

GUIDE to the BCCLA Citizenship Handbook

Chapter 2: Values in Canada's Democracy

The second chapter of *The BCCLA Citizenship Handbook* talks about the important beliefs we Canadians share regarding our country and its democratic form of government. These shared beliefs are called "values", and are the basis for our laws and government programs. They include, among others, liberty, equality, respect for cultural differences, and freedom of expression. Many of these values will be familiar to your students and group members. Some values and traditions, however, may be new and seem strange. Because our laws and government programs reflect our

traditions and values as a society, new Canadians should be encouraged to understand them and to join with us in supporting them. The activities in this chapter are meant to help them do just that. The first activity encourages participants to define some values that are important in their personal lives. Then they are asked to think about the values that provide the foundation for our rights and responsibilities as citizens, and to look at how they affect our daily lives. And finally, they get a chance to delve more deeply into one of democracy's most cherished values - freedom of speech.

Activity 2.0

Goals

Materials: Make copies of Handout 2.0 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.

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 2.1

Materials: Make copies of Handout 2.1 for everyone in your class or group. Prepare a container (basket, box, etc) to hold answers on Handout 2.1 after participants have completed them. Have a black/white board or flip chart available.

Immigrant Settlement Group: Translate Handout 2.1 into your group's home language and proceed as described in the Activity Directions, this page, right column.

Tell participants that their personal values will remain private:

No one will know what they write.

- They do not put their names on their papers.
- They fold their answer papers and put them into a container with all the others.
- The papers are chosen at random from the container when it is time to talk about them.

"If I were a Grandparent. . ."

Introductory Activity

Activity Overview: This activity is meant to help your class or group get used to talking about **values**. We focus here on personal values because they have an immediate relevance to the participants and are a good starting point for discussion. (If you're lucky, a few participants might end up naming some *democratic* values as their own personal values as well.)

Activity Directions:

- Introduce the activity by asking for a definition of 'values'. Remind the group that the word was defined in Chapter 1 (see Handout 1.3B). Put a definition of 'values' on the board for reference. Ask your class or group members to decide what they themselves think are important values in their personal lives.
- Distribute the handouts. Ask someone to read the story out loud. Explain that they will all write their choice of values in the boxes on the handout. (If you think they are having difficulty with this, model the activity very simply. For example: "You are a cat. Name three things you will tell a kitten so that it will be safe.")

Remind them they are not to put their names on their papers. (See shaded comments in left column.) Ask them to make their statements quite **short** - for example: 'there are more important things than money'- 'friendship is powerful'- 'aim high'. Remind them that there are no 'right' or 'wrong' statements, and that they have only a short time to complete them - about 5 minutes.

- After participants write in their values, ask them to fold their papers and put them into the container. Mix the papers around, and pick them out randomly one at a time. Read each set of statements aloud. Ask someone to write them on a board or flip chart. Give group members a chance to say what they mean, adding your own comments as appropriate.

Discussion aides are on the next page.

Questions for Discussion on Handout 2.1

- Did people name similar values as being important, or is there a wide variety of values listed?

Group similar values together when listing them on the board. The point is not to debate the merits of the statements, but to see what participants think are important and what differences might exist among them on this subject. If you are lucky, there will be some way to tie their personal values into the discussion of the values that are the basis of a democratic society. So save the flip chart.

- Would your list be different if you were making it for your grandson?

This question provides a good opportunity to discover whether your participants think values for girls are different from values for boys, and if they do - why they do. This might be a very interesting discussion. It might also be a culturally sensitive discussion, so be prepared

Having discussed values which your students or group members believe in personally, you now lead them into a discussion of democratic values:

- Remind participants that personal values are the blueprints for how we want to live. They are the guide to how we think about our lives and how we judge what we have done. These values are our goals and our consciences.
- A country can have a conscience too. The collective values of a society act as its conscience. Usually these values are expressed in the traditions and laws that develop as a country grows from a few isolated settlements into a self-conscious nation.
- Spend a few minutes listing values that your group thinks have become the values and the conscience of Canada. (If it is hard to get the discussion going, ask everyone to turn to Chapter 2 of the *Citizenship Handbook*, where democratic values are discussed.)
- Ask your group if they think Canada has a good conscience.

