

GUIDE to the BCCLA Citizenship Handbook

Chapter I: Citizenship in a Democracy

The first chapter of the *BCCLA Citizenship Handbook* emphasizes the basic elements of democratic citizenship and highlights ways that individual citizens can participate in the lives of their communities. Those same themes are therefore the focus of this first chapter of the *GUIDE*. In general, the activities set out for this chapter deal with situations or questions that might arise in the everyday life of new Canadians or recent immigrants. The issues involved, however, and the reflection necessary to understand them, will be of interest and value as well to

citizens of long standing. We especially recommend Activity 1.2 for newcomers from countries where oppressive government, military, and police officials have denied basic political and social rights.

If your class or group is not going to cover the whole *Citizenship Handbook*, then you should concentrate on this chapter and on Chapter five. They take a general look at the most important aspects of a democratic society, and emphasize the crucial role of citizens in keeping democracy alive.

Activity 1.0

Materials: Make copies of Handout 1.0 for everyone.

Immigrant Settlement Groups: Translate the *Goals* handout into your group's home language, make copies, and hand them out.

If you are using a translated version of *The Citizenship Handbook*, follow the activities described in the column to the right (this page).

Otherwise, go over the goals with your group, to be sure they understand what they will learn and talk about in their next meetings.

Goals

Activity Overview and Directions: The *Goals* handout for each chapter introduces your students or group members to the issues they will focus on and learn about during their work on the chapter. Draw their attention to the appropriate chapter in *The Citizenship Handbook*, and encourage them to browse through it, noting any language or issues that they want explained or find particularly interesting. Ask them to make a note of these things so that they can refer to them when you work on relevant sections of the chapter.

If possible, make photocopies of the *Goals* handout on heavier than usual paper - perhaps 'card' stock if it is available. As you finish each chapter, attach all related handouts together, with the *Goals* handout on the front. Staple them or put them in a folder or binder. This gives your students or group members a handy way to save, and to review, the material from each chapter.

Activity 1.1

Materials: Make copies of Handout 1.1 for everyone.

Immigrant Settlement Group: Translate Handout 1.1 into the group's home language, and continue as described in Activity Directions, this page, column right.

If your group is keen to practice English, this activity is a good one to practise on because it has a practical vocabulary and short sentences.

On the next page is a list of the ten items on Handout 1.1 and some suggestions for showing a connection between these items and citizenship concerns and issues.

Everyday Activities and Citizenship Introductory Activity

Activity Overview: This game-like activity is a simple introduction to places and actions related to citizenship in a democratic country. Participants are given a list of questions to ask each other. The answers reveal whether any of them have done quite ordinary things that are in fact related to citizenship. You can spice up the game a bit by offering a token prize for whoever fills in the most blanks in a given time.

Activity Directions: Distribute copies of Handout 1.1 to everyone. Give them time to look over the listed items and to raise questions about the vocabulary. Then explain the directions:

- they are to get up, move about the room, and ask each other the questions on the handout
- they are to write down the names of anyone who answers "yes" to a question.
- they can ask the questions in any order they wish
- they can use the same person to answer more than one question
- *the object is to get "yes" answers for as many items as possible.*

Be sure the participants understand they are to *move about* and *ask different people* the questions (including you, with your own list to fill in). Check to make sure they are writing in names *only* when a person asked *has done* what is listed.

When you think enough time has elapsed, call the group back together and go over their lists. Give them a chance to tell any interesting stories or information they may have discovered during the questioning. As you go through the list, mention how each item relates to some aspect of citizenship. (See box at left.)

