



Commission scolaire de la
BEAUCE-ÉTCHEMIN

Ensemble *vers l'avenir*

EXPERIENTIAL TOOL

Politics and Public Service



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Personal Orientation Project (POP)

Document version 6.0

POLITICS AND PUBLIC SERVICE

Activity Guide






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Document number: 1
Document version: 6.0
Year: 2016

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List of materials


The following is a list of all the materials and resources required to complete this tool kit on politics and public service:


- *Politics and Public Service Activity Guide*
- *Politics and Public Service Student Workbook*
- Multimedia computer
- Printer

Websites, files and other online resources

	<p>All web links required for this activity guide are listed by activity on the POP Links website at http://liensppo.qc.ca under “Politics and Public Service.” Any time this icon appears in the activity guide, please visit the POP Links website to find the corresponding links (or click on the logo if you are working with an electronic copy of the guide).</p>
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Other icons in this guide

	<p>This icon indicates when to use the Student Workbook. If you choose to work on a computer, make sure you save your texts on your USB key or in accordance with the procedures used in your POP classroom.</p>
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	<p>This icon is to remind you to compare your answers to those found in the Answer Key at the end of this guide.</p>
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Title of previous version of activity guide: *Politics*

Adaptation and translation

Research and adaptation: i-Edit Inc. (Activities 1 to 4 and 7)

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Politics is the art or science of government; it is the act of running government affairs. In Canada, publicly elected officials propose, debate, vote upon and ratify actions on behalf of their constituents. These actions constitute public policy.

At the municipal level, local representatives address the needs and wants of their communities with respect to local services, taxation, and residential, commercial and school zoning.

At the provincial level, representatives address a broader scope of issues that arise from an ever-changing society. These issues include health care, labour, education, taxation, agriculture, transportation and infrastructure.

At the federal level, officials are elected to look at national issues. They must determine how these larger issues relate to the needs of their constituents. Although some of these issues may be addressed by lower levels of government, at the national level they encompass matters that affect all Canadians, such as domestic policy (taxation, the environment, etc.), foreign policy (international trade, diplomatic relations, etc.), and representation of the people (rights, citizenship, culture, etc.).

In modern Canadian usage, the term **government** refers broadly to elected officials as well as the non-political staff within each level of government, that is, the **civil** and **public services**.¹ In Canada, politicians' decisions are governed by the policy orientations of their own political party; in contrast, civil and public servants must remain politically neutral, which means they cannot express or act on their political opinions. Their contribution to the world of politics is at a technical level: they assist politicians in doing their jobs.

As you work through this activity guide, you will act as a student who has received three internships: one in your local municipal office, one in a provincial minister's office and one in the office of your federal member of Parliament. In these roles, you will deal with several issues and tasks related to policy-making and policy analysis. You will have to be attentive to the needs of the various people and groups involved and must then do your own research to determine the appropriate measures to be taken. Being organized, detail-oriented and a good listener will help you complete your tasks. Be thorough, as the work you do as a civil or public servant will have an impact on the lives of your fellow citizens.

Complete the following activities to see if the world of politics or public service is right for you!

1. "Government of Québec," Wikipedia, last modified April 15, 2016, https://en.wikipedia.org/wiki/Government_of_Quebec.



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Activity

1

Municipal Politics: Research

Municipal governments are local council authorities that provide local services, facilities, safety and infrastructure for communities. They are subdivisions of their province and are under the authority of their provincial government. Depending on their population and geographical size as well as their history, municipalities may be called cities, towns, villages, parishes, rural municipalities, townships or hamlets. In Québec, there is no legal distinction between cities and towns, as both have the same legal status of *ville*. Municipal governments have different obligations depending on the municipality’s population size; however, they generally deal with water, sewage, waste collection, public transit, land use planning, libraries, emergency services, animal control and economic development. Since the majority of their population can be divided into four major sectors—businesses, professionals, residents, and community groups and associations—these are generally the sectors that municipal officials need to consult when considering making changes in the community.²

One issue that municipalities are currently facing is an emerging need for alternative sports and recreation for youth. The rise in the popularity of skateboarding over the past decade has pushed municipalities to review their sports budgets and facilities. In order to better serve their communities, municipalities must address this issue now.

Your first internship starts today! The Director of Recreation, who is your immediate supervisor, assigns you to work on developing a municipal skateboarding policy as a response to pressures from the community. Skateboarders are disregarding a *municipal by-law*³ that restricts the areas where they can practise their sport. Several churches have complained that skateboarders are damaging their stairs and railings by using them as props. Residents have expressed concern about noise levels at night when teens skateboard in the parking lots of local businesses. A local youth group has requested that the municipality provide proper facilities for skateboarders. In addition, parents are worried about their children’s safety. Your municipality has come to the conclusion that a skate park is required to address the needs of the community as a whole.