Activity 2.2 - A and B

Living with Democratic Values

2.2A Vocabulary List

Materials: Make copies of Handouts 2.2A and 2.2B for everyone. Distribute Handout 2.2A when you want your class or group to work on their own definitions for the vocabulary words.

Immigrant Settlement Group: translate Handouts 2.2A and 2.2B into the group's home language and proceed as described in the Activity Directions, this page, right column.

Remember: Do not give out the Vocabulary Resource (2.2B) until after your participants have worked together to define the words on the Vocabulary List (2.2A), and you have discussed their definitions with them.

Activity Overview: This vocabulary includes important values that your class or group needs to understand in order to know what a democratic society is all about. While problems exist that show how difficult it is to live up to democracy's ideals, Canada as a country continues to work toward them.

While we may have heard the terms in this vocabulary many times, they are not easy ones to define or explain. One term that may be brand new to immigrants and new citizens is 'bubble zone'. We included it as an example of the kind of compromise that must sometimes be made in our society when some of our basic values conflict with one another.

Activity Directions: In the Introduction to this GUIDE, we have suggested several ways to introduce vocabulary words and to encourage participants to learn their meanings (see Introduction, beginning on page v.) Whichever method you use, begin by distributing Handout 2.2A to everyone. They will use it as they work by themselves or with others to come up with definitions for the words on the handout. Be sure they have it with them when you lead the group discussion where their definitions are discussed and refined.

We would expect you to go over your own Vocabulary Resource (see next page) before you lead the group discussion. The information included in the Resource was prepared with that discussion in mind.

When you discuss the vocabulary, remind your group of the definition of 'values' used in Chapter 1, where they learned about three of the most important democratic values - accountability, equality and freedom of expression (see Handout 1.3B).

Activity 2.2

Living with Democratic Values

2.2B Vocabulary Resource

The Chapter 2 vocabulary is one of the most difficult and important ones in this GUIDE. This Vocabulary Resource includes the vocabulary definitions on Handout 2.2B and additional comments (in shaded paragraphs) that we think may be useful to you when you discuss the vocabulary words with your classes and groups.

1. *Canadian Charter of Rights and Freedoms* - one of the most important parts of Canadian law. It protects our basic rights and freedoms. These include freedom of expression, freedom of religion, voting rights, equality rights, and legal rights. (Pages 32 and 33 tell you more.)

While the *Canadian Charter* is part of the constitution of Canada, the term 'constitution' does not appear in *The Citizenship Handbook* until Chapter 3. For this reason, we do not use the word 'constitution' in defining the *Charter* in this Chapter 2 vocabulary. Instead, we focus on the rights and freedoms that the *Charter* provides. We define 'constitution' in Chapter 3.

2. respect for individual and minority rights - a moral and legal principle of democratic governments that prevents a majority of citizens from pushing aside the basic rights of individuals and minority groups (pp 32,33)

[This is a difficult definition. It contains the words respect, individual, minority, moral, principle, and majority, which may not be familiar to all participants. Because respect for individual and minority rights is a very important concept for our society, please spend time making sure that everyone understands it.]

Why respect for individual and minority rights is important:

In a democratic society with a government like Canada's, the political party with the most elected representatives becomes the party that governs Canada. But it cannot do anything it wants. For example, it cannot take away the voting rights of its political enemies. Having the majority in Parliament is not enough. The laws passed by the majority must conform to the *Charter of Rights and Freedoms*, which limits the government's law-making power so that under most circumstances, it cannot do away with the rights of individuals and minority groups.