Activity 1.1 (continued) Everyday Activities and Citizenship:

Suggestions for how the listed activities relate to citizenship concerns:

1. *visiting city hall* - learning about your local government by attending public meetings - presenting information at a council or committee meeting - meeting with council members or other civic officials about community issues- getting information about civic elections, city council matters or civic services from the City Clerk's office.
2. *voting in an election* - carrying out a citizen's basic right and duty - participating in the election of a representative government.
3. *calling 911* - helping other people in emergencies.
4. *seeing politicians on TV* - learning about political issues and personalities.
5. *attending local meetings about your community* - learning about important community issues and who is interested in them.
6. *joining a public interest group* - participating actively in an organization to promote a particular public good.
7. *visiting the library* - learning more about the community and country, and keeping informed about public issues.
8. *going to Victoria* - seeing the provincial government in action, and perhaps meeting with some officials about issues that concern you.
9. *writing a letter to a government official about a community issue* - participating in political activities by expressing opinions or suggestions to relevant government officials.
10. *joining a political party* - working within the system to support your choices for political leaders and for government policies.

It might be very interesting to find out why people joined different political parties, if they are willing to tell you. (Remember, what political party someone belongs to is only *that person's* business in Canada. We do not have to reveal our political affiliations unless we want to. This may be quite different from the situation in the participants' former countries.)

Activity 1.2

Materials: Make copies of Handout 1.2 for everyone.

Immigrant Settlement Group: If you do a written translation of the Handout and give copies to everyone, you can do the activity as suggested in Activity Directions, this page, right column.

Alternately, you could translate the questions verbally one at a time, let the pairs or groups make their decision about it, and then discuss their responses before going on to the next question.

If you think that *personal* fears or concerns about police, politics or other matters are best raised *anonymously* in your class or group, wait to bring them up for discussion until after you conduct the whole group discussion about Handout 1.2. Then, ask everyone to use their home languages to write down any further concerns or questions that they have. Tell them not to sign their names. For ESL classes, you can translate the questions into English and use them as the basis for a class discussion in English. For immigrant settlement groups, conduct the group discussion in the group's home language. In both cases, you might want to invite an outside resource person, such as a lawyer or a social worker to the class or group meeting.

Will I Get into Trouble . . . ?

Group Discussion

Activity Overview: This activity gives new Canadians a chance to bring up questions about activities in Canada that might have been illegal or dangerous in their former countries. When people first come to Canada, or any new country, they may see behaviour that seems a bit odd or even dangerous to them. We are thinking particularly of political or social activities that might have created problems with police or government officials in their former countries. For example, some new immigrants may not know whether speech and political activities in Canada are under tight police or government control. We hope this activity gives newcomers a chance to talk about these issues, and to understand why Canadians do not in general need to fear their government or the police.

Activity Directions:

- Distribute Handout 1.2 to all participants and divide them into pairs or small groups.
- Tell them to discuss the questions and to indicate their answers by putting a circle around 'yes' or 'no'. (Not everyone in the group has to answer the same way. The discussion is the important thing.)
- Encourage them to use some group time to bring up other questions about the police, politics, or government officials that they want to talk about later. They should make a note of these.
- When everyone is finished, bring the class or group back together and go over the answers to the questions, using the explanations on the next page.
- If you have time, open up a discussion of any questions they may have chosen to bring up.

Please read the shaded paragraph to the left before you decide whether to have participants raise their own personal concerns about the police or related matters during their small group discussion.

Activity 1.2 (continued): Discussion suggestions for Handout 1.2 questions.

(1) **No**, not usually. In Canada you can usually walk anywhere in public places - even at night. If, however, you are in a high crime area or raising suspicions by your behaviour, you might get some police attention, especially if a crime has just been committed nearby.

(2) **Yes**. There are laws in Canada against theft or stealing. You should pay for the fruit - and anything else - you get from stores.

(3) **No**. In Canada, public meetings on political subjects happen frequently, and many of them are protests about government activities. You will not get into trouble with the police or the government if you attend. In fact, you are encouraged to go to public meetings about issues in your community and country.

(4) **Possibly**. Usually police officers need a 'warrant' (a document signed by a judge or justice of the peace giving entry power to the police) before they can enter your home. If, however, an officer has been chasing a suspect and sees the suspect run into your house, that officer can probably enter your home without a warrant. If you refuse to let the officer in, you may be obstructing a police officer or interfering with an arrest.