2. This paragraph activity is based on information from “Municipal government in Canada,” Wikipedia, last modified April 11, 2016, https://en.wikipedia.org/wiki/Municipal_government_in_Canada, and “Government in Canada,” CanadaInfo, accessed December 3, 2014, <http://www.craigmarlatt.com/canada/government/government.html>.

3. Municipal by-laws are “public regulatory laws that apply in a certain area” (“By-law,” Wikipedia, last modified April 4, 2016, <https://en.wikipedia.org/wiki/By-law>).

As the Director of Recreation has informed you, municipal policies are developed to provide solutions to problems. In this case, the problem is that, due to a lack of proper facilities, skateboarders are disregarding a municipal by-law and bothering other members of the community. Consequently, the Director of Recreation asks you to draft a municipal policy on skateboarding. These are the steps of the policy-making process:

- 1) Conduct research
- 2) Follow existing *guiding principles*⁴
- 3) Create a budget
- 4) Organize public consultations
- 5) Draft a municipal policy
- 6) Present findings to the relevant council subcommittee

You have your work cut out for you!

What you will need to complete this exercise:

- Printer

Exercise 1.1

Local Recreational Facilities

In your role as policy-maker, you have been asked to look into what recreational facilities are available in your community as well as research skate parks that already exist in other cities to give you an idea of the type of skate park that would be a good match for your municipality.



Answer the questions in your student workbook using your personal knowledge, your municipality's website (if applicable) and/or the municipality's Wikipedia entry (if applicable). You may also want to call or visit your municipal office to ask them for help.

If you live in a rural area, you may want to research the recreational facilities available in a nearby town or city instead.

4. Existing guiding principles include existing by-laws, safety issues and zoning issues. For the purpose of this activity guide, you will focus on the other steps of the policy-making process.

Exercise 1.2

Existing Skate Parks

Now that you are more familiar with your community, you are ready to start researching existing skate parks.



Visit the POP Links website (<http://liensppo.qc.ca>) to research skate parks from other municipalities in Québec and Canada on the websites listed under “Activity 1” in the “Politics and Public Service” section.

As you are looking at these websites, note any elements of the skate parks you find that you think would be suitable for your municipality. Print photos of the skate parks that contain elements you would like to include in your skate park and keep these photos, as you will refer to them later on in the policy-making process.



To help you with your research, use the skate park map published by the City of Montréal, which is available for download on the POP Links website under “Activity 1” in the “Politics and Public Service” section.

If possible, visit existing skate parks in your area or call any skate parks that interest you for more information.



Answer the questions in your student workbook. If you use a computer, make sure you save your text and photos on your USB key or in accordance with the procedures used in your POP classroom.

Keep all your research (including photos) as you will need it later on in the policy-making process.



Activity

2

Municipal Politics: Budget

Your supervisor informs you that your municipality has budgeted \$100,000 to build a skate park for beginner and intermediate skateboarders. He also provides you with a copy of the skate park criteria and the skate park rules and regulations used in a neighbouring municipality (see appendices A and B). Keep in mind that the safety criteria mentioned in these documents are important to consider; however, some of the other elements may need to be adjusted for your community and budget.

Fortunately, no cost is associated with acquiring a site, as your municipality already owns a suitable property adjacent to a municipal park. Using the research you did in Activity 1 and the information found in the appendices, you now have to determine how you will spend the money you have to meet the needs of your community.

What you will need to complete this exercise:

- Your research from Activity 1 (including photos)
- Skate Park Criteria (Appendix A)
- Skate Park Rules and Regulations (Appendix B)

Exercise 2.1**Skate Park Budget***Step 1*

Visit the POP Links website (<http://liensppo.qc.ca>) and consult the catalogue of a skate park company (listed under “Activity 2” in the “Politics and Public Service” section).

Keeping in mind your \$100,000 budget and using this catalogue and any other relevant websites as well as your research from Activity 1 and the information found in the appendices, select one or more already designed parks that meet the needs of your community.⁵ List some of the specific elements that are essential to your park (riding surface, barriers, banks, ramps, etc.). You may want to email or call companies selling skate parks to inquire about the prices of individual elements, especially if you are considering adding expensive elements (such as a bowl or half-pipe) to your already designed park.



Fill out the budget form in your student workbook. If you use a computer, make sure you save your text and photos on your USB key or in accordance with the procedures used in your POP classroom.

Exercise 2.2

Skate Park Budget Review

Review your budget. Does your skate park meet all or most of the criteria enumerated in Appendix A? Will it accommodate the needs of both beginner and intermediate skateboarders? Have you taken into account all the recommended safety rules?



Answer these questions in your student workbook. If you use a computer, make sure you save your text and photos on your USB key or in accordance with the procedures used in your POP classroom.

Rework your skate park budget as needed.

Keep your budget as you will need it later on in the policy-making process.

5. If you were actually building a skate park, you would either pick an already designed park (as you are doing here), design your own or have someone design one for you, which is a service that many companies selling skate parks offer.