While a democratic government is elected by a *majority* of voters, it is responsible for protecting the rights of *all* citizens, including *minorities* as well as the majority. By protecting the rights of minorities, the government protects the basic individual liberties upon which the concept of democracy depends.

Activity 2.2

Living with Democratic Values

(continued)

2.2B Vocabulary Resource

3. rule of law - a democratic legal concept that means all citizens, whatever their wealth or status in society, must obey the same laws as everyone else. It means that laws, rather than the personal wishes of politicians, set the rules for society. (pp 25 - 27).

In Canada, police officers, politicians, judges, movie stars, hockey stars, and millionaires must obey the law just like all other citizens. You can find other important aspects of the rule of law on pages 25-27 of the *BCCLA Citizenship Handbook*.

4. due process - standard rules and practices followed by courts, agencies and other government officials to ensure that their decisions are reasonable and fair. (p 28)

For example, if you are accused of doing something wrong, due process gives you the right to know the evidence against you and the right to argue that you are innocent. If your employment insurance is stopped, you have the right to know why and a chance to appeal the decision.

5. privacy - the rights to keep our personal business to ourselves, and to have control over the personal information that others gather about us. Privacy rights are intended to prevent the government and others from wrongfully monitoring our personal lives. (p 29)

Laws protecting our privacy rights usually say that the government cannot gather personal information about us or keep track of our lawful private activities without a very good reason. You can read about several aspects of these laws in the *BCCLA Citizenship Handbook* on the page noted above.

6. consultation - talks and meetings between government officials and citizens where the government gets information, advice and criticism about its plans. (p 30)

When a government's plans will have an impact on specific groups of citizens, a good government will usually ask the citizens what they think of the plans. It may, for example, hold public meetings, ask for written submissions, or create commissions to study the issues. This 'consultation' usually results in better decisions and stronger community support.

7. non-violence - using peaceful methods, such as meetings or court action, to solve problems and disagreements. (p 31)

Most Canadians prefer debate, discussion and co-operative action for resolving disputes. These methods reduce divisions among us, and encourage us to work together for a better community and country.

Activity 2.2

Living with Democratic Values

(continued)

2.2B Vocabulary Resource

8. public services - agencies [such as Immigration Canada, social assistance offices, and public health facilities], institutions [such as schools, libraries, banks, community centres, prisons, and hospitals], and all other places that provide a service to the public [such as McDonalds, The Bay, law firms, insurance agents and car dealers - among many]. (p 23).
9. 'bubble zone' - a protected space around certain abortion clinics where no one can demonstrate against abortions or try to dissuade someone from having an abortion (p 36)

In B. C., the government decides which clinics will have 'bubble zones'. These 'zones' are an example of a compromise reached by the legislature in protecting freedom of expression (given preference outside the 'bubble zone'), as well as the right to privacy and the legal right to abortion (given preference within the 'zone').

10. censorship - a law or government action that limits what a citizen can read, hear, talk about or see. (pp 34, 35)

Censorship can affect books, newspapers, art, movies, photography, radio, TV, speeches, demonstrations, music, theatre, - any ways people express their opinions or discuss their ideas and interests. In a country based on democratic principles, such restrictions are grave impositions on a citizen's rights and duties.

A democracy depends on citizens who can make informed decisions about the people whom they elect, and the policies that they want their government to pursue. Citizens must have the widest access possible to the information, ideas and opinions that affect their lives. For the government to restrict what they can see or hear directly interferes with their ability to carry out their responsibilities as citizens.

Activity 2.3 - A or B

Materials: Make copies of Handout 2.3A or 2.3B for everyone.

Immigrant Settlement Group:

We think that the matching exercise, Handout 2.3A, is probably more interesting to do, and is the better vocabulary review for an immigrant settlement group. We suggest you translate that handout and continue with the Activity Directions for that matching exercise as they are set out in the column on the right.