(5) **No**. In Canada you can vote for whomever you choose. You vote using a secret ballot so no one except the people counting the votes sees what is on that ballot. Because your name is not on it, no one knows which ballot is yours. Voting is the way we most directly exercise our power as citizens, because we are choosing the people who will make our laws and decide what our government is going to do. The people we elect are our representatives.

(6) **Probably**. In Canada, if you are driving a car (or any other motor vehicle) when it is stopped by the police, you will probably be asked for your name and address, and the name and address of the person who owns the vehicle. You may also be asked to produce your driver's

license, the vehicle registration and proof of insurance. In general, if you do not give this information to the police when they request it, you can be arrested, and held until the police get the information.

(7) **No**. You will not get into trouble just by making a complaint against the police. The *Police Act* and Regulations include specific procedures for complaining about wrongful police behaviour, as well as rules against police retaliation and harassment. The best thing to do is to talk to someone who knows about police complaints. Ask an immigrant settlement counselor, for example. Or get in touch with us at the BC Civil Liberties Association at 604-687-2919.

(8) **No**. In Canada, you can express opinions about political matters in the newspapers, on TV, on the radio, at public meetings, on the street talking with friends or anywhere else you want. And it doesn't matter whether you are supporting or opposing the government. That's what freedom of speech or expression means.

(9) **Possibly**. Depending on the government program that provides your benefits, you could run into trouble for not reporting this income. It might be against the law and grounds for charging you with fraud - a crime. If it is illegal, you might have to pay money back to the government to cover the extra money you received when you understated your income. You may also lose your right to other benefits.

(10) **No**. You will not get into any trouble by saying you saw the accident. You may, however, be asked to make an official statement about what you saw, because your evidence of what happened may become important in a court case. If there is a court case, and you are worried about going to court, talk to an immigrant settlement counselor who can probably give you advice, information, and encouragement. They will know if there are any court-related programs to help you understand what you will have to do in the courtroom.

Activity 1.3 - A and B

Materials: Make copies of Handout 1.3A and I.3B for everyone. Distribute Handout 1.3A when you want your class or group to work on their own definitions for the vocabulary words.

Remember: Do not give out the Vocabulary Resource (Handout 1.3B) until after you and the whole group have discussed their own definitions for the vocabulary words.

Immigrant Settlement Group: Translate Handouts 1.3A and 1.3B into the group's home language and proceed as described in the Activity Directions, this page, right column.

Citizenship in a Democracy

1.3A Vocabulary List

Activity Overview: This vocabulary is the foundation for the remaining activities in Chapter 1, and is equally relevant throughout the rest of *The Citizenship Handbook* and the activities in this GUIDE (see box at bottom of page).

You will notice that the term 'elected representative' has no page number. That is because the term itself is not used in the *Handbook*. It is implied, however, in the discussion on page 11. We included it in this initial vocabulary so that everyone will learn what it means and how it relates to Canada's democracy.

Except for the emphasized paragraph at the top of the page, the Vocabulary Resource (1.3B) in this chapter is the same as the one for the participants (Handout 1.3B).

Activity Directions: In the Introduction to this GUIDE, we have suggested several ways to introduce vocabulary words and to encourage participants to find and learn their meanings. We leave you to choose how you want to do this with your own students or group members (see GUIDE Introduction, beginning on page v).

Because this vocabulary is very important, you may want to give your class or group a week's head start to think about definitions before they begin other chapter activities. Whatever way they use to define the words, however, be sure they have their Vocabulary List (Handout 1.3A) and their own definitions with them when you conduct the group session where those definitions are discussed and refined.

The usefulness of *The Citizenship Handbook* and this GUIDE depends on how well students and other group participants understand the central importance of citizens and good citizenship in a country based on democratic principles. This vocabulary should be viewed in light of those principles as outlined at the top of the next page.

Activity 1.3 - A and B (continued)

Citizenship in a Democracy
1.3B Vocabulary Resource

The democratic theory about citizenship is that we as citizens are in fact our country's 'rulers'. The government - as a separate power - does not rule us. We **are** the government in that we **elect** the people who represent us, and they govern in our name. Yet we are 'subjects' as well as 'rulers'. With our commitment to democracy and the rule of law, we agree to be subject to the laws that are made in proper fashion by the government that represents us.