“Work group” by indiawaterportal.org, CC BY-NC-SA 2.0,
<https://www.flickr.com/photos/indiawaterportal/8357671156/>

Activity

3

Municipal Politics: Public Consultations

Your supervisor is pleased with your proposed budget and asks you to consult local secondary school students and other community members to ensure that the skate park you are proposing meets your community’s needs. To do so, you decide to set up several *focus groups*. A focus group is “a small group of people whose opinions about something (such as a politician or a new product) are studied to learn the opinions that can be expected from a larger group.”⁶

Exercise 3.1

Focus Group Questions

Which groups do you think you need to consult?



Identify three groups and prepare three questions for each group using the table in your student workbook. (You may want to pose the same or similar questions to more than one group.)

Keep in mind that your goal is to ensure that the skate park will satisfy the community as a whole and not just some of its members. As a result, it is important that your focus groups represent both youth and adult community members (preferably in separate groups). Asking *open-ended questions* (those that cannot be answered with a *yes* or *no*) will help you get more in-depth answers from your focus groups.



Once you have finished filling out the table, compare your answers to those found in the Answer Key at the end of this activity guide. Adjust your questions, if necessary.

6. “Focus group,” Merriam-Webster, accessed April 15, 2016, <http://www.merriam-webster.com/dictionary/focus+group>.

Exercise 3.2

Focus Group Consultations

Your supervisor has asked you to conduct two focus group consultations, one with youth and one with adults.

Step 1

Ask three classmates or friends to participate in a youth focus group that you identified in Exercise 3.1. Make sure some of the participants in your focus group are actual skateboarders. Ask them your questions from Exercise 3.1.



Record and summarize the comments, suggestions and concerns of the youth focus group in your student workbook.

Step 2

Ask three teachers or other adults to be a part of an adult focus group. Repeat the step above using the appropriate questions.



Record and summarize the comments, suggestions and concerns of the adult focus group in your student workbook.

Step 3

Read over your notes.



Did your focus groups make any suggestions that caused you to reassess your budget? Will the skate park you are purchasing meet their needs? Answer these questions in your student workbook.

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

Keep your focus group notes as you will need them later on in the policy-making process.



Activity

4

Municipal Politics: Policy Drafting

Now that you have done your research, prepared a budget and consulted focus groups, it is time to draft your skateboarding policy and get ready to present it to your supervisor, the Director of Recreation. Your supervisor provides you with a municipal policy template as well as a sample policy to serve as an example (see Appendix C). You take notes (which can be found in the municipal policy template on the following page) as he briefly explains each section of the policy to you.

What you will need to complete this exercise:

- Your research from Activity 1
- Your focus group notes from Activity 3
- Skate Park Criteria (Appendix A)
- Skate Park Rules and Regulations (Appendix B)
- Sample policy (Appendix C)


Exercise 4.1
Skateboarding Policy
Step 1


Fill in the blank policy form in your student workbook as best you can, using the notes on the following page and the documents mentioned above.

Remember that the problem you are trying to solve is that, due to a lack of proper facilities, skateboarders are disregarding a municipal by-law and bothering other members of the community.

Municipal Policy Template (with explanatory notes)	
Department:	
Policy:	
Policy Number:	
Date Revised:	
Council Resolution Number: (if applicable)	N/A
Policy Statement:	<i>Provide a brief statement that summarizes the solution to the municipality's problem.</i>
Policy Explanation:	<i>Provide a brief explanation of the problem and the purpose of the policy in response to that problem.</i>
Operational Guidelines:	<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>
Policy Application Example:	<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>
Approval Required for Exception:	<i>Director of Recreation</i>

Step 2

	<p>Compare your policy to the sample policy found in the Answer Key at the end of this activity guide. Have you forgotten any important elements?</p>
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Revise your policy as needed. Remember that your policy may be quite different from the one found in the Answer Key: the most important thing for you to do is to take into account the needs of your community.

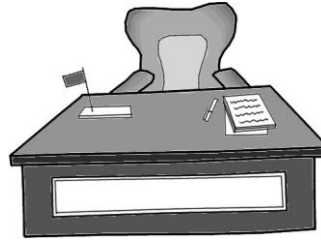
Exercise 4.2

Policy Presentation

You are now ready to present your skateboarding policy to your supervisor, the Director of Recreation. Ask a classmate, friend or teacher to play the role of your supervisor. Present your policy to him or her, along with your final budget and the results of your research and focus group consultations. Explain and justify your overall plan to your supervisor and invite him or her to ask questions. If necessary, make changes to the policy based on your supervisor's input.

Once you have finalized the policy, the Director of Recreation will present it to the relevant municipal subcommittee. Under ordinary circumstances, he would want to present at least two plans (for both the park location and the proposed budget). Subcommittee members need at least two options to review in order to make an informed decision. However, for the purpose of this exercise, one plan is enough!

Congratulations, you have just drafted and presented your first municipal policy and completed your first internship! It is now time to move on to your second internship, in a provincial minister's office.



