

## Video 5: What does the government do & how does it relate to 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.

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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

What does the government do & how does it relate to public policy?

So, what exactly does the government do in relation to public policy? In video 5, students will hear from [Action Canada](#) Fellows, young leaders in Canada who are involved in or interested in public policy, about the government's role in public policy. Fellows will give concrete examples of policy involvement from their own experiences working in government. The video categorizes responses into the various levels of government: municipal, provincial/territorial, federal, Indigenous. The activities in this Teacher Guide will help students solidify their understanding of what policy areas are overseen at each level of government. If questions remain after watching the video and working through the Teacher Guide, teachers and students are encouraged to watch the rest of the Policy 101 video series to learn more. (Specific focus, Video 3: What's the difference between public policy and politics?)

## Learning Goals

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

- Describe policy areas overseen by various levels of government (municipal, provincial/territorial, federal, Indigenous).
- Share ways in which policy areas overseen by various levels of government impact their daily lives.

## Materials

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

- Access to technology for video viewing
  - [Video 5: What does the government do & how does it relate to public policy?](#)
- 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: Levels of Canadian Government](#) for each student
- [Action Canada: Tent Nation](#) online or printed for each student (if pursuing Extension Activity)

## Pre-Video Activity

Tackle this activity before watching the video.

### Minds On

Whole Group, 15 minutes

1. Review as a class the following list of policy areas.
  - a. Education
  - b. Immigration
  - c. Health care
  - d. Garbage removal
  - e. Defense
  - f. Public transportation
  - g. Parks
2. Discuss as a class, what level of government do you think influences each area? (municipal, provincial, territorial, federal, Indigenous) Note that there can be more than one level of government listed. Why do you think so? *NOTE TO TEACHER: Do not worry about correct responses here, this 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. Review your class responses to the Minds On activity. Discuss as a class:
  - a. Are there changes you would make to your responses?
  - b. How does each policy area impact your daily life, or not impact their daily life?
  - c. What are the possible benefits and challenges to policy areas where there is overlap of what level of government is in charge?

Teacher Answer Key:

**Education:** Provincial and territorial (main level of government that's responsible for curriculum, funding, etc.), municipal (school boards), Indigenous (administering schools on Indigenous territory), federal (funds education on First Nations reserves and administers education for the children of members of the Canadian Armed Forces)

**Immigration:** Federal (sets immigration policies and regulations), provincial and territorial (select immigrants), municipal (local services to newcomers), Indigenous (immigration matters for Indigenous people or integration of newcomers in Indigenous communities)

**Health care:** Provincial and territorial (level of government that is responsible for most aspects of healthcare, e.g. hospitals, doctors, nurses, long term care, etc.), federal government (responsible for the Canada Health Act, which sets out the criteria that provinces and territories must meet to receive federal funding)

**Garbage removal:** Municipal government (cities, towns and regions), Indigenous governments (e.g. on-reserve garbage removal), provincial, territorial and federal (regulations regarding the disposal of hazardous waste and certain types of materials)

**Defense:** Federal (responsible for the Canadian Armed Forces, public safety, intelligence agencies, etc.); provincial and territorial (collaboration between federal and provincial or territorial governments may be necessary)

**Public transportation:** Municipal (public transportation services like buses), provincial and territorial (funding or overseeing public transportation systems), federal (e.g. funding major infrastructure projects, like a light rail system, setting national transportation standards, etc.)

**Parks:** All levels of government, depending on size, purpose, and level of protection of the land

#### Assessment: Worksheet

Independent, 15 minutes

1. Hand out [Appendix 1: Levels of Canadian Government](#) to each student. Ask students to complete the worksheet to demonstrate their knowledge from this video. While completing the worksheet, students will be asked to:
  - a. Identify what each level of government oversees in general.
  - b. Identify a specific example of a policy area each level of government oversees.
  - c. Share how each policy area impacts their daily life.
2. Ask students to hand in their completed worksheet to assess student learning. Follow up with individual students who may need more clarity.

#### Extension Activity

Interested in continuing the learning? Try the activity below.