1. a democracy a country where free and equal citizens share political power. Citizens elect people as their 'representatives' to make laws and to govern the country. (pp 11, 18)
2. citizens people who are members of a specific country and have certain rights and responsibilities because of their membership - or 'citizenship' - in that country (pp 11 - 14)
3. an elected
representative someone who is elected to a government on behalf of the citizens in his or her community, and who 'represents' those citizens in the federal, provincial or municipal governments
4. accountability having to answer to somebody else (like our parents, our boss, or the voters) for what we do and why we do it (p 15)
5. to participate to take part in some activity or process (pp 11, 17)
6. rights certain liberties and freedoms that belong to citizens of a democratic country (such as freedom of religion, the right to a fair trial, and freedom of speech) (p 12)
7. civic
responsibilities important democratic duties (such as voting, protecting the environment, and being jury members) that we owe to other citizens, to our communities, and to our country (pp 12 - 14) (The word "civic" comes from the Latin word 'civis', which means citizen. While the word is not used in *The Citizenship Handbook*, it is a good word to know and to use in these activities.)
8. values the moral, legal and social ideals we think are important and use as guides for how we act (such as fairness, equality, freedom, and concern for the sick and the poor) (pp 10, 12, 13)
9. equality the right of all people in our country to have equally fair and respectful treatment by our government and laws, and to have equal chances to live the best lives we can (pp 13, 14 . Also see p 23 in Chapter 2.)
10. freedom of
expression the right to say, write or show what we think, and the right to hear and exchange information and opinions - all without interference by the government or the police (pp 13, 16. Also see p 34 in Chapter 2.)

Activity 1.4

Materials: Make copies of Handout 1.4 for everyone.

Immigrant Settlement Groups:

This activity is intended for people who are learning English. Translating it for an immigrant settlement group is certainly an option, but it may not be any challenge at all for them to do in their home languages. If, however, a settlement group wants some English practice, use the handout as is, and go ahead as directed in the column to the right.

Here are the missing words:

- democratic
- election
- participate
- accountable
- responsibility
- organize
- expression
- equal
- value
- free
- government
- influence

The Language of Democracy Changing the Forms of Words

Activity Overview: This is a straightforward language exercise in which participants are asked to complete a chart of nouns, verbs and adjectives by writing in the proper forms of vocabulary and other words from this chapter. Besides helping them with their grammar, this exercise will also give them some practice with the language of democracy - especially if you add some in-class or homework activity using the different forms of the words.

Activity Directions:

- After you distribute Handout 1.4, briefly go over the words to make sure everyone knows their basic meanings. You can do this by picking words from the chart and asking different students to use the words in sentences.
- Let the participants work alone or in groups to complete the chart.

- To make things more interesting, add some sort of contest, such as seeing who can use the most words in one sentence, or who can make up sentences using all three forms of the same word. Or why not ask them to write a story using at least one form of each of the 12 words?

A Homework Assignment in preparation for Activity 1.5 (next page):

Ask your students or group members to find a newspaper or magazine article about someone who is a good citizen. Tell them to bring the article to the next class or meeting and be prepared to say why they chose it.

Before you start Activity 1.5 (next page), lead an informal discussion in which students or group members tell about the people in their articles and why they are good citizens.

Activity 1.5

Materials: Make copies for everyone of the Handout 1.5 stories that you plan to use.

Immigrant Settlement Groups:

This activity presents some problems for immigrant settlement groups. Doing written translations of the three stories and their endings is a heavy task for busy immigrant settlement counselors. Perhaps a counselor should choose the one story that seems most interesting for his/her group, and translate and use just that one.

Verbal translations are another option, but the length of the stories with their different endings might still present problems. One solution is to have the group leader verbally translate a story and then ask group members for ideas about solving the problem described. During the discussion, the leader could bring up the responses in the suggested story endings to see what the group thinks of them.

When does a good citizen get involved?

