in North America to disallow contributions to political parties from corporations.
- The Liberal government of Gordon Campbell in British Columbia established a non-partisan Citizens' Assembly to hold public hearings to consider changes in the ways that representatives would be elected to the provincial legislature, including proportional representation.
- Prince Edward Island held public consultation meetings on possible changes to the provincial electoral system, including the advantages of changing from the first-past-the-post system to proportional representation because overwhelming majorities for the winning political party excluded half or more of the people from meaningful representation.

These are only a few examples of an increasingly louder discussion on the need for electoral reform across Canada.

- Out of 29 general federal elections since 1921, only five resulted in a governing party that was elected with 50 percent or more of the popular vote
- In 2004, the Law Reform Commission suggested electoral reform was necessary to increase Canadian engagement with their democracy.
- In 2015, the Liberal government made promises to reform the electoral system.

"In Canada, as is the case with all democracies, how elected officials are selected is at the very core of how decisions are made in our democracy. Effectively representing the interests of the people of Canada as a whole requires that our electoral system reflect, as closely as possible, how we each vote as individual Canadians. In the interests of social cohesion and citizen engagement, it is particularly important that members of the electorate who voted for someone other than the governing party feel that their views and perspectives are afforded fair and accurate representation throughout the life of a parliamentary session.

Achieving fairness and accuracy in representation requires that the balance of power that is created by the electoral system mirrors, as closely as possible, the views and perspectives expressed by voters at election time.

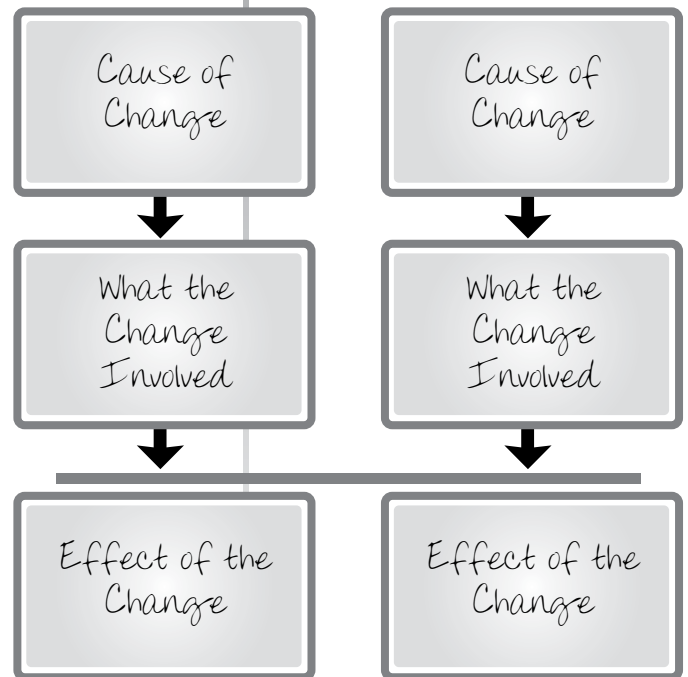
And yet, our current first-past-the-post (FPTP) electoral system has regularly awarded 100 per cent power to one of Canada's two established "centrist" political parties -- the Liberal Party or the Conservative Party (formerly, Progressive Conservative Party) -- even when their share of the popular vote has been well below 50 per cent of total votes cast, nationwide. Bestowing 100 per cent power to one political party based on a minority of votes cast creates a power imbalance in our democracy, and increases the risk that decisions made by our government and parliamentarians may not reflect the wishes of a true majority of Canadians."

O'Connor, K. (July 4, 2016). *Electoral Reform: What does history tell us?* The Blog: Huffington Post Canada. [www.huffingtonpost.ca/kathleen-oconnor/electoral-reform-history\\_b\\_10798160.html](http://www.huffingtonpost.ca/kathleen-oconnor/electoral-reform-history_b_10798160.html)



What would you identify as the five most influential events, groups or people in the development of Canadian citizenship and the evolution of voting rights we have today?

- Think about Canadian citizenship as a legal status that can be defined by who has rights and the ability to participate in decision-making and the activities of the nation.
- Identify the five events or changes that you think were most significant. Use a Cause and Effect Timeline to describe these events.



**1** Why is voting both an individual and collective responsibility?

**Power to Choose**

A **democratic society** is based on the belief that all citizens have a voice in decision-making. However, individuals have differing perspectives about how and when they should participate politically.

The participation of **electors**, or those eligible to vote, as well as the results of their vote, can send important messages to and about government.

Many people find it rewarding to make sure that they are informed about **public issues**, which are issues that concern society.



**Why do you think some people choose to vote and others do not? Explore the following list of reasons. Rank each list in the order that you think is most common. Compare your ranking with two of your classmates.**

**Find Out More**



Explore additional perspectives on voter participation in **Individual or Collective** on the **Building Future Voters** senior high webpage at [www.buildingfuturevoters.ca](http://www.buildingfuturevoters.ca).

Rank	Common Reasons for Voting	Rank	Common Reasons for Not Voting
	To exercise the right – we live in a democracy and we have the right to vote – why not use it		Do not have time
	Out of duty – many people feel that it is their job as citizens to participate in elections		Forget
	To support a particular candidate or their political party		Have to work
	To have a voice – to have a say in how things are done		Do not like any of the choices
	To change things, to make a difference		Do not know who to vote for
	The system does not work if people do not vote		Out of town
			Not interested
			Do not think it matters
			Do not know when or where to vote

The issues of low voter turnout and voter apathy in elections for all levels of government – federal, provincial and local – has increasingly become a matter of concern for governments, politicians and many Canadians. The reasons are many – some based on opinion and some based on evidence and statistics. The following is a sampling of perspectives and statistics on these issues from across Canada.





The excerpts that follow come from a variety of sources. As you explore each source, consider the following questions:

- What issues do the excerpts present?
- What different perspectives are represented in the source excerpts?
- How reliable or valid do you think the sources are?

## What's the best way to increase voter turnout?

*Voter apathy results in unfair and inequitable representation*

### Pause and Reflect



How important do you think it is for citizens to participate in elections at different levels of government? Why?

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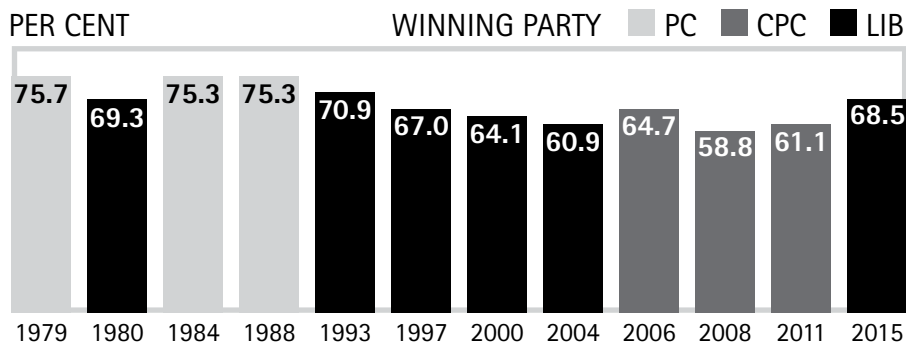
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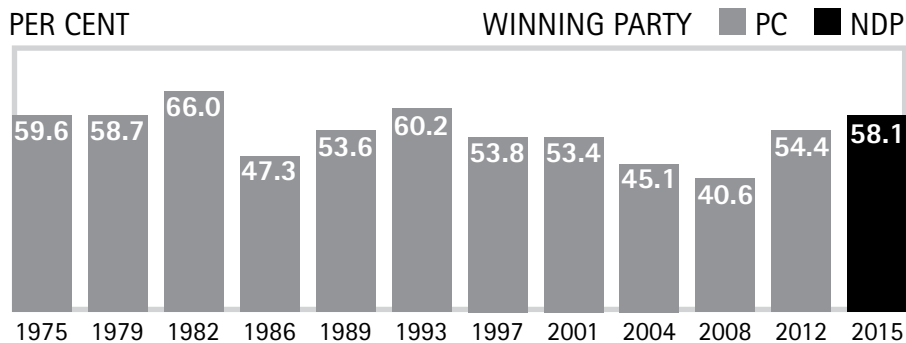
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### Canadian Voter Turnout in Federal Elections

In 2003, the Canadian Reform Conservative Alliance and the Progressive Conservative Party of Canada (PC) joined to form the Conservative Party of Canada (CPC).



### Alberta Voter Turnout in Provincial Elections



Most Canadians think that Canada's system for electing members of Parliament needs to change. Forty-two per cent thought that the system needs major changes or needs to be changed completely. A plurality of respondents (41%) thought that the system only needs minor changes, while about one in five (17%) were satisfied with the status quo and felt no changes were needed.

Coletto, D. & Czop, M. (December, 2015). Canadian Electoral Reform: Public Opinion on Possible Alternatives. Prepared for the Broadbent Institute. Abacus Data. [https://d3n8a8pro7vhmx.cloudfront.net/broadbent/pages/4770/attachments/original/1448994262/Canadian\\_Electoral\\_Reform\\_-\\_Report.pdf?1448994262](https://d3n8a8pro7vhmx.cloudfront.net/broadbent/pages/4770/attachments/original/1448994262/Canadian_Electoral_Reform_-_Report.pdf?1448994262)

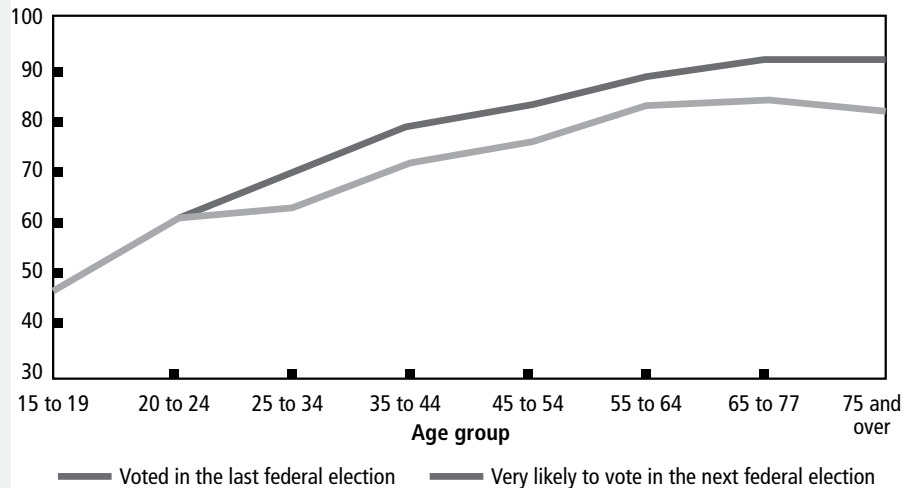


## Find Out More



Find information from a survey of 1 000 Canadians aged 18 to 25 about recent history of youth engagement in Canadian politics and the consequences of increased voting rates in *The Next Canada: Politics, political engagement, and priorities of Canada's next electoral powerhouse: young Canadians* (2016), commissioned by the Canadian Alliance of Student Associations. <http://abacusdata.ca/the-next-canada-politics-political-engagement-and-priorities-of-canadas-next-electoral-powerhouse-young-canadians/>

### Participation in the last federal election and likelihood of voting in the next election, by age group, 2013



Turcotte, M. (2015). *Political participation and civic engagement of youth*. Statistics Canada. [www.statcan.gc.ca/pub/75-006-x/2015001/article/14232-eng.htm](http://www.statcan.gc.ca/pub/75-006-x/2015001/article/14232-eng.htm)

## Political participation and civic engagement of youth

"This study, which was based on data from the 2013 General Social Survey (GSS) on Social Identity, has shown that younger people are less likely to vote than older individuals and are also less likely to report that they intend to vote in the next election. Younger people also tend to be less interested in politics than their older counterparts. These trends, however, conceal a relatively high degree of engagement in other activities. For example, many young Canadians are politically and civically engaged, but in different ways. The youngest of them—those aged 15 to 19—were the most likely of all age groups to be members of or participants in groups, organizations or associations. They were also the most likely to participate at least once a week in group activities or meetings.

Youth aged 20 to 24 are among the most engaged of all in political activities such as signing petitions and participating in demonstrations or marches. Young university students stood out in particular, as they had the highest participation rates for almost all these types of activities. In short, when alternative ways of participating in political and civic activities are considered, it is clear that a significant portion of young individuals are interested in public affairs.

However, the proportion of politically inactive individuals—those who did not participate in any political activity in the past 12 months and who were not highly likely to vote in the next election—was larger among youth. The lower voter turnout among younger individuals promises to be a topic of interest and concern in the coming years."

Turcotte, M. (2015). *Political participation and civic engagement of youth*. Statistics Canada. [www.statcan.gc.ca/pub/75-006-x/2015001/article/14232-eng.htm](http://www.statcan.gc.ca/pub/75-006-x/2015001/article/14232-eng.htm)

## Reasons for not voting by age group

	18 to 24 years (%)	25 to 34 years (%)	35 to 44 years (%)	45 to 54 years (%)	55 to 64 years (%)
Everyday life or health reasons	47	48	47	44	44
Too busy	28	30	30	22	17
Out of town	13	11	11	12	14
Illness or disability	5	6	7	10	14
Political reasons	38	40	42	44	43
Not interested in politics	33	33	34	34	34
Electoral process-related reasons	11	8	6	7	6
All other reasons	4	5	5	5	6

Find additional statistics for other age groups in this source.

Statistics Canada (February 22, 2016). *Reasons for not voting in the federal election, October 19, 2015: Reasons for not voting by age group and sex.*  
[www.statcan.gc.ca/daily-quotidien/160222/t002a-eng.htm](http://www.statcan.gc.ca/daily-quotidien/160222/t002a-eng.htm)



### Explore an Issue

Use the issue consideration cards on the page that follows to explore the issue that you identify. Use each card to assign responsibilities to each group member. Some group members may share a responsibility.

Explore the issue - define, brainstorm, explain and question

### Mandatory Voting?

In many countries across the world, voting is not only a right. It is considered a duty that governments enforce through mandatory voting.

In Canada, retired politician Mac Harb is an advocate of compulsory voting.

Writing in the Canadian Parliamentary Review, the former Liberal MP and senator recalled that mandatory voting was introduced in Australia in 1924.

“Now, Australia has consistently boasted a turnout of over 90 per cent,” Harb wrote. “Compulsory voting in Belgium dates back to 1893. Currently, voter turnout in Belgium is over 90 per cent.”

“The most recent election in the European Union revealed the tremendous power of mandatory voting legislation and the pro-voting culture it brings along,” Harb continued. “Member states with mandatory voting during the last European Union elections had remarkable turnouts, with 90.8 per cent in Belgium, 89 per cent in Luxembourg, and 71 per cent in Cyprus, as compared with countries with no compulsory voting, voter turnout was only 42.7 per cent in France, 45.1 per cent in Spain and a mere 38.8 per cent in the United Kingdom.”

Pablo, C. (October 7, 2015). *Is it time for mandatory voting?* The Georgia Straight. [www.straight.com/news/551946/it-time-mandatory-voting-canada](http://www.straight.com/news/551946/it-time-mandatory-voting-canada)

Consider these issue examples as you decide on one to research:

- Should the electoral system be reformed to increase political participation of youth? How?
- Should the electoral system be reformed to ensure proportional representation?
- To what extent should politicians be accountable to the electorate?
- Should voting be mandatory?
- Should we have regularly scheduled elections in Canada?



## Issue Consideration Cards

### Strengths–Weaknesses

- Identify the strengths and weaknesses of different positions on the issue
- Consider how the strengths and weaknesses are supported by evidence, examples and data

Analyze the strengths and weaknesses of a position or stance on the issue using a Retrieval Chart.


### Consider the Evidence

- Collect evidence – sources, statistics, opinions and data – that supports identified positions on the issue
- Organize the evidence

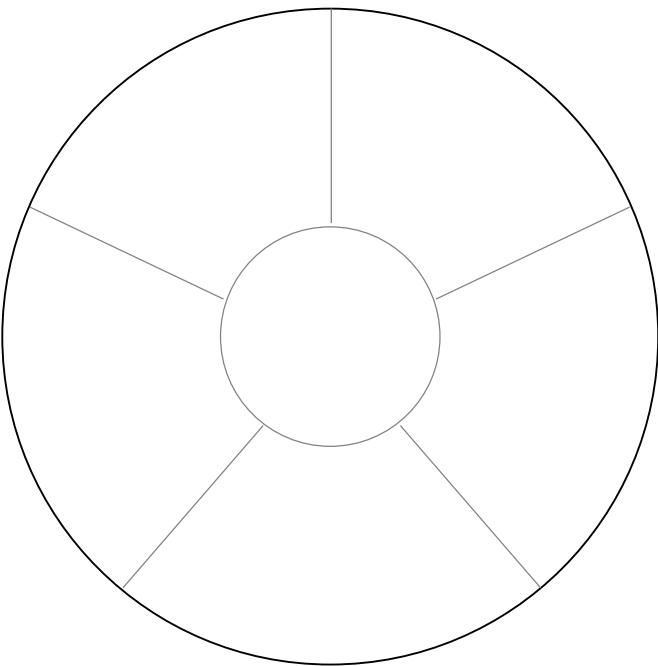
Collect and organize the evidence in a format that you choose. Consider using:

- A database
- A chart
- A file of index cards.

### Perspectives

- Identify the perspectives that influence different positions on the issue
- Describe the individuals or groups who have these perspectives

Identify different perspectives that influence positions on this issue. Record each perspective in a spoke on a wheel chart.



### Solutions–Alternatives

- Identify possible solutions or alternatives that could resolve the issue
- Consider ways that the issue can be acted upon

Identify and describe the solutions or alternatives for resolving or taking action on this issue. Organize these in a format you choose. Consider using:

- A database
- A chart
- A file of index cards.

## LEARNING SEQUENCE 2

### How is the political process influenced by identities and ideologies?

Learning Sequence 2 invites students to assess how values and ideologies can affect the rights, roles and responsibilities of the individual in a democratic society and perceptions of national identity.



In this learning sequence, students develop, demonstrate and apply competencies when they:

- **Think critically** to compare the connection and disconnect between individual identities, **citizenship** values and the common good
- Pose solutions to **solve problems** related to political involvement and pressures on the electoral process in a democracy
- Generate **innovative and creative** ideas for involvement in, and commitment to, political processes
- Develop and demonstrate oral, written and visual **communication** skills and engage in **collaborative** processes
- Apply a research process to **manage information** and **solve problems**



#### Prepare

##### Student Resources

- 2-1: Politics and Policy (pp. 83-90)
- 2-2: Election Experiences (pp. 91-93)
- 2-3: Commitment to Participate (p. 94)

##### Graphic Organizers

- Mind Map (p. 112)
- T-Chart (p. 111)
- Triple T-Chart (p. 114) or Retrieval Chart (p. 116)
  - Continuum (p. 110)
- Flow Chart (p. 117)

##### Build the Vote! An Election Simulation

- Election simulation resources, templates, forms and directions  
Order the **Election Simulation Toolkit** from Elections Alberta. See page 6 of this resource for ordering information.



**6 to 10 60-minute class periods**



**Backgrounder 2** (pp. 103-108) provides information that can help you support student learning.

electoral reform

issues

political process

youth engagement

equity



#### Curriculum Connections

Find the curriculum connections chart for Learning Sequence 2 on pages 136-139.



#### Make It Matter

Students use **Plan for Action** (p. 126) to explore options for implementing their project and plan steps and activities.

Students use **Assess the Impact** (p. 127) to predict and analyze the impact and results of their activities and the effectiveness of their action projects.

## LEARNING SEQUENCE 2

### How is the political process influenced by identities and ideologies?



#### Criteria Checklist

Criteria	Yes	Sometimes	Not Yet
<b>Students provide evidence of their learning as they:</b>			
Consider and respond respectfully to various perspectives that relate to identities and ideologies (Social Studies 1.1; 4.1)			
Describe, compare, evaluate and share perspectives on the relationship between ideologies and individual or collective responses (Social Studies 4.8/4.7)			
Analyze, compare and evaluate the relationship between individual citizenship action, ideological stances and identity (Social Studies 1.10; 4.1)			
Describe and assess rights, roles and responsibilities of individuals as they engage in democratic processes (Social Studies 4.3; 4.6/4.5)			
Demonstrate commitment to engage in action that reflects personal stances and values (Social Studies 1.9; 4.10/4.9)			
The following criteria statements reflect clusters of skill outcomes. These criteria statements can be combined or used with the statements above to assess student learning.			
Express, support, evaluate and reflect on development of personal opinions and perspectives			
Develop, express and support a position with relevant and justifiable evidence, examples and perspectives			
Organize, combine and synthesize information to develop conclusions and propose solutions			
Analyze connections, patterns, perspectives and evidence from current and historical sources			
Access, organize, summarize and compare diverse viewpoints and perspectives from a variety of sources			
Access, compare and analyze diverse media messages that reflect current political issues			

Criteria	Yes	Sometimes	Not Yet
<b>Students provide evidence of their learning as they:</b>			
Identify and assess different points of view and perspectives			
Reflect on processes used			
Use graphic organizers to make connections and synthesize information and ideas			
Examine, evaluate and assess sources of information			
Develop inquiry questions			
Describe and assess ways to participate in democratic decision-making processes			
Participate in problem solving and decision-making processes by offering ideas and providing examples and reasons			
Communicate with others to share original ideas and persuasively express viewpoints on issue-related problems			
Work collaboratively and cooperatively in a group setting			



### Competency Cues

This learning sequence emphasizes the role of the electoral process in democratic societies and the role that ideologies and values play in the demand for electoral reform. Encourage students to analyze how decision-making is part of the electoral process. Ask them to reflect on their potential for involvement in these decision-making processes. Have students reflect on ways that collaboration in classroom contexts promotes and builds skills for a democratic society. Watch for evidence of problem-solving strategies that demonstrate flexibility and creativity. Provide opportunities for students to synthesize and assess information to draw conclusions and propose solutions and actions.