"Advocacy – Influencing leaders" by indiawaterportal.org, CC BY-NC-SA 2.0, <https://www.flickr.com/photos/indiawaterportal/8357663128/>

Provincial Politics: Policy Analysis

In Canada, provinces exist in their own right; each has its own capital city⁷ and an elected government headed by a *premier*. In general, provincial governments are responsible for property and civil rights, administration of justice, natural resources and the environment, education, health and welfare.⁷ Much like other provincial governments, the government of Québec is made up of many ministries, agencies and governmental branches. Each ministry is headed by an elected representative who is appointed as a minister by the premier. The minister relies on civil servants to carry out the policies decided upon by the government.

You are interning in the office of a minister in the provincial government of Québec and the minister needs your opinion in order to grasp the political implications of a particular issue. Unlike the minister, you have the time to do research and write up a *policy analysis*.

To create a policy analysis, you must consider the points of view of the various groups in society that may have an opinion about a policy proposed by your ministry. In your policy analysis, you will assess the relative weight of these points of view on the implementation of the proposed policy. To do this, you will rely on your knowledge of the interest groups concerned and the advice of your colleagues.

The example on the following pages will help you better understand what is expected of you.

7. "Provincial Government," CanadaInfo, accessed December 3, 2014, <http://www.craigmarlatt.com/canada/government/provincial.html>.

Policy Analysis Example

Proposal to be analyzed	Revocation of driver’s licence at the age of 85. This would be a universal measure. There is a minimum driving age; there would now be a maximum driving age as well, set at 85.
Procedure	The minister wishes to know the opinions of various stakeholders affected by the proposal, i.e. influential groups or organizations in the population. The policy analyst’s experience and personal knowledge of the philosophies of these groups will help him or her determine the responses of these groups to the proposal.
Results	The policy analyst compiled the likely responses of the various groups affected by the proposal under the headings “Favourable” and “Unfavourable,” depending on which side each group favours. See the results in the table below.

Positions of Various Groups and Associations

FAVOURABLE	UNFAVOURABLE
Young drivers may spontaneously agree with the measure. For many of them, senior drivers represent a danger on the road. These young drivers will not hesitate to express their views on social media.	All seniors’ groups will likely oppose the measure. Baby boomers are numerous and influential. They are starting to reach retirement age and may fear for their own autonomy. The members of these groups will actively seek to sway the opinions of newspaper readers. They do not have a significant presence on social media.
Motorcycle clubs will probably agree with the measure.	Automobile clubs will probably defend their members. These associations may support a less radical compromise, e.g. a mandatory road test for drivers every five years after the age of 70.
Public opinion will likely be favourable to the proposal since the general public recognizes a problem exists; however, it is unlikely the general public will care enough to provide strong support for the measure.	The Société de l’assurance automobile du Québec (SAAQ) will produce studies and statistics to influence the debate. Since this measure is not applied in other OECD countries, the SAAQ will undoubtedly oppose it.

Positions of Various Groups and Associations (cont.)	
FAVOURABLE	UNFAVOURABLE
The most radical student associations will probably be in favour of the measure.	Insurance companies will categorically oppose the measure.
Associations of road accident victims could be potential allies.	Police associations will be more cautious. They know that some older drivers present a safety risk, but are unlikely to support a universal measure.
Some right-wing radio stations may have a field day with this issue.	Physicians' associations of both general practitioners and specialists will possibly call for an increase in the number of aptitude tests required to keep one's driver's licence at an advanced age, but are unlikely to support a universal measure.
	Car dealer associations can be expected to oppose the measure for obvious reasons related to marketing and profit.
	The Ligue des droits et libertés de la personne will probably oppose the universal application of such a measure.

Policy analysis

The results of this research indicate that the groups and associations opposing the proposal to revoke drivers' licences at the age of 85 far outweigh those favouring the proposal. Given the storm that would surely ensue, it would be politically risky to implement this measure. As a result, the minister should not support this proposal, but could consider supporting a compromise proposal such as mandatory road tests for drivers every five years after a certain age.


Exercise 5.1	Policy Research
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Your minister approaches you with several proposals that she would like you to analyze.


Step 1

Select one of the following proposals (for the purpose of this exercise, you will only analyze one):

- Charging a \$20 patient’s fee for each doctor’s visit
- Lowering the provincial voting age to 16
- Abolishing educational assessment in elementary school
- Doubling carbon taxes to fund the development of alternative energy sources
- Making it mandatory to wear seatbelts on school buses
- Banning the sale of energy drinks in the province of Québec
- Making one hour of physical activity per day mandatory in elementary and secondary schools
- Including dental care for all age groups in health insurance coverage
- Increasing the minimum wage by 25%
- Making public transportation free and taxing automobile drivers to foot the bill

	<p>Indicate which proposal you chose and list all the groups and associations that may have an interest in that proposal in your student workbook.</p>
---	--

Step 2

	<p>Using the list of groups you identified in the previous step, research their positions on the proposal you selected. Fill out the table in your student workbook.</p>
---	--

Exercise 5.2

Policy Analysis

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 in the previous exercise.

