

Précis of delegation submission.

A complete document will be submitted to the Clerk on Tuesday, May 13th for further consideration by councilors and the public.

2025.05.12 PMP Delegation

Good evening, Council and all

The consultants have produced a voluminous 3-part report with recommendations for Council's consideration. It reflects dozens of methods of getting public input from many hundreds of citizens, elders, experts from Wilmot and afar. The sources list is apparently impressive. And tonight, you hear from only 9 more.

~~On the other hand, I suggest that the Report before Council tonight, CAO-2025-10, be considered in the context that it was prepared by, reviewed by, and submitted by 3 roles, but one person only.~~

~~On page 2 of the Report, CAO 2025-10, Background section, the writer makes reference to an **interim** motion from a February 26, 2024 Council meeting but for some reason has omitted reference to the **final** direction given by Council on **September 23, 2024**. The writer's rationale for that omission would be informative.~~

On page 2 of the cover report named CAO-2025-10, the writer opines that, *"The current report is in response to the removal of the statues in 2021,*

But I suggest that is it supposed to be a staff report that introduces the Working Group's and Consultants' combined efforts to address the direction given by Council at its **September 23, 2024** Council meeting?

3-part Motion: 1) RFP > hire LURA, 2) Terms of Reference, and 3)...

**THAT the Terms of Reference comment on all options with respect to the future of the Prime Ministers Path Project,** including asking the question Does the Township dispose of the statues and if so, how? or alternatively, does the Township continue to display the statues, and if so, how? and all other options considered.

**Motion Carried Unanimously**

After reading the 3-part report, I conclude that the product before us tonight attempts to address the 3<sup>rd</sup> "THAT". Councilor Cressman added the final part,

*“...and all other options considered”*, which brought Council into unanimity, and it appears to me that the working group has addressed all three parts – as directed by Council.

Pages 2 and 3 of the CAO’s cover report, Staff Feedback section, outline some concerns that Council can address successfully. This Corporation is responsible for providing a safe workplace, and that can be assured with Council’s appropriate directives. However, the Corporation has already spent tens of thousands of dollars for security strategies since 2020.

The cover report also opines that the recommendations of the Working Group, *“...is (sic) beyond the capacity of the current organization.”* That may be true given the current organization of the corporation. But it should be recognized that the Township has been able to compile between 2015 and 2019, over 700 PMP related documents (400 of which it finally released to me via an FOI appeal process) that include educational resources from places like Nipissing University, architectural landscape drawings of variations of a site plan and schedules of presentations involving well-known Canadians. (Margaret Trudeau?)

This project is do-able!

It should be noted that Report CAO-2024-03, February 26, 2024, CAO Chambers reported that, *“The Manager of Communications and Strategic Initiatives position has been hired. The Manager of Communications and Strategic Initiatives has experience in community engagement, ....”* That position has been restructured away, and I advocate that Council should direct staff to again reorganize, within existing FTE, to re-create that position, but with a new person.

This skilled professional may provide leadership, and coordination on tasks such as developing an in-house Strategic Plan and liaise with any structures Council may create to implement suggestions and recommendations in this 3-part report.

It appears to me that the working group has addressed all three options – as directed by Council – in this package, and the recommendations deserve close review and feedback from Wilmot’s citizens.

## THE REPORTS

There is a lot of excellent material in these 3 documents. My comments/suggestions below are intended to build on them as Council deliberates.

**CLERK** [Image #1 – Final Reflections]

I recommend that Council:

- 1) Move forward toward a goal of providing a safe space where structured opportunities for **listening, sharing, learning, and engagement** in reflecting on history, identity and belonging may occur. (slide 1)
- 2) Create a mutually binding legal relationship with Createscape Waterloo to facilitate a fundraising foundation with legal charitable opportunities. (Don Bourgeois, President)
- 3) In coordination with Createscape Waterloo, consider establishing a Foundation Board of Directors, potentially at arms-length from the Corporation, but coordinating with it. (see FOI #351)
- 4) Solicit Wilmot citizens to “name” the project.
- 5) Solicit local individual and corporate donors for “naming” opportunities.

The following images were finally acquired, after a 9-month freedom of information request & appeal process, on April 15<sup>th</sup>, the day before the working group’s report was publicly released.