## LEARNING SEQUENCE 2

How is the political process influenced by identities and ideologies?



How am I doing?

How well did I:	A great job	A good start	Not there yet	I know this because;
Contribute to the group?				
Provide information and ideas?				
Listen to the ideas of others?				

How consistently did I:	Most of the time	Some of the time	Not very often	I know this because:
Communicate ideas and opinions with others?				
Apply my understandings to my work?				
Reflect on what I was learning?				



## LEARNING SEQUENCE 2

### How is the political process influenced by identities and ideologies?



#### Rubric

This rubric provides an example of how criteria statements can be applied to summative assessment of student learning. It can be adapted to a variety of student products.

Level Criteria	4 Excellent	3 Good	2 Adequate	1 Limited	Not demonstrated
<p>Thinks critically to compare evaluate and share perspectives on the relationship between ideologies and individual or collective responses</p> <p>(Social Studies 4.8/4.7)</p>	Makes <b>significant</b> and <b>comprehensive</b> comparisons of examples that reflect various perspectives on ways that ideologies shape citizenship responses	Makes <b>specific</b> and <b>detailed</b> comparisons of examples that reflect various perspectives on ways that ideologies shape citizenship responses	Makes <b>general</b> and <b>partial</b> comparisons of examples that reflect various perspectives on ways that ideologies shape citizenship responses	Makes <b>vague</b> and <b>sketchy</b> comparisons of examples that reflect various perspectives on ways that ideologies shape citizenship responses	No score is awarded because there is insufficient evidence of student performance based on the requirements of the assessment task
<p>Manages <b>information</b> to access, compare and analyze diverse media messages that reflect current political issues</p>	Provides an <b>insightful</b> analysis of the messages in a variety of media sources	Provides a <b>logical</b> analysis of the messages in a variety of media sources	Provides a <b>basic</b> analysis of the messages in a variety of media sources	Provides a <b>vague</b> analysis of the messages in a variety of media sources	
<p>Demonstrates commitment to <b>citizenship</b> roles and responsibilities in projects and events in the community</p>	Formulates <b>purposeful</b> strategies and roles for taking responsibility for a project	Formulates <b>relevant</b> strategies and roles for taking responsibility for a project	Formulates <b>generalized</b> strategies and roles for taking responsibility for a project	Formulates <b>superficial</b> strategies and roles for taking responsibility for a project	
<p><b>Communicates</b> with others to persuasively express viewpoints and solve issue-related problems</p>	Communicates information in a <b>purposeful</b> manner that <b>persuasively</b> engages the audience	Communicates information in a <b>memorable</b> manner that <b>interests</b> the audience	Communicates information in a <b>straightforward</b> manner that <b>holds the attention</b> of the audience	Communicates information in an <b>ineffective</b> manner that <b>does not sustain the attention</b> of the audience	

## LEARNING SEQUENCE 2

### How is the political process influenced by identities and ideologies?

#### Integrate Technology



Provide time for students to explore the **Identities and Ideologies** section of the *Building Future Voters* senior high webpage at [www.buildingfuturevoters.ca](http://www.buildingfuturevoters.ca).

The student resources and graphic organizers for this learning sequence can be accessed and downloaded on the webpage, completed in digital format and saved to a computer.

Explore as a class with an interactive whiteboard, or provide time for individual students or small groups to explore the stories, images and information on this section.

Encourage students to respond to the questions posed, either in class discussion or through individual or small group reflection.

#### Find Out More



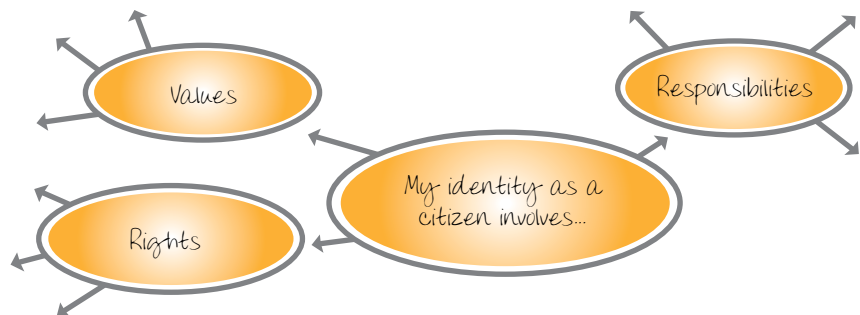
In partnership with the Institute for Canadian Citizenship, the Maytree Foundation, CBC News, and with the support of RBC, the Environics Institute conducted a national survey of Canadians on citizenship issues. This research addresses how ordinary Canadians view citizenship today (e.g., what it means to be a "good citizen"), and how their concept of citizenship shapes their understanding of their rights, responsibilities, loyalties and identities. Access this survey at <http://environicsinstitute.org/institute-projects/completed-projects/canadians-citizenship>.

#### Teaching and Learning Activities

##### 1 Diverse Political Roles, Rights and Responsibilities

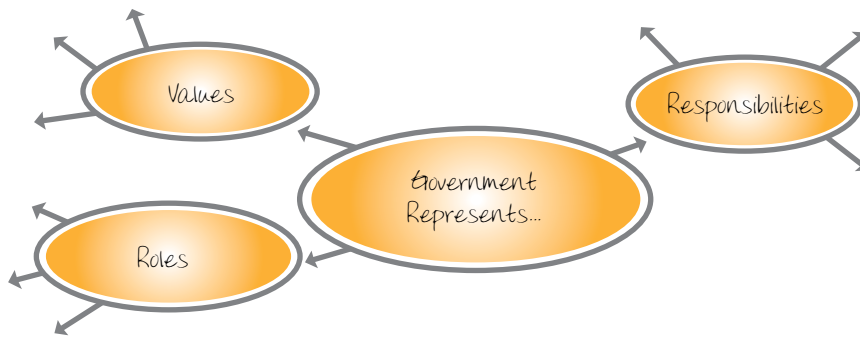
The electoral process in Canada is based on the principles of representation by population, in which electoral divisions with approximately the same population are formed to elect representatives, and first-past-the-post, in which the candidate with the most votes is elected whether or not that person has more than half of all the votes in the electoral division. At the same time, Canada's constitution guarantees a minimum number of seats to provinces according to the number of senators they have. Does this mean that the federal government represents provinces or regions instead of individuals? Should this system be changed? Students explore these and other issues related to values and ideologies that influence the electoral system.

- Ask students to construct a **mind map** that represents what they think their roles, responsibilities and values are as citizens. Use a graphic organizer such as a **Mind Map (p. 112)** to explore aspects of their identity as individual citizens.



- Share and compare the ideas represented on the mind maps with a partner, in a small group or as a whole class. What **values** are associated with your ideas? Do you see common values and ideas between yourselves? To what extent do you think these common values might represent the values and priorities of a majority of Canadians? (*Students may come up with values such as equality, equity, fairness, justice and respect. They may also mention values that they may believe to be part of the Canadian identity but should not be, such as discrimination or inequality. Encourage students to provide examples of situations in which they have seen these values demonstrated. Students may also argue that values and ideas of Canadians are diverse. Encourage them to justify their responses.*)

- Ask students to create a **comparative mind map** of the roles, responsibilities and values of government. Explore and briefly summarize the policies and ideologies of the current government at the federal, provincial or local level, using a second mind map like the one below. Is there any “disconnect” between the values and policies of government and what is important to students? If yes, what does this disconnect involve?



- Provide students with **2-1: Politics and Policy (pp. 83-90)** and discuss the examples of media headlines on the first page. Invite students to brainstorm questions that come to mind when they read these headlines. Use a graphic organizer such as **Mind Map (p. 112)** or a **T-Chart (p. 111)**. Headlines are based on examples found in online and print media sources and include:
  - ➔ Canada’s National Identity Will Be Determined by Your Vote!
  - ➔ A Generational Divide?
  - ➔ What do Canadians Value in a Voting System?
  - ➔ First Past the Post Effective?
  - ➔ Representation a Concept That is Stretched Thin
  - ➔ Introducing Technology to the Electoral Process
  - ➔ Movement growing to lower Canadian voting age to 16

Challenge students to research one or two of these topics, using the information provided on the student resources as a starting point. Use a graphic organizer such as a **Triple T-Chart (p. 114)** or **Retrieval Chart (p. 116)** to organize research. Alternatively, assign different topics to small groups of students.



## Find Out More

The “first-past-the-post” system is used in 46 countries. The International Institute for Democracy and Electoral Assistance provides databases on topics related to the electoral process, including electoral system design. This database is found at [www.idea.int/data-tools](http://www.idea.int/data-tools).

The World Factbook, from the U.S. Central Intelligence Agency, provides information on global suffrage, focusing on voting age. Access this list at [www.cia.gov/the-world-factbook/field/suffrage/](http://www.cia.gov/the-world-factbook/field/suffrage/).



## Integrate Technology

The Best Electoral System Test (BEST) allows those involved in the debate on electoral system design to explore the characteristics of twelve common electoral systems in a simple and interactive way. Step by step, users can set their priorities for 16 properties on a scale from “Not important” to “Very important” and immediately see a list of best matching electoral systems. Consider setting this webpage up on an interactive whiteboard and completing the questions as a class. This will allow discussion, explanations and support for concepts that students may be challenged by. Access this webpage at [www.idea.int/data-tools/tools/best-electoral-system-test](http://www.idea.int/data-tools/tools/best-electoral-system-test).

## Differentiate



Students may be asked to work individually or with a partner to brainstorm ideas and responses.

In a **poster carousel discussion**, questions are recorded on poster paper. Students work with a small group to discuss and record responses to the question on each poster.

Students can be assigned one or more of the issues identified on the student resource, depending on their interests or abilities.

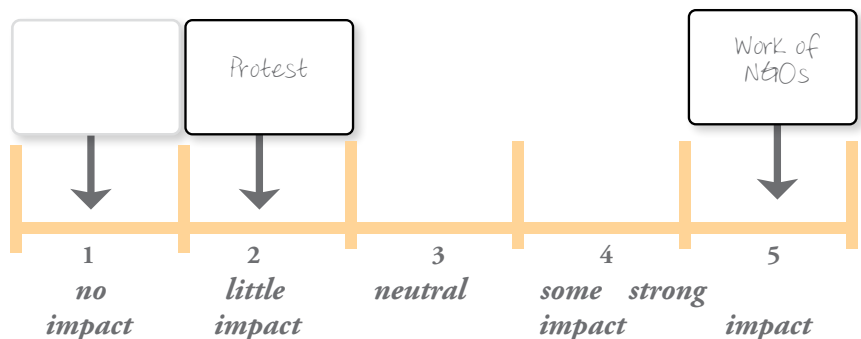
Emphasize identification and description of evidence associated with the issues and perspectives for 30-2 students, and description, integration and synthesis of the argumentation behind the evidence associated with issues for 30-1 students.

## Find Out More



*Mackenzie King and the National Identity* provides some interesting perspectives, both historical and contemporary, that include references to the significance and impact of voters and federal elections. This article can be accessed at [www.mhs.mb.ca/docs/transactions/3/nationalidentity.shtml#top](http://www.mhs.mb.ca/docs/transactions/3/nationalidentity.shtml#top). Some students may be challenged by the reading level.

- Use a **poster carousel discussion** strategy to explore the questions provided on the student resource.
  - ➔ How can a choice to vote represent a choice to affiliate with particular values, ideologies or stances on issues? (*Consider the role of political parties and the different philosophical stances that parties represent on policies and issues.*)
  - ➔ In what ways can the process of voting be used to find out how citizens feel about an issue or decision? What is meant by the “popular vote?”
  - ➔ Can voter participation patterns, or voter turnout rates, provide insights into what citizens believe to be important (or not important)? What might these insights include? (*This discussion may provide an appropriate opportunity to discuss issues that have been the subject of referendums, such as the constitutional debate. A **referendum** is a “people’s vote” that directly determines an issue of policy by a majority vote, as distinct from an election of political representatives who will make the decision for the people.*)
  - ➔ What actions other than voting can represent political participation and affiliation with a particular stance or ideology? (*Students may discuss actions of dissent, such as protest, boycotting and more “non-traditional” means of communication, such as blogging or graffiti messages. They may also discuss more traditional forms of action, such as participating with a political party or during an election campaign, volunteering or participating with community groups.*)
  - ➔ What degree of impact do you think different forms of political action, including voting, have? Use a **Continuum (p. 110)** to indicate degree of impact.
  - ➔ Whose voices are excluded from the electoral process? Why? Is this fair? (*Consider non-citizen residents’ participation in political processes and the issue of whether all residents, citizens or not, should have the right to vote. Is it possible for individuals who are residents, but not citizens, to have nationalist loyalties? Also encourage discussion of perspectives relating to voter identification and verification, such as those exemplified by the veil issue or identification cards.*)



- Invite students to work with a group to prepare and present a **poster session**, or PowerPoint or Prezi **presentation** on one of the issues they have researched.

A poster session is a means to convey information in a brief format. The poster is designed to communicate concepts and data to the audience using a combination of visuals and text. Poster sessions tend to be more informal than oral presentations. Poster sessions can also be designed and shared on an online bulletin board app, such as Padlet or Pinterest.

Groups can be asked to present to each other. After a timed interval, groups can be re-formed. The poster session can be presented to the whole class.

As an alternative to a poster, students may also be asked to create PowerPoint presentation, with a minimum and maximum number of slides.



### Assess and Reflect

The products that students create in this activity provide an opportunity for summative assessment of students' initial understandings of the concepts of ideologies, citizenship rights, responsibilities and roles. Although students worked as a group to complete the poster or PowerPoint presentations, they demonstrate their learning in the creation of individual products. Evaluation should be based on individual student performance and gathered from a variety of sources of evidence to make a judgement of student performance using the descriptors of the **rubric (p. 71)**:

- Use evidence from the individual work that students do in creating the Mind Map and Continuum to assess individual understandings of these concepts.
- Use observation evidence collected throughout the activities of the learning sequence to consider performance of process skills and group participation.

Have students reflect individually on questions such as:

- How are Canadian values represented in the electoral processes in the Canadian democracy?
- Are there values that are not addressed in Canada's current electoral system? What are they?



### Differentiate

Extend learning by investigating national and global examples of referendums, including Canadian examples that have addressed issues of national identity such as the Quebec Referendum and the constitutional debate, and global examples, such as Brexit.

The CBC Digital Archives provides a number of sources and perspectives on topics related to **referendums** and **constitutional debates**. Search the CBC Digital Archives site at [www.cbc.ca/archives](http://www.cbc.ca/archives) using these keywords.



### Competency Cues

Encourage students to compare the Canadian and global political systems and issues. Ask students to think critically about the values and ideologies associated with different electoral systems. What influence does nationalism have on decisions about electoral practices?



## Share



Through Elections Alberta, invite a Returning Officer to help students plan and hold the student election. Returning Officers can be invited to participate in a number of ways:

- Ask the Returning Officer to email or fax a Writ of Election on behalf of the Chief Electoral Officer to establish the beginning of the simulation. Discuss dates and timelines for the election simulation with the Returning Officer when you are in contact with them.
- Invite the Returning Officer to the classroom to provide an information session on electoral processes for the class or for students who are acting as election officers.
- Invite the Returning Officer to participate with students on Election Day. The Returning Officer can be asked to act as an observer. Discuss with students how established democracies, including Canada, often send observers to developing democracies.

## 2 Election Experiences

Experiencing the electoral process provides insight into how elections work and why they are structured and legislated the way they are. The electoral process emphasizes the importance of open, fair and impartial elections.

- Open a class discussion by posting inquiry questions, such as those below, that ask students to revisit concepts connected with the introductory issue:  
**Should political participation be a choice or obligation?**
  - ➔ Does the electoral system result in governments that represent the views of its citizens? What impact do you think that declining voter turnout rates have on the concept and functioning of a representative democracy?
  - ➔ What impact do you think the youth vote will have on political participation and policy in the future?
  - ➔ How do you think election results affect the ways that people may choose to participate in society? Why?
  - ➔ Should voting be a mandatory citizenship responsibility? Why or why not?
- Provide students with **2-2: Election Experiences (pp. 91-93)**. Discuss the issue of fairness and equity related to an electoral system that is based on majority decision-making.

Explain to students that they will be participating in an election simulation, taking on the roles of voters as well as people involved in administering the election process. This process encourages students to explore issues related to fairness and equity in the context of a classroom, multiple classroom or school-wide election.

Students can also be given the opportunity to research and apply an alternative electoral process, other than the “first-past-the-post” system in use in Canada today. Have students use the election experience to critically analyze and consider changes that could make the electoral process in Canada and Alberta more fair or equitable.

- Work through the questions on the student resource in small groups or as a class to establish the context for the election. Encourage students to connect their planning to current issues associated with the electoral process or to the work they are doing on their action projects.
- Discuss forms of student government or councils that exist in the school. What roles and responsibilities does it have? How are student representatives elected? How could the voter turnout be described?
- Discuss questions such as the following as a class:
  - ➔ Voter eligibility: Why do we establish eligibility criteria for voters? (*Students may discuss ideas that include the importance of eligibility criteria to make sure that voters are old enough to make a good decision; to protect citizens’ right to vote; to ensure that voters actually live in the electoral division, etc.*)

- ➔ The election process: Why is it important to follow the same process for each election?
  - ➔ What effects do you think result from declining participation in political processes, including voting?
  - ➔ What electoral reforms do you think might improve voter turnout rates? Ask students to work as a class or with a small group and identify issues that are related to this question. (*Issues may include those related to provincial and federal differences – e.g., setting fixed election dates; those related to inclusion – e.g., lowering the voting age or the extent to which cultural and religious identities are respected in the electoral process; fair and equitable access to polls and voting; those related to proportional representation – e.g., keeping the first-past-the-post system or how the number of representatives are determined.*)
- Support for an election simulation is provided in *Build the Vote! An Election Simulation*. This resource provides templates, forms and directions to implement an election in the classroom. Access this resource on the teacher webpage of the *Building Future Voters* website at [www.buildingfuturevoters.ca](http://www.buildingfuturevoters.ca). An Election Simulation Toolkit can also be ordered from Elections Alberta at the contact information provided on **page 6** of this resource.
  - The information, forms and templates in the election simulation are designed to actively engage students, give them opportunities to stand as candidates, explore political party affiliations, run campaigns and vote.
    - ➔ Information is presented in source card formats, designed to be photocopied and cut into two to four cards per page.
    - ➔ Source cards represent roles involved in the electoral process, including election officers, candidates, candidates' official agents, scrutineers, lobby groups and media.
    - ➔ Templates guide students through steps in the process that are modeled on Alberta election processes.

The activities, templates and source cards can be applied in different contexts:

- ➔ To conduct an election simulation in the classroom
  - ➔ To conduct an election simulation for combined classrooms at the same grade level
  - ➔ To organize and conduct an election simulation or student council election for your school
- Encourage students to add insights about the electoral process to their graffiti walls or to create new word cloud patterns in Google documents or spreadsheets.



## Find Out More

The Chief Electoral Officer of Alberta is required by the *Election Act* to provide a report on each provincial general election and byelections. These reports provide a summary of the electoral process, including key dates, candidate and voter statistics and results. Samples of strategies used for public outreach are also included.

These reports can be found on the Elections Alberta website at [www.elections.ab.ca/reports/](http://www.elections.ab.ca/reports/).

The *Election Act* is the main legislation that guides the conduct of elections in Alberta. It sets out all the rules and procedures that must be followed to ensure that elections are fair and impartial. Elections Alberta is responsible for making sure the *Election Act* is followed.

They must remain independent from any political party or government in power. The *Election Act* and other election-related legislation can be accessed on the Elections Alberta website at [www.elections.ab.ca/legislation](http://www.elections.ab.ca/legislation).





## Assess and Reflect

Use a checklist to assess students' demonstrations of their understanding of different perspectives involved in the electoral process.

Use criteria such as the following to assess understanding:

- Analyzes and compares the roles, responsibilities, rights and values involved in democratic processes

Does this student demonstrate the ability to...	Yes	Almost	Not Yet
Identify processes of the current electoral system?			
Critically assess advantages and disadvantages to the individual?			
Compare roles and responsibilities of individuals and groups involved in the electoral process?			

