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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.

## ***Contents***

Introduction to this <i>GUIDE</i>	iii
1. Citizenship in a Democracy	1 - 14
Handouts 1.0 - 1.8	
2. Values in Canada's Democracy	15 - 29
Handouts 2.0 - 2.7	
3. Canada's Political System	30 - 45
Handouts 3.0 - 3.9	
4. Protecting Your Rights	46 - 68
Handouts 4.0 - 4.10	
5. Making the Democratic Process Work	69 - 87
Handouts 5.0 - 5.8 (And more!)	
6. Dealing with Government Agencies	88 - 105
Handouts 6.0 - 6.10	
Resources	106 - 110
Evaluation Form	111

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.



## 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.

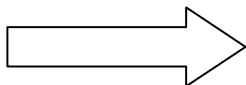
*What questions would the police ask Quoc?*

- 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

# Chapter 1

## Introduction: Citizenship in a Democracy

### *GOALS*

We will find out

- what it means to be an 'active citizen' in a country like Canada.
- why most Canadians - even those who oppose the government - are not afraid of the police or public officials.
- how our everyday life and activities show whether we are good citizens.

## Handout 1.1                      Everyday Activities and Citizenship

### Introductory Activity

Move around the room and ask different people the questions below.  
When someone answers 'yes', put that person's name on the correct line.

Did you ever . . .

1. visit City Hall? \_\_\_\_\_
2. vote in an election?  
(Where?) \_\_\_\_\_
3. call 911 to get help for somebody?  
(Did it work?) \_\_\_\_\_
4. see the Canadian Prime Minister  
or the B. C. Premier on TV? \_\_\_\_\_
5. go to a meeting at a school to  
learn about your community?  
(what was the meeting about?) \_\_\_\_\_
6. join a group that helps the  
community in some way?  
(which group?) \_\_\_\_\_
7. visit the public library? \_\_\_\_\_
8. go to Victoria and visit the  
government buildings? \_\_\_\_\_
9. write a letter to a government  
official? \_\_\_\_\_
10. join a political party? \_\_\_\_\_



## Handout 1.2 Will I Get into Trouble . . . ?

### Group Discussion

Answer the questions below by putting a circle around  yes or  no .

Will I get into trouble with the police or government officials if I . . .

- |     |   |     |    |
|-----|---|-----|----|
| 1.  | walk around my neighbourhood at night?  | Yes | No |
| 2.  | take some fruit from a corner store without paying for it?  | Yes | No |
| 3.  | go to a public meeting where people say they do not like what the government is doing?  | Yes | No |
| 4.  | refuse to open my door for a police officer after the officer sees a robbery suspect run into my house?   | Yes | No |
| 5.  | vote for somebody who is against the present government?  | Yes | No |
| 6.  | refuse to tell a police officer who I am when he stops my car one night when I am driving friends home after work?                                      | Yes | No |
| 7.  | make a complaint about a police officer who I think was too rough when arresting someone on the street?   | Yes | No |
| 8.  | write a letter to the newspaper saying the government is doing something wrong, and sign my name to it?   | Yes | No |
| 9.  | am receiving financial aid from a government agency and do not tell my financial aid worker about the money I get for helping a friend build his house? | Yes | No |
| 10. | tell a police officer that I saw a serious car accident happen?   | Yes | No |

Handout 1.3A

Citizenship in a Democracy  
Vocabulary List

1. a democracy (pp 11, 18)
2. citizens (pp 11 - 14)
3. an elected representative
4. accountability (p 15)
5. to participate (pp 11,17)
6. rights (p 12)
7. civic responsibilities (pp 12 - 14)
8. values (pp 10, 12, 13)
9. equality (pp 13, 14)
10. freedom of expression (pp 13, 16)

Learning these words will help us understand the important role that citizens play in a democratic society like Canada.

## Handout 1.3B

Citizenship in a Democracy  
Vocabulary Resource

1. **a democracy**  
(pp 11, 18) a country where free and equal citizens share political power. They elect people as their 'representatives' to make laws and to govern the country.
2. **citizens**  
(pp 11 - 14) people who are members of a specific country and have certain rights and responsibilities because of their membership - or 'citizenship' - in that country
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**  
(p 15) having to answer to somebody else ( like our parents, our boss, or the voters) for what we do and why we do it
5. **to participate**  
(pp 11, 17) to take part in some activity or process
6. **rights**  
(p 12) 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)
7. **civic responsibilities**  
(pp 12- 14) 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
8. **values**  
(pp 10, 12, 13) 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)
9. **equality**  
(pp 13, 14 and 23) 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
10. **freedom of expression**  
(pp 13,16 and 34) 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

## Handout 1.4

## The Language of Democracy

### Changing the Forms of Words

Complete the chart by putting correct words in the empty boxes.

NOUN	VERB	ADJECTIVE
democracy	democratize	
	elect	elected
participation		participating
accountability	account (for)	
	(be) responsible (for)	responsible
organization		organized
	express	expressive
equality	equalize	
	value	valuable
freedom	free	
	govern	governmental
influence		influential

Handout 1.5A *When does a good citizen get involved?*  
Multiple Choice Problem Solving

Read the short story below, and choose the ending you think is best.  
Decide what the story is saying about good citizens.

Mr. Daniel was on his way to pick up a customer in his taxi. It was early in the morning. The car in front of him was hit by a truck that drove through a stop sign. No one else was around, and the truck sped away. Mr. Daniel stopped to see if anyone in the car needed help. The car driver was alone, and was bleeding badly. Mr. Daniel had no first aid training, and was not sure what to do next.

(A-1) He decided that only someone with first aid training could safely help the injured man. Worried about getting his next customer to the airport on time, he left to pick that customer up. He told police at the airport about the accident and the injured man.

(A-2) He called the taxi dispatcher to say where he was and asked her to send the police and an ambulance, and to get another driver for the passenger he was supposed to pick up. He covered the injured man with a blanket and attempted to stop the bleeding. Waiting for help to arrive, he tried to remember details about the truck.

(A-3) The sight of the blood made him sick. He decided that nobody else would know he had seen the accident. He left to get his passenger. At the airport he used a public phone to tell the police where to find the injured man. He did not give his name, and he did not say that he saw the accident.

## Handout 1.5B

*When does a good citizen get involved?*

## Multiple Choice Problem Solving

Read the short story below, and choose the ending you think is best. What does the story have to do with being a good citizen?

Mr. Tran owns a small corner store in a poorer part of the city. The streets around his store are often dirty with trash from overflowing garbage cans. The city trucks pick up trash only twice a month. Mr. Tran wants the trucks to come every week. When it is time for civic elections, only two council candidates show any interest in improving trash collection. Mr. Tran tells friends it would be good to vote for these candidates.

(B-1) Some friends do not believe what politicians say before an election. They say Mr. Tran is silly to think that these two candidates will help even if they are elected. And what about all the other council members? They never mention garbage and do not come to Mr. Tran's neighbourhood. Why would they care about trash out there? Mr. Tran reluctantly agrees. He doesn't vote.

(B-2) A rich friend says that elections don't matter. He was in politics in their home country and says you have to give people money to get things done. He offers some of his money to Mr. Tran to give to the right person after the election. Mr. Tran knows little about politics, and thinks his friend knows best. So he doesn't vote.

(B-3) Older friends remember when local people stopped city politicians from building a freeway through their neighbourhood. Mr. Tran finds friends to help him now. A printer makes a handout urging people to vote for the two candidates. A local bank manager sponsors an essay contest on cleaning up the neighbourhood, and the two council candidates present the prizes. Other friends deliver campaign information that tells where you can vote. Lots of local people vote in the election.

## Handout 1.5C

*When does a good citizen get involved?*

## Multiple Choice Problem Solving

Read the short story below, and choose the ending you think is best. What does the story have to do with being a good citizen?

Mrs. Sanudo, who is 68, came to Canada from Chile, where her husband died in 1987 from a police beating. She now lives in an apartment near her daughter's house. A family with a baby moved into the next apartment. The husband was violent when he got drunk. One evening the noise was terrible. Mrs. Sanudo was very upset. She heard the man go out, but did not hear his door close. She went into the hall. She could see the wife lying on their floor, her eyes shut. The wife was not moving, and the baby was crying.

(C-1) Mrs. Sanudo comforted the baby and covered the mother with a blanket. She was afraid to call the police and afraid that the man would come back, but she wanted to help. She called her daughter, but no one was home. Then she called Rosa, a friend who is a volunteer at an immigrant services centre. Rosa said they had to call the police. She agreed to call them herself and to come over to stay with Mrs. Sanudo until the police arrived. Mrs. Sanudo, relieved, locked herself and the baby in her own apartment to wait for Rosa.

(C-2) Mrs. Sanudo comforted the baby and covered the woman. Frightened, she went upstairs to find someone to help. She got a man and a woman to come back with her. The man said they must call the police, who would not hurt her. Both he and the woman had heard the loud noises, and they agreed to wait with her to tell the police about it. Mrs. Sanudo was relieved that she wasn't the only one who would talk to the police. The man called 911 and they waited together for the police.

(C-3) Mrs. Sanudo was terrified. She didn't trust the police, and she didn't dare help the woman in case the husband returned. She hurried over to her daughter's house. No one was home, but she got in with her own key. She decided that if anyone asked, she would say she was with her daughter the whole evening. When her daughter came home, the women walked to a nearby phone booth. The daughter called 911, told the operator to send police to the apartment address, and hung up.

## Handout 1.6 *Democracy in Canada*

### Reading for Details

Each sentence below has a mistake. Find the mistake by reading the BCCLA *Citizenship Handbook* pages shown in ( ). Cross out the mistake in each sentence, and write your correction on the line below. The first one is done for you.

1. In a democracy, it is ~~only a few citizens~~ who determine the laws of our country. (p 11)  
\_ "it is 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)  
\_\_\_\_\_
3. Where our rights are guaranteed by law, the law alone is enough to protect them. (p 12)  
\_\_\_\_\_
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)  
\_\_\_\_\_
5. Canadian society considers women as equal partners in the business world, but not in the family or in our public life. (p 14)  
\_\_\_\_\_
6. The Canadian media comment on government actions, programs and policies but they never criticize public officials. (p 15)  
\_\_\_\_\_
7. Canadians respect other citizens' rights to speak out and raise concerns as long as they don't disagree with the government. (p 16)  
\_\_\_\_\_
8. Except for our aboriginal peoples, most Canadians arrived here over 200 years ago. (p 17)  
\_\_\_\_\_
9. No levels of government or private organizations offer assistance to help new Canadians adjust to their new home. (p 18)  
\_\_\_\_\_
10. Men in the RCMP must always wear the traditional "Mountie" hat, no matter what their religion is. (p 20)  
\_\_\_\_\_



Handout 1.7                      *New Citizens in their new Country*  
Questions for Discussion

**A. An Election Dilemma:**

Sasha Putnik has been in Canada only three months. He knows that a provincial election is coming soon. He can't vote yet, but he is interested in politics. He wants to learn about the people who will try to get elected. What do they stand for? What will they do if they get elected?

Sasha and some friends ask their ESL teacher to give lessons about the election. She does. They learn about the voters' list and where to go to vote. They see a sample ballot. But they don't learn much about the issues in the election. Sasha is frustrated. With his limited English, where can he go to learn more about the candidates and the issues they think are important? Who can help him?

---

In your group,

1. Make sure you all understand the story.  
(Some words that might need thought are dilemma - election - politics - stand for - voters' list - ballot - political parties - frustrated - candidates - issues.)
2. Think of places to send Sasha to find the information he wants or someone to help him look for it.

Think about

- what can be done in Sasha's own neighbourhood, or cultural community, to help him get the information he wants. (Look ahead to pages 99 - 101 of the *BCCLA Citizenship Handbook* if you want an idea.)
- an interesting story about voting or elections that you can tell to the rest of your class or group.

## Handout 1.7 (cont'd)

**B. A Problem in the School Neighbourhood**

Mohinder and Surjeet Gill came from India four years ago. Their son David learned English as he grew up in Vancouver. He is now in grade five. An older boy in David's school picks on him during recess and on the way home from school. He calls David ugly names, pushes him, and threatens to hit him.

Mohinder wants David to take martial arts lessons so that he can protect himself if the boy starts a fight. Surjeet hopes to solve the problem without a fight, and wants to talk to David's teacher. David is afraid of the older boy, but he is also afraid that he will be called a 'wimp' if his parents talk to the teacher.

The Gill family lives next door to Larry and Jean O'Malley who have a daughter in David's class. Jean hears about David's problem from Surjeet, and also from her own daughter.

---

**In your group:**

1. make sure you all understand the story.  
(Some words that might need thought are picks on him - threaten - martial arts - protect - 'wimp' - attends.)
2. decide how you would solve this problem.
3. list some people or groups outside the school system who might be able to help the Gills.

**Think about these questions:**

- Is there a way to take care of a problem like this in your school (or your children's school)?
- Do you think Mohinder's suggestion is a good one? Why or why not?
- What can Jean do to help?

## Handout 1.7 (cont'd)

**C. Reporting an Accident to the Police**

Quoc Tran has been a Canadian citizen for six months. He witnessed a serious car accident when he was walking home from work. Then he saw a woman come out of a nearby store and heard her call for help on her cell phone. As other people gathered from houses and stores to see if they could help, the police arrived.

Quoc saw an ambulance come and take away someone who was injured. When the police started talking to people who were watching, Quoc hurried home. He did not want to talk to the police.

The next day at work, Quoc learned that people who witnessed the accident should call the police to report what they saw.

---

In your group:

1. make sure you all understand the story.  
(Some words that might need thought are witnessed - serious - gathered - ambulance - injured - report.)
2. decide what you think Quoc should do.
3. make a list of questions the police might ask Quoc if they interview him or create a role-play of an interview between Quoc and the police

Think about:

- why Quoc did not want to talk to the police.
- what you would do if you were Quoc.
- how Quoc's actions relate to being a good citizen.

## Handout 1.8                      How can WE be good citizens? Review Activity

Below is a list of six responsibilities that citizens have. After each one are two statements. Put an **X** beside the statement that shows good citizenship. Be ready to give the reasons for your choices.

### (1) Participate in the democratic process.

- We vote because we care about our community and want to support the people who we think will make good laws and government policy.
- What does one person's vote mean in a big country like Canada? It can't change a thing. We don't bother to vote.

### (2) Learn about important issues and events in BC and Canada.

- We watch police shows and sports on TV, but news is boring. And who has time to read newspapers? I guess we don't know much about our nation or the world.
- We watch at least one news show a day and read a local newspaper. This helps keep us up to date on what's happening outside our own cultural community.

### (3) Protect the neighbourhood environment.

- We throw paper wrappers and drink boxes on the ground while we're waiting for the bus. Someone always picks them up eventually.
- We put litter in trashcans and try to remember to recycle newspapers and bottles. Last week everyone on our block helped clean up the street and back lanes, and planted some flowers in an empty lot.

**(4) Treat other people with respect.**

- We usually ignore people who are different from us, but sometimes we copy their weird accents and make fun of them. Who cares what they think?
- Why be bothered if people look or sound different from us? It's more interesting to find out what they are really like. Besides, it's boring if everyone's the same.