**CLERK** [Show images on a 10-count please.]

- 6) Acquire a suitably-sized parcel of land in Wilmot, preferably in Baden and close to Castle Kilbride and the museum. (Charitable donations, including from land owners, can leverage willingness to give by those with resources to donate – especially with a tax receipt.)  
Set up financial accounts that allow donors to contribute to the project. This could be in the form of a “subscription” list where individuals and corporations make regular (monthly) donations of a fixed regular amount that is deposited automatically each month, such as for hydro, phone, taxes. This would flow through the Township Corporation’s accounts, and an annual tax receipt would be provided. Once the system is in place, it flows. [\$10 a month from 500 people = \$5,000 a month or \$60,000 a year. Each donor gets an annual tax receipt.]
- 7) Consider a funding alternative for site acquisition which might be D.C.s – development charges. At present developers provide park

land as part of their developments or make payments 'in lieu of'. Council could create a policy that provides for a designated portion of DCs to be directed toward the acquisition and maintenance of a "park-like" site for this project.

- 8) In any future consultations, provide that consideration be given to contacting The Saugeen First Nation located in Southampton. Saugeen First Nation is a distinct Anishnaabek Nation comprised of the Three Fires Confederacy. The Three fires Confederacy is a long-standing alliance among the Ojibwe (or Chippewa), Odawa (or Ottawa), and Potawatomi tribes. When the Iroquois invaded southwestern Ontario prior to the arrival of settlers, the peoples living in the region that includes Wilmot Township were defeated, and forced to be absorbed into the Iroquois culture, or to move. Many moved into Michigan and south, or north into present Bruce Peninsula area – the Saugeen First Nation territory. The current Chief is Conrad Ritchie and one of the band councilors is Lester Anoquot who was the Indigenous representative on the school board, and with whom I worked when I was teaching in Southampton for 10 years. The Saugeen Nation has its own education office, and the counsel these people could provide would be valuable. 519-797-2781 ext. 1103 for the Council Clerk/Executive Assistant.
- 9) Identify potential ways to expand the visitation 'sites' placed on the property:
  - Construct a "cultural centre" of suitable size to accommodate tour groups of 30 – 40 tour bus riders. (FOI #048 – 2 concepts)
  - Cultural centre could have audio-visual displays that rotate on a schedule or can be "booked" ahead of time by tour groups that make pre-paid reservations to visit.
  - The A.V. 'presentations' scripts would be created by content experts such as universities, cultural 'experts' and converted to 'professional grade' product paid for through grants.
  - Resource list 'hand-outs' with further reading suggestions.
- 10) Create a communications strategy for promoting tourist visits to Wilmot's project site. (Hire a Manager of Communications and Strategic Initiatives. / We have a "grants" specialist, I understand, in the last budget.)
- 11) Contact the Stratford Festival for ideas how to market such this project, and for strategies how it coordinates with the City of Stratford and Perth County.

- 12) Coordinate with the Board of Trade regarding long-term plans for provision of support services required by potential tourists:
  - food;
  - local transportation to Castle Kilbride and the museum (rickshaws pulled by university students in season?);
  - local historical buildings and local figures of prominence;
  - alternate bus tour spin-off to New Hamburg to view homes in Marie Voisin's books' list (with accompanying local guides on the bus?)
- 13) Hire through re-organization, a Manager of Communications and Strategic Initiatives. Use your "grants" specialist.
- 14) Access from the Clerk, (USB disc) and then post the PMP documents already in existence for the public's information and historic context. Also access from the Clerk those documents they have deemed to be FOI protected from public view, but **ALL** those docs. are accessible to councilors. (What staff knows, all councilors know!!!!)

This project, I believe, is not just a "settler" project. It is not just an "Indigenous" project. It is a Wilmot project, of many disparate voices all coming together, on the land we now call Canada.

I believe this project is not about 'honouring' specific figures from our past. It is about educating as many people as possible, through opportunities to hear the stories of others' experiences, and developing mutual respect toward reconciliation of differing "truths".

I wish Council well in its deliberations and look forward to dates and places when the public may provide feedback on this Draft report.

Respectfully submitted,  
Barry Wolfe, [REDACTED]

My comprehensive delegation package will be sent to the Clerk tomorrow.