## For an Election Year

Post a large sheet of poster paper horizontally. Divide it into three columns, labelled "Fact," "Opinion" and "Not Sure." Introduce the chart to the students. Ask them to define and clarify the difference between facts and opinions.

Make sure students understand that facts are verifiable, while opinions are not. Ask students the following questions, allowing for as many responses as there is time:

- What do you know about this election?
- How do you know?
- What do you know about the candidates?
- How do you know?

As each response is given, ask the group to evaluate whether the statement is a fact (provable) or an opinion. Write the statement in the corresponding column. If consensus is not reached for any statement, write it in the "Not Sure" column. When all responses are given and posted, review the items in each column. Discuss whether any of the items in the "Not Sure" column are verifiable as fact.

When reviewing the "Opinion" column, be sure to address the idea that opinions are not invalid, and talk about what makes them valid (different ideas, goals, perspectives and understandings). You can also examine the newspaper or magazine articles and campaign flyers or posters that the students bring in. Some might bring in editorials, political cartoons or news articles.

Activity adapted from *Voting: What's it all about?* Read-Write-Think. NCTE International Reading Association website. [www.readwritethink.org/classroom-resources/lesson-plans/voting-what-about-396.html](http://www.readwritethink.org/classroom-resources/lesson-plans/voting-what-about-396.html)



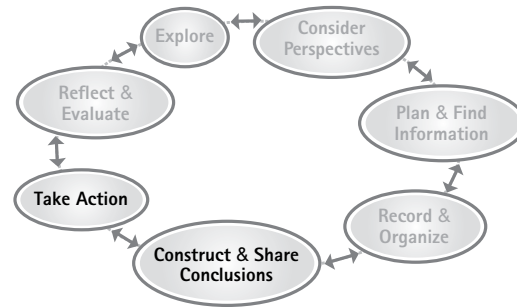
## Make It Matter

Encourage students to draw conclusions from the research they completed to support their projects. Use a graphic organizer such as a **Mind Map** (p. 112) or **Flow Chart** (p. 117) to organize research, look for patterns and draw conclusions. Use **Plan for Action** (p. 126) to develop a plan for implementation.

Discuss how elected representatives identify priorities for change and actions that are needed to make those changes, including the development of legislation and policies.

Work with students to connect the processes involved in their class election to possible actions they can take to implement their projects. Students can be encouraged to present action strategies as part of their class election campaigns, considering strategies such as:

- Communicating and lobbying for support of their project with an MLA or the government, including making a presentation, sending a letter or email, sharing research and findings, sending an invitation to meet with the class



- Implementing the project in the classroom or school, including creating a school awareness campaign, organizing student or working group meetings, holding lunch hour take-action meetings
- Implementing the project in the community, including preparing a community information night, holding a press conference, organizing a public service announcement or social media campaign, organizing a mini-conference

Candidates can campaign on the basis of how they will take leadership in developing, furthering and implementing the goals of the project.



## Curriculum Connections

Ask **Social Studies 20-1 and 20-2** students to focus on alternative views of Canada's identity through participation in the electoral process and opinions about its reform.

## Did You Know

Recent research indicates that "younger Canadians aren't more politically apathetic or tuned out than their older counterparts; they're more ignored by parties, candidates and leaders than older Canadians, which may partially explain declining voter turnout amongst youth. Political leaders fail to contact young Canadians: almost half of young people have not been contacted by political leaders, compared to only one-quarter of the oldest age group. Contact from political leaders is important. Contact is linked to voting and an awareness that political decisions matter. Parties and candidates are well positioned to increase voter turnout.

Samara Canada (September, 2015). *Message Not Delivered: The Myth of Apathetic Youth and the Importance of Contact in Political Participation*. [www.samaracentre.ca/articles/message-not-delivered](http://www.samaracentre.ca/articles/message-not-delivered)

### ③ Get Engaged

While voter participation and rates are important indicators of the involvement of Canadians in politics, these statistics can be misleading when it comes to youth. An engaged citizenry and political culture requires a broader understanding of political participation. Students should be encouraged to consider what forms of political participation they practice, in addition to considering a commitment to vote.

- Invite students to consider what they associate with political and social participation and engagement. **How and why should youth be encouraged to participate politically? How many different ways can youth be politically involved?** Work with the class to establish a format or criteria for an social media campaign that focuses on these questions.

The campaign can be created with a variety of products, including:

- Blog site
  - Social media campaigns
  - YouTube or Vimeo videos
- Provide students with use **2-3: Commitment to Participate (p. 94)**. Identify and list elements that students should include in their campaigns, such as meanings of youth participation and engagement, strategies for participation and youth issues, priorities and concerns. The campaign materials that students develop should include visuals and text. Students should develop a project plan, detailing the following information:
    - The purpose and products for the advertising campaign
    - Group tasks and timelines
  - Individual responsibilities within the group.

Each individual group member should clearly identify a product that they will create that will become part of the group's effort.
  - Alternatively, have students create a persuasive poster, collage, storyboard or photo essay that responds to the questions, **How and why should youth political participation be encouraged? Who should be responsible for encouraging increased participation – government, individuals or political communities?**
  - Revisit students' graffiti walls. Have students add different perspectives on issues related to youth participation in political issues, policy and decision-making.
  - As a class, revisit the introductory issue, **Should political participation be a choice or obligation?** Ask students to think about how they can make a commitment to participate in the electoral process. Students can be asked to make a commitment card with blank index cards or cardstock.



## Differentiate

Provide students with choices regarding the type of product they create to apply their understandings and to demonstrate learning. Some of these product choices can include the following:

- A **personal poster** is used to create a personal response, including visuals and text. The personal poster should be completed individually.
- A **collage** is created with a collection of items from different sources. A collage can include excerpts from media sources, photographs, illustrations, drawings, quotations and literature excerpts. It can also include items that students create themselves. Three-dimensional objects can be used in a collage to create a “collage in relief.”
- A **storyboard** is a series of drawings, sketches and text that is used to present a sequence of ideas or events. A storyboard is usually created using a series of boxes like a comic strip.
- A **photo essay** is a collection of photographs that are presented in order to tell a story or evoke an emotional reaction. A photo essay can provide a written explanation, literature excerpt or quotation or descriptive words and phrases with each photograph. When students are asked to create a photo essay, they can be encouraged to take their own digital photographs and create their essay in digital form or they can cut and paste photographs they find in different sources.
- These products can all be created with digital or online apps, including Padlet, Pinterest, Prezi or Google Docs.

participation  
commitment  
engagement



## Integrate Technology

Have students revisit the **Identities and Ideologies** section of the *Building Future Voters* senior high webpage at [www.buildingfuturevoters.ca](http://www.buildingfuturevoters.ca).

This section presents information on issues related to the electoral process, including mandatory voting, internet voting and the voting age. Explore as a class, with partners, in small groups or individually.



## Share

Students can be provided with options for sharing their work. Smaller group presentation contexts encourage students to develop skills in more comfortable contexts.

- Students can share with a partner.  
Have partners develop questions they can ask of each other.
- Students can present their work to a small group, taking turns presenting their opinions and evidence.
- Students can practice a presentation with a partner or small group, then share with the whole class.

## Assess and Reflect



Have students reflect on what they have learned and how they have learned by responding to the following three statements.

- I liked learning about...because....
  - I struggled when I was trying to learn....
  - I didn't know that...

## Competency Cues

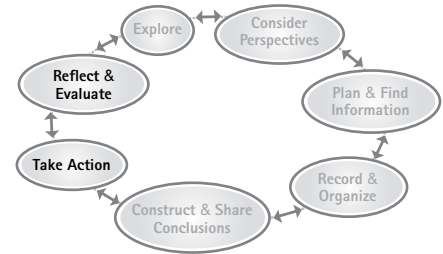


Emphasize collaborative processes, focusing on the development of respect for, and reasoned consideration of, diverse interests, perspectives and opinions. Watch for evidence of listening skills, flexibility and compromise.



## Make It Matter

Provide time for students to implement their class project. Students who have completed projects can reflect on the impact they think their actions have had. Students who are still implementing projects should reflect on the effectiveness of their project work to date.



Encourage students to check in with each other by discussing and reflecting on questions such as the following:

- What has most inspired us with our project work so far?
- Who have we connected with? How have different perspectives changed or affected our project work?
- What do we consider to be the most successful in the work we have done? Why is it successful? What challenges or barriers have we had to overcome?

Use **Assess the Impact (p. 127)** to guide students through an assessment and reflection of their project work. Depending on the project and how much work students have completed, assign parts or all of the resource.



2

How is the political process influenced by identities and ideologies?

## Politics and Policy

Canada's National Identity Will Be Determined by Your Vote!

Past Blogs

A Generational Divide?

What do Canadians Value in a Voting System?

First Past the Post Effective?

Representation by Population Stretched Thin

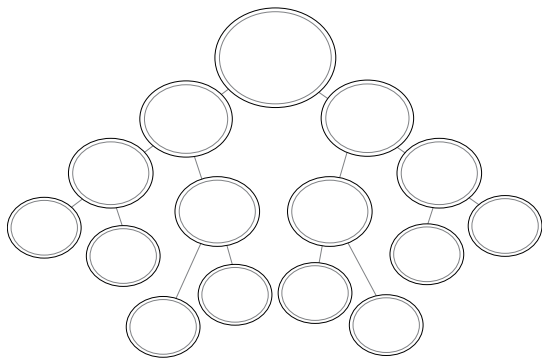
Introducing Technology to the Electoral Process

Movement growing to lower Canadian voting age to 16



What do you think these headlines mean? What issues are associated with each?

Brainstorm questions that come to mind when you read each headline. Use a list, or a graphic organizer such as a Mind Map or a T-Chart, to organize your questions.






## Find Out More



Find additional sources and examples about issues related to the electoral process and Canadian democracy in **Identities and Ideologies** on the **Building Future Voters** senior high webpage at [www.buildingfuturevoters.ca](http://www.buildingfuturevoters.ca).

Check out the **canada.ISideWith.com** website to find out what Canadians think about various issues. Go to the **Polls** tab and look for electoral issues. Filter results by province, city and political party. What can these results help you understand?

## ■ A Matter of Policy?

Some say that Canada's citizenship policies and legislation encourage citizens to participate and engage with issues that are important to them. Others say that our policies and legislation doesn't do enough to ensure that all citizens have equal opportunities to be heard. What do you think?

Through the **electoral process**, citizens give representatives the authority to make decisions, develop policies and enact laws on their behalf. The electoral process is therefore a critical aspect of the democratic process. However, there continue to be questions about the effectiveness of Canada's electoral system.

Some people believe that Canada's political and cultural realities require more reflection on what we want the Canadian democracy to be and how this vision should be represented in the electoral system. Others raise questions about whether existing electoral procedures really meet the democratic needs of Canadian society.



What are perspectives and evidence related to each of the headlines you just explored? Each of the following sources presents a starting point to help you build understandings of some issues connected to Canada's electoral system and democracy.

Start with these sources, but do some of your own research as well. Use a graphic organizer such as a **Triple T-Chart** or **Retrieval Chart** to organize information from the sources that you find. Ensure that you analyze each source for perspective and bias by applying these questions:

- Who wrote or created the source?
- How reliable is it? What biases are present in the source? Why and how do you know this?



Past Blogs

### ■ Canada's National Identity Will Be Determined by Your Vote!

Voters cast their ballots to support a political party or an individual candidate. This choice can be influenced by the policies and stances that parties and candidates take and promise to put into place when they are elected. Sometimes, special interest groups will encourage voters to vote for the party or candidate that represents their point of view on issues and decisions. Some elections can be centered on a particular issue. Some issues, such as the Constitution debate, can be decided through **referendums**, a "people's vote" that directly determines an issue of policy by a majority vote, as distinct from an election of political representatives who will make the decision for the people.

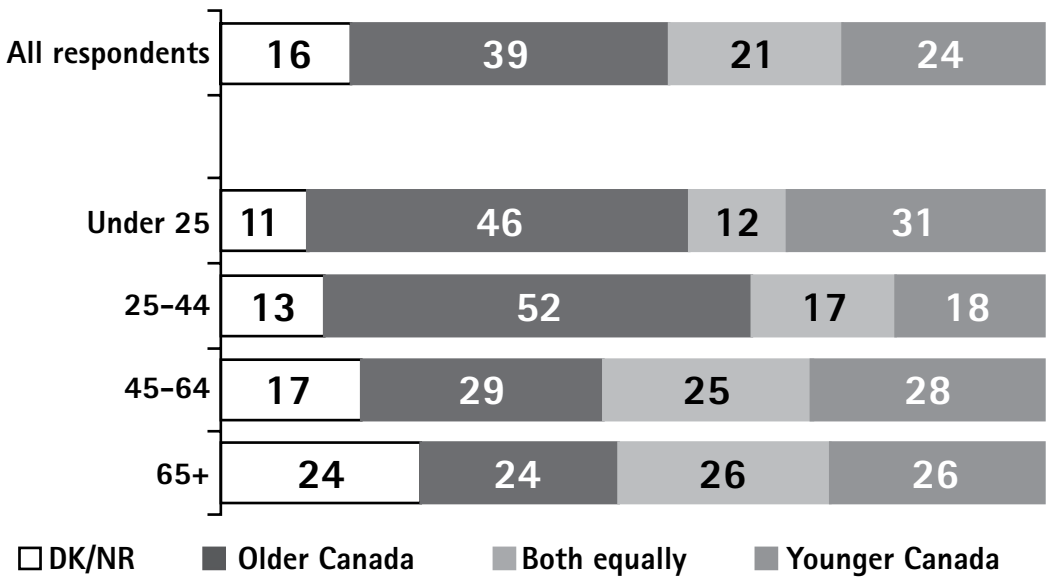


## ■ A Generational Divide?

Canadians themselves see growing generational and class conflicts on the horizon. Among younger Canadians there is clear sense that the playing field is tilted to favour older voters. This perception may be grounded in harsh realities about how the economy, our democracy and our public institutions are performing. The youth vote is increasingly irrelevant to the business of winning elections — so political agendas tend more and more to reflect the wishes and fears (both real and imagined) of older Canada. This, in turn, may be leading to the permanent political disengagement of the young — who increasingly see a political process that doesn't reflect their needs, their concerns and their ethics.

iPolitics asked Canadians the following question. Do you think political campaigns ignore the needs and concerns of younger voters? What implications does this have for the political engagement of youth?

About half of Canada's population, younger Canada, is under the age of 42, while the other half, older Canada, is over 42. Do you think the government of Canada focuses more on the values and interests of younger or older Canada?



BASE: Canadians; February 21-28, 2012 (n\*3, 699), MOE +/- 1.6%, 19 times out of 20

Graves, F. *The Grey Divide: How generational conflict twists our politics*. iPolitics.

<http://ipolitics.ca/2014/12/09/the-grey-divide-how-generational-conflict-twists-our-politics/>

## Find Out More



Macleans provides an article that explains the choices between the current electoral process and four options that other countries use.

Shendruk, A. (June 16, 2016). *On electoral reform, what are Canada's options?* Macleans. [www.macleans.ca/politics/making-sense-of-electoral-reform-what-are-canadas-options/](http://www.macleans.ca/politics/making-sense-of-electoral-reform-what-are-canadas-options/)

Find out what Canadians think. Check out *Canadian Electoral Reform: Public Opinion on Possible Alternatives*, a report prepared for the Broadbent Institute. The report can be downloaded at [www.broadbentinstitute.ca/canadian\\_electoral\\_reform](http://www.broadbentinstitute.ca/canadian_electoral_reform).

## First-Past-the-Post Effective?

- Ongoing discussions and debates about the effectiveness of Canada's current electoral system are not new. Our current **first-past-the-post** system has both supporters and opponents. Many Canadians believe that the first-past-the-post system results in inequalities in representation.

Some Canadians are in favour of a system called **proportional representation**. In this system, political parties are assigned seats in the House of Commons or provincial legislatures according to the percentage of the vote they receive. Candidates also win on the percentage of the vote they receive.

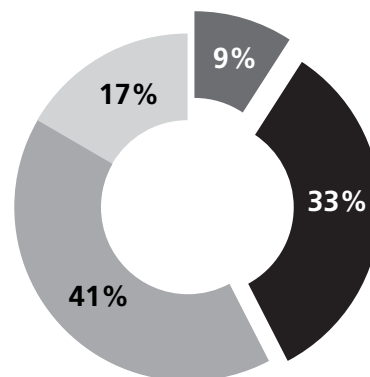
However, the first-past-the-post system has its supporters.

- The system is easily understood by the average voter, as voters simply mark the ballot (with a cross or other mark) beside the name of their preferred candidate.
- It can produce majority governments that take decisive action.
- This system allows voters to oust an unpopular government at the next election.
- It creates a clear geographic link between Members of Parliament and constituents.

Canadians surveyed in a 2015 public opinion study had the following opinions on the electoral process.

### Feelings about the way we elect Members of Parliament

Based on what you know and feel about the way we elect Members of Parliament, which of the following statements comes closest to your view?



- The system needs to be changed completely.
- The system needs major changes.
- The system only needs to minor changes.
- The system works well and does not need to be changed.

Coletto, D. & Czop, M. (December, 2015). *Canadian Electoral Reform: Public Opinion on Possible Alternatives*. Prepared for the Broadbent Institute. Abacus Data. [https://d3n8a8pro7vhmx.cloudfront.net/broadbent/pages/4770/attachments/original/1448994262/Canadian\\_Electoral\\_Reform\\_-\\_Report.pdf?1448994262](https://d3n8a8pro7vhmx.cloudfront.net/broadbent/pages/4770/attachments/original/1448994262/Canadian_Electoral_Reform_-_Report.pdf?1448994262)



### What do Canadians value in a voting system?

When asked to choose five of their most important goals for a voting system (from a list of 15), a majority of Canadians ranked ballot simplicity (55%) and a system that produces strong and stable governments (51%) as one of their most important goals. These goals were chosen most consistently among respondents.

Other goals considered important to a large number of respondents included the ability to directly elect MPs who represent their community, and that government has MPs from every region of the country.

Moreover, a large portion of Canadians also valued a system that produces proportional representation in the House of Commons. Forty-one percent of Canadians want a system that “ensures that the number of seats held by a party in Parliament closely matches their actual level of support throughout the country” as a top voting system goal. Nearly four in 10 Canadians (38%) also chose “ensures seats in Parliament reflect the proportion of the vote a party receives nationally.”

The Library of Parliament provides a comprehensive overview of Canada's electoral system and electoral reform. Check the articles in *Electoral Systems and Electoral Reform in Canada and Elsewhere: An Overview* at [https://publications.gc.ca/collections/collection\\_2016/bdp-lop/bp/YM32-2-2016-6-2-eng.pdf](https://publications.gc.ca/collections/collection_2016/bdp-lop/bp/YM32-2-2016-6-2-eng.pdf).

Check out information on proportional representation on Fair Vote Canada at [www.fairvote.ca](http://www.fairvote.ca).

#### ■ Representation a Concept That is Stretched Thin

The issue of who is represented and who is not by Canada's electoral system raises a number of different questions.

Canada uses a representation by population system and has a constitutional guarantee of a minimum number of seats for the provinces. Some Canadians ask whether it is really individual citizens who are represented in Parliament or is it the provinces?

