

JOINING THE HERD
A HANDBOOK ON PARTICIPATING
IN
MANITOBA'S GOVERNMENT

**For use with the Manitoba Social Studies Curriculum,
Grades 6, 9 and 11**

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With thanks to Jennifer Klymko-Richmond, B.Ed.
whose vision and creativity, in the summer of 2006, resulted in the learning activities
in this handbook.

- Manitoba Ombudsman

Joining the Herd

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INTRODUCTORY MATERIALS

**GRADE 6
LEARNING EXPERIENCES
OVERVIEWS AND ACTIVITIES**

**GRADE 9
LEARNING EXPERIENCES
OVERVIEWS AND ACTIVITIES**

**GRADE 11
LEARNING EXPERIENCES
OVERVIEWS AND ACTIVITIES**

ASK THE OMBUDSMAN

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MY OWN NOTES

Tab 1

Overall Instructions:

For the purposes of educating the public on the topic of the Office of the Manitoba Ombudsman, three grade levels have been selected. The grade levels 6, 9, and 11, were chosen due to a focus in the Social Studies curriculum on Canada and Canadian government. In order to place the activities in this handbook in context, an outline of the applicable skills and specific learning outcomes for Grades 6 and 9, and the topics and focusing questions that are applicable for Grade 11 have been included.

Joining the Herd has been organized into sections. The first section, called **Introductory Materials**, explains the reasons for the creation of the learning activities package; the enduring understandings it is hoped the activities will promote; the skills, values, and specific learning outcomes for Grades 6 and 9, as well as the topics and focusing questions that the activities were designed to address in Grade 11; and general instructions on how to use the handbook.

The Learning Experiences that have been developed for *Joining the Herd* use the specific learning outcomes from the Grades 6 and 9 curriculum documents. The outcomes and skills that have been chosen, relate specifically to the Manitoba Ombudsman. The Grade 11 Learning Experiences have been developed using the existing curriculum organization of goals, topics, and focusing questions.

The second section, called **Grade 6 Learning Experiences Overviews and Activities**, includes the Grade 6 activities. The learning activities have been divided into the Activate, Acquire and Apply phases. Each phase may last as long as it takes for students to complete the task which means that some activities may take more than one class period to complete. Any of the activities can be used for assessment purposes, but assessment and the value of each activity in terms of assessment have been left up to the instructor. Each of the activities for each level builds on the previous activity with the intent that the completion of all five learning activities will result in a basic understanding of participation in government in Manitoba. The activities are ordered consecutively within the handbook.

The third section, called **Grade 9 Learning Experiences Overviews and Activities**, includes the Grade 9 activities. The learning activities have been divided into Activate, Acquire and Apply phases. Each phase may last as long as it takes for students to complete the task which means that some activities may take more than one class period to complete. Any of the activities can be used for assessment purposes, but assessment and the value of each activity in terms of assessment have been left up to the instructor. Each of the activities for each level builds on the previous activity with the intent that the completion of all five learning activities will result in a basic understanding of participation in government in Manitoba. The activities are ordered consecutively within the handbook.

The fourth section, called **Grade 11 Learning Experiences Overviews and Activities**, includes the Grade 11 activities. The learning activities have been divided into Activate, Acquire and Apply phases. Each phase may last as long as it takes for students to complete the task which means that some activities may take more than one class period to complete. Any of the activities can be used for assessment purposes, but assessment and the value of each activity in terms of assessment have been left up to the instructor. Each of the activities for each level builds on the previous activity with the intent that the completion of all five learning activities will result in a basic understanding of participation in government in Manitoba. The activities are ordered consecutively within the handbook.

The fifth section, called **Ask the Ombudsman**, is a series of learning activities created to support the invitation of an expert from Manitoba Ombudsman to the classroom. The learning activities are organized according to grade level with the necessary handouts following the particular grade level activity overview page.

The sixth section is called **Glossary**. Some of the important terms that are relevant to the handbook are defined within this section.

The seventh and final section is an **Annotated Bibliography**. The bibliography was created to help classroom teachers locate resources that may be helpful in developing further learning activities to promote democratic citizenship. The bibliography includes the resources used in the creation of *Joining the Herd*.

For questions or comments, contact:

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For access to the Print Resources in the Annotated Bibliography, we have included the call number used at the Instructional Resources Unit (IRU).

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Enduring Understandings:

A fine balance exists between the few individuals who make up the government and are given the power to govern and the people they represent, the public, who are being represented by government. The balance is kept by making sure that the government is in fact representing the people. The public makes their voice heard in a number of ways and it is important that students know that they have a voice in government, as individuals and as part of the group, and know how to use that voice to exert their personal power.



To empower students we must guide them to ask some essential questions.

Essential Questions:



- What is government and how does it affect my life?
- How can I affect government?
- Where can I find out about government?
- How do I contact government?
- What do I need to know to be a democratic citizen?
- What sorts of things can I do to be an active participant in government?
- Is voting and following the laws enough to be a good citizen?
- How does the government represent me?
- How does government work?
- Why do I need to know this information about government?
- What can students do to influence government?
- How will information help me to become a better citizen?

Thoughts on Being An Active Citizen

For centuries, individuals have commented on government, power, and individual participation in the community. The next page provides quotations that are intended to stimulate thoughts on being an active democratic citizen.

Quotes

The only means that we still possess of interesting men in the welfare of their country is to make them partakers in the government.

(Alexis de Tocqueville)

In every generation, Canadians have had to rework the miracle of their political existence.

(A.R.M Lower)

When all you have is a hammer, every problem looks like a nail.

(Understanding by Design)

Ideas have real consequences and need to be acted upon.

(Grade 6 Curriculum)

A WILLINGNESS TO LIVE WITH
AMBIGUITY AND
UNCERTAINTY

(Grade 6 Curriculum- a citizenship quality)

Human History is more and more a race between education and catastrophe.

(H.G. Wells)

Not to struggle to humanize the world is by definition to condone continuing de-humanization.

(John Wallis)

Government, in the last analysis, is organized opinion. Where there is little or no public opinion, there is likely to be bad government.

(Mackenzie King)

Rationale:



Like actors taking on a new role, students need to understand what their personal motivation for participation in government is. For each student, their motivation to become a democratic citizen and participant in government will be different. Some students will be content with little or no direct involvement in government, while others will discover that the activities of government are of great concern to them. In order for students to make an informed decision on their level of participation in government, it is important that they learn that whether they participate directly or not, they are involved and affected by government on a daily basis.

In addition to participating in government, students should also know that they can ask questions of the government. The decisions that government makes for and about the citizens it serves, should not appear to those citizens as arbitrary rulings from a force on high. Manitoba has put in place laws to ensure the right to request access to the information used to make government decisions. Citizens should be able to evaluate the information used by government and obtain an explanation of the decisions made by government. If they are not satisfied with the answers they have received, they may contact Manitoba Ombudsman for further clarification. Citizens should feel empowered to participate in government by understanding how government works, what their role in government is and what they can ask of their government.

Joining the Herd was created to help address these concerns. *Joining the Herd* will help teachers guide students to an understanding of how government works and what each student's role in government and the Manitoban community can be.

Grades 6, 9, and 11 Guiding Principles

The Learning Experiences Activities created for *Joining the Herd* are based on the guiding principles set forth by Manitoba Education, Citizenship and Youth in the Grade 6 Foundation for Implementation document. The general learning outcomes, and skills for Grade 6 that are addressed are listed below. The Grade 9 Social Studies: *Canada in the Contemporary World: A Foundation for Implementation* is scheduled for release in February 2007. The Final Draft of the Grade 9 Social Studies Learning Outcomes, that was released in November 2004, was used for the lists of outcomes and skills that are at the beginning of the Grade 9 Learning Experiences Activities in this handbook. The *Grade 11 Social Studies: A Foundation for Implementation* is scheduled for release in the near future as it is being developed as this handbook goes to print. The existing lists of topics and focusing questions for Grade 11 was used at the beginning of each of the Learning Experiences Activities in this handbook.

Overall Guiding Principles

- Active Learning in the Cognitive (Knowledge), Affective (Values) and Psychomotor (Skills) Domains
- “Social studies helps students acquire the skills, knowledge, and values necessary to become active democratic citizens and contributing members of their communities, locally, nationally and globally.” [Grade 6 Social Studies *Canada: A Country of Change (1867 to Present): A Foundation for Implementation*. 2006, p. 3].
- Inclusivity: “The events that take place in our classrooms both shape, and are shaped by larger social currents that define who we are and where we are headed as a society” (Ibid, p. 17). The Social studies curriculum strives to focus on “social justice”. In order to promote inclusivity and social justice the social studies classroom must be “multicultural, equity-focused, anti-biased in nature; grounded in the lives of students; culturally sensitive; critical; participatory and experimental; hopeful, joyful, caring, visionary; academically rigorous; [and] supportive of students as social activists and engaged citizens” (Ibid, p. 17).
- “Resource-Based learning” (Ibid, p. 15)
- “Student Empowerment in the Learning Process” (Ibid, p. 32)

General Learning Outcomes

The General Learning Outcomes (GLOs) were taken from the Grade 6 document, *Canada: A Country of Change (1867 to Present): A Foundation for Implementation*. 2006, p. 3, and are the basis for all levels of the new Manitoba Social Studies Curricula.

- Core Concept (C) Citizenship: Citizenship is the core concept that provides the learning focus for social studies at all grade levels. (Ibid, p. 6)
- GLO (I) Identity, Culture, and Community: Students will explore concepts of identity, culture, and community in relation to individuals, societies and nations. (Ibid, p. 9)
- GLO (L) The Land: Places and People: Students will explore the dynamic relationships of people with the land places and environments. (Ibid, p.9)
- GLO (H) Historical Connections: Students will explore how people, events, and ideas of the past shape the present and influence the future. (Ibid, p. 10)
- GLO (G) Global Interdependence: Students will explore the global interdependence of people, communities, societies, nations, and environments. (Ibid, p. 10)
- GLO (P) Power and Authority: Students will explore the process and structures of power and authority, and their implications for individuals, relationships, communities, and nations. (Ibid, p. 11)
- GLO (E) Economics and Resources: Students will explore the distribution of resources and wealth in relation to individuals, communities, and nations. (Ibid, p. 11)

Social Studies Skills

The skills in the Grade 6 document, *Canada: A Country of Change (1867 to Present): A Foundation for Implementation*. 2006, p. 3, are the basis for all levels of the new Manitoba Social Studies Curricula.

- *Skills for Active Democratic Citizenship*: Citizenship skills enable students to develop good relations with others, to work in cooperative ways toward achieving common goals, and to collaborate with others for the well-being of their communities. (Ibid, p. 12)
- *Skills for Managing Ideas and Information*: Information-management skills enable students to access, select, organize, and record information and ideas, using a variety of sources, tools, and technologies. (Ibid, p. 12)
- *Critical and Creative Thinking Skills*: Critical and creative thinking skills enable students to make observations and decisions, to solve problems, and to devise forward-thinking strategies. (Ibid, p. 13)
- *Communication Skills*: Communication skills enable students to interpret and express ideas clearly and purposefully using a variety of media. (Ibid, p. 13)

Grade 6

Cluster that relate to the Ombudsman Handbook of Activities

Cluster 4: Canada Today: Democracy, Diversity, and the Influence of the Past

Learning Experiences from Cluster 4 that relate to the Ombudsman Handbook of Activities:

6.4.2 Government in Canada

6.4.4 Creating a Just Society

6.4.5 Canadian Democracy in the World Context

Cluster 4

6.4.2 Government in Canada

- KP-049: Describe the main features of the Canadian Government.
Include: parliamentary system, federal democracy.
- KP-052: Identify the main responsibilities of municipal and federal government representatives and describe their main responsibilities.
- KP-053: Identify elected or appointed municipal, provincial, and federal government representative and describe their main responsibilities.
Include: Governor General, Manitoba Lieutenant Governor.
- VP-016: Respect authority when it is consistent with democratic ideals.

6.4.4 Creating a Just Society

- KC-005: Identify rights and freedoms described in the 1982 Canadian Charter of Rights and Freedoms and explain why they are important
- VC-004: Appreciate the benefits of living in Canada.
Examples: freedoms, education, health, safety...
- VP-017: Be willing to support solutions to address inequities.

6.4.5 Canadian Democracy in the World Context

- KC-004: Identify the ideals of democracy and describe the influence of democracy on quality of life for Canadians.
- VC-002: Be willing to support the ideal of democracy and contribute to local democratic processes.
Examples: school or community projects, student councils...

Grade 9

Clusters that relate to the Ombudsman Handbook of Activities

Cluster 1: Diversity and Pluralism in Canada;

Cluster 2: Democracy and Governance in Canada; and

Cluster 4: Canada: Opportunities and Challenges.

Specific Learning Outcomes that relate to the Ombudsman Handbook of Activities:

Cluster 1: Diversity and Pluralism in Canada

- 9-VP-014: Value non-violent resolutions to conflict.

Cluster 2: Democracy and Governance in Canada

- 9-KC-005: Give examples of ways in which government affects their daily lives.
Include: Aboriginal, federal, provincial, local.
- 9-KC-006: Describe Canadian parliamentary democracy.
Include: constitutional monarchy, federalism, Governor General, Prime Minister, Cabinet, House of Commons, Senate.
- 9-KC-007: Describe the responsibilities and processes of the legislative, executive, and judicial branches of the federal government.
- 9-KC-011: Identify ways in which democratic ideals have shaped contemporary Canadian society. *Examples: rule of law, equality, diversity, freedom, citizen participation in government...*
- 9-KC-012: Assess the advantages and disadvantages of democratic process in Canada. *Include: majority/minority issues.*
- 9-KC-013: Describe the responsibilities and rights as citizens of Canada and the world.
- 9-KC-044: Describe the division of power and responsibilities of federal, First Nations, provincial, and municipal governments.
- 9-KP-046: Give examples of ways in which people can individually and collectively influence Canada's political and social systems.
Examples: voting, political parties, labour organizations, NGOs, lobbying...
- 9-VC-001: Appreciate democratic ideals in Canadian society.
- 9-VC-002: Value their democratic responsibilities and rights.
- 9-VC-015: Be willing to exercise their rights as citizens living in a democracy.
Examples: citizen involvement in political processes, freedom of speech, freedom of association...

Cluster 4: Canada: Opportunities and Challenges

- 9-KC-014: Describe current issues related to citizenship in Canada.
- 9-KH-033: Give examples of social and technological changes that continue to influence quality of life in Canada.
Examples: education, health care, social programs, communication, transportation...

Grade 9 Social Studies Skills that relate to the Ombudsman Handbook of Activities: Skills for Active Democratic Citizenship

- 9-S-101: Use a variety of strategies in conflict resolution
- 9-S-102: Make decisions that reflect fairness and equality in their interactions with others.
- 9-S-104: Seek consensus in collaborative problem solving.
- 9-S-105: Recognize and take a stand against discriminatory practices and behaviours.

Skills for Managing Information and Ideas

- 9-S-200: Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
- 9-S-201: Organize and record information in a variety of formats and reference sources appropriately.
- 9-S-202: Select and use appropriate tools and technologies to accomplish tasks.

Critical and Creative Thinking Skills

- 9-S-301: Analyze the context of events, accounts, ideas, and interpretations.
- 9-S-302: Draw conclusions and make decisions based on research and various types of evidence.
- 9-S-303: Reconsider personal assumptions based on new information and ideas.
- 9-S-304: Analyze material and visual evidence during research.
Examples: artifacts, photographs, works of art...
- 9-S-305: Compare diverse perspectives and interpretations in the media and other information sources.
- 9-S-308: Evaluate information from a variety of sources to determine reliability, validity, authenticity and perspective. *Include: student-gathered data.*

Communication Skills

- 9-S-400: Listen to others to understand their perspectives.
- 9-S-402: Express informed and reasoned opinions.
- 9-S-406: Debate differing points of view regarding an issue.

Grade 11 **Goals, Topics, and Focusing Questions**

The existing Grade 11 curriculum (1988) has yet to be changed. The existing Grade 11 document deals with 6 units of study, 4 kinds of objectives (Knowledge, Thinking and Research, Attitude and Value, and Social Participation), topics and focusing questions. In this handbook, the pertinent major goals and a list of topics and focusing questions, specific to the area of the Office of the Manitoba Ombudsman, have been included from the Grade 11 curriculum document called: *Canada: A Social and Political History*, 1988.

Major Goals of the curriculum that relate to the Ombudsman Handbook of Activities:

- Canada has developed from a system of regional communities with differing interests and perspectives.
- Canadian government developed from a British parliamentary model, was adapted by French-English and federal-provincial pressures, and is maintained by an evolving party system.
- Individuals have a role to play in government and have both rights and responsibilities.
- Material history and popular culture are illustrations of historical change that are just as valid as the record of staple exports and constitutional change.
- The history of the local area and region follows unique patterns, yet it is related to national and international history.

Unit of Study that relates to the Ombudsman Handbook of Activities:

Unit III: Government, Federalism, and Politics

Topics and Focusing Questions that relate to the Ombudsman Handbook of Activities:

Topic:

1. Federalism:

A) Focusing Questions:

- What features of British parliamentary government and the American federal system were written into the British North America (BNA) Act? Which features were not written into the BNA Act?
- What concerns has federalism created? (*Examples: federal-provincial concerns and conferences; French-English interaction; etc.*)
- What constitutional changes took place in 1982? What have been the implications?

- What part does the media play in our political system?
- To update these questions, this one was added: What is the changing nature of federalism?

Topic:

2. The Development and Role of the Political Party System from 1867 to the Present:

B) Focusing Question:

- What is a bureaucracy and how does it fit into the system of government? How does bureaucracy affect political parties? How does it affect the citizen?

Topic:

3. Rights and Responsibilities of Citizens:

C) Focusing Questions:

- How much influence do governments have in the everyday lives of most citizens?
- How do citizens influence the decisions of governments? (*Examples: voting, joining a political party, writing or calling their elected representatives, forming pressure groups, demonstrations, using the media, etc.*)
- What are the basic rights of a Canadian citizen?
- What are the responsibilities of a citizen? (*Examples: paying taxes, respecting the law, etc.*)

Tab 2

Daily Services Learning Experience Overview

Activities Handouts

1. My Daily Services Timeline (2.2)
2. Services and Levels of Government (2.3)
3. Activities and Services List (2.4)

Specific Learning Outcomes (Cluster 4)

KP-049: Describe the main features of the Canadian Government.

Include: parliamentary system, federal democracy

KP-052: Identify the main responsibilities of municipal and federal government representatives and describe their main responsibilities.

KP-053: Identify elected or appointed municipal, provincial, and federal government representative and describe their main responsibilities.

Include: Governor General, Manitoba Lieutenant Governor

VC-004: Appreciate the benefits of living in Canada.

Examples: freedoms, education, health, safety...

Activate

Using the handout, “My Daily Services Timeline” (2.2), have the students, as a class, brainstorm what types of services are needed to run the classroom on a daily basis.

Acquire

Students complete the services timeline individually. Students can consult the list of possible activities and services provided (2.4), but the list is not exhaustive and they may come up with additional activities and services.

The services timeline might take some time to complete; it may be necessary for the timeline to be taken home so that students can continue to write down their daily activities.

Apply

With the timeline that the class did for classroom activities, have students begin to consider what levels of government provide the services they take advantage of daily. On their own timelines, have students write in what level of government they think might be responsible for providing the services they receive daily. Some of the services they receive may not come from the government and those services can be labelled “Other”. Students can be provided with a copy of the “Services and Levels of Government” (2.3), to help them sort out the daily services they receive.

The “Ombudsman Log Book” can be started with this activity. Place all completed handouts in the “Ombudsman Log Book” by three-hole punching them.

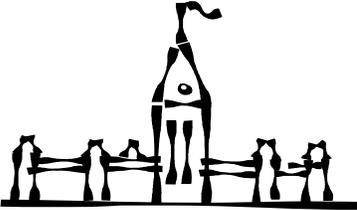
My Daily Services Timeline

Using a pencil, fill in this chart. In the column called "Activities" write down all the things you do at that time of day (an example is written for you). Under the "Services" heading for the same time, write down what kind of service is necessary for you to do the activity you listed. If you need more room, use a piece of blank paper and divide it into columns and rows like this chart.

Time	Activities	Services
Morning	Brush teeth	Water, Dentist
Afternoon		
Evening		
Night		

Services and Levels of Government

There may be services missing on this list. If you can think of services that are not on this list, add them to the list.

Government	Services	
<p>Municipal</p> 	<p>Water Water Treatment Sewer City Bus Bus Drivers Roads Sidewalks City Police Traffic Lights</p>	<p>Community Clubs Fire Trucks Fire Fighters Ambulances Garbage Trucks Street Sweepers Snow Clearing By-laws</p>
<p>Provincial</p> 	<p>Electricity Health Care Hospitals Nurses Doctors Natural Gas Highways School Bus</p>	<p>School Bus Drivers Teachers Text Books Schools Principals Courts Laws</p>
<p>Federal</p> 	<p>Railways International/ Inter-provincial Transportation RCMP Mail Immigration Passports Military</p>	
<p>Non-government</p> 	<p>Telephone Cable Television Internet</p>	

Activities and Services List

Here is a list of some of the activities you might do everyday and the services you use when you do those activities.

