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We want to thank the following organizations who permitted us to modify copyrighted materials for use in this *GUIDE* - The Affiliation of Multicultural Societies and Service Agencies of BC (AMSSA); The BC Legal Services Society; The Law Courts Education Society; and The People's Law School. They are acknowledged on each page where their materials are used, and are listed with contact numbers in the Resources section at the end of the *GUIDE*.

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This publication is designed to help you examine and understand information and ideas related to citizenship in a democratic society. It has no legal authority and should not be used to make decisions on legal matters. If you have a specific legal problem, you should get advice directly from a lawyer.

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The Citizenship Handbook  
*TEACHING and WORKSHOP GUIDE*  
For ESL Teachers and Settlement Counselors

## INTRODUCTION

The B.C. Civil Liberties Association published 10,000 copies of *The Citizenship Handbook* in 1997 and reprinted an equal number in 1999. The widely-used *Handbook* is a practical guide to democratic rights and responsibilities for new Canadians. Available in Chinese, English, Punjabi, Spanish and Vietnamese versions, the *Handbook* has been well-received by community agencies serving new Canadians and highly praised by individuals active in the ESL teaching community.

Teachers, settlement counselors and cross-cultural workers suggested that a leaders' guide would be helpful to them for using *The Citizenship Handbook* in their classes and group meetings. We are pleased to offer this *GUIDE* both in a printed version, available free from the BCCLA office (see address in the Resources section of the *GUIDE*), and in pdf format available through our web site ([www.bccla.org](http://www.bccla.org)).

The *GUIDE* is in a binder format so that users can add their own notes and other material with ease. Pages copied from the BCCLA web site have the same 8½ by 11 inch format as the printed version.

Permission is given to photocopy the contents of this publication for non-commercial use in classrooms, workshops or settlement group meetings. Reproduction of the *Handbook* or this *GUIDE* for any other purpose requires the written permission of the publisher.

## NOTES TO TEACHERS AND SETTLEMENT COUNSELORS:

### FORMAT

The *GUIDE* has 6 chapters, which correspond to chapters 1 through 6 of *The Citizenship Handbook* in theme and vocabulary. Each chapter of the *GUIDE* has two parts. The first part - the Guide to the activities - explains and gives directions for each activity created for the chapter. It is directed at teachers, settlement counselors and other group leaders, who are expected to study the material in preparation for leading the activity during a class or group meeting.

The second part - the Handouts - are the materials to be photocopied and given to the students or group members to use during the activities.

### THEMES

The overall theme of *The Citizenship Handbook* and this *GUIDE* is citizenship, and its rights and responsibilities. We hope to encourage citizens - both individually and in groups - to become involved in the democratic life of their communities. The *Handbook* and related *GUIDE* activities fit into programs and curricula on citizenship, law, the Canadian government, Canadian history, human rights, and other related topics. The themes of the chapters will give you an idea of how the *Handbook* and *GUIDE* will fit into your work:

- Chapter 1 is an overall introduction to the subject of citizenship. It can stand alone as a general review of the subject if you have time for only one chapter and activities, but it is meant to provide a basic background for the more detailed chapters that follow.
- Chapter 2 highlights the ideas and values that have been most important in the development of Canada as a democratic society.
- Chapter 3 looks at the structure of the political system in Canada, and gives people a chance to become more familiar with the different players in that system.
- Chapters 4 and 6 focus on practical descriptions of how to protect our rights (Ch. 4) and how to deal with government agencies (Ch. 6). These chapters introduce relevant laws, agencies, and procedures, and set out strategies for solving some of the problems that citizens can face in their daily lives.
- Chapter 5 is the real heart of the *Handbook* and *GUIDE*. Its focus is *participation*, and how citizens can become involved effectively in supporting community issues that they think are important.

## ESL LEVEL

The text of the handouts ranges from upper beginner to advanced level ESL. We include occasional suggestions for helping students deal with text in the *Handbook* that may be a bit beyond their level. We have tried to include at least one or two activities in each chapter for upper beginners, but they will find the bulk of the material challenging. Some of the activities will be useful for non-ESL students from grades 7 through 10 in courses about Canadian government, history, and law.

## TIME ESTIMATES

We have not included time estimates for the activities in this *GUIDE*.

The time needed for different activities depends so much on the particular group and leader involved, that making general time estimates did not seem helpful. As well, given the free form of many of these activities, setting time limits did not seem appropriate.

## TRANSLATION with Immigrant Settlement Groups

Settlement counselors will usually have to translate handouts in order to use them with settlement groups who speak their home languages at their meetings. We realize this is extra work for already very busy people, and wish it could be otherwise. Where alternatives to translation seemed possible, we have suggested them, but there aren't many. These suggestions, and other directions related to settlement groups, are set out on the left side of the *GUIDE* pages under the heading Immigrant Settlement Groups. If you think a translated version of the *GUIDE* will make it much more useful to you, please let us know.

## ANSWERS and DISCUSSION SUGGESTIONS for TEACHERS and COUNSELORS

You may have had experience enough with legal and civil libertarian issues that you are comfortable leading a discussion and answering questions about these subjects when they occur in the material. Not everyone will feel that way, however. So for those of you who want more information, we have answered some questions at length and suggested ways to structure certain group discussions. We hope that even those of you who are skilled in these subjects will be curious enough about our suggestions to look them over.