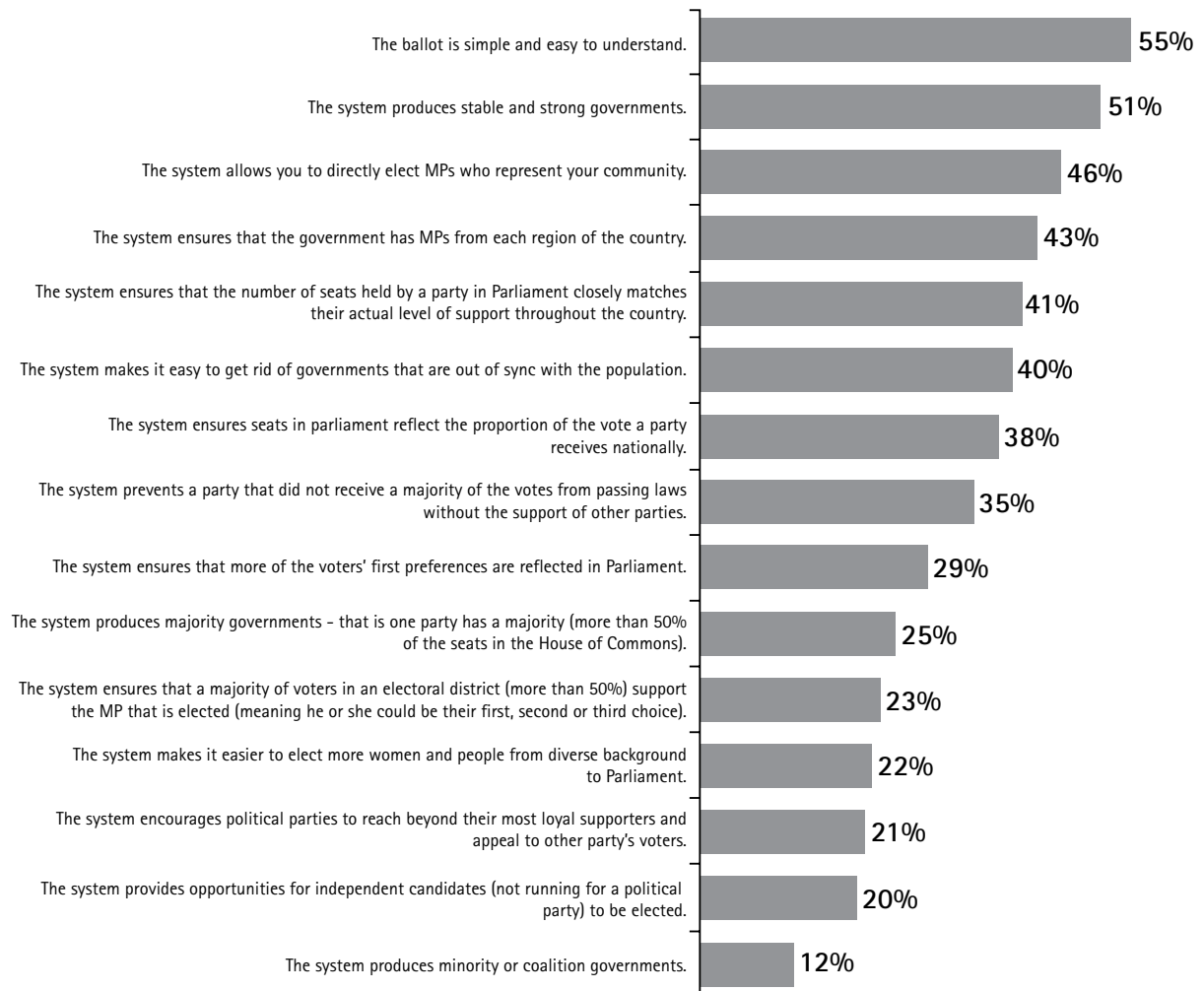
Another issue involves representation of minority groups, women and Indigenous peoples at all levels of government.

Questions have also been asked whether established residents of Canada, who pay taxes and live in Canadian communities, should be able to vote even if they are not citizens.

Some believe that by lowering the voting age, youth will be more effectively represented and engaged in political processes.

## Top 5 goals of a voting system

Please choose five goals of a voting system that are most important to you personally.



Coletto, D. & Czop, M. (December, 2015). *Canadian Electoral Reform: Public Opinion on Possible Alternatives*. Prepared for the Broadbent Institute. Abacus Data. [https://d3n8a8pro7vhm.cloudfront.net/broadbent/pages/4770/attachments/original/1448994262/Canadian\\_Electoral\\_Reform\\_-\\_Report.pdf?1448994262](https://d3n8a8pro7vhm.cloudfront.net/broadbent/pages/4770/attachments/original/1448994262/Canadian_Electoral_Reform_-_Report.pdf?1448994262)



### Pause and Reflect

What five goals of a voting system are most important to you?

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## Movement growing to lower Canadian voting age to 16

There have been a number of movements to lower the voting age, and even more debate and controversy about whether or not it is a good idea. In 2005, MPs from four political parties – the Liberals, Conservatives, Bloc and NDP introduced a private members bill to change Canada’s *Election Act* and lower the voting age to 16. The bill was voted down in parliament.

Other countries have also introduced bills to lower the voting age, including the United States and Britain. Iran lets young people vote at 16 in some elections, and in Brazil, the Philippines and many municipalities in Germany, the voting age is also 16.

In January 2005, two teenagers – Eryn Fitzgerald and Christine Jairamsingh – from Edmonton, Alberta attempted to voice their opinions on the issue to the Supreme Court. They were refused.

In the June 2005 House of Commons debate, Conservative Pierre Poilievre, the youngest Member of Parliament at 25, opposed the idea of lowering the voting age with the reasons that “the responsibility ... to pay taxes usually arrives around the age of 18... Values such as thrift, responsibility and hard work are most exemplified in the years that follow, having reached the age of majority.” Others disagreed, stating that everyone pays GST and most pay provincial sales taxes.



### Find Out More

There are a number of different sources that present arguments for and against lowering the voting age. Try searching online with "lower voting age Canada" or "lower voting age Alberta" to find sources.

### ■ Introducing Technology to the Electoral Process

Elections Alberta now uses an online voter registration system called Voterlink. Eligible voters can register to vote using the internet at [www.voterlink.ab.ca](http://www.voterlink.ab.ca). To register, you need an Alberta Driver’s License or an Alberta Identification Card. Any Canadian citizen who has been ordinarily resident in Alberta for at least six months and who is aged 16 or over can register.

*My Office is restricted from introducing best practices identified by other election agencies and in modernizing the electoral process in Alberta. The prescriptive and outdated language of the existing Election Act and Election Finances and Contributions Disclosure Act restricts the introduction of technology and product innovation needed to meet the changing needs of our stakeholders.*

*I have included recommendations to address my concerns under the Election Act in this report. A significant re-write of the legislation needs to be undertaken to ensure an enabling legislative structure rather than a prescriptive legislative structure for elections that protects the key principles of fairness of process, accessibility for all stakeholders and integrity of the results while ensuring that it is written in plain language that is easy to understand and interpret for all interested parties.*

Resler, G. (2016). Remarks of the Chief Electoral Officer. *Report of the Chief Electoral Officer on the May 5, 2015 Provincial General Election*. Elections Alberta. [www.elections.ab.ca/reports/general-elections/2015-general-election/](http://www.elections.ab.ca/reports/general-elections/2015-general-election/)

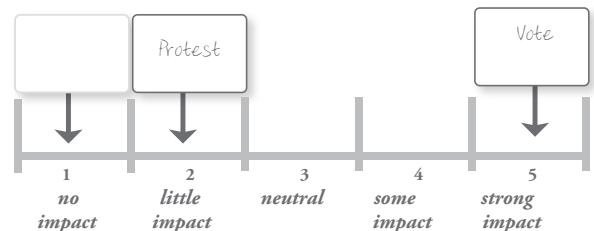


Work with a group to create a poster session to present information on one issue that you and your group identify and research. A **poster session** is a way of communicating information in a brief format. The poster is designed to communicate concepts and data to an audience using a combination of visuals and text. Poster sessions tend to be more informal than oral presentations.

- Clearly identify your issue.
- Plan your poster, including the issue, visuals and textual information.
- Collect and organize your research.
- Create your poster.

Reflect on and discuss the following questions after you have shared your research.

- How can a choice to vote represent a choice to affiliate with particular values, ideologies or stances on issues and concerns?
- In what ways can the process of voting be used to find out how citizens feel about an issue or decision? What is meant by the "popular vote?"
- Can voter participation patterns, or voter turnout rates, provide insights into what citizens believe to be important or not important? What might these insights include?
- What actions other than voting can represent political participation and affiliation with a particular stance or ideology?
- What degree of impact do you think different forms of political action, including voting, have? Use a **Continuum**, such as the example below, to indicate degree of impact.
- Whose voices are excluded from the electoral process? Why? Is this fair?





## Election Experiences

Voting is sometimes identified as the most important action that a citizen can take to be politically involved in a representative democracy. Every eligible voter has the right to vote in Canada's democratic system, although some choose not to vote.

A democracy cannot exist without free and fair elections. A free and fairly run election ensures that everyone is equal, as every citizen has one vote. Therefore, their vote gives every individual an equal say. **Collectively**, or taken all together, election results can send a message to politicians, political parties and the public, letting them know about positions and points of view that are supported by the majority.

The concept of **majority decision-making** is important to the electoral process:

- The political party with the most seats forms the government.
- Decisions to pass laws are made through a majority of votes.
- Representatives are chosen through a system that is often called "**first-past-the-post**." In other words, the candidate winning the majority of votes in a constituency is the winner, even if he or she received less than 50% of the "popular vote," which is the total number of votes cast.
- Alternative systems of majority decision-making are used in other countries. There has been increasing discussion about the advantages of changing Canada's electoral system. These alternatives include **proportional representation**, **ranked ballots** (also called preferential voting), **single transferable vote** and **mixed member proportional**.
- **Electoral divisions** are established with approximately the same number of people. One representative is elected to represent the people in the riding, giving everyone an equal say. However, when electoral divisions shrink or expand, this equality is affected.

## Student Governance



Is the electoral process fair and equitable? You decide. Use the election process you are about to have to consider what changes could make it more fair or equitable. What would you change right now in Canada's electoral process if you could?

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### Pause and Reflect



When have you made decisions by majority decision-making? What other forms of decision-making have you used?

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### Find Out More

Explore some facts about the voting process in the **Identities and Ideologies** section of the **Building Future Voters** senior high webpage. Go to [www.buildingfuturevoters.ca](http://www.buildingfuturevoters.ca) to find information and examples of voting processes and procedures.



## Did You Know



The most common voting age around the world is 18, with a few countries that have lower voting ages. For example, East Timor, Indonesia, Greece and Sudan have a national minimum voting age of 17. Austria and Brazil have a minimum age of 16. People who are between the ages of 16 and 18 and employed can vote in Bosnia, and Serbia. However, in Italy, the minimum voting age for elections to the Senate is 25.

Hold an election for a student government or council with a function such as the following:

- Elect a mini-council for your classroom. Identify the issues and responsibilities this council will have.
- Hold referendum around an issue relevant in your school or classroom. Instead of electing a representative, adapt election materials and tools to determine and decide on a course of action.



What powers will elected representatives hold? What roles and responsibilities will they have?

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## Voter Eligibility

In Alberta, there are criteria that must be met for **voting eligibility**. To be eligible to vote in a provincial election in Alberta, a person must:

1. Be a Canadian citizen;
2. Be 18 years old or older; and
3. A resident of Alberta

When voting, electors in Alberta are required to provide their name and current physical address when voting. To do this, voters can provide one piece of identification, such as their driver's license or Alberta identification card, or two pieces of identification both containing their name and with one showing current physical address, such as a utility bill and student identification card, or have another elector vouch for them. A list of authorized identification is available at [www.elections.ab.ca/VoterID](http://www.elections.ab.ca/VoterID)



What are the criteria for voting in federal elections?

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Should there be changes to voter eligibility at different levels of government?

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What criteria will establish voter eligibility in your election?

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## Find Out More



The *Election Act* is the main legislation that guides the conduct of elections in Alberta.

It sets out all the rules and procedures that must be followed to ensure that elections are fair and impartial. Elections Alberta is responsible to ensure the *Election Act* is followed. They must remain independent from any political party or government in power.

The *Election Act* and other election-related legislation can be accessed on the Elections Alberta website at [www.elections.ab.ca/legislation](http://www.elections.ab.ca/legislation).

act  
vote representation  
student voice

## Electoral Divisions

In some ways, your school is like an electoral division. Your classroom is like a voting area. In a provincial election, each electoral division must elect a representative. In order to vote, each eligible voter must **register** to vote by adding their name to the List of Electors. Voting takes place in **voting places** in each electoral division.



Why do you think it is important that all voters register?

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In most elections, there are issues that people are concerned about. Your election or referendum should address issues that are important to you, your classroom, your school or your community. The issues may relate directly to a project that you are already involved with.



What issues were raised in your election?

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How might your issues differ from other classrooms, groups of people or communities?

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Use your research from previous activities to identify alternatives to a first-past-the-post, or majority, decision. What changes would you have to make to the election materials and resources used? Consider:

- Does the ballot have to be redesigned?
- Do election officers have different responsibilities?
- Will election results be counted and recorded using different processes?

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## Make It Matter

Make your election matter for your action project. What actions or policies are important for the candidates' election campaigns? Consider strategies like these, depending on your project.

- **Communicate and lobby for change** with your MLA or the government by making a presentation, sending a letter, sharing research and findings or sending an invitation to meet with the class.
- **Implement the project in the classroom or school** by creating an awareness campaign, organizing student meetings or working groups or holding lunch hour take-action meetings.
- **Implement the project in the community** by preparing a community information night, holding a press conference, organizing a public service announcement or campaign or planning a mini-conference.

Encourage your candidates to campaign on the basis of how they promote your action project.

## 2 How is the political process influenced by identities and ideologies?

### ■ Commitment to Participate

#### Develop a Campaign

How and why should youth be encouraged to participate? Develop a social media campaign focused on this question.

Consider the elements that will be included in your campaign, such as meanings of youth participation and engagement, strategies for participation and youth issues, priorities and concerns. The campaign approach that you develop should include visual and textual information. Be creative with logos, illustrations and symbols in the social media you use.

**Make a plan for creating your social media campaign. Ensure that each group member has responsibility for completing at least one task.**

Our Strategy	The Purpose of Our Strategy	The Tasks	Who is Responsible and When It Has to be Done

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# Backgrounders

## Find Out More



Some of the information in this backgrounder is based on *The Citizen's Guide to the Alberta Legislature* 9th Edition, accessed at [https://www.assembly.ab.ca/docs/default-source/learn-documents/online-resources/citizensguide.pdf?sfvrsn=dc06b96a\\_5](https://www.assembly.ab.ca/docs/default-source/learn-documents/online-resources/citizensguide.pdf?sfvrsn=dc06b96a_5)

*Teaching Democracy: What Schools Need to Do*, by Joseph Kahne and Joel Westheimer, although written in 2003, presents a number of perspectives valuable in thinking about how to approach teaching democratic principles. Search for this article online.

## Integrate Technology



Find weblinks and additional information on the teacher webpage of the *Building Future Voters* website at [www.buildingfuturevoters.ca](http://www.buildingfuturevoters.ca).

# BACKGROUND 1

## An Overview of Government

People often use the term “government” to mean everything connected with making and enforcing laws, collecting taxes and providing public services. In the Canadian parliamentary system, “government” has a limited and specific meaning.

Government refers to the team of elected representatives that have the most support of all representatives in the parliament or a provincial assembly. The government is responsible for providing leadership to make laws, and for the ministries that deliver programs and services mandated by those laws.

The **bicameral**, or two-house system that provides the structure of government at the federal level, originated in Great Britain. The British Parliament evolved into an elected House of Commons and the appointed House of Lords in the 14th century. In Canada, this is equivalent to the House of Commons and the Senate.

Holding elections in which ordinary citizens elect representatives to a parliament is also part of Canada’s British heritage. Local village leaders were called to parliament as early as the 13th century, although voting rights were extended to the middle and working classes only in the 19th and 20th centuries and to women in the 20th century.

The provincial equivalent of the parliament is called the legislature. Alberta’s legislature consists of a **unicameral** house, which consists of the **Legislative Assembly** and the Lieutenant Governor. Like their federal counterparts, the premier and cabinet are from the same political party – the one with the most elected members in the Assembly.

### ● Responsible Democracy

The Canadian system of government is based on the British principle of responsible government, which means that the cabinet must have the support of a majority in the elected Assembly to continue governing. This establishes a system in which the government is **responsible**, or accountable, to the Assembly.

Responsible government has been part of the Canadian system since 1867, but the concept of responsible government came from Britain. It began in Britain in 1742, when the first Prime Minister, Sir Robert Walpole, resigned after two of his major policies were defeated in the Commons and his government lost a vote of non-confidence.

**Responsible government** commonly refers to a government that is responsible to the people. In Canada, responsible government refers to an executive branch that depends on the support of an elected assembly.

In Alberta, the premier and cabinet make up the executive branch. The **premier** is the leader of the political party that has elected more representatives to the Legislative Assembly than any other party. The premier appoints **cabinet members** from elected **Members of the Legislative Assembly (MLAs)**. The **executive branch** is responsible for proposing, passing and administering laws.

When a political party has **majority support** or commands a majority, the party holds more than half of the seats in the Assembly. In this case, the government formed is called a **majority government**. In Alberta's parliamentary system, majority governments tend to be stable because voting on major government initiatives such as bills and budgets normally occurs along party lines. The defeat of a major government initiative would mean the downfall of the government. Therefore, party unity is usually necessary for the government to remain in office. Consequently, party discipline, under which all MLAs from the same party support their party's policies in the Assembly, is a tradition in the parliamentary system.

A **minority government** happens if a party holds fewer than half the seats in the Assembly. However, a party may be said to command a majority if they draw enough support from members of opposition parties. If a major policy or law is defeated, there may be a vote of **non-confidence**. The government must resign and call an election if it loses the non-confidence vote. Minority governments rely on compromise with members from other parties, so their bills and spending priorities may represent a consensus of different parties' ideas. Thus opposition members in a minority government usually have more influence on government business than they do with a majority government.

### ● Direct Democracy

**Direct democracy** is a system of government in which voters can directly repeal, amend or initiate policies and laws through binding referendums. Switzerland provides a good example of a country that practices direct democracy in establishing laws and policies. Swiss voters can challenge laws or policies through petition and referendum. The result of referendum voting is binding on the government.



## Find Out More

A comprehensive history of the vote is available on the Elections Canada website at [www.elections.ca](http://www.elections.ca).

When voting, eligible electors must prove their name and current physical address by providing authorized identification or having another elector vouch for them. A list of authorized identification is available at [www.elections.ca/VoterID](http://www.elections.ca/VoterID).

## Find Out More

In partnership with the Institute for Canadian Citizenship, the Maytree Foundation, CBC News, and with the support of RBC, the Environics Institute conducted a ground-breaking national survey of Canadians on citizenship issues.

This research provides a definitive picture of how ordinary Canadians view citizenship today (e.g., what it means to be a "good citizen"), and how their concept of citizenship shapes their understanding of their rights, responsibilities, loyalties, and identities. Find this report on the Environics website at [www.environicsinstitute.org/projects/project-details/canadians-on-citizenship](http://www.environicsinstitute.org/projects/project-details/canadians-on-citizenship).

In *Message Not Delivered: The Myth of Apathetic Youth and the Importance of Contact in Political Participation* (2015), Samara Canada, a national charity dedicated to reconnecting citizens to politics, compares political participation and contact rates between citizens and Canadian political leaders across three age groups. Find this report at [www.samaracentre.ca/articles/message-not-delivered](http://www.samaracentre.ca/articles/message-not-delivered).

Read *Lightweights: Political Participation Beyond the Ballot Box* (2013) from Samara Canada. Access this report at [www.samaracentre.ca/articles/lightweights](http://www.samaracentre.ca/articles/lightweights).

## ● The Issue of Voter Participation

The issues of low voter turnout and voter apathy in elections for all levels of government – federal, provincial and municipal – has increasingly become a matter of concern for governments, politicians and many Canadians. The reasons are many – some based on opinion and some based on evidence and statistics. The 2015 elections, both in Alberta and federally, brought some unexpected changes and highlighted some emerging issues.

"While the conduct of the 2015 election was generally a success, it was apparent that a system anchored in the 19th century is no longer suited to meet Canadians' expectations. Electors want more accessible and convenient election services, whether in person or online, and real-time digital information."

Office of the Chief Electoral Officer of Canada (2016). *Report on the 42nd General Election of October 19, 2015*. Elections Canada: p. 7.

"A significant re-write of the legislation needs to be undertaken to ensure an enabling legislative structure rather than a prescriptive legislative structure for elections that protects the key principles of fairness of process, accessibility for all stakeholders and integrity of the results while ensuring that it is written in plain language that is easy to understand and interpret for all interested parties."

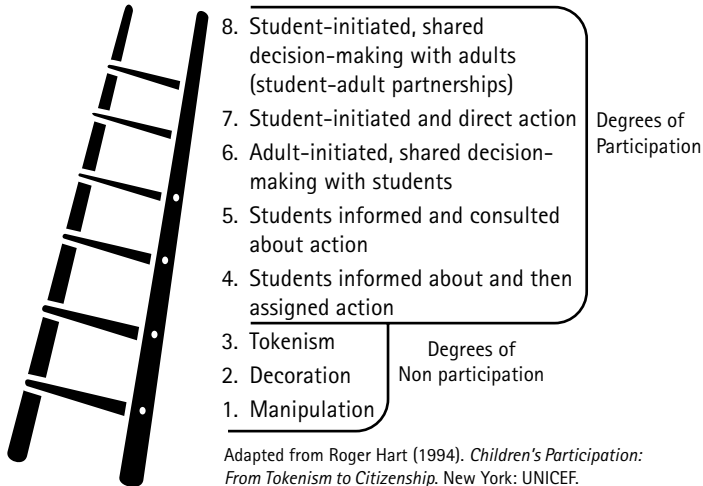
Chief Electoral Officer of Alberta (2016). Remarks of the Chief Electoral Officer. *Report of the Chief Electoral Officer on the May 5, 2015 Provincial General Election*. Elections Alberta: p. 2.

Youth engagement can be defined or described as meaningful participation and consistent involvement in activities that are focused on other individuals or groups. Youth can be engaged in many things, and in many different ways. Youth involvement can include volunteer activities, leadership roles, political participation, membership with organizations or individual actions such as participating in meetings, becoming involved in a lawful protest or rally or speaking out at public forums. In other words, participation can range from those actions that are considered to be more "traditionally" based to those that are not. Recent research is showing that young people tend to be involved, but in those activities that are perceived as "non-traditional."