Multiple Choice Problem Solving

Activity Overview: This activity offers participants three different endings for stories about people facing problems in their communities. The stories are about (1) responding to a car accident; (2) trying to get community members to vote; and (3) getting help for an assault victim. *You* may think it is obvious which story ending is most appropriate, but newcomers may not be as sure. And one of the stories has two different acceptable endings. This activity is aimed not so much at choosing the 'correct' story ending as it is at generating discussion among participants about what citizens can do when faced with problems in their community.

Talking about these stories may encourage people to bring up situations in their own lives when they have been uncertain about what to do or where to find help. Take this opportunity to mention local people and organizations that offer help in troublesome situations.

Activity Directions:

- In an ESL class, divide the class into small groups, with each group doing either one or all of the stories, depending on the time you have.
- When the groups have chosen the story endings they like best, gather everyone together to discuss the choices and the reasons for them.

This discussion should focus on practical ways to give assistance when people need help, and where to find support and assistance in your community. If relevant, bring up some of the newspaper articles brought in by the participants for the homework assignment preceding this activity (see previous page).

It would be useful to have information available on service agencies and groups that are "out there" to assist citizens when they need various kinds of help. Some lower mainland groups are mentioned on pages 18 and 19 of *The Citizenship Handbook*, but you should be sure to locate the ones in your own community.

Activity 1.6

Democracy in Canada

Reading for Details

Materials: Make copies of Handout 1.6 for everyone

Immigrant Settlement Groups: If you are using a translated version of *The Citizenship Handbook*, translate Handout 1.6 and proceed with the activity as described in Activity Directions, this page, right column.

Otherwise, translate the handout sentences into the home language of your group, and give out copies. Tell them that something is wrong - or not true - in every sentence. Divide them into small groups and ask them to find as many errors as they can. Bring them together to discuss the sentences, and explain any errors that they have not found.

Activity Overview: This is an academic reading exercise that asks participants to correct errors in the listed sentences by finding the matching, but correct sentences in *The Citizenship Handbook*. While there are no 'trick' questions, the word order in the handout is not always identical to that in the *Handbook*, so your participants will have to be alert to this possibility.

Activity Directions: Use this activity in any way that seems appropriate - as a homework assignment, as a class activity done in pairs, or whatever else makes sense in the context of your own class or group. Because the questions come from pages 11 through 20 of the *Handbook*, anyone doing the activity will have to look through most of the chapter, thus making this a fairly practical review exercise. Once everyone has done the exercise, call on different people to read out their answers, and discuss any misunderstandings.

The correct answers are below:

1. In a democracy, it is ~~only a few citizens~~ who determine the laws of our country. (p 11)
Replace with "*all of us together as citizens*".
2. Our government officials must treat each of us with respect, ~~but do not need to~~ honour the various rights and freedoms we possess as citizens. (p 12) Replace with "*and must*".
3. [] Where our rights are guaranteed by law, the law alone is [] enough to protect them. (p 12)
Add "*Even*" at the beginning of the sentence, and add "*not*" between "is" and "enough".
4. If you think a law is unfair to you and others, you have a responsibility as a citizen to convince other citizens that ~~they should not obey the law~~. (p 14) Replace with "*the law needs to be changed*".
5. Canadian society considers women as equal partners in the family, ~~but not~~ in the business world ~~or~~ in our public life. (p 14) Delete "*but not*" and change "*or*" to "*and*".
6. The Canadian media comment on government actions, programs and policies, ~~but they never~~ criticize public officials. (p 15) Replace with "*and frequently*".
7. Canadians respect other citizens' rights to speak out and raise concerns ~~as long as they don't disagree with the government~~. (p 16) Replace with "*even if they disagree with them*".
8. Except for our aboriginal peoples, most Canadians arrived here ~~over 500 years ago~~. (p 17)
Replace with "*within the last 100 years*".
9. ~~No~~ levels of government ~~or~~ private organizations offer assistance to help new Canadians adjust to their new home. (p 18) Replace "*No*" with "*All*", and replace "*or*" with "*and many*".
10. Men in the RCMP ~~must always wear~~ the traditional "Mountie" hat, ~~no matter what their religion is~~. (p 20) Replace first words with "*are now allowed to wear turbans in place of*" and delete end words.