## VOCABULARY: Activities and Handouts

Every chapter in the *GUIDE* has two Vocabulary Handouts - the Vocabulary List and the Vocabulary Resource. Rather than discussing them at length in each chapter of the *GUIDE*, we discuss them fully only once - here in this introduction. In each chapter, we refer you back to this material for your vocabulary work.

## 1. VOCABULARY LIST

The Vocabulary List is a list of words or phrases for participants to define and learn so that they will understand the basic ideas of each chapter in *The Citizenship Handbook* and the handouts they will use when doing the activities provided in the *GUIDE*.

The page references on the Vocabulary Lists show the pages in *The Citizenship Handbook* where the listed words are used. Participants can look there for a definition of the word, or a use of the word that will help them figure out what it means.

Teachers and settlement counselors may have their own preferred ways to teach new vocabulary words to their classes and groups. Some suggestions are included here:

### A. ESL Class:

Finding definitions can be homework or an in-class activity. Some teachers might prefer to do this before beginning any other work on the chapter, thus creating a basic familiarity with the content of the chapter even before doing the Introductory Activity. Other teachers may prefer to start with the Introductory Activity, as suggested in the *GUIDE*, to arouse interest in the subject matter of the chapter before dealing specifically with the new vocabulary.

- *Basic Directions:*
  - Give everyone a Vocabulary List.
  - Ask them to find definitions for all the words (by talking with families, friends, and each other, and by using *The Citizenship Handbook* or a dictionary), and to save their definitions for use in a later class.
  - When you are ready to discuss the vocabulary, divide the class into small groups. Ask each group to come up with definitions for three or four words, making use of the homework they did.
  - Follow this with a whole class discussion, asking each group to provide some definitions.
  - Discuss the definitions critically to ensure that they end up incorporating the meanings given in the Vocabulary Resource.
  - Let students practice using the words in sentences, to demonstrate that they understand the words and can use them correctly.
  
- *Alternative 1: Students defining fewer words*

If you think it is too much work for students to look up definitions for all the vocabulary words, split the class into small groups before handing out the Vocabulary List. Then assign only three or four words to each group to look up. When you reassemble the groups in class, they will work out joint definitions for their own set of words. Then, in the whole-class discussion as above, students will learn and write down the definitions of the words that they did not define in their own groups.

- *Alternative 2: Students teaching students*  
When you are using small groups to define only a few words (see *Alternative 1* above), you could use a second set of small groups to teach those definitions to other students rather than moving directly to the whole class discussion. This would take more time, but it might be a very effective learning strategy.

To do this, take the original groups (who have defined a few words) and split them into new groups with at least one member from each of the original groups. The new groups will thus include people who together can define all the words in the vocabulary. They teach each other the words they defined in their original groups. Once the new groups have definitions for all the words, proceed to a class discussion where members from different groups offer their definitions to start the discussion.

## B. Immigrant Settlement Groups

While all immigrant settlement groups should get a list of the vocabulary words translated into their own language, the settlement counselor or cross-cultural worker can best judge how the group should go about defining the words.

- A simple verbal review of the vocabulary may be sufficient if everyone is familiar with the words. Even so, it is a good idea to ask group members to write out their definitions. This will help them focus on the words and be more critical when comparing their own definitions with those on the Vocabulary Resource (see below).
- If the words are not readily familiar, a counselor or cross-cultural worker may want to assign the vocabulary as homework, as suggested above under ESL classes, and discuss it with the group at the next meeting.
- Working out definitions in small groups may be more effective in some groups than assigning homework. The important thing is to ensure that everyone understands and can use the words, so that they can do other activities that relate to them.

### Please note:

Your class and group members will need to understand and be able to use the words in the vocabulary list in order to discuss the chapter and do related activities. In most chapters, work on defining and learning the vocabulary words is followed by a review of some kind that 'tests' the participants' understanding of those words. If many participants have trouble with this activity, they should probably do more work on the vocabulary before going on to other activities.

## 2. VOCABULARY RESOURCE

The Vocabulary Resource gives practical definitions of the words on the Vocabulary List. These definitions cover those aspects of the words or terms that we think participants need to know for doing the activities in this *GUIDE*. They are not intended to be complete dictionary definitions.

- Give the Vocabulary Resource to participants after they have discussed their own various definitions in a whole group setting (see above). The Vocabulary Resource will reinforce their understanding of the definitions they developed themselves, and can also serve as a resource for the rest of the chapter and a study aid for later activities and review.
- In some chapters, the leaders' version of the Vocabulary Resource includes explanatory material *in addition* to the material on the participants' handouts. We include this extra material for those teachers or settlement counselors who want more information about basic legal, governmental or civil libertarian language and concepts than is given on the Vocabulary Resource handout for students and group members.

## FEEDBACK

We hope to receive feedback from teachers and settlement counselors who use the *GUIDE* and handouts. We are very open to suggestions for making it more useful for you and your classes or settlement groups. You can reach us by e-mail at [info@bccla.org](mailto:info@bccla.org) or by regular mail at 425 - 815 West Hastings Street, Vancouver, BC, V6C 1B4.

## EVALUATION

We prepared an evaluation form that we used at some of the classes and meetings we did in preparation for the *GUIDE*. A copy of the form is on page 111. Please feel free to use it in your own work, and to send or fax us a copy of the results. Our fax number is 604-687-3045.