FOR COUNCILORS:

The USB, like I received, can be sourced from the Clerk.

The data was acquired only after submitting FOI # 2024-09,  
then appealing to the information & privacy commissioner, #MA24-00829,  
and again to the i.p.c. for a “deemed refusal appeal” # MA25-00143.  
(9 months from start to closure. Maybe the Township could improve its  
transparency and accountability procedures for providing access to public  
documents?)

Shortcut hints in searching the USB of docs:

Landscaping: architectural drawings – donated by GSP Group 048, 114,

Education Resources: a starter list – 091, 094, 116, 171, 257, 261, 312, 187,  
188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 076,

Positions: **056**, 171, 308, 351, 352, 353, 133, 134,

Events: 121, 041, 059, 181,

Money: 057, 066, 069, 072, 092, 096, 164, 165, 175, 236, 237, 297

This is not exhaustive. I can't re-find a letter from the Women's Ecumenical  
Council supporting the project if an Indigenous Garden is included. Kris has  
a print copy of it, and the #

See images below.

NB: Educational Resources are cover pages only, not full documents as  
developed so far.





# Final Reflections

The PMP Collective Reflections, Future Directions engagement process began in the shadow of a difficult and polarized community issue that was often framed as a stark binary on the future of the PMP: preserve it, or remove it. Over the course of seven months, through thousands of contributions, conversations, and courageous acts of participation, the community moved beyond this binary.

Residents of Wilmot Township came forward to live the values that guided this process: to listen, share, learn, and engage.

- They listened — not just to those they agreed with, but to neighbours with different perspectives, different histories, and different experiences of the Prime Ministers Path.
- They shared — their memories, their pride, their pain, their fears, and their hopes for what the future could hold.
- They learned — by taking part in tea circles, gatherings, and surveys that asked difficult questions and encouraged deeper reflection on history, identity, and belonging.
- They engaged — by trusting the process enough to return to a challenging conversation, by joining the Working Group, by filling out surveys, and by contributing ideas for a future shaped by community voice.