Lower level ESL classes may need help with the general vocabulary used in this activity. Give them Handout 2.3A, and assign each pair or group of students a couple of the numbered examples. Ask them to prepare to read and explain the paragraph(s) to the class, concentrating on vocabulary and not giving the answer. Once the class has read aloud and explained the examples, give them time to complete the exercise itself. This will give everyone additional vocabulary practice, clarify the meaning of the words used in the examples, and reinforce the issues that relate to the vocabulary words.

Living with Democratic Values

Vocabulary Review

Activity Overview: You can do this straightforward vocabulary review in either of two ways. In version 2.3A, participants consider examples of activities or principles related to the vocabulary words, then match the examples to the appropriate words. Or second, in version 2.3B, participants supply the correct vocabulary word to finish a sentence. Either way, the exercise can be an individual homework or in-class assignment. Or your class or group can work in small groups or pairs to complete one of the versions. The purpose of the activity - whichever version you choose - is to encourage participants to think about their new vocabulary in a practical way.

Activity Directions:

- Decide which Handout - 2.3A or 2.3B - you will use, and divide your participants into pairs or small groups.
- Distribute the handouts and give directions for doing the exercise. Remind participants that their Vocabulary Resource (Handout 2.2B) will be useful if they need a reminder of what the vocabulary words mean.
- After giving participants time to complete the exercise, bring everyone back together and discuss the exercise. Ask members from different pairs or groups to read out their answers.

The answers below apply to both handouts:

1. individual and minority rights
2. consultation
3. *Charter of Rights and Freedoms*
4. 'bubble zone'
5. public services
6. censorship
7. due process
8. non-violence
9. rule of law
10. privacy

Activity 2.4

Does This Democratic Value Have Limits?

Freedom of Speech Exercise

Read these paragraphs, and use the information in whatever way is most helpful to you in relation to Activity 2.4 itself:

1. In this *Guide* we use 'freedom of speech' and 'freedom of expression' interchangeably

In this GUIDE we use the terms 'freedom of speech' and 'freedom of expression' to cover speaking, writing, painting and all the other ways we have of giving our opinion or 'saying' what we think or believe. We see no historical or philosophical reason to differentiate 'speech' from 'expression' for the purposes of this GUIDE.

2. Freedom of speech is a fundamental principle of democratic government. (See *Citizenship Handbook*, pp 34 -37)

In order for them to understand how a democracy works, participants in these sessions must grasp the critical role that freedom of speech plays in a democratic society.

In a democracy like Canada, we citizens are the true governors of the country. We elect representatives - whom we then call the 'government' - to run the country for us. Since in reality we are the government, we need access to all available information and ideas that relate to Canadian life. And we have the right to discuss, debate, and express opinions about all issues related to this country's public agenda.

[See also Vocabulary Resource (2.2B) on page 21 of this GUIDE, especially the bordered paragraph.]

An important aspect of free speech is the associated right to have access to as much information and as many ideas as possible so that we can make up our minds about what we think. Freedom of speech has little meaning, for example, if we do not know the reasons behind government decisions, or if the government censors ideas, information and opinions that it does not like.

3. Freedom of speech is not absolute.

- Limits on **what** we say:

While democracy demands the widest possible range for speech, free speech is *not* absolute. Canadian lawmakers have limited our speech with laws such as those against

- defamation, libel and slander
- hate speech
- sedition and treason
- threats of violence
and
- incitement

- Limits on **when, how and where** we speak:

Sometimes the government regulates the time, the manner or the place of our speech to avoid probable danger or violence, or to accommodate other important rights. An example of this is the B. C. law allowing 'bubble zones' around certain abortion clinics (see p 36, *Citizenship Handbook*). Note that this does not affect the content of the speech and is thus not censorship as such. As well, authorities such as the police can step in to stop speech, or can arrest someone for incitement, if it is clear that grave injury, violence or illegal acts will be the immediate result of the speech.