Activities	Services
Waking up	Electricity
Turning on the light	Electricity
Getting dressed	Water, Electricity
Brushing teeth	Water, Dentist
Flushing the toilet	Water, Water treatment facility
Eating breakfast	Electricity, Water, Gas, Roads
Washing dishes	Water, Electricity
Using the Internet	Electricity, Cable, Telephone
Talking on the telephone	Telephone
Watching television	Electricity, Cable, Broadcasters
Going to school	Bus, Roads, Sidewalks, Police, Traffic lights, Crossing guards, Bus drivers
School	Teachers, Textbooks, School building, Principal
Lunch	Cafeteria, Lunch server, Water, Electricity
Fire Drill	Fire trucks, Fire fighters
Recess	Play structures, Fences, Groundskeeper
Visiting the school nurse	Nurse, Medical supplies
Going home	Bus, Roads, Sidewalks, Police, Traffic lights, Crossing guards, School bus drivers
Dinner	Water, Electricity, Gas, Lights
Taking out the garbage	Garbage truck, Truck operator
Bath time	Water, Lights, Electricity
Bed time	Heat, Air conditioning, Night light
Others:	

Some other things to think about:

How do the streets get cleared in the winter?

Where do you go if you want to mail a letter?

Where do you go to play sports?

Who will take care of you and your family if you get sick?

What kinds of things do you do on the weekend?

There may be activities that you do daily that are not on this list. You can add those to this list and to your timeline.



Grade 6

Manitoba Government Web Hunt Learning Experience Overview

Activities Handouts

1. Manitoba Government Web Hunt (2.6-2.7)
2. Manitoba Government Web Hunt Answer Key (2.8-2.9)
3. Completed Daily Services Timeline (2.2)

Specific Learning Outcomes (Cluster 4)

KP-049: Describe the main features of the Canadian Government.

Include: parliamentary system, federal democracy

KP-052: Identify the main responsibilities of municipal and federal government representatives and describe their main responsibilities.

KP-053: Identify elected or appointed municipal, provincial, and federal government representative and describe their main responsibilities.

Include: Governor General, Manitoba Lieutenant Governor

Activate

Students brainstorm individually where they can find out more information about the services they listed on their “Daily Services Timeline” (2.2). In pairs, students compare their lists and add any items that were not included on their lists. The class creates a group list of ways to find more information about the services they receive daily.

Acquire

Students complete the Web Hunt (2.6) individually. Students should be guided through the activity and the teacher should circulate and make sure that students are at the right web address and not having any trouble with the questions. (It is recommended that the teacher try the Web Hunt (2.6) alongside the students or at some time prior in order that the teacher can help students with any questions about site navigation.)

The Web Hunt (2.6) can be used over more than one class period.

Apply

Students work in pairs to fill in any questions they missed in the Web Hunt (2.6). A debriefing activity, such as a class discussion, should be used as a follow-up to this activity to solidify the new ideas students have learned during the Web Hunt (2.6). Further questions should be researched and shared with the entire class. Students keep the completed Web Hunt activity in their “Ombudsman Log Book”.

Manitoba Government Web Hunt

Answer the following using the Manitoba Government website. If you need help, ask your teacher.

Website: <http://www.gov.mb.ca/splash.html>

1. What letters in the URL (web address) let you know that you are looking at a website sponsored by the government of Manitoba?
2. List the images on the home page of the Provincial Government website.
3. Choose **two** of the images you see and explain why you think they might be included on the home page: _____ and _____.
4. Who is the man in the picture in the bottom right hand corner of the page? What is his name?
5. What do you click on to get more information? Is the information you want on the home page?
6. Find the menu of choices to help you navigate the site. List **three** of the pages you can link to from the menu: a) _____; b) _____; and c) _____.
7. Find the directory of departments and count the Quick Access titles. How many links are there?
8. Under which title would you find the link to the page of Manitoba Ombudsman?
9. What is the title of the news article in the "Latest News" section of the Province's home page?
10. On the menu along the top of the screen select "About Manitoba" and using the "Contact your MLA" feature, find out who is your Member of the Legislative Assembly.

Bonus Questions:

Search the site on your own and look for answers to these questions. All of the answers are contained on one of the pages of the Provincial Government website.

1. What are the provincial bird and provincial flower of Manitoba?
2. How many terms has the current Premier served?
3. From the "Department and Directory Information" page, what link do you choose to find out more about going to school in Manitoba?
4. If you are just coming to Manitoba, what are seven reasons to be interested in the Province?
5. What is the telephone number to make a Manitoba Government Inquiry?

Grade 6

Manitoba Government Web Hunt Answer Key

Answers not posted on web site

Bonus Questions:

Answers not posted on web site

Grade 6

Government and Manitobans Learning Experience Overview

Activities Handouts

1. Word Splash (2.11)
2. Understanding Levels of Government (2.12)
3. Government and Manitobans (2.13)
4. Government and Manitobans – Some Possible Answers (2.14)

Specific Learning Outcomes (Cluster 4)

KP-049: Describe the main features of the Canadian Government.

Include: parliamentary system, federal democracy

KP-052: Identify the main responsibilities of municipal and federal government representatives and describe their main responsibilities.

KP-053: Identify elected or appointed municipal, provincial, and federal government representative and describe their main responsibilities.

Include: Governor General, Manitoba Lieutenant Governor

KC-005: Identify rights and freedoms described in the 1982 Canadian Charter of Rights and Freedoms and explain why they are important.

VC-004: Appreciate the benefits of living in Canada.

Examples: freedoms, education, health, safety...

KC-004: Identify the ideals of democracy and describe the influence of democracy on quality of life for Canadians.

VC-002: Be willing to support the ideal of democracy and contribute to local democratic processes. *Examples: school or community projects, student councils...*

Activate

Students will sort the words and ideas from the “Word Splash” handout (2.11) onto the “Understanding Levels of Government” handout (2.12). Students should begin by working individually, and then compare their answers with a friend before the whole class confers on the arrangement of the ideas on the “Understanding” chart.

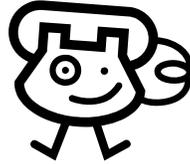
Acquire

Students complete the “Government and Manitobans” handout (2.13) individually. The teacher should explain the handout and circulate to help students with the activity as needed. Students can then return to their pair to share their ideas. The class should then share their ideas as a group.

Apply

As a class, students should brainstorm to think of an issue currently affecting students that they may want to consult the Provincial government about. Students should choose one issue and consider what branch of government they could consult and how they would go about contacting an official. (i.e.: Would they consult a civil servant or an elected representative to address their issue?)

Word Splash



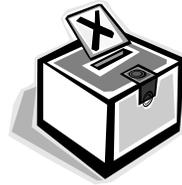
Have public meetings

Enforce laws

Grade 6

Deliver mail

Vote



Distribute information



ANSWER QUESTIONS

USE GOVERNMENT SERVICES



Petition



Write letters



Talk to the media

Call The Manitoba Ombudsman

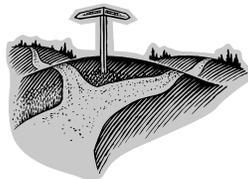


Maintain roads

Keep records

Follow Laws

Write pamphlets



Collect garbage

Debate Issues

Write Laws

RESEARCH IDEAS

Understanding Levels of Government

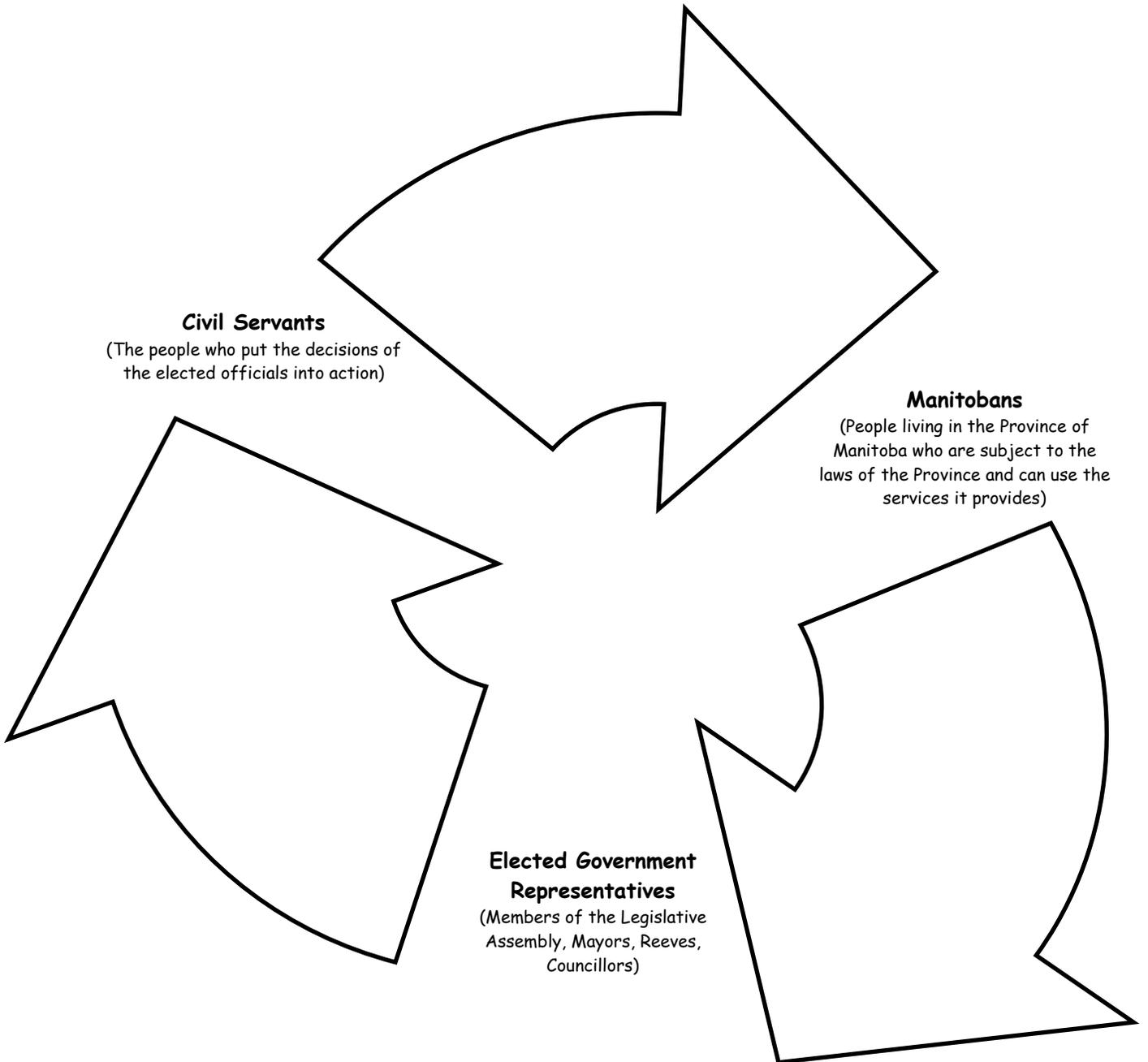


Copy the words and ideas on the Word Splash into the columns where you think they best fit.

Manitobans (People living in the Province of Manitoba who are subject to the laws of the Province and can use the services it provides)	Civil Service (The people who put the decisions of the elected officials into action)	Elected Representatives (Members of the Legislative Assembly, Mayors, Reeves, Councillors)

Government and Manitobans

Manitobans elect government officials to create laws which the civil service administers. **In the arrows between the parts of the democratic process, list the ways in which each part affects the next.** (For example, you might want to list elections in the arrow between Manitobans and Elected Representatives.)



Government and Manitobans - Some Possible Answers

Answers not posted on web site

Grade 6

Debate Rules of Order Role Play Learning Experience Overview

Activities Handouts

1. Committee/Legislative Member “For” Instructions (2.17)
2. Committee/Legislative Member “Against” Instructions (2.18)
3. Role Cards: 2.19: Speaker, 2.20: Clerk/Secretary, 2.21: Mover, 2.22: Seconder
4. Order of Debate (2.23-2.24)
5. Article “How Tough a Stand is Wanted?”(2.25-2.28)

Specific Learning Outcomes (Cluster 4)

KP-049: Describe the main features of the Canadian Government.

Include: parliamentary system, federal democracy

KP-052: Identify the main responsibilities of municipal and federal government representatives and describe their main responsibilities.

KP-053: Identify elected or appointed municipal, provincial, and federal government representative and describe their main responsibilities.

Include: Governor General, Manitoba Lieutenant-Governor

KC-004: Identify the ideals of democracy and describe the influence of democracy on quality of life for Canadians.

VC-002: Be willing to support the ideal of democracy and contribute to local democratic processes. *Examples: school or community projects, student councils...*

Activate

The teacher will bring in an editorial with a clear positive or negative side and explain the article to the students or distribute the enclosed article (2.25) to the entire class for the students to read. Give the students time to read as well as a few minutes to decide on their opinion. Ask the students for their opinion. Then ask the class to come to a consensus by discussing the article. There should be no rules to the discussion (raising hands will not be necessary). Give the class 10 minutes to finish the discussion.

Acquire

Divide the class into two teams with an equal number of students on each. Distribute the “For” instructions (2.17) to one team and the “Against” instructions (2.18) to the other team. Distribute an “Order of Debate” handout (2.23) to every student. Students will read the “Order of Debate” handout (2.23) as well as one of either the “For” (2.17) or “Against” instruction (2.18) handouts.

Apply

Introduce a relevant motion, idea, or topic about school, popular culture, or government issue, that students feel strongly about. Following the rules of order, have students select a Speaker and create a class rules of order. Distribute the necessary role cards to those students who have been selected by the class to take the necessary roles. There will be one Speaker and one Secretary for the class. The rest of the students are Movers or Seconders, as well as researchers, as the discussion/debate continues.

A time for research for both Sides will be needed. Those students that were not chosen for any of the roles must help their Side research their Side of the topic. After a suitable time, begin the debate following the rules of the handout as well as any further rules that the students have created. (These rules of order may become standard rules for future classroom discussions.) The following question could be asked: Do you notice any differences in your discussions when there are rules to be followed?

The results of the discussion/debate can be included in the “Ombudsman Log Book”.

Grade 6

Debate: Committee / Legislative Member "FOR" a Proposed Solution

When a large group makes a decision about an important subject there is often a debate or discussion about what the best choice is for everyone. To help move the discussion along, a few solutions are presented. Usually one best solution is considered and there are two sides to the discussion. One side is "for" the idea and the other side is "against" the idea. For this discussion you will be part of a group that is "for" the solution presented.

Being **for** the idea means:

- You can find and explain three good reasons to choose an idea.
- You can provide evidence to support your reasons to choose an idea.
- You can explain why other ideas will not solve the problem as well as the idea you support.

To prepare for the discussion you will be given the topic in advance and you can spend time with your group preparing your presentation. Here are some things you should do to get ready:

- Find and read as much information as you can about the topic.
- Divide the information so that every member of the group is working to find support for your idea.
- Decide what reasons you will choose to offer as support for the idea you are presenting.
- Find evidence in the information you found about the topic to prove that your idea is the best choice.
- Think of as many other ideas as there could be against your idea and find evidence to prove that those ideas are not the best choice.



Remember:

The other group will be "against" the idea you are trying to support. They will be presenting reasons that the idea you chose is the opposite idea. Listen carefully to their arguments. You will need to know what their ideas are to explain and prove why your idea is the best choice.

Grade 6

Debate: Committee / Legislative Member "AGAINST" a Proposed Solution

When a large group makes a decision about an important subject there is often a debate or discussion about what the best choice is for everyone. To help move the discussion along, a few solutions are presented. Usually one best solution is considered and there are two sides to the discussion. One side is "for" the idea and the other side is "against" the idea. For this discussion you will be part of a group that is "against" the solution presented.

Being "against" the idea means:

- You can find and explain three good reasons **not** to choose an idea.
- You can provide evidence to support your reasons **not** to choose an idea.
- You can explain why one idea, or many ideas, might better solve the problem than the idea being suggested.

To prepare for the discussion you will be given the topic in advance and you can spend time with your group preparing your presentation. Here are some things you should do to get ready:

- Find and read as much information as you can about the topic.
- Divide the information so that every member of the group is working to find support for your idea.
- Decide what reasons you will choose to offer as support for the idea you are presenting.
- Find evidence in the information you found about the topic to prove that your idea is the best choice.
- Think of as many other ideas as there could be "against" your idea and find evidence to prove that those ideas are not the best choice.



Remember:

The other group will be "against" the idea you are trying to support. They will be presenting reasons that the idea you chose is the opposite idea. Listen carefully to their arguments. You will need to know what their ideas are to explain and prove why your idea is the best choice.

Debate: Role Card: Speaker / Chair



Every meeting needs to have a leader to make sure that the rules of the meeting are followed. The leader in committee and legislative meetings is called the Speaker or the Chair. The Speaker is chosen from the members of the committee by the committee itself. The Speaker is chosen through a process of nomination, seconding and voting. There can be more than one member of a committee or legislature nominated as chair.

There are several rules that the Speaker must follow:

- The Speaker does not present new ideas or motions for the committee to consider.
- The Speaker does not participate in the debate.
- The Speaker only votes if there is a tie.

The Speaker's duties include:

- introducing the order in which the meeting will proceed.
- making sure that the rules of the meeting are followed.
- calling out any members of the meeting who are not following the rules.
- announcing when an idea or motion is going to be debated.
- deciding who will have the chance to speak next.
- stopping the debate and starting the voting process.
- giving the results of the vote.
- ending the meeting.

Debate: Role Card: Clerk / Secretary



In a committee or legislative meeting someone needs to record what happens in the meeting. The person who does the recording is called the clerk or the secretary. The clerk or secretary:

- writes down a record of all of the motions.
- notes when a motion has been seconded.
- writes a record of the results of all of the votes.
- keeps a record of all of the information gathered at the meeting.

Debate: Role Card: Mover



In a committee or legislature ideas are brought to the group by individuals. The person that brings a new idea to the meeting to be discussed is called the mover. The mover writes a short introduction of the idea and gives a few supporting points to help people to understand what the idea is all about.

The mover will:

- wait to be recognized by the speaker/chair.
- present the idea.
- give a few reasons that the idea is a useful one.
- wait for the idea to be seconded.

Debate: Role Card: Secunder



In a committee or legislature, ideas that are brought to the group by an individual need the support of at least one other member of the committee to be even considered. The person who supports the idea presented by the mover or the motion is called the seconder.

The seconder will:

- listen to the motion presented by the mover.
- second the idea by saying "I second the motion".
- wait for the speaker or chair to announce that the motion has been seconded and that it will be debated during the meeting.

Order of Debate



When a topic is considered and debated by a group it is helpful to have a plan for how the debate will work. A plan of action for the discussion will help to make sure that everyone in the group has a chance to be heard. Following these steps have a discussion or debate with your class or group. (Use the role cards you were given to help the discussion run smoothly.) Remember the Clerk or Secretary should be taking notes on the debate. When you are done voting consider whether making a decision would be as easy without the rules.

Step One:

Choose a Speaker

If this is the first meeting of the group, choose a temporary leader and create a few rules of order to run meetings with before selecting a speaker. If this is not the first meeting and a Speaker has already been chosen move to the next step.



Step Two:

Read the Minutes of the last meeting

The Clerk or Secretary should read the minutes or review the ideas discussed at the previous meeting to make sure that everyone knows what is about to happen.

Step Three:



Present the Idea

Present the motion, idea, topic that is going to be discussed or debated.

Step Four:

Second the Motion

A member of the group should second the motion so that discussion and debate can begin.



Step Five:

Groups divide and research the motion

After the motion or idea has been presented to the group there should be a chance for people to think about the idea by doing some reading and research on the topic.

Step Six:

"For" Side presents their argument

The "For" Side presents their arguments first.

Step Seven:

"Against" Side presents their argument

The "Against" Side presents their arguments.

After hearing the ideas of both sides, groups should take a few minutes to think of ideas that will argue or debate the points made by the other side. Each group will have a few minutes to prepare its new ideas.

Step Eight:

"For" Side Rebuttal

The "For" Side presents its rebuttal.

Step Nine:

"Against" Side Rebuttal

The "Against" side presents its rebuttal.

**Step Ten:**

Voting

Once the debate is finished everyone in the class should vote on the issue.

Step Eleven:

Speaker announces the winner of the debate.

When all the ballots are counted by the Speaker and the secretary, the Speaker can then announce the results.

How tough a stand is wanted? Winnipeg trustees seek junk-food views from parents, students

Tue Jan 9 2007

By Nick Martin



KEN GIGLIOTTI / WINNIPEG FREE PRESS

Grant Park students Joti Gosal (from left), April Hanchar, Amanda Hotten and Tracy Sayco take a lunch break in McDonald's.

POP, fries and chocolate bars should be food for thought in the Winnipeg School Division, trustees decided Monday night.

Trustees in the city's largest school division unanimously decided to ask schools, students and parents over the next three months if they want to boot unhealthy foods out of their schools.

The school board gave student and parent councils until the start of April to decide just how far the division will go next fall in meeting the tough nutrition guidelines that came out of the province's Healthy Kids, Healthy Futures task force report.

If they're willing to go the distance, that means no pop or chocolate bars by next September in school cafeterias and vending machines, and severe restrictions limiting the sale of fries, pizza pops, hot dogs and similar items to once or twice a month. Schools would be encouraged not to raise money by selling chocolate bars, and students could not go to vending machines between classes.

Only milk, juice, water and yogurt drinks could be sold in schools.

"Let's just do it -- that's my take on it," declared trustee Sonia Prevost-Derbecker, who chaired the policy committee which is recommending accepting the provincial package on healthy foods within schools.

High school students want to have choice

THE *Free Press* asked students from Grant Park High School for their opinions on a proposal before Winnipeg's largest school division to ban sugar-related beverages and restrict the availability of non-healthy foods in school cafeterias and school fund-raising efforts.

"I don't think they should ban junk food, just cut down to offering it occasionally. Some junk food once in a while is okay, so the division should recognize that. They should offer both healthy and non-healthy foods to give kids a choice."

