

## Passing A Bill Assignment

**Instructions:** You will be creating and (hopefully passing) your own bill! Follow the instructions below and fill in all parts for full marks. **Start by thinking about an issue that bothers you in Canada.**

### Part 1: Chose an Issue

**Option 1:** An Act to ban using animals in circuses

**Option 2:** An act to ban contact sports for people under 18

**Option 3:** your own idea – must be approved by teacher

Bills usually begin in the House of Commons. Bills can also be introduced in the Senate as long as they do not involve raising taxes or spending money. Next you'll get to choose where you would like your bill to begin. Canada has a bicameral legislative system. That means that there are two separate Chambers, the Senate and the House of Commons, each with its own group of parliamentarians.

### Part 2: Chose your Chamber

Select the Chamber where you would like to introduce your bill.

#### **Option 1: Senate Chamber**

The Senate is the Upper House of Parliament and is made up of 105 Senators. Senators are appointed by the Governor General on the advice of the Prime Minister and each represents a region of Canada.

The Senate and the House of Commons each have a Speaker. Each Speaker is responsible for making sure that rules of order are followed when his or her Chamber is sitting.

#### **Option 2: House of Commons Chamber:**

The House of Commons is the Lower House of Parliament and is made up of 338 Members of Parliament. Members of Parliament are elected to represent one of the ridings into which Canada is divided.

The Senate and the House of Commons each have a Speaker. Each Speaker is responsible for making sure that rules of order are followed when his or her Chamber is sitting.

### Part 3: First Reading

This is when the Bill is introduced for the first time.

Write a short, 200 word introduction about what you want to propose in the bill.

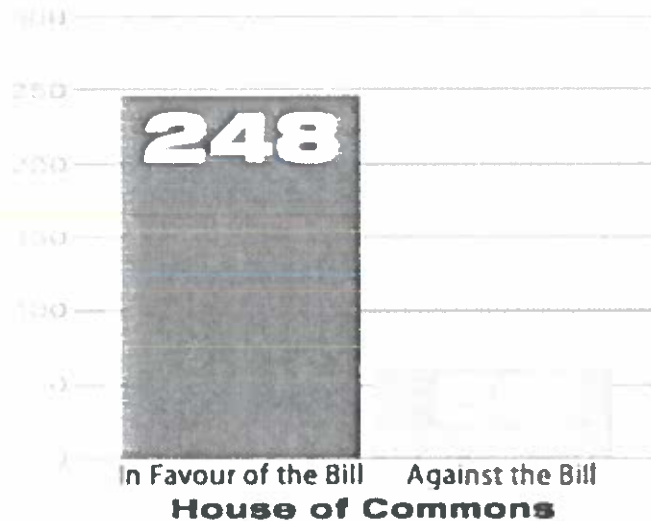
#### Part 4: Second Reading

The bill now receives a second reading in the House of Commons when Members of Parliament (MPs) from all political parties debate its strengths and weaknesses.

Take a moment to write down some strengths and weaknesses of your proposed bill. Identifying the positives and negatives of this bill can help you decide whether you will support the bill when it comes time to vote.

Strengths	Weaknesses

In order for a bill to pass, a simple majority is required. In other words, more than half of the votes must be in favour of the bill. ***Lets pretend your bill passed!***



#### Part 5: Committee Reading

Now that the bill has passed second reading, you have the chance to look at it in committee. Committees read the bill over carefully and can propose amendments. If you would like to amend your bill, you will have an opportunity to do so in your committee. Many committee meetings are open to the public. You can also watch webcasts of committee meetings as they happen on the Parliament of Canada website.

At the committee stage you can change the bill by selecting one of the amendments below. Committee members hold hearings or special meetings, where different people inside and outside government can make comments and recommendations about the bill.

**Option 1: Amendment**  
What would you change?

**Option 1: Amendment**  
What would you change?

**Part 6: Consider the Report Amendments**

The bill is back from committee and it's time for the House of Commons to consider the report. Click on the button below to report the bill and any amendments.

During this stage, you can amend again!

**Option 1: Amendment**  
What would you change?

**Option 1: Amendment**  
What would you change?

**Part 7: Third Reading**

Here is the final form of the bill. Third reading is the last chance for the House of Commons to talk about the bill and whether it should become a law.

Please take a moment to discuss whether or not you think this bill should pass.

Strengths	Weaknesses

**Part 8: Did you bill pass?**

Write a 150-200 word response on why or why not your bill passed/didn't pass.

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Categor				
<b>Knowledge</b>	Student is lacking information and has not used available class resources.	Student demonstrated knowledge by finding information in class notes or textbook but is lacking supporting information	Student demonstrated knowledge by finding information in class notes and textbook.	Student demonstrates above average level of knowledge by finding <b>SPECIFIC</b> information beyond the class notes and textbook/ website
<b>Thinking</b>	Student has little to no connection between the knowledge learned in the course and the task	Student is lacking a connection between knowledge and the task	Student demonstrates creativity by making a connection between the task and knowledge	Student uses creative thinking by expressing the knowledge in her own words and explaining all sourced information
<b>Application</b>	Student is lacking the application of knowledge and thinking towards the task <ul style="list-style-type: none"> <li>- Incomplete sections</li> </ul>	Student has applied the knowledge and thinking in the task, but sometimes lacks clarity or purpose <ul style="list-style-type: none"> <li>- confusing application in sections</li> </ul>	Student has applied the knowledge and thinking in a creative and effective manner <ul style="list-style-type: none"> <li>- Filled out the sections properly</li> </ul>	Student has gone above the expectations to apply knowledge and thinking <ul style="list-style-type: none"> <li>- Filled out the sections properly and clearly</li> </ul>
<b>Communication</b>	Student has not reached page count with many spelling or grammar errors	Student is slightly below the page count and has 4 or more spelling or grammar errors	Student has reached the page count with little to no spelling or grammar errors	Student has reached the length expectation with no spelling or grammar errors