



Commission scolaire de la  
**BEAUCE-ÉCHEMIN**

Ensemble *vers l'avenir*

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

Date started: \_\_\_\_\_

Date completed: \_\_\_\_\_

## STUDENT WORKBOOK

### Politics and Public Service



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# Personal Orientation Project (POP)

Document version 6.0

Welcome to the world of **Politics and Public Service**! This student workbook is designed to record the steps you will take to complete the activities found in the **POP Politics and Public Service Activity Guide**.

This workbook is not intended as an evaluation tool in and of itself. Many of the activities do not have right or wrong answers, and you may choose to complete only some of the activities. Do your best to follow the exercises and take the time to reflect on the type of work you must do to complete them. Rather than marking your answers as right or wrong, your teacher may use this workbook to assess how thoroughly you completed the activities and the process you followed while exploring this field.

Please note that only the activities that require written responses, calculations or reflections are included in this workbook.

## Activity guide conception (original title: *Politics*)

Michael Dooling	Director, Culture and Leisure, City of Beaconsfield (Activities 1 to 4)
Raymond Baudet	Author (Activities 5 and 6)
Office of Francis Scarpaleggia	Member of Parliament for Lac-Saint-Louis (Activity 7)

## Adaptation and translation

i-Edit Inc.

Direction des services à la communauté anglophone, Services langagiers, MEES  
Pedagogical Validation Committee for POP Activity Guides

## Workbook conception and adaptation

Pedagogical Validation Committee for POP Activity Guides

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# Activity 1: Municipal Politics – Research

## Exercise 1.1

## Local Recreational Facilities

### Location 1

Check here if you have visited this facility

Name of recreational facility

Location

What is it near?

Accessibility (by public transit, etc.)

What land at this location could be developed as a skate park?

### Location 2

Check here if you have visited this facility

Name of recreational facility

Location

What is it near?

Accessibility (by public transit, etc.)

What land at this location could be developed as a skate park?

### Location 3

Check here if you have visited this facility

Name of recreational facility

Location

What is it near?

Accessibility (by public transit, etc.)

What land at this location could be developed as a skate park?

Choose a site for a skate park and explain your choice or explain why the current site was chosen.

**Location 1**

Check here if you have visited this skate park

Name of skate park

Location

Elements you would like to include in your skate park

Location of photos from this park (attached, file location, URL, etc.)

**Location 2**

Check here if you have visited this skate park

Name of skate park

Location

Elements you would like to include in your skate park

Location of photos from this park (attached, file location, URL, etc.)

**Location 3**

Check here if you have visited this skate park

Name of skate park

Location

Elements you would like to include in your skate park

Location of photos from this park (attached, file location, URL, etc.)



Consult the *Skate Park Criteria* outlined in Appendix A. Explain how your park will meet these criteria.

How will your plan accommodate the needs of both beginner and experienced skate boarders?

How does you plan meet all the recommended safety rules for skate parks (see Appendix B)?

## Activity 3: Municipal Politics – Public Consultations

### Exercise 3.1

### Focus Group Questions

Group Name	Questions
	1.
	2.
	3.
	1.
	2.
	3.
	1.
	2.
	3.

**Public Consultations: YOUTH Focus Group Notes**

**Question 1:**

**Question 2:**

**Question 3:**

## Youth Concerns

In a sentence or two, summarize the concerns of the youth you interviewed.

## Public Consultations: ADULT Focus Group Notes

**Question 1:**

**Question 2:**

## Public Consultations: ADULT Focus Group Notes

### Question 3:

#### Adult Concerns

In a sentence or two, summarize the concerns of the adults you interviewed.

Did your focus groups make any suggestions that caused you to reassess your budget? Will the skate park you are purchasing meet their needs?

If necessary, adjust your budget based on the suggestions you received.