# CONCEPT B DROP-OFF

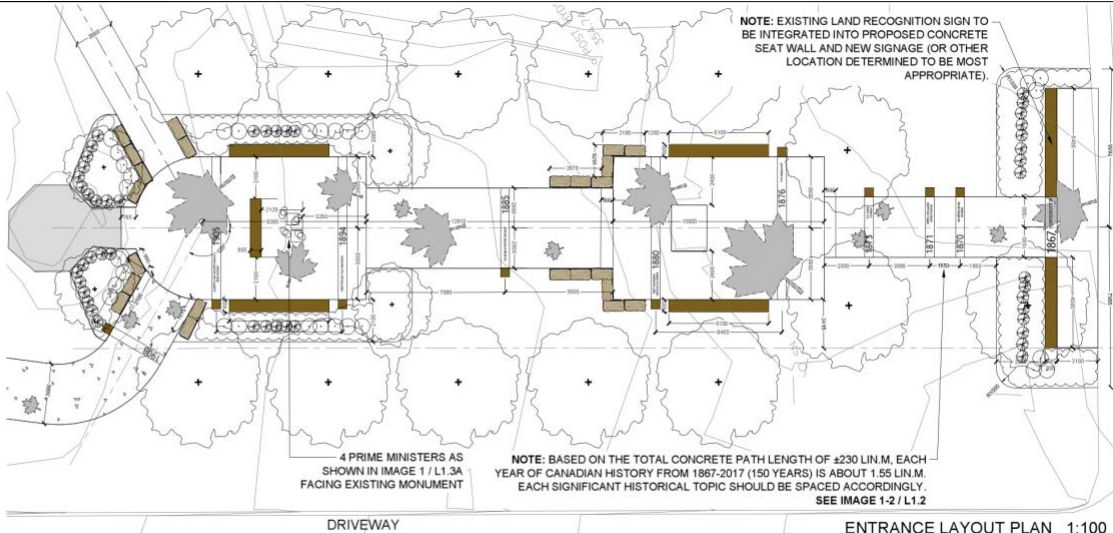


# EXAMPLE TIMELINE OF IMPORTANT EVENTS IN CANADIAN HISTORY

1867	Confederation (Quebec, Ontario, N.S., and N.B.)
1870	Province of Manitoba is created (Red River Resistance)
1871	B.C. joins Canada
1873	P.E.I. joins Canada
1876	Indian Act
1880	First Canadian Sports World Champion
1885	Canadian Pacific Railway is completed
1905	Provinces of Alberta and Saskatchewan Created
1910	The Royal Canadian Navy is established
1914-1918	World War I (1917 - Battle of Vimy Ridge)
1916	Women win the vote, Manitoba, Saskatchewan and Alberta
1917	Halifax Harbour
1919	The Winnipeg General Strike
1922	Insulin is discovered by Dr. Frederick Banting
1929-1939	The Great Depression
1939-1945	World War II
1949	Newfoundland Joins Canada
1950-53	Korean War
1951	Women's Suffrage - women allowed to vote and enter as an election candidate
1959	St. Lawrence Seaway officially opens
1960	Quebec Quiet Revolution Begins, Indigenous Canadians given the vote, Universal Health Care is tabled in Saskatchewan
1967	Canada's 100 <sup>th</sup> Birthday; Expo 67 World Fair in Montreal
1970	Ottawa suspends civil rights due to October Crisis
1972	Summit Series
1976	Montreal Summer Olympics
1980	Quebec Referendum on 'sovereignty-association' defeated, Terry Fox Marathon of Hope
1982	Charter of Rights and Freedoms
1988	Calgary Winter Olympics
1992	Charlottetown Accord is rejected by national referendum
1995	Quebec referendum on sovereignty is narrowly defeated
1999	The new Arctic territory of Nunavut is created.
2000	Clarity Bill outlines the terms of Quebec separation
2003	Canada says 'no' to joining the war in Iraq
2005	Legalization of same sex marriages in Canada (a result of the Charter of Rights and Freedoms in 1982)
2010	Canada sets record for gold medals at the Vancouver Winter Games
2017	Canada's bi-centennial

# EXAMPLE TIMELINE OF IMPORTANT CANADIAN BUSINESSES

1817	Bank of Montreal	Montreal
1880	Bell Canada	Montreal
1881	Canadian Pacific Railway Ltd	Calgary
1882	George Weston Limited	Toronto
1893	K+S Windsor Salt	Windsor
1900	Desjardins Group	Levis
1907	Fairmont Hotels and Resorts	Toronto
1909	Leon's	Toronto
1918	Canadian National Railway	Montreal
1919	Buckley's	Mississauga
1919	Dare Foods	Kitchener
1922	Canadian Tire	Toronto
1933	Black Diamond Cheese	Belleville
1935	Canadian Wheat Board	Winnipeg
1936	Canadian Broadcast Corporation	Ottawa
1942	Bombardier Inc	Montreal
1948	Allied Shovelers	Vancouver
1949	Enbridge	Calgary
1957	Air Canada	Montreal
1951	Ellis Don	Toronto
1955	Hatch Ltd	Mississauga
1959	Harvey's	Vancouver
1961	BC Hydro	Vancouver
1961	Canadian Imperial Bank of Commerce	Toronto
1961	CTV Television Network	Toronto
1964	Boston Pizza	Richmond
1964	Home Hardware	St. Jacob's
1966	Unimart	Guelph
1967	Canada Deposit Insurance Corporation	Ottawa
1968	IMAX Corporation	Mississauga
1969	Bison Transport	Winnipeg
1970	Canotex	Saskatoon
1974	Cadillac Fairview	Toronto



NOTE:

- REFERENCED EVENTS AND DATES TO BE NOTED IN THE WALKWAY, EITHER AS INSET LETTERING, OR STAMPED INTO THE CONCRETE BANDING.
- SIGNIFICANT EVENTS FOR INDIGENOUS PEOPLES OF CANADA SHOULD BE CONSIDERED FOR INCLUSION IN THE PM PATH TIMELINE.

NOTE:

- EMPHASIS ON THE USE OF NATIVE PLANTS SHOULD BE IMPLEMENTED WITH ANY PLANTING ENHANCEMENTS TO THE PARK.