An expert on youth participation, Roger Hart, describes involvement using the analogy of an eight-step ladder. This ladder is referenced in *The Heart of the Matter: Character and Citizenship Education in Alberta Schools Workshop Facilitator Guide* (Alberta Education, 2007). It can provide a useful context in which to analyze the forms of participation that students identify.

### The Ladder of Student Involvement in School



"Since 2000, Canadians have gone to the polls six times to elect a prime minister. That's a lot of federal elections in a period of just 15 years (four in the last decade), and the Canadian electorate has made their burnout evident. Voter turnout has been abysmal in recent elections, reaching a historic low in 2008, when just 58.8% of registered voters showed up on election day. More troubling, voter apathy has been disproportionately concentrated amongst the youngest eligible voters – in the 2011 election, less than 40% of Canadians aged 18 to 24 cast a vote. Maybe young people were too disillusioned to go to the polls, or just didn't feel that their choices could make a difference. But, for whatever reason, the majority of young Canadians did not feel an urgency to vote.

This year was different. Leading up to the election it felt different. Social media abounded with political content. Young Canadians urged their peers to vote strategically, promoting websites like [strategicvoting.ca](http://strategicvoting.ca) and [voteswap.ca](http://voteswap.ca). Election selfies trended on Twitter, and nearly 450,000 people RSVP'd to a "Stephen Harper Going Away Party" on Facebook. Young people also got the message, from a variety of sources, that their votes were important. Elections Canada made an active effort to break down barriers for youth voters, opening 71 advance-voting stations at university campuses and youth centers across the country. John Oliver, host of comedy talk show "Last Week Tonight", urged Canadians to go to the polls (when is the last time American media took an interest in Canadian politics?). And prominent local comedian, Rick Mercer, gave an impassioned speech on national radio, telling Canadians "if young people show up to vote; it will change everything."

Mercer was right. The election results that trickled in on the night of October 19, 2015, were historic for a number of reasons. The election saw a massive swell in voter turnout. Nearly 70% of registered Canadians voted – the highest turnout for a federal election since 1993. While the exact voter breakdown has yet to be released, a sizable youth vote is believed to be a major factor behind the resounding Liberal Party victory."

Dorfmann, J. (November 4, 2015). *The Power of Young Voters: Canada's Historic Election*. Harvard International Review. <http://hir.harvard.edu/power-young-voters-canadas-historic-election/>

"This study, which was based on data from the 2013 General Social Survey (GSS) on Social Identity, has shown that younger people are less likely to vote than older individuals and are also less likely to report that they intend to vote in the next election. Younger people also tend to be less interested in politics than their older counterparts. These trends, however, conceal a relatively high degree of engagement in other activities. For example, many young Canadians are politically and civically engaged, but in different ways. The youngest of them – those aged 15 to 19 – were the most likely of all age groups to be members of or participants in groups, organizations or associations. They were also the most likely to participate at least once a week in group activities or meetings.

Youth aged 20 to 24 are among the most engaged of all in political activities such as signing petitions and participating in demonstrations or marches. Young university students stood out in particular, as they had the highest participation rates for almost all these types of activities. In short, when alternative ways of participating in political and civic activities are considered, it is clear that a significant portion of young individuals are interested in public affairs.

However, the proportion of politically inactive individuals – those who did not participate in any political activity in the past 12 months and who were not highly likely to vote in the next election – was larger among youth. The lower voter turnout among younger individuals promises to be a topic of interest and concern in the coming years."

Turcotte, M. (2015). *Political participation and civic engagement of youth*. Statistics Canada. [www.statcan.gc.ca/pub/75-006-x/2015001/article/14232-eng.htm](http://www.statcan.gc.ca/pub/75-006-x/2015001/article/14232-eng.htm)

## Find Out More

Find a range of information, from a survey of 1000 Canadians aged 18 to 25, about the recent history of youth engagement in Canadian politics and the consequences of increased voting rates in *The Next Canada: Politics, political engagement, and priorities of Canada's next electoral powerhouse: young Canadians* (2016), commissioned by the Canadian Alliance of Student Associations. <http://abacusdata.ca/the-next-canada-politics-political-engagement-and-priorities-of-canadas-next-electoral-powerhouse-young-canadians/>

### Reasons for not voting by age group

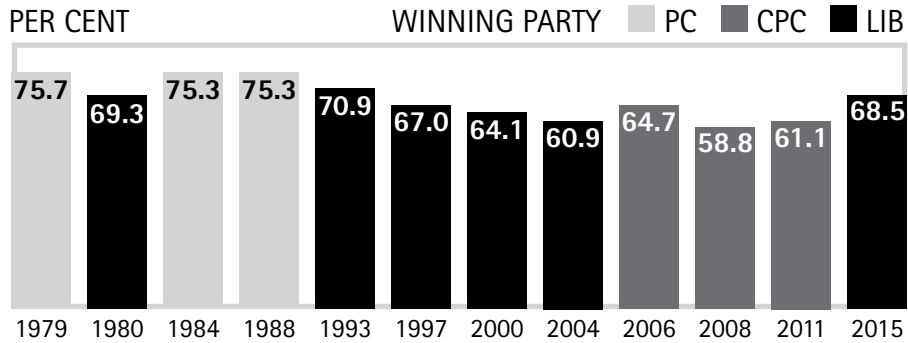
	18 to 24 years (%)	25 to 34 years (%)	35 to 44 years (%)	45 to 54 years (%)	55 to 64 years (%)
<b>Everyday life or health reasons</b>	47	48	47	44	44
Too busy	28	30	30	22	17
Out of town	13	11	11	12	14
Illness or disability	5	6	7	10	14
<b>Political reasons</b>	38	40	42	44	43
Not interested in politics	33	33	34	34	34
<b>Electoral process-related reasons</b>	11	8	6	7	6
<b>All other reasons</b>	4	5	5	5	6

Find additional statistics for other age groups in this source.

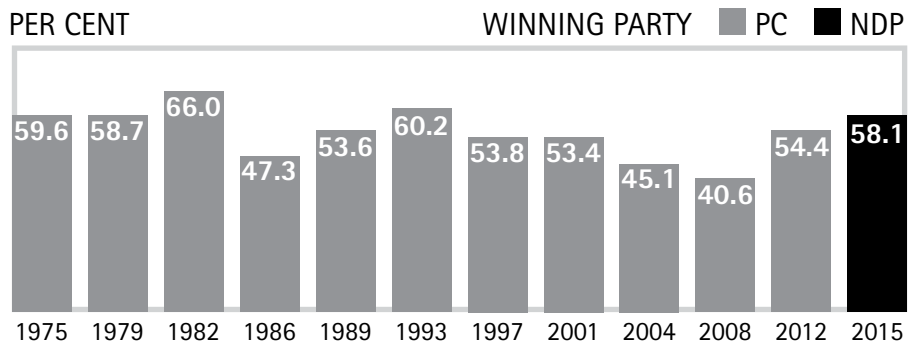
Statistics Canada (February 22, 2016). *Reasons for not voting in the federal election, October 19, 2015: Reasons for not voting by age group and sex*. [www.statcan.gc.ca/daily-quotidien/160222/t002a-eng.htm](http://www.statcan.gc.ca/daily-quotidien/160222/t002a-eng.htm)

## Canadian Voter Turnout in Federal Elections

In 2003, the Canadian Reform Conservative Alliance and the Progressive Conservative Party of Canada (PC) joined to form the Conservative Party of Canada (CPC).



## Alberta Voter Turnout in Provincial Elections



## Find Out More

A comprehensive analysis of the 2015 federal election can be found online, in the University of British Columbia publication *Canadian Election Analysis: Communication, Strategy and Democracy*. This publication includes numerous articles about the 2015 election campaign, the media and political communication, campaign issues, public opinion polls and voter behaviour. Find this publication at [www.ubcpres.ca/canadianelectionanalysis2015/CanadianElectionAnalysis2015.pdf](http://www.ubcpres.ca/canadianelectionanalysis2015/CanadianElectionAnalysis2015.pdf).

The Conference Board of Canada provides a comparison of international rankings for voter turnout across 15 countries, current as of 2013. Go to *Voter Turnout* at [www.conferenceboard.ca/hcp/details/society/voter-turnout.aspx](http://www.conferenceboard.ca/hcp/details/society/voter-turnout.aspx).

In many countries across the world, voting is not only a right. It is considered a duty that governments enforce through mandatory voting.

In Canada, retired politician Mac Harb is an advocate of compulsory voting.

Writing in the *Canadian Parliamentary Review*, the former Liberal MP and senator recalled that mandatory voting was introduced in Australia in 1924.

“Now, Australia has consistently boasted a turnout of over 90 per cent,” Harb wrote. “Compulsory voting in Belgium dates back to 1893. Currently, voter turnout in Belgium is over 90 per cent.”

“The most recent election in the European Union revealed the tremendous power of mandatory voting legislation and the pro-voting culture it brings along,” Harb continued. “Member states with mandatory voting during the last European Union elections had remarkable turnouts, with 90.8 per cent in Belgium, 89 per cent in Luxembourg, and 71 per cent in Cyprus, as compared with countries with no compulsory voting, voter turnout was only 42.7 per cent in France, 45.1 per cent in Spain and a mere 38.8 per cent in the United Kingdom.”

Pablo, C. (October 7, 2015). *Is it time for mandatory voting?* The Georgia Straight. [www.straight.com/news/551946/it-time-mandatory-voting-canada](http://www.straight.com/news/551946/it-time-mandatory-voting-canada)

## Find Out More

In 2016, the Government of Canada established a Special Committee on Electoral Reform to study and consult Canadians on reforms to the Canadian electoral system. The reports of this committee were presented to the House of Commons in December 2016 and are available at [www.ourcommons.ca/Committees/en/ERRE/StudyActivity?studyActivityId=9013025](http://www.ourcommons.ca/Committees/en/ERRE/StudyActivity?studyActivityId=9013025).

Macleans provides an article that explains the choices between the current electoral process and four options that other countries use.

Shendruk, A. (June 16, 2016). *On electoral reform, what are Canada's options?* Macleans. [www.macleans.ca/politics/making-sense-of-electoral-reform-what-are-canadas-options/](http://www.macleans.ca/politics/making-sense-of-electoral-reform-what-are-canadas-options/)

The Library of Parliament provides a comprehensive overview of electoral reform options in *Electoral Systems and Electoral Reform in Canada and Elsewhere: An Overview*, found at [https://publications.gc.ca/collections/collection\\_2016/bdplp/bp/YM32-2-2016-6-2-eng.pdf](https://publications.gc.ca/collections/collection_2016/bdplp/bp/YM32-2-2016-6-2-eng.pdf).

## ● Electoral Reform

Alternative electoral systems to FPTP can be grouped into three broad families: majority systems; proportional representation systems; and mixed electoral systems.

In **majority electoral systems**, the winning candidate is the individual who gets a majority (over 50%) of the votes cast. This system can be designed in different ways. For example, the system could allow voters to rank the candidates running in their electoral division in order of their preference. If no candidate receives a majority of votes on the first count, the lowest candidate is dropped and the second-preference votes for that candidate are assigned to the respective remaining candidates. This process continues until one candidate receives the necessary majority.

Another example is a system in which there are two election days, generally weeks apart. In this type of electoral system, if no candidate receives a majority of votes in the first round, there is a second election with only the top two candidates from the first election result. The candidate with the higher number of votes in the second round is elected. This type of system is used in Australia and France.

**Proportional representation** (PR) systems seek to closely match a political party's vote share with its seat allocation in the legislature. PR systems tend to vary and the method for calculating seat distribution can range from simple to complex. Proportional representation systems are not based on single-member constituencies. Citizens generally vote for more than one candidate or for a political party. Sweden uses this type of system.

**Mixed electoral systems** combine elements of a plurality or majority system with elements of proportional representation. Citizens in a riding cast two votes: one to directly elect an individual member to serve as their representative, and a second for a political party or parties to fill seats in the legislature allocated according to the proportion of the vote share they receive.

Examples of mixed electoral systems include Mixed Member Majoritarian (MMM), which is a semi-proportional system, and Mixed Member Proportional (MMP), which is a proportional system. Japan and New Zealand use a mixed electoral system.

The way that votes are counted and translated into seats can influence:

- The chances of having a majority government, as some systems produce majorities more often while others produce minority or coalition governments more often.
- The number and range of political parties that hold seats in the House of Commons, as some systems could permit smaller political parties to gain more seats, which could encourage the creation of more political parties.

Government of Canada (online). *Electoral Systems Factsheet*. [www.canada.ca/en/campaign/electoral-reform/learn-about-canadian-federal-electoral-reform/electoral-systems-factsheet.html](http://www.canada.ca/en/campaign/electoral-reform/learn-about-canadian-federal-electoral-reform/electoral-systems-factsheet.html)

## BACKGROUND 2

### Provincial General Elections

Canada's Constitution requires that provincial elections be held at least once every five years, but they are usually held approximately every four years. In Alberta, the *Alberta Election Statutes Amendment Act* established a fixed election date of the last Monday in May every four years. The 2023 general election was the first to be held on this date.

Holding an election is a complex affair, beginning well before the premier formally asks the Lieutenant Governor to dissolve the Legislative Assembly.

#### ● Electoral Divisions

The difficult decisions involved in an election are not all made by voters. One of these decisions involves how to divide the province into voting districts, or electoral divisions, each of which has one MLA.

Alberta is divided into 87 electoral divisions. One Member of the Legislative Assembly represents each electoral division, and that member represents everyone within the electoral division's boundaries, regardless of how they voted in the last election or whether they voted at all.

Electoral division boundary lines change about every ten years and are normally determined by a special body called the Electoral Boundaries Commission.

The Electoral Boundaries Commission is made up of a chairperson appointed by the Lieutenant Governor in Council and four members (commissioners) appointed by the Speaker: two on the recommendation of the Premier and two on the recommendation of the Leader of the Official Opposition in consultation with the other opposition leader or leaders. A boundaries commissioner must have a thorough knowledge of electoral law combined with an understanding of the needs and wishes of the people who live in the electoral division. The commission draws the boundaries mainly on the basis of population but also considers common community interests, the geographical area, natural boundaries such as rivers, political boundaries such as county lines and city limits as well as other factors. Its decisions are guided by a law called the *Electoral Boundaries Commission Act*. When the commission changes boundaries, the changes must become law before they can take effect.



### Find Out More

Some of the information in this backgrounder is based on *The Citizen's Guide to the Alberta Legislature* 9th Edition, accessed at [https://www.assembly.ab.ca/docs/default-source/learn-documents/online-resources/citizensguide.pdf?sfvrsn=dc06b96a\\_5](https://www.assembly.ab.ca/docs/default-source/learn-documents/online-resources/citizensguide.pdf?sfvrsn=dc06b96a_5).



### Integrate Technology

Find weblinks and additional information on the teacher webpage of the *Building Future Voters* website at [www.buildingfuturevoters.ca](http://www.buildingfuturevoters.ca).

Find maps of each electoral division on the Elections Alberta website at [www.elections.ab.ca/resources/maps/](http://www.elections.ab.ca/resources/maps/).

## Find Out More



The responsibilities of Election Officers are described on the Elections Alberta website at [www.elections.ab.ca/elections/work-as-an-election-officer/](http://www.elections.ab.ca/elections/work-as-an-election-officer/).

Information for candidates and political parties can be found at [www.elections.ab.ca/political-participants/](http://www.elections.ab.ca/political-participants/).

Changes to the List of Electors can also be made by electors using Voterlink at [www.voterlink.ab.ca](http://www.voterlink.ab.ca), an online voter registration service provided by Elections Alberta.

The *Election Act* is the main legislation that guides the conduct of elections in Alberta. It sets out all the rules and procedures that must be followed to ensure that elections are fair and impartial. Elections Alberta is responsible for making sure the *Election Act* is followed. They must remain independent from any political party or government in power. The *Election Act* and other election-related legislation can be accessed on the Elections Alberta website at [www.elections.ab.ca/legislation](http://www.elections.ab.ca/legislation).

### ● Running an Election

The complex task of running a provincial general election belongs to Elections Alberta, the Office of the Chief Electoral Officer. This office must do the following:

- Update the Lists of Electors, which may include a full or partial enumeration to collect voters' names by going door to door
- Train Returning Officers and Returning Office staff to run the election
- Make sure voting is conducted according to the rules
- Take care of all election paperwork
- Issue the official election results

### ● First-Past-the-Post

In Canadian elections winners are chosen through the **single-member plurality** system, or first-past-the-post. In other words, the candidate winning the most votes in an electoral division is the winner, even if he or she received less than 50% of the **popular vote**, which is the total number of votes cast. Electoral reform, centred on the idea that Canada needs a system that allows for more proportional representation in the House of Commons, has received increasing attention.

One voting system under consideration is **proportional representation**, in which parties win seats according to the percentage of the total votes cast in their favour. There are many countries using this system, including Germany, Switzerland and Ireland. An additional voting system is **preferential voting**, in which voters can rank candidates in order of preference. This system is used in Australia. A change at the federal level may also influence provincial elections.

### ● Political Parties

When a group of people have similar needs or ideas about the major issues affecting people in a democratic society, they may form a political party with a view to electing some of their people to office and therefore having a better chance of putting their ideas into practice.

Members of a political party can influence politicians and governments when policies are being formed or reviewed. In an election campaign, candidates usually concentrate on promoting policies that are already in place. Young adults can get involved by joining a party's youth association. As of 2023, there are fourteen registered political parties in Alberta. However, in the 2019 and 2023 provincial elections, only two political parties elected members to the Legislative Assembly: the Alberta New Democratic Party and the United Conservative Party of Alberta.

Political parties begin the work of choosing candidates long before an election. Each party tries to select, or **nominate**, one candidate to run in each electoral division. Candidates who don't belong to a political party are called **independents**.



## ● Making a Choice

Voters choose how to vote for a variety of reasons. They may vote for a candidate based strictly on individual qualifications. They may also vote for both the candidate and for the political party that candidate represents, unless the candidate is running as an independent. When deciding how to vote for a candidate in an election, it is important to listen not only to the candidate but also to the party leader. Party leaders will communicate what their party intends to do if they form a government while individual candidates may also focus on what they want for their electoral divisions.

Candidates will often go door-to-door during their campaigns and often welcome questions. Candidates compete for votes and a chance to explain their party's policies is a valuable opportunity. Voters thus should explore the issues that most concern them, and find out what their candidates and their parties plan to do about them. There are a variety of strategies voters can use to communicate with candidates and get involved in the electoral process:

- Talk to candidates and other individuals at their constituency associations or campaign headquarters.
- Find out how previously elected candidates handled issues in the past by reading copies of *Hansard*, which can be found on the Assembly's website at [www.assembly.ab.ca/assembly-business/transcripts](http://www.assembly.ab.ca/assembly-business/transcripts) and is searchable by keyword. If voters know the important details about an issue, their questions are likely to be more to the point, and they will be better able to judge how much the candidates know about that particular issue.
- Attend public meetings, debates, forums and discussion groups in which candidates will be speaking. One of the best ways to find out about a party's election platform is for candidates in one electoral division get together to talk about issues and answer voters' questions. This is an opportunity to hear how potential MLAs would deal with issues and concerns.
- Listen to or take part in a phone-in program, watch candidates' panel discussions or read their statements on important issues in the media.

The media provides helpful sources of information about candidates and issues. Television, radio and newspapers all offer extensive coverage of election issues, the best of which involve the candidates themselves speaking on various matters.

## ● The Electoral Process in Alberta

An election officially begins when the government in power passes an **Order of the Lieutenant Governor in Council** and the **Chief Electoral Officer** issues a **Writ of Election** to each **Returning Officer**.

The election period is a total of 28 days after the date of the Writ of Election. This means that Election Day is on the 28th day. **Nomination day**, the date by which all candidates must be nominated, is the 10th day after the date of the Writ of Election. **Advance voting** is held on the Tuesday, Wednesday, Thursday, Friday, and Saturday of the full week preceding Election Day.



## Find Out More

Elections Alberta also provides resources for individuals involved in the electoral process on their website at [www.elections.ab.ca](http://www.elections.ab.ca)

Most of Alberta's political parties have their own websites, with information about their activities and events. You can also find contact information on the Elections Alberta website at [www.elections.ab.ca/political-participants/parties/](http://www.elections.ab.ca/political-participants/parties/).



Each Returning Officer completes an **Election Proclamation**, which contains the following information:

- The place, dates and times fixed for revisions to the **Lists of Electors**
- The place and times fixed for nomination of candidates, and the date fixed for the closing of nominations
- The locations, dates and times for advance voting
- The date and times for voting on Election Day
- The place, date and time for the announcement of the official results
- The name, address and phone number of the Returning Officer in the electoral division

As soon as possible following the date of the Writ of Election, Elections Alberta publishes the information on the Election Proclamation, a map of the electoral division and a list of voting places. This information is published in one or more newspapers in each electoral division.