**(5) Understand and obey the law.**

- The law in Canada is clear: it is a crime to assault someone. Men can't hit their wives. The police can use only necessary force. We help our cultural community understand how the law works in Canada.
- How we treat our wives and children is our private affair. The police should not interfere. Besides, I think the police have their own 'laws'. So don't tell them anything, and don't complain about them!

**(6) Participate in the community.**

- We go to movies and sports events with our family, and relax watching TV in the evenings. We don't have time to go to neighbourhood or school meetings.
- Our son persuaded us to go to a meeting at his school, where we met the parents of some of his classmates. We also heard a policeman talk about home safety. We look forward to the next meeting.

## 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 )

# Chapter 2

## Values in Canada's Democracy

### *GOALS*

We will learn about

- values, and why they are important to us.
- democratic values - such as fairness, respect for the law, freedom of expression and religion - and how they affect our daily lives.
- freedom of speech and what it means in a democracy.

## Handout 2.1

*"If I were a Grandparent . . ."*

## Introductory Activity

Read the story in the shaded area below and answer the question at the end.  
No one will know this is *your* answer.

You are a grandparent. You have lived a long life and have had both sad and happy times. Your granddaughter is five years old. You are going to tell her three things that you think are important about life. She will never forget what you tell her.

What three things do you think are most important for you to tell your granddaughter?

*[Fold and tear on the dotted line. Give your answers to your teacher or workshop leader.]*

---

(1)

(2)

(3)

## Handout 2.2A *Living with Democratic Values* Vocabulary List

1. *Canadian Charter of Rights and Freedoms*  
(pp 32, 33)
2. respect for individual and minority rights  
(pp 32, 33)
3. rule of law  
(pp 25, 26, 27)
4. due process  
(p 28)
5. privacy  
(p 29)
6. consultation  
(p 30)
7. non-violence  
(p 31)
8. public services  
(pp 23, 24)
9. 'bubble zone'  
(p 36)
10. censorship  
(pp 34, 35)

Understanding these terms will help us talk about values that are important for a democratic society. We will also look at an example of what can happen when two of these values come into conflict with one another.

We have already talked about some democratic values: accountability, equality, and freedom of expression. To review what they mean, see Handout 1.3B - Vocabulary Resource.

## Handout 2.2B

*Living with Democratic Values*  
Vocabulary Resource

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. (pp 32,33)
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. (p 32, 33)
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 individual wishes of politicians, set the rules for society. (pp 25 - 27)
4. due process  
standard rules and practices followed by courts, agencies, and other government officials to ensure that their decisions are fair and reasonable. (p 28)
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)
6. consultation  
talks and meetings between government officials and citizens where the government gets information, advice and criticism about its plans (p 30)
7. non-violence  
using peaceful methods, such as meetings or court action, to solve problems and disagreements (p 31)
8. public services -  
agencies (such as Immigration Canada), institutions (such as schools and libraries), and all other places that provide a service to the public (such as McDonalds and The Bay) (p 23)
9. 'bubble zone'  
a protected space around certain abortion clinics where no one can protest against abortions or talk to people going to the clinic (p 36)
10. censorship  
a law or government action that limits what a citizen can read, hear, talk about or see (pp 34,35)



## Handout 2.3A *Living with Democratic Values* : Vocabulary Exercise

Match an example on the left with a vocabulary word on the right. The first one is done for you.

1. In Canada, we worship and read and vote as we want to, even if most of the people in our town don't agree with us.	<p>1. censorship ( )</p>
2. Workers from City Hall meet with people from every part of the city to discuss the new rules about basement suites.	<p>2. due process ( )</p>
3. In the campaign, Tam works to elect a new government. He knows about the special Canadian law that protects free speech and lets you criticize the government without fear.	<p>3. individual and minority rights ( 1 )</p>
4. An immigrant counselor told our women's support group that no one can bother us or demonstrate against abortions within 50 metres of the abortion clinic in the next block.	<p>4. privacy ( )</p>
5. Government offices, schools, movie theatres and stores are some of the places where people go every day. These places must serve everyone and cannot discriminate.	<p>5. consultation ( )</p>
6. Canada Customs officers refuse to let certain magazines into Canada, claiming that they are obscene and against the law.	<p>6. rule of law ( )</p>
7. If Alec is arrested, the police will let him call a lawyer right away. This is one of the standard procedures in Canada to give fair treatment to people who face arrest and trial.	<p>7. <i>Charter of Rights and Freedoms</i> ( )</p>
8. The recent strike made many people very angry, but they did not physically attack the strikers. Most Canadians want to solve problems without using violence.	<p>8. 'bubble zone' ( )</p>
9. In some countries, the police and government can ignore the law whenever they want. In Canada, everyone has to obey our laws, whether they are high government officials, the police or ordinary citizens like us.	<p>9. non-violence ( )</p>
10. In Canada, government officials cannot tap our phones, watch our houses, or otherwise keep track of our lives without a very special reason to do so.	<p>10. public services ( )</p>

## Handout 2.3B

*Living with Democratic Values*  
Vocabulary Exercise

*Use the vocabulary words on Handout 2.2A to finish the sentences below:*

1. In Canada, we can worship, read, and vote as we want to, even if most of the people in our community don't agree with us. That's because our government and laws support \_\_\_\_\_.
2. City officials will meet with people from every part of the city to discuss new rules about basement suites. These talks are called \_\_\_\_\_.
3. In the campaign, Tam worked to elect a new mayor. Tam knows Canada has a special law to protect free speech. This allows you to criticize the government without fear. That special law is the \_\_\_\_\_.
4. An immigrant counselor told our women's group that no one can bother us or protest against abortions within 50 metres of the abortion clinic in the next block. That 50 metres of protected space is called a \_\_\_\_\_.
5. Government offices, libraries, schools, and stores are places where people go every day. They must serve everyone and cannot discriminate against us because of our race, or sex, etc. In human rights laws, these places are called \_\_\_\_\_.
6. Canada Customs officers refused to let certain books into Canada, claiming that they were obscene and against the law. When government officials decide what we can read or see, that is called \_\_\_\_\_.
7. When Alec was arrested, the police let him call a lawyer. This is a standard practice and acts as a safeguard to ensure that the police treat people reasonably and fairly. Rules that protect fair treatment are called \_\_\_\_\_.
8. A strike often makes many people on both sides very angry, but they do not usually attack each other with rocks, fists or baseball bats. Most Canadians prefer to use co-operation and discussion to solve problems. We like peaceful change, or \_\_\_\_\_.
9. In some countries, the police and government can ignore the law whenever they want. In Canada, the law applies to everyone, whether they are high government officials, the police or ordinary citizens like us. This is known as the \_\_\_\_\_.
10. In Canada, government officials cannot tap our phones, watch our houses, or otherwise keep track of our lives without a very special reason to do so. Government or other interference into our personal lives is an invasion of \_\_\_\_\_.

## Handout 2.4 *Does this Democratic Value have Limits?* A Freedom of Speech Discussion

Read the numbered statements below. If you think the 'speech' described in the statement should be **OK** in Canada, put an **O** in front of the number.

If you think the 'speech' should **not be OK** in Canada, put an **X** in front of the number. What reasons can you give to support your decisions?

*Remember: this is about whether the 'speech' is OK in Canada, **not** whether you agree with it.*

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.
2. A young woman stands next to the front stairs of an abortion clinic and quietly offers anti-abortion information to women entering the clinic.
3. Four women come onto the school grounds during lunch hour and give elementary school children notices to take home to their parents. The notices invite families to a religious celebration at a nearby church.
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.
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."
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.
7. On a Canadian campus, pro-abortion students mess up and partly destroy a display of anti-abortion posters and other materials that compare abortion and its supporters to the Holocaust and Nazi thugs. The pro-abortion students say the display is 'hate literature' and that they are right to try to destroy it.
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.

Handout 2.5 *Values in Canada's Democracy* - Reading for Details

Fill in the information or answer the questions below.

The facts you need are in the *Citizenship Handbook* on the pages noted

A. List four basic Canadian values: (p 22)

1. \_\_\_\_\_ 3. \_\_\_\_\_

2. \_\_\_\_\_ 4. \_\_\_\_\_

B. 'Equality' means that we cannot be treated unfairly because of our - (p 23)

1. \_\_\_\_\_ 3. \_\_\_\_\_

2. \_\_\_\_\_ 4. \_\_\_\_\_

C. In British Columbia, if someone will not rent an apartment to us because of our ethnic origin, we can complain to the \_\_\_\_\_ (p 24)

D. If we are accused of doing something wrong, 'due process' gives us certain rights to make sure we are treated fairly. Name two of those rights: (p 28)

1. \_\_\_\_\_

2. \_\_\_\_\_

E. Name four rights protected by the *Charter of Rights and Freedoms*: (pp 32/33)

1. \_\_\_\_\_ 3. \_\_\_\_\_

2. \_\_\_\_\_ 4. \_\_\_\_\_

F. Give two reasons why some people think censorship is wrong: (p 35)

1. \_\_\_\_\_

2. \_\_\_\_\_

G. Name at least one way citizens can help turn Canadian democratic values into real laws and government policy: (p 39)

\_\_\_\_\_  
\_\_\_\_\_

## Handout 2.6 *The Rule of Law and the Police:* A Letter to Friend: True/False Exercise

Read Jose's letter from his Vancouver friend Dan. They were born in a country torn apart by civil war, and left with their families when they were twelve years old. Now sixteen, they use English in the letters they write to each other from their new homes in Texas and British Columbia.

Dear Jose,

I liked your last letter. I hope you are still coming to visit me in Vancouver this summer. I moved some chairs out of my room and put in a second bed. Now you must come. I do not like doing hard work for nothing!

Today a police officer visited our class. No.- we did not do anything bad. She (yes - she) came to tell us about the police in Canada. It gave me a lot to think about. When I was just a kid, I was afraid of the police. Were you? They did not like my father. They talked to his boss, who fired him from his job. The police left people alone who gave them money, but we never had enough. It seems to be different here in Canada.

Last month in school we talked about some ideas that are important to Canadians. One of them is the idea of the 'rule of law'. ('Oh wow!' I can just hear you say.) But really, it's a very good idea. It means that the law is more important than politicians, or rich people, or even the police! In Canada, you go to jail because you broke the *law*, not because some rich guy doesn't like you, or because the police don't like your politics.

Up here, the police must obey the same laws as everyone else. And if they don't treat you right, you can make an official complaint. The police officer told us all about it today. It's interesting. I wonder what the police think about it.

Well, I guess this is your Canadian culture lesson for the month! Is there a way to complain about the police in Texas? You can tell me about it when you visit.

See you soon --

Your friend, Dan

*Circle True (T) or False (F) for each sentence below*

- Jose will have a place to sleep in Dan's house. T    F
- When Dan was a child, he was afraid of the police. T    F
- The police in their country helped Dan's father find a job. T    F
- Dan thinks Canadian police are different from police where he used to live. T    F

- In Canada, a woman cannot be a police officer. T    F
- The rule of law means that police do not have to obey the law. T    F
- The police officer told Dan's class how to make a complaint against the police. T    F
- Dan knows how to make a police complaint in Texas. T    F

## Handout 2.7

*Living with Democratic Values - Review*

Read each Canadian Activity and find the Democratic Value it matches. Put the number of the Activity in the ( ) next to its matching Value. (The first one is done for you.)

Everyday Canadian Activities
------------------------------

- In Mr. Ramon's clothing business, he pays both male and female clerks the same basic wage.
- Jason Lewis doesn't smoke in the restaurant even though he thinks the anti-smoking by-law is wrong.
- When Mrs. Singh's boss casually asks her how she voted, she knows she doesn't have to tell him.
- While both sides in a labour dispute are angry and upset, their leaders and the police work together to help prevent violence.
- Our environmental group makes an appointment to meet with the local MLA to find out why he voted against our proposal.
- City Council holds public meetings so people can say if they want a by-law to limit tree cutting on their own land.
- Vincent Chan wins his case against a landlord who refused to rent suites to people of Chinese origin.
- When her application for income assistance is unfairly refused, Mira Radovic shows an Appeal Board that she should get the money.
- Sandra O'Brian asks neighbours to sign a petition to save a park the city wants to use for building new apartments
- The Police Chief gets a ticket for speeding on the way to a movie and must pay a \$75 fine.

Democratic Values
-------------------

- rule of law ( )  
A citizen obeys the law even if s/he doesn't like it.
- freedom of expression ( )  
Citizens can express their opinions, even against the government.
- privacy ( )  
Citizens should have control over their own personal information.
- due process ( )  
Gov't. decisions should be fair and reasonable, with a right to appeal.
- accountability ( )  
The people we elect are answerable to us for their actions in government.
- human rights ( )  
Treating people unfairly because of their race or ethnic origin is wrong.
- rule of law ( )  
The same laws apply to everyone, even the police.
- equality ( 1 )  
Male and female citizens should be treated equally under the law.
- non-violence ( )  
Peaceful ways like co-operation and debate are best for solving conflicts.
- consultation ( )  
The government discusses its plans and policies with citizens who will be affected by them.



## GUIDE to the BCCLA Citizenship Handbook

### Chapter 3 A Practical View of Canada's Political System

Chapter 3 covers information about Canada's political system, some of which may be familiar to ESL students and new Canadians. Perhaps they first met this material as they studied for citizenship exams. Some may have covered it in a social studies class that focused on Canadian politics or government. The activities in this chapter both review that kind of material and give participants a

practical sense of how politics and law-making actually work in this country. As they review and use the relevant vocabulary, follow the pathways of the political process, and figure out which government officials do what work, your students and group members will build a practical foundation for making the Canadian political process work for them.

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#### Activity 3.0

Materials: Make copies of Handout 3.0 for everyone.

Immigrant Settlement Groups: Translate the Goals handout into the home language of your group, and make enough copies for everyone.

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

Otherwise, review the Goals handout with your group members, making sure that they understand what topics they will learn about and discuss in their next few 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. Discuss the listed goals with them, making sure they understand what the words mean. 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 3.1

## Questions about Politics

### Introductory Activity

**Materials:** Make copies of Handout 3.1 for everyone. Make as many copies of page 32 as you need to give one question/answer strip to each student or group member (or pair). Keep a copy of page 32 for yourself as an answer sheet.

**Important:** Before you make copies of the page 32 question/answer strips, fill in the proper answers for questions 1, 3 and 7. We did not include those answers because they change when new people are appointed or elected to the positions listed.

#### Immigrant Settlement

**Groups:** translate Handout 3.1 and the answer strips on page 32 into the group's home language. Complete the activity as described in Activity Directions, this page, right column.

**Activity Overview:** This 'listening and speaking' activity introduces participants to some of the vocabulary and history of Canadian political life. The activity is set up like a game. Each participant receives one of the strips from page 32 with a question and its answer. The participants commit their own question and answer to memory. Then, when everyone has a copy of Handout 3.1, the participants mingle, asking each other the questions on the handout. When they find someone who knows an answer, they write the answer in its proper place. The first person (or pair) to fill in all the answers correctly 'wins' the game.

