

Video 4: How can YOU influence public policy?

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 <ul style="list-style-type: none">Grade 9 Social StudiesSocial Studies 10-1 or 10-2Social Studies 20-1 or 20-2Social Studies 30-1 or 30-2	British Columbia <ul style="list-style-type: none">Social Studies 11Political Science 12
Manitoba <ul style="list-style-type: none">Grade 9: Social StudiesGrade 12: Global Issues: Citizenship and Sustainability	New Brunswick <ul style="list-style-type: none">Civics 10Political Science 120Canadian Law 120
Newfoundland <ul style="list-style-type: none">Social Studies 1201/1202Social Studies 2201Social Studies 3201/3202Ethics and Social Justice 2106Career Development 2202	Northwest Territories <ul style="list-style-type: none">Grade 9 Social StudiesSocial Studies 10-1 or 10-2Social Studies 20-1 or 20-2Social Studies 30-1 or 30-2
Nova Scotia <ul style="list-style-type: none">Citizenship Education 9Global Politics 12Advanced Global Politics 12Law 12	Nunavut <ul style="list-style-type: none">Grade 9 Social StudiesSocial Studies 10-1 or 10-2Social Studies 20-1 or 20-2Social Studies 30-1 or 30-2
Ontario <ul style="list-style-type: none">Grade 10: Civics & CitizenshipGrade 11: Politics in Action: Making ChangeGrade 12: Canadian and International Politics	Prince Edward Island <ul style="list-style-type: none">Grade 9 Social StudiesCanadian Studies CAS401A
Québec <ul style="list-style-type: none">Monde ContemporainSensibilisation à l'entrepreneuriatHistoire du Québec et du Canada	Saskatchewan <ul style="list-style-type: none">Social Studies 10History and Social Studies 30Law 30
Yukon <ul style="list-style-type: none">Social Studies 11Political Science 12	

The Big Question

In video 4, students will hear ideas from [Action Canada](#) Fellows, young leaders in Canada who are involved or interested in public policy, about how they can get involved in public policy. The activities in this Teacher Guide will help students think about policies that impact their lives and consider which ones they might be interested in learning more about or getting involved in. If the Extension Activities are pursued, students will create an Action Plan to identify how they would get involved in their policy area of interest. More questions may arise after watching this video, teachers and students are encouraged to watch the rest of the Policy 101 video series to learn more. (Specific focus, Video 8: What are careers in public policy?)

Learning Goal(s)

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

- Identify ways they can get involved in public policy.
- Create an Action Plan to get involved in a policy area that interests them. (If pursuing the Extension Activities.)

Materials

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

- Access to technology for video viewing
 - [Video 4: How can YOU influence public policy?](#)
 - [Citizen Minutes: Ride Fair](#)
- 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: Action Plan](#) for each student (if pursuing Extension Activities)
- Sticky notes, few per student (if pursuing Extension Activities)

Pre-Video Activities

Tackle these activities before watching the video.

Minds On

Whole Group (Optional: Small Group), 20+ minutes

1. Ask a volunteer to walk through their morning routine from waking up until they get to school. Record each element of this example morning for all to see.
 - a. E.g. Change into clothing for the day, eat breakfast, brush teeth, wash face/put on make-up, take city bus to school
2. Review each element of the example morning and discuss as a class what public policies may interact with each portion of the example morning.
 - a. E.g. Change into clothing for the day = trade policies influence what clothing we have access to, eat breakfast = food label policies influence the decisions we make

about food we buy, take city bus to school = busing services are influenced by city policies

- b. *NOTE TO TEACHER: Have an idea of what policies may come up prior to beginning the lesson to help prompt students*
- c. If students are having a difficult time identifying policies, encourage lots of time to brainstorm and research. Optionally, students can be split into groups with each group considering one portion of the example morning and then sharing back with the class.

Post-Video Activities

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

Action Ideas

Whole Group, 20+ minutes

1. As a class, make a list of the ideas identified in the video of ways to get involved in public policy.
2. Record these as a whole class and/or encourage students to make their own notes.
3. Prompt students to add to this list, what are other ways you could get involved?
4. As a class, revisit the policies identified in the minds on activity. Ask students:
 - a. What do you know about these policy areas?
 - b. Do you agree or disagree with what you know?
 - c. Based on the action ideas identified in the video, how might you find out more or get involved?