## PROPOSED MASTER PLANT SPECIES LIST

Deciduous Trees	
Botanical Name	Common Name
Acer rubrum	Red Maple
Fraxinus americana	White Birch
Prunus pennsylvanica	Black Cherry
Quercus macrocarpa	White Oak
Salix americana	Willow
Thuja occidentalis	Eastern White Pine
Coniferous Trees	
Botanical Name	Common Name
Abies balsamea	White Pine
Pinus strobus	White Pine
Pinus resinosa	Red Pine
Pinus rigida	White Pine
Pinus strobus	White Pine
Pinus strobus	White Pine
Deciduous Shrubs	
Botanical Name	Common Name
Amelanchier canadensis	Shadblow
Aspen canadensis	Aspen
Hamamelis virginica	Witch Hazel
Rosa rugosa	Rose
Spiraea alba	White Spirea
Viburnum acerifolium	Black Viburnum
Broadleaf Evergreen Shrubs	
Botanical Name	Common Name
Euonymus alatus	Winged Euonymus
Euonymus alatus	Winged Euonymus
Euonymus alatus	Winged Euonymus
Coniferous Shrubs	
Botanical Name	Common Name
Juniperus communis	Common Juniper
Juniperus communis	Common Juniper
Juniperus communis	Common Juniper
Perennials	
Botanical Name	Common Name
Asplenium platyneuron	Rock Fern
Asplenium platyneuron	Rock Fern
Asplenium platyneuron	Rock Fern
Ornamental Grasses	
Botanical Name	Common Name
Andropogon scoparius	Black Grass
Andropogon scoparius	Black Grass
Andropogon scoparius	Black Grass



IMAGE 1: CONCRETE BANDING AND SIGN POSTS



IMAGE 2: CONCRETE BANDING AND SIGN POSTS





# **KINDERGARTEN**

**PM Statue Project**

**Exploring the concept of**

***“Leadership”***

## **PM Statue Project**

### **Kindergarten: Exploring the concept of “Leadership”**

**(DRAFT)**

#### **Purpose**

This Kindergarten resource is a foundational piece for the PM Project Educational Resource. It focuses on the concept of leadership and provides ideas and opportunities to learn about leadership through the integration of books, discussions, and classroom activities throughout the program.

Through this resource, children will learn how they themselves are leaders as well as appreciate and feel connected to various leaders they may interact with in their daily lives (children, family, school and community). They will have an understanding of what it means to lead as well as value good leadership qualities. A brief introduction of the concept of “Prime Minister as Leader” will also be explored.

#### **Key Messages**

- **We appreciate and feel connected to our leader**  
We often best learn through stories and experiences. Spending time talking about our leaders will allow the students to feel connected to them as individuals.
- **We value good leadership qualities**  
Hearing the stories of the exciting experiences we have with the leaders allows us to appreciate and understand good leadership qualities.

#### **How to use this resource**

This resource consists of:

- Key Concepts
- Leadership Web
- Learning Extensions
- Lesson Sample
- Resources; songs, games and suggested books
- Curriculum Expectation Tracking Grid which is intended to help educators track the curriculum as it unfolds.





## **PM Statue Project Educational Resource Key Concepts**

### **Key Concepts**

One of the primary goals of The PM Statue and Education Resource Project is to engage students and the public in the story of Canada. Exploring the culture and history of our country through the bookmarks of a Prime Minister's tenure, at an age appropriate level, is an excellent way to foster an appreciation of our country.

The Statue Project explores Canada's leadership since Confederation. We wish to provide the opportunity to learn and assess how our Prime Ministers and their decisions have influenced us, economically, socially and culturally. We aspire to encourage learning and discussion that provides insight into each of the Prime Ministers and how their personal lives and approaches shaped their political careers and Canadian life.

We value stories and experiences which we readily appreciate and to which we can forge a connection. The educational resource will endeavour to explore a Prime Minister as a public and private figure in a non-partisan manner using relevant and memorable events that encourage inquiry and conversation without derision, parody or comedic intent.

### **Key concepts in this resource include:**

#### **Appreciate and Understand Canada's History.**

We appreciate and feel connected to those things which we can successfully explore and consequently understand. We often best learn through stories and experiences. Spending time exploring a Prime Minister's personal life will allow us to know them as an individual. Establishing a sense of Canadian lifestyles, in that era, will help complete a personal and domestic picture. Exploring a Prime Minister's political career will highlight challenges and developments at a national level in Canadian society of the time.