Activity 1.7

Materials: Make copies of Handout 1.7 case studies for your small groups.

Teachers and Immigrant Settlement Counselors should make copies of Handouts 1.7 A, B and C for their own use. We have not printed them separately in this GUIDE. Also, see the next page for some Discussion Suggestions related to these case studies.

Immigrant Settlement Group:

Translate the case studies that you wish to use, and make copies for group members. (You might decide not to translate the directions and questions with the case studies if you prefer to cover them in a more informal way). Divide your group into smaller groups or pairs, and ask them to decide what they would do to solve the problems of the people in the case studies.

When your whole group discusses the case studies and their solutions, bring up some of the Discussion Questions that you think will interest them, and some of the Suggestions on the next page. Remember to link the case studies to good citizenship.

See *Citizenship Handbook*, pages 12 - 14 for a discussion of some responsibilities of citizens.

New Citizens in their New Country Case Studies for Discussion

Activity Overview: This activity gives participants another chance to explore the idea of good citizenship. Here we focus on learning about election issues, fighting against schoolboy bullying and/or racism, and reporting information to the police. The most important difference between these case studies and those in Activity 1.5 is that here we have no set of pre-determined solutions. In these three cases, your participants will use their own knowledge and imaginations to deal with the problems presented.

Working in small groups, participants follow specific directions regarding their cases, and prepare a presentation for the class (see Handouts 1.7 A, B and C). They also consider issues that will be the subject of a whole-group discussion in which they will be the lead-off speakers. *Completing this activity using all 3 case studies may well take several sessions.*

Activity Directions: Divide your class into three groups and give each group either Handout 1.7A, B or C. Tell them to read the case study and to follow the directions on their handout. (see directions on handouts)

- All groups will do some vocabulary work, create a solution to the problem presented in the case study, and prepare a short class presentation.
- You may want them to work on the "Think about" questions as homework, which their groups can discuss the next day, when they can also finalize their class presentations.
- Each group will read their case study to the class, tell (or role-play) their solution, and do whatever else their directions ask. You will encourage comments from other class members and bring up points from the GUIDE (see next page) when relevant.
- After each presentation, you lead a class discussion based on the "Think about . . ." questions on the Case Study Sheet. Let the group who presented the case study speak first in the class discussion, because they have considered the questions. The suggestions on the next page may be useful for these discussions.

Activity 1.7 (continued) *Discussion Suggestions:*

A. An Election Dilemma

Where can Sasha get his information?

- The public library. Some have books and newspapers in languages other than English. His teacher or an immigrant settlement counselor may be able to help him find the library branch that has materials in his home language.
- The office of a political candidate in his riding. If he went with a same-language group and an interpreter who could speak both their home language and English, the group could all learn something.
- An Immigrant Services Centre, where he could ask someone to set up a meeting with candidates and interpreters.
- 'Ethnic' radio, TV, and newspapers

The above ideas suggest activities that can be done in Sasha's neighbourhood as well. See more on pages 99 - 101 of The Citizenship Handbook.

B. A Problem at School

What would happen with a problem like this in your (or your child's) school?

- Find out whether local schools have an anti-racism policy or anti-bullying programs. If they do, you might be able to get someone from the school system to talk to your group about these programs. Some schools may have brochures about these topics as well - perhaps in a variety of languages other than English - which you could distribute to your class or group members.

Who outside the school might be helpful?

- See if your class or group can suggest people and organizations in their own community who can help when this kind of problem arises. Answers will vary widely depending on the size of the community and

the organizations available. As starters, the Gills could ask for help from (1) a good friend; (2) a parent they respect from the same cultural community; (3) an immigrant settlement counselor; (4) a religious leader; (5) a staff person at a community centre or a neighbourhood house; (6) organizations like the B. C. Civil Liberties Association or the B. C. Human Rights Coalition; and (7) staff at the BC Human Rights Commission.

What about Mohinder's suggestion?