-- Devon Comstock-Woods, 14, Grade 9

"There's no point in banning or limiting non-healthy foods in school, because the mall's only 50 feet away. Kids will just go over there to buy the stuff."

-- Matthew Sidwall, 14, Grade 9

"I think it's a great idea and hope they enforce it. The food they serve now is so greasy and gross, and kids keep getting fatter. I'd much sooner prefer a salad. I know kids can still buy it at stores nearby, but at least it's not the schools encouraging us to eat unhealthy food(s)."

-- Michaelin Lower, 16, Grade 11

"Even though it's a good thing, a lot of people will be (angry), and they won't buy anything. Many students will just go to the mall or other restaurants to buy what they want."

-- Shanti Agullara, 16, Grade 11

"They shouldn't ban it. Kids who want to eat healthy will eat healthy. Those who don't want to will find other ways to eat what they're eating now. Let kids make their own decisions about what to eat."

-- April Hanchar, 15, Grade 9

"They're going to lose a ton of money if they ban it."

-- Tracy Sayco, 15, Grade 10

"Kids won't like it at first, but really, it's a good thing. Obesity is a big problem, and we're getting fatter all the time; we're almost as fat as people in the States."

-- Joti Gosal, 16, Grade 11

"I don't think the changes to the food will affect us, but changes to the drinks will. At lunch we can go and get food anywhere else, but during breaks, we'll have to drink healthy drinks now, rather than pop, which most kids really like."

-- Kevin Schmidt, 14, Grade 9

"We recognize this might have an initial financial impact on schools," but it will be worth it to improve children's health, Prevost-Derbecker said.

If schools have to subsidize cafeteria operations, it would be worth it, she said.

Prevost-Derbecker said she recognizes that kids can bring pop and other junk foods in their lunches, and many schools have fast food restaurants nearby.

"Kids end up buying healthier foods eventually," she said.

Prevost-Derbecker said she does not buy predictions from some officials that private cafeteria operators can not survive financially if they cannot sell junk food.

Speaking as a parent, Prevost-Derbecker said that St. John's High School has a privately run cafeteria offering only healthy choices.

And speaking as the director of a native youth agency, Prevost-Derbecker said that she has seen the ravages of unhealthy diets cause diabetes and other health problems for young people.

Trustee John Orlikow warned that it will not be easy. People want to know how it will affect their cafeterias and fundraising, he said. "I was actually quite shocked when I went to the community -- some people aren't there yet. It's a shift for some people's heads."



KEN GIGLIOTTI / WINNIPEG FREE PRESS

From right, Devon Comstock-Woods, Sean Maclean and Devin Rey, Grant Park students, opt for take-out lunches.

Trustee Mike Babinsky urged that the division look at having healthy meals made available in vending machines, and ensure that cafeterias offer tasty food that can compete with fast food restaurants.

"If the food we're going to provide tastes horrible, that's not good," he said. "I challenge people to bring forward food samples."

Said Prevost-Derbecker: "It's a very courageous move by our board and government."

The draft policy will be going out to schools and area advisory councils immediately. The board will take a final vote in April on the rules to be introduced in September.

WSD is ahead of other city divisions in dealing with the province's decree that school divisions develop nutrition policies.

However, education officials elsewhere are cautioning that schools could need financial help keeping their cafeterias running if junk food gets banned or severely restricted, and "kids vote with their feet" by choosing fast food outlets over healthy menus.

Manitoba Association of School Trustees executive director Carolyn Duhamel has said that parents have to co-operate by sending healthy bag lunches, and not allowing kids to eat junk food in front of the TV all evening.

Meanwhile, the New York Times website reported Monday that some school districts in the U.S. are sending home an "obesity report card" that tells parents if their kids are within acceptable weight and body mass limits.

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Nick Martin, Winnipeg Free Press, Jan.9, 2007, reprinted with permission.

Point of View Learning Experience Overview

Activities Handouts

1. Point of View Chart (Two-sided) (2.30)
2. Three Ombudsman Case Summaries (2.31-2.33)

Skills

- 6-S-201: Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, charts, outlines, concept maps...*
- 6-S-301: Evaluate the advantages and disadvantages of solutions to a problem.
- 6-S-303: Evaluate personal assumptions based on new information and ideas.
- 6-S-400: Listen to others to understand their perspectives.
- 6-S-401: Use language that is respectful of human diversity.
- 6-S-402: Persuasively express differing viewpoints regarding an issue.
- 6-S-404: Elicit and clarify questions and ideas in discussions.
- 6-S-405: Articulate their beliefs and perspectives on issues.

Activate

Have everyone in the class read the same Manitoba Ombudsman case summary from the selection provided (2.31; 2.32; 2.33). As a class, have students identify at least two points of view in the summary. Have students consider whether there may be points of view not accounted for in the case summary.

Acquire

Divide the class into groups of four students. Have each group read a different Manitoba Ombudsman case summary from the one that they did as a class. Have students think as a group and fill in a “Point of View” chart (2.30) with two points of view. Each group can then share its case summaries and the points of view they found in the summary with the class.

Apply

Students will consider their own points of view in an entry in their “Ombudsman Log Book” and give two reasons for having that point of view. Ensure that students use respectful language in their writing.

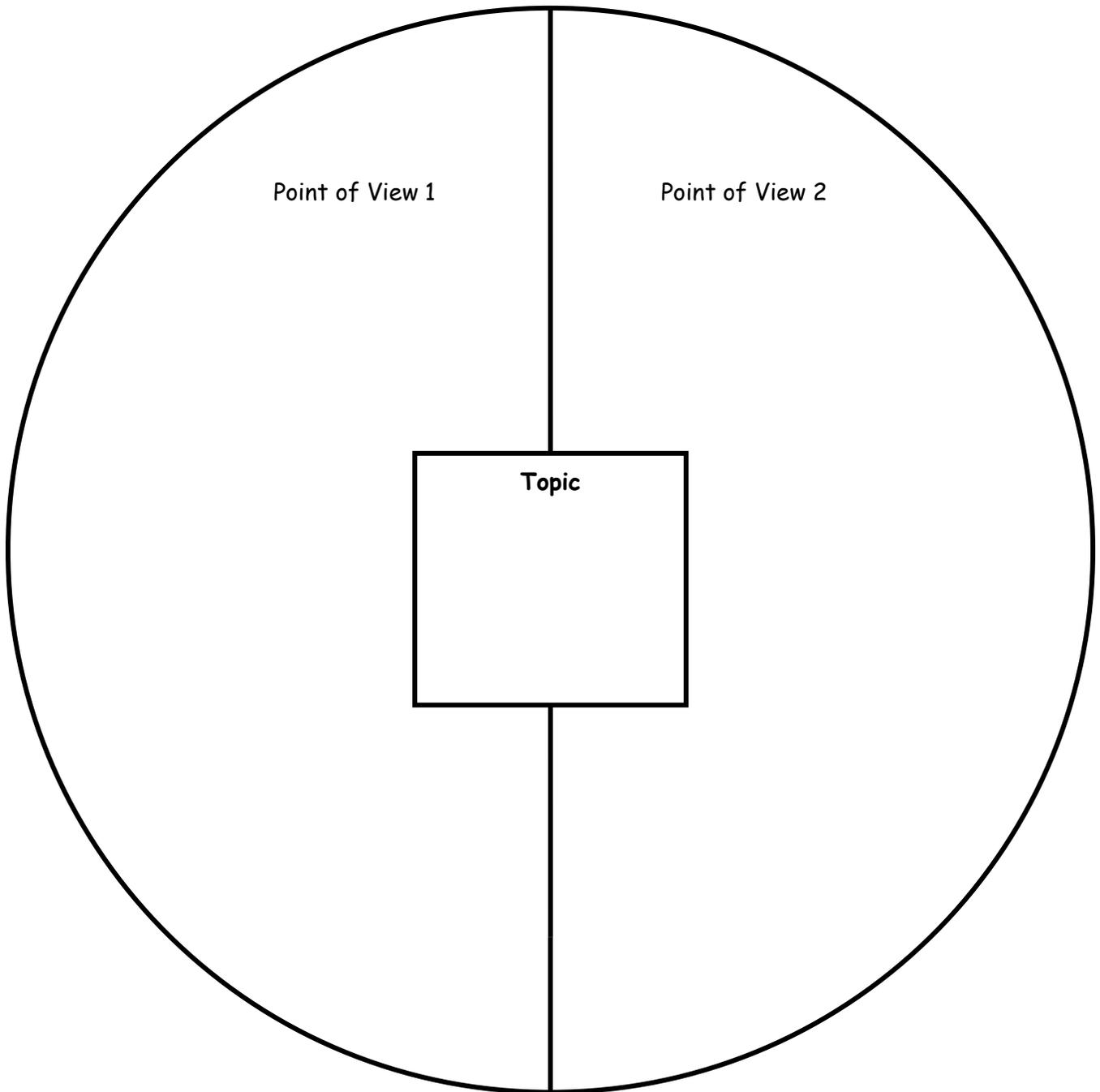
Answer the following questions:

- a) Did your point of view change as the discussion of the case summary continued?
- b) Did you feel that your point of view was listened to in the group as well as in the total class discussion? Why or why not?
- c) Are there other questions that need to be addressed about the case summaries?

Rather than writing your ideas down, make a concept map, an outline, a chart... to reflect on what you have learned in this activity.

Point Of View Chart

Grade 6



Instructions:

The article you just read gave two different opinions or points of view on the same topic. In the space provided write the topic of the article you just read and a brief summary of each of the viewpoints you read about (**2 or 3 sentences**). Be careful to include the name of the group or person the viewpoint belongs to on the chart.



#1 Case Summary: Missing Cat

From the Ombudsman Division

Manitoba Ombudsman was contacted by a youth in care who was very upset. She said she was living in an independent living situation and that a worker from the supervising organization had visited her apartment when she was not home and taken away her cat.

The youth explained that no one had told her that her cat was going to be taken away and that she could not find out anything about where the cat had been sent. She was scared that her cat had been given to the Humane Society and that it might be put down.

Manitoba Ombudsman contacted the Child and Family Services social worker and discussed the situation with him. He agreed that the situation could have, and probably should have, been handled differently. He said he would talk with the staff from the supervising agency and get some information. He also said he would try to find the cat.

The cat was found and with the help of her family, social worker and a veterinarian, the youth was able to make a plan that was agreed upon by the supervising organization, so that she could keep her cat. This review led to more open discussions between the youth, her social worker and staff from the supervising organization.



#2 Case Summary: A Dog Story

From the Ombudsman Division

A couple complained to Manitoba Ombudsman about their municipality. The municipality had impounded their two dogs because they had been running loose. The couple felt that the municipality was being choosy in enforcing the rules of its animal control by-law and their dogs were being singled out.

This was the third time their dogs had been in trouble. The couple explained that someone they did not know had opened their gate and let the dogs leave their yard. The most recent time that the dogs got free, the municipality decided that the dogs were vicious and the animal control officer was threatening to have the dogs put down, which was possible according to the by-law.

After the Ombudsman's first review of the by-law and talks with the municipality and the dog owners, the municipality suggested a way to solve the problem. The couple accepted the idea and the dogs were returned and the couple paid a fine and kennel fees.

Even though there was a solution to the problem, the Ombudsman wrote a letter to the municipality about the way that they handled the dog situation.

The municipality had said that the dogs were vicious. It was not clear how the municipality defined "vicious," though. There was a definition written in the by-law.

The by-law said that the animal control officer and not the municipality should decide if a dog was vicious. In this case, the animal control officer was not the one making the decisions about the dogs. The municipality had given the animal control officer instructions, which he followed.

It was clear from the by-law that a dog did not really have to be considered vicious for the animal control officer to order the dog be put down. Dogs could be put down just for running loose. The animal control officer described the situation as a "grey area" in the rules.

The municipality responded to the Ombudsman's report by reviewing its animal control by-law and changing the by-law to make it clearer.



#3 Case Summary: Noisy Arena

From the Ombudsman Division

Manitoba Ombudsman received a complaint from several people who lived close to their town arena. They were frustrated by the noise from the arena's refrigeration unit. Keeping the arena cool was causing so much noise that it was ruining the peace and enjoyment of their homes. The residents had talked to the town and town workers had tried to fix the problem, but the noise level was still very high.

The town explained to Manitoba Ombudsman the steps it had taken to fix the problem. It told the Ombudsman that it had checked the noise levels and found that the noise level readings met the rules that the town was using to decide what was too loud. The residents had information that suggested that the noise levels really did not follow the town's rules about noise. To be certain of the noise level readings Manitoba Ombudsman asked for an independent noise reading to be taken.

The independent test result showed that the refrigeration unit was louder than the town rules allowed. The town had disagreed. The town decided that they would wait for the Ombudsman to write a report on the situation. They wrote a letter to Manitoba Ombudsman explaining that they still believed that the cooling unit was making a reasonable amount of noise and that they did not plan to try to fix the problem anymore.

Manitoba Ombudsman wrote a letter to the town explaining that it understood the efforts the town made to fix the problem, but the independent assessment showed that the noise levels the cooling unit made were not reasonable.

Manitoba Ombudsman recommended that the town try to fix the problem in the way suggested in the independent assessment. Manitoba Ombudsman also suggested that the town meet again with the residents who complained about the noise, so they could work together to find a solution.

A little while later, the town told Manitoba Ombudsman that it was trying again to fix the problem because of the Ombudsman's recommendation.

Tab 3

Grade 9

Government Services Breakdown Learning Experience Overview

Activities Handouts

1. Identifying Services Provided by Various Levels of Government (3.3)
2. Services and Levels of Government (3.4)
3. Government Services Breakdown (3.5)

Skills

- 9-S-200: Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
- 9-S-201: Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*
- 9-S-202: Select and use appropriate tools and technologies to accomplish tasks.
- 9-S-303: Reconsider personal assumptions based on new information and ideas.

Specific Learning Outcomes - Cluster 2

- 9-KC-005: Give examples of ways in which government affects their daily lives.
Examples: rights and freedoms, security, laws, education, health care, services...
- 9-KC-007: Describe the responsibilities and processes of the legislative, executive, and judicial branches of the federal government.
- 9-KC-011: Identify ways in which democratic ideals have shaped contemporary Canadian society.
Examples: rule of law, equality, diversity, freedom, citizen participation in government...
- 9-KC-013: Describe the responsibilities and rights as citizens of Canada and the world.
- 9-KP-044: Describe the division of power and responsibilities of federal, First Nations, provincial, and municipal governments.

- Cluster 4

- 9-KC-014: Describe current issues related to citizenship in Canada.

Activate

Students will fill in the chart called “Identifying Services Provided by Various Levels of Government” (3.3). Students should work individually at first. Students can then be put into pairs in order to share their information with one another. Refer to “Services and Levels of Government” (3.4) to help with the answers.

Acquire

Students complete the “Government Services Breakdown” handout (3.5) individually. Students can consult the list of possible activities and services provided, but the list is not exhaustive and they may come up with additional activities and services.

The “Government Services Breakdown” handout (3.5) might take some time to complete; students could continue to write down their daily activities while they are at home.

Apply

Students will imagine what a day without any government services might be like. Have them write a paragraph describing what a day without water, garbage pick-up, road maintenance, law, etc. might be like. Have students give their paragraph a title. Students should consult their “Government Services Breakdown” handout (3.5) to help them imagine their day. The completed writing assignment is the first assignment that could be placed in an “Ombudsman Log Book” that will be kept for the duration of these activities.

Grade 9

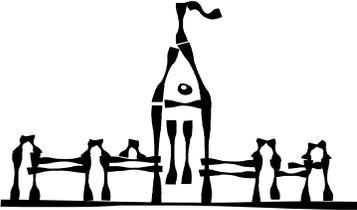
Identifying Services Provided by Various Levels of Government

Fill in the chart below with as many services as you can think of that are provided by each level of government.

Level of Government	Services Provided
<p data-bbox="289 636 570 667">Federal Government</p> 	
<p data-bbox="277 1056 581 1087">Provincial Government</p> 	
<p data-bbox="277 1497 581 1528">Municipal Government</p> 	

Services and Levels of Government

There may be services missing on this list. If you can think of services that are not on this list add them to the list.

Government	Services	
<p>Municipal</p> 	<p>Water Water Treatment Sewer City Bus Bus Drivers Roads Sidewalks City Police Traffic Lights</p>	<p>Community Clubs Fire Trucks Fire Fighters Ambulances Garbage Trucks Street Sweepers Snow Clearing By-laws</p>
<p>Provincial</p> 	<p>Electricity Health Care Hospitals Nurses Doctors Natural Gas Highways School Bus</p>	<p>School Bus Drivers Teachers Text Books Schools Principals Courts Laws</p>
<p>Federal</p> 	<p>Railways International/ Inter-provincial Transportation RCMP Mail Immigration Passports Military</p>	
<p>Non-government</p> 	<p>Telephone Cable Television Internet</p>	

Government Services Breakdown

In the chart provided, write down your daily activities and the corresponding services and levels of government which provide the services (municipal, provincial, or federal). Write as many activities and services as possible. If you need more room, use the back of this worksheet.

Time	Activity	Services Required	Level of Government Providing the Service
(e.g.) 7:10 am	Brush Teeth	Water	Municipal

Grade 9

Legislative Assembly of Manitoba Web Hunt Learning Experience Overview

Activity Handouts

1. Legislative Assembly of Manitoba Web Hunt (3.8 – 3.9)
2. Legislative Assembly of Manitoba Answer Key (3.10 – 3.11)

Skills

9-S-200: Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.

9-S-201: Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*

9-S-202: Select and use appropriate tools and technologies to accomplish tasks.

9-S-304: Analyze material and visual evidence during research.

Examples: artifacts, photographs, works of art...

Specific Learning Outcomes - Cluster 2

9-KP-044: Describe the division of power and responsibilities of federal, First Nations, provincial, and municipal governments.

9-KP-046: Give examples of ways in which people can individually and collectively influence Canada's political and social systems.

Examples: voting, political parties, labour organizations, NGOs, lobbying...

9-KH-033: Give examples of social and technological changes that continue to influence quality of life in Canada.

Include: Bill C-31 and the status of Aboriginal women, suffrage

- Cluster 4

9-KC-014: Describe current issues related to citizenship in Canada.

Activate

Students write a statement or two about where they think the laws of the Province come from and hand that Admit Slip to the teacher before the class begins. The next activity that students will do individually will be to create a list of potential sources of laws. In pairs, students compare their lists and add to one another's lists. The class compiles a list of ideas on the white board, chalkboard, or overhead for use later in the discussions.

Acquire

Students complete the Web Hunt (3.8) individually. Students should be guided through the activity and the teacher should circulate and make sure that students are at the right web address and not having any trouble with the questions. (It is recommended that the teacher try the Web Hunt (3.8) alongside the students or at some time prior in order that the teacher can help students with any questions about site navigation.)

The Web Hunt (3.8) can be used over more than one class period.

Apply

Students work in pairs to fill in any questions they missed in the Web Hunt (3.8). A debriefing activity, such as an Exit Slip activity could be used as a follow-up to this activity to solidify the new ideas students have learned during the Web Hunt (3.8). On the Exit Slip, write one of the important things that was learned during the activity. Are there still questions that remain to be answered? If so, write them down.

The Admit and Exit Slips could be returned to the students and they could be included in the “Ombudsman Log Book”.

Legislative Assembly of Manitoba Web Hunt

Answer the following using the Legislative Assembly of Manitoba website. If you need help, ask your teacher.

Website: <http://www.gov.mb.ca/legislature/> (then click on "Language" of choice)

1. What letters in the URL (web address) let you know that you are looking at a website sponsored by the government of Manitoba?
2. What is the picture on the home page of the Legislative Assembly's website?
3. There are three other images on the website home page. What are those symbols and what do they represent?
 - a. One of the images on the home page is of something you may not recognize. Following the links along the left side of the page, select "About the Assembly" and "Fact Sheets". One of the fact sheets listed will explain the image at the bottom of the home page. What is the image of? What does the image represent?
4. On the website home page what do you click on to get more information? Is the information you want on the home page?
5. Find the menu of choices to help you navigate the site. List **three** of the pages you can link to from the menu: _____; _____; and _____.
6. Find the menu item called "Bills" and click on it. How many steps are listed in passing a bill? What are the steps?
7. Using the "Who is my MLA" link on the Legislative Assembly website (or click on "Members" above "Bills" in the same list on the left-hand side), find out who your MLA is (Member of the Legislative Assembly) and write their name

- and the party they belong to. Also list the constituency that your MLA represents.
8. Who is the current Speaker of the House?
 9. Under what heading in the menu is the "Rule Book" and what is the full title of the book?
 10. What do you think the "Rule Book" is for?
 11. Where else can you find rules? Think of **three** places that you can find rules: _____; _____; and _____.
 12. What date was the rule book last amended?
 13. Searching under the menu title "About the Assembly" find the Officers of the Legislative Assembly. How many officers are there?
 14. What are the titles of each of the Officers of the Legislative Assembly and what are the names of each of the officers?
 15. How would you get in touch with the Ombudsman?
 16. Using the "Fact Sheets", read the definition of the word "Hansard" and explain Hansard in your own words?
 - a. If you have questions about Hansard, who should you contact?

Grade 9

Legislative Assembly of Manitoba Web Hunt Answer Key

Answers not posted on web site

Answers not posted on web site

Grade 9

Government and Manitobans Learning Experience Overview

Activities Handouts

1. Manitoba Youth Making a Difference (3.14)
2. Organization of the Manitoba Government (3.15)
3. Organization of the Manitoba Government – Some Possible Answers (3.16 - 3.17)

Skills

- 9-S-200: Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
- 9-S-201: Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*
- 9-S-202: Select and use appropriate tools and technologies to accomplish tasks.
- 9-S-302: Draw conclusions and make decisions based on research and various types of evidence.
- 9-S-303: Reconsider personal assumptions based on new information and ideas.
- 9-S-304: Analyze material and visual evidence during research.
Examples: artifacts, photographs, works of art...