Activity 2.4

Materials: Make copies of Handout 2.4 for everyone

Immigrant Settlement Group: Translate and make copies of Handout 2.4. Divide your group into pairs, or threes, and assign them three or four of the speech descriptions - making sure all eight are covered. Ask the groups to decide whether they think the speech should be permitted in Canada, and what reasons they have for their opinions. After an appropriate time, lead a whole group discussion about the speech situations, using material from pages 23, 25 and 26 where you think it is useful.

Lower Level ESL Class: If you are concerned about the language level of this exercise, have different students read the eight situations aloud, with language clarification from you when necessary. While doing this, discuss only the language - not opinions about the speech situations themselves. Once you think the class understands the language, proceed using the Activity Directions, right column, this page.

Freedom of Speech Exercise (continued)

Activity Overview: This activity presents short descriptions of speech-related situations. Participants will decide whether permitting the described speech is reasonable and can be defended in Canada. The goal of the exercise is to get participants thinking seriously about what freedom of speech can involve in a democratic society. *Please be sure to read page 24 before using this exercise with your class or group.*

Activity Directions:

- If you want every participant to think about every speech situation, assign the activity as homework, asking everyone to indicate their opinions and the reasons for them. (Having everyone cover all eight situations during a class or group meeting might take longer than you want to allow.)
- Otherwise, organize the activity during a class or group meeting by dividing the participants into pairs or small groups. Assign some situations to each group or pair, making sure all eight of them are covered.
- Explain clearly that they are not deciding if they agree with the speech - only whether they think it should be permitted in Canada. To reflect their opinions, they can mark their handouts with an 'O' beside speech situations that they think are reasonable and defensible in Canada, and an 'X' beside those that they think are not.
- Remind participants to support their opinions with reasons. After an appropriate time, call the whole group together and discuss their opinions and reasons, using useful material from pages 23, 25 and 26.

A Reminder: The material in this GUIDE is provided for education and information purposes only. It is not intended to provide legal advice. Consult a lawyer before acting in reliance on any GUIDE material.

Activity 2.4

Freedom of Speech Exercise (continued)

1. In a city park, three young men hand out notices inviting everyone to a meeting where speakers will say why they oppose the present government.

Permitting this speech seems obviously reasonable and defensible. Political opposition is part of the Canadian political process. Look at all the different political parties that exist. Ask if this is what the participants are used to in their home countries.

2. A young woman stands next to the front stairs of an abortion clinic and quietly offers anti-abortion pamphlets to women entering the clinic.

This woman is apparently quiet and polite. But where is she? She is right next to the front stairs of an abortion clinic. If this clinic has a 'bubble zone', the woman appears to be breaking the B. C. law that says no one can demonstrate against abortions or talk to clinic clients inside the 'bubble zone'. If this clinic has no 'bubble zone', the answer might need to be settled in court. ('Bubble zones' are discussed on page 36 of *The Citizenship Handbook*.)

3. Four women come onto the school grounds during lunch hour and they give elementary school children notices to take home to their parents. The notices invite families to a religious celebration at a nearby church.

While we all probably think that there is nothing illegal about the speech as such, there may be a lot wrong with the place and manner of expressing it. Public schools are not appropriate places in Canada (or any democracy) for promoting religion. This example is especially objectionable because adults are using children to 'get to' their parents, whom might not accept the messages themselves. As well, what are these women doing on the school grounds at all? Did they get permission from school officials?

4. Several protesters stand close together in front of a super store entrance, holding signs that ask shoppers not to buy certain products. It is very difficult for shoppers to get into the store.

Again, this speech by itself seems all right, but the manner of expressing it raises questions. In general, protesters cannot stop shoppers or the general public from freely going into a store or any other place. Canadian citizens exercising their own legal free speech rights cannot usually prevent other people from going about their business in a normal way.

5. Outside a pub, several angry people argue loudly and push each other. A police officer tries to keep the two sides apart to prevent violence. Just as several other police officers arrive, the leader of one group grabs a heavy stick, waves it over his head and yells: "Come on guys. Let's get them."

