

Blended Learning Guide

In this guide, you will find tools to adapt Elections Canada's resource [Does Voting Matter?](#) 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 every election, whether voter turnout is high or low, one person is elected in each electoral district and ends up with the power to participate in decisions that affect all of us. In this activity, students take part in a series of fun and engaging voting simulations to explore how voter turnout affects decisions.

[Review the full classroom activity](#)

Blended Learning Menu

Does Voting Matter? was originally designed to engage students in an active, movement-filled simulation 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 tip: Make a copy of all materials in your own Drive before sharing with your students.

	In-Class	Online
Minds On	Complete the What do I care about? activity as described in the Teacher's Guide, having students raise their hands for each statement they care about.	Have students complete the What do I care about? online activity. You can change the settings on this Google Form in order to share the results of the form with students. This can introduce the idea that many aspects of our lives are affected by the government's priorities and by the decisions of law makers.
	Ask students to respond to the question "Does voting matter to you?" using the dot-voting template provided.	Ask students to respond to the question "Does voting matter to you?" using the dot-voting online template provided.
Activity	Choose four students to read aloud the campaign speeches as described in the Teacher's Guide.	Choose four students to record themselves reading the campaign speeches for the following political parties:

	<p>Students listen to the speeches and ask questions of clarification. Refer to the Summary of Party Platforms to help clarify any points the students raise.</p>	<ul style="list-style-type: none"> • Captain's Party • Dinosaur Party • Wizard Party • Zombie Party <p>Share the recordings with the class, possibly in your Virtual Learning Environment.</p> <p>Have students watch or listen to the candidates' speeches. You can provide them with a copy of the Summary of Party Platforms to help them understand the different platforms. Students could also enter a discussion forum in your Virtual Learning Environment to share which candidate they think had the most persuasive arguments.</p>
	<p>Complete the four rounds of voting as described in the Teacher's Guide. To maintain social distancing, have students raise their hands to vote instead of moving around the room.</p> <p>After each round of voting, all students must do the activity associated with the party platform and respond to the reflection questions.</p>	<p>Complete the three rounds of voting using the Voting Rounds Online:</p> <ul style="list-style-type: none"> • Round 1: Free vote • Round 2: Low voter turnout • Round 3: Secret ballot <p>This activity works best for synchronous online learning. After each round of voting, all students must do the activity associated with the party platform and share:</p> <ul style="list-style-type: none"> • How did the outcome of this vote affect you? • How did you feel? <p>To modify for asynchronous learning, consider using an application such as Flipgrid to have students do the activity of the winning party and offer their reactions to the voting process.</p>
	<p>After the fourth round, lead a discussion with the following prompts:</p> <ul style="list-style-type: none"> • How was the outcome of the election the same as or different from the first vote? • Did you vote differently knowing that your ballot 	<p>After the third round, have students respond to some or all of the following questions in a discussion forum in your Virtual Learning Environment:</p> <ul style="list-style-type: none"> • How was the outcome of the election the same as or different from the first vote?

	<p>was secret? Why or why not?</p> <ul style="list-style-type: none"> Does voting matter? Explain your answer. 	<ul style="list-style-type: none"> Did you vote differently knowing that your ballot was secret? Why or why not? Does voting matter? Explain your answer.
	<p>Show the two videos: Marie-Claire and Marcie. Lead a class discussion using the suggested questions or have students reflect and write quietly.</p>	<p>Show the two videos: Marie-Claire and Marcie. Have students reflect and write quietly using the following questions as writing prompts:</p> <ul style="list-style-type: none"> How have their experiences influenced their attitudes to democracy and voting? How would they answer the question “Does voting matter?”
Consolidation	<p>Return to the original poll from the Minds On phase. Ask students to respond again using a different coloured dot. Invite them to notice and wonder as described in the Teacher’s Guide.</p>	<p>Return to the dot-voting online poll. Ask students to respond again using a different coloured dot. Invite them to notice and wonder by writing in text boxes in the dot-voting online tool or in your Virtual Learning Environment.</p>
	<p>Have students complete the Exit card.</p>	<p>Have students complete the Exit card online or share their reflections using a video response tool like Flipgrid.</p>