#### Activity Directions:

- Cut your copies of page 32 into strips and give one question/answer strip to each person in your group or class. (If you prefer, have them work together in pairs.) Ask them to memorize their own question/answer strip and not to show their information to the other participants. (Tell them to come to you if they need help understanding the question and answer.)
- A day or so later, when everyone has memorized their own question/answer strip, gather them together for the 'game'.
- Give everyone (or each pair), a copy of Handout 3.1. Tell them to move about the room, asking each other the questions and writing in the answers. The first person (or pair) to fill in all the answers correctly wins the 'game'.
- In a general discussion, go over the answers, making sure that everyone understands them clearly. You can use these questions as an oral 'review quiz' the next day, or at other times while studying this chapter, until you are sure that everyone knows the answers.

## Activity 3.1 Questions about Politics (continued)

## Question/answer 'strips' for Activity 3.1

Make enough copies of this page so that you can give one question/answer strip to every participant, or pair of participants.

Remember to fill in answers to numbers 1, 3 and 7 before you copy this page.

1. Who is the *Mayor of Vancouver* ?

2. What does **MLA** mean ? (p 45) A Member of the Legislative Assembly

3. Who is the **Governor General** of Canada ?

4. What *peoples* were in Canada long before the European colonists ? (p 42)  
the aboriginal peoples, or Canada's First Nations

5. When did Canada become a *nation* ? (p 43)  
in **1867** when the British North America Act was passed.

6. What is the Canadian *Senate* ? (p 47)  
The part of the federal Parliament that is appointed, not elected.

7. Who is the *Premier* of British Columbia?

8. In talking about elections, what is another word for *riding* ? (p 45)  
electoral district

9. If one political party elects *more than half* the members of Parliament, what kind of government do we have ? (p 45) a Majority Government

10. What is it called when members of a political party can *vote any way they want* ?  
(p 50) A Free Vote

---

**Activities 3.2 - A and B**

**Materials:** Make copies of Handouts 3.2A and 3.2B for everyone. Distribute Handout 3.2A when you want your class or group to work on their own definitions for the vocabulary words.

**Immigrant Settlement Groups:** Translate Handouts 3.2A and 3.2B into the home language of your group, and proceed as described in the **Activity Directions** this page, right column.

**Remember:** Do not give out the Vocabulary Resource (Handout 3.2B) until after you and the whole group have discussed their own definitions for the vocabulary words.

**Canada's Political System**
**3.2A Vocabulary List**

**Activity Overview:** The Chapter 3 vocabulary has words that many of your students and group members will know already, or will at least have heard about. Draw on their own definitions and experiences to encourage discussion, and bring in earlier vocabulary words from previous chapters whenever relevant.

While this vocabulary is very practical and straightforward, we have inserted a small amount of additional explanatory material in the *GUIDE* for teachers and settlement counselors. You will find it *in smaller italic print* in the Vocabulary Resource, which starts on this page.

**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 Introduction, beginning on page v).

Be sure your students or group members have their Vocabulary List (Handout 3.2A) and their own definitions with them when you meet in a group session to discuss those definitions. It is only after this session that you give them their Vocabulary Resource.

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**Activity 3.2B**
**Canada's Political System**
**3.2B Vocabulary Resource**
**1. the Constitution of Canada (p 43)**

the most important law in Canada. The *Constitution* sets out the principles and rules that govern Canada. It divides political power between our national and our provincial governments. In the *Charter of Rights and Freedoms*, the *Constitution* describes the basic rights and freedoms of Canadian citizens.

## Activity 3.2B Vocabulary Resource (continued)

## 2. Canadian governments

- the federal government (pp 41, 43 and 44)

our national government, which meets in Ottawa. It has power over such areas as taxation, immigration, international relations, criminal law, and national defence. (see also Parliament, below)

*A federal system of government divides political power between a central government that has some power over the country as a whole, and other smaller governments that have power only in their own geographic/political section of the country. Both Canada and the United States have federal systems of government.*

- a provincial government (pp 41, 43 and 44)

the government of a Canadian province, such as the government of British Columbia. The B.C. government meets in Victoria. It has power over such areas as education, social services, hospitals and motor vehicles. (see also Legislative Assembly, below.)

- a municipal government (pp 41 and 44)

the government of a city (municipality) such as Vancouver, Victoria or Kamloops. Municipal laws, called 'by-laws', cover such areas as land use, building codes, local police and fire protection, garbage collection and recycling, and business licences.

*A city government has only those powers that the provincial government decides to give to it. A city has no powers of its own. If a city wants to extend its powers, it must get provincial approval to do so.*

## 3. Parliament (p 45)

the name of Canada's federal government, which is made up of the House of Commons and the Senate. We elect people to the House of Commons. They are our elected representatives in the government and are called MPs (Members of Parliament). The government itself chooses people to be Senators.

*The Parliament buildings, where the federal government does its work, are in Ottawa, Ontario. While Parliament has both elected and appointed members, provincial governments have no appointed members - only elected ones.*

## 4. Legislative Assembly (p 45)

the group of elected representatives who make up the B.C. provincial government. They are called MLAs (Members of the Legislative Assembly).

## Activity 3.2B Vocabulary Resource (continued)

## 5. aboriginal peoples (p 42)

the people of Canada's First Nations - the members of different aboriginal communities who were the first people in Canada. They lived here long before the early explorers and colonists arrived.

## 6. treaty (p 42)

a formal written agreement, usually between nations or governments. Treaties cover issues such as the control and ownership of land and natural resources. The provincial and federal governments are negotiating treaties with some First Nations in British Columbia.

## 7. cabinet ministers (p 46)

along with the Prime Minister (or Premier, in the provinces), these are the most powerful elected members of the federal or provincial governments.

## 8. civil service (p 46)

the government employees who work in federal departments, provincial ministries, and municipal offices. The most important civil servant in any department or ministry is the Deputy Minister, who is second in power after the Cabinet Minister

*Civil servants are not elected, and usually keep their jobs when new governments take office. They do the government work required to make the laws effective in our communities. They also help develop / programs to carry out new government policies.*

## 9. riding (p 45)

a geographic area in a province where citizens vote for and elect an MP or an MLA. A riding is also called an 'electoral district'. Once elected, the MP or MLA for the riding represents the interests of all the people in the riding, who are called his or her 'constituents'.

## 10. ward system (pp 55 and 56)

a system of voting that is used in some municipal elections. In this system, the city is divided into geographic areas, called 'wards', and the voters in each ward elect their own representative to the municipal or city council.

*In a ward system, members of city council represent the concerns of the people in their wards, as well as governing for the welfare of the city as a whole. When a city council is elected 'at large', all the voters in the city choose from the same list of candidates. The winners are the ones with the most votes, no matter where they live in the city. They can quite easily ignore problems in specific areas, especially if most of their votes and support come from a different part of the city.*

### Activity 3.3

**Materials:** Make enough copies of the word sets (the strips below and on page 37 with words in them) so that each small group can have its own complete set. And make enough copies of Handout 3.3 for everyone to use once the matching part of the activity is over.

**Immigrant Settlement Group:** While this activity is aimed at ESL classes where learning English is a prime focus, some immigrant settlement groups may enjoy this activity as well. Do not translate the words, but proceed as described in the **Activity Directions** on this page, right column.

### Additional Vocabulary Exercise

**Activity Overview:** This activity was prepared for ESL classes as a way for students to concentrate on the spelling and pronunciation of vocabulary words. It is appropriate as well for immigrant settlement groups where there is an active interest in doing some work in English.

Each small group gets a complete set of word strips (see below) that are cut in two and scrambled. The groups' task is to match appropriate strips until all the vocabulary words are assembled. Set this up as a contest if your class or group enjoys them.

#### Activity Directions:

- Divide your participants into small groups with 2 to 4 people in each group.
- Give each small group a complete set of word strips, cut in half at the : in the strip, and all mixed up.
- Tell the groups to match the strips and produce all the vocabulary words.
- After they have finished (and the 'winning team' properly acknowledged - if you had a contest), give everyone copies of Handout 3.3. Lead the group in saying the words aloud, giving attention to proper pronunciation and stress.

Copy a set of word strips for each small group. Cut the strips at : and mix them up.

fed - : er - al

pro - : vin - cial

mu - ni - : ci - pal

ab - o - : ri - gi - nal

trea - : ty

par - lia : - ment

leg - is - : la - tive

as - sem - : bly

cab - : i - net

min - : is - ter

ri - : ding

civ - il : ser - vice

## Activity 3.4

## Politics in Canada

### Vocabulary Review

Materials: Make copies of Handout 3.4 for everyone

Immigrant Settlement Groups: Translate the review and make copies for everyone. Proceed with the directions as described in the Activity Directions, this page, right column.

An immigrant settlement group with an interest in doing occasional work in basic English might find this an interesting exercise.

Activity Overview: This is a simple matching quiz that tells you whether participants have learned the most basic meanings of the vocabulary words. We suggest that people work in pairs, and that they do *not* use the Vocabulary Resource (Handout 3.2B) while working on the review.

This review is a very basic one, and you may think that it is too easy for your class or group. If so, just go through it orally, or skip ahead to some of the later activities that are more challenging.

### Activity Directions:

- □ Give each pair a copy of Handout 3.4, and ask them to match the vocabulary words on the left with one of the meanings on the right.
- □ Once the pairs complete the review, let them use the Vocabulary Resource to check their own answers.
- □ Review their answers with the group and clear up any problems.
- □ Extend this activity by asking participants to write sentences using either the words themselves or the meanings.

The answers to the Vocabulary Review are as follows:

- |                            |       |  |
|----------------------------|-------|--|
| 1. federal government      | ( d ) | Canada's national government                                   |
| 2. aboriginal peoples      | ( f ) | First Nations  |
| 3. Constitution            | ( e ) | a country's highest law  |
| 4. ward system             | ( k ) | where city council is elected from different areas of the city |
| 5. civil service           | ( g ) | government employees   |
| 6. Legislative Assembly    | ( i ) | B.C.'s elected MLAs  |
| 7. Parliament              | ( h ) | the House of Commons and the Senate                            |
| 8. riding                  | ( c ) | electoral district   |
| 9. cabinet minister        | ( a ) | Minister of Health, for example                                |
| 10. treaty                 | ( b ) | agreement between nations                                      |
| 11. a municipal government | ( j ) | Vancouver City Council, for example                            |



## Activity 3.5

**Materials:** Make copies of Handout 3.5 for everyone.

### Immigrant Settlement Groups:

If your group is working with a translated version of *The Citizenship Handbook*, you can translate Handout 3.5 and do the activity as described in Activity Directions, this page, right column.

If your group does not have access to the *Handbook* in their language, they can still do this activity once it is translated into their home language. Because they will not be able to look up answers in the *Handbook*, however, they will be dependent on you for some of the information.

Let them work in pairs or threes to fill in as many answers as they can on their own. Then discuss the answers informally, explaining any answers that they do not know.

**Helpful hint:** Tell participants that they can choose more than one government for an item if they think that is appropriate. They are not limited to choosing just one government in each category.

## *Which Government are we Describing?*

### Reading for Details

**Activity Overview:** This activity highlights some basic similarities and differences among the three main levels of government in Canada. The goal of the activity and the related pages in the *Citizenship Handbook* is to give newcomers some practical sense of what the different levels of government do. We hope this information will help make the 'system' seem less confusing to them.

Item #16 on the Handout is a 'trick' question. It does not belong to any of the three government levels shown on the Handout. Before the participants start the exercise, you should tell them that 'one of the items' on the Handout does not fall under the categories shown, and that they can 'write in' the answer for that item. Of course, you *can* tell them that the item is #16, but that removes the challenge.

### Activity Directions:

- This activity can be an individual homework assignment, or it can be done in a class or group session by individuals or small groups. Encourage participants to look up answers or check their answers in *The Citizenship Handbook* on the pages noted.
- If you do this activity in class and do not have time to do all 16 items, divide your group into pairs and have each member of the pair do a different half of the exercise. When both members have finished their work, they can help each other fill in the answers they did not find themselves.
- Follow up the activity with a whole group review where different people offer their answers, and you clear up any problems.

A version of the exercise - with answers - is on the following page.

## Activity 3.5 Which Government are we Describing? (continued)

## Answer Sheet for Handout 3.5

<i>Which government . . .</i>	<i>Municipal</i>	<i>Provincial</i>	<i>Federal</i>
1. has members elected from ridings? (p 45)		X	X
2. may have members elected from wards? (p 55)	X		
3. has power over immigration, taxation, crime, and customs? (p 44)			X
4. may have power over land use, garbage collection, and local policing? (p 44)	X		
5. has power over education, hospitals, motor vehicles, social services? (p 44)		X	
6. has cabinet ministers? (p 46)		X	X
7. calls its members MPs? (p 45)			X
8. calls its members MLAs? (p 45)		X	
9. divides its work among departments? (p 46)			X
10. divides its work among ministries? (p 46)		X	
11. has a mayor as its leader? (p 55)	X		
12. has a premier as its leader? (p 45)		X	
13. has the prime minister as its leader? (p 45)			X
14. makes laws in the Legislative Assembly? (p 45)		X	
15. makes laws in Parliament? (p 45)			X
16. fits between the provincial & municipal governments, and coordinates planning for various regions? (p 54)	<i>Regional governments</i>		

## Activities 3.6 -A through D

**Materials:** If you use Handouts 3.6A, B, or C, you will need copies for everyone in your class or group. For the Handout 3.6D role plays, you need only enough copies of 3.6D to ensure that each role-playing group has a copy of its own directions.

**Immigrant Settlement Groups:** Translate Handout 3.6A into the group's home language. Give out copies and ask group members, working in pairs, to match the people with the quotes on the handout. Follow this with a group discussion covering the answers and any queries that come up about Canada's political process.

Please take note:

- Some of the political jobs mentioned in the 3.6 activities are not defined in the chapter vocabulary. Make sure that everyone knows the basic facts about these jobs before you start the actual activities.
- The role plays (3.6D) should try to be realistic about the work done by the political figures named. If class or group members need ideas, suggest they look in newspapers or magazines.

## Working in Politics

Matching Exercises and Role Plays

**Activity Overview:** These four inter-related activities focus on people who play active roles in Canada's political process. You will not want to use all four activities, but only those that fit the language level and political understanding of your class or group. Please look at the handouts as you read the next paragraphs.

- The matching exercise 3.6A and the crossword puzzle 3.6B are different versions of an activity that uses simple facts as clues for matching spoken words with the people who say them. Choose either of these activities for a lower level ESL class.
- Matching exercise 3.6C is more difficult. The clues in the quotes are not obvious. To decide who is speaking, you must know something about the work the political figures do. Use this activity in an upper level or advanced ESL class.
- Role playing can be done at all levels of ESL, and you can best determine if the role plays suggested on Handout 3.6D will be of educational value to your class.

### Activity Directions:

1. Decide which activities your class/group will do.
2. Divide everyone into pairs to do the written exercises on 3.6A, B or C, or divide them into small groups for the role-plays on 3.6D.
3. Give participants their handouts and explain the appropriate directions.
  - When those doing written exercises are finished, bring them together for a whole group discussion of the answers and any necessary explanations.
  - Use the role-plays as a basis for discussing the political roles of the people portrayed, and as an opportunity to discuss your participants' views about Canada's political process.

The answers to the matching tests on Handouts 3.6A and 3.6C, and the solution to the crossword puzzle on Handout 3.6B, are on the next page.