Specific Learning Outcomes - Cluster 2

- 9-KC-005: Give examples of ways in which government affects their daily lives.
Examples: rights and freedoms, security, laws, education, health care, services..
- 9-KC-007: Describe the responsibilities and processes of the legislative, executive, and judicial branches of the federal government.
- 9-KC-011: Identify ways in which democratic ideals have shaped contemporary Canadian society.
Examples: rule of law, equality, diversity, freedom, citizen participation in government...
- 9-KC-012: Assess the advantages and disadvantages of democratic process in Canada.
- 9-KC-013: Describe the responsibilities and rights as citizens of Canada and the world.
- 9-KH-033: Give examples of social and technological changes that continue to influence quality of life in Canada.
- 9-KP-044: Describe the division of power and responsibilities of federal, First Nations, provincial, and municipal governments.
- 9-KP-046: Give examples of ways in which people can individually and collectively influence Canada's political and social systems.
- 9-VC-001: Appreciate democratic ideals in Canadian society.
- 9-VC-002: Value their democratic responsibilities and rights.
- 9-VP-015: Be willing to exercise their rights as citizens living in a democracy.

- Cluster 4

- 9-KC-014: Describe current issues related to citizenship in Canada.

Activate

Students will investigate websites related to Manitoba Youth making a difference. Example websites include:

<http://www.ladybugfoundation.ca/>

<http://www.sierranoble.ca/>

Students will make lists of the ways in which the youths portrayed on the websites are making a difference in Manitoba and Canada on a handout called “Manitoba Youth Making a Difference” (3.14).

Acquire

Students will be given the handout “Organization of the Manitoba Government ” (3.15). Students will consider the organization of the handout and on a blank sheet of paper list examples of how individuals influence, or are affected, by the different branches of government. Students may wish to consult the Manitoba government website for additional information. (<http://www.gov.mb.ca/splash.html>)

Apply

Students will consider ways in which they might have a positive impact on government or life in Manitoba. Students should think of an issue that is important to them and consider at least one way in which they could try to make a difference. Students will write an entry into their “Ombudsman Log Book” on the topic answering these questions:

- a) What did you learn?
- b) On what do you still need more information?
- c) What was the best part of the activity? Why?

Manitoba Youth Making a Difference

Here are two websites about young people in Manitoba making a difference. **Explore** the websites and look for some of the ways that the young people featured on these websites make a difference in Manitoba and the world.

<http://www.ladybugfoundation.ca/>

<http://www.sierranoble.ca/>

Make a list of the ways in which Hannah Taylor and Sierra Noble are making a difference. Try to find **three** ways that each of them is working to make Manitoba and the world a better place for everyone.

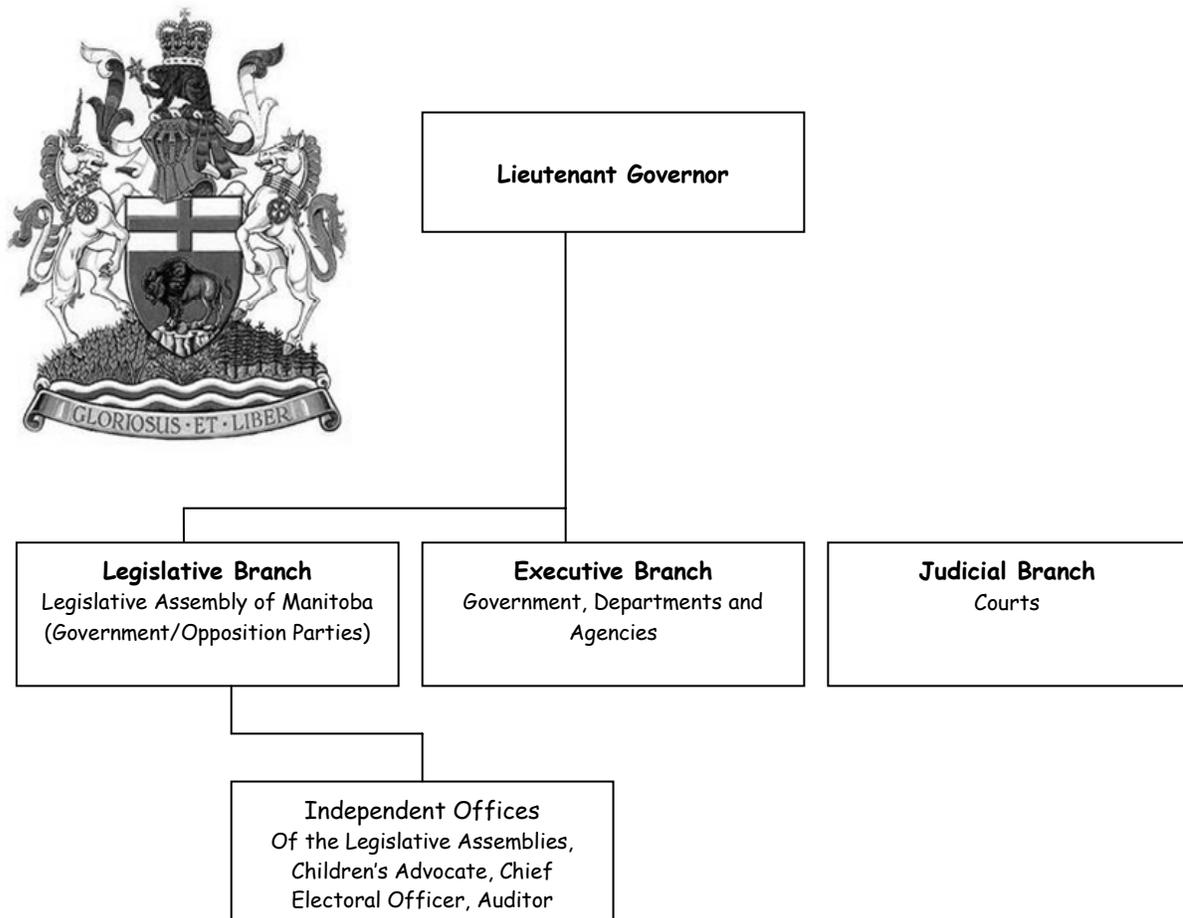
Hannah Taylor	Sierra Noble
http://www.ladybugfoundation.ca/	http://www.sierranoble.ca/

Can you think of any other Manitoban or Canadian youth making a difference in their community? Add their names to the list and think of examples of how each of them is making a contribution.

ORGANIZATION OF THE MANITOBA GOVERNMENT

The citizens of Manitoba participate in government. On a sheet of paper, list examples of how individuals either influence the different branches of government or are affected by the different branches.

The Laws of the Province of Manitoba (Created by the Legislative Assembly and the Courts)



Organization of the Manitoba Government - Some Possible Answers

Answers not posted on web site

Answers not posted on web site

Debate Rules of Order Role Play Learning Experience Overview

Activities Handouts

1. Order of Debate (3.20 – 3.21)
2. Debate: Role Cards: Speaker (3.22), Clerk/Secretary (3.23), Mover (3.24), Seconder (3.25)
3. Debate chart (3.26)
4. Example of an Editorial (3.27)

Skills

- 9-S-101: Use a variety of strategies in conflict resolution
- 9-S-102: Make decisions that reflect fairness and equality in their interactions with others.
- 9-S-104: Seek consensus in collaborative problem solving.
- 9-S-105: Recognize and take a stand against discriminatory practices and behaviors.
- 9-S-200: Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
- 9-S-201: Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*
- 9-S-202: Select and use appropriate tools and technologies to accomplish tasks.
- 9-S-301: Analyze the context of events, accounts, ideas, and interpretations.
- 9-S-302: Draw conclusions and make decisions based on research and various types of evidence.
- 9-S-303: Reconsider personal assumptions based on new information and ideas.
- 9-S-304: Analyze material and visual evidence during research.
Examples: artifacts, photographs, works of art...
- 9-S-305: Compare diverse perspectives and interpretations in the media and other information sources.
- 9-S-308: Evaluate information from a variety of sources to determine reliability, validity, authenticity and perspective. *Include: student-gathered data.*
- 9-S-400: Listen to others to understand their perspectives.
- 9-S-402: Express informed and reasoned opinions.
- 9-S-406: Debate differing points of view regarding an issue.

Specific Learning Outcomes

Cluster 1

- 9-VP-014: Value non-violent resolutions to conflict.

Cluster 2

- 9-KC-007: Describe the responsibilities and processes of the legislative, executive, and judicial branches of the federal government.
- 9-KC-011: Identify ways in which democratic ideals have shaped contemporary Canadian society.
- 9-KC-012: Assess the advantages and disadvantages of democratic process in Canada.
- 9-VC-001: Appreciate democratic ideals in Canadian society.
- 9-VC-002: Value their democratic responsibilities and rights.

Activate

Before beginning the topic of debates, students should complete the first section of the Debate Chart (3.26) entitled “What I Think I Know About Debates”. The middle section entitled “What I Want to Know About Debates” is completed with questions that students want answered as they research and actually have a debate about a particular topic. Included in this section of the chart is: “How am I going to find out the answers to my questions?” Students can meet together to discuss the different ways of finding out their answers.

Acquire

If students are familiar with having debates, they can form groups of four to debate different topics. They can find their own topics or the teacher can give them different ones for each group. An example of an editorial is provided (3.27). It might be helpful to give the groups the same topic to look at if they have never debated before.

Students are given the handout “Order of Debate” (3.20). Role cards for the Speaker, Secretary, Mover and Seconder (3.22 - 3.25) are distributed to each group and members of the group should select which members will play each role. Distribute the necessary role cards to those students who have been selected by the class to take the necessary roles. There will be one Speaker and one Secretary. The rest of the students are the Movers and Seconders. Students should be given time to do research on the topic. Those students not chosen for the class debate should be involved in the research for their chosen side of the debate. Computers, or library time may be necessary and this activity may take more than one class period. Following the rules of the handout, debate the particular topic.

Apply

Once the debate has ended and a vote has been taken to see which side was the winner, students should fill out, in point form, the final section on the Debate Chart (3.26) called “What I Learned About Debates”. Using the charts, students discuss as a total class what they have learned in this process and a class chart could be developed for use in future debates. The charts can be included in their “Ombudsman Log Book” as a summary of what they have learned in this activity.

Order of Debate



When a topic is considered and debated by a group it is helpful to have a plan for how the debate will work. A plan of action for the discussion will help to make sure that everyone in the group has a chance to be heard. Following these steps, have a discussion or debate with your class or group. (Use the role cards you were given to help the discussion run smoothly.) Remember the Clerk or Secretary should be taking notes on the debate. When you are finished voting, consider whether making a decision would be as easy without the rules.

Step One:

Choose a Speaker

If this is the first meeting of the group, choose a temporary leader and create a few rules of order to run meetings with before selecting a speaker. If this is not the first meeting and a Speaker has already been chosen move to the next step.



Step Two:

Read the Minutes of the last meeting

The Clerk or Secretary should read the minutes or review the ideas discussed at the previous meeting to make sure that everyone knows what is about to happen.

Step Three:



Present the Idea

Present the motion, idea or topic that is going to be discussed or debated.

Step Four:

Second the Motion

A member of the group should second the motion so that discussion and debate can begin.



Step Five:

Groups divide and research the motion

After the motion or idea has been presented to the group there should be a chance for people to think about the idea by doing some reading and research on the topic.

Step Six:

"For" Side presents their argument

The "For" Side presents their arguments first.

Step Seven:

"Against" Side presents their argument

The "Against" Side presents their arguments.

After hearing the ideas of both sides, groups should take a few minutes to think of ideas that will argue or debate the points made by the other side. Each group will have a few minutes to prepare its new ideas.

Step Eight:

"For" Side Rebuttal

The "For" Side presents its rebuttal.

Step Nine:

"Against" Side Rebuttal

The "Against" side presents its rebuttal.

**Step Ten:**

Voting

Once the debate is finished everyone in the class should vote on the issue.

Step Eleven:

Speaker announces the winner of the debate.

When all the ballots are counted by the Speaker and the clerk or secretary, the Speaker can then announce the results.

Debate: Role Card: Speaker / Chair



Every meeting needs to have a leader to make sure that the rules of the meeting are followed. The leader in committee and legislative meetings is called the Speaker or the Chair. The Speaker is chosen from the members of the committee by the committee itself. The Speaker is chosen through a process of nomination, seconding and voting. There can be more than one member of a committee or legislature nominated as chair.

There are several rules that the Speaker must follow:

- The Speaker does not present new ideas or motions for the committee to consider.
- The Speaker does not participate in the debate.
- The Speaker only votes if there is a tie.

The Speaker's duties include:

- introducing the order in which the meeting will proceed.
- making sure that the rules of the meeting are followed.
- calling out any members of the meeting who are not following the rules.
- announcing when an idea or motion is going to be debated.
- deciding who will have the chance to speak next.
- stopping the debate and starting the voting process.
- giving the results of the vote.
- ending the meeting.

Debate: Role Card: Clerk / Secretary



In a committee or legislative meeting someone needs to record what happens in the meeting. The person who does the recording is called the clerk or the secretary. The clerk or secretary:

- writes down a record of all of the motions.
- notes when a motion has been seconded.
- writes a record of the results of all of the votes.
- keeps a record of all of the information gathered at the meeting.

Debate: Role Card: Mover



In a committee or legislature ideas are brought to the group by individuals. The person that brings a new idea to the meeting to be discussed is called the mover. The mover writes a short introduction of the idea and gives a few supporting points to help people to understand what the idea is all about.

The mover will:

- wait to be recognized by the speaker/chair.
- present the idea.
- give a few reasons that the idea is a useful one.
- wait to for the idea to be seconded.

Debate: Role Card: Secunder



In a committee or legislature ideas that are brought to the group by an individual need the support of at least one other member of the committee to be even considered. The person who supports the idea presented by the mover or the motion is called the *secunder*.

The *secunder* will:

- listen to the motion presented by the mover.
- second the idea by saying "I second the motion".
- wait for the speaker or chair to announce that the motion has been seconded and will be debated by the meeting.

Name: _____ Debate Chart Date: _____

Fill in the following chart.

1. What I Think I KNOW about Debates (in point form)	2. What I WANT TO KNOW about Debates (in question form)	3. What I LEARNED about Debates (in point form)

How will I find the answers to my questions for Column 2?

Politics of betrayal

Thu Jan 11 2007

WHO owns a politician once he has been elected to office? It's a question that has been much on the minds of Canadians recently, even if they do not phrase it quite so bluntly.

This is a time of unusual turmoil in Canadian politics -- the rise of a united right as represented by the Conservatives; the collapse of the Liberal monolith, first into minority government and then into opposition; and the dipsy-doodling of the New Democrats and the Bloc Québécois in the polls.

Political uncertainty is everywhere and with uncertainty there is opportunity, and with opportunity, a certain amount of cynicism and a cluster of political defections as elected members of Parliament have left the parties under whose banner they ran to join other parties, or to sit as independents.

The two most controversial defections have been Belinda Stronach's move from the Conservative opposition to the Liberal cabinet only days before her vote helped preserve Paul Martin's minority government; and David Emerson's move from the opposition to the Conservative cabinet only days after he was proudly elected as a Liberal. The cases brought calls for changes to the system, not only to prevent MPs from defecting for perceived political profit but also to punish them for switching sides.

The question of ownership is raised most recently by the defection of Ontario Liberal MP Wajid Khan to the Conservatives. Mr. Khan's move is unusual in that it is not entirely certain whether he left the Liberals of his own accord or was pushed out by party leader Stéphane Dion. The same question, however, follows his decision: Who owns him politically? Outraged voters think they do, but it is a difficult question in a system where it is never clear whether voters are supporting the individual candidate, the party he represents or a combination of the two. The last is the most likely, but voters themselves may not be entirely certain. Certainly, however, once a defection has taken place, a lot of them have no doubt that it is they who have somehow been betrayed -- that they, or perhaps the political party they supported, have a claim on the MP's vote.

This is all the more remarkable because, in between defections, most Canadians might support Edmund Burke's description of elected responsibility: "Your representative owes you, not his industry only, but his judgment; and he betrays instead of serving you if he sacrifices it to your opinion." Those who would prevent elected politicians from switching sides would themselves betray Burke's principle. There is, in the end, opportunity enough to punish politicians at the next election. In between, they should not be deprived of at least the opportunity, however seldom they may use it, of acting according to their conscience.

Winnipeg Free Press, Jan. 11, 2007, reprinted with permission.

Point of View Learning Experience Overview

Activities Handouts

1. Point of View Chart (Four-sided) (3.30)
2. Point of View Questions (3.31)
3. Three Ombudsman Case Summaries (3.32 - 3.34)

Skills

- 9-S-105: Recognize and take a stand against discriminatory practices and behaviours.
- 9-S-200: Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
- 9-S-201: Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*
- 9-S-301: Analyze the context of events, accounts, ideas, and interpretations.
- 9-S-302: Draw conclusions and make decisions based on research and various types of evidence.
- 9-S-303: Reconsider personal assumptions based on new information and ideas.
- 9-S-304: Analyze material and visual evidence during research.
Examples: artifacts, photographs, works of art...
- 9-S-305: Compare diverse perspectives and interpretations in the media and other information sources.
- 9-S-308: Evaluate information from a variety of sources to determine reliability, validity, authenticity and perspective. *Include: student-gathered data.*
- 9-S-400: Listen to others to understand their perspectives.
- 9-S-402: Express informed and reasoned opinions.

Activate

Students read by themselves one of the three Manitoba Ombudsman case summaries (3.32-3.34) from the selection provided. Each student will fill out the handout “Point of View Chart” (3.30). Have students consider whether there may be points of view not accounted for in the case summary that they have read.

Acquire

Students meet in groups of four (the four students will have read the same case summary) once their individual work has been completed, to add details and share their ideas. Does your group agree with your answers to all the questions (3.31)? If not, could you come to a consensus on any or all of the questions? Why or why not?

Apply

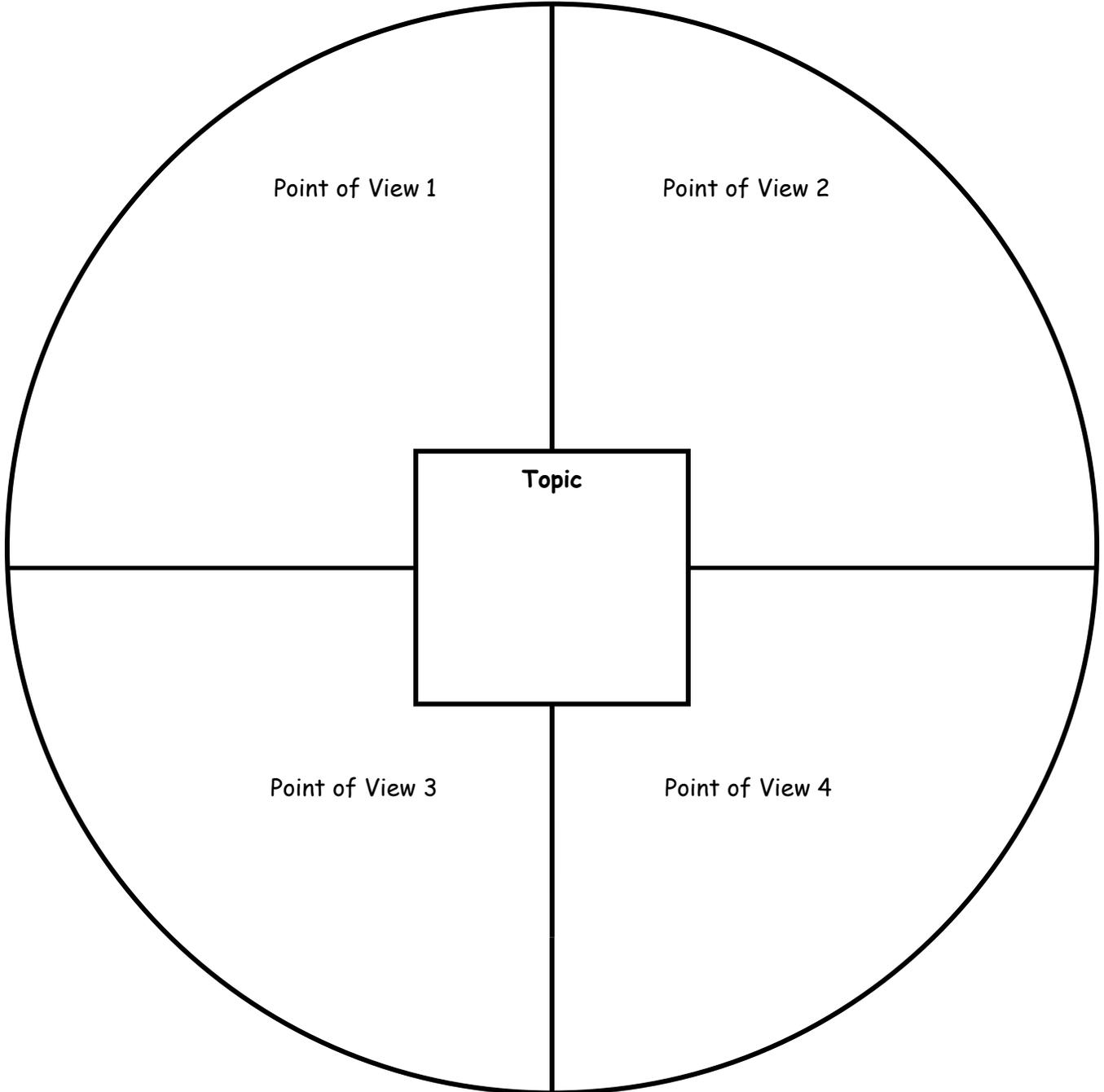
Students will consider their own points of view in an entry in their “Ombudsman Log Book” and give two reasons for having that point of view. Ensure that students use respectful language in their writing.

