

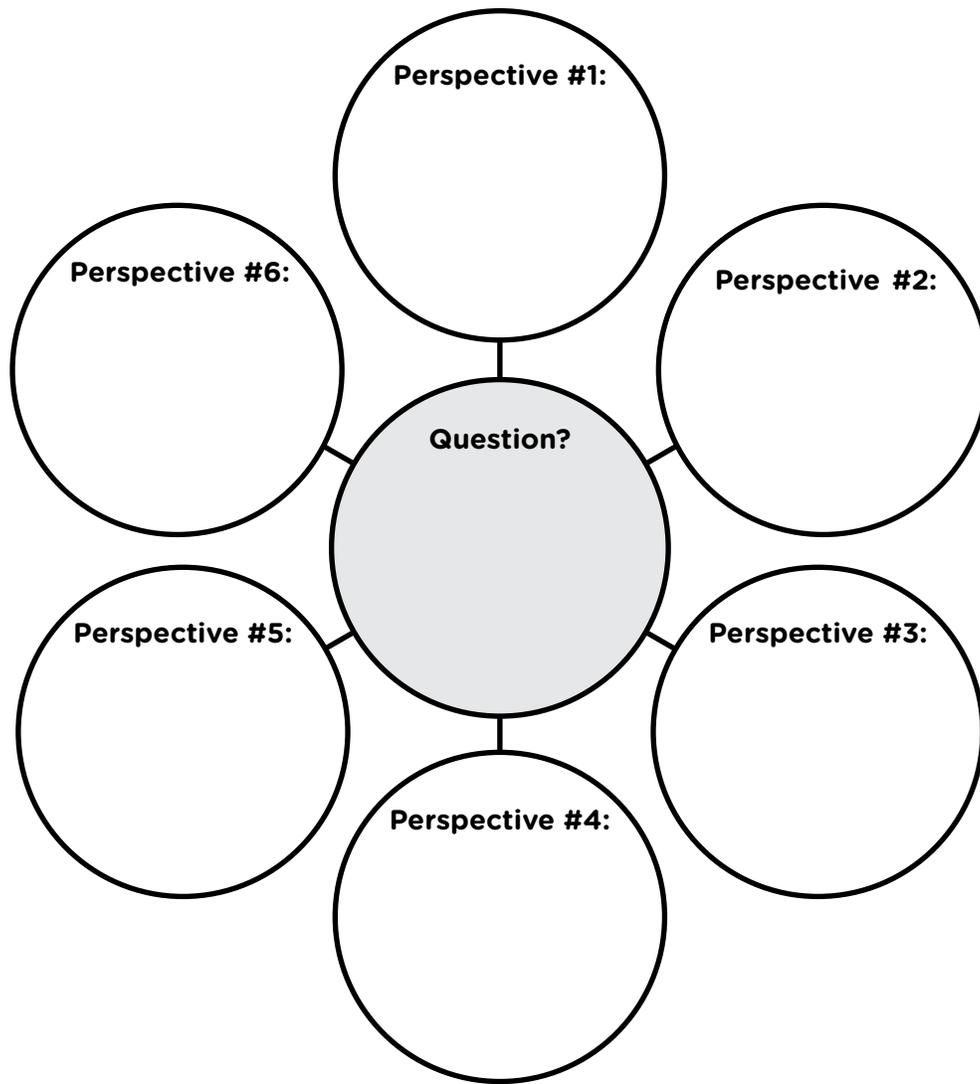
Appendix F

Extension activity: Political perspective

Political perspective is a concept of political thinking. “This concept requires students to analyse the beliefs and values of various groups, including different governments, in local, national, and/or global communities. Students analyse how these beliefs and values, as well as political ideologies, can affect one’s position on or response to issues of civic importance. Students also develop their awareness of how stakeholder groups with different perspectives can influence the policies and platforms of political parties and the decisions of governments” (The Ontario Curriculum, Grades 9 and 10, Civics and Citizenship).

This activity will help students to analyse one of the election issues from this voting simulation from the perspective of different groups.

1. Create groups of students. You may wish to number students from one to six. All the ones can be small business owners, the twos can be high school students, etc.
2. Students should form groups of their assigned perspective and begin to brainstorm and research what their group’s position would be on the issue using the worksheet, [Political perspective](#).
 - a. This can involve online research. It is recommended that you review basic research skills with students to help them understand how to identify reliable sources.
3. Once students have completed the first round of perspective taking, they can move to the next round. In this round, every group must have each perspective in it and students share with others what their assigned group’s position was on the issue, based on their research. You may wish to manage this by allotting a specific amount of time for each perspective (i.e. start with a designated perspective for two minutes—during that time, each group’s student assigned to that perspective will then share their thinking).
4. Once students have all shared perspectives with each other, lead a brief whole group discussion to review all the different opinions and positions on the issue. Highlight tensions and opposing viewpoints, as well as consensus where possible.
5. Students can then complete the exit card to conclude the activity and provide you with important assessment data on student learning.



Assigned group:

What is your group's perspective on the issue?

Brainstorm together as a group to discuss, complete research using reliable sources to help with your thinking

Which other groups had a similar perspective to yours? Which were opposing?

Exit card

Based on your learning from this activity, respond to the questions below.

Q1

What shapes someone's political perspective?

Q2

What are the consequences of not considering the perspectives of others?

Q3

If you were the leader in charge of making this decision, which perspectives would you consider more heavily when making your decision? Why?