The Chief Electoral Officer provides copies of the Lists of Electors and electoral division maps to each registered political party. Each political party and candidate is entitled to receive this information. The same material is provided by the Returning Officer to independent candidates.

A **candidate** is a person who is running for election in an electoral division. A candidate must file an Application for Registration of Candidate with Elections Alberta to begin to raise and spend money on their campaign and to begin campaigning. After the Writ of Election is issued and the candidate has registered by filing a nomination paper with the Returning Officer, their name will appear on the ballot.

To be nominated, a candidate must be at least 18, a Canadian citizen and a six-month resident of the province. A person does not have to be resident in an electoral division in order to be a candidate in that electoral division. A member of the Senate or House of Commons of Canada is not eligible to be nominated as a candidate.

Each candidate is required to appoint an elector as an **official agent**. The name, address and telephone number of the appointee must be on the Candidate Nomination Paper and is published by the Returning Officer in a newspaper of general circulation.

Persons appointed as official agents must be eligible to vote under the *Election Act*, but do not have to be a resident in the electoral division where their candidate is seeking office. The official agent must consent to the appointment by signing the Candidate Nomination Paper. A candidate cannot act as an official agent.

A **scrutineer** is a person who represents a candidate at the voting place. Scrutineers may observe election procedures at voting, registration and ballot box stations during voting hours, as well as observe the unofficial count after the close of voting.

Each candidate may appoint, in writing, not more than four electors for each station as scrutineers. Not more than one scrutineer per candidate per station may be present at any one time. However, a scrutineer may attend more than one station or voting place throughout their day. Scrutineers must also take the Oath of Secrecy at each voting place they are appointed to observe at before performing their duties. They must also sign the Scrutineer's Code of Conduct.

There are four **voting opportunities** available to voters during an election period:

- **Election Day** voting locations are open from 9:00 a.m. to 8:00 p.m. Every elector is assigned to a voting location based on where they live. On Election Day, electors can only vote at their assigned voting location.
- **Special ballot** voting can be used by electors who are unable to vote in person on Election Day or during advance voting. Special ballots can be completed by mail or in person at the local returning office.
- **Advance voting** locations are established by the Returning Officer in each electoral division. During advance voting, electors may choose to vote at any advance voting location in the province. Advance voting takes place between 9:00 a.m. and 8:00 p.m. on the Tuesday through Saturday of the week prior to Election Day.
- **Mobile voting** locations provide on-site voting services to residents at supportive living and long-term care facilities, in-patients at hospitals and treatment centres, and people receiving services at emergency shelters and community support centres. The dates, times and locations for mobile voting are established by the Returning Officer, in consultation with the staff at these centres.

The votes cast at all voting locations are counted after the close of voting on Election Day. The *Election Act* allows a candidate to briefly visit voting places during voting hours, but campaigning is prohibited at voting places. Students and members of the media are also permitted to briefly visit voting places.

A **ballot** is a list of the candidate names that electors use to vote. Candidates' names are listed on the ballot in alphabetical order by their last name. Candidates' names cannot include titles, degrees, prefixes or suffixes. The name of the political party that the candidate represents appears directly below the name of the candidate. If the candidate is not running for a political party, the word "Independent" is printed beneath the candidate's name.

## Find Out More



Statistics Canada provides articles on civic engagement and political participation in Canada:

Arriagada, P., et al. (2022). *Political participation, civic engagement and caregiving among youth in Canada*. [www150.statcan.gc.ca/n1/pub/42-28-0001/2021001/article/00006-eng.htm](http://www150.statcan.gc.ca/n1/pub/42-28-0001/2021001/article/00006-eng.htm)

Turcotte, M. (2015). *Civic engagement and political participation in Canada*. Statistics Canada. [www.statcan.gc.ca/pub/89-652-x/89-652-x2015006-eng.htm](http://www.statcan.gc.ca/pub/89-652-x/89-652-x2015006-eng.htm)

**Voting** involves the following processes:

- At the voting station, the elector will provide their identification to the election officer to prove their name and current physical address.
- If the elector is registered, the election officer will draw a line through their name in the Voting Record. If the elector is not registered, they will be added to the Voting Record after taking a declaration.
- Once the elector has been found or added to the Voting Record, the election officer initials the back of the ballot and issues it to the elector.
- The election officer then provides instructions to the voter to proceed to the voting screen and mark the ballot by placing an “X” in the circle opposite the name of the selected candidate. The ballot should then be folded and taken to the ballot box station.
- When the voter is marking their ballot behind the voting screen, no one can look or go behind it to see how they have chosen to mark their ballot. Voting is private and a secret. Exceptions are made if the voter requires assistance to vote. A voter may receive assistance after the appropriate oath is taken.
- Ballots may not be removed from the voting location. If a person declines to vote, the election officer writes the word “Declined” on the ballot and places it in a separate envelope.
- After marking their ballot, the voter shows the back of the folded ballot to the election officer at the ballot box, who confirms the ballot has been initialed by an election officer.

Legislative amendments from the *Election Statutes Amendment Act* were implemented for the first time in the 2023 provincial general election. Some of these changes included:

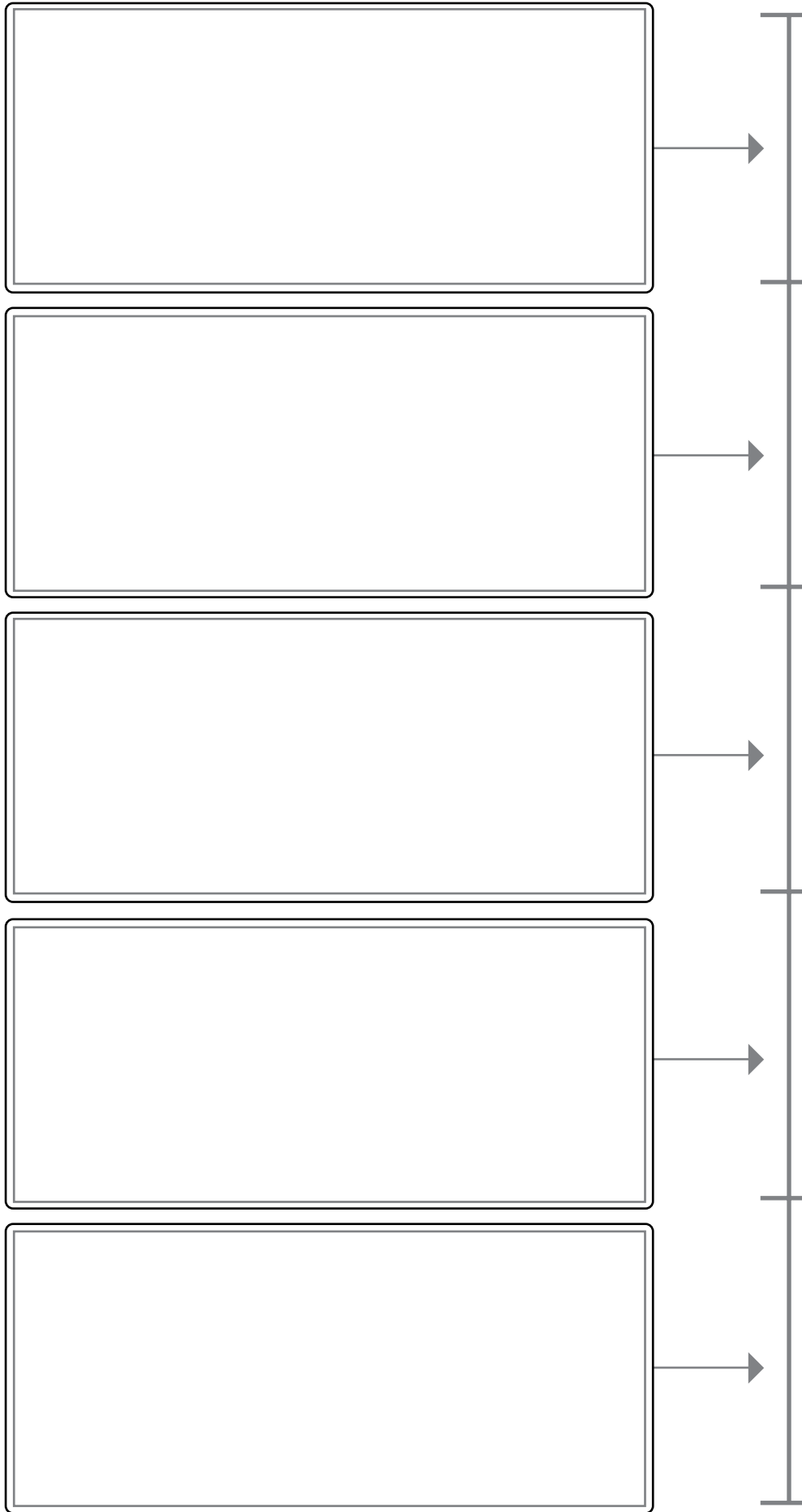
- General elections will take place on a fixed election date, the last Monday in May, every four years.
- Electors must prove their name and current physical address when voting.
- Mobile voting can be held on any advance voting day, on Election Day, or on a combination of dates.
- Employers are required to give an employee time off for voting only if their schedule does not provide the employee with at least three consecutive hours to vote during advance voting or on Election Day.
- Election officers able to perform a wider range of assigned duties instead of being restricted to specialized roles.
- Terminology changes, adopting commonly used terms such as “vote”, “voting” and “Election Day” to replace “poll” and “Polling Day”, for example.

More information on these amendments is available at [www.elections.ab.ca/uploads/Election-Act-Amendments-Bill-81.pdf](http://www.elections.ab.ca/uploads/Election-Act-Amendments-Bill-81.pdf).

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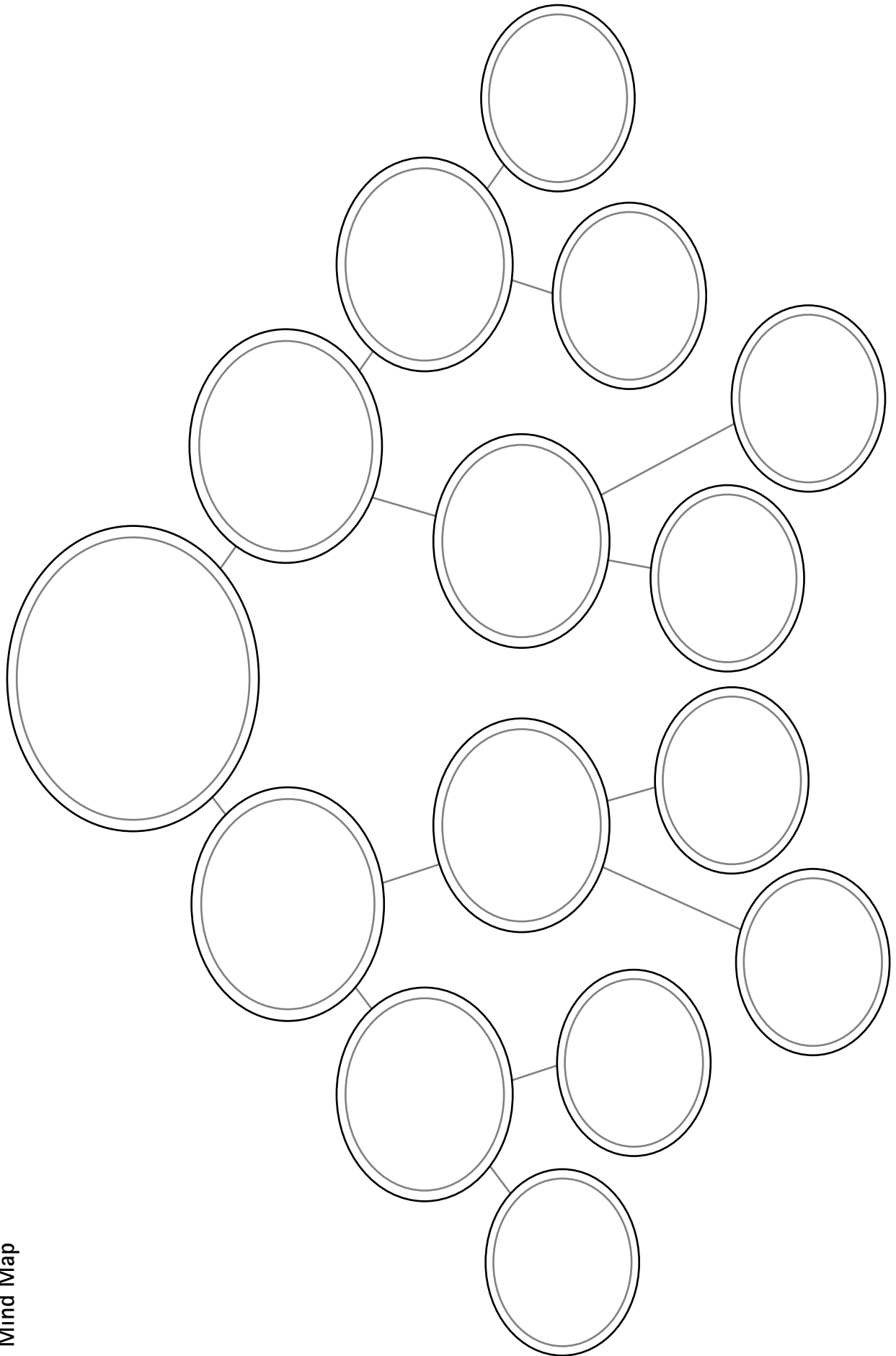
# Graphic Organizers