## Activities 3.6 A - D

## Working in Politics (continued)

1. Answers for the matching tests on both Handouts 3.6A and 3.6C are as follows:

- cabinet minister ( 6 )
- mayor ( 8 )
- constituent ( 2 )
- prime minister ( 1 )
- deputy minister ( 9 )
- leader of the  
opposition ( 10 )
- premier ( 5 )
- MP ( 7 )
- candidate ( 4 )
- MLA ( 3 )

2. Answers for the crossword puzzle on Handout 3.6B are as follows:

## ACROSS

- 2. mayor
- 7. opposition (with 14)
- 9. prime (with 10)
- 10. minister (with 3, 5, & 9)
- 11. MLA
- 13. candidate
- 14. leader (with 7)

## DOWN

- 1. constituent
- 3. deputy (with 10)
- 4. MP
- 5. cabinet (with 10)
- 6. civil (with 12)
- 8. premier
- 12. servant (with 6)

## Activity 3.7C

## Unnumbered WORD LIST (see page 43, right column)

- Prime Minister
- federal MP
- voters
- federal riding
- Senate
- majority or minority government
- candidates
- federal departments
- constituents
- House of Commons
- cabinet ministers
- election
- Parliament
- civil service
- deputy minister

## Activity 3.7 - A, B and C:

**Materials:** Make copies of Handout 3.7A or 3.7 B for everyone in your group or class. If you decide to use the diagram on Handout 3.7C, make copies of it for everyone as well.

**Immigrant Settlement Groups:** Translate Handout 3.7A and make copies for everyone. Divide your group into pairs, and ask them to complete as many sentences as they can.

If your group members have translated versions of *The Citizenship Handbook*, they can use them to find any information they might need. Otherwise, supply the information they need as you talk with them about the sentences and their understanding of the government processes described.

At the next meeting, give them all copies of Handout 3.7C, and fill in the diagram with them as you review the sentences and the workings of the federal government.

**ANSWERS:** (1) candidates (2) federal riding (3) voters (4) election (5) federal MP (6) constituents (7) House of Commons (8) majority or minority government (9) Prime Minister (10) Senate (11) Parliament (12) Cabinet Ministers (13) federal departments (14) Deputy Minister (15) civil service

## Understanding the Federal Government Completing Sentences and Diagram

**Activity Overview:** This activity focuses on the federal government - how it is elected and how it functions. The activity has two parts: (1) completing sentences on Handout 3.7A or 3.7B by using the vocabulary or other relevant words, and (2) completing the 3.7C diagram covering the same information. The diagram and the sentences have the same numbering system, so that word used for #7 in the sentences is the same word as #7 on the diagram.

The major difference between Handouts 3.7A and 3.7B is that 3.7A uses simpler sentences. The Handout 3.7B sentences describe the election process and the work of the government in greater detail.

**Activity Directions:** Here are three variations:

- Do Sentences First:** Ask students (in pairs) to do 3.7A or 3.7B as an in-class assignment. Discuss the answers in class. In a day or two, use Diagram 3.7C as an informal review. Do not let students use 3.7A or 3.7B when doing the review (the numbers will give away all the answers). Instead, use the unnumbered word list on the bottom of page 42. Clarify problem areas.
- Do Diagram First:** Give diagram 3.7C and the unnumbered word list on page 42 to small groups; ask them to fill in the diagram. Follow this with a whole-group discussion to clarify any problems. At a later time, assign the sentences of 3.7A or 3.7B, either as a homework assignment or as a different pairs or small group activity, to be done without the help of the diagram. Go over the answers and clear up problems.
- Do Sentences and Diagram Together:** Ask students (in small groups) to fill in Diagram 3.7C as they do one of the sentence sets, either 3.7A or B. Remind everyone that the words keep their same numbers in the sentences, on the word list, and on the diagram. Follow up with a class discussion focused on the process as set out in the diagram.

## Activity 3.8

Materials: Make copies of Handout 3.8 for everyone

### Immigrant Settlement Groups:

If your group is using a translated version of *The Citizenship Handbook*, you can translate Handout 3.8 into your group's home language and proceed with this activity as described in Activity Directions, this page, column right.

If you do not have a *Handbook* translated into the appropriate language, you could pick out the questions that you think the group would be most interested in, translate them, and base a group discussion on those questions. Questions 9 through 13 might be good ones for this purpose.

## Law-Making and Citizens

### Reading for Details

Activity Overview: This academic exercise covers a range of issues related to law-making - from the actual procedures in Parliament to different ways that citizens can exercise more influence over those who sit in Parliament and make laws. These are activities where citizens can have real clout. Unfortunately, they tend to be neglected, very often because people don't understand them, or cannot see how to use them in the political process. Encourage your classes and groups to look at these political activities carefully. They might find a new way to promote their own concerns about their communities and the country.

### Activity Directions:

- Use this activity either as homework for individual students or as an in-class assignment for small groups or pairs.
- In class, if you need to save time, divide the exercise into two sections. Ask some pairs or groups to do numbers 1 through 7, and others to do 8 through 13.
- When you go over the answers, ask students not only what the correct answers are, but also what those answers mean.

The answer to #10, for example, is "recall" and then "initiative". But what do those words mean? What is a "second reading" (question #2). What do they think about "lobbying" (question #8). To really understand what the political process is all about, the students need to know more than just which word is the correct answer.

## ANSWERS for Handout 3.8:

- |                                       |                                     |                       |
|---------------------------------------|-------------------------------------|-----------------------|
| 1. bill                               | 6. free vote                        | 11. local governments |
| 2. second reading                     | 7. Parliamentary Standing Committee | 12. direct influence  |
| 3. 50 per cent                        | 8. Lobbying                         | 13. ward system       |
| 4. governing party                    | 9. direct democracy                 |                       |
| 5. official position, political party | 10. recall, initiative              |                       |

## Activity 3.9

**Materials:** Make copies of Handout 3.9 for everyone

### Immigrant Settlement Groups:

This crossword puzzle was developed for students who are learning or already know English. It also includes some political concepts that you may not have discussed with your group. If, however, your group is interested in politics and wants some English practice, here is one way you could use the puzzle:

- Make a list of the answers, leaving out the numbers that show where the words go in the puzzle. Make copies of the handouts and the answer list.
- Divide your group into pairs, and give each pair the puzzle, the definitions and the answer lists.
- Assign some parts of the puzzle to each pair, and let them work for a few minutes.
- Gather everyone back together and go over the puzzle, pronouncing the words and clarifying any troublesome definitions. Use the *Citizenship Handbook* to round out the discussion if that seems useful. (See the pages noted with the puzzle Definitions)

## Politics and Law Making

### Review Puzzle

**Activity Overview:** This puzzle provides a review of vocabulary and issues brought up in Chapter three. It concentrates most heavily, however, on pages 49 through 57. If your class has completed Activity 3.8, they will be familiar with most of this material. If they have not done so, you might want them to read some of those pages for homework. Then the puzzle will remind them of what they have already read, rather than 'puzzling' them with completely new material.

### Activity Directions:

- Divide your class into small groups or pairs.
- Distribute the puzzles and definitions, and assign each group or pair a section (or all - you will know best how much work to assign) of the puzzle.
- When you think enough time has passed, bring everyone back together and review the puzzle, using the *Citizenship Handbook* (pages noted with definitions) as a resource for answering questions. (A lower level ESL class may want to do this puzzle in the way described for immigrant settlement groups in the column to the left.)

### Puzzle Answers:

<u>Down</u>	<u>Across</u>
1 riding	4 official opposition
2 by law	7 second reading
3 standing committee	8 and 21 - majority government
5 free vote	9 lobby
6 bill	10 regional
10 and 21 - representative government	11 direct democracy
12 candidates	16 wards
13 constituents	17 referendum
14 petition	18 initiative
15 recall	19 and 21 - minority government
20 at large	23 chair
22 urban	24 voters

# Chapter 3

## A Practical View of Canada's Political System

### *GOALS*

We will learn about

- Canada's three levels of government and some of their powers.
- Canada's political system and how it works.
- different jobs in Canada's political system and who does them.



## Handout 3.1 Introduction: Questions about Politics

Find someone in the room who can answer these questions. Put the answers into the spaces on the right.

1. Who is the <i>Mayor</i> of Vancouver?	
2. What does <i>MLA</i> mean? (p 45)	
3. Who is the <i>Governor General</i> of Canada?	
4. What <i>peoples</i> were in Canada long before the European colonists? (p 42)	
5. <i>When</i> did Canada become a nation? (p 43)	
6. What is the Canadian <i>Senate</i> ? (p 47)	
7. Who is the <i>Premier</i> of British Columbia?	
8. In talking about elections, what is another word for ' <i>riding</i> '? (p 45)	
9. If one political party elects <i>more than half</i> the members of Parliament, what kind of government do we have? (p 45)	
10. What is it called when members of a political party can <i>vote any way they want</i> ? (p 50)	

## Handout 3.2A

## Canada's Political System Vocabulary List

1. the Constitution of Canada  
(p 43)
2. Canadian governments
  - the federal government  
(pp 41, 43, and 44)
  - a provincial government  
(pp 41, 43, and 44)
  - a municipal government  
(pp 41 and 44)
3. Parliament  
(p 45)
4. Legislative Assembly  
(p 45)
5. aboriginal peoples  
(p 42)
6. treaty  
(p 42)
7. cabinet minister  
(p 46)
8. civil service  
(p 46)
9. riding  
(p 45)
10. ward system  
(pp 55,56)

## Handout 3.2B

Canada's Political System  
Vocabulary Resource

## 1. the Constitution of Canada (p 43)

the most important law in Canada. The *Constitution* sets out the principles and rules that govern Canada. It divides political power between our national and our provincial governments. In the *Charter of Rights and Freedoms*, the Constitution describes the basic rights and freedoms of Canadian citizens.

## 2. Canadian governments

- the federal government (pp 41, 43 and 44)

our national government, which meets in Ottawa. It has power over such areas as taxation, immigration, international relations, criminal law, and national defence. (also see Parliament, below)

- a provincial government (pp 41, 43 and 44)

the government of a Canadian province, such as the government of British Columbia. The B.C. government meets in Victoria. It has power over such areas as education, social services, hospitals and motor vehicles. (also see Legislative Assembly, below.)

- a municipal government (pp 41 and 44)

the government of a city (municipality) such as Vancouver, Victoria or Kamloops. Municipal laws, called 'by-laws', cover such areas as land use, building codes, local police and fire protection, garbage collection and recycling, and business licences.

## 3. Parliament (p 45)

the name of Canada's federal government, which is made up of the House of Commons and the Senate. We elect people to the House of Commons. They are our elected representatives in the government and are called MPs (Members of Parliament). The government itself chooses people to be Senators.

## 4. Legislative Assembly (p 45)

the group of elected representatives who make up the provincial government. They are called MLAs (Members of the Legislative Assembly).

## 5. aboriginal peoples (p 42)

the people of Canada's First Nations - the members of different aboriginal communities who were the first people in Canada. They lived here long before the early explorers and colonists arrived.

## Handout 3.2B      Vocabulary Resource      (continued)

## 6. treaty (p 42)

a formal written agreement, usually between nations or governments. Treaties cover issues such as the control and ownership of land and natural resources. The provincial and federal governments are negotiating treaties with some First Nations in British Columbia.

## 7. cabinet ministers (p 46)

along with the Prime Minister (or Premier, in the provinces), these are the most powerful elected members of the federal or provincial governments.

## 8. civil service (p 46)

the government employees who work in federal departments, provincial ministries, and municipal offices. The most important civil servant in any department or ministry is the Deputy Minister, who is second in power after the Cabinet Minister

## 9. riding (p 45)

a geographic area in a province where citizens vote for and elect an MP or an MLA. A riding is also called an 'electoral district'. Once elected, the MP or MLA for the riding represents the interests of all the people in the riding, who are called his or her 'constituents'.

## 10. ward system (pp 55 and 56)

a system of voting that is used in some municipal elections. In this system, the city is divided into geographic areas, called 'wards', and the voters in each ward elect their own representative to the municipal or city council.

Handout 3.3

Vocabulary Match-up

fed - er - al

pro - vin - cial

mu - ni - ci - pal

ab - o - ri - gi - nal

trea - ty

par - lia - ment

leg - is - la - tive

as - sem - bly

cab - i - net

min - is - ter

ri - ding

civ - il ser - vice

Handout 3.4 *Politics in Canada* - Vocabulary Review

Match the numbered words on the left with the definitions on the right. Put the letter of the proper definition in the ( ) after each word. The first one is done for you.

- |                            |       |   |
|----------------------------|-------|---|
| 1. federal government      | ( d ) | (a) Minister of Health, for example                                   |
| 2. aboriginal peoples      | ( )   | (b) agreement between nations   |
| 3. the <i>Constitution</i> | ( )   | (c) electoral district  |
| 4. ward system             | ( )   | (d) Canada's national government                                      |
| 5. civil service           | ( )   | (e) our country's highest law   |
| 6. Legislative Assembly    | ( )   | (f) First Nations   |
| 7. Parliament              | ( )   | (g) government employees  |
| 8. riding                  | ( )   | (h) the House of Commons & the Senate                                 |
| 9. cabinet minister        | ( )   | (i) B.C.'s elected MLAs   |
| 10. treaty                 | ( )   | (j) Vancouver City Council, for example                               |
| 11. a municipal government | ( )   | (k) where city council is elected from<br>different areas of the city |

## Handout 3.5 Which Government are We Describing?

### Reading for Details

Put an X in the space under the appropriate government(s) after each question.

The first one is done for you.

Page numbers are from the *BCCLA Citizenship Handbook*.

<i>Which government . . .</i>	<i>Municipal</i>	<i>Provincial</i>	<i>Federal</i>
1. has members elected from ridings? (p 45)		X	X
2. may have members elected from wards? (p 55)			
3. has power over immigration, taxation, crime, and customs? (p 44)			
4. may have power over land use, garbage collection, and local policing? (p 44)			
5. has power over education, hospitals, motor vehicles, social services? (p 44)			
6. has cabinet ministers? (p 46)			
7. calls its members MPs? (p 45)			
8. calls its members MLAs? (p 45)			
9. divides its work among departments? (p 46)			
10. divides its work among ministries? (p 46)			
11. has a mayor as its leader? (p 55)			
12. has a premier as its leader? (p 45)			
13. has the prime minister as its leader? (p 45)			
14. makes laws in the Legislative Assembly? (p 45)			
15. makes laws in Parliament? (p 45)			
16. fits between the provincial & municipal governments, and coordinates planning for various regions? (p 54)			

---

**Handout 3.6A****Working in Politics?  
Matching Exercise**

Find the right quote to go with each person on the left. The first one is done for you.

