

## Video 2: Why does public policy matter?

### Curriculum Links

This video series fits within the following high school courses across Canada. Teachers are encouraged to explore further connections to other courses in their province or territory.

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#### Alberta

- Grade 9 Social Studies
- Social Studies 10-1 or 10-2
- Social Studies 20-1 or 20-2
- Social Studies 30-1 or 30-2

#### British Columbia

- Social Studies 11
- Political Science 12

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#### Manitoba

- Grade 9: Social Studies
- Grade 12: Global Issues: Citizenship and Sustainability

#### New Brunswick

- Civics 10
- Political Science 120
- Canadian Law 120

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#### Newfoundland

- Social Studies 1201/1202
- Social Studies 2201
- Social Studies 3201/3202
- Ethics and Social Justice 2106
- Career Development 2202

#### Northwest Territories

- Grade 9 Social Studies
- Social Studies 10-1 or 10-2
- Social Studies 20-1 or 20-2
- Social Studies 30-1 or 30-2

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#### Nova Scotia

- Citizenship Education 9
- Global Politics 12
- Advanced Global Politics 12
- Law 12

#### Nunavut

- Grade 9 Social Studies
- Social Studies 10-1 or 10-2
- Social Studies 20-1 or 20-2
- Social Studies 30-1 or 30-2

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#### Ontario

- Grade 10: Civics & Citizenship
- Grade 11: Politics in Action: Making Change
- Grade 12: Canadian and International Politics

#### Prince Edward Island

- Grade 9 Social Studies
- Canadian Studies CAS401A

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#### Québec

- Monde Contemporain
- Sensibilisation à l'entrepreneuriat
- Histoire du Québec et du Canada

#### Saskatchewan

- Social Studies 10
- History and Social Studies 30
- Law 30

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#### Yukon

- Social Studies 11
  - Political Science 12
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## The Big Question

Why does public policy matter?

In video 2, we look at why public policy matters. Students will hear different examples of why public policy matters to [Action Canada](#) Fellows, young leaders in Canada who are involved or interested in public policy. The activities in this Teacher Guide will help students connect why public policy matters by relating policy to their daily lives at school and connecting this to broader government policy decisions at the school board level. More questions about how to influence public policy may be raised after viewing the video, teachers and students are encouraged to watch the rest of the Policy 101 video series to learn more. (Specific focus, Video 4: How can YOU influence public policy?)

## Learning Goals

Upon completion of this module, students will be able to:

- Share why public policy matters in their lives.
- Identify examples of policies that impact their daily lives at school and beyond.

## Materials

You will need the following materials to complete the activities described in this Teacher Guide.

- Access to technology for video viewing
  - [Video 2: Why does public policy matter?](#)
- Printed video transcript PDFs (if using)
  - These can be helpful for students who need support following the video, for English or French language learners or simply for annotation purposes
- Writing surface for class viewing (white board, Smart board, chalkboard or chart paper)
- Writing utensils for writing surface
- Miscellaneous food packages, one per group (if pursuing Extension Activity)
- [Action Canada: Making Informed Food Choices](#) online or printed for each student (if pursuing Extension Activity)

## Pre-Video Activity

Tackle this activity before watching the video.

### Minds On

Whole Group, 20 minutes

1. As a group, discuss the following:
  - a. What policies exist in your classroom? *NOTE TO TEACHER: have some examples ready to help the discussion move forward if needed.*
  - b. What policies exist in your school? *NOTE TO TEACHER: have some examples ready to help the discussion move forward if needed.*
  - c. How does your provincial/territorial school board influence the policies you have identified? How does the school board influence other policies that affect your

education and school experience? *NOTE TO TEACHER: have some ideas ready to help the discussion move forward if needed. Perhaps there are recent "hot topic" issues, like curriculum decisions, that can be drawn upon.*

2. Ensure you take note of the policies discussed at each level (classroom, school, school board) as these will be revisited after watching the video.

### Post-Video Activities

After watching the video, dive into these post-video activities to further discussions and deepen learning.

### Consolidation

Whole Group, 15 minutes

1. Revisit the policies you discussed as a class in the minds on activity. Discuss the following for each policy:
  - a. Does this policy influence your daily life? Do you agree or disagree with this policy?
2. Draw students' attention to the fact that policies exist at many levels of our lives, from a more micro level (e.g. classrooms) all the way to a macro level (e.g. government). While this video series discusses government level policies, it is important to remember that many of the policies at that level (e.g. the school board level) influence policies are at a more micro level (e.g. the school or classroom level).
3. Discuss as a class:
  - a. What reasons and examples were given in the video of why public policy matters?
  - b. Which of these examples resonate with you?

### Assessment: Think, Pair, Share

Independent – Pairs – Whole Group, 20+ minutes

1. Independently, have students consider the following and take notes in whatever way works best for them:
  - a. Why does public policy matter? Why does it matter to you? How does it influence your life?
2. Ask students to find a partner and discuss what they considered independently. Ask each pair to be prepared to share their top considerations with the class in 1 minute or less.
3. Return to a whole group setting. Have each pair share back to the class. You can consider recording notes in a common space for future reference and/or encourage students to take their own notes.
4. Take note of responses given by each pair to assess learning. Follow up with individual students who may need more clarity.

## Extension Activity

Interested in continuing the learning? Try the activity below.

### Deep Dive: Food Labels

Small Groups – Whole Group – Independent, 60+ minutes

1. Split the class into groups. Give each group one food package to review. Ask them to consider the following:
  - a. What information do you notice on this package?
  - b. What information do you look for on food packages to help you decide which products to buy?
2. Share findings back as a whole group. Discuss the following:
  - a. Who do you think decides what information goes on food labels?
  - b. Who SHOULD decide what information goes on food labels?
3. Independently have students review the following document: [Action Canada: Making Informed Food Choices](#)

Executive Summary: The decisions Canadians make every day about food have wide-reaching implications. Food is a major factor in our health, a big part of what Canadians spend their money on, a significant part of our social and cultural practices and something that has major impact on the environment. Yet, a lack of information about these aspects of food makes it difficult for Canadians to make informed food choices. This report sets out to address this by considering what policy decisions could improve Canadians' ability to make informed food choices.

4. Ask students to highlight or note the following as they read:
  - a. What new information did you learn about food labels in Canada?
  - b. How is the government currently involved in this area? How should the government be involved?
  - c. What recommendations did the Action Canada Fellows have? Do you agree or disagree with these recommendations?
5. As a class discuss student findings:
  - a. What new information did you learn about food labels in Canada?
  - b. How is the government currently involved in this area? How should the government be involved?
6. Ask the class to share the recommendations made by the Action Canada Fellows. Record these in a prominent location. Review recommendation one and complete the following activity:
  - a. Assign one end of the room as "agree" and one end as "disagree." Have students move to where they stand on the agree/disagree spectrum for recommendation one.

- b. Have students discuss their stance with their elbow partner (classmate closest to their left elbow). Why did you place yourself in this spot? What would you keep or change about the recommendation?
- c. Discuss as a class what students would keep or change about the recommendation.
- d. Repeat for recommendations two and three.

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### *About the Policy 101 Video Series*

*The Policy 101 Series breaks down public policy into digestible content for students through engaging videos, podcasts, and teacher guides. These modules empower students to learn the basics of public policy and critically analyze its implications. The series aims to sow the seeds for a future where youth play an active role in shaping the policies that shape their lives.*

