

Blended Learning Guide

In this guide, you will find tools to adapt Elections Canada's resource [Geography of Elections](#) in a [blended learning](#) environment, using both online and in-class strategies to best support your students' learning. You can [order the physical resource kit](#) to have the hands-on materials ready to use in the classroom, regardless of how you choose to blend the learning.

Overview

In this activity, students reflect on different communities they belong to, including their electoral community. They examine their own federal electoral district and compare it to others, using maps and fact sheets.

[Review the full classroom activity](#)

Blended Learning Menu

Geography of Elections was originally designed to engage students in active inquiry in the classroom using hands-on materials. The menu below provides some suggested strategies and tools you can use to maintain the impact of the lesson as you support your students in either an online or in-class environment. The activities can be blended seamlessly in any way that works for you and your students.

Teacher tips

- Make a copy of all materials in your own Drive before sharing with your students
- To make it easier for students to view details of the maps in this lesson, they should download the files and view in a PDF reader such as Adobe Acrobat Reader

	In-Class	Online
Minds On	Ask students: What communities are you part of? Lead a class brainstorm, then make the connection to electoral communities as described in the Teacher's Guide.	Share the Thinking Guide online and have students complete the My Communities Brainstorm.
Activity	<p>Part 1: Map Literacy</p> <p>Lead the discussion as described in the Teacher's Guide. To maintain physical distancing, you may wish to have a more teacher-directed discussion.</p>	<p>Part 1: Map Literacy</p> <p>Have students examine the Federal Electoral Districts Map and the Federal Election Results Map. Then ask them to respond to the Map Literacy questions in the Thinking Guide online.</p>
	Part 2: Finding and examining your electoral district	Part 2: Finding and examining your electoral district

	<p>Lead the activity as described in the Teacher's Guide. To maintain physical distancing, students could complete the activity individually or in pairs.</p>	<p>Have students locate the electoral district of your school on one of the maps. They can show their understanding by taking a screenshot and pasting it in their Thinking Guide. If you're in an urban riding, students may need to use the inset maps. We have provided a sample screenshot of how to locate Toronto Centre.</p> <p>Locate the Federal Electoral District Fact Sheet for your school and provide students with the corresponding link or PDF.</p> <p>Then have students examine the Federal Electoral District Fact Sheet for your school and respond to the prompts in the Thinking Guide.</p>
	<p>Part 3: Examining and comparing other electoral districts</p> <p>Assign students a new electoral district. In the Teacher's Guide, you will find six sample fact sheets from diverse electoral districts for your convenience, but you can choose a fact sheet for any of the 338 federal electoral districts in Canada.</p> <p>Individually or in pairs, have them examine and compare their own electoral district with the new one, using the Comparison Chart to record their observations.</p>	<p>Part 3: Examining and comparing other electoral districts</p> <p>Assign students a new electoral district. We have selected six sample fact sheets from diverse electoral districts for your convenience, but you can choose a fact sheet for any of the 338 federal electoral districts in Canada.</p> <p>Individually or in pairs, have them examine and compare their own electoral district with the new one using the Comparison Chart online to record their observations.</p>
Consolidation	<p>Ask a representative from each group to share some interesting or surprising similarities and differences between the two districts. Ask: Of the two districts you compared, which do you think would be easier to represent? Why?</p>	<p>Have students post their Comparison Chart online in a discussion forum in your Virtual Learning Environment. Ask: Of the two districts you compared, which do you think would be easier to represent? Why?</p> <p>Have students respond to at least one other student's post, indicating whether they agree or disagree with that student's conclusion and why.</p>



	Have students complete the Exit card .	Have students complete the Exit card online individually. They could also share their reflections by using a video response tool like Flipgrid.
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