Exercise 5.3

Policy Analysis Presentation

Ask a classmate, friend or teacher to play the role of one of your colleagues and briefly present your policy analysis to him or her. Ask your colleague whether he or she thinks you have identified all the groups and organizations affected by the proposal and whether you have correctly identified all of their positions. Does your colleague come to the same conclusion as you did?



Answer the questions in your student workbook.

Rework your policy analysis as needed and keep it for the next activity.



Provincial Politics: Briefs

Because provincial ministers are very busy working on many issues every day, as a policy analyst part of your job is to summarize the critical details of your policy analysis in very few words, in what is called a *brief*. In order to make the most efficient use of whatever time you have with your minister, you should be able to present your brief orally and possibly from memory in an elevator, restaurant or plane, over the phone, etc.

The following example will help you to better understand what is expected of you.

Example of a Brief

This is a brief that was presented to the minister concerning the proposal to revoke drivers' licences at the age of 85:

Madam Minister, I have completed a policy analysis of the proposal to revoke drivers' licences at the age of 85.

Overall, the groups that would reject the idea are more numerous than those that would support it. Not only that, but they are also much better organized, stronger and more credible. I am thinking of insurers, car dealers, the SAAQ, seniors' groups, retirees' associations, doctors and police officers.

Against them, a few student associations, motorcycle clubs and even associations of road accident victims could not hold their own.

Although the general public will probably be receptive to the proposal, especially if certain right-wing media were to stir things up, I don't believe this would be enough. We have not conducted any surveys that could shed further light on this matter.

In my opinion, it would be politically risky to support this proposal. However, you might consider supporting a compromise proposal such as introducing mandatory road tests for drivers every five years after a certain age.

This brief was delivered in approximately 60 seconds.

What you will need to complete this exercise:

- Your policy analysis from Activity 5

Exercise 6.1

Brief

Step 1



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.

Step 2

Ask a classmate, friend or teacher to play the role of your minister and deliver your brief to him or her. If possible, ask the person to time you to ensure your brief does not exceed 120 seconds. Invite the minister to ask you a few questions, if he or she needs to clarify anything you said.

Congratulations! You have finished your provincial internship. It is now time to move on to your third and last internship, in a federal MP's office.



"Commons seats" by Makaristos, public domain,
<https://commons.wikimedia.org/wiki/File:Commons-seats.jpg>

Activity

7

Federal Politics: Petitions

Municipal, provincial and federal politics are similar in that elected officials act as representatives of the people at their respective level of government. However, federal representatives are responsible for national issues that affect all Canadians. All federal policies are debated and approved by *members of Parliament (MPs)*⁸ in the House of Commons in Ottawa.

The question that best gets to the heart of just how an MP translates the will of his or her constituents into government policy is the following: How do constituents communicate their views to their elected representatives in Ottawa? One of the most basic ways for constituents to do so is to speak directly to their MP about an issue of concern. Constituents can also write, call or email their MP's office in reaction to the latest headlines or any federal issue. MPs correspond regularly with their constituents in writing to answer questions about government policy and to provide their views as well as the party's views on what the Government should be doing about a particular issue.

In addition to being responsible for serving his or her constituents, an MP also typically engages with groups of individuals, sometimes spread across the country, who come together in an organized fashion to advance a particular cause, i.e. to demand that the Government act on a particular policy issue that the group deems worthy of attention.

These "issue" groups, most commonly known as *interest groups*, include neighbourhood groups; community volunteer organizations; national environmental groups such as the David Suzuki Foundation or Sierra Club Canada; health groups such as the Canadian Cancer Society; and industry associations such as the Canadian Chamber of Commerce, the Mining Association of Canada or the Canadian Association of Broadcasters. These groups provide MPs with valuable information on the impacts laws or proposed laws are having or may have on a particular area of activity in society.

8. In Canada, a member of Parliament is an elected representative of the voters to the House of Commons ("Member of Parliament," Wikipedia, last modified April 11, 2016, https://en.wikipedia.org/wiki/Member_of_parliament).

On a smaller scale, one local constituent or group of local constituents may write to their MP to express concern about an existing federal government policy, or the lack of federal government policy, with respect to a specific public interest or concern (e.g. federal taxation, federal pensions, environmental concerns, etc.). The issue may be of such importance to the constituents that they feel it should be brought directly to the Government's attention. One way for the Canadian public to bring their concerns to the attention of Parliament is by writing a *petition*.⁹ The Government is obligated to reply to a petition once it is heard in the House of Commons.