# PM Statue Project Primary Division The Democratic Classroom (DRAFT)

## 1. Lesson Plan Information

**Subjects:** Social Studies, Language

**Grade Level:** 1-3

**Topic:** Democratic Classroom

**Length of Time:** 60 minutes

## 2. Expectations and Learning Skills:

### GRADE 1:

#### Social Studies:

A1.1 describe how and why a person's roles, relationships, and responsibilities may change in different places or situations and at different times (*e.g., how and why a student's relationship with a teacher is different from that with a peer; how their parents' roles differ at home and at work; how a child's responsibilities at home may change as he or she gets older; why expectations for table manners may be different when they are home than when they are a guest in someone else's home*)

#### Language:

ORAL COMMUNICATION: 1.2 demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a few different situations (*e.g., listen without interrupting and wait their turn to speak; show that they are paying attention and are interested by looking at the speaker, nodding, or asking relevant questions*)

2.1 identify a few purposes for speaking (*e.g., to express needs to peers and the teacher; to establish positive personal and learning relationships with peers; to activate prior knowledge and make connections before listening; to retell stories and recount personal experiences to the class; to ask questions or explore solutions to problems in small-group and paired activities; to share ideas and information that contribute to understanding in large and small groups; to manipulate the sounds of language in songs, chants, and poems*)

3.1 begin to identify, with support and direction, a few strategies they found helpful before, during, and after listening and speaking

WRITING: 2.2 begin to establish a personal voice in their writing by using pictures and words that convey their attitude or feeling towards the subject or audience (*e.g., use pictures and words that project interest or enthusiasm*)

### GRADE 2:

#### Language:

ORAL COMMUNICATION: 1.2 demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a variety of situations (*e.g., demonstrate understanding of when to speak, when to listen, and how much to say; restate what the speaker has said and connect it to their own ideas; express personal interest in what has been said by asking related questions: I like what \_\_\_\_\_ said about \_\_\_\_\_*)

2.1 identify a variety of purposes for speaking (*e.g., to entertain the class; to establish positive personal and learning relationships with peers; to ask questions or explore solutions to problems in small-group and paired activities; to give directions to a partner in a shared activity; to explain to a small group the method used to solve a problem; to share ideas or information in large and small groups*)



## PM Statue Project Junior Division The Democratic Classroom (DRAFT)

### 1. Lesson Plan Information

<b>Subjects:</b> Social Studies /Language	
<b>Grade Level:</b> 4-6	
<b>Topic:</b> The Democratic Classroom	<b>Length of Time:</b> 145 minutes

### 2. Expectations and Learning Skills:

#### GRADE 4

##### Language

- Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
- Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.
- Reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

#### GRADE 5:

##### Social Studies

- Describe the major rights and responsibilities associated with citizenship in Canada (e.g., rights: equal protection under the law, freedom of speech, freedom of religion, the right to vote; responsibilities: to respect the rights of others, to participate in the electoral process and political decision making, to improve their communities)
- Describe some different ways in which citizens can take action to address social and environmental issues (e.g., by determining the position of their local candidates on various issues and supporting/voting for the one whose position they agree with; through the court system; by organizing petitions or boycotts; by volunteering with organizations that work on specific issues; by writing to their elected representatives or to the media)
- Demonstrate an understanding of the roles and key responsibilities of citizens and of the different levels of government in Canada

#### GRADE 6:

##### Social Studies

- Describe the major rights and responsibilities associated with citizenship in Canada (e.g. rights: equal protection under the law, freedom of speech, freedom of religion, the right to vote; responsibility: to respect the rights of others, to participate in the electoral process and political decision making, to improve their communities)

#### Learning Skills:

Collaboration: responds positively to the ideas, opinions, values, and traditions of others

Responsibility: take responsibility for and manages own behavior

Initiative: looks for and acts on new ideas and opportunities for learning; approaches new tasks with a positive attitude

Organization: identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks



## **Sir John A MacDonald**

### **Educational Activities**

Teachers may engage students in some of the following:

