**Creating your own Provincial or Federal Law**

Private Member’s Bill Assignment

Task:

* Students will develop an idea for a Private Member’s Bill that could be introduced to parliament by a Member of Parliement/ Member of Provincial Parliament.
* Students will learn the process of passing a bill into law, as well as all the people involved.
* Students will be able to highlight an issue that is important to them, and bring it into the community spotlight.

Students will be put into groups of three (3) to research an issue or problem in the community. They can consult newspapers, their peers, personal experiences, online sources, etc. in researching their issue. Here is a visual chart showing what stages need to be completed by your group:

Instructions:

**Things to keep in mind:**

* Your bill should be something that highlights an important YOUTH issue to the community.
* Make sure you are doing something you are passionate about – if you are not excited, how will you influence others to pick up on your idea?
* Check your notes/internet to make sure you know which areas the provincial/federal government has the power to make laws over.

**Examples of Student Led Private Member’s Bills**

* Bill 93: Healthier Cafeterias
  + Fifteen year old Nupur Dogra of Iroquois Ridge High School did not want to eliminate fast-food, but rather have the school offer healthier alternatives for those who desired it
* Bill 95: Informing Students of their Employee Rights
  + Students argued that the language on the Ontario Labour Code was too complex for students to understand which resulted in many students being taken advantage of at the workplace. They rallied for a simplified version that would explain labour rights to students in an effective manner.
* Bill 147: School Waste Reduction
  + Students from Georgetown District High School called for an amendment to the Education Act which would require that all classrooms be equipped with at least 2 recycling bins.

**Successful Private Members Bills introduced by an MPP**

* Bill 209: Drinking and Boating Offences
  + An amendment to the Highway Traffic Act which prohibits people from boating under the influence of alcohol. A conviction may trigger the suspension of an Ontario Driver’s License (Passed in 2006).
* Bill 203: Ontario Wine Week Act
  + An act to recognize the efforts of Ontario grape growers and wine makers by designating the third week in June as Ontario Wine Week (Passed in 2005).
* Bill 43: Sandy’s Law
  + An amendment to the Liquor License Act which requires all liquor vendors to display signs cautioning pregnant women that the consumption of alcohol during pregnancy is the cause of fetal alcohol syndrome which can result in the child being developmentally handicapped or having a reduced lifespan (Passed in 2004).

**Unsuccessful Private Members Bills Introduced by an MPP**

* Liquor License Statute Law Amendment Act (Liquor Labels), 2007
  + An amendment to the Liquor License Act which would require sellers and manufacturers of alcohol to affix a warning label to containers of liquor cautioning pregnant women about the risks of alcohol consumption.
* Fair Access to Vote Act, 2007
  + An act that would allow residents to use a mail-in ballot system during elections while vacationing outside of Ontario.

Example ideas:

* A bill to create a provincial Mental Awareness Day to bring attention to this issue, highlighting its impacts on the people of Ontario (including its youth).
* A bill to create mandatory Celiac and Glutton-free food options in high school cafeterias
* A bill to make it mandatory to have snow tires in Ontario

**Proposal Template for Private Members’ Bill**

**Step 1 -** Brainstorm at least 3 potential topics (That effect youth) within your group that you feel need to be brought to people's attention

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**Step 2. -** Can this be dealt with by the Federal or Provincial Government? Check one of the boxes

* **Provincial □ Federal □**

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| Why would this be the level of government that you have chosen?      **Source:** (Classroom notes, text, website, etc)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Step 3:**

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| * **Identify local stakeholders - who will be affected by your issue?** |
| * **What do they think is the solution?** |
| * **Do you agree?** |
| * **List the sources that you obtained this information from** |

**Step 4: - Proposal** – Check off each section as you complete it.

* Create a proposal outlining why your idea should be proposed as a Private Members' Bill

This can be done as a **slide show** or as a **letter** to the MP or MPP that you are proposing the bill to.

* Title page with the following information: Your Group Members’ Names: Teacher’s Name: Course Code: CHV2O Assignment Name: Private Member’s Bill Assignment: Date:
* The first section should be labelled “Proposal.”
* Letter: This will be a paragraph (approximately 100 words) describing your idea for a new law in Ontario.
* Slide Show: 2-3 slides outlining your idea for a new law in Ontario. Include graphics or images if they would help to explain your reasoning.
* The second section should be labelled “Rationale.”
* Letter: This section will be two or three paragraphs outlining in detail the reasons why you think this law would be a good idea for the people of Canada/Ontario. It is here that you will outline the law’s impact on the community, and in particular the youth of the Canada/Ontario.
* Slide Show: 5-8 slides outlining in detail the reasons why you think this law would be a good idea for the people of Canada/Ontario. It is here that you will outline the law’s impact on the community, and in particular the youth of the Canada/Ontario
* The third section should be labelled “Support.”
* Letter: One paragraph outlining any interviews, surveys, or other forms of support you have found for your new law.
* Slide Show: 2-3 slides outlining any interviews, surveys, or other forms of support you have found for your new law.

**Private Member’s Bill Assignment**

**Evaluation**  Name:

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| Criteria | **Level 4** | **Level 3** | **Level 2** | **Level 1** |
| **Knowledge and Understanding**  Demonstrates thorough and accurate knowledge of the law making process | High level of detail | Considerable level of detail | Some details | Limited details |
| Selects and proposes a bill for youth in Canada/Ontario | High level of detail | Considerable level of detail | Some details | Limited details |
| **Thinking and Inquiry**  Effective research using credible sources | Information is supported by evidence gained through research.  **4** or moresources | Information is supported considerably well by evidence gained through research.  At Least **3** sources | Information is somewhat supported by evidence gained through research.  At least **2** sources | Limited use of evidence gained through research to support information. At least **1** source |
| Effective use of critical thinking skills (e.g. selection of examples and information) | Highly effective use of critical thinking skills | Considerably effective use of critical thinking skills | Critical thinking skills are used somewhat effectively | Limited use of critical thinking skills |
| **Communication**  Clarity: organization of reasoning and information. For example:   * using vocabulary and terminology with no errors, * using clear and concise language, images and appropriate logic * use of appropriate communication forms (visual, written, oral) | Communicated with an exceptional degree of accuracy (few or no errors) | Communicated with accuracy (few errors) | Communicated with some accuracy (some errors)  Writing complete sentences and paragraphs with some grammatical and spelling errors | Communicated with limited accuracy (many errors)  Limited effectiveness, but the reader can still understand what is being communicated without a great deal of effort |
| **Application**  Applies information from the class and research to effectively propose a possible bill that directly affects youth at the provincial or federal level. | The rational behind the bill is well thought out. 3 paragraphs or 8 or more slides  The bill is logical with well backed by research. | The rational behind the bill is reasonably well thought out. 2-3 paragraphs or 5-8 slides    The bill is logical with reasonably backed by research. | The rational behind the bill is somewhat thought out. 2 paragraphs or 3-5 slides    The bill somewhat logical with backed by some research. | The rational behind the bill is weak. 1-2 paragraphs or 2-3 slides    The bill has weak logic and is backed with little research. |