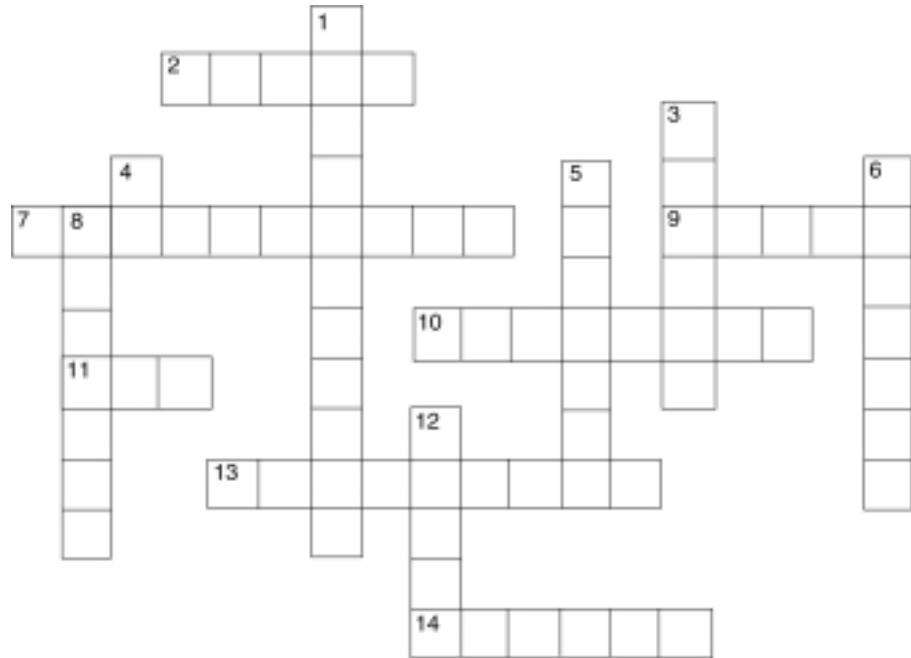
- |                          |       |  |
|--------------------------|-------|--|
| cabinet minister         | ( 6 ) | (1) "I am the leader of the government of Canada."   |
| mayor                    | ( )   | (2) "I live in an MLA's or an MP's riding."  |
| constituent              | ( )   | (3) "I represent my constituents in the B.C. Legislative Assembly."  |
| prime minister           | ( )   | (4) "I am a person trying to get elected."   |
| deputy minister          | ( )   | (5) "I hope I do a good job leading the provincial government."  |
| leader of the opposition | ( )   | (6) "I am chosen by the Prime Minister to run a federal department."                                       |
| premier                  | ( )   | (7) "I represent my Burnaby constituents in Parliament."   |
| MP                       | ( )   | (8) "I am elected to lead the city government."  |
| candidate                | ( )   | (9) "I help the cabinet minister run our department."  |
| MLA                      | ( )   | (10) "My political party did not form the government because we did not win enough seats in the election." |



## Handout 3.6B Working in Politics - Crossword

The 11 people below all belong somewhere in politics. They say who they are in the numbered statements at the bottom of the page. Decide who each speaker is, and put that speaker's name in the proper puzzle space(s).

- prime minister
- constituent
- MLA
- candidate
- premier
- civil servant
- cabinet minister
- MP
- mayor
- deputy minister
- opposition leader



### ACROSS

2. "I am elected to lead the city government."
7. (with 14 across) "My political party did not win enough seats in the election to form the government."
9. (with 10 across) "I am the leader of the government of Canada."
10. (with 9 across, and 3 and 5 down) See definition above.
11. "I represent my constituents in the B.C. Legislative Assembly."
13. "I am a person trying to get elected."
14. (with 7 across) See definition above.

### DOWN

1. "I live in an MLA's or an MP's riding."
3. (with 10 across) "I help the cabinet minister run our department."]
4. "I represent my Burnaby constituents in Parliament."
5. (with 10 across) "I am chosen by the Prime Minister to run a federal department."
6. (with 12 down) "I work in the offices of the federal or provincial government."
8. "I hope I do a good job leading the provincial government."
12. (with 6 down) See definition above.

## Handout 3.6C

## Working in Politics

## Matching Exercise

Find the right quote to go with each person on the left. The first one is done for you.

- |                                 |   |
|---------------------------------|---|
| cabinet minister ( 6 )          | (1) "Before Parliament meets again, I will make some cabinet changes. I plan to name four new ministers to bring fresh ideas and energy to our departments and to our cabinet discussions."         |
| mayor ( )                       | (2) "We need a new hospital in our community. It is your job as our MLA to help us get one."  |
| constituent ( )                 | (3) "You are my constituents and I am very interested in what you have told me about our schools. When I go back to Victoria, I will discuss your concerns with the Minister of Education."         |
| prime minister ( )              | (4) "If you elect me, you can be certain that I will try very hard to create more job opportunities in this community."   |
| deputy minister ( )             | (5) "Under my leadership, this province has seen a real improvement in environmental protection. If you don't like this, then maybe you should no longer serve in my cabinet."                      |
| leader of<br>the opposition ( ) | (6) "Under my direction, the Department of Energy studied the safety of offshore drilling. Surely the cabinet cannot propose laws that ignore the results of those studies."                        |
| premier ( )                     | (7) "One of the difficulties of this job is the constant travelling back and forth between Ottawa and Burnaby, where my constituency is."   |
| MP ( )                          | (8) "I was pleased to represent our city in the gay pride parade, and hope that under my leadership, this city will strongly support human rights for everyone."                                    |
| candidate ( )                   | (9) "The new justice minister met with me to discuss the need for more legal staff. We talked about work she wants to get done, and decided we have enough lawyers in the department now to do it." |
| MLA ( )                         | (10) "If my party gets the chance to form a new government, we will change this law. It is bad for the economy of this province and we do not support it. Shame on the government."                 |

## Handout 3.6D      Working in Politics Role Plays

1. The Prime Minister (PM) is answering questions at a press conference. Role play the PM and two or three reporters who are asking him/her about future government plans. Use this quote somewhere in the role play:

"Before Parliament meets again, I will make some cabinet changes. I plan to name four new ministers to bring fresh ideas and energy to our departments and our cabinet discussions."

2. Before a provincial election, a candidate visits a local residential neighbourhood, trying to persuade people to vote for him/her. At one house, the candidate talks to a man and woman from Mainland China and their two teenage children. Role play the conversation between the candidate and the family members, using the following quote somewhere in the role play:

"If you elect me, you can be certain that I will try very hard to create more job opportunities in this community."

3. An MLA is holding an 'open house' at a community centre for the people in his riding. Three community members tell him about problems they are having during a teachers' strike. Role play the conversation, using the following quote somewhere during the role play:

"I am very interested in what you have told me about our schools. When I go back to Victoria, I will discuss your concerns with the Minister of Education."

## Handout 3.6D Working in Politics (continued)

4. A provincial premier carries on a heated discussion with two industry leaders who are criticizing the government's anti-pollution measures. The Finance Minister, joins the discussion and argues that these measures have made it more costly for certain industries to do business in the province. Role play the discussion, using the following quote somewhere in the role play:

"Under my leadership, this province has seen a real improvement in environmental protections. If you don't like this, then maybe you should no longer serve in my cabinet."

5. The mayor is talking to three political advisors who think his/her recent statements supporting local anti-racist community groups and gay and lesbian activists will distract the public from 'more serious' problems that the city council is working on. Role play this conversation, using the following quote somewhere in the role play:

"I was pleased to represent our city in the gay pride parade, and hope that under my leadership, this city will strongly support human rights for everyone."

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## Handout 3.7A Understanding the Federal Government

Complete the sentences. Put the proper number in the ( ) in front of each word as you use it.

- (A) Political parties choose (1) \_\_\_\_\_ to run in an election.
- (B) Each candidate runs for election in a (2) \_\_\_\_\_.
- (C) Candidates are elected by the (3) \_\_\_\_\_.
- (D) The candidate with the most votes wins the (4) \_\_\_\_\_ in the riding.
- (E) In a national election, the person we elect from our riding becomes a (5) \_\_\_\_\_.
- (F) A federal MP represents his or her (6) \_\_\_\_\_, who are all the people living in that MP's riding.
- (G) The MP is a member of the (7) \_\_\_\_\_ of \_\_\_\_\_.
- (H) When we know how many seats belong to each party, we know whether the House of Commons will have a (8) \_\_\_\_\_ or a \_\_\_\_\_ government.
- (I) Parliament includes both the elected House of Commons and the (10) \_\_\_\_\_.
- (J) The leader of Parliament is the (9) \_\_\_\_\_.
- (K) The federal (11) \_\_\_\_\_ makes laws for the whole country.
- (L) The Prime Minister appoints (12) \_\_\_\_\_, who help him or her guide and direct the government.
- (M) Cabinet ministers are in charge of (13) \_\_\_\_\_, which provide government programs and services.
- (N) Each federal department has a (14) \_\_\_\_\_, who works closely with the cabinet minister to run the department.
- (O) The unelected people who work in government offices and agencies are called the (15) \_\_\_\_\_.

- 
- |                               |                          |                              |
|-------------------------------|--------------------------|------------------------------|
| ( ) Prime Minister (p 45)     | ( ) majority or minority | ( ) House of Commons (p 45)  |
| ( ) federal MP (pp 45, 48)    | government (pp 49, 50)   | ( ) cabinet ministers (p 46) |
| ( ) voters                    | ( ) candidates (p 45)    | ( ) election (p 45)          |
| ( ) federal riding (pp 45,48) | ( ) federal              | ( ) Parliament (p 45)        |
| ( ) Senate (p 47)             | departments (p 46)       | ( ) civil service (p 46)     |
|                               | ( ) constituents (p 48)  | ( ) deputy minister (p 46)   |

## Handout 3.7B Understanding the Federal Government

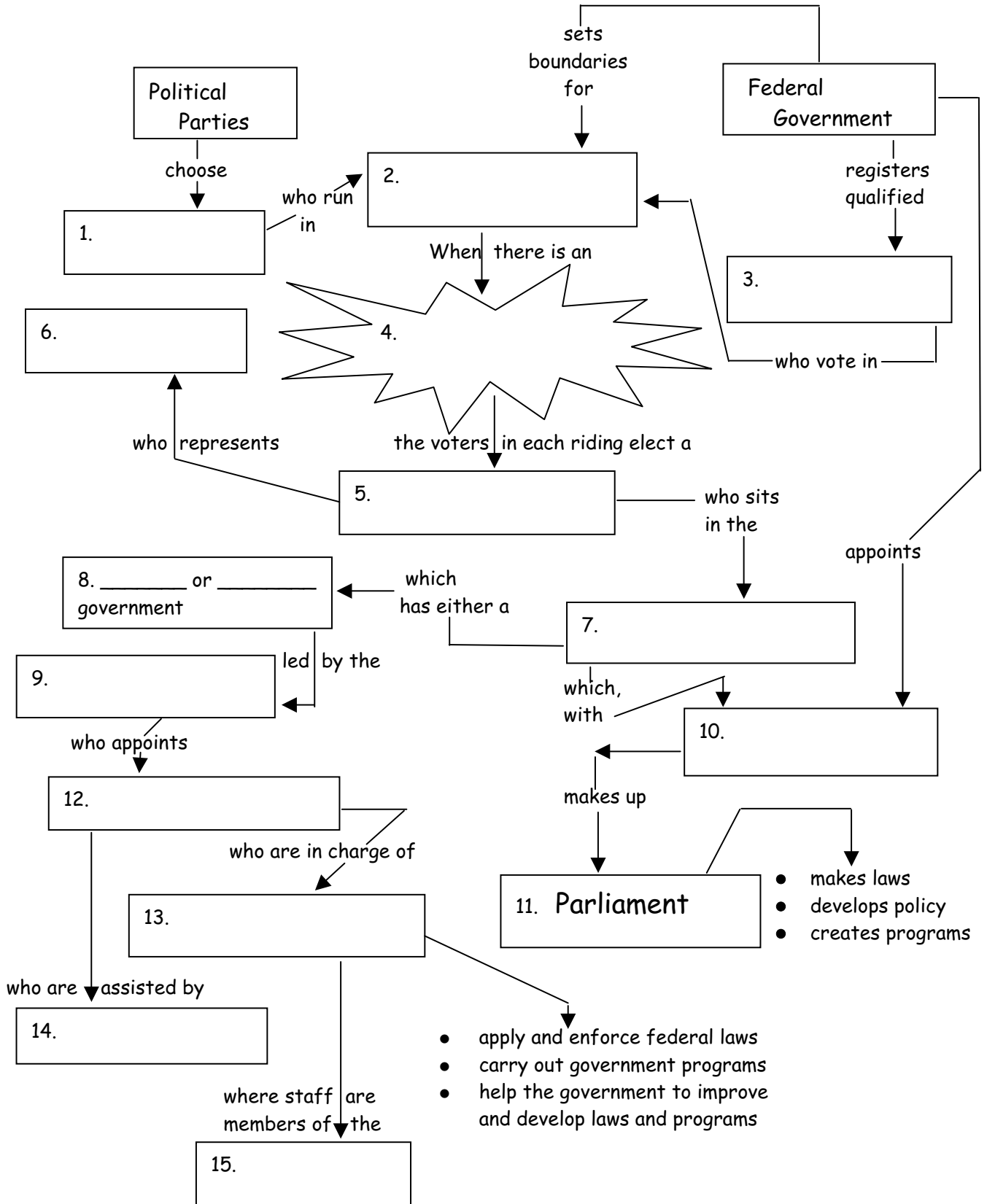
- Complete the sentences. Put the proper number in the ( ) in front of each word as you use it.
- Some of the words are used in more than one sentence.

- (A) Political parties choose (1) \_\_\_\_\_ to run in elections. In federal elections, they try to have a candidate in each (2) \_\_\_\_\_.
- (B) The Federal government sets geographical boundaries for (2) \_\_\_\_\_, and registers qualified federal (3) \_\_\_\_\_.
- (C) In a national (4) \_\_\_\_\_, voters elect a (5) \_\_\_\_\_ from their own riding, but they do not have a nationwide vote to elect a Prime Minister.
- (D) The (9) \_\_\_\_\_ is the leader of the political party that has the largest number of (5) \_\_\_\_\_ in the (7) \_\_\_\_\_ of \_\_\_\_\_.
- (E) An MP represents his or her (6) \_\_\_\_\_, who are all the citizens in the (2) \_\_\_\_\_, and not just the ones who voted for that MP.
- (F) The MP is a member of the (7) \_\_\_\_\_, which will have either a (8) \_\_\_\_\_ or a \_\_\_\_\_ government. To be a majority government, the party in power must have more than 50% of the seats in the Commons.
- (G) Together, the House of Commons and the (10) \_\_\_\_\_ make up (11) \_\_\_\_\_, which makes the laws and creates the government policies and programs for all Canadians.
- (H) The Prime Minister appoints (12) \_\_\_\_\_, usually from among the MPs, to lead the various (13) \_\_\_\_\_.
- (I) Federal departments do the work necessary to apply and enforce the laws and policies made by (11) \_\_\_\_\_.
- (J) (12) \_\_\_\_\_ are the most important and powerful government officials. In the departments, the next most powerful person is the (14) \_\_\_\_\_, who is not elected, but is appointed by the Cabinet.
- (K) A deputy minister is a senior member of the (15) \_\_\_\_\_, the government employees who work in federal departments. These are the people we usually meet when we go to government offices.

- 
- |                                |   |                              |
|--------------------------------|---|------------------------------|
| ( ) Prime Minister (p 45)      | ( ) majority or minority government (pp 49, 50) | ( ) House of Commons (p 45)  |
| ( ) federal MP (pp 45, 48)     | ( ) candidates (p 45)                           | ( ) cabinet ministers (p 46) |
| ( ) voters                     | ( ) federal departments (p 46)                  | ( ) election (p 45)          |
| ( ) federal riding (pp 45, 48) | ( ) constituents (p 48)                         | ( ) Parliament (p 45)        |
| ( ) Senate (p 47)              |   | ( ) civil service (p 46)     |
|                                |   | ( ) deputy minister (p 46)   |

### Activity 3.7C Understanding the Federal Government

Fill in this diagram as directed by your teacher or group leader.