Answer the following questions:

- a) Did your point of view change as the discussion of the case summary continued?
- b) Did you feel that your point of view was listened to in the group as well as in the total class discussion? Why or why not?
- c) Are there other questions that need to be addressed about the case summaries?

Rather than writing your ideas down, make a concept map, an outline, a chart... to reflect on what you have learned in this activity.

Point Of View Chart

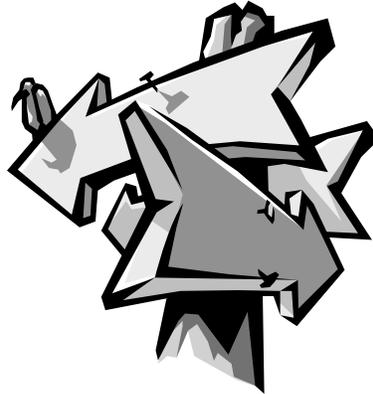


Instructions:

The case summary you just read gave different opinions or points of view on the same topic. In the space provided write the topic of the article you just read and a brief summary of the viewpoints you read about (**2 or 3 sentences**). Be careful to include the name of the group or person the viewpoint belongs to on the chart.

Point of View Questions

Answer the following questions.



1. In the case summary you just read, is there a point of view you agree with most?

2. Is there a point of view you agree with least? _____

3. Do any of the points of view make you angry, or make you feel any other strong emotions and why? _____

4. Can you think of viewpoints on the topic that were not included in the case summary?

5. If there were viewpoints missing, do you think there was a reason to leave those points of view out of the case summary? _____

6. What is your own point of view on the topic? _____

7. If you had to choose a point of view that seems the most reasonable, which one would it be?



#1 Case Summary: Restraint Chair

From the Ombudsman Division

A man who was an inmate at a correctional facility complained to Manitoba Ombudsman that he was held in a restraint chair for about six hours.

There are written rules about how correctional facilities are supposed to be run. According to the rules, when an inmate is restrained, correctional officers are supposed to make notes describing regular checks of the inmate's well-being.

In this case, the correctional facility said that the inmate was being restrained for a long period of time because of bad behaviour. The Ombudsman's investigation showed that the written notes did not say enough about bad behaviour to keep the man in the restraint chair for six hours.

Manitoba Ombudsman discussed its findings with the correctional facility. Because of the Ombudsman's investigation, the facility said it would change its written rules about using the restraint chair. The institution said that from now on the behaviour of the inmate would be written down on a form. Also, the need of the restraint chair would be reviewed each time it was used based on the new rules and staff would continue to be trained on using the restraint chair.

Two other provincial correctional facilities also had complaints about the use of the restraint chair and made further improvements. It is now mandatory to use a video camera which records all events surrounding the use of the emergency restraint chair. This helps make sure that the restraint chair is used appropriately.



#2 Case Summary: Receiving Illegible Information

From the Access and Privacy Division

A person asked a provincial government department for a copy of information and he received this information. However, he could not read it because it was hand-written and the writing was not legible. The individual complained to Manitoba Ombudsman that illegible information is no information.

Manitoba Ombudsman spoke with the department and reviewed the original record, which could not be understood because of the writing. Manitoba Ombudsman noted that, according to *The Freedom of Information and Protection of Privacy Act* (FIPPA), a government department that gives access to a record can give the individual information necessary to explain the record. Manitoba Ombudsman suggested that an explanation could include giving the individual a printed version of the original record.

The department considered the situation and sent to the individual a typed version of the record. An employee of the department indicated on the new record that this was an accurate copy of the original document.



#3 Case Summary: Sharing Information

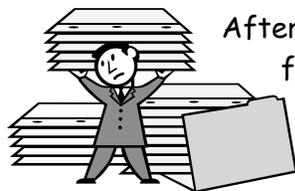
From the Access and Privacy Division

An individual complained to Manitoba Ombudsman that an employee of a health care facility had discussed information about his health in a public place. The complainant believed that this went against *The Personal Health Information Act* (PHIA).

Manitoba Ombudsman met with the individual making the complaint to hear his side of the story. Manitoba Ombudsman also explained to the individual that according to PHIA, health information shared in a conversation would not be against the rules of the Act unless the information shared was personal health information that was recorded in some way and the record was being kept by the health care facility.

PHIA defines personal health information as health information that is recorded in some way and can be linked directly to an individual.

Before Manitoba Ombudsman made a decision about the case, several employees and managers from the health care facility were interviewed and records relating to the case were reviewed.



After reviewing the information gathered in the interviews and from the records, Manitoba Ombudsman was satisfied that the information that the employee shared about the individual in public was not recorded information. Based on the rules set out by PHIA the employee did not break the rules of the

Act.

Although Manitoba Ombudsman could not agree with the individual's complaint, it was learned that the health care facility was not properly following PHIA. The Act requires that health care facilities and other facilities that hold personal health information have written policies and procedures in place about protecting the privacy of personal health information. This was not the situation with the health care facility in question.

Since Manitoba Ombudsman brought this to the attention of the health care facility, the facility has created policies and procedures as required by the Act and the policies have been put into action at the facility.

Tab 4

Contacting Government Learning Experience Overview

Goals

1. Canada has developed from a system of regional communities with differing interests and perspectives.
2. Canadian government developed from a British parliamentary model, was adapted by French-English and federal-provincial pressures, and is maintained by an evolving party system.
3. Individuals have a role to play in government and have both rights and responsibilities.

Topic: Unit 3

1. Rights and Responsibilities of Citizens:

A) Focusing Questions:

1. How much influence do governments have in the everyday lives of most citizens?
2. How do citizens influence the decisions of governments?

Examples: voting, joining a political party, writing or calling their elected representatives, forming pressure groups, demonstrations, using the media, etc.

3. What are the basic rights of a Canadian citizen?
4. What are the responsibilities of a citizen?

Examples: paying taxes, respecting the law, etc.

Activate

Students will brainstorm a list of services provided to the general public by the government at all three levels, federal, provincial and municipal. The lists students create may include the following items taken from: “*Orientation to Manitoba Government: A Handbook for Executives and Managers*”. 2nd ed. May, 1999, p 7.

services . . . related to:

health and wellness and hospital and community health care

services to families, seniors, children and others in need

protection of persons and property

transportation and communication

economic and business development

housing

agricultural development and marketing

fish, forestry, land, water, energy and mineral resources

environmental management

consumer education and protection

fitness and sport

citizenship and multiculturalism

northern development and Aboriginal affairs

rural economic development

urban affairs

workplace safety and health and employment standards

regulation of key industries
law enforcement.

The list is not exhaustive. Students may come up with ideas that are not accounted for on this brief list.

Students will then further brainstorm ways to get in touch with some of the agencies providing the services they have listed. Some of the ways to find information will include visiting the websites of the federal, provincial or municipal governments. The federal and provincial websites are:

- http://canada.gc.ca/main_e.html
- <http://www.gov.mb.ca/splash.html>

Access to community profiles with information on each of the rural municipalities of Manitoba can also be located on the provincial website by clicking on “About Manitoba” then “Cities and Towns” under the heading “Geography” and finally “Municipal Community Profiles” to find links to rural municipalities and other small communities in Manitoba.

For the city of Winnipeg the web address is:

- <http://www.winnipeg.ca/interhom/>

Other cities in Manitoba are: Brandon, Thompson, Portage La Prairie, Selkirk, Steinbach, Dauphin, Winkler, and Flin Flon. The web addresses for these cities are as follows:

- <http://www.city.brandon.mb.ca>
- <http://www.thompson.ca/>
- <http://www.city.portage-la-prairie.mb.ca>
- <http://www.cityofselkirk.com>
- <http://www.steinbach.ca>
- <http://www.dauphin.ca>
- <http://www.cityofwinkler.ca>
- <http://www.cityofflinflon.com>

Information on how to get in touch with departments and agencies of all levels of government is also available in the Government Directory included in the telephone book.

Acquire

Students will then look up contact information for as many of the services, departments, and agencies that they've listed in their brainstorming activity as possible. Students will then create a list of services, departments and agencies along with phone numbers and other contact information.

Apply

Students will choose three of the agencies that they have listed and brainstorm types of inquiries they might make of the agencies listed. Students will develop at least two questions they might ask of each of the three agencies they have chosen. Students will work together in pairs to share the questions they might ask.

The lists and questions can be added to the "Ombudsman Log Book" as a summary of what students have learned from completing this activity.

Manitoba Ombudsman Web Hunt Learning Experience Overview

Activities Handout

1. Manitoba Ombudsman Web Hunt (4.6 – 4.8)
2. Manitoba Ombudsman Web Hunt Answer Key (4.9 - 4.12)

Topic: Unit 3

1. The Development and Role of the Political Party System from 1867 to the Present

A) Focusing Question

1. What is a bureaucracy and how does it fit into the system of government? How does bureaucracy affect political parties? How does it affect the citizen?

Topic: Unit 3

2. Rights and Responsibilities of Citizens

B) Focusing Questions

1. How much influence do governments have in the everyday lives of most citizens?
2. How do citizens influence the decisions of governments?

Examples: voting, joining a political party, writing or calling their elected representatives, forming pressure groups, demonstrations, using the media, etc.

3. What are the basic rights of a Canadian citizen?
4. What are the responsibilities of a citizen?

Examples: paying taxes, respecting the law, etc.

Activate

Students brainstorm individually how they might go about getting assistance if they had a concern related to a provincial or municipal government department or agency. Students might list ideas such as pursuing the issue further with the appropriate government department or agency, contacting their local representative, or contacting the media.

Acquire

Students complete the Web Hunt (4.6) individually. Students should be guided through the activity and the teacher should circulate and make sure that students are at the right web address and not having any trouble with the questions. (It is recommended that the teacher try the Web Hunt (4.6) alongside the students or at some time prior in order that the teacher can help students with any questions about site navigation.)

The Web Hunt (4.6) can be used over more than one class period.

Apply

Students work in pairs to fill in any questions they missed in the Web Hunt (4.6) or to add to the ideas that they have come up with for the ideas questions. A debriefing activity, such as a class discussion or an exit slip could be used as a follow-up to this activity to solidify the new ideas students have learned during the Web Hunt (4.6).

Manitoba Ombudsman Web Hunt

Answer the following using the Manitoba Ombudsman website. If you need help, ask your teacher.

Website: <http://www.ombudsman.mb.ca/>

Looking at the home page of the "Ombudsman Manitoba" website, consider the following questions:

1. What letters in the URL (web address) let you know that you are looking at a website made in Manitoba, Canada?
2. What is the image on the home page of the Ombudsman website?
3. Why did Manitoba Ombudsman choose that picture to represent the Office? Think of **three** ideas of your own: a) _____
b) _____
c) _____
4. What do you click on to get more information? Is the information you want on the home page?
5. Find the menu of choices to help you navigate the site. List **three** of the pages you can link to from the menu:

Reading the page called "About the Office: History and Purpose of the Ombudsman's Office" answer the following questions:

6. What does an Ombudsman do?
7. What three things does the Ombudsman promote?
8. What law creates the Office of the Ombudsman?
9. How is the Ombudsman chosen? By whom is the Ombudsman chosen?
10. What year was the Ombudsman's Office in Manitoba opened and who was the first Manitoba Ombudsman?

11. How long is a term of office for Manitoba Ombudsman? How many terms can the Ombudsman serve? How many years is that in total?
12. Who became the fourth and current Ombudsman on March 31, 2005?
13. In 1997 and 1998, the Ombudsman's jurisdiction expanded to include oversight of which two Acts?
14. According to the Ombudsman website, the Ombudsman "has an essential role under the Acts to review" what?

Following the Links from the "About the Office" page go to the "Access and Privacy Division" page of the Ombudsman website and answer the following:

15. On the "Access and Privacy Division" page there is a cautionary note. Why did the Ombudsman's Office add such a note to their page? Think of **three** ideas of your own.
 - a) _____
 - b) _____
 - c) _____
16. Following the link titled "Principles of Access and Privacy Legislation", what are the **two** fundamental rights of people in a democratic society as listed on the Ombudsman website? a) _____
b) _____
17. Thinking about the things you have read on the "Principles of Access and Privacy Legislation" page, give **three** reasons why having access to information might be important to you personally: _____; _____; and _____.
18. Thinking about the things you have read on the "Principles of Access and Privacy Legislation" page, give **three** reasons why protecting the privacy of your personal information is important to you: _____; _____; and _____.

Following the links from the "Access and Privacy Division" page, go to the "Ombudsman Division" page of the "Ombudsman Manitoba" website and reply to the following questions:

19. What can complaints to the Ombudsman's office be related to?
20. From the "Ombudsman Division" page, move to the "Investigations" page. Who should call the office of the Ombudsman?
21. When should you contact the Ombudsman?
22. By law complaints to the Ombudsman must be made in writing. What could you do if you didn't know how to write, or if you had a disability?
23. How much does it cost to get the Ombudsman to investigate a complaint?
24. What are the addresses of the 2 offices of the Manitoba Ombudsman in the province of Manitoba? Give the full address, including phone number.

Bonus Questions:

Search the site now, and look for answers to these questions. All of the answers are contained in one of the pages of the Ombudsman website and are not from external links.

1. What are the names of the two Ombudsmen that came between the first Ombudsman, Mr. George W. Maltby and the current Ombudsman, Ms Irene Hamilton?
2. What was the name of the Act that FIPPA replaced in 1998?
3. What are the lunch hour presentations being held by the Ombudsman's Access and Privacy Division called?
4. List the "Offices that Protect the Rights of Youth".

Grade 11

Manitoba Ombudsman Web Hunt Answer Key

Answers not posted on web site

Government and Manitobans Learning Experience Overview

Activities Handout

1. How are Laws Made in Manitoba? (4. 15 – 4.17)
2. Government and Manitobans chart (4.18)

Goals

1. Canadian government developed from a British parliamentary model, was adapted by French-English and federal-provincial pressures, and is maintained by an evolving party system.
2. Individuals have a role to play in government and have both rights and responsibilities.

Topic: Unit 3

1. Federalism

A) Focusing Question

1. What features of British parliamentary government and the American federal system were written into the British North America Act? Which features were not written into the BNA Act?

Topic: Unit 3

2. The Development and Role of the Political Party System from 1867 to the Present

B) Focusing Question

1. What is a bureaucracy and how does it fit into the system of government? How does bureaucracy affect political parties? How does it affect the citizen?

Topic: Unit 3

3. Rights and Responsibilities of Citizens

C) Focusing Questions

1. How much influence do governments have in the everyday lives of most citizens?
2. How do citizens influence the decisions of governments?

Examples: voting, joining a political party, writing or calling their elected representatives, forming pressure groups, demonstrations, using the media, etc.

3. What are the basic rights of a Canadian citizen?

4. What are the responsibilities of a citizen?

Examples: paying taxes, respecting the law, etc.

Activate

Students begin the learning activity by filling out the “What I Think I Know” and “What I Want to Know” portions of the Government and Manitobans chart (4.18) on the topic of creating laws in Manitoba. Students should consider how laws are made and how citizens can help to create the laws that govern the Province of Manitoba. Students should leave the “What I Learned” section of the chart blank for the time being.

Acquire

Students read the “How are Laws Made in Manitoba?” handout (4.15) and answer the questions that follow. Students can answer their questions on a separate sheet of loose-leaf. Students should work individually until they have answered all of the questions. Once their individual work is completed they may gather in teams of two or three students to go through the questions and compare answers.

Apply

Students return to the Government and Manitobans chart (4.18) and fill in the section entitled “What I Learned” with the new understanding that they have developed about the laws of Manitoba. They may also wish to add further questions for future research to the “What Do I Want to Know” section of the chart and should be encouraged to do so.

How are Laws Made in Manitoba?



Making Laws in the Province of Manitoba is a complex process that involves a lot of planning and thinking. Read the following and look for times where citizens can get involved.

Step One:

Recognizing an Issue

The first step is recognizing that there is an issue to address. Whether it is the news media; the citizens at large; civil servants; an independent office of the legislature or a Member of the Legislative Assembly (MLA) themselves, someone has to suggest that the issue be considered.

Step Two:

Making the Issue Public

The second step is letting the proper authorities know that an issue exists. If you are a member of the public, this could mean contacting your local MLA or the Minister responsible for the department in question. If neither of those avenues seems to be working you might want to try something like a petition or even talking to the media.

Step Three:

Deciding on a Course of Action

The third step is for a member of the public, an MLA, or the department to talk to the Minister responsible about the issue and for the Minister to determine whether action needs to be taken on the issue. If the Minister decides there is a need for legislation then the Minister and the department work to create a proposal to be considered by the Assembly. Sometimes an MLA outside of the Cabinet proposes that action needs to be taken on an issue.

Step Four:

Drafting the Bill

The fourth step is for the Bill to be drafted or written. There has to be some kind of a document explaining the new law. It can take several months for a Bill to be drafted.

Step Five:

Giving Notice

The fifth step is to give notice to the Legislature that a Bill is going to be introduced. There is an agenda of how things work in the Assembly and it is important to follow the rules so that discussions run smoothly and everyone's voice is heard.

Step Six:**Introducing the Bill**

Once the Bill is on the agenda (it takes a few days for this to happen) the Bill is introduced in the Legislature. According to *Bourinot's Rules of Order*, the first reading is just a presentation of the idea and "the Bill is not actually read aloud" (Appendix 2). After this reading, a vote takes place that decides whether the idea will be further considered. If there is further consideration, copies are made of the Bill and sent out to all of the MLAs to read.

Step Seven:**Debating the Bill**

The seventh step is the debating step. Now that everyone in the House has read the Bill they can have an informed debate. Following the debate a vote is taken. The vote taken after the second reading is the deciding stage for the Bill. If the Bill is accepted at this stage, it moves on to be reviewed by a committee.

Step Eight:**Researching the Bill**

During the committee stage citizens of Manitoba can make their voices heard on the topic of the Bill. As a member of the public you can comment on the proposed Bill in person during public presentations or in writing.

Step Nine:**Consensus**

The second part of the committee stage is going through each sentence of the Bill and making sure that everyone agrees. If any changes need to be made they are added at this time. If the bill involves taxes the committee is made up of the whole House or all of the MLAs.

Step Ten:**Bringing the Bill Back to the House**

In the tenth step the committee that reviewed the Bill reports to the house and explains any changes that they made. If any further changes are recommended they can be added at this time.

Step Eleven:**Getting the Queen's Stamp of Approval**

The eleventh step is where the Queen figuratively gets involved. Since Canada is a constitutional monarchy every law passed in Canada gets the approval of the Queen before it goes into effect. In Manitoba, the Lieutenant Governor is the representative of the Queen and gives assent.

Step Twelve:

The Bill is Law

The twelfth step is for the Bill to finally become a law. Usually a date is set for the law to come into force. Sometimes that date is the same day as it is given assent, and other times the date is written into the Bill.

Thinking of the information you have just read, make a list of some of the ways that a regular citizen of Manitoba like yourself could be involved in the passage of a bill through the Legislature.

1. Have you ever been involved in changing a law in Manitoba? Describe the situation. If not, can you think of a time where you might want to get involved?
2. Of the ways for the public to get involved in the law-making process, which one seems like the one you would choose if you wanted to make a change in government?
3. Are there any issues in the Province that you think need consideration by the Legislature? Think of **three**.
 - a) _____
 - b) _____
 - c) _____

Government and Manitobans Chart

Name: _____

Date: _____

Fill in the following chart.

1. What I Think I KNOW about how laws are made (in point form)	2. What I WANT TO KNOW about how laws are made (in question form)	3. What I LEARNED about how laws are made (in point form)

How will I find the answers to my questions for Column 2?

Making Rules Learning Experience Overview

Activities Handout

1. Making Rules (4.21)
2. Writing a Constitution (4.22- 4.23)

Goals

1. Canada has developed from a system of regional communities with differing interests and perspectives.
2. Canadian government developed from a British parliamentary model, was adapted by French-English and federal-provincial pressures, and is maintained by an evolving party system.
3. Individuals have a role to play in government and have both rights and responsibilities.

Topic: Unit 3

1. Federalism

A) Focusing Question

1. What features of British parliamentary government and the American federal system were written into the British North America Act? Which features were not written into the BNA Act?

Topic: Unit 3

2. The Development and Role of the Political Party System from 1867 to the Present

B) Focusing Question

1. What is a bureaucracy and how does it fit into the system of government? How does bureaucracy affect political parties? How does it affect the citizen?

Activate

Students consider and answer the questions asked on the “Making Rules” handout (4.21). Students should work individually at first and once they have completed the questions, compare answers with a partner. The whole class can then discuss the ideas considered as a group in a brief discussion.

Acquire

Students read the “Writing a Constitution” handout (4.22) and in groups of four students follow the steps to create their own “Constitution”. Once the students have completed their group “Constitution” they may present their rules to the class.

Students can include a copy of their “Constitution” in their “Ombudsman Log Book” as another summary of what they have learned about the making of laws in Manitoba.

Apply

Students will write a journal entry in their “Ombudsman Log Book” reflecting on the process of creating a constitution. The teacher may wish to ask a few guiding comments to help students consider the making of rules in an in-depth manner.

Example: Use clear, correct grammar and language.

