

Pandemic: A Campaign to Save the World

You will be playing an exhilarating round of the famous board game called Pandemic!

Rules of the Game

- In the game, your task is to save the world by curing a series of diseases, by collecting cards of the same colour, and using the specific role that you have been given.
- In order to cure a disease, you must collect 5 cards of the specific disease type.
- Players will take turns, attempting to quarantine different states, cure the disease, and use their unique action abilities as well.
- Players will draw cards in the epidemic stage to see what happens next - this is randomly done!
- Refer to the rule booklet for more information!

Your Task

After completing a full play through of the game (you may play multiple times if you wish!)

You will work on creating a political campaign for a Canadian Prime Minister candidate in that world with your group members (the people you played the game with).

Your campaign should consist of:

- Posters
- 2 speeches
 - An election speech
 - Speech after winning the election
- A detailed plan on how to approach the election with a platform that amends or passes at least 2 new laws. The plan should include how the campaign will use media.

Guiding Questions

- How is the Pandemic world different from ours?
- What strategy would be effective in winning an election?
- Is there a historic precedent to this situation that can help?
- How iconic are my posters?

Check-Bric

| | |
|--|--|
| Knowledge & Understanding We have stated the political landscape of Canada in the Pandemic World We have drawn inspiration from previous political heads to create the campaign and stated how. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Application The process of amending or passing a law is explained and why the campaign includes these changes The poster is consistent with the political plan | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Communication Correct use of used spelling, grammar, syntax, punctuation and form in the plan and speeches (-0.5 marks per mistake) The poster is aesthetically pleasing and easy to read | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Thinking & Inquiry The plan considers the Pandemic Canada world and the political strategy is tailored to it The election speeches are tailored to Pandemic Canada and does an effective job to convince the population The campaign has a well thought up plan for media use and it is expressed clearly I have completed a playthrough of the game. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Total | /54 |

Self-Evaluation: Please assign yourself a score by circling the level you feel you have achieved.

| <u>Learning Skills and Work Habits</u> | Needs Improvement/ S atisfactory/ G ood/ E xcellent |
|---|--|
| Responsibility <ul style="list-style-type: none"> I have completed all of my tasks on time | N S G E |
| Independent Work <ul style="list-style-type: none"> I have come prepared to work on the campaign when given time. | N S G E |
| Initiative <ul style="list-style-type: none"> I have sought guidance/clarification when necessary and helped my group as necessary. | N S G E |
| Organization <ul style="list-style-type: none"> I have submitted all components of the campaign. | N S G E |
| Collaboration <ul style="list-style-type: none"> I have worked well with my group and provided feedback for others' progress. | N S G E |
| Self-Regulation <ul style="list-style-type: none"> I have used class time effectively to complete the campaign. | N S G E |

Teacher Considerations: Expectations

C. Policy, Politics, and Democratic Change

- C1. The Influence of Individuals and Groups: analyse the objectives and strategies, and assess the influence, of individuals and groups in addressing issues of political importance (FOCUS ON: Objectives and Results; Political Perspective)
 - C1.1 analyse some of the political objectives of various heads of government, both historical and current (e.g., Fidel Castro, Adolf Hitler, Nelson Mandela, Barack Obama, Pol Pot, Joseph Stalin, Margaret Thatcher, Pierre Trudeau), and assess their use of power and strategies for achieving their goals
 - C1.4 analyse the role of the media in influencing political change (e.g., through public opinion polls, political advertising, news stories, gatekeeping)

- C2. Law and Policy in Canada: analyse the impact of some key changes in Canadian law and policy as well as the process for changing laws in Canada (FOCUS ON: Objectives and Results; Stability and Change)
 - C2.3 describe the process for amending an existing law or passing a new law in Canada

- C3. Political Change in Democratic Societies: demonstrate an understanding of factors that facilitate and present challenges to democratic political change (FOCUS ON: Political Significance; Political Perspective)
 - C3.2 identify various skills and strategies that can be used when seeking political change in democratic societies, and assess their effectiveness (e.g., skills related to conflict resolution, leadership, persuasive speaking/writing, digital literacy, consensus building, critical and creative thinking; strategies such as civil discourse, civil disobedience, organizing and mobilizing citizens, demonstrations/ marches, boycotts, pressuring politicians to change laws/policies, fundraising, raising awareness)