## Handout 3.8 Law-Making and Citizens

### Reading for Details

Fill in the blanks with words from the *Citizenship Handbook* pages noted below.

1. Before it is voted on and passed, a law is called a \_\_\_\_\_. (p 49)
2. Usually a bill is fully debated after its \_\_\_\_\_ \_\_\_\_\_ to the elected representatives who will eventually vote on it. (p 49)
3. A bill must get more than \_\_\_\_\_ "yes" votes to become a law. (p 49)
4. Most bills are introduced by the \_\_\_\_\_ \_\_\_\_\_, although on occasion the opposition party gets a chance introduce one. (p 49)
5. In general, elected representatives vote on bills according to the \_\_\_\_\_ \_\_\_\_\_ of their \_\_\_\_\_. (p 49)
6. When MLAs or MPs can vote on a bill without following their political party's position, they have a \_\_\_\_\_. This doesn't happen very often. (p 50)
7. One way for citizens to suggest changes to a new bill is to give their opinions on the bill to a \_\_\_\_\_. (p 51)
8. \_\_\_\_\_ is what people do when they try to convince the government that a law needs to be changed. (p 51)
9. Some citizens want to decide their country's laws more directly than they can by voting in elections. They are interested in \_\_\_\_\_. (p 52)
10. A direct way to change your MLA between elections is to use \_\_\_\_\_, and a direct way to vote on a law is to use a process called an \_\_\_\_\_. (p 52)
11. Provinces give some of their political power to \_\_\_\_\_ \_\_\_\_\_ to make by-laws on issues that affect the residents of towns and cities. (p 54)
12. A major advantage of local governments is that citizens can often have a more \_\_\_\_\_ \_\_\_\_\_ on local by-laws and programs than they can have on provincial or national laws. (p 56)
13. Many large Canadian cities have a \_\_\_\_\_ \_\_\_\_\_ where local candidates compete for election from specific parts of the city called 'wards'. (p 55)

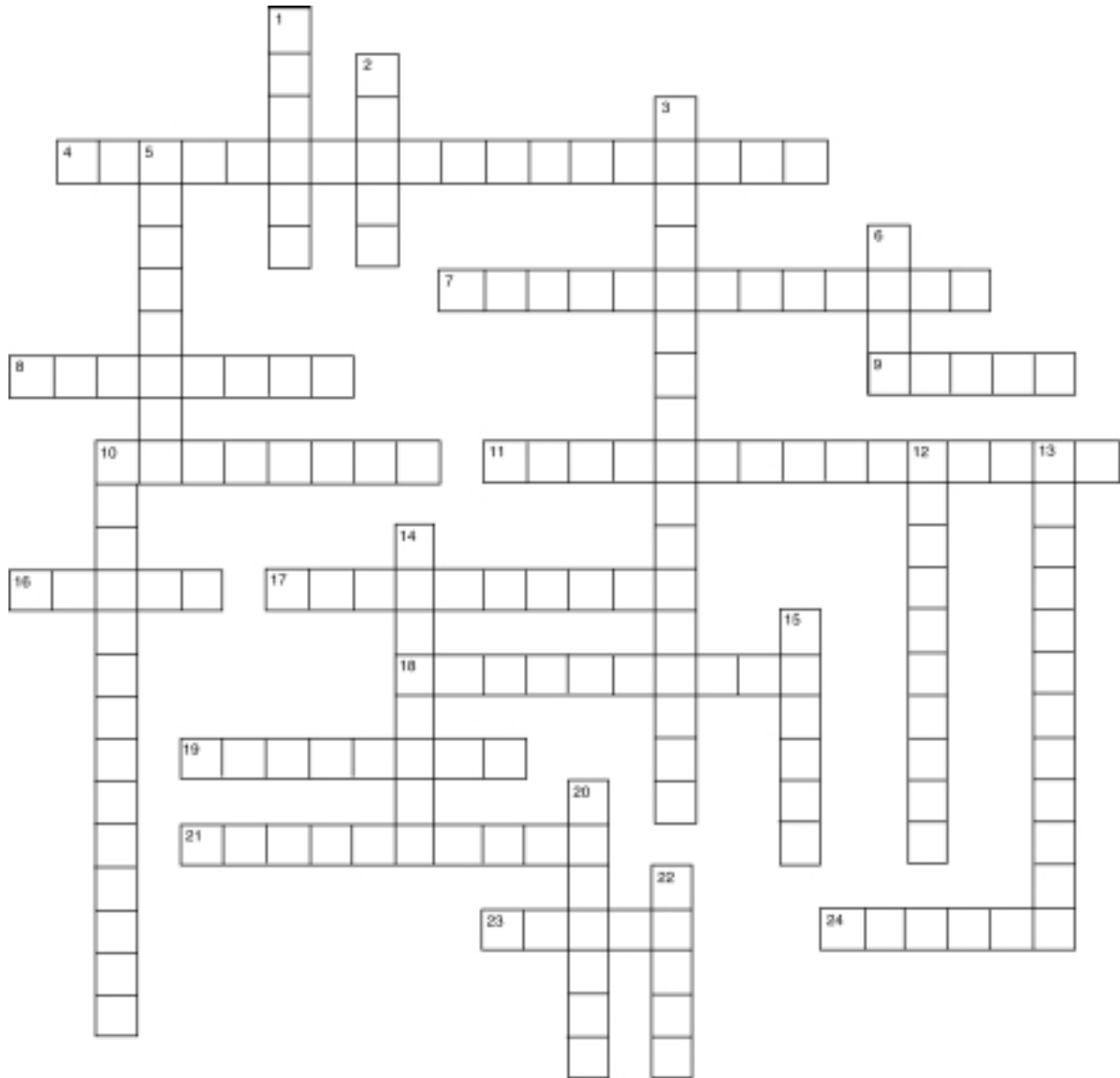


# Handout 3.9 Politics and Law-Making

## Review Puzzle

Work with your partner or partners to complete this puzzle.

The page numbers with the definitions refer to pages in chapter 3 of the BCCLA *Citizenship Handbook* where the correct puzzle word is used, and sometimes defined.



## Handout 3.9b

## Puzzle Definitions

## DOWN

1. electoral district in federal election (pp 45,46)
2. laws made by local governments, such as cities (p 54)
3. committee of MPs who study proposed laws (p 51)
5. a vote when MPs need not follow party policy (p 50)
6. a proposed law (p 49)
10. (with 21 across) a government system in which citizens elect others to represent them (p 52)
12. a citizen who campaigns to be elected (p 45)
13. citizens who live in an MLA's riding (p 48)
14. document signed by citizens to support an 'initiative' in B. C. (p 52)
15. an attempt to replace an MLA before the next an election (p 52)
20. civic elections where the whole city votes for city council candidates and those with the most votes win (p 55)
22. related to a city or town; opposite of 'rural' (p 54)

## ACROSS

4. party with second highest number of MPs (p 45)
7. time when a proposed law is fully debated (p 49)
8. (with 21) when one party has more than 50% of all elected representatives (p 49)
9. to try to persuade MLAs to change a law (p 51)
10. mid-level government to coordinate planning (p 54)
11. when citizens directly decide what the law is (p 52)
16. a city 'riding' where a city council member is elected (p 55)
17. a way to vote directly on a proposed law (p 52)
18. a way in BC to propose a new law without having MLAs vote on it. (p 52)
19. and 21. when the governing party has fewer than 50% of all elected MLAs or MPs (p 50)
23. person who leads a school board meeting (p 55)
24. the people who really decide which candidates are elected to be MLAs and MPs (p 53)

## GUIDE to the BCCLA Citizenship Handbook

### Chapter 4: Protecting Your Rights

The B. C. government has proposed amendments to the *BC Human Rights Code* that could significantly change human rights procedures in B. C. To get an update on these amendments, check the B. C. government web page at [www.gov.bc.ca](http://www.gov.bc.ca) and search for Human Rights Code. June, 2002.

Chapter 4 talks about the various Canadian laws and public agencies that protect citizens' rights. Many new citizens will have heard about the *Charter of Rights and Freedoms* and human rights laws, but they will not know as much about the *Criminal Code*, the Ombudsman's office, or the laws

that protect a citizen's privacy. Yet these laws and offices also protect certain rights of citizens and provide us with remedies when those rights are violated. Besides highlighting traditional human rights agencies and the *Charter*, this chapter introduces some of the less familiar laws and officials. This will make participants aware of other avenues for assistance when human rights agencies or courts are not suitable places to resolve particular problems. In the activities, group members analyze practical human rights problems, learn what goes on in the courtroom of a criminal trial, and assign complaints to appropriate helping agencies.

#### Activity 4.0

**Materials:** Make copies of Handout 4.0 for everyone.

**Immigrant Settlement Groups:** Translate the Goals handout into the home language of your group, 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, review the goals with your group members so that they will know what's coming up in their next few 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. Encourage them to browse through the new chapter in *The Citizenship Handbook*, 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 4.1

**Materials:** Make copies of Handout 4.1A and pictures 4.1B and 4.1C for each small group.

**Immigrant Settlement Groups:** Translate Handout 4.1A and make copies of it and the pictures for the role-playing groups. Carry on as described in Activity Directions, this page, right column.

Remember that sometime after September 2002, amendments to the BC Human Rights Code may change the agency or the procedures for dealing with human rights protections in B. C. Check on these possible changes at [www.gov.bc.ca](http://www.gov.bc.ca), and search for Human Rights Code.

If you want to give your class or group more insight into human rights laws, invite a staff member from the B. C. Human Rights Commission (or equivalent agency) or the Canadian Human Rights Commission to visit one of your classes or group meetings. Let the staff member know what you have covered so that s/he can tailor the presentation to your particular group or class. Also, collect material from these agencies to give to your participants to supplement your own work.

## Introduction

### Role-Play about Rights

**Activity Overview:** In this activity, participants role-play the problems presented in two pictures, and the solutions they think would be useful. The aim of the role-play is to get people thinking about solutions for discriminatory actions, including vandalism. Talking about the role-play situations leads naturally into a discussion of what to do when such a situation arises.

### Activity Directions:

- Divide your participants into small groups, with anywhere from 3 to 6 people in a group. Give some groups Picture 4.1B with Handout 4.1A; give other groups Picture 4.1C and the same handout.
- Ask them to study their picture and to create a role-play that demonstrates the problem in the picture, and a possible solution to that problem. In their role-play, they can add people to those in the picture and cover events before the pictured scene, as well as depict a solution. They can also create procedures or laws they think would be useful in the situation.
- After about 10 minutes, call them back together. Ask them to watch the role-plays critically and to consider especially whether the solutions acted out are practical.
- Complete the role-plays for Picture 4.1B. Compliment the players and discuss the solutions with the whole group.
- Make use of the discussion suggestions on the following pages whenever you think they make the discussion more accurate, more interesting or more practical.

## Activity 4.1 Role-Plays about Rights (continued)

### Picture 4.1B: Discussion Suggestions:

In this picture, a man in a wheelchair approaches a business to submit a job application or to apply in person for a job. When the employers (or managers, etc) see the man approaching, they put the 'closed' sign on the door and try to avoid talking to him.

1. Discuss what kind of business this might be, and whether that makes any difference to what is happening. For example - is this an employment agency? an insurance office? a clothing store? a restaurant? Does it matter? [No.]

Taking suggestions from your students, list jobs in these businesses that a person can do in a wheelchair (e.g. cashier, kitchen staff, secretary, salesperson, accountant, manager, tailor, computer programmer, and so on).

Talk about the physical set-up of the workplace. Point out that some offices and buildings are not built to accommodate a person in a wheelchair. What can be done to buildings like this? If modifying the workplace presents little problem for the business involved, refusing to make necessary changes is probably an act of discrimination. In other cases, the expense and disruption of physical changes to the workplace might be too great a burden to place on the business owner. Each case will depend on its particular circumstances.

2. What appears to be the attitudes of these employers?

The picture implies that they do not want to interview this person. They have put a 'closed' sign on the door, and seem to be trying to hide from him.

3. Discuss why these employers might not want to interview or hire this man?

They may think that he cannot do the job properly because he is in a wheelchair. But the law in BC does not let them make a hiring decision based on *what they think*. They must find out *what the job applicant can do*.

If the job requires the ability to climb a ladder and he cannot do that, then the employers may have a reason not to hire him. But if the employer needs to hire a *cashier*, and just wants to have an extra person around who can use a ladder, then the situation is different.

Climbing a ladder - or another physical requirement - *must be necessary for doing the job* before an employer can use it as a basis for hiring or not hiring someone.

4. What would you do to help this man?

If the role-plays do not include some reference to laws and agencies that fight discrimination, then bring these up in the discussion. Be sure to mention that the B.C. government is planning changes to the Human Rights Act. They will learn more about these laws in other activities. Whom did they show helping the man? They could have shown assistance coming from friends, a religious leader, or staff at community centers or immigrant service centers, for example. These people can help someone find information and approach agencies that deal with discrimination. And most of them will probably offer personal support as well.

## Activity 4.1 Role-plays about Rights (continued)

5. What remedies might be useful to someone discriminated against when job hunting ?

Get suggestions from the participants. Here are some possibilities: a letter of apology; a job interview at his convenience as soon as possible; money to cover his expenses for having to come back another time for the interview and to compensate for his hurt feelings; and/or human rights training for the employers.

*In real life in B. C., someone concerned about unfair discrimination should contact either the B. C. Human Rights Commission (or the equivalent agency if proposed government changes eliminate the Commission), or the Canadian Human Rights Commission. These agencies investigate and try to resolve discrimination complaints in the areas of employment, housing and using public services. You can find basic information about them in the Citizenship Handbook on pages 66 and 67.*

### Picture 4.1C Discussion Suggestions

In this picture, a family of East Asian origin is at home in the early evening. As they watch television, they are not aware of danger approaching. They are shocked when a rock crashes through their window and they see someone running away from the house.

The major question raised by this situation is whether the family members will call the police. What are the issues surrounding this question?

Citizens have a duty to report crimes to the police. But deciding to call and report a crime is not always an easy decision. A family in this situation might have several reasons to be uneasy, and even frightened about calling the police.

In the column to the right, starting with (a), we list some reasons why families in similar circumstances might not want to call the police. Then we suggest some responses to help persuade the family to call the police despite their initial reluctance. Use these suggestions to stimulate discussion in your classes and group meetings.

(a) Family members may be afraid the vandals will find out who told the police and will then return, or send their friends, to do more damage.

(See a related discussion in Chapter 1, on page 13.)

If family members have reason to be concerned about retaliation from vandals or other wrong-doers, they should tell this to the police when they report a crime. They have the right to expect the police to take their fears seriously. At the very least, the police can talk with the family, discuss their fears, suggest ways to increase their home and personal safety, and assure them of prompt police response if another incident occurs. Suggestions for more serious protective measures would depend on the nature of the threat to the family.