1. What is a majority government? Write a list of the pros and cons of having a majority government.
2. Summarize the treatment of Canada's Indigenous peoples during Sir John A MacDonald's terms as Prime Minister with five key words and provide examples.
3. In a small group, dramatize a press conference may have taken place during Sir John A MacDonald's leadership reign. Be sure to focus on 1 or 2 key issues. (1 person to play the PM and others play the role of the media)
4. Create an alternative policy to the Indian Act and explain how it would have affected the outcome of Canada's history.
5. Compare and/or contrast Sir John A MacDonald to our current Prime Minister.
6. Write a speech that Sir John A MacDonald may have given while he was campaigning to become Prime Minister of Canada.
7. Create a poster promoting one of the initiatives that Sir John A MacDonald's government was responsible for.
8. Construct a pictorial time-line that summarizes what happened during his time in office.
9. Criticize/Critique one of Sir John A MacDonald's policies.
10. Create a timeline (with descriptions) of the most significant events of Sir John A MacDonald's leadership reign.
11. Categorize the actions of the government under the leadership of Sir John A MacDonald using the headings: the good, the bad and the questionable.
12. Create a poster/powtoon/infogram that highlights Sir John A MacDonald's contributions to Canada as a Prime Minister.

# Sir Robert Borden

## Educational Activities

Teachers may engage students in some of the following:

1. Create a trivia game using facts from Sir Robert Borden's life and accomplishments. (If possible make it interactive for the whole class: via clicker, Google slides)
2. Critically analyse the actions Sir Robert Borden took during his time as Prime Minister and the qualities that made him an effective or ineffective Prime Minister. This will be done on chart paper in small groups first. Then students can combine their ideas on larger chart paper at the front to the class.
3. Write a journal response/reflection stating whether or not you think Sir Robert Borden was an effective Prime Minister or not.
4. Do you think Sir Robert Borden deserves to be on our Canadian currency? Why or why not? If you had to choose someone to be on the \$100 dollar bill who would it be and why would you choose them?
5. Write a speech that Sir Robert Borden may have given explaining why he was in favour of strong British North American ties and his support of the Treaty of Versailles
6. Complete the cloze passage assignment provided. (individually or as a class on the white board)
7. Create a poster/powtoon/infogram that highlights Sir Robert Borden's contributions to Canada as a Prime Minister.
8. Create a cartoon strip that depicts some of the accomplishments and challenges the Borden government faced during WWI
9. Construct a pictorial time-line that summarizes what happened during his time in office.
10. Imagine you are 18 years old and you have been conscripted into the army. Write a personal journal on the evening you received your notice.
11. Create a quiz that spans the life and impact of Sir Robert Borden
12. Evaluate the effect that conscription had on the young men in Canada, who was most affected?
13. Write and perform a song that highlights some of the accomplishments of the Borden government.



# William Lyon Mackenzie King

## Educational Activities

Teachers may engage students in some of the following:

1. On chart paper separate the facts provided into the correct true and false category.
2. How did William Lyon Mackenzie King assist Canada in transitioning into a peacetime economy after WW2?
3. Write a reflection regarding why William Lyon Mackenzie King thought that it was important for Canada to establish a good relationship with the United States.
4. Create a poster/bumper sticker/emoji that reflects the current relationship between Canada and the United States
5. Outline William Lyon Mackenzie King's many initiatives on the war against drugs. In your opinion does Canada's new law to legalize marijuana disrespect the work he did previously, why or why not?
6. Write a list of hardships suffered by the average citizen during the great depression and some innovative ways used to deal with these struggles.
7. Why did William Lyon Mackenzie King fight so hard for Canada to become independent from the British Monarch?
8. Compare the attitudes of Canadians towards immigrants during the William Lyon Mackenzie King PM leadership era and today.
9. Construct a pictorial time-line that summarizes what happened during his time in office.
10. Examine Japanese internment camps. Reflect on how you would feel if your family was forced into an internment camp. Do you think these actions were justified at the time? How would you have done things differently? There is a famous Canadian (Dr. David Suzuki) who along with his family, was placed in internment camp in British Columbia. Research and write about his story.
11. Create a poster/powtoon/infogram that highlights William Lyon Mackenzie's King contributions to Canada as a Prime Minister.

