

Video 6: How does public policy get created?

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
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The Big Question

How does public policy get created?

In video 6, we look at the stages in the policy development process. Students will hear about what happens at each stage through the voices of [Action Canada](#) Fellows, young leaders in Canada who are involved or interested in public policy. The activities in this Teacher Guide will help students solidify the learning in the video as well as look at concrete examples of policy recommendations that follow the first few stages in the policy development process. More questions about policy creation 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 7: Who else plays a role in public policy?)

Learning Goal

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

- Illustrate the stages in the policy development process as well as key actions that take place at each stage.

Materials

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

- Access to technology for video viewing
 - [Video 6: How does public policy get created?](#)
- 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: Policy Development Stages](#) for each group or each student
- Guest speaker to discuss policies at the school or school board level

Pre-Video Activity

Tackle this activity before watching the video.

Minds On

Whole Group, 15 minutes

1. Discuss the following scenario as a class: Imagine you want to go about making a change in one of the current policies in your school, what steps would you take to make those changes happen?
 - a. First, pick a policy example to use as a class. *NOTE TO TEACHER: You might want to have some ideas ready e.g. school uniforms, cell phone use, cafeteria food*
 - b. Next, discuss the following:
 - i. How would you identify the change you want to make happen?
 - ii. What information would you need to support your suggested change?

- iii. Who would you discuss your ideas with to have change implemented?
- iv. How would you implement the change?

Post-Video Activity

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

Consolidation & Assessment

Small Groups – Whole Group, 45+ minutes

NOTE: This activity requires inviting a guest speaker to your classroom. Ensure you have a guest speaker arranged before proceeding.

1. To more clearly understand the policy making process, invite a guest speaker involved in school level or school board level policies to your classroom. They can join in person or virtually. Ask the guest speaker to discuss a policy (or two!) that your class is interested in and that they have been involved in (e.g. school uniforms, cell phone use policies, curriculum decisions, etc.). Let the guest speaker know they will be asked questions from the class to better understand the process that is followed when policy decisions are made. Consider sharing [Video 6: How does public policy get created?](#) with your guest speaker in advance so they are aware what materials you have been viewing as a class.
 - a. Guest speaker suggestions include: school principal, school trustee, etc.
2. In preparation for the guest speaker, assign students into small groups. Let students know who the guest speaker will be and, if possible, what policy topic(s) they will be discussing.
3. Ask each group to complete [Appendix 1: Policy Development Stages](#). While completing the worksheet, students will be asked to:
 - a. Identify and describe each general stage of the policy development process as discussed in the video.
 - b. List a question to ask the guest speaker about each stage of the policy development process to better understand what happens at each stage.
4. Before the guest speaker joins your class, prepare the class for the discussion going over norms and expectations of having a guest in your class. There are multiple ways you could prepare the class for asking questions, consider:
 - a. Compiling all of the questions and voting as a class on which ones you would like to ask.
 - b. Asking each group to pick one question for each policy development stage.
 - c. Assigning specific students to ask their group's question(s).
5. Moderate the class discussion with the guest speaker.
6. Consider debriefing as a class after the guest speaker leaves. Discuss:
 - a. What was similar to the policy development process discussed in the video? What was different?
 - b. What surprised you about the process followed?

- c. After hearing more about this policy process, how would you get involved in making changes in school level policies?
7. At the end of class, ask each group to hand in their worksheet(s) to assess student learning. Follow up with groups 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: Policy Development Stages

GENERAL STAGE 1: _____

What happens at this stage in the policy development process?
What question(s) can we ask our guest to further understand what happens at this stage?

GENERAL STAGE 2: _____

What happens at this stage in the policy development process?
What question(s) can we ask our guest to further understand what happens at this stage?

GENERAL STAGE 3: _____

What happens at this stage in the policy development process?
What question(s) can we ask our guest to further understand what happens at this stage?

GENERAL STAGE 4: _____

What happens at this stage in the policy development process?
What question(s) can we ask our guest to further understand what happens at this stage?