## Activity 4.1 Role-Plays about Rights (continued)

(b) Perhaps a police officer was rude and unhelpful to the family when they reported an earlier incident of damage to their car.

Try to get them to report this new incident and to keep track of what happens. If the police continue to be rude and unhelpful, the family should make a formal complaint, using the procedures set up for complaints in the *B. C. Police Act* or the *R.C.M.P. Act*. If they have questions about making a complaint, the BC Civil Liberties Association can help them.

Not everyone is going to be willing to make such a complaint. Perhaps they are afraid the police may retaliate, or they think no one will take them seriously. However, any retaliation by the police is itself grounds for a complaint. By law the police are forbidden from intimidating or retaliating against someone who has made a complaint. As well, police in Canada are supposed to take complaints seriously. Most of them do.

Newcomers to Canada may be more comfortable making a police complaint if they have help from an organization serving their cultural community, or from the B. C. Civil Liberties Association. (See Chapter 6, Activity 6.9, for more information about police complaints.)

(c) In the country the family came from, the police may have been corrupt. Unless you paid them large sums of money, they would not help you.

Tell the family that this is not the situation in Canada. It would be extremely rare for a Canadian police officer to ask for payment before helping someone. If this did happen, such behaviour should be reported immediately using the complaint procedure mentioned above in (b).

The family members may not yet be fluent in English. They may be embarrassed about this or fearful of misunderstandings.

In the Lower Mainland it is not difficult to find interpreters, some of whom will accompany you to an interview with the police or to another government agency. (see Resources section.) Family members should be encouraged to use these interpreters and translators. Otherwise, the language difficulty may prevent a useful solution to the problem.

(d) The family may be more used to solving problems by themselves and within their own cultural community, rather than reporting to outside authorities like the police.

Encourage family members to talk with community workers from organizations that serve their own cultural community. Community workers and settlement counselors can explain why it is important to contact the police. They can also explain what the police will do, and help the family work with the police.

(e) This vandalism was not too serious. At least no one was hurt. Perhaps the family will decide to get the window fixed and forget about it. Maybe it won't happen again.

This does nothing to help solve the vandalism problem. The family should contact the police if only to get the attack on record. The police keep track of such incidents, and if several of them happen in a certain neighbourhood, the police can target that neighbourhood for special attention. They might step up patrols, or work to form a 'neighbourhood watch' program in the area.

## Activity 4.2 - A and B

**Materials:** Make copies of Handout 4.2A and 4.2B for everyone. Distribute Handout 4.2A when you want your class or group to work on their own definitions for the vocabulary words.

**Immigrant Settlement Groups:** Translate Handouts 4.2A and 4.2B into the home language of your group, and proceed as you see fit, using the Vocabulary suggestions in the GUIDE Introduction, page iii and following, if they seem useful to you.

**Remember:** Do not give out the Vocabulary Resource (Handout 4.2B) until after you and the whole group have discussed their own definitions for the vocabulary words.

## *Learning the Language of the Law* Vocabulary List and Vocabulary resource

**Activity Overview:** The Chapter 4 Vocabulary List is divided into two main sections, one related primarily to human rights laws and the other to the *Criminal Code of Canada*. Learning these words and their meanings will help participants understand how these laws are used in our communities to protect some of our rights and to provide fair trials for people accused of crimes.

The *Citizenship Handbook* itself does not go into detail about the complaint process under human rights laws or the very different process involved in a criminal trial. Participants who learn this vocabulary and pay attention to the activities, however, will be able to follow the complaint or the trial process with a fair degree of understanding.

We have inserted some additional explanatory material into the Vocabulary Resource for teachers and settlement counselors. You will find it *in smaller Italic print* on pages 52 and 53.

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

**Additional material:** Both the Law Courts Education Society and the B. C. and federal Human Rights Commissions have educational materials available in a variety of languages. (For the current status of the B.C. Human Rights Commission, check the government web page cited on pages 46 and 47.) Pick out relevant ones for your participants. Contact information for these organizations is in the Resources section at the end of this GUIDE.

**Field Trip:** Most people are very interested in trials, and a visit to the criminal court is not difficult to arrange. (Call the Law Courts Education Society. See contact number in Resources section.) Follow this up with a session led by a *plain talking* criminal lawyer to discuss the trial and add even more value to the experience.



## Activity 4.2B

## Vocabulary Resource

(continued)

## 1. Canadian Charter of Rights and Freedoms

the part of our *Constitution* that protects a citizen's basic democratic rights, and limits the government's power to interfere with them (pp 60 - 62)

*Your class or group may have 'met' the Charter earlier in Chapter 2. Refer them back to pages 32 - 36 where some of the individual rights guaranteed by the Charter are described and illustrated. The material in this chapter (Chapter 4 ) gives further information on what the Charter covers and how it is applied and enforced.*

## 2. Human Rights Laws

provincial and federal laws that protect us from discrimination in our housing, our work, and our use of public services such as restaurants, theatres, libraries and government agencies (p 66)

*Each province in Canada has its own human rights law to cover discrimination in housing, employment, and public services under provincial control. In B. C. that law is the B. C. Human Rights Code. Check [www.gov.bc.ca](http://www.gov.bc.ca) to learn about recent amendments proposed for this Code.*

*Canada also has a federal human rights law, the Canadian Human Rights Act. It applies to the same three areas - housing, employment, and public services - but only when they are regulated by the federal government. For example, jobs in the armed forces, in federal agencies, and in businesses like airlines, banks, and communications companies are covered by the federal Act. Housing on military bases or financed by the Federal Housing and Mortgage Corporation, and services offered by Revenue Canada, Immigration Canada, and Canadian consulates and embassies in other countries, are further examples where the federal Act applies.*

*(You may want the group to review the division of powers between provincial and federal governments discussed on pp. 43 - 44 in Chapter 3 of the Citizenship Handbook.)*

## 3. discrimination

in most human rights laws, discrimination is unfair treatment based on someone's race, colour, national or ethnic origin, age, religion, family or marital status, physical or mental disability, sex or sexual orientation (p 66)

*Be sure that everyone in the group understands what each of these listed grounds of discrimination means. The B. C. and Canadian Human Rights Commissions have free educational materials very relevant to this topic. See their telephone numbers in the Resource section at the end of this GUIDE.*

## 4. private sector

businesses (stores, theatres, etc.), clubs (the YMCA), offices (a lawyer's or a doctor's office), and other places that are not a part of the government (p 67)

## Activity 4.2B                      Vocabulary Resource                      (continued)

**5. violate**

to break the rules or to break the law. In law, 'violate' usually means to do something illegal (pp 59 and 62)

**6. victim**

a person who has been harmed by a criminal act, or one whose rights under a human rights law have been violated (p 67)

**7. remedy**

a way to correct something that is wrong. In law, it often means telling someone to pay for damage they have done (pp 59 and 67)

*A medical remedy is a way to cure an illness. The legal meaning has the same problem solving effect.*

**8. Criminal Code of Canada**

the federal law that tells us which actions are crimes in Canada and what penalties can be given (pp 63 and 64)

*The distinction between criminal law and civil law is not always clear. In general, civil law deals with private disputes between two people, or two "parties", about contracts, accidents, or property disputes - all matters that usually result in an award of money to the winner.*

*Criminal law, on the other hand, deals with actions that the community considers so serious that the result of a trial is often a denial of personal freedom - the imprisonment of the guilty person. In criminal law, the state itself brings the action against the accused. Because criminal actions so seriously disrupt the life of a civilized society, they are considered crimes against the state itself as well as the victim.*

**9. accused**

the person who is on trial in a criminal court (p 64)

**10. Crown counsel**

a government lawyer who tries to convince a judge or jury that the accused is guilty of a crime (pp 64 and 65)

**11. defence counsel**

lawyer who defends the accused by making every reasonable argument possible to raise doubts about the accused's guilt (p 64)

**12. beyond a reasonable doubt**

the legal basis for a verdict of "guilty" in a criminal trial. The evidence against the accused must be so strong that the judge (or jury) has no 'reasonable doubt' about the guilt of that person (pp 64 and 65)

**13. verdict**

the final decision, made by a judge or jury in a criminal case, stating whether the accused is guilty or innocent

## Activity 4.3

**Materials:** Make copies of Handout 4.3 for everyone

**Immigrant Settlement Groups:** Translate and make copies of Handout 4.3 for the members of your group. You can then do the activity as described in **Activity Directions**, this page, right column.

### Answers to the Vocabulary Review:

1. (b) *Charter of Rights and Freedoms*
2. (l) accused
3. (i) victim
4. (c) remedy
5. (a) defence lawyer
6. (e) discrimination
7. (j) *BC Human Rights Code*
8. (f) beyond a reasonable doubt
9. (d) private sector
10. (h) violate
11. (g) *Criminal Code*
12. (k) Crown counsel
13. (m) verdict

## Protecting Our Rights

### Vocabulary Review

**Activity Overview:** This matching activity provides a simple review of the vocabulary for the first part of this chapter. We suggest that people work in pairs, and that they not use the Vocabulary Resource (Handout 4.2B) while doing the exercise.

### Activity Directions:

- Divide your class or settlement group into pairs, and give Handout 4.3 to everyone.
- Ask them to work together to choose the answers, and then use the Vocabulary Resource to check what they've done.
- Go through the exercise with the whole group when everyone is finished, calling on different people to read the completed questions and answers.
- When appropriate during the group discussion, remind participants of the proposed amendments to the B.C. Human Rights Code. (See framed comments on pages 46 and 47.)

Extend the activity by asking participants to use the words in sentences once they have finished the matching quiz. This will help you learn how well they really understand the words. Give each pair of participants three or four words to work on, and ask them to make up new sentences to read to the class or group. Discuss the sentences in a whole group setting, commenting on word use and grammar.



## Activities 4.4 - A and B

**Materials:** Make copies of Handouts 4.4A and 4.4B for everyone

### Immigrant Settlement Groups:

Translate the case studies and use them as described in the Activity Directions, this page, column right.

It is not likely that the policies relevant to these case studies will be affected by recently proposed amendments to the *Human Rights Code*. See framed notices on pages 46 and 47.

### Having a Guest Speaker?

If a speaker is coming from a human rights agency or organization, you may want to consider these suggestions: (1) Be sure to leave enough time for a question and answer period. (2) It might help if your group prepares some questions prior to the visit. Then, if people are too shy to ask a question on their own, you can fall back on the prepared questions. (3) As part of a homework assignment in an ESL class, students can be asked to write out the answers to the prepared questions after the visit has taken place.

## Human Rights and Discrimination

### Case Studies and Discussion

**Activity Overview:** The subject of discrimination is one that lends itself particularly well to case studies. We offer two sets here. Both are concerned with the *B. C. Human Rights Code*. The first set (Handout 4A) is adapted from *Learning about the Law: Teachers' Guide*, published by the Peoples' Law School, and the second (Handout 4B) is adapted from *Cultures West*, the twice-yearly AMSSA magazine. [Contact information for these organizations is in the Resources section of this GUIDE.]

We suggest you use one set of case studies to introduce law-related solutions to discrimination before you go over the human rights laws discussed on pp 66 and 67 of the *Citizenship Handbook*. The second set can then be used for review after the group has spent more time learning what a human rights law is like and how it works.

### Activity Directions:

- Divide your class or group into pairs or small groups, and give everyone a copy of Handout A.
- Ask them to decide whether they think the situations described in the handout conflict with BC's human rights laws.
- While they are discussing their responses, circulate among them, and choose pairs or groups to present one of the cases, with their response, to the whole group when it reassembles for discussion.
- Discuss these responses, using the suggestions on e the next page to clarify issues if useful or necessary.
- During the whole group discussion, compare the facts in the cases to the grounds covered by human rights laws. Review the list of grounds covered by these laws (see this chapter's Vocabulary and *The Citizenship Handbook* pages 66 and 67).
- At the next class or group meeting, do the case studies on Handout B in the same manner, and once again review the coverage offered by human rights laws.

## Activity 4.4A Human Rights and Discrimination (continued)

Case Studies: Handout A

[Cases adapted from *Learning about the Law: Teachers' Guide*. Response suggestions from the BC Civil Liberties Association.]

1. A small Vancouver business needs someone to help with office work. The owner writes an ad for the local newspaper that reads: "Mature woman needed for office work. Good typing and filing skills required".

Two aspects of this ad are questionable: (1) The word 'mature' can indicate discrimination based on age. (2) The ad is also restricted to women. This contradicts laws that prohibit discrimination based on sex. Such a preference *might* be permitted if it related to the requirements of the job in question. For example, it might be appropriate to ask for a woman if you are hiring someone to work as an attendant in a women's washroom.

2. A travel agency specializes in travel to Japan. The agency needs a new employee. Their ad asks for a "Fluent Japanese speaker with travel agency experience." Among the applicants are Michiko and Jane. Michiko is Canadian-born ; her parents came from Japan. She speaks a little Japanese. Jane is a Canadian citizen born in Scotland. She has learned to speak Japanese fluently, and can also read and write it. Neither woman is interviewed for the job.

Probably neither woman has a valid human rights complaint. Language ability is certainly relevant, but by itself is not enough to qualify someone for this job. If these two women have no travel agency skills or experience, they do not appear to be qualified for the job, and human rights laws will not help them.

3. Vlad and Tanja manage a small apartment building where a one-bedroom apartment is vacant. The apartment is very small, and they want to rent it to one person or a married couple. Two young men call about the apartment. Tanja tells them she will not rent the apartment to two single people.

Since Tanja is willing to rent to two people who are married, how can she refuse to rent to two people who are not married? The distinction she is making is based not on the number of people (which in some circumstances - not here - might be a valid issue), but only on the marital status of the two people involved. The *B. C. Human Rights Code* says you cannot use marital status to deny someone a rental accommodation.

Whether these two young men consider themselves married is not an issue the way this case is presented. If you think it is appropriate in your class or group, you might ask them what they think Tanja would do if the two young men presented her with a church document recognizing them as married. Same sex marriages are becoming more common in Canadian society, but not everyone tolerates them. Does your group think they are protected under the *B. C. Human Rights Code*?

## Activity 4.4A Human Rights and Discrimination (continued)

4. Some students in an ESL class find it hard to understand the accents of other students from a different country. They don't talk to these students much, and don't like working with them. They ask the teacher not to put the students in their group.

If the ESL class is part of a public school program, it is arguably a 'public service'. Most human rights laws prohibit discrimination in public services. Even if it is a private class, the teacher should not do as the students ask. They are practicing discrimination themselves, which is wrong. They should be learning to cope with accents as a part of living in this multicultural country. They are learning English, too, and should be able to empathize with others who must fight language barriers as they work to become fluent in a new language.

5. Mary and Bill bought a house with a basement suite that you enter directly from a garden patio. A man in a wheelchair came to look at the suite. He liked it because it had no stairs. Mary thinks the man should live with his family so that they can take care of him. She won't rent the suite to him because she is worried about him living alone.

While Mary may be a thoughtful person in many ways, she does not seem willing to treat an adult with a physical disability as an adult can expect to be treated under the law, i.e. equally with other adults. Refusing accommodation to a man because of his physical disability is not permitted under the *B. C. Code*. In general, the law does not let us refuse to rent to someone just because we think the person would be better off somewhere else. What we think is better for someone does not allow us to disobey the law.