- In Canada, we do not use violence to settle disputes. Classes in self-defense, martial arts, and boxing, however, may help a person become more adept at defending him/herself if physically attacked, and may also enhance a person's self-confidence and assertiveness.

What about Jean? How can she help?

- First Jean must find out whether Surjeet *wants* her help. If Surjeet welcomes it, then Jean can help in several ways - from just offering Surjeet a sympathetic ear, to approaching the school with her to promote anti-bullying and anti-racism programs. Jean could take turns with Surjeet in walking their children to school; she could ask a group of school parents to meet at her house to discuss the problem. Remember: these are just ideas. Your group or class may well suggest excellent other ways for Jean to help.

Talking about these issues gives class and group members a chance to discuss whether they or their own children have had problems like this, and what, if anything, was done about them.

Activity 1.7 (continued) *Discussion Suggestions:*

C. Reporting an Accident to the Police

Why wouldn't Quoc want to talk to the police?

- Quoc may have had bad experiences with the police in his home country during a time when they were corrupt or highly political.

This question gives your class or group an opportunity to talk about the differences between policing in Canada and policing in other countries where police conduct is heavily influenced by politicians, organized crime, or rigid class differences, and where bribery and corruption are common in the police force.

What might happen if Quoc called and agreed to talk with the police about what he had seen?

- The police would probably be pleased that Quoc responded to their request for information. He would not get into trouble for going home after the accident when he did. If Quoc's information about the accident is important, the police might ask Quoc to be a witness in a court case. For example, he might have seen someone go through a red light or a stop sign, or someone speeding or driving as if drunk. This could be important evidence if the police accuse a driver of criminal negligence.

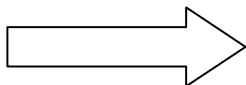
What questions would the police ask Quoc?

- They would probably ask where he was and what details he noticed when he saw the accident. They would be interested primarily in the accident and not in unrelated matters about Quoc's personal or political life. If they thought the accident might result in a court case, they might ask some questions to find out if Quoc would be a credible witness.

How are Quoc's actions related to being a good citizen?

- A citizen has a responsibility toward other members of society and to those in authority in this country. We should all be willing to help when we have important information that will help make sure the law is respected. Quoc has information that can help other citizens and the police understand what happened in a serious accident where someone was injured.

A warning for
your classes or
settlement groups



Reporting a Crime: the issue of a witness's personal safety

Because Quoc witnessed an accident, and not a crime, contacting the police will pose little risk to him or his family. *If he witnessed a crime, however, his situation might be much different.*

It is every citizen's duty to contact the police if they witness a crime. In some circumstances, however, this may put their own or their family's safety at risk. If you are ever in this dangerous situation, tell the police about your concerns for your personal safety when you report the crime. It is your right to have these concerns taken seriously by the police. They can provide advice and protective measures.

If you think the police are not responding properly to your safety concerns when you report a crime, contact an immigrant settlement counselor, the BCCLA or the relevant police complaint office. (see Resources section of this GUIDE.)

Activity 1.8

How can We be Good Citizens?

Review Exercise

Materials: Make copies of Handout 1.8 for everyone

Immigrant Settlement Group:

Translate the handout and make copies for everyone. Divide the group into pairs, and proceed as described in Activity Directions, this page, right column.

If translating the whole handout is not practicable, read the sets of sentences to the group in their home language. Ask them to decide which sentences describe good citizens.

Activity Overview: This activity is a simple summary and reminder of how good citizenship can play a practical part in our everyday lives.

Activity Directions:

- Divide your class or group into pairs or small groups, giving each person a copy of the handout.
- Ask someone to read aloud the simple instructions on the handout. Satisfy yourself that everyone understands what they are to do.
- Ask them to work together in their pairs or groups to complete the exercise.

- When everyone is ready, ask people from different pairs or groups to read out the listed responsibility and the sentence they chose to describe good citizens.

The statements describing good citizens are :

- (1) the first statement
- (2) the second statement
- (3) the second statement
- (4) the second statement
- (5) the first statement
- (6) the second statement