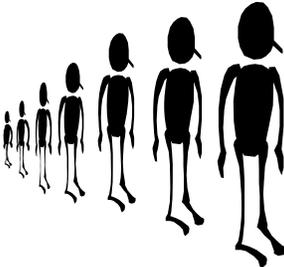
Be respectful in the tone of the rules.

Follow the step-by-step procedure of making rules as set out in the handout.

Have appropriate consequences for non-compliance of following rules.

Making Rules

Anytime a large group of people meets to work or do business together it is important to make some rules to help the gathering run smoothly. There are many things to consider when making rules to outline how a meeting will run. Consider some of the rules that are in place at your school to help things run smoothly.



Think of **four** rules that are in place in your school or in your class:

- _____
- _____
- _____
- _____

What kinds of rules are they? (Leadership, speaking, time)

Who made the rules? (School Board, Administration, Teachers, Students)

How did you find out about the rules? (Handbook, Teacher, Fellow student)

Once you have answered these questions, get together with a partner and share your ideas. Go through each question and share answers. If your partner has an idea that you didn't think of, add it to your handout.

Grade 11

Writing a Constitution



In a group of 4 students, follow these steps to create your own discussion rules or constitution.

According to Geoffrey Stanford editor of *Bourinot's Rules of Order* (1995) "An organization's constitution is the basis of its existence, its fundamental law. It sets out the organization's name, purpose, the titles and duties of its principal officers, the nature of and qualification for membership, and whatever conditions, limitations or other considerations are needed to establish the organization's essential character" (p 70).

Step One:

Choose a leader to manage the rule-making process.

Step Two:

Choose a name for your group. The name you choose should reflect the purpose of the group's existence.

Step Three:

Decide on the major duties that each group member will perform. What kind of leader will there be, will someone be taking notes, will someone assist the leader?

Step Four:

Consider how often members of the group will change duties and how the change of duties will be decided. Will a leader be elected or appointed? Will there be an election? Will it take place by nomination and secret ballot or by raising hands or a verbal "yay" or "nay" voting process?

Step Five:

Decide how many members of the group need to be present in order to have a meeting.

Step Six:

Members should decide how often the group will meet and how they will notify each other of the meeting if it is outside of class time.

Step Seven:

The group should decide what will happen if the meeting cannot be attended by the leader, and in that case, who will run the meeting.

Step Eight:

When a vote is taken, will a decision be made if the majority agrees on an issue, or only if there is a consensus where everyone agrees with the decision of the group?

Step Nine:

The group should decide who will be in charge of keeping the notes and documents the group collects.

Step Ten:

Finally, the group should decide what the procedure will be if any of the rules created in the constitution needs to be changed somehow.

Write the rules down neatly to share with your class and teacher. Ensure that each group member has a copy of your Constitution. This copy of the Constitution could be added to the "Ombudsman Log Book".

Point of View Learning Experience Overview

Activities Handout

1. Point of View (Four-sided) (4. 25)
2. Point of View Questions (4.26)
3. Three Manitoba Ombudsman Case Summaries (4.27-4.29)
4. Example of an Editorial (4.30)

Goals

1. Canada has developed from a system of regional communities with differing interests and perspectives.
2. Individuals have a role to play in government and have both rights and responsibilities.

Topic: Unit 3

1. Federalism

A) Focusing Question

1. What part does the media play in our political system?

Activate

Students form groups of four. Have each group read one of the three Manitoba Ombudsman case summaries provided (4.27-4.29). As groups, have students identify as many points of view in the article as they can find. Have students consider whether there may be points of view not accounted for in the case summaries. Have students discuss their own points of view on the case also.

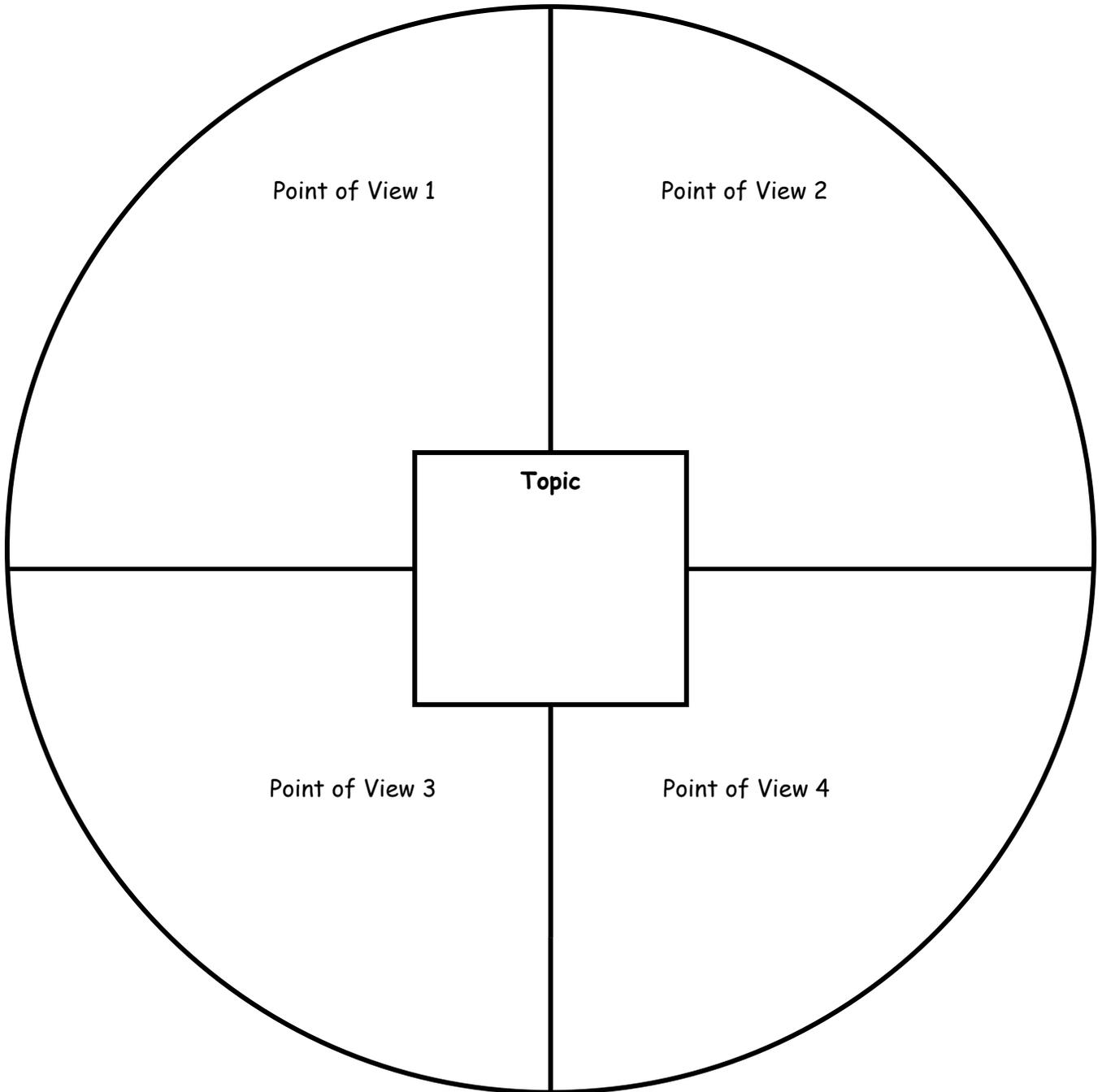
Acquire

Students will be given the handout “Point of View Chart” (4.25). Students will work in their groups of four to use their Ombudsman case summary to fill in the charts with the points of view in that case. They will describe any other points of view that are not accounted for in the case summaries on the chart as well.

Apply

From the discussion of the handout (4.25) that has been completed, students will choose a point of view that is the opposite of their own. Write an editorial, using this opposite point of view, and discuss why you think it is the view that everyone should have. An example of an editorial has been provided (4.30). Include the personally-written editorial in the “Ombudsman Log Book”.

Point Of View Chart

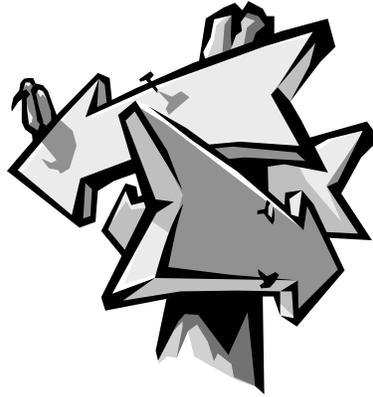


Instructions:

The case summary you just read gave different opinions or points of view on the same topic. In the space provided write the topic of the article you just read and a brief summary of the viewpoints you read about (**2 or 3 sentences**). Be careful to include the name of the group or person the viewpoint belongs to on the chart.

Point of View Questions

Answer the following questions.



1. In the case summary you just read, is there a point of view you agree with most?

2. Is there a point of view you agree with least? _____

3. Do any of the points of view make you angry, or make you feel any other strong emotions?
Why? _____

4. Can you think of viewpoints on the topic that were not included in the case summary?

5. If there were viewpoints missing, do you think there was a reason to leave those points of view out of the case summary? _____

6. What is your own point of view on the topic? _____

7. If you had to choose a point of view that seems the most appropriate, which would it be?

8. Is there any point of view that has been discussed that needs further research? If so, how will you find out the information that you need? _____



#1 Case Summary: Driver Merits

From the Ombudsman Division

A Manitoba driver was charged in another province with violating that province's *Highway Traffic Act*. Because the penalty was small, the driver accepted the charge against him without complaining. When the penalty was put on his driving record in Manitoba, it gave the driver a number of demerit points on his driver's license and an increased fee for the license that he wasn't expecting.

He complained to Manitoba Ombudsman because he thought it was unfair the penalty was worth more demerits in Manitoba than it was in the province where the penalty happened. Manitoba Ombudsman talked with Manitoba Public Insurance and researched how convictions from other provinces were transferred to a Manitoba driver's file.

Highway traffic laws are not the same from province to province. When a conviction goes on file in one province and is transferred to another province the person recording the conviction has to find a part of the local *Highway Traffic Act* similar to the part of the act violated in the first province. The number of demerits is calculated based on the rules in the driver's province of residence. In this case, Manitoba Public Insurance reviewed the *Manitoba Highway Traffic Act* and found a section that was similar to the penalty in the other province. Manitoba chose to give significantly more demerits for that kind of conviction.

While the driver felt that too many demerits were given, Manitoba Ombudsman said that the Manitoba government had chosen to treat that kind of conviction seriously. The driver was being treated the same as any other Manitoba driver. The driver was given an explanation of the law to clarify how it was applied. The Ombudsman did not make a recommendation in this case.



#2 Case Summary: Do you have responsibilities under PHIA?

From the Access and Privacy Division

The rules of *The Personal Health Information Act* (PHIA) normally cover public offices like provincial government departments, municipalities, universities and certain health professionals. One small part of PHIA says that **any person** can collect or use another person's Personal Health Identification Number (PHIN), though, as long as it is for providing publicly funded health care to that person.

A person complained to Manitoba Ombudsman that certain youth sports teams collect the PHIN of athletes at the start of the season for reasons other than for providing health care to an athlete. He thought the PHIN was collected because the card that shows the PHIN also shows other information, such as address, that is helpful administratively.

Manitoba Ombudsman had no evidence for this claim, but the office wanted to find out if organizations such as soccer, hockey, gymnastics and track and field teams and organizations needed to collect the PHIN at all.

These sports groups do not come under the rules of PHIA, but Sport Manitoba, which oversees these groups, does. Manitoba Ombudsman met with dozens of representatives of sports organizations at a public meeting arranged by Sport Manitoba. They told Manitoba Ombudsman that the PHIN is collected in case an athlete needed immediate medical attention because of a sports injury.

Other research by Manitoba Ombudsman suggested that the PHIN was not needed in the case of a medical emergency in Manitoba. Hospitals told the office that a person would be treated even if their PHIN was unavailable. In fact, many people in Manitoba do not have a PHIN, including newborns, new residents and people in Manitoba who normally live outside of the province. These people still receive publicly funded health care.

It was also clear that there were reasons why it was good to have the PHIN available. The number is necessary for health care workers to obtain computerized information on a person's drug history in Manitoba. Also, if a Manitoba athlete was participating in sports outside of Manitoba, that other jurisdiction could require the PHIN to provide medical treatment.

Although Manitoba Ombudsman found that the PHIN is not required to receive publicly funded health care in Manitoba, the office was reluctant to conclude that it is unnecessary for sports organizations to collect it for that purpose. The Ombudsman could conclude that it would be against the rules of PHIA for any person associated with a sports organization to collect the PHIN for administrative purposes, such as confirming address.



#3 Case Summary: Getting information under FIPPA

From the Access and Privacy Division

The Freedom of Information and Protection of Privacy Act (FIPPA) gives a person the right to ask to see a record kept by certain public offices, such as provincial government departments. To use FIPPA, a person must follow rules described in the Act. One of these rules is that the person fills out an application form asking the department for access to a record. The person will then be informed if he or she can see the record according to the rules of FIPPA. If the person cannot see the record, the department must write to the person and say why he or she cannot see the record. For example, a person cannot see information that would show the "substance of deliberations" of Cabinet, which basically means the essential part of considerations and discussions by that group of people.

In this case, an individual asked to see attendance records for a period of time of members of a committee of Cabinet. She said that what she wanted to see were the lists of names of individuals who attended the meetings and nothing more. She complained to Manitoba Ombudsman that the department would not let her see this information.

Manitoba Ombudsman spoke with the department and reviewed the records that contained the requested information. The department said that release of the lists of names would show the substance of deliberations of Cabinet. The department said that the records were minutes of deliberations or considerations of the committee and that they reflected communications of ministers of Cabinet about making government decisions or policy. These were the reasons under FIPPA why the department refused access.

Manitoba Ombudsman did not agree that release of simply the lists of names and nothing else would show what happened in the meetings. There continued to be discussions between Manitoba Ombudsman and the department and the department reconsidered its position.

The department did not change its mind about the effect of releasing the information. However, in the end, it did provide a copy of the lists to the individual. The information was supplied to the individual on the basis that the Cabinet agreed to the release of the information.

Grade 11

Example of an Editorial

Politics of betrayal

Thu Jan 11 2007

WHO owns a politician once he has been elected to office? It's a question that has been much on the minds of Canadians recently, even if they do not phrase it quite so bluntly.

This is a time of unusual turmoil in Canadian politics -- the rise of a united right as represented by the Conservatives; the collapse of the Liberal monolith, first into minority government and then into opposition; and the dippy-doodling of the New Democrats and the Bloc Québécois in the polls.

Political uncertainty is everywhere and with uncertainty there is opportunity, and with opportunity, a certain amount of cynicism and a cluster of political defections as elected members of Parliament have left the parties under whose banner they ran to join other parties, or to sit as independents.

The two most controversial defections have been Belinda Stronach's move from the Conservative opposition to the Liberal cabinet only days before her vote helped preserve Paul Martin's minority government; and David Emerson's move from the opposition to the Conservative cabinet only days after he was proudly elected as a Liberal. The cases brought calls for changes to the system, not only to prevent MPs from defecting for perceived political profit but also to punish them for switching sides.

The question of ownership is raised most recently by the defection of Ontario Liberal MP Wajid Khan to the Conservatives. Mr. Khan's move is unusual in that it is not entirely certain whether he left the Liberals of his own accord or was pushed out by party leader Stéphane Dion. The same question, however, follows his decision: Who owns him politically? Outraged voters think they do, but it is a difficult question in a system where it is never clear whether voters are supporting the individual candidate, the party he represents or a combination of the two. The last is the most likely, but voters themselves may not be entirely certain. Certainly, however, once a defection has taken place, a lot of them have no doubt that it is they who have somehow been betrayed -- that they, or perhaps the political party they supported, have a claim on the MP's vote.

This is all the more remarkable because, in between defections, most Canadians might support Edmund Burke's description of elected responsibility: "Your representative owes you, not his industry only, but his judgment; and he betrays instead of serving you if he sacrifices it to your opinion." Those who would prevent elected politicians from switching sides would themselves betray Burke's principle. There is, in the end, opportunity enough to punish politicians at the next election. In between, they should not be deprived of at least the opportunity, however seldom they may use it, of acting according to their conscience.

Winnipeg Free Press, Jan. 11, 2007, reprinted with permission.

Tab 5

USEFUL INFORMATION ABOUT MANITOBA OMBUDSMAN

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Prepared by Manitoba Ombudsman

January 2007

Ask the Ombudsman Learning Experience Overview

Activities Handouts

1. Problem Solving (5.3)
 2. Venn Diagram (5.4)
- See Additional Activities for “Ask the Ombudsman” (5.11)
3. Manitoba Ombudsman Word Search (5.12)
 4. Manitoba Ombudsman Word Search (Key) (5.13)
 5. Manitoba Ombudsman Word Search (Key 2) (5.14)
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 9. *The Rights of Youth: Human Rights*
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 11. *The Rights of Youth: Criminal Justice*

Specific Learning Outcomes

KP-054: Identify factors that contribute to inequities in Canada and propose solutions

Examples: poverty, racism, sexism...

VP-016: Respect authority when it is consistent with democratic ideals.

VP-017: Be willing to support solutions to address inequities.

VC-002: Be willing to support the ideal of democracy and contribute to local democratic processes.

Examples: school or community projects, student councils...

Activate

Students will consider the questions posed on the “Problem Solving” handout (5.3). Once students have completed answering the questions, the ideas can be taken up as a group. A comparison can begin to be drawn between solving problems with government and solving problems in the daily life of a student. The Venn Diagram (5.4) could be used here to show the similarities and differences between the two ways of solving problems.

Acquire

Students will listen to a brief 10 to 15 minute overview (from the Ombudsman, her representative, or the teacher) of how the Manitoba Ombudsman works and what kinds of complaints students may make. Students will spend 3 to 5 minutes considering questions they may have about the Ombudsman’s office. Direct students to think about the types of problems with government they might have questions about, or concerns they may have related to government.

Apply

Students will ask the expert (Ombudsman, representative, teacher) questions. Students will end the lesson by writing exit slips with two things they have learned from the expert.

Problem Solving

Grade 6



Here are some questions for you to think about.

1. Think of some problems that you might run into at home or at school. Think of **three** more examples.

- Game that is broken or has missing pieces

- _____
- _____
- _____

2. How do you solve a problem at home or at school?

a. What is the first step? _____

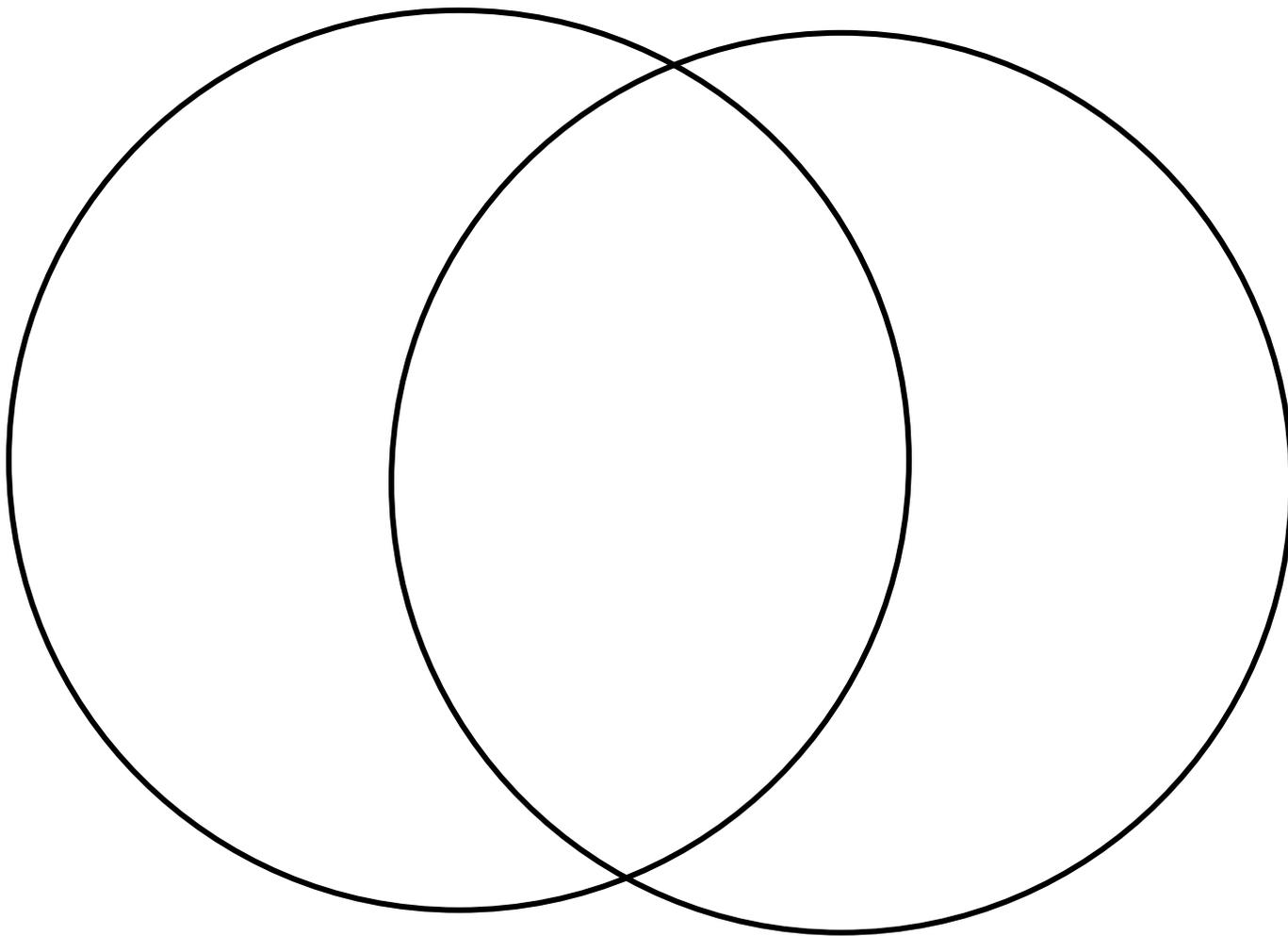
b. Who do you talk to first? _____

c. If the first person you ask for help can't help you, what do you do next?