#### Deep Dive: Tent Cities

Independent – (Optional: Whole Group) – Small Group – Whole Group, 45+ minutes

1. Give students time to individually read the beginning of the report (pg. 4-12): [Action Canada: Tent Nation](#)

**Executive Summary:** Encampments are found in communities across Canada yet interventions happen at a local level, leaving municipal and regional governments to develop responses on their own. There is a pressing need and an opportunity for greater collaboration, knowledge sharing and national

coordination to address encampments as a pan-Canadian challenge. People live in encampments because they lack access to other housing options or because other options, like emergency shelters, don't meet their needs. The rise in encampments has led to polarized debates among Canadians about who is responsible to address encampments, how public health and safety can be ensured, what rules should apply, to whom these rules should apply, and how the rules should be enforced. Federal, provincial and municipal governments all have different roles, legislative commitments, and policy levers that impact the root causes of encampments and homelessness, as well as responses to encampments. The paper outlines seven recommendations.

2. *NOTE TO TEACHER: Consider allocating time to discuss the beginning of the report as a class leaving room for questions and discussion.*
3. Break students into four groups: i) federal ii) provincial/territorial iii) municipal iv) Indigenous. These "expert groups" will look more deeply into the roles of their assigned level of government in relation to tent cities.
4. Allocate an amount of time for "expert groups" to review the corresponding pages in the report while considering the following questions:
  - a. What role has this level of government played in relation to tent cities to date?
  - b. What role could this level of government play in relation to tent cities going forward?

Alert the class that everyone needs to take notes as each student will be responsible for sharing their learnings to a new group.

#### Federal

- i. pg. 13-14
- ii. Recommendations pg. 25-27

#### Provincial/territorial

- iii. pg. 13, 15
- iv. Recommendations pg. 25-27

#### Municipal

- v. pg. 13, 16, 18
- vi. Recommendations pg. 25-27

#### Indigenous

- vii. pg. 13, 17
- viii. Recommendations pg. 25-27

5. Put students in new "jigsaw groups", ensuring there is at least one member from each of the four "expert groups" represented in each "jigsaw group." Allocate a certain amount of time for each "expert" to share their knowledge and answers to the discussion questions with their new group.
6. Ask each "jigsaw group" to pick the Recommendation they feel is the strongest. Discuss:
  - a. Why did they choose this recommendation?

- b. What level(s) of government are responsible for implementing it?
  - c. What challenges do they foresee in implementing this recommendation?
  - d. What successes could come from it?
7. Regroup as a class and have each “jigsaw group” share their chosen Recommendation and a short summary of their answers to the discussion questions.
8. Discuss as a class:
  - a. What are the possible benefits and challenges to policy area such as encampments where there is overlap of what level of government is in charge?
  - b. *NOTE TO TEACHER: This question was previously discussed in the Post-Video Consolidation Activity, however students have deeper knowledge after this Extension Activity and revisiting could lead to more in-depth discussion.*

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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.*



Name: \_\_\_\_\_

### Appendix 1: Levels of Canadian Government

Level of Government: MUNICIPAL	
What does this level of government oversee in general?	
Policy Area	Impact
<i>List a specific example of a policy area this level oversees. It can be an example from the video, class discussion or a new idea.</i>	<i>How does this policy area impact you? Or what elements of this policy area are you interested in?</i>

Level of Government: PROVINCIAL	
What does this level of government oversee in general?	
Policy Area	Impact
<i>List a specific example of a policy area this level oversees. It can be an example from the video, class discussion or a new idea.</i>	<i>How does this policy area impact you? Or what elements of this policy area are you interested in?</i>

Level of Government: TERRITORIAL	
What does this level of government oversee in general?	
Policy Area	Impact
<i>List a specific example of a policy area this level oversees. It can be an example from the video, class discussion or a new idea.</i>	<i>How does this policy area impact you? Or what elements of this policy area are you interested in?</i>

Level of Government: FEDERAL	
What does this level of government oversee in general?	
Policy Area	Impact
<i>List a specific example of a policy area this level oversees. It can be an example from the video, class discussion or a new idea.</i>	<i>How does this policy area impact you? Or what elements of this policy area are you interested in?</i>

<b>Level of Government: INDIGENOUS</b>	
<b>What does this level of government oversee in general?</b>	
<b>Policy Area</b> <i>List a specific example of a policy area this level oversees. It can be an example from the video, class discussion or a new idea.</i>	<b>Impact</b> <i>How does this policy area impact you? Or what elements of this policy area are you interested in?</i>