Continuum



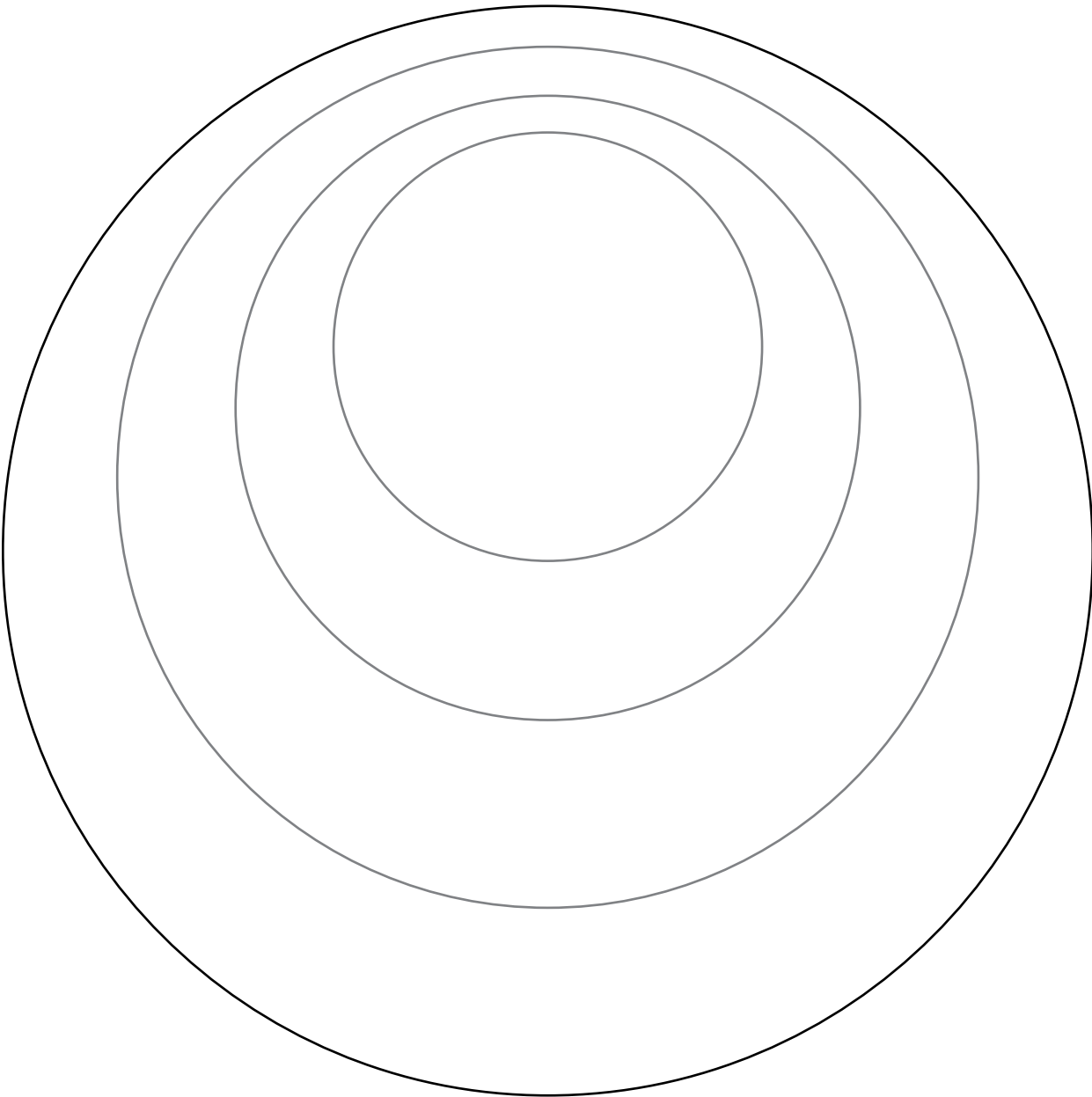
T-Chart

Mind Map



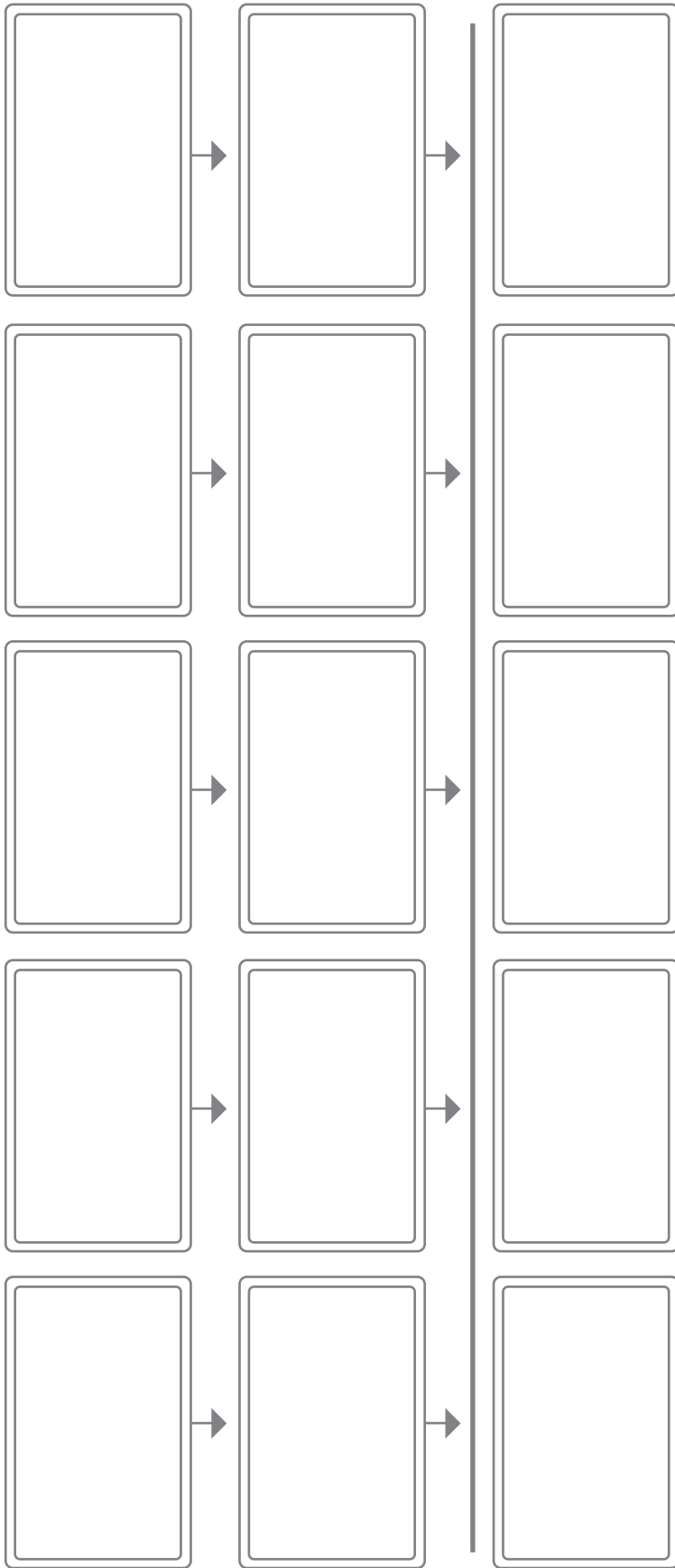


Sphere of Influence



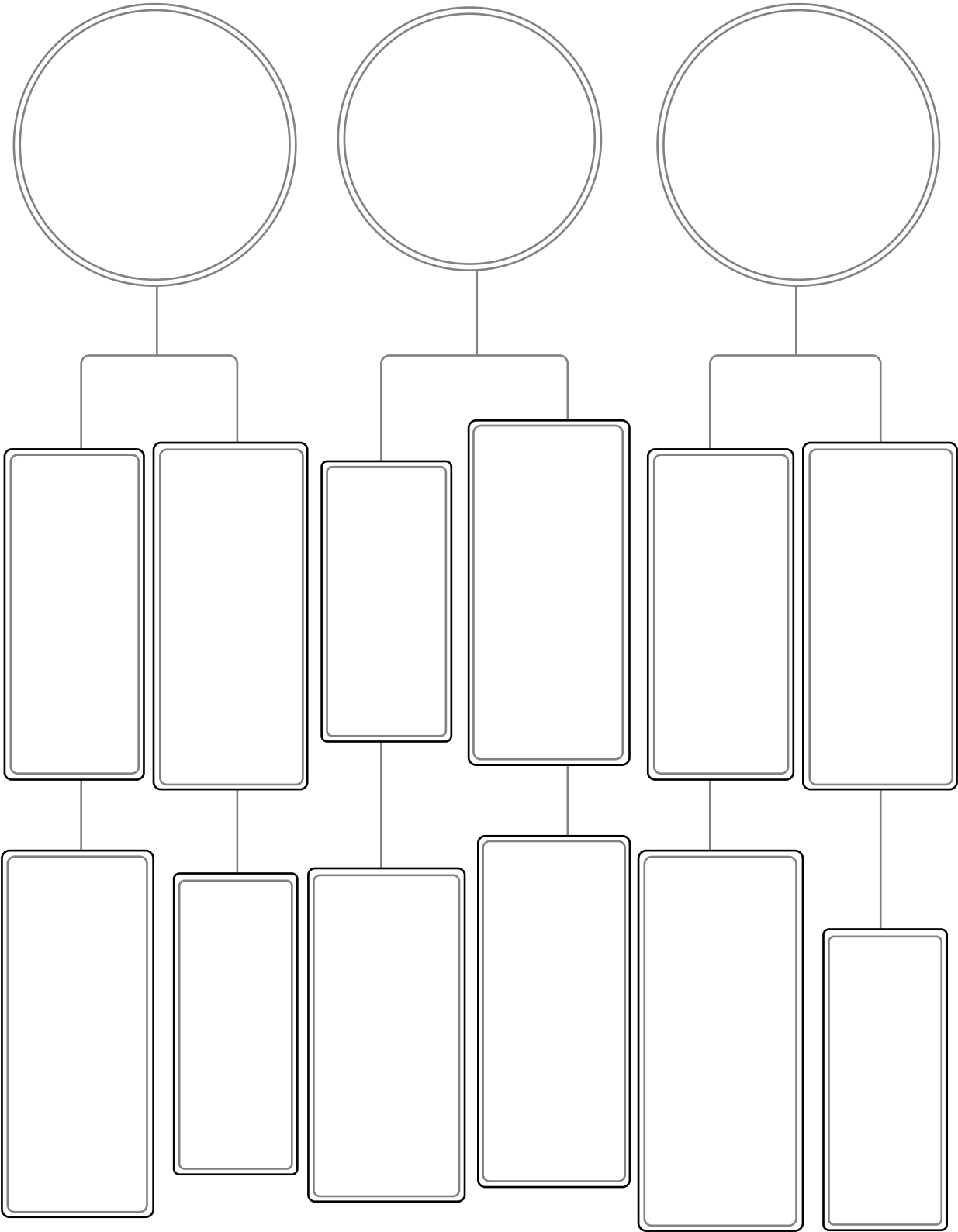
## Triple T-Chart

Cause and Effect Timeline



Retrieval Chart


Flow Chart

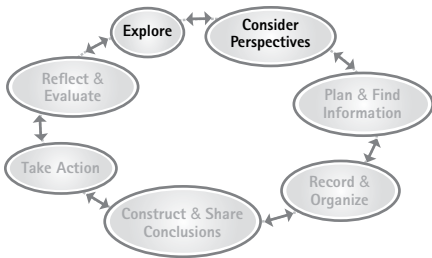




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# Project Planners





## Plan It

Ideas turn into action when you plan the steps you need to take. Start planning by thinking about the purpose and goals of your class action project.

**What would you like to see changed? Describe the purpose of your project.**

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**What are the project goals? Write them down. Make the goals focused and specific by describing actions.**

For example, if your project involves improving your neighbourhood or community, identify a specific goal like organizing monthly safety meetings for parents and students, or holding a neighbourhood cleanup day twice a year. If your project involves making your school more aware of the problem of poverty or bullying, identify specific goals like holding a rally, fundraising or starting a social media campaign.

What do we already know?

What do we think about this issue?

What do we need to understand about this issue?

How does this issue or question affect us?

What interests us about this issue or question?

Why is this important?

What questions do we have?

Who is affected and why?

What different opinions exist?

What resources will help you reach the project goals?

What different types of resources will help you with your project?	What support do you think you will need from people in your classroom, school or community?	Describe how much time you will need to work on the project.	Consider what information will help you carry out your project. Make a list of questions you have.

If you are working with a group, list all project group members and respond to the questions. If you are working alone, answer the questions for yourself.

- What are each group member's strengths? What would each group member prefer to take responsibility for?
- How will you assign tasks?
- How will you keep track of each group member's responsibilities?

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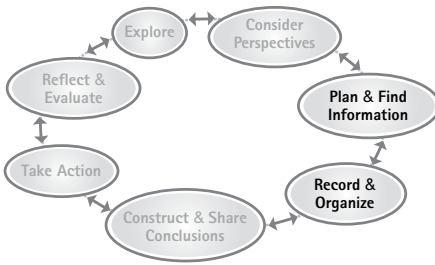
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How will we find out what we need to know and understand?

What type of information do we need?

What sources do we need to consult?

What is the best way to research?

Who can we find out more from?

How will we record our research?

What similarities and differences do we see?

What comparisons can we make?

What connections do we see?



## Get Informed

What information do you need to support the project? Consider different types of sources you can consult to answer questions and develop knowledge and expertise about your issue.

### Review Learning

What have you already learned? What information is important and relevant to the project? What opinions, perspectives or biases affect the reliability or validity of the information?

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### Where can you find information?

**Print sources:** Go to your school or local library. Books, magazines and newspapers can provide research information.

**Internet sources:** Make a list of websites of interesting organizations, government sites, online newspapers and magazines. When you find information, check the accuracy of the information you find on the internet with your teacher or another adult.

**People sources:** Talk to friends and family members. Identify individuals who have expertise and organizations that can provide information.

List other sources.

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### Ask Questions

What more can you learn about the issues that relate to your project? Develop questions to which you need answers. For example:

- What makes this issue unique and important?
- Who is most affected? Why?
- Does this issue have local, national, or global implications, influences or effects? What are they?
- Who is already involved? (Consider individuals or groups such as government, businesses, non-profit organizations, etc.)
- What different strategies have others used to try to deal with the issue?

List other questions you may have:

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## Organize Research

Make a plan to find information. Identify the responsibilities and tasks of each group member by using this chart.

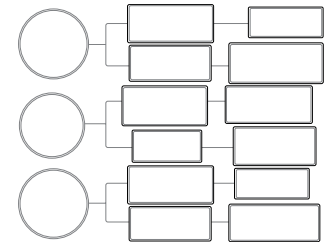
Group Member	Responsibilities (Area or Topic)	Tasks and Specific Jobs	Target Date

Use graphic organizers to organize your research. Decide what type of graphic organizer works best to collect the information you need.

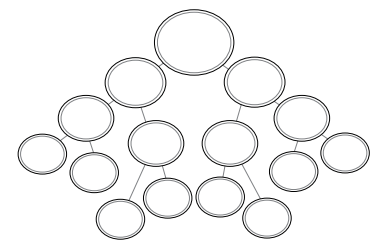
### Triple T-Chart

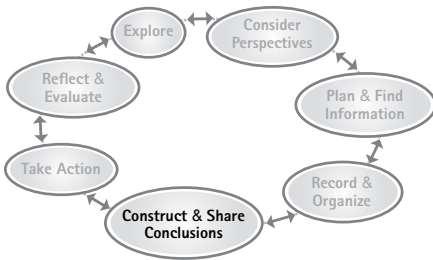


### Flow Chart



### Mind Map





How will we share our information?

What would happen if...?

What conclusions can we make?

What evidence supports our conclusions?

Communicating effectively involves identifying the people you know and what they can offer or help you with.

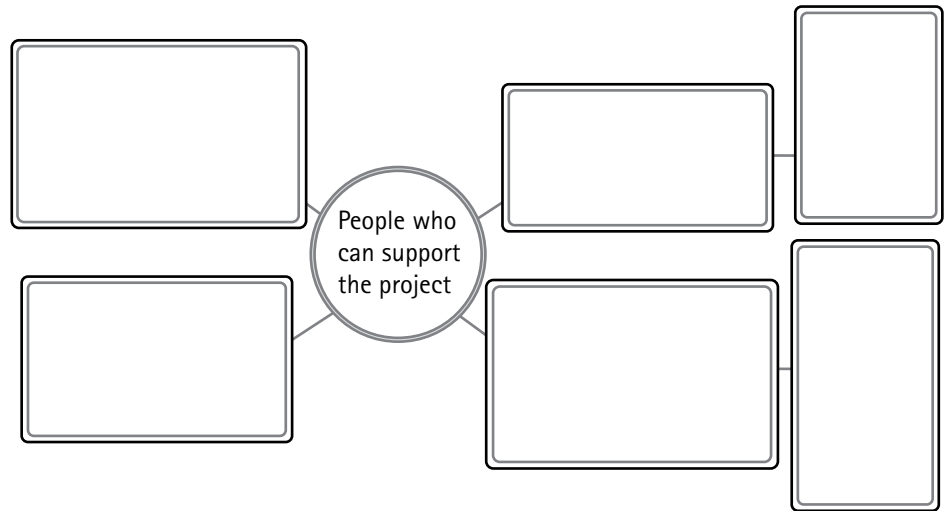
- Use a mind map to start identifying people you think can support your project.
- Describe what they can do in the second layer of the map.
- Identify other people who could contribute to your project.



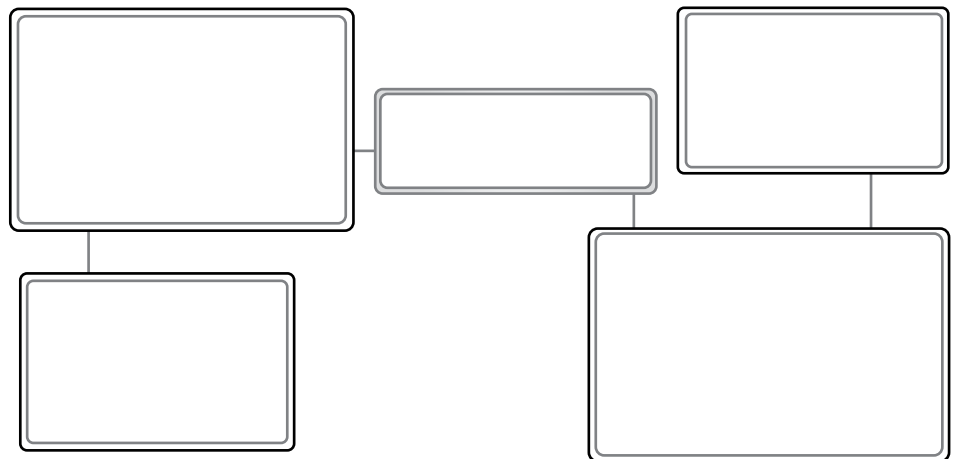
## Communicate and Implement

Effective communication is important to the success of your project. Effective communication involves:

- Communicating with others to ask questions and find information
- Asking for help from experts
- Telling others about your project
- Getting support for your project

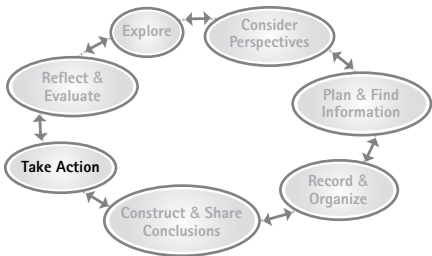


What progress have you made? Summarize the actions you have taken so far in the flow chart below. What are the next steps?



What conclusions can you make? Use the chart below to analyze what you have accomplished and learned.

What is most important to know about the project?	What have we learned that we did not know before? What conclusions can we make?	What evidence supports our conclusions?	What are some solutions that address the project issue or challenge? What would happen if we implemented these solutions?



What will we do with what we have learned?  
 What would happen if...?  
 How can we contribute?  
 How can we make a difference?  
 What should we do next?

**Activity Ideas**

- Create posters
- Plan a social media campaign
- Plan a day of action in the community or school
- Hold a workshop
- Create a video
- Distribute pamphlets
- Organize a local student day of action
- Start a youth council
- Start a student newsletter
- Start a website
- Create a game with a message
- Organize a fundraising event

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**Plan for Action**

Revisit and review your project goals, and use the chart below to break down the steps you can take to implement your project. What activities best fit your goals and the resources you have available to you?

Activities	Resources	Who and When

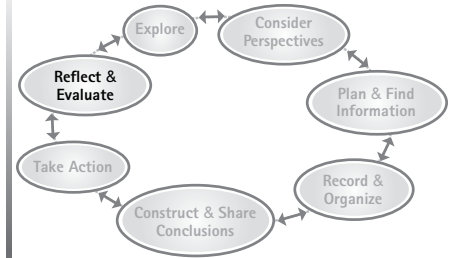
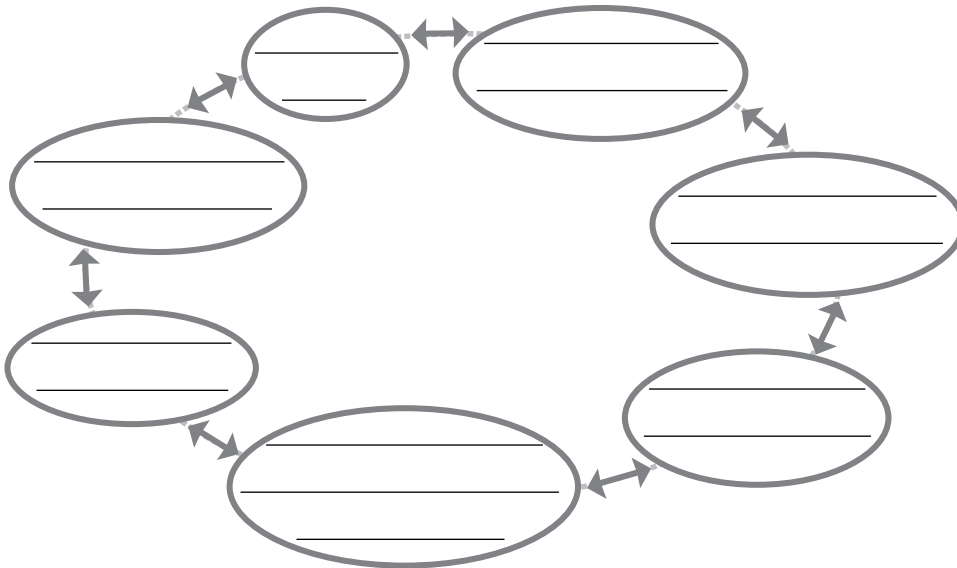


## Assess the Impact

How can you **assess**, or judge, the impact of your activities?

- Keep your assessment simple. Evaluate how successful you think your activities were. What were the results? Describe them.
- Ask for the input of others. What did they think? How were they affected?
- Look for unexpected results from your activities. What were they and who did they affect?
- What else could you do? What other ideas resulted from your activities?

Use the inquiry circle to assess the process you have used to implement your project.



How effective were our actions?

What should we change?

What should we do next?

What do we need to find out about?

**How can you tell if you are successful? Consider:**

- The people who have participated
- Who and how many are affected
- A sense of accomplishment from team members
- Other projects that have been inspired by your work
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# Curriculum Connections

## Notes

Alberta Education is working to develop a student-centred provincial curriculum that will enrich student's lives and prepare them for careers in a diversified economy. Provincial curriculum will be developed and available for use through a digital platform, the Curriculum Development Application (CDA).

Outcomes that are current at the date of publication are supported by this resource and provided in this Appendix. However, this resource is consistent with the identified focus of future curriculum development, which will be student-centred and will:

- Keep pace with issues, topics and themes that are of concern to many Albertans. This includes topics like climate leadership, financial literacy, mental health, sexual health and consent, online citizenship and many more
- Reflect the importance of inclusion, diversity and pluralism
- Include Francophone perspectives, history and contributions
- Include enhanced mandatory content about First Nations, Métis and Inuit ways of knowing, perspectives, experiences, languages and cultures, in historical and contemporary contexts, including residential schools and treaties for all students in Alberta
- Focus on learner outcomes that support the development of 21st century competencies as well literacy and numeracy across curriculum

Alberta Education (online). *Curriculum Development*. [www.alberta.ca/curriculum-development](http://www.alberta.ca/curriculum-development)

## MAKE IT MATTER

### Should political participation be a choice or obligation?



#### Curriculum Connections

Inquiry Context	Learning Outcomes 30-1	Learning Outcomes 30-2
<p><b>Should social and political participation be a choice or an obligation?</b></p> <p>An introduction to the ethical and moral obligations and choices of individual and collective citizen action</p>	<p><b>1.2</b> appreciate various perspectives regarding the relationship between individualism and common good (PADM, C, GC)</p> <p><b>1.9</b> analyze the dynamic between individualism and common good in contemporary societies (PADM, ER, C)</p> <p><b>4.1</b> appreciate the relationship between citizenship and leadership (C, I)</p> <p><b>4.10</b> explore opportunities to demonstrate active and responsible citizenship through individual and collective action (C, GC)</p> <p><b>S.1</b> develop skills of critical thinking and creative thinking:</p> <ul style="list-style-type: none"> <li>• evaluate personal assumptions and opinions to develop an expanded appreciation of a topic or an issue</li> <li>• analyze current affairs from a variety of perspectives</li> </ul> <p><b>S.4</b> demonstrate skills of decision making and problem solving:</p> <ul style="list-style-type: none"> <li>• generate and apply new ideas and strategies to contribute to decision making and problem solving</li> </ul> <p><b>S.5</b> demonstrate skills of cooperation, conflict resolution and consensus building:</p> <ul style="list-style-type: none"> <li>• respect the needs and perspectives of others</li> <li>• collaborate in groups to solve problems</li> </ul> <p><b>S.6</b> develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community:</p> <ul style="list-style-type: none"> <li>• demonstrate leadership by engaging in actions that enhance personal and community well-being</li> <li>• acknowledge the importance of multiple perspectives in a variety of situations</li> </ul> <p><b>S.7</b> apply the research process:</p> <ul style="list-style-type: none"> <li>• reflect on changes of points of view or opinion based on information gathered and research conducted</li> </ul>	<p><b>1.2</b> appreciate various perspectives regarding the relationship between individualism and common good (PADM, C, GC)</p> <p><b>1.9</b> examine the relationship between individualism and common good in contemporary societies (PADM, ER, C)</p> <p><b>4.1</b> appreciate the relationship between citizenship and leadership (C, I)</p> <p><b>4.9</b> explore opportunities to demonstrate active and responsible citizenship through individual and collective action (C, GC)</p> <p><b>S.1</b> develop skills of critical thinking and creative thinking:</p> <ul style="list-style-type: none"> <li>• evaluate personal assumptions and opinions</li> <li>• determine the strengths and weaknesses of arguments</li> <li>• analyze current affairs from a variety of perspectives</li> </ul> <p><b>S.4</b> demonstrate skills of decision making and problem solving:</p> <ul style="list-style-type: none"> <li>• apply ideas and strategies to contribute to decision making and problem solving</li> </ul> <p><b>S.5</b> demonstrate skills of cooperation, conflict resolution and consensus building:</p> <ul style="list-style-type: none"> <li>• consider the points of view and perspectives of others</li> <li>• demonstrate cooperativeness in groups to solve problems</li> </ul> <p><b>S.6</b> develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community:</p> <ul style="list-style-type: none"> <li>• promote and respect the contributions of team members when working as a team</li> <li>• cooperate with others for the well-being of the community</li> </ul> <p><b>S.7</b> apply the research process:</p> <ul style="list-style-type: none"> <li>• develop conclusions based on information gathered through research of a wide variety of sources</li> </ul>

Inquiry Context	Learning Outcomes 30-1	Learning Outcomes 30-2
	<p><b>S.8</b> demonstrate skills of oral, written and visual literacy:</p> <ul style="list-style-type: none"> <li>communicate effectively to express a point of view in a variety of situations</li> </ul>	<p><b>S.8</b> demonstrate skills of oral, written and visual literacy:</p> <ul style="list-style-type: none"> <li>communicate effectively in a variety of situations</li> </ul>

**C** Citizenship

**LPP** The Land: Places and People

**CC** Culture and Community

**I** Identity

**GC** Global Connections

**PADM** Power, Authority and Decision Making

**ER** Economics and Resources

**TCC** Time, Continuity and Change

Selected curriculum outcomes from Alberta's Information and Communication Technology (ICT) program of study are infused throughout the Social Studies program of study and are indicated by this symbol ➤.