# Lester B. Pearson

## Educational Activities

Teachers may engage students in some of the following:

1. List personal statistics about Lester B Pearson and his family.
2. Jot down a brainstorming list of ideas that Lester B Pearson may have written while preparing for the United Nations Peacekeeping plan.
3. Use a Venn diagram, to compare the “race free immigration system” that Lester B. Pearson established to the one that is in place today.
4. Explain three significant events that occurred during Lester B Pearson’s time in office and how they impacted society.
5. Write a speech that Lester B Pearson may have given defending his stance against Canada becoming involved in the war against Vietnam.
6. What facts or ideas did Pearson contribute to create change in the legal system regarding equity for women in the Canadian Pension Plan?
7. Construct a pictorial time-line that summarizes what happened during his time in office
8. Discuss as a small group how different Canada may have been had we been involved in the Vietnam War. Record the comments of group members.
9. What inferences about Lester B Pearson’s upbringing do you think impacted his politics?
10. Construct a model/poster of a crest that illustrates some of the accomplishments of the Pearson administration.
11. What qualities does one require to win a Nobel Peace Prize? What did Lester B. Pearson do to win the Nobel Peace Prize?
12. Create a poster/powtoon/infogram that highlights Lester B. Pearson’s contributions to Canada as a Prime Minister.



## **PM Statue Project Support Materials (Book List)**

**Leadership, Democracy, Prime Ministers, Indigenous**

### ***Books about Leadership:***

#### **The 7 Habits of Happy Kids**

*By Sean Covey*

Join Goob Bear, Sammy Squirrel, Jumper Rabbit and other adorable characters as they learn life lessons using the 7 Habits.

#### **The Little Engine That Could**

*By Watty Piper*

Although the Little Engine is not the biggest, the fastest or the newest, it just keeps trying. When all the other trains refuse to help, the Little Engine is proactive and a leader.

#### **The Very Busy Spider**

*By Eric Carle*

Throughout the story, the determined spider spins her web. She has an end in mind- to finish her web and catch a fly for dinner.

#### **The Little Red Hen**

*By Paul Galdone (or any version)*

The Little Red Hen found wheat seeds and wanted help to plant them. No one would help so the Little Red Hen planted, watered and weeded the plants by herself. The Little Red Hen put first things first



## PM Statue Project Support Materials (Songs)

**The Prime Ministers Song:** <https://www.youtube.com/watch?v=l7AwprTPKTU>

### **If You're a Leader and You Know It**

Sung in the tune of "If You're Happy and You Know It"

Lyrics By Terri Bose

If you're a leader and you know it pump your fist!  
(Do two fist pumps)  
If you're a leader and you know it pump your fist!  
(Do two fist pumps)  
If you're a leader and you know it then your actions really show it!  
If you're a leader and you know it pump your fist!  
(Do two fist pumps)

If you're clever and you know it tap your head!  
(Do two head taps)  
If you're clever and you know it tap your head!  
(Do two head taps)  
If you're clever and you know it then your actions really show it!  
If you're clever and you know it tap your head!  
(Do two head taps). Pump your fist (Do two fist pumps)

If you're strong and you know it flex your arms! (flex, flex)  
If you're strong and you know it flex your arms! (flex, flex)  
If you're strong and you know it then your actions really show it!  
If you're strong and you know it flex your arms! (flex, flex)  
Tap your head! (Do two head taps)  
Pump your fist! (Do two fist pumps)

Continue with additional verses:

Helpful... raise your hands

Friendly say... hello

Create your own verse!!



## **PM Statue Project Support Materials (Leadership Games)**

### **Leading the Blindfolded**

- Teach children the importance of leadership and strong communication skills by playing a game called *Leading the Blindfolded*. Divide the children into two teams and provide enough blindfolds for each child. Take the children to a safe, large indoor or outdoor area that is tricky to navigate or features several obstacles such as a park with many trails.
- Place the teams at opposite sides of the space and instruct everyone but one member of each team to put on a blindfold. On “go,” the one member not sporting a blindfold must lead their team across the field by providing clear commands. After a set amount of time, instruct the leader on each team to put on their blindfold, while instructing another child on each team to take their off and lead the group. Continue to appoint one child on each team as the leader. The team able to successfully lead every child across their finish line wins.

### **Guess the Leader**

- Chosen student leaves the room
- Class chooses a leader
- Class follows ongoing and changing actions of leader (i.e.: tapping knees, snapping finger, jumps on one foot)
- Student re-enters the classroom and guesses who the leader is (gets 3 guesses)
- Debrief: