

## Video 7: Who else plays a role in 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

- 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 7, we look at who else plays a role in public policy. [Action Canada](#) Fellows, young leaders in Canada who are involved or interested in public policy, will give examples of different types of people and organizations who play a role in informing, shaping or delivering public policy. The activities in this Teacher Guide will help students consolidate this information by applying it to a policy example. Students will also discuss motivations and biases behind the involvement of different people and organizations. More questions 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:

- Identify groups who influence public policy decisions.
- Articulate motives behind and ways in which people and organizations influence 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 7: Who else plays a role in 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

## Pre-Video Activity

Tackle this activity before watching the video.

### Minds On

Whole Group, 15 minutes

*NOTE: To facilitate the following activity, choose a policy topic/issue that you think would be relevant and interesting to your class. This topic/issue can be at the school level or beyond (municipal, provincial/territorial, federal, Indigenous).*

- *Examples of policy topics/issues include: cell phone use in schools, school policies around students signing in/out, voting age, driving age.*
- *If needed, look at the policy topics discussed by Action Canada Fellows in the annual reports completed each Fellowship year: [Publications - Action Canada](#).*

1. Introduce your selected policy topic and discuss it at a very high level (e.g. What is the issue? What are the key points in the debate/conversation around this issue?)

2. Discuss the following as a class:
  - a. Who do you think has an interest in the policies surrounding this issue?
  - b. Why would they be interested?

### Post-Video Activity

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

### Consolidation

Whole Group, 20 minutes

1. Review the policy issue discussed in the Minds On activity.
2. List each of the four influencer types discussed in the video in a prominent place for all to see. Brainstorm people or organizations within each type that would be interested in your selected policy issue. Include those discussed in the Minds On activity as well.
3. Discuss ways in which each person or organization influences public policy. Ask questions such as:
  - a. How does this person/organization exert their influence in this policy space?
  - b. How could this person/organization exert more influence in this policy space?  
Exert less influence?
4. Discuss the motives for each person or organization to be interested in this policy topic. Ask questions such as:
  - a. Are they likely interested for their own gain?
  - b. Are they likely interested for the benefit of all Canadians?
  - c. What might their biases be on this topic?

---

### 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.*