3. Think of a problem you had at home or at school and explain in a few sentences how you solved it. (What was the first step? Who did you talk to first?)

Venn Diagram

Follow the instructions given by your teacher to use the diagram.



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Skills

- 9-S-101: Use a variety of strategies in conflict resolution
- 9-S-102: Make decisions that reflect fairness and equality in their interactions with others.
- 9-S-105: Recognize and take a stand against discriminatory practices and behaviours.
- 9-S-202: Select and use appropriate tools and technologies to accomplish tasks.
- 9-S-301: Analyze the context of events, accounts, ideas, and interpretations.
- 9-S-303: Reconsider personal assumptions based on new information and ideas.
- 9-S-304: Analyze material and visual evidence during research.

Specific Learning Outcomes

- 9-VP-014: Value non-violent resolutions to conflict.
- 9-KC-012: Assess the advantages and disadvantages of democratic process in Canada.
- 9-KP-046: Give examples of ways in which people can individually and collectively influence Canada’s political and social systems.
- 9-VC-015: Be willing to exercise their rights as citizens living in a democracy.

Activate

Students will consider the questions posed on the “Finding Solutions” handout (5.7) individually. Once students have completed answering the questions the ideas can be taken up in pairs. A comparison can begin to be drawn between solving problems with government and solving problems in the daily life of a student.

Acquire

Students will listen to a brief 10 to 15 minute overview of how the Manitoba Ombudsman works and what kinds of complaints students may make. Students will spend 3 to 5 minutes considering questions they may have about the Ombudsman’s office. Direct students to think about the types of problems with government they might have questions about, or concerns they may have related to government.

Apply

Students will ask the expert (Ombudsman, representative, teacher) questions. Students will end the lesson by writing exit slips with two things they have learned from the expert.

Finding Solutions

Grade 9

Think of a time where you had a problem with someone in charge, a parent, a boss, a coach, or maybe a teacher. Consider the following questions:

1. What did you do about the problem? _____

2. Did you talk to anyone about your concern? _____

3. How did you decide who to talk to if you did speak up? _____

4. If you didn't speak up, why did you choose to stay quiet? _____

5. Do you know anyone else that has had a similar concern to the one you faced? _____

6. Did they solve their problem in the same way as you chose to? _____

7. Were you satisfied with the solution of your problem? _____

8. If you could change anything about how you solved your problem what would it be?

Once you have completed answering these questions, share your answers with a partner .

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Goals

Individuals have a role to play in government and have both rights and responsibilities.

Topic: Unit 3

Rights and Responsibilities of Citizens

Focusing Questions

1. How much influence do governments have in the everyday lives of most citizens?
2. How do citizens influence the decisions of governments?
Examples: voting, joining a political party, writing or calling their elected representatives, forming pressure groups, demonstrations, using the media, etc.
3. What are the basic rights of a Canadian citizen?
4. What are the responsibilities of a citizen?
Examples: paying taxes, respecting the law, etc.

Activate

Students will consider the questions posed on the “Dealing with Concerns” handout (5.10) individually. Once students have completed answering the questions the questions can be taken up in pairs. A comparison can begin to be drawn between solving problems with government and solving problems in the daily life of a student.

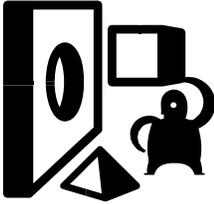
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Apply

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Dealing with Concerns



Consider the following questions:

1. What types of interactions do you have with government? Think of **three** more. (Some examples might be: getting a drivers license, or getting a social insurance card)

- _____
- _____
- _____

2. Have you ever had a problem involving government? (Accessing information, protecting your privacy, dealing with a government department) If not, what problems have come to your attention?

3. How did you go about finding a solution to your problem?

a. Who did you talk to? _____

b. Were you satisfied with the solution? _____

c. Who could you have called next if your problem was not resolved on the first try? _____

Once you have answered the questions, find a partner to share your answers with.

Additional Activities for "Ask the Ombudsman"

Manitoba Ombudsman Word Search

Find the words listed below. They can read up, down, diagonally or backward.



F	A	I	R	E	S	V	R	T	I	N	F	O	R	M	A	T	I	O	N	A	E	I	P	R
X	C	F	A	C	C	E	S	S	W	A	R	X	E	B	O	U	H	J	K	C	B	R	F	E
O	R	W	D	S	D	U	Y	H	A	C	V	B	A	Q	E	T	U	O	A	D	F	H	R	C
Z	C	V	N	W	R	Y	I	O	M	B	U	D	S	M	A	N	P	S	F	G	J	K	X	O
E	D	S	C	T	U	I	O	V	N	N	M	T	O	P	B	I	B	C	E	D	X	L	U	M
L	E	D	H	I	O	N	E	E	S	C	V	X	N	A	A	Y	D	A	C	T	S	C	G	M
A	B	D	T	E	C	E	E	I	X	C	P	R	A	F	N	N	N	P	T	G	O	J	M	E
W	R	E	O	N	R	M	F	B	I	P	L	C	B	P	E	A	Y	P	R	T	U	O	I	N
C	B	E	A	G	O	G	H	I	O	I	L	E	L	R	B	G	A	E	C	L	U	T	N	D
E	P	C	S	Z	W	T	Y	R	P	Q	E	A	E	I	Z	V	B	A	N	A	N	T	V	A
S	D	O	K	L	N	O	E	S	A	P	C	G	N	V	P	F	T	L	Y	N	B	E	R	T
H	R	M	S	C	F	E	A	B	G	E	A	A	L	A	L	O	H	Q	R	O	S	T	G	I
N	O	P	A	M	A	L	W	E	Z	T	S	D	I	C	T	S	G	H	O	S	U	P	C	O
I	M	L	R	D	F	C	U	A	I	T	M	N	D	Y	U	I	P	Q	X	R	B	N	K	N
J	E	A	H	G	U	D	S	C	C	R	V	M	G	N	J	I	O	Y	E	E	A	L	D	H
N	T	I	N	E	F	D	O	C	B	E	L	K	M	T	G	A	D	N	B	P	H	I	A	O
O	Q	N	W	I	E	R	S	O	S	P	E	A	K	E	R	T	Q	D	I	M	L	O	S	B
I	F	T	V	X	T	Z	E	U	T	O	H	D	T	U	V	B	S	E	T	H	J	M	S	Z
T	L	R	T	Y	E	O	V	N	A	R	D	S	W	R	T	P	O	I	U	N	B	V	E	X
C	G	G	R	T	Y	E	B	T	D	T	N	E	M	N	R	E	V	O	G	R	M	O	M	S
I	D	R	T	O	P	V	X	A	S	T	W	R	T	Y	D	C	N	B	N	M	K	O	B	L
D	Y	D	V	E	I	A	D	B	O	P	L	K	R	E	V	C	S	O	X	T	I	B	L	N
S	R	S	Y	I	O	B	Q	L	U	Y	H	R	E	D	F	J	O	M	I	C	V	R	Y	M
I	W	R	T	S	A	O	B	E	F	D	T	H	C	G	K	U	B	D	E	S	T	C	Z	O
R	G	E	R	G	V	H	U	J	E	A	D	X	S	Y	I	O	B	L	O	R	I	K	N	G
U	V	D	E	Q	U	I	T	Y	S	T	E	H	B	A	L	M	G	F	S	R	U	C	O	L
J	P	D	Z	E	S	R	T	V	E	R	U	T	A	L	S	I	G	E	L	T	J	A	E	B
T	A	D	E	I	N	D	E	P	E	N	D	E	N	T	T	Y	I	K	R	E	B	V	G	D

Find these words:

Access	Accountable	Acts
Appeal	Assembly	Complaint
Crown	Decision	Equity
Explanation	Fair	FIPPA
Government	Independent	Information
Jurisdiction	Law	Legislature
Manitoba	Ombudsman	Personal
PHIA	Privacy	Reasonable
Recommendation	Report	Speaker

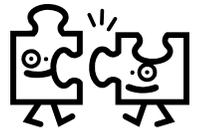
Manitoba Ombudsman Word Search (Key)

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Answers not posted on web site



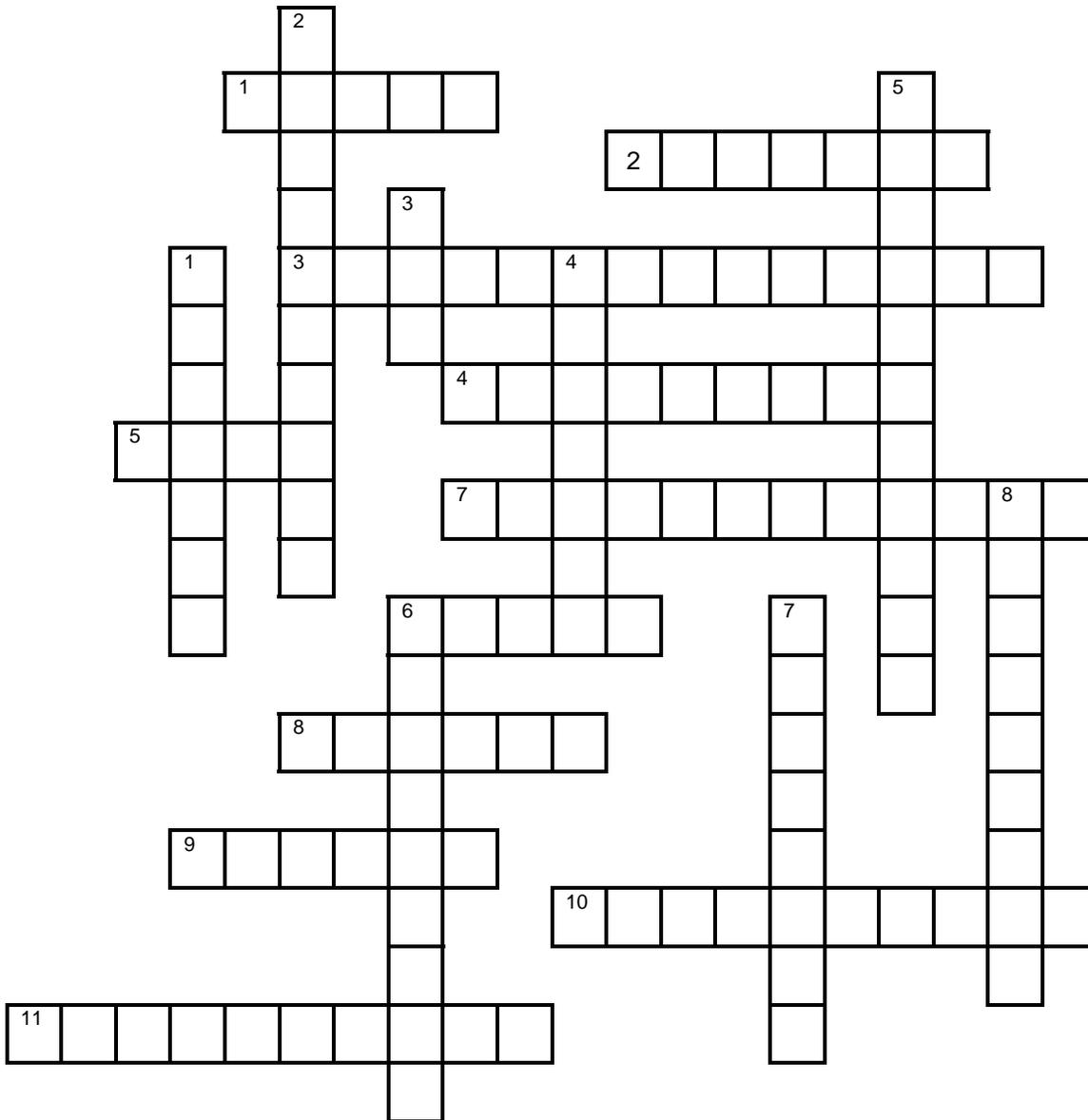
Manitoba Ombudsman Word Search (Key 2)



Find the words listed below. They can read up, down, diagonally or backward.

Answers not posted on web site

Manitoba Ombudsman Crossword Puzzle



Across:

1. Used to light the way.
2. An elected representative, the leader of the party that won the Provincial election.
3. A strong suggestion.
4. Type of government that makes laws that apply to cities, towns or other smaller communities.
5. A decorated stick that represents the authority of the Speaker in the House of Commons and Legislative Assembly.
6. In Manitoba access to information is a legal _____.
7. The limit of an official's power.
8. Something the Ombudsman gives annually to the Legislative Assembly.
9. An elected representative of the legislature can be called a _____ of the Assembly.
10. Type of government that makes laws that apply to Manitoba, or Saskatchewan, or Ontario for example.

11. What the Ombudsman investigates.

Down:

1. He or she makes sure that the rules of the legislature are followed.
2. The group of representatives elected to make rules so that a country, province, city, or territory operates smoothly.
3. Another name for a law.
4. The king or queen of a country.
5. The place where the representatives elected as Members of the Legislative Assembly meet.
6. Hold the place of, or be the voice of.
7. A word meaning part of, or a vote in the legislature.
8. An independent officer of the Manitoba Legislative Assembly.

Answers not posted on web site

Tab 6

Glossary

General

Adjourn: Adjourning means ending the meeting for the present, but planning to come back to the meeting later to discuss the issues some more.

Amendment: Changes made to ideas that might become laws, or to laws that already exist are called amendments.

Branches of Government: In Canada, government is divided into three main groups and each group plays a different role. The three groups of government are called:

- **Executive Branch:** The branch of government that puts into action the decisions and laws made by the legislative branch. The executive branch includes the Queen's representatives, the Head of the Government, and the Cabinet. The executive branch is made up mostly of the civil service.
- **Judicial Branch:** The judicial branch of government is a branch of government that not only decides on issues involving existing laws, but also creates new law based on the decisions made by judges in court. Courts and judges are part of the judicial branch.
- **Legislative Branch:** The legislative branch of government is made up of elected representatives who come up with ideas, discuss and vote on their ideas, and pass ideas into law. The legislative branch of government is made up of both the party in government as well as all those representatives considered the opposition to the party in power.

Ballot: A ballot is a secret way of voting. Instead of raising hands or standing to show what side a person chooses they mark a piece of paper called a ballot with their choice.

Chair: The chair is the person who is in charge of the meeting. The chair makes sure that all of the rules are followed and that the meeting moves along smoothly.

Committee: A group of people who represent a larger group given the responsibility of learning as much as possible about a topic, and making decisions related to it.

Committee of the whole: When every member of a committee or group is asked to think about an issue together it is called a committee of the whole.

Community: A group of people who have something in common or similar interests, for example living in the same area or doing the same kind of work, and work together toward a common goal.

Consensus: Everyone in a larger group agreeing with each other on an idea.

Constituency: An area of land where one person is elected to represent the population of the area in government. Federally constituencies can be called ridings or electoral districts. Provincially they can be called electoral divisions.

Constituent: A person living in an area called a constituency.

Court: A place where opposing groups can present their positions and be heard by an impartial decision-maker represented by judge or judge and jury.

Division (vote): Division is another word for a vote or election.

Election: In a representative democracy an election is how Members of Parliament (MP) and Members of the Legislative Assembly (MLA) are chosen. Several potential candidates may want to be the representative of a constituency and so they try to convince the public that they will be the best person for the job. The public decides who the best candidate is by voting in what is called an election. The chosen candidate becomes the MP or MLA for their constituency.

Government: People appointed or elected to make and apply rules to make sure that a country, province, city, or territory operates smoothly.

Jurisdiction: The legal limit of an organization's power or responsibility, for example the government or an Ombudsman.

Mace: The Mace is a large, heavy, ornamental staff used in the House of Commons and the Legislative Assembly. It is the symbol of the authority of the Speaker and it is placed on the table by the Sergeant-at-Arms before every sitting of the House of Commons and the Legislative Assembly.

Minister: The Prime Minister or Premier recommends a few MPs or MLAs from their party to be members of what is called the Cabinet. Cabinet members are approved by the Governor General federally and the Lieutenant Governor provincially. Cabinet members or Ministers are in charge of what are called portfolios or departments of government.

Monarch: The king or queen of a country. In Canada Queen Elizabeth the Second is the monarch. The Queen is represented in Canada federally by the Governor General and provincially by the Lieutenant Governor.

Motion: A motion is an idea presented by a committee or meeting member that he or she would like everyone to think about.

Mover: The committee or meeting member who lets the whole group know about a new idea and asks everyone to think about it is called the mover.

Order of the Day: The list of things to do during a meeting is called the Order of the Day.

Order Paper: The rules that a committee or meeting follows every time they meet are written in what is called an Order Paper.

Organization: A group of people who meet together under a set of rules or a constitution.

Petition: A paper indicating a position on an issue and signed in agreement by others.

Protest: A way of letting government or officials know that you disagree with a decision.

Question Period: Question Period is the part of the day, during a meeting of the Parliament or Legislative Assembly, when Members can ask questions of the government.

Rebuttal: In a debate when each side of the debate gets a chance to argue the position taken by the opposing side it is called a Rebuttal.

Recommendation: After a debate or research, the idea that the majority supports and suggests to be the best plan of action.

Representation by Population: In a representative government dividing the country into areas with equal populations to be sure that every group of people has equal representation in government.

Representative: A person elected by a large group to be the voice and vote in an organization for those people.

Representative government: Government elected by the people it is going to represent.

Right: Entitlements allowed to persons.

Quorum: The number of people needed to consider an idea in a meeting or in government.

Secunder: When someone presents an idea for the group to consider during a meeting the idea can only be considered if another member of the meeting agrees that it is an idea worth thinking about. The person who agrees with going forward with the idea is called the Secunder. In most meetings seconding a motion is a formality.

Speaker of the House: The Speaker of the House is like the chair of a meeting or committee. The Speaker is the person who is in charge of the meeting. The chair makes sure that all of the rules are followed and that the meeting moves along smoothly.

Table: When the members of the committee or meeting decide to consider a new idea or when a report is presented to the meeting the idea or report is said to be “Tabled” or open for consideration.

Vote: A decision written or marked on paper secretly, or spoken aloud on an issue.

Federal

Cabinet: The cabinet is a group of Members of Parliament recommended by the Prime Minister and approved by the Governor General to head departments of government like the department that deals with trade which is called Industry Canada.

Electoral District: An electoral district is an area of Canada where one person is elected to go to Parliament. An electoral district may also be called a constituency or a riding.

Federal Government: The Federal government is the government that makes and oversees the laws that apply to Canada as a whole.

Governor General: The Governor General represents the Monarch (Queen) in Canada. He or she gives approval to certain decisions made by government before they can become law.

House of Commons: The place where the representatives elected as Members of Parliament meet to discuss, debate and vote on new laws for Canada.

Member of Parliament: A member of parliament is a man or woman who was elected by the people that live in the area he or she represents. He or she represents the concerns of the people in the electoral district or riding he/she was elected to represent in the House of Commons.

Parliament: The name people use to describe the whole group of elected representatives in the Federal Government.

Party: Each elected representative not only represents their area or riding but also usually represents a party or a group of people who share similar views on how the government of Canada should work.

Prime Minister: The Prime Minister is an elected representative who is the leader of the party that won the most seats in the Federal election.

Riding: A riding is an area of Canada where one person is elected to go to Parliament. A riding may also be called a constituency or an electoral district.

Senate: The Senate is a group of representatives who were appointed or given their jobs without being elected. The Senate reviews all of the decisions made by Parliament and has to give its approval before a law can be put in place in Canada.

Provincial/ Territorial

Act: Act is another name for a law.

Bill: Before an idea becomes a law or an act, while it is being considered by elected representatives it is called a Bill.

Cabinet: The cabinet is a group of Members of the Legislative Assembly recommended by the Premier and approved by the Lieutenant Governor to head departments of the Provincial government like the department that deals with schools called Manitoba Education, Citizenship and Youth.

Department: The decisions made by government are put into action by sections of government called departments. In Manitoba an important department is the department that is responsible for education, which makes decisions about how schools will work. Each department is led by a Minister who is a Member of the Provincial Cabinet.

Electoral Divisions: An electoral division is an area of Manitoba where one person is elected to go to the Legislative Assembly. An electoral division may also be called a constituency.

Hansard: When elected representatives meet, an exact record of what was said in the meeting is written. The published record of the meeting is called “Hansard”.

Legislature: The place where the representatives elected as Members of the Legislative Assembly meet to discuss, debate and vote on new laws for Manitoba.

Legislative Assembly: The name people use to describe the whole group of elected representatives in the Legislature.

Lieutenant Governor: The Lieutenant Governor represents the Monarch (Queen) in Manitoba. He or she gives approval to certain decisions made by government before they can become law.

Member of the Legislative Assembly: A Member of the Legislative Assembly is a man or woman who was elected by the people that live in the area he or she represents. He or she represents the concerns of the people in the electoral division or constituency he/she was elected to represent. In other Provinces they are called: Member of the National Assembly (Quebec), Member of Provincial Parliament (Ontario), Member of the House of Assembly (Newfoundland).

Premier: The Premier is an elected representative who is the leader of the party that won the most seats in the Provincial election.