It is probable that these words would lead to real and immediate violence. The efforts of the lone police officer would probably be useless in the face of this threat. The police just arriving may have a chance to keep order if they can arrest the leader before the two sides begin bashing one another.

Activity 2.4

Freedom of Speech Exercise (continued)

6. A theatre presents a play highlighting the work of people in the 1960s who struggled to uphold voting rights for Black citizens in the southern part of the United States. In the play, a racist uses the term 'nigger' in a scene where he is shouting at a Black civil rights worker.

Use of this derogatory term is rarely justifiable. In this circumstance, however, we think its use can be defended. Here the term is part of a historically accurate and realistic theatre production. The play is anti-racist in theme and supports Black equality. Including an explanation of the use of this language in the theatre program would further educate the public about the moral depravity of racism.

Historically, derogatory names for cultural groups can be found in plays, novels and movies where history is represented authentically. These terms also appear in an educational context - in history or sociology texts, for example, or in case studies and training manuals for human rights and race relations programs. In more general circumstances, using such terms is never morally justifiable.

7. On a Canadian campus, pro-choice (pro-abortion) students partly destroy a display of pro-life (anti-abortion) posters and other materials that compare abortion and its supporters to the Holocaust and Nazi thugs. The pro-choice students say that the display is 'hate literature' and that they are right to try to destroy it.

There are two speech issues here. One is the physical attack on the display by pro-abortion protesters. They are clearly interfering with the expression of views held by the pro-life group. Instead, they could denounce the display with a pro-choice display of their own, encourage spirited public debate to challenge pro-life views, and distribute widespread publicity complaining about and condemning the display.

The second issue deals with the content of the pro-life display. Though the comparison of abortion to the Holocaust will be offensive to some people, it is unlike that it constitutes 'hate speech' under Canada's human rights and criminal laws. In any event, the pro-choice group should make a complaint to authorities rather than take the law into their own hands.

8. Every time a trade official from a particular country appears in public during his Vancouver tour, protesters of various ethnic backgrounds hold up posters showing their opposition to the human rights policies in the official's homeland.

As long as these people are not disobeying any other law, their protest activities are completely acceptable in Canada. The fact that the trade official might be uncomfortable and even outraged by the protest has no bearing on the legality of this speech in Canada.

Activity 2.5

Values in Canada's Democracy

Reading for Details (pages 22 - 39)

Materials: Make copies of Handout 2.5 for everyone. Participants will need their *BCCLA Citizenship Handbooks*

Immigrant Settlement Group: If your group is using a translated version of *The Citizenship Handbook*, you can translate Handout 2.5 into their home language and follow the directions in **Activity Directions**, this page, right column.

Alternately, you can do this activity orally. Ask the group for the information requested in each section of Handout 2.5. If using a translated version of the *Handbook*, group members can find the information and read it aloud. Otherwise, you can supplement their responses if necessary with information from your own *Handbook*.

Activity Overview: This activity is designed for classes and group sessions where the teacher or settlement counselor wants participants to read the *BCCLA Citizenship Handbook* for specific information. This exercise is appropriate for homework or for in-class activity, and can be used wherever it seems most useful in the series of activities you are doing for this chapter. It is a very academic activity, but it will give participants a good overview of the whole chapter. It is one way to make sure the participants actually read some of the *Handbook*.

Activity Directions: Distribute copies of Handout 2.5 to everyone and either assign it as homework, or divide the participants into small groups to do it as an in-class assignment. You can make the exercise into a contest: the 'winners' will be the group that finds the most answers within a specific time. You can make the activity more interactive by assigning different questions to different groups, and having group members lead the class discussion that relates to the information they were assigned to find.