Action Example

Whole Group, 15+ minutes

NOTE: This activity references ride sharing services (Uber and Lyft) and may not be suitable for remote cities or communities where this is not a relevant part of daily life. Consider mentioning other ride sharing services in your community (e.g. Uride) to make this activity relevant for students.

1. Pre-Video discussion:
 - a. Have you ever taken Uber or Lift or another ride sharing service? Have you ever taken a taxicab?
 - b. What was your experience? Do you think driving for one of these services would be a good job?
 - c. Do you think the government should be involved in regulating services like these?
2. To see an example of citizens getting involved in public policy, watch the video: [Citizen Minutes: Ride Fair](#) (6:35 min)

Video Description: Three fearless community organizers with a history of standing up against big tech corporations embark on an uphill political fight to regulate Uber and Lyft in Toronto so these companies operate in the public interest, respecting communities, drivers and passengers.

3. Post-Video discussion:
 - a. What new information did you learn about the ride share industry?
 - b. Do you agree with the actions taken by RIDEFAIR? Why or why not?
 - c. Is this a topic that you would be interested in getting involved in? What would you do to get involved?
4. Also consider using the activities in the [Citizen Minutes: Engagement Toolkit](#) to spark discussions about the video.

Extension Activities

Interested in continuing the learning? Try the activities below.

NOTE: The following Extension Activities constitute a larger Action Project. It may be best completed after watching all the Policy 101 Videos.

Policy Interest

Whole Group - Independent, 15+ minutes

1. Ask students to consider policy areas that interest them. What issues matter to them? What are challenging policies they encounter in their daily lives? These could be at the micro level (e.g. classroom, school) or at a more macro level (e.g. municipal, provincial). Prompt students to make a list of all the policy areas that they are most interested in. Encourage students to list policy areas even if they don't know much about them.
 - a. If needed, revisit the policies you discussed when following the Teacher Guides for Videos 1, 2 or 3 or other videos if you are tackling this after completing the entire video series.
 - b. If needed, look at policy topics discussed by Action Canada Fellows in the annual reports completed each Fellowship year: [Action Canada Publications](#)

Policy Research

Independent (Optional: Pairs or Small Groups), (timing varies)

NOTE: This can be done in pairs or groups if preferred. Before beginning research, students can find classmates with similar policy interests.

1. Based on the Policy Interest brainstorming activity, ask each student to pick one or two policy areas that interest them the most.

2. Once students have identified an area of policy interest, have them begin researching this policy area to discover more:
 - a. Who makes decisions around this policy area? (e.g. community, municipal, provincial/territorial, federal, First Nation)
 - b. What information can you find around policies that exist in this policy area?
 - c. Do you agree or disagree with the information you found?

Action Plan

Independent (Optional: Pairs or Small Groups) – Whole Group, 45 minutes

1. Revisit the Action Ideas identified from the video.
2. Hand out [Appendix 1: Action Plan](#) to each student. Ask students to complete the Action Plan to outline how they will get involved in their identified policy area. They can use ideas from the video or their own ideas.
3. To further ideas and allow students to collaborate, have students share their Action Plans with the class through a Gallery Walk. Ask students to post their Action Plans around the class in visible locations. Allow students to walk around the class and review Action Plans that interest them, taking note of items that they would like to add to their own Action Plan. Sticky notes can be used to leave encouraging comments or to ask clarifying questions. Clarifying questions can be reviewed as a class so everyone hears the answers.

Optional: Taking Action!

Independent (Optional: Pairs or Small Groups), (timing varies)

1. Decide if you would like to continue the project and have students follow through with their Action Plan. If so, consider:
 - a. What is the timeline for this portion of the project?
 - b. How will you hold students accountable?
 - c. How will students share their learning? (e.g. written assignment, presentation to the class, etc.)

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: Action Plan

Policy area of focus
What do I know about this topic?
What is my objective? What am I hoping to achieve?

Action steps	Time Frame	Resources	Success Criteria	Outcome
What tasks will you complete to achieve your goal?	By when will you complete the task?	What or who can help you complete the task?	How will you identify your success?	What was the outcome of the task? <i>Complete this column later.</i>

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