Provincial Government: The Provincial government is the government that makes and oversees the laws that apply to the Province of Manitoba specifically.

Territorial Government: A territorial government is a government that makes and oversees the laws that apply to a territory. Territorial governments can be a lot like Provincial governments. The territories of Canada are Yukon, Northwest Territories, and Nunavut.

Municipal

By-law: The laws made by a city, town or other legally defined community to apply to the community.

City councillors: People elected to represent a part of the city, town or other legally defined community in a committee called the city council.

Mayor: The person chosen to lead city or town council.

Municipal government: The government of a city, town or other legally defined community. Municipal government makes laws that apply to the community; these laws are called by-laws.

Zoning: The kinds of rules concerning, for example: what sorts of businesses, building, building details and building placement there can be in a certain area.

Ombudsman

Complaint: If a person is having difficulty with a provincial government department or municipality in Manitoba, they can write a letter or send a FIPPA complaint form concerning a public body (see FIPPA, below) to the Ombudsman.

Division: The office of the Manitoba Ombudsman is divided into two main sections or divisions. The Ombudsman Division and the Access and Privacy Division are the two divisions of the Manitoba Ombudsman's office.

FIPPA: *The Freedom of Information and Protection of Privacy Act* is a law made by the Province of Manitoba. FIPPA generally allows any person to see information kept by the provincial or municipal governments as long as giving out that information does not negatively affect others. It also requires that government protect an individual's personal information.

Ombudsman: In Manitoba the Ombudsman is an independent officer of the Legislative Assembly. The Ombudsman can investigate complaints and make recommendations for the improvement of actions or decisions of Provincial government departments, agencies and municipal governments.

PHIA: *The Personal Health Information Act* is a law made by the Province of Manitoba. PHIA allows any individual to see his or her own health information as long as giving out that information does not negatively affect others. It also requires that government protects an individual's personal health information.

Recommendation: When the Ombudsman investigates an issue, he or she may discover that a decision or action was unfair or that there are some flaws in the way a government in Manitoba handled the issue. In such circumstances, the Ombudsman may suggest that the government correct the decision or action and/or changes the way it normally handles the issue.

Report: Every year, or more often if the Ombudsman wants to make a special comment, the Ombudsman prepares a summary of the work that is done in the Manitoba Ombudsman's Office. A summary of activities is called a report.

Tab 7

Annotated Bibliography

Publications:

1. Dukelow, D.A, and B. Nuse. *The Dictionary of Canadian Law* . 2nd ed. Scarborough ON: Carswell Thomson Professional Publishing, 1995.

This *Dictionary of Canadian Law* by Dukelow and Nuse is helpful in making sense of the legal terms used in Acts and Bills proposed at the legislative level.

Available at IRU: R 349.71.D83

There is a 3rd Edition of Pocket dictionary of Canadian law by the same author. It is printed in 2002. Available at IRU: 349.D83p

2. Elections Manitoba. *Your Power to Choose: A Guide to Teaching Citizenship, Democracy and Participating in Elections*. (Draft). Winnipeg, MB. 2005.

With *Your Power to Choose*, Elections Manitoba has created a resource for teachers to guide their students through a variety of learning activities to understand the rules and rights involved in voting in Manitoba. It outlines the processes and rules behind electing the Legislative Assembly of Manitoba. The activities in the guide provide for student-centred learning.

In process at IRU

3. Flaig, L. A. A. and K.E. Galvin. *Finding Your Voice: You and Your Government*. Edmonton AB: Reidmore Books, 1997.

Finding Your Voice: You and Your Government delivers a broad overview of government at the federal, provincial and municipal levels. The text's main strength is in the description at the end of the chapters of how students may inquire about government on their own. The book also offers some excellent thinking and decision-making questions for students as well as a few critical thinking step-by-step activities. The text also offers a few interesting biographies.

Available at IRU: 323.042 F52

4. Francis, Daniel and Soniaf Riddoch. *Our Canada: A Social and Political History*, 2nd ed. Markham, ON: Phippen Publishing, 1995.

Our Canada has been used as a Grade 11 (S3) textbook since the inception of the existing Manitoba Social Studies curriculum in 1988. It approaches Canadian history and the development of current Canadian Society thematically, breaking large ideas into six units. The textbook and the curriculum document for this grade level coincide precisely.

Available at IRU: 971 F73X 1995

5. Homan, Rick. *Citizenship and Government*. Oakville, ON: Rubicon Education Inc., 2004.

Citizenship and government is a unique mix of primary resources assembled scrapbook style and broad summaries of eras in Canadian politics. The book includes viewpoints not only from prominent Canadians and elected officials but also from newspaper writers, political cartoonists, activists of different varieties and average Canadians trying to make their voices heard.

Available at IRU: 370.971 H64

6a. Information and Privacy Commissioner/ Ontario. *Ask an expert: What students need to know about freedom of information and protection of privacy: A study guide for elementary schools* (Grade 5 Speaker's Guide). Toronto, ON:1999.

6b. Information and Privacy Commissioner/ Ontario. *Ask an expert: What students need to know about freedom of information and protection of privacy: A study guide for elementary schools* (Grade 5 Teacher's Guide). Toronto, ON:1999.

6c. Information and Privacy Commissioner/ Ontario. *Ask an expert: What students need to know about freedom of information and protection of privacy: A study guide for secondary schools* (Grade 10 Speaker's Guide). Toronto, ON: 2000.

The *Ask an Expert* guide books contain resources for both teachers and speakers from the office of the Information and Privacy Commissioner of Ontario. The resources include structured lesson plans, blackline masters for photocopying as well as copies of the masters to be used on an overhead projector. Each guide contains activities, a list of websites and related resources and an explicit explanation of how to use each of the activities presented.

Not listed at IRU: Contact the Manitoba Ombudsman office for information about this resource.

7. Manitoba Civil Service Commission. *Orientation to the Manitoba Government: A Handbook for Executives and Managers*. 2nd ed. Winnipeg, MB: Manitoba Civil Service Commission, 1999.

Orientation to the Manitoba Government is a resource that could easily be used as a textbook in Manitoba classrooms. It breaks down government and the services provided by government in an accessible way. It includes organizational charts to aid understanding at a glance, mission statements to reflect government goals as well as lists of services.

Not listed at IRU: Contact the Manitoba Ombudsman office for information about this resource.

8. Manitoba, Education, Citizenship and Youth. *Grade 6 Social Studies Canada: A country of change (1867 to Present): A Foundation for Implementation*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2006.

The curriculum document for Grade 6 Social Studies has been organized into 4 clusters of study: "Building a Nation (1867 to 1914); An Emerging Nation (1914 to 1945);

Shaping Contemporary Canada (1945 to Present); Canada Today: Democracy, Diversity, and the Influence of the Past”. The curriculum guide offers activities and suggestions for teachers while clearly detailing the expectations students should meet.

Available at IRU: 372.83043 S62f 2006 v.6

9. _ _ _ *Grade 9: Canada in the Contemporary World Framework of Outcomes Final Draft*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2004.

The curriculum framework document for Grade 9 (S1) Social Studies (2004) divides the course content into four clusters entitled “Diversity and Pluralism in Canada, Democracy and Governance in Canada; Canada in the Global Context; and Canada: Opportunities and Challenges”. The outcomes have been organized into Learning Experiences, but it will not be released as a Foundation for Implementation document until 2007.

Available at IRU: 011.7 M35sdb0 2005

10. Manitoba Education and Training. *Senior 3: Canada: A Social and Political History*. Winnipeg, MB: Manitoba Education and Training, 1988.

The curriculum document for Grade 11 (S3) Social Studies (1988) is designed to help students to explore the social and political development of Canada to give them a context for the situations and issues arising in Canada today. The document contains 6 units: “The Peopling of Canada; New Societies to 1867; Government, Federalism, and Politics; Social and Economic Changes in Modern Canada Since 1850; Western Canada; and Canada’s External Relations.

Not listed at IRU- new curriculum is pending.

11. Thomas, Joan. *Success For All Learners: A Handbook on Differentiating Instruction*. Winnipeg, MB: Manitoba Education and Training, 1996.

Success For All Learners contains strategies that offer a series of potential learning tools to help guide students in becoming active learners. Each of the strategies and tools is described in detail for teacher and student use and examples are given of potential uses. The *handbook* also offers blackline masters of activities and describes the rationale for using a particular strategy.

Available at IRU: 371.3 S92

12. Manitoba Ombudsman. *2005 Annual Report on Administrative Accountability and 2005 Access and Privacy Annual Report*. Winnipeg, MB: 2005.

The 2005 Annual Reports by the office of the Provincial Ombudsman outline both the activities of the past year, and the plans for the next year. The reports conclude with statistical analysis of the cases that have been opened, closed or carried over for 2005, as well as what types of cases they were and what public body was involved. The statistics are delivered in the form of a chart and following the chart is a brief summary of what the statistics mean to the Ombudsman’s office. The report is offered on CD ROM in both official languages.

Contact the Manitoba Ombudsman office for this report.

13. Quinlan, D. Pickup, M. J. and Lahey, T. *Government: Participating in Canada*. Don Mills, ON: Oxford University Press, 1999.

Government: Participating in Canada provides a series of short chapters on broad topics such as government, the law, and citizenship. The text includes case studies, short biographies of influential Canadians, graphs, images and higher-order thinking questions to get the students involved in the reading. The text is easy to read and the information is very accessible.

Available at IRU: 320.471 Q55

14. Roald, J.B., Maguire, D.L, Marchand., E.S., and Parker, A.F. *Political Life in Canada*. Scarborough, ON: Prentice-Hall Canada Inc., 1983.

Political Life in Canada offers a step-by-step look at the laws that have created Canada and how they affect the individual as well as how the individual can have a direct effect on the laws that govern their daily lives. The text offers factual information as well as “case studies”. The book describes the 3 levels of government in Canada (federal, provincial and municipal), how officials are elected, how laws are passed, and how citizens can have an effect on the government of their community and of the country as a whole. The book also discusses the importance of media in government today.

Available at IRU: 320.471 P64

15. Rowat, D. C (ed.) *The Ombudsman: Citizen’s Defender*. Toronto, ON: University of Toronto Press, 1965.

The Ombudsman: Citizen’s Defender follows the development of the office of the Ombudsman as we know it today. It begins with the inception of the idea in Sweden and the development of the Swedish Ombudsman. It chronicles the development of the notion of an Ombudsman and the different forms the office of the Ombudsman has taken from country to country and state to state. Through articles written by different Ombudsman and representatives of Ombudsman worldwide, the book explores the reasons for having an Ombudsman, the potential objections, as well as the types of legislation that bring the office into existence.

Available at IRU: 320/RO

16. Stanbridge, Joanne. *Who Runs This Country, Anyway? A Guide to Canadian Government*. Toronto, ON: Scholastic Canada Ltd., 2005.

Who Runs This Country, Anyway? is an information-loaded text that is easy-to-read and visually appealing. It describes such basics as the levels of government in Canada, how elections take place on the federal level, how the federal government works, how bills are passed, how members are appointed to the cabinet and to the position of Speaker, and how the Governor General is selected.

Available at IRU: 320.471 S73

17. Stanford, G. *Bourinot's Rules of Order*. 4th ed. Toronto, ON: McClelland & Stewart Inc., 1995.

Bourinot's Rules of Order is helpful in making sense of the way laws are made. Meetings of the Parliament, the Legislative Assembly of Manitoba and even meetings of the School Board are conducted using rules of order. Bourinot's rules are specific to legislation in Canada and as such are particularly useful in decoding procedures in Canadian government.

Third Edition is available at IRU: 328.1 Bo 1977

Websites:

1. CBC News. "Current News". Available online at : < <http://www.cbc.ca/>>. Date Accessed: 2 January 2007.

The CBC website offers news articles from Canada and the world. CBC can be used either to find current articles or to start a web scavenger hunt. The page is updated throughout the day and has a Canadian focus. The page also offers links to local news from every province and territory and some of the major metropolitan areas.

2. Canadian Political Science Association. "Articles on the topic of Political Science". Available online at: < <http://www.cpsa-acsp.ca/>>. Date Accessed: 2 January 2007.

The website of the Canadian Political Science Association offers the reader links to the entire text of many of the articles and speeches delivered at their annual conferences. The full text of the articles dating back to 2003 is available in PDF format to read, print or save.

3. CTV News. "Current News". Available online at:< <http://www.ctv.ca>>
Date Accessed: 2 January 2007

The CTV News website offers news from Canada and the world. The CTV News site offers a slightly different range of articles from the CBC website and includes more graphic representations of the news being discussed. While the CTV and CBC websites are very similar, it is in their slight contrasts that looking at both websites may be seen as helpful for comparison.

4. a) Department of Justice Canada. "Canadian Human Rights Act". Available online at: < <http://lois.justice.gc.ca/en/H-6/text.html>>. Date Accessed: 2 January 2007.

The website contains the text (as pdf file) of the Canadian *Human Rights Act* that was updated September 15, 2006. The Act describes the human rights afforded to every Canadian citizen under the law. There are Updates to Justice Laws and there are Linking Guides on which you can click.

b) Available online at: < <http://lois.justice.gc.ca/en/H-6/index.html>>. Date Accessed: 2 January 2007.

The Department of Justice Canada site concerning The *Human Rights Act* has links to the Constitution, the Charter, Statutes, and related Regulations and Information.

5. Government of Canada. “Canada: The True North Strong and Free”. Available online at: < http://canada.gc.ca/main_e.html> Date Accessed: 2 January 2007.

Canada: The True North Strong and Free, the website of the Government of Canada, lists the names of departments, Ministers, and current government initiatives. The Government of Canada website is also helpful in its links to other important Canadian government websites including the Civil Service Commission, The Department of Justice and The Parliament of Canada. It includes a plain language version of the Rules of Order as well as definitions of terms specific to use in Parliament.

6. Government of Canada. “Canadian Rural Partnership Dialogue Toolkit”. Available online at: < http://www.rural.gc.ca/dialogue/tool/toolcontent_e.phtml#1>. Date Accessed: 2 January 2007. If this site is difficult to access, Google “Canadian Rural Partnership Dialogue Toolkit”.

The “Canadian Rural Partnerships Dialogue Toolkit” pages of the Government of Canada Website explain what is meant by community involvement, government transparency, and participatory democracy. The website gives a list of instructions on how to use dialogue effectively to promote community involvement and engender feelings of efficacy among participants. The Partnership has an Interdepartmental working group of representatives from 32 federal departments and agencies and assists in operating within the federal government to ensure that rural communities are supported by the federal government’s programs and policies. The site reviews several programs and areas of research, such as the current Networking Initiative which provides funds for rural community projects aimed at building community.

7. House of Commons Canada. “Glossary of Parliamentary Procedure”. Available online at:

<<http://www.parl.gc.ca/information/about/process/house/glossary/Glossary2006-e.pdf>>.

Date Accessed: 2 January 2007. Updated 2 January 2007.

If this site is not accessible, include only < <http://www.parl.gc.ca>> and choose from the Google List “Welcome to the Parliament of Canada” website. Scroll down on the left side to the “A to Z” Index box and choose “Glossary” under “G”. *The Glossary of Parliamentary Procedure* was useful in making sense of both *Bourinot’s Rules of Order* and the Manitoba Legislative Assembly. With terms like “division” and “division bell” used in different locations and having similar but slightly different meanings, a guide to terms that are specific to order in government debate is valuable. A legal dictionary describes the terms used in parliament and the glossary helps to give specific meanings for difficult terms.

Also under “L” is “Legislation Information”, a section of background resources for teachers identifying useful documents on the parliamentary site. A Teacher Kit can be

ordered including information on the history and workings of Parliament, with specific resources on the Senate and the House of Commons.

8. “Information and Privacy Commissioner of Ontario”. Available online at:

<<http://www.ipc.on.ca/>>. Date Accessed: 2 January 2007.

The website offered by the Privacy Commissioner of Ontario offers a link to a page of resources which include educational resources. Scroll down to the bottom of the page, click on “Browse all Resources” such as materials about Freedom of Information and Protection of Privacy, and papers such as “When Online Out of Line: Privacy-Make an Informed Online Choice”.

9. “International Association for Public Participation”. Available online at:

<<http://www.iap2.org/>>. Date Accessed: 2 January 2007.

This website helps to begin to map out potential avenues to increase public awareness of the office of the Ombudsman and other government agencies. The International Association for Public Participation was founded in 1990 to promote public participation in government and industry decisions which affect our lives and conducts programs and activities to support educational goals concerning this process.

10. “The Media Awareness Network”. Available online at:

<<http://www.media-awareness.ca/english/index.cfm>>. Date Accessed: 2 January 2007.

The Media Awareness Network is an online source of media and Internet education resources for parents, teachers, librarians, and researchers. It offers excellent resources on how to help children become aware of the media in a more critical way. Among the resources are age-specific computer games that have the child read and answer questions on the topic of online safety and privacy.

11. “Merriam-Webster Online”. Available online at: <<http://www.m-w.com/>>.

Date Accessed: 2 January 2007.

The online dictionary is useful in defining the terms found in the Acts and other legislation.

12. “Manitoba Ombudsman”. Available online at: <www.ombudsman.mb.ca>.

Date Accessed: 2 January, 2007.

There are three main areas of information about Manitoba Ombudsman on this site, which is offered in both official languages: “About the Office”; “Access and Privacy Division (fair information practices)”; and “Ombudsman Division (administrative accountability)”. The site provides information on the history and services of the office and the regularly updated feature, “What’s New” addresses the most up-to-date activities of the office. The site includes publications of Manitoba Ombudsman, most notably the Annual Reports, but also special reports, news releases, youth rights pamphlets, access and privacy practice notes and other aids and materials.

The “Access and Privacy Division” part of the website provides links to the websites of the other Access and Privacy Commissioner offices in Canada.

For additional background on oversight of administrative accountability, the following websites of other Ombudsmen across Canada are useful:

British Columbia: <http://www.ombud.gov.bc.ca/>

Alberta: <http://www.ombudsman.ab.ca/>

Saskatchewan: <http://www.legassembly.sk.ca/officers/ombuds.htm>

Ontario: <http://www.ombudsman.on.ca/>

Quebec: <http://www.protecteurducitoyen.qc.ca/fr/index.asp> -

New Brunswick: <http://www.gnb.ca/0073/index-e.asp>

Nova Scotia: <http://www.gov.ns.ca/ombu/>

Yukon: http://www.ombudsman.yk.ca/infoprivacy/info_index.html

13. Policy. “Citizen Participation Centre”. Available online at:
<<http://www.iog.ca/policy/CP/index.html>>. Date Accessed: 2 January 2007.

The Policy website offers a list of resources on the topic of citizen involvement in government and offers a glossary of some citizen participation techniques such as community issues groups, citizen juries and nominal Group Workshops. The website includes a description of the differences between public consultation and public dialogue with members of government.

14. Process Guides. “Process Guides: Student Guides”. Available Online at:
<<http://projects.edtech.sandi.net/staffdev/tpss99/processguides/index.htm>>.
Date Accessed: 2 January 2007. If you have difficulty finding this site, just Google “Process Guides”.

Process Guides provides eight guides for students on topics including brainstorming, building consensus, evaluating web page content, using primary source documents, viewing a photograph, interview techniques, time management and persuasive arguments. In addition, there are two guides for teachers on evaluating web page content and using photographs in the classroom.

15. “Province of Manitoba”. Available Online at: < <http://www.gov.mb.ca/splash.html> >.
Date Accessed: 2 January 2007.

The Manitoba government website offers links to both the FIPPA and PHIA legislation, a listing of the Members of the Legislative Assembly, how the Assembly works, how laws are passed in Manitoba and how the public can be involved in the passing of laws. The website also includes articles of interest to anyone wishing to know the latest news in Manitoba as well as links to each of the departments of the Provincial Government and a description of the services each department provides.

In the FAQs section, there is information provided concerning how to make a presentation to a Standing Committee and how to find out whether a Bill has been passed.

16. “A Shared Future. Policy and strategic framework for good relations in Northern Ireland”. Available Online at:

<http://www.asharedfutureni.gov.uk/pdf_documents/gprs.pdf >.

Date Accessed: 2 January 2007.

A Shared Future outlines the importance of creating open community dialogue and the necessity of helping people to be involved in governance. The goal of the document is to create a “shared society” in Northern Ireland specifically. The policies and ideas set forth in the document have relevance internationally, not just in Northern Ireland, with topics such as “Tackling the Visible Manifestations of Sectarianism and Racism”, “Reducing Tensions at Interface Areas” and “Ensuring that Voice is Given to Victims”.

17. Tocqueville, Alexis de. “Democracy in America”. Available Online at:

<http://xroads.virginia.edu/~HYPER/DETOC/toc_indx.html>.

Date Accessed: 2 January 2007.

Democracy in America, although written nearly 200 years ago, still gives an accurate description of the institution of democracy in a general sense. The description of how democracy creates a unified people and how it represents the majority rather than the minority is helpful in understanding democracy as an idea. This is for Teacher Reference Only. It is well set-up with each topic having a separate clickable page.

18. Winnipeg. “Winnipeg: Connect With Your City”. Available Online at:

<<http://www.winnipeg.ca/interhom/>>. Date Accessed: 2 January 2007.

Winnipeg: Connect With Your City offers a host of services to the public. Web navigating tools are set up to help citizens read the latest news from the city, the weather report, a report on the mosquito situation in the city, transit times and fares, city by-laws, construction zones, property information and events calendar and other useful links. The City of Winnipeg website is ideally suited to the creation of a web hunt on the topic of local government and is easily navigable and visually appealing. Users of the site can even connect to the personal websites of some of the city councillors.

Tab 8