These answers are appropriate for the Reading for Details exercise:

A. (page 22)

- equality
- respect for democratic decision making and the 'rule of law'
- privacy
- co-operation and consultation
- non-violence
- due process
- respect for individual rights
- freedom of expression
- accountability

B. (page 23)

- sex
- race
- age
- religious belief
- ethnic or national origin
- disability
- sexual orientation
- marital or family status

C. (page 24)

- BC Human Rights Commission (or equivalent agency; see note page 46 re *Human Rights Code*)

Page numbers are from the BCCLA Citizenship Handbook

Activity 2.5

Values in Canada's Democracy (continued)

D. (page 28)

- the right to know what rule we are accused of breaking
- the right to know what evidence can be presented against you
- the right to argue that you are innocent

E. (pages 32/33)

- freedom of expression
- freedom of religion
- freedom of association
- voting rights
- mobility rights
- legal rights
- equality rights

F. (page 35)

- it takes away all citizens' rights to debate and discuss all ideas

F. (cont'd.)

- it does not eliminate offensive ideas, but makes them go underground where we can't debate them publicly
- it sometimes gives bad ideas and the people who express them wider publicity if a court case about them is widely reported
- (not on p 35, but important) it may prevent us from knowing who promotes hatred and being able to identify them for public criticism

G. (page 39)

- participate in a public meeting
- work with political parties
- join citizen groups that reflect our own personal ideals and philosophy

Activity 2.6

The Rule of Law and the Police:

A Letter to a Friend: True/False Exercise

Materials: Make copies of Handout 2.6 for everyone

Immigrant Settlement Group:

This activity, designed for ESL classes who want to practice English, can be used for an Immigrant Settlement Group as well. Translate the T/F questions, and give copies to group members. Read the letter aloud slowly in translation. Ask group members to answer the True/False questions as you read. Discuss their answers, and encourage them to talk about their own view of the police in Canada and their home countries.

Activity Overview: This language-based activity is designed for ESL classes who want to practice reading English - both silently and aloud. The letter comments on the police and the rule of law in Canada and in countries where the rule of law is subverted by an authoritarian government. A useful follow-up would be a visit by someone from one of the police complaint commissions (see *Resources* section of the *GUIDE*.).

Activity Directions: This can be an in-class activity, where students read the letter aloud to practice pronunciation, then work in pairs to complete the T/F section. It can also be a homework assignment, but that's not as much fun. Here are the answers:

- | | | | | | |
|----|---|----|---|----|---|
| 1. | T | 4. | T | 7. | T |
| 2. | T | 5. | F | 8. | F |
| 3. | F | 6. | F | | |

Activity 2.7

Materials: Make copies of Handout 2.7 for everyone

Immigrant Settlement Group:

(1) Translate Handout 2.7 and make copies for your group members. Divide them into pairs, and ask each pair to complete half of the review, either items #1 - #5 or items #6 - #10. Gather them back together when they are finished, discuss the answers, and clarify any misunderstandings.

(2) As an alternative, translate just the list of 'Democratic Values' with their short definitions and give everyone a copy of that. Then read the numbered 'Everyday Canadian Activities' (in translation), to your group members, one Activity at a time. Help the group members match the Activity you are reading about with one of the Values on their list.

Living with Democratic Values

Review: Matching Exercise

Activity Overview:

This activity is a straightforward matching exercise to review some of the democratic values discussed in Chapters 1 and 2, and to link them with events and activities in our everyday lives.

Activity Directions:

- Divide your participants into small groups or pairs, and assign sections of the review for each group or pair to complete.
- Gather everyone together when they have completed their sections, and go over the answers.
- Remind everyone that they can review democratic values by referring back to the *Citizenship Handbook*, pages 21 through 39.

The answers to the review exercise are:

- A. rule of law (2)
- B. freedom of expression (9)
- C. privacy (3)
- D. due process (8)
- E. accountability (5)
- F. human rights (7)
- G. rule of law (10)
- H. equality (1)
- I. non-violence (4)
- J. consultation (6)