## ● Support for Social Studies 20

Social Studies 20-1 and 20-2 outcomes can also be developed through Make It Matter.

Learning Outcomes 20-1	Learning Outcomes 20-2
<p><b>1.6</b> develop understandings of nation and nationalism (relationship to land, geographic, <u>collective</u>, <u>civic</u>, ethnic, cultural, linguistic, <u>political</u>, spiritual, religious, <u>patriotic</u>) (I, CC, LPP)</p> <p><b>4.5</b> analyze methods used by individuals, groups and governments in Canada to promote a national identity (symbolism, mythology, <u>institutions</u>, government programs and initiatives) (I, C, LPP)</p>	<p><b>1.4</b> appreciate why peoples seek to promote their identity through nationalism (I, C)</p> <p><b>4.5</b> analyze methods used by individuals, groups and governments in Canada to promote a national identity (symbolism, mythology, <u>institutions</u>, government programs and initiatives) (I, C, LPP)</p>

## LEARNING SEQUENCE 1

### Why is voting both an individual and collective responsibility?



#### Curriculum Connections

Inquiry Context	Learning Outcomes 30-1	Learning Outcomes 30-2
<p><b>Why is voting both an individual and collective responsibility?</b></p> <p>An exploration of the impact of individualism and common good on identities and decision-making</p>	<p><b>1.2</b> appreciate various perspectives regarding the relationship between individualism and common good (PADM, C, GC)</p> <p><b>1.9</b> analyze the dynamic between individualism and common good in contemporary societies (PADM, ER, C)</p> <p><b>1.10</b> evaluate the extent to which personal identity should be shaped by ideologies (I, C)</p> <p><b>4.1</b> appreciate the relationship between citizenship and leadership (C, I)</p> <p><b>4.3</b> accept responsibilities associated with individual and collective citizenship (C, GC)</p> <p><b>4.6</b> analyze perspectives on the rights, roles and responsibilities of the individual in a democratic society (respect for law and order, dissent, civility, political participation, citizen advocacy) (C, PADM, ER)</p> <p><b>4.10</b> explore opportunities to demonstrate active and responsible citizenship through individual and collective action (C, GC)</p> <p><b>S.1</b> develop skills of critical thinking and creative thinking:</p> <ul style="list-style-type: none"> <li>• evaluate ideas and information from multiple sources</li> <li>• determine relationships among multiple and varied sources of information</li> <li>• evaluate personal assumptions and opinions to develop an expanded appreciation of a topic or an issue</li> <li>• synthesize information from contemporary and historical issues to develop an informed position</li> <li>• evaluate the logic of assumptions underlying a position</li> <li>• assemble seemingly unrelated information to support an idea or to explain an event</li> <li>• analyze current affairs from a variety of perspectives</li> </ul>	<p><b>1.2</b> appreciate various perspectives regarding the relationship between individualism and common good (PADM, C, GC)</p> <p><b>1.9</b> examine the relationship between individualism and common good in contemporary societies (PADM, ER, C)</p> <p><b>1.10</b> analyze the extent to which personal identity should be shaped by ideologies (I, C)</p> <p><b>4.1</b> appreciate the relationship between citizenship and leadership (C, I)</p> <p><b>4.3</b> accept responsibilities associated with individual and collective citizenship (C, GC)</p> <p><b>4.5</b> examine perspectives on the rights, roles and responsibilities of the individual in a democratic society (respect for law and order, protest, civil disobedience, political participation) (C, PADM, ER)</p> <p><b>4.9</b> explore opportunities to demonstrate active and responsible citizenship through individual and collective action (C, GC)</p> <p><b>S.1</b> develop skills of critical thinking and creative thinking:</p> <ul style="list-style-type: none"> <li>• analyze ideas and information from multiple sources</li> <li>• determine relationships among multiple sources of information</li> <li>• evaluate personal assumptions and opinions</li> <li>• determine the strengths and weaknesses of arguments</li> <li>• identify seemingly unrelated information to explain a concept or event</li> <li>• analyze current affairs from a variety of perspectives</li> </ul> <p><b>S.2</b> develop skills of historical thinking:</p> <ul style="list-style-type: none"> <li>• analyze connections among patterns of historical change by identifying cause and effect relationships</li> <li>• develop reasoned arguments supported by historical and contemporary evidence</li> </ul>

Inquiry Context	Learning Outcomes 30-1	Learning Outcomes 30-2
	<p><b>S.2</b> develop skills of historical thinking:</p> <ul style="list-style-type: none"> <li>analyze connections among patterns of historical change by identifying cause and effect relationships</li> <li>develop a reasoned position that is informed by historical and contemporary evidence</li> </ul> <p><b>S.4</b> demonstrate skills of decision making and problem solving:</p> <ul style="list-style-type: none"> <li>generate and apply new ideas and strategies to contribute to decision making and problem solving</li> </ul> <p><b>S.5</b> demonstrate skills of cooperation, conflict resolution and consensus building:</p> <ul style="list-style-type: none"> <li>respect the needs and perspectives of others</li> <li>collaborate in groups to solve problems</li> </ul> <p><b>S.6</b> develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community:</p> <ul style="list-style-type: none"> <li>demonstrate leadership by engaging in actions that enhance personal and community well-being</li> <li>acknowledge the importance of multiple perspectives in a variety of situations</li> </ul> <p><b>S.7</b> apply the research process:</p> <ul style="list-style-type: none"> <li>develop, express and defend an informed position on an issue</li> <li>reflect on changes of points of view or opinion based on information gathered and research conducted</li> <li>draw pertinent conclusions based on evidence derived from research</li> <li>demonstrate proficiency in the use of research tools and strategies to investigate issues</li> <li>integrate and synthesize argumentation and evidence to provide an informed opinion on a research question or an issue of inquiry</li> <li>develop, refine and apply questions to address an issue</li> <li>select and analyze relevant information when conducting research</li> </ul> <p><b>S.8</b> demonstrate skills of oral, written and visual literacy:</p> <ul style="list-style-type: none"> <li>communicate effectively to express a point of view in a variety of situations</li> <li>use skills of formal and informal discussion and/or debate to persuasively express informed viewpoints on an issue</li> <li>ask respectful and relevant questions of others to clarify viewpoints</li> <li>listen respectfully to others</li> </ul>	<p><b>S.4</b> demonstrate skills of decision making and problem solving:</p> <ul style="list-style-type: none"> <li>apply ideas and strategies to contribute to decision making and problem solving</li> </ul> <p><b>S.5</b> demonstrate skills of cooperation, conflict resolution and consensus building:</p> <ul style="list-style-type: none"> <li>consider the points of view and perspectives of others</li> <li>demonstrate cooperativeness in groups to solve problems</li> </ul> <p><b>S.6</b> develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community:</p> <ul style="list-style-type: none"> <li>demonstrate leadership by engaging in actions that enhance the well-being of self and others in the community</li> <li>promote and respect the contributions of team members when working as a team</li> <li>cooperate with others for the well-being of the community</li> </ul> <p><b>S.7</b> apply the research process:</p> <ul style="list-style-type: none"> <li>develop and express an informed position on an issue</li> <li>develop conclusions based on information gathered through research of a wide variety of sources</li> <li>use research tools and methods to investigate issues</li> <li>consult a wide variety of sources, including oral histories, that reflect varied viewpoints on particular issues</li> <li>revise questions on an issue as new information becomes available</li> <li>select relevant information when conducting research</li> </ul> <p><b>S.8</b> demonstrate skills of oral, written and visual literacy:</p> <ul style="list-style-type: none"> <li>communicate effectively in a variety of situations</li> <li>engage in respectful discussion</li> <li>use a variety of oral, visual and print sources to present informed positions on issues</li> <li>ask respectful and relevant questions of others to clarify viewpoints on an issue</li> <li>make respectful and reasoned comments on the topic of discussion</li> </ul>



Inquiry Context	Learning Outcomes 30-1	Learning Outcomes 30-2
	<ul style="list-style-type: none"> <li>• use a variety of oral, visual and print sources to present informed positions on issues</li> <li>➤ apply information technologies for context (situation, audience and purpose) to extend and communicate understanding of complex issues</li> </ul> <p><b>S.9</b> develop skills of media literacy:</p> <ul style="list-style-type: none"> <li>➤ evaluate the validity of various points of view presented in the media</li> <li>➤ appraise information from multiple sources, evaluating each source in terms of the author’s perspective or bias and use of evidence</li> <li>➤ analyze the impact of various forms of media, identifying complexities and discrepancies in the information and making distinctions between sound generalizations and misleading oversimplification</li> </ul>	<p><b>S.9</b> develop skills of media literacy</p> <ul style="list-style-type: none"> <li>➤ assess the authority, reliability and validity of electronically accessed information</li> <li>➤ analyze the validity of various points of view in media messages</li> <li>➤ analyze information from multiple sources, evaluating each source in terms of the author’s perspective or bias and use of evidence</li> </ul>

**C** Citizenship

**LPP** The Land: Places and People

**CC** Culture and Community

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**I** Identity

**GC** Global Connections

**PADM** Power, Authority and Decision Making

**ER** Economics and Resources

**TCC** Time, Continuity and Change

## ● Support for Social Studies 20-1 and 20-2

Social Studies 20-1 and 20-2 outcomes can also be developed through this learning sequence.

Learning Outcomes 20-1	Learning Outcomes 20-2
<p><b>1.4</b> appreciate why peoples seek to promote their identity through nationalism (I, C)</p>	<p><b>1.4</b> appreciate why peoples seek to promote their identity through nationalism (I, C)</p>
<p><b>1.6</b> develop understandings of nation and nationalism (relationship to land, geographic, <u>collective</u>, <u>civic</u>, ethnic, cultural, linguistic, <u>political</u>, spiritual, religious, <u>patriotic</u>) (I, CC, LPP)</p>	<p><b>1.6</b> develop understandings of nation and nationalism (relationship to land, geographic, <u>collective</u>, <u>civic</u>, ethnic, cultural, linguistic, <u>political</u>, spiritual, religious, <u>patriotic</u>) (I, CC, LPP)</p>
<p><b>4.3</b> respect the views of others on alternative visions of national identity (I, C)</p>	<p><b>4.3</b> respect the views of others on alternative visions of national identity (I, C)</p>
<p><b>4.4</b> explore multiple perspectives on national identity in Canada (I, C, LPP)</p>	<p><b>4.4</b> explore multiple perspectives on national identity in Canada (I, C, LPP)</p>
<p><b>4.5</b> analyze methods used by individuals, groups and governments in Canada to promote a national identity (symbolism, mythology, <u>institutions</u>, government programs and initiatives) (I, C, LPP)</p>	<p><b>4.5</b> analyze methods used by individuals, groups and governments in Canada to promote a national identity (symbolism, mythology, <u>institutions</u>, government programs and initiatives) (I, C, LPP)</p>
<p><b>4.9</b> develop personal and collective visions of national identity (I, C)</p>	<p><b>4.9</b> develop personal and collective visions of national identity (I, C)</p>

## LEARNING SEQUENCE 2

### How is the political process influenced by identities and ideologies?



#### Curriculum Connections

<p><b>How is the political process influenced by identities and ideologies?</b></p> <p>An exploration of issues related to electoral reform and youth engagement in political processes</p>	<p><b>1.1</b> appreciate various perspectives regarding identity and ideology (PADM, TCC, I)</p> <p><b>1.10</b> evaluate the extent to which personal identity should be shaped by ideologies (I, C)</p> <p><b>4.1</b> appreciate the relationship between citizenship and leadership (C, I)</p> <p><b>4.3</b> accept responsibilities associated with individual and collective citizenship (C, GC)</p> <p><b>4.6</b> analyze perspectives on the rights, roles and responsibilities of the individual in a democratic society (respect for law and order, dissent, civility, political participation, citizen advocacy) (C, PADM, ER)</p> <p><b>4.8</b> evaluate the extent to which ideology should shape responses to contemporary issues (I, C, GC)</p> <p><b>4.10</b> explore opportunities to demonstrate active and responsible citizenship through individual and collective action (C, GC)</p> <p><b>S.1</b> develop skills of critical thinking and creative thinking:</p> <ul style="list-style-type: none"> <li>• evaluate ideas and information from multiple sources</li> <li>• determine relationships among multiple and varied sources of information</li> <li>• assess the validity of information based on context, bias, sources, objectivity, evidence or reliability</li> <li>• evaluate personal assumptions and opinions to develop an expanded appreciation of a topic or an issue</li> <li>• synthesize information from contemporary and historical issues to develop an informed position</li> <li>• evaluate the logic of assumptions underlying a position</li> <li>• analyze current affairs from a variety of perspectives</li> </ul>	<p><b>1.1</b> appreciate various perspectives regarding identity and ideology (PADM, TCC, I)</p> <p><b>1.9</b> examine the relationship between individualism and common good in contemporary societies (PADM, ER, C)</p> <p><b>1.10</b> analyze the extent to which personal identity should be shaped by ideologies (I, C)</p> <p><b>4.1</b> appreciate the relationship between citizenship and leadership (C, I)</p> <p><b>4.3</b> accept responsibilities associated with individual and collective citizenship (C, GC)</p> <p><b>4.5</b> examine perspectives on the rights, roles and responsibilities of the individual in a democratic society (respect for law and order, protest, civil disobedience, political participation) (C, PADM, ER)</p> <p><b>4.7</b> analyze the extent to which ideology should shape responses to contemporary issues (I, C, GC)</p> <p><b>4.9</b> explore opportunities to demonstrate active and responsible citizenship through individual and collective action (C, GC)</p> <p><b>S.1</b> develop skills of critical thinking and creative thinking:</p> <ul style="list-style-type: none"> <li>• analyze ideas and information from multiple sources</li> <li>• determine relationships among multiple sources of information</li> <li>• determine the validity of information based on context, bias, sources, objectivity, evidence or reliability</li> <li>• evaluate personal assumptions and opinions</li> <li>• determine the strengths and weaknesses of arguments</li> <li>• analyze current affairs from a variety of perspectives</li> </ul>

Inquiry Context	Learning Outcomes 30-1	Learning Outcomes 30-2
	<p><b>S.4</b> demonstrate skills of decision making and problem solving:</p> <ul style="list-style-type: none"> <li>• generate and apply new ideas and strategies to contribute to decision making and problem solving</li> <li>➤ describe a plan of action to use technology to solve a problem</li> <li>➤ use appropriate tools and materials to accomplish a plan of action</li> </ul> <p><b>S.5</b> demonstrate skills of cooperation, conflict resolution and consensus building:</p> <ul style="list-style-type: none"> <li>• demonstrate leadership during discussions and group work</li> <li>• respect the needs and perspectives of others</li> <li>• collaborate in groups to solve problems</li> </ul> <p><b>S.6</b> develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community:</p> <ul style="list-style-type: none"> <li>• demonstrate leadership by engaging in actions that enhance personal and community well-being</li> <li>• acknowledge the importance of multiple perspectives in a variety of situations</li> </ul> <p><b>S.7</b> apply the research process:</p> <ul style="list-style-type: none"> <li>• develop, express and defend an informed position on an issue</li> <li>• reflect on changes of points of view or opinion based on information gathered and research conducted</li> <li>• draw pertinent conclusions based on evidence derived from research</li> <li>• demonstrate proficiency in the use of research tools and strategies to investigate issues</li> <li>• integrate and synthesize argumentation and evidence to provide an informed opinion on a research question or an issue of inquiry</li> <li>• develop, refine and apply questions to address an issue</li> <li>• select and analyze relevant information when conducting research</li> <li>➤ plan and perform complex searches, using digital sources</li> <li>➤ use calendars, time management or project management software to assist in organizing the research process</li> <li>➤ generate new understandings of issues by using some form of technology to facilitate the process</li> </ul>	<p><b>S.4</b> demonstrate skills of decision making and problem solving:</p> <ul style="list-style-type: none"> <li>• apply ideas and strategies to contribute to decision making and problem solving</li> <li>➤ describe a plan of action to use technology to solve a problem</li> <li>➤ use appropriate tools and materials to accomplish a plan of action</li> </ul> <p><b>S.5</b> demonstrate skills of cooperation, conflict resolution and consensus building:</p> <ul style="list-style-type: none"> <li>• make meaningful contributions to discussion and group work</li> <li>• consider the points of view and perspectives of others</li> <li>• demonstrate cooperativeness in groups to solve problems</li> </ul> <p><b>S.6</b> develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community:</p> <ul style="list-style-type: none"> <li>• demonstrate leadership by engaging in actions that enhance the well-being of self and others in the community</li> <li>• promote and respect the contributions of team members when working as a team</li> <li>• cooperate with others for the well-being of the community</li> </ul> <p><b>S.7</b> apply the research process:</p> <ul style="list-style-type: none"> <li>• develop and express an informed position on an issue</li> <li>• develop conclusions based on information gathered through research of a wide variety of sources</li> <li>• use research tools and methods to investigate issues</li> <li>• consult a wide variety of sources, including oral histories, that reflect varied viewpoints on particular issues</li> <li>• select relevant information when conducting research</li> <li>➤ use calendars, time management or project management software to assist in organizing the research process</li> <li>➤ plan and perform searches, using digital sources</li> </ul> <p><b>S.8</b> demonstrate skills of oral, written and visual literacy:</p> <ul style="list-style-type: none"> <li>• communicate effectively in a variety of situations</li> <li>• engage in respectful discussion</li> </ul>

Inquiry Context	Learning Outcomes 30-1	Learning Outcomes 30-2
	<p><b>S.8</b> demonstrate skills of oral, written and visual literacy:</p> <ul style="list-style-type: none"> <li>• communicate effectively to express a point of view in a variety of situations</li> <li>• use skills of formal and informal discussion and/or debate to persuasively express informed viewpoints on an issue</li> <li>• ask respectful and relevant questions of others to clarify viewpoints</li> <li>• listen respectfully to others</li> <li>• use a variety of oral, visual and print sources to present informed positions on issues</li> <li>➤ apply information technologies for context (situation, audience and purpose) to extend and communicate understanding of complex issues</li> </ul> <p><b>S.9</b> develop skills of media literacy:</p> <ul style="list-style-type: none"> <li>➤ evaluate the validity of various points of view presented in the media</li> <li>➤ appraise information from multiple sources, evaluating each source in terms of the author's perspective or bias and use of evidence</li> <li>➤ analyze the impact of various forms of media, identifying complexities and discrepancies in the information and making distinctions between sound generalizations and misleading oversimplification</li> <li>➤ demonstrate discriminatory selection of electronically accessed information that is relevant to a particular topic</li> </ul>	<ul style="list-style-type: none"> <li>• use a variety of oral, visual and print sources to present informed positions on issues</li> <li>• ask respectful and relevant questions of others to clarify viewpoints on an issue</li> <li>• make respectful and reasoned comments on the topic of discussion</li> </ul> <p><b>S.9</b> develop skills of media literacy</p> <ul style="list-style-type: none"> <li>➤ assess the authority, reliability and validity of electronically accessed information</li> <li>➤ analyze the validity of various points of view in media messages</li> <li>➤ analyze information from multiple sources, evaluating each source in terms of the author's perspective or bias and use of evidence</li> <li>➤ demonstrate discriminatory selection of electronically accessed information</li> </ul>

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## ● Support for Social Studies 20

Social Studies 20-1 and 20-2 outcomes can also be developed through this learning sequence.

Learning Outcomes 20-1	Learning Outcomes 20-2
<p><b>1.2</b> appreciate the existence of alternative views on the meaning of nation (I, C)</p> <p><b>1.4</b> appreciate why peoples seek to promote their identity through nationalism (I, C)</p> <p><b>1.5</b> explore a range of expressions of nationalism (I, C)</p> <p><b>1.9</b> analyze nationalism as an identity, internalized feeling and/or collective consciousness shared by a people (French Revolution and Napoleonic era, Canadian nationalism, Québécois nationalism, American nationalism, First Nations and Métis nationalism, Inuit perspectives) (I, TCC, C, CC)</p> <p><b>1.10</b> evaluate the importance of reconciling contending nationalist loyalties (Canadian nationalism, First Nations and Métis nationalism, ethnic nationalism in Canada, civic nationalism in Canada, Québécois nationalism, Inuit perspectives on nationalism) (I, TCC, C)</p>	<p><b>1.2</b> appreciate the existence of alternative views on the meaning of nation (I, C)</p> <p><b>1.4</b> appreciate why peoples seek to promote their identity through nationalism (I, C)</p> <p><b>1.5</b> explore a range of expressions of nationalism (I, C)</p> <p><b>1.9</b> analyze nationalism as an identity, internalized feeling and/or collective consciousness shared by a people (French Revolution, Canadian nationalism, Québécois nationalism, First Nations and Métis nationalism, Inuit perspectives) (I, TCC, C, CC)</p> <p><b>1.10</b> evaluate the importance of reconciling contending nationalist loyalties (Canadian nationalism, First Nations and Métis nationalism, ethnic nationalism in Canada, Québécois nationalism, Inuit perspectives on nationalism) (I, TCC, C)</p>







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