## Activity 4: Municipal Politics – Policy Drafting

### Exercise 4.1

### Skateboarding Policy

<b>Department:</b>	Department of Recreation
<b>Policy:</b>	Skateboarding Policy
<b>Policy Number:</b>	000000001
<b>Date Revised:</b>	
<b>Council Resolution Number: (if applicable)</b>	N/A
<b>Policy Statement:</b> <i>Provide a brief statement that summarizes the solution to the municipality's problem.</i>	
<b>Policy Explanation:</b> <i>Provide a brief explanation of the problem and the purpose of the policy in response to that problem.</i>	
<b>Operational Guidelines:</b> <i>Provide five to ten guidelines that address the issue at hand. These could include what services the municipality intends to provide to residents as well as rules of use (see sample policy for examples).</i>	
<b>Policy Application Example:</b> <i>Provide a couple of examples of problems that might be encountered and how the policy guides the municipality's response to these issues (see sample policy for examples).</i>	
<b>Approval Required for Exception:</b>	Director of Recreation

## Activity 5: Provincial Politics – Policy Analysis

### Exercise 5.1

### Policy Research

<b>Proposal to be analyzed</b>	
<b>Groups and associations with an interest in this proposal</b>	

FAVOURABLE	UNFAVOURABLE

Now that you have determined the likely positions of various groups and associations, what is your policy analysis? What recommendations would you make to the minister? Write no more than 100 words to sum up your conclusion based on the table you created above. (You may want to create an electronic document because you will be editing it later.)

Did you think of everything? Explain.

Did your colleague come to the same conclusion as you did? Explain

What changes do you need to make to the wording of your policy? Rework your policy analysis as needed and keep it for the next activity.

## Activity 6: Provincial Politics – Briefs

### Exercise 6.1

### Brief

Write a brief for your minister regarding the proposal you examined during your policy analysis. It should not exceed 120 seconds when you deliver it out loud.

## Activity 7: Provincial Politics – Petitions

### Exercise 7.1

### Petition Process

How does the petition process work? Who will present the petition to the House of Commons? What happens during the presentation? How long will it take the Government to respond?

Can photos of the park be included in the petition? Explain.

Who can sign the petition and how many signatures are needed?

### Exercise 7.2

### Evaluation of a Petition

Is the petition formatted correctly? Does it contain all the relevant information? Explain.

Compare your petition to the one found in the Answer Key. Would yours have been accepted by the House of Commons clerk? Explain.

## Personal Reflections

Now that you have completed the activities in this guide, summarize in your own words what you have learned about this profession.

What strengths and abilities did you need to carry out the activities in this guide? How will these strengths and abilities be important if you continue in this career path? Explain.

What personal challenges did you encounter while completing these activities? (Example: I discovered that I have difficulty with tasks that require reading a lot of directions.)

How will you follow up on this the activities in this guide? Check all that apply below.

- |  |  |
|--|--|
| <input type="checkbox"/> I will participate in a job shadowing activity.               | <input type="checkbox"/> I will find a Mentor to advise me about this field.                 |
| <input type="checkbox"/> I will set up an interview with someone working in the field. | <input type="checkbox"/> I will visit a school or business                                   |
| <input type="checkbox"/> I will research this career on the Internet.                  | <input type="checkbox"/> My exploration is completed now that I have finished this activity. |
| <input type="checkbox"/> I will consult the Pop Links website.                         | Other  |

Imagine that you were to continue on this career path. What lifestyle and educational choices would you have to make in the future?

POLITICS AND PUBLIC SERVICE

# Student Workbook

This student workbook, which is made available to students registered for POP in the Province of Quebec, was designed to complement the Activity Guide of the same name. The Activity Guides was created in collaboration with experts in the field and is intended to be used in the classroom under teacher supervision. The information it contains is not meant to be exhaustive. The external links mentioned in this guide may no longer be active or may direct you to content that is outdated or inappropriate. Please check these links before using them with students, as we cannot guarantee they will work. Moreover, the Commission scolaire de la Beauce-Etchemin does not endorse nor shall be held responsible for the reliability or accuracy of these external links or for the consequences of their use. In addition, the Commission scolaire de la Beauce-Etchemin does not accept responsibility for the erroneous interpretation or improper use of this activity guide.

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