Exercise 7.1

Petition Process

During your third internship, you are interning as an assistant to your member of Parliament in her constituency office for a couple of months during the summer. A news article has recently reported that the Copperinc mining company will begin production in the next six months at a copper mine located just north of Spring National Park, which happens to be in the riding your MP represents. The article not only mentions the opening of the Copperinc mine but also brings up concerns about the environmental impact on the park if wastewater from the mine is directed into a river that runs through the park.

A group of concerned citizens has written to the MP requesting that the mine not be allowed to open. The group wants the Government to halt the opening of the mine until more conclusive assessments have been made of the situation; they want clear evidence that wastewater from the mine will not affect the park's river and protected areas.

The MP asks you to contact the members of the group and assist them in preparing a petition that meets the formatting criteria set out under the rules of the House of Commons so that it will be accepted by that chamber.

Step 1


The MP has asked you to read three documents so you can familiarize yourself with the petition process and answer the questions emailed to you by the group.




Visit the POP Links website (<http://liensppo.qc.ca>) to find the three documents (listed under “Exercise 7.1” in “Activity 7” in the “Politics and Public Service” section).

9. A petition is “a request to do something, most commonly addressed to a government official or public entity.” Petitions are generally signed by numerous individuals and may be transmitted via the Internet. (“Petition,” Wikipedia, last modified December 5, 2015, <https://en.wikipedia.org/wiki/Petition>).

Step 2


	<p>Once you have read the documents, answer the questions from the group of concerned citizens in your student workbook.</p>
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	<p>Compare your answers to those found in the Answer Key at the end of this activity guide.</p>
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<p>Exercise 7.2</p>	<p>Evaluation of a Petition</p>
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Now that the group has a better understanding of the petition process, you are ready to advise its members on how to format their petition properly so it will be accepted by the House of Commons clerk.


Step 1

	<p>Visit the POP Links website (http://liensppo.qc.ca) to review the correct format for petitions (listed under “Exercise 7.2” in “Activity 7” in the “Politics and Public Service” section). Look over Sample A, as this is the format you have decided to use for this petition.</p>
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Step 2

	<p>Visit the POP Links website (http://liensppo.qc.ca) to download the petition submitted by the group protesting the Copperinc mining company (listed under “Exercise 7.2” in “Activity 7” in the “Politics and Public Service” section).</p>
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Look over the petition submitted by the group of concerned citizens.

	<p>Is the petition formatted correctly? Does it contain all the relevant information? Answer these questions in your student workbook.</p>
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Rework the petition so it will be accepted by the House of Commons clerk. Keep in mind that your role is to support the group, not write the petition for them. However, you may also suggest changes to the wording of the petition so that it conforms to the accepted format. (Save the revised petition on your USB key or in accordance with the procedures used in your POP classroom.)

Step 3



Compare your final version of the petition to the one found in the Answer Key at the end of this activity guide. Would your version have been accepted by the House of Commons clerk?

Congratulations! You provided the group members with the support they needed and their petition was successful! You have now completed your internship with a federal member of Parliament.

Now that you have completed the activities in this guide, you should have a better idea of the many career options open to you in the fields of politics and public service. In addition to becoming a politician, you could also work closely with politicians by becoming a political aide, policy analyst, lobbyist, research analyst, speech writer, etc.

If you want to continue to explore the world of politics, consider getting involved in your school's student council or volunteering for a political party in your local riding. In addition, most political parties in Canada have youth wings that you might be interested in joining.



Visit the POP Links website (<http://liensppo.qc.ca>) for links to websites providing further information about politics and public service in Canada, including the youth wings of Canada's main political parties (listed under "Conclusion" in the "Politics and Public Service" section).

Many politicians have law degrees, so you may also be interested in trying out the Law activity guide, which should be available in your POP classroom.¹⁰



Now that you have completed this activity guide, fill out the "Personal Reflections" page at the end of your student workbook.

10. If the tool kit is not available in your classroom, you can download the activity guide from the POP Links website at <http://liensppo.qc.ca/>.

Skate Park Criteria

Skate Park Criteria¹¹
<p>Facility proposal</p> <ul style="list-style-type: none"> ➤ Beginner/intermediate skate park that will provide challenges to users ➤ One combined proper grade asphalt hard surface area ➤ An area for ramps and a street course ➤ A facility useable by skateboards, in-line skates and BMXs ➤ An open area for street/in-line hockey, in-line skating and basketball ➤ Ramp heights at 4-foot maximum to encourage safety and discourage aggressive or extreme elements and stunts
<p>Infrastructure/equipment</p> <ul style="list-style-type: none"> ➤ Ramps for beginner and intermediate skaters only ➤ A complex of 4 to 6 different ramps could be considered with additional rails and obstacles for stunts ➤ 15-20 feet between each ramp ➤ Composite ramps and steel support structures for ultimate durability and low maintenance ➤ Picnic tables, benches and garbage cans ➤ Basketball posts
<p>Site location</p> <ul style="list-style-type: none"> ➤ Highly visible to public ➤ Near public transit ➤ About 8000 sq. ft. ➤ Location that allows a buffer zone around the park to appease the neighbours concerned about noise and safety

11. This document is used with permission from the City of Beaconsfield (<http://www.beaconsfield.ca>) and is excluded from the Creative Commons Attribution-NonCommercial-ShareAlike 2.5 Canada licence. It has been adapted for the purpose of this activity guide.

