

Group C Lesson Module Title: How to Make a Difference!

Description

In this lesson, students will learn about how to effect change in Canada based on issues that they are passionate about. They will also be exposed to various styles of democratic voting systems throughout the lesson. In small groups, they will brainstorm ideas and vote on an issue. They will create a campaign, and vote on which campaign they want to use to represent their issue. The students will reconvene in a large hall and each group will then present their issues to the study body. A vote based on Canada's electoral system will follow to decide which campaign they think would be most successful. Afterwards, they will reflect on why they voted this way and what they can do to bring what they learned to their communities. By the end of the lesson, students will have concrete examples of how they themselves can make a difference on issues important to them, as well as learning the voting system and importance of a democracy through several voting strategies and videos.

Objectives

Participants will:

1. Have an increased understanding of and interest in Canada's democracy, electoral, and legislative process; and
2. Have increased interest in taking action in relation to civic and community responsibility (active citizenship).

Materials

- Flip-chart paper
- Ballots - 450
- Screens - 6
- Boxes - 6
- Pencils
- Voting instructions
- Excel for graphing
- Post-its
- Name tags
- Markers
- Bristleboard - 20

Accommodations

- Give students the option to record their presentation and present if they are uncomfortable speaking in front of the group/ or give the option to use computer generated speech
- Built-in accommodations include many forms of media examples to show information (videos), and having students present using both a poster and an oral presentation
- Can give students the option to work alone if they prefer when making a campaign

Process (105 minutes-including transition time)

Introduction and Hook (30 mins)

- Start in 6 Small Rooms
- Instructors introduce themselves and give a brief overview of what they will be doing (5 minutes)
- Ask if anyone knows how to bring an issue to Parliament and show Springtide Collective: How to Influence Canadian video (3 minutes)
- Ask them if they have issues/ causes that they are passionate about related to the theme of the week.
 - Do you actively do something to support that cause? Why not (overwhelming majority usually do not)? (5 minutes).
- Stress importance of all three types of citizens with Babies in the River story - see References
- Explain the Action Planning Star and show an example video of a campaign related to the week's theme.

Main Activity (75 mins)

PART 1 (36 mins)

- Students will self divide into small groups (1 min)
- Each group will create an action based on the Action Planning Star framework using an issues they care about related to the week's theme, and prepare a 3 minute presentation using a poster (20 mins)
- Each group will present their poster and action idea (10 mins)
- Use sticky note bar graph voting to determine which campaign would be most successful (5 mins)
- Take picture of winning campaign poster, put into master PPT on Google Drive (<1 min)

TRANSITION TIME (10 minutes) - move to Big Room

PART 2 (37 minutes)

- Instructors give general broadcast of what ideas will be presented (3 min)
- Students present (2 mins each group - 12 min but more with inter-presentation transitions)
- Instructors give an overview of voting criteria
- Students vote (hopefully 10 minutes with 4 voting screens and boxes)
- As students submit ballots, give them Participant Survey
- Direct them to area away from the voting and have them do their surveys (12 min)

Wrap-Up (10 minutes)

- Think-pair-share
 - How did they vote?
 - What influenced their decision?
 - How can you take what you did and use it at home?
- Tally votes while they do Think-Pair-Share / Survey
- Share results of vote if tallied in time, or provide website where we will post results

References

Laura Pierce Consulting. (2012). *Babies in the river*. Retrieved from <http://www.laurapierceconsulting.com/babies-river>.

Springtide Collective. (2013) *How to influence politics in Canada*. Retrieved from: <https://www.youtube.com/watch?v=31rpBaTjlqk&list=PLSNYdS2eRLX4UcOMCqfогSw5o8o6IyXN&index=11>

Truth and Reconciliation Council. (2015) *It's time for reconciliation*. Retrieved from: <http://www.trc.ca/websites/trcinstitution/index.php?p=3>

Westheimer, J., & Kahne, J. (2004). What kind of citizen? The politics of educating for democracy. *American Educational Research Journal*, 41(2), 237-269.

- Personally responsible – This is your responsible citizen who works, pays taxes, obeys the law, recycles, donates, and volunteers.
- Participatory – This is the citizen who plans and organizes ways to raise money or awareness for a cause.
- Justice oriented – This is the citizen who does research to find and target the root cause of the problem.

THE CAMPAIGN STAR

