

Video 3: What's the difference between public policy & politics?

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.

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

Manitoba

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

New Brunswick

- Civics 10
- Political Science 120
- Canadian Law 120

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

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

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

Québec

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

Saskatchewan

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

Yukon

- Social Studies 11
 - Political Science 12
-

The Big Question

In video 3, we look at the difference between politics and public policy. Students will hear from [Action Canada](#) Fellows, young leaders in Canada who are involved or interested in public policy, who will illustrate the ways politics and public policy are different and the ways they interact. The activities in this Teacher Guide will help students consolidate this learning and leave with a better understanding of the difference and similarities between politics and public policy. More questions may arise about what exactly the government does in relation to public policy, teachers and students are encouraged to watch the rest of the Policy 101 video series to learn more. (Specific focus, Video 5: What does the government do and how does it relate to public policy?)

Learning Goal

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

- Articulate the differences and similarities between politics and public policy.

Materials

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

- Access to technology for video viewing
 - [Video 3: What's the difference between public policy and politics?](#)
- 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
- [Appendix 1: Venn Diagram](#) for each student

Pre-Video Activities

Tackle these activities before watching the video.

Minds On

Whole Group, 10 minutes

1. Discuss the following prompts as a class to have students begin to think about politics vs. public policy:
 - a. Do you know anyone who works in the government? Were they voted into their position or hired into their position?
 - b. Have you voted before? This could be in a municipal, provincial, or federal election (if you're old enough) or in a school election (e.g. for student government). How did you choose who to vote for?
2. Prompt students with the following:
 - a. While you watch the video, take note of any words you may not have heard before. We will discuss these words as a class after viewing.

Post-Video Activities

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

Class Glossary

Whole Group – Independent or Small Groups, 15 minutes

1. Ask students to bring forward words they heard in the video that may be new to them. Record these words in a prominent place.
2. Ask if any students know the definition of any of these words. Record any strong definitions given.
3. For those words that remain, ask students to research definitions. Depending on your class size, definition research can be assigned to individual students or groups of students.
4. Share back definitions to the whole class and record.

Assessment: Venn Diagram

Independent (Optional: Whole Group), 20 minutes

1. Hand out [Appendix 1: Venn Diagram](#) to each student.
2. Describe to students that they will complete the Venn Diagram by listing characteristics of just politics (left hand side), just public policy (right hand side) and characteristics they have in common (middle).
3. Ask students to complete the Venn Diagram independently.
4. Optional: Share back findings as a whole group and complete a class Venn Diagram.
5. Ask students to hand in their completed Venn Diagram. Use these to assess student learning. Follow up with individual students who may need more clarity.

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.



Name: _____

Appendix 1: Venn Diagram