Note that imperial measurements are used throughout this document as skate park materials are sold in imperial units.

Skate Park Criteria (cont.)

Services

- Parking lot
- Washrooms nearby
- Public telephones nearby
- Water fountains on site or nearby
- First aid nearby and emergency response from the Fire Department
- Maintenance and inspection checks by municipal employees
- Security and surveillance
- Canteen nearby
- Public transit provided by nearby bus routes
- Parking nearby

Safety

- Regular inspections
- Low-maintenance structures
- Promotion of use of protective gear
- First aid
- Education clinics
- Maximum 4-foot ramp height for beginners
- Fenced in on three sides
- Physical barriers on fourth side
- Posted rules and regulations for safe use

Maintenance

- Low-maintenance structures
- Regular visual and physical inspections
- Summer park attendant inspection (May to September)
- Light maintenance work and upkeep by the municipality
- Annual inspection by supplier

Skate Park Rules and Regulations¹²

This leisure equipment is for the enjoyment of resident skateboarders, in-line skaters and BMX users.

USE AT YOUR OWN RISK

The use of this equipment is considered an extreme sport with a high risk of injury. Please use the equipment appropriately and at your own risk.

CODE OF CONDUCT

- Be courteous—this equipment is accessible to all users.
- Take your turn—one at a time.
- No speeding or reckless behaviour.
- Keep your equipment in good condition.
- Wear protective gear.
- Use park equipment appropriately to ensure longer durability.
- You may always choose to prevent injury by avoiding dangerous stunts.
- Park is not supervised.
- Parental supervision is encouraged.

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RULES & REGULATIONS

1. Opening hours: 9 a.m. to 9 p.m. (by-law 854-1).
2. Equipment and skate surface must not be used when damaged, wet or covered with debris.
3. The following protective equipment is strongly recommended:
 - Helmet (bicycle or hockey)
 - Wrist protectors
 - Gloves
 - Long pants
 - Elbow and knee pads
 - Long-sleeve shirt
4. Keep the park clean and safe.
5. Dispose of garbage in garbage cans.
6. Do not abuse equipment.
7. No loud music.
8. The use of drugs or alcohol in municipal parks is strictly prohibited.
9. Graffiti is prohibited.
10. No loitering after closing—offenders may be fined.

The City of Stormfield is not responsible for any loss,
damage or injury incurred during park use.

BE CAREFUL AND HAVE FUN!

In case of emergency, injuries, broken equipment or other,
please report to Recreation Centre
438-438-4388

Sample Policy¹³

Policy on Tennis Court Use	
Department:	Culture and Leisure
Policy:	Tennis Court Use
Policy Number:	
Date Revised:	
Council Resolution Number: (if applicable)	N/A
Policy Statement:	The City of Stormfield will provide public tennis courts in designated parks from May to October each year, at no cost to users.
Policy Explanation:	The City has public courts in various parks. For optimal use and benefit to residents, the courts must be installed for a full season. For optimal use of the surfaces, some courts have been designated for other purposes. The progressive installation of hockey boards may allow the prolonged use of prime tennis courts and will also allow the early use of rinks for ball hockey in the fall. For this reason certain operational guidelines are needed.
Operational Guidelines:	<ol style="list-style-type: none"> 1. Hockey boards on tennis courts will be removed progressively as soon as weather permits after April 1 each year. 2. Tennis courts will be prepared and opened progressively, as soon as weather permits, on or around May 1. 3. Tennis courts will be closed and hockey boards installed progressively in mid-October of each year. 4. The Director of Culture and Leisure will determine a progressive schedule for installation and removal according to priority use and renovations each year. 5. The courts are open at 7 a.m. and close at 10 p.m. during the summer. 6. Tennis courts will be lit throughout the summer according to the attached schedule. 7. City-sponsored courses have priority over other courses. 8. No reservations are permitted, except for school activities, special events and neighbourhood groups. 9. Municipal Patrol, park attendants and other city employees may enforce the court rules.

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Policy on Tennis Court Use (cont.)	
Policy Application Example:	1. The local hospital requests to hold a fundraising tennis tournament at the local park. The request is approved and the neighbourhood is notified of the event and inconvenience two weeks ahead.
Approval Required for Exception:	Director of Culture and Leisure Facility Coordinator

ANSWER KEY

Exercise 3.1	Focus Group Questions
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Note that these groups and questions are examples only and are not meant to be exhaustive.

Group	Questions
<p><i>Student groups, school clubs, teen drop-in centres, etc.</i></p>	<p><i>How do you feel about a new skate park in our community?</i></p> <p><i>What can we do to encourage you to use the new skate park?</i></p> <p><i>What elements do you think are necessary to ensure the success of a skate park in our community?</i></p> <p><i>What type of equipment or infrastructure do you want the city to include in the new skate park?</i></p>
<p><i>Neighbours, parents' groups, business owners, etc.</i></p>	<p><i>How do you feel about a new skate park in our community?</i></p> <p><i>What elements do you think are necessary to ensure the success of a skate park in our community?</i></p> <p><i>What other elements can we incorporate into the park to make it appealing to a wide variety of users?</i></p>
<p><i>Police and other municipal departments</i></p>	<p><i>How do you feel about a new skate park in our community?</i></p> <p><i>What elements do you think are necessary to ensure the success of a skate park in our community?</i></p> <p><i>What elements do you think are necessary to ensure the safety and security of users?</i></p>

Exercise 4.1	Skateboarding Policy
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Note that this skateboarding policy is meant as an example only.

Skateboarding Policy¹⁴	
Department:	<i>Recreation</i>
Policy:	<i>Skateboarding Policy</i>
Policy Number:	<i>1</i>
Date Revised:	<i>[current date]</i>
Council Resolution Number: (if applicable)	<i>N/A</i>
Policy Statement:	<i>The City will provide safe skateboarding options for local youth.</i>
Policy Explanation:	<i>City by-laws prohibit skateboarding in public spaces, streets and sidewalks, but youth tend to use these spaces anyway. Schools also prohibit skateboards. Skateboarders bother local merchants and use church steps and other spaces to practise their sport. Residents have complained about noise levels, and parents are concerned about the safety of their children. A local youth group has also requested that the municipality provide proper facilities for skateboarders. The purpose of this policy is to identify an appropriate skateboarding site and safe skateboarding practices.</i>
Operational Guidelines:	<ol style="list-style-type: none"> <i>1. The City will provide a skate park in a safe environment at the municipal park.</i> <i>2. Opening hours will be from 9 a.m. to 9 p.m. daily.</i> <i>3. To prevent vandalism, the park will not be lit after hours.</i> <i>4. Loitering after hours will not be tolerated.</i> <i>5. It is recommended that users wear protective equipment.</i> <i>6. The skate park will be built to industry standards and sport safety guidelines.</i>

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Skateboarding (cont.)	
Operational Guidelines (cont.):	<p>7. <i>The park may also be used by in-line skaters and BMX users.</i></p> <p>8. <i>Users will be asked to follow a code of conduct.</i></p> <p>9. <i>Rules and regulations for the site will be posted.</i></p>
Policy Application Example:	<p>1. <i>A skateboarder complains that the BMX users are disturbing him and other skateboarders. Since BMXs are allowed in the skate park, the groups are asked to share the equipment and take turns according to the code of conduct.</i></p> <p>2. <i>A group of mountain bikers wants to use the ramps. This will not be allowed since these ramps are not designed for mountain bike use.</i></p>
Approval Required for Exception:	<i>Director of Recreation</i>

Exercise 7.1

Petition Process

- 1) 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?

Only members of Parliament can present a petition to the House of Commons. Logically, in this case, the member of Parliament you are working for would present the petition.

When an MP presents a petition, no debate is permitted. A member may make a brief factual statement, referring to the petition being duly certified, to its source, to the subject matter of the petition and its request, and to the number of signatures it carries. Petitions are not read in their entirety. The petition statement is reproduced in Hansard, the official record of the debates, and a record of the petition will appear in the Journals for that day.

The Government is required to respond to a petition within 45 sitting days of its presentation. If it does not respond, its failure to respond is automatically referred to a standing committee.

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

No, a petition cannot include any other material of any kind, whether in the form of additional documents, maps, photos, images, news articles, explanatory or supporting statements, or requests for support.

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

Any Canadian resident may sign the petition, irrespective of their age. A petition must include a minimum of 25 valid signatures with addresses.

Exercise 7.2	Evaluation of a Petition
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Keep in mind that the group needs at least 25 signatures, so they will need more than one page of the petition. If more pages are needed, all subsequent pages will look like the second page of the petition.

PETITION TO THE House of Commons

We, the undersigned, residents of Canada

draw the attention of the House of Commons

to the following:

THAT Wastewater from the Copperinc copper mine may have an adverse environmental effect on Spring National Park's river and protected areas.

THEREFORE, your petitioners call House of Commons upon the

- To*
- Postpone the opening of the Copperinc copper mine until environmental studies of its impact on Spring National Park have been conducted.*
 - Conduct environmental studies to assess the potential damage that opening the Copperinc copper mine could have on Spring National Park.*
 - Protect Spring National Park by not allowing the Copperinc copper mine to open, should the studies reveal that the mine's operations will endanger the park's river and protected areas.*

Signatures
(Sign your own name. Do not print.)

Addresses
(Give your full home address, or your city and province, or province and postal code.)

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

- None