**A Suggestion:**

Locate and give out copies of the *B. C. Human Rights Code* (or the amendments suggested for the *Code* by the provincial government in the spring of 2002) when you discuss these case studies. This will give class and group members a chance to see what a law or a proposed law actually looks like, and to understand why legal language often makes laws difficult for non-lawyers to read. If any of your class or group members show real interest in the law itself, ask them to do some research on a section or a proposed amendment, and to make a presentation at a later time. There is much useful information on the *B. C. Code* and the *Canadian Human Rights Act* available at the human rights offices listed in the Resources section at the end of this GUIDE.

## Activity 4.4B Human Rights and Discrimination (continued)

Case Studies: Handout B [Cases and responses adapted from *Cultures West*, the twice-yearly magazine of The Affiliation of Multicultural Societies and Service Agencies of B. C.]

1. You are supposed to write a test at school on one of your important religious holidays. You ask to change the time, but your teacher says no.

The school is a public service and as such is covered by the *B. C. Human Rights Code*. The school has a duty to find a way for you to write your test without interfering with your religious practices.

2. You have a job. Two staff members keep telling jokes about sex and talking about their sex lives.

Sexual harassment is unwelcome sexual behaviour (including joke-telling and repeated conversations) that has a negative effect on where you work, live or receive services. You could make a complaint under the *Code*. Compare this with #6. below.

3. You go to a job interview. The boss asks you how old you are.

'Age' in the *B. C. Code* covers ages 19 to 65. If you are between those ages, a hiring decision cannot be based on your age. This does not mean that the employer cannot ask about your age. By merely asking the question, however, the employer raises the possibility that age may be a factor in the hiring decision. If you are not hired, and you think the reason was your age, you can file a complaint.

4. You want to apply for a job. On the job application is a question asking if you take any medication.

This is a situation parallel to the one above in #3 above. Employers can *ask*, but if you are denied the job and you think it was because you're on medication, it is possible that you can make a human rights complaint based on physical disability. The employer is supposed to ask only whether you are qualified and capable of doing the necessary parts of the job.

5. You work as a clerk in a clothing store. A female customer wants to return a sale item, which the store does not allow. As you try to explain, the customer leaves the store in anger. She later phones the store, asks to talk to you, and calls you racist names. You hang up on her. Your boss fires you because 'the customer is always right'.

This is based on a real case. There, the human rights tribunal ruled that firing the complainant was racial discrimination because the owner had encouraged a 'poisoned' work environment.

## Activity 4.4B Human Rights and Discrimination (continued)

6. You are at work and one of your co-workers tells a joke that makes fun of women.

A 'one time, isolated comment' is generally not considered to be discrimination, unless the comment is severe.

7. You see anti-gay or anti-lesbian graffiti on the walls of your school washroom. You tell a teacher and another staff person, but they say there is nothing that they can do about it.

The school is responsible for providing a service that is free from discrimination, which includes dealing with racist or homophobic graffiti in the washrooms.

8. You are deaf. You are accepted into university but cannot afford to pay for an interpreter. University officials say that they cannot pay for one either.

This is also based on a real case. The university was found to have discriminated, and was ordered to provide an interpreter to ensure 'equal access' to its educational services regardless of disability.





## Activity 4.5

**Materials:** Make copies of Handout 4.5 for everyone.

**Immigrant Settlement Groups:** First, translate and make copies of Handout 4.5. What you do next depends on how interested you think your settlement group will be in this topic. (1) If you think they are interested enough to put in quite a lot of work and you are using a translated version of *The Citizenship Handbook*, then you can follow the procedures outlined in Activity Directions, this page, right column. The language level is high, and some explanations of the text may be necessary.

(2) If interest is not high, or you do not have a *Handbook* in the appropriate home language, we suggest you let your group work on the true/false quiz in small groups, or pairs for 10 minutes or so. Then go over the answers with the whole group, including information from the *Handbook* or this *GUIDE* when you think it is useful.

### True/False Answers

- |          |          |
|----------|----------|
| 1. True  | 6. True  |
| 2. False | 7. False |
| 3. True  | 8. True  |
| 4. False | 9. True  |
| 5. False | 10. True |

## Access to Information and Privacy

### Reading for Details / True and False Quiz

**Activity Overview:** This activity focuses on two aspects of information - (1) our right as citizens to have access to information about our governments' policies and activities, and (2) our own personal right to protect our privacy and to live our personal lives free from government surveillance.

Activity 4.5 is a True/False Quiz based on the material in pages 68 through 71 of *The Citizenship Handbook*, where these two different information-related rights are discussed. Additional information about these issues is on the next page of this *GUIDE*. We hope you will find it useful.

If you think your class will have problems with the language level of *The Citizenship Handbook* text - which must be read in order to answer the True and False quiz - please consider the suggestions we make on the next page of the *GUIDE*.

### Activity Directions:

- Before beginning this Activity in the classroom, read through the *Citizenship Handbook* pages yourself, noting words that might be difficult. Be prepared to give short definitions of those words in class, if that becomes necessary.
- Introduce the subjects of access to information and privacy to your class. Be sure they understand these concepts before you let them start the activity itself. (See *Handbook* pages 68 - 71, and next page.)
- Ask your class or group to read pages 68 - 71 of *The Citizenship Handbook*. When they have finished, distribute copies of Handout 4.5. Divide the class into pairs, and ask them to work together on the quiz, using the *Handbook* to find the answers. Go over the quiz with the whole class, asking different people to point out the answer in the *Handbook*.

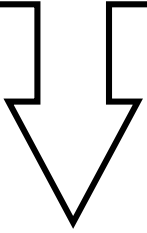
## Activity 4.5

## Access to Information and Privacy (continued)

Discussion Material for ESL Teachers  
and Immigrant Settlement Counselors:

Government work produces enormous amounts of information - reports, statistics, minutes of meetings, policy suggestions, and much more. At the same time, gathering personal information about people has become widespread and easy. And in both cases, more power is in the hands of those who control the information. As citizens, we need our information-related rights.

A suggestion  
for ESL  
classes who  
need help with  
the language on  
pages 68 - 71  
of *The  
Citizenship  
Handbook*



**Access-to-information** laws help us know what our governments are doing and help us make informed choices about the people and policies we want to support. Our government is thus more accountable to us - the citizens it both leads and represents. A couple of decades ago, most governments did not let ordinary citizens follow the decision-making process at work. Now both the federal and B. C. governments have laws that give citizens the right to request and receive government information.

**Privacy** means that the government will stay out of our personal lives and leave us alone as we pursue our lawful daily activities. While there is no absolute right to privacy in Canada, our laws protect us against certain invasions of privacy. The government cannot ask us to account for our private activities except in very special circumstances. Other laws allow us to see some information the government holds about us, and to seek corrections if necessary.

- **Day One** Count off students in fours, giving everyone a number from 1 to 4. Assign page 68 to all #1s, page 69 to #2s, and so on. Ask them to read their assigned page for homework, to write down any words they do not understand, and to look up their meanings.
- **Day Two** Put all #1s in one group, all #2s in another, and so on. In these groups, one member will read their page aloud quietly, and the others will decide on word definitions. They will ask you to explain any words they can't define among themselves. As well, they will organize the groups members to read their page aloud to the whole class.
- **Day Three** Members of group #1 read page 68 to the class, who will follow the reading in their own *Handbooks*. They can interrupt to ask for definitions, which will be supplied by Group #1 members. If no group #1 member can give a definition, you supply it. The next day, do the same with page 69, and so on with pages 70 and 71..
- **In this way**, all pages from 68 through 71 are read to and by the class over a period of time during which everyone becomes familiar with the terms and concepts involved. Troublesome words are identified and defined, and the class is then ready to do the True/False Quiz.

## Activity 4.6

Materials: make copies of Handout 4.6 for all participants

### Immigrant Settlement Groups:

Translate the Handout. If you are using a translated version of *The Citizenship Handbook*, you can proceed as described in Activity Directions; this page, right column. If you do not have an appropriate language version of the *Handbook*, ask your group members - in pairs or small groups - to complete as much of the matching exercise as they can. Then go over the whole thing with them, using information from your *Handbook* to explain the agencies and laws that are unfamiliar to them.

### Matching Exercise Answers:

1. (D)
2. (H)
3. (A)
4. (B)
5. (I)
6. (G)
7. (E)
8. (J)
9. (C)
10. (F)

## Different Problems : Different Protection Matching Exercise

Activity Overview: In this activity, students or group members try to figure out which of the listed agencies or laws is most helpful for dealing with the problems described in the numbered paragraphs. The page numbers indicate where to find information about the agency or law in *The Citizenship Handbook*.

If students have not read the whole chapter, they will not be familiar with everything in the exercise. This is especially so regarding material on pages 72 through 75, which is not referred to in earlier chapter four activities. You could go over some of that material, or assign those pages for homework, before attempting the matching exercise. Alternately, you can make this activity an exercise in finding information, and using the second method suggested below.

### Activity Directions:

- Give everyone Handout 4.6 and divide the class into small groups to complete the matching exercise. Bring them back together when they are finished, and go over the answers with any necessary explanations.
- Whether participants use their *Citizenship Handbooks* while doing the exercise is up to you. If they have actually covered most of the material in the chapter, you might try doing the activity without using the *Handbook*, drawing on it only as you discuss the answers with the whole group.
- On the other hand, you could use the activity as a "research tool" when the group has not read the whole chapter. Assign each small group 4 or 5 of the numbered problem descriptions, making sure all 10 are covered. Give the groups a few minutes to figure out the answers, telling them to use the *Handbook* to find answers they do not already know. Complete the activity as described above.

## Activity 4.7

**Materials:** Make copies of Handout 4.7 for everyone.

Try to find a copy of the *Criminal Code* to bring to your class or group meeting. (Libraries do not lend out this reference material, but perhaps you can borrow one from a lawyer.) Let participants look through the *Code* and read aloud something they find interesting.

**Immigrant Settlement Group:** If your group is using a translated version of *The Citizenship Handbook*, we suggest you translate Handout 4.7 and proceed with the activity as described in the **Activity Directions: Lower Level ESL**, this page, column right.

Here is a suggestion if you are not using a translated version of the *Handbook*. Introduce your group to the *Criminal Code* by talking about the 12 items that are the answers for this activity (use pages 63 - 65 of the *Citizenship Handbook*). Write each term down on a white board, etc. Then divide the group into pairs, give them translated handouts, and ask them to answer as many questions as they can, using the terms you discussed. When you all talk about the answers, review information from the answer sheet (see next page) and the *Citizenship Handbook*.

## Understanding the Criminal Code

### Reading for Details

**Activity Overview:** Asked to think of ways to protect people's rights, probably few of us would come up with the *Criminal Code*. But the *Code* has an important role to play in protecting our rights, as you will find from reading pages 63 - 65 of *The Citizenship Handbook*.

This activity introduces the *Criminal Code* to your class or group and directs them to complete sentences about the *Code* and related issues with words from the *Citizenship Handbook* pages noted above. Three clues help them as they do this exercise: (1) the context of the sentence itself; (2) the first letter of the word, which is given; and (3) a note of the page on which the word is found.

### Activity Directions:

#### Middle - Upper Level ESL:

- Assign pages 63-65 of *The Citizenship Handbook* for homework. At the next class or meeting, distribute Handout 4.7A and ask everyone to complete it - individually, or in pairs or small groups, and open or closed book, whatever you prefer.
- When you discuss the answers, use the information from the answer sheet (next page) and *The Citizenship Handbook* to round out their knowledge of the *Code*.

#### Lower Level ESL:

- Arrange your class or group in pairs or small groups and distribute Handout 4.7. Turn to page 63 of the *Citizenship Handbook*, and ask different people to read the text aloud, completing the whole page.
- Working together, look on page 63 for the answer to questions #1 and #11. Then do question #10, as well. (It is not in the *Handbook*.)
- Now assign the remaining questions to different sets of people. Some can work on the questions related to page 64, and others on those related to page 65. When they finish and you discuss the answers together, explain any vocabulary or information that raises difficulties.

## Activity 4.7 Understanding the Criminal Code (continued)

## Answer Sheet

	<u>Pages</u>	<u>Answer</u>
1.	63, 64	Crimes
2.	64, 65	Reasonable (See also Vocabulary Resource 4.2B #12)
3.	65	Interest*
4.	64	Maximum
5.	65	Investigate (See also Vocabulary Resource 6.5B #9)
6.	64	Not guilty
7.	65	Arrested**
8.	64, 74	Legal aid
9.	65	Crown Counsel***
10.	--	Order****
11.	63	Due process (See also Vocabulary Resource 2.2B #4 and p 28 of the <i>Handbook</i> .)
12.	65	Evidence

\*The Crown has the discretion to decide when the 'public interest' would not be served by an arrest. For example, suppose a sympathetic MLA chooses to join a peaceful public demonstration against an unpopular development project and is seen painting a daisy on the fence around the project. When a member of the public - in a politically motivated action - tries to have the MLA charged with public mischief, the Crown could very well decide not to prosecute.

\*\*In B. C., the police arrest someone and take her/him to the police station because they think s/he has committed a crime. Unlike many other places, however, the police here cannot actually 'charge' the person with a crime. To 'lay a charge' is to complete the official statement saying that someone is accused of (or 'charged with') a crime. In B. C., only Crown Counsel can do that. Thus, Crown Counsel sometimes lay a charge after the police arrest someone. Sometimes, however, Crown Counsel have evidence enough to lay a charge before asking the police to arrest the accused.

\*\*\*Crown Counsel have their title because the Queen of England is also the Queen of Canada. 'The Crown' is the term used for the royal government when a country has a king or queen. See also Vocabulary Resource 4.2B #10

\*\*\*\*While "Law and Order" is excellent TV entertainment, remind your participants that it is a show produced in the United States, based on U. S. procedures and laws. They should not depend on it for learning about the Canadian justice system or laws, which might be quite different in many ways.

## Activity 4.8 - A and B:

**Materials:** (1) Make copies of Handouts 4.8A and 4.8B for all participants. (2) Prepare 'stickers' with names of courtroom personnel for use in the 'identity activity'.

### Immigrant Settlement Group:

If possible, translate Handouts 4.8A and 8B, and do the activity as described in Activity Directions on page 66. Otherwise, translate the names of the courtroom personnel on Handout 4.8B orally, and ask everyone to write the names on their own diagrams as you lead a discussion on the people involved in a criminal trial.

### Field Trip Suggestion:

Attend a criminal trial. Arrange this through The Law Courts Education Society (see Resources section of this GUIDE.)

## Learning about a Criminal Trial

Chapter 4 is the only chapter in the *Citizenship Handbook* that discusses the *Criminal Code of Canada*. Having learned something about the *Code* in Activity 4.7, now is a good time to focus on what happens in a criminal trial. While courtroom details are not featured in the *Citizenship Handbook*, they are very appropriate to include in this program about citizenship. The courtroom illustrates many laudable aspects of Canada's justice system - openness, attention to the rights of the accused, decisions based on evidence, and the rule of law - to name a few. And the courtroom is a naturally dramatic setting, usually of great interest to both newcomers and established Canadians.

**Activity Overview:** This activity introduces your class or group to the people involved in a criminal trial. We begin with a game-like identity activity. A sticker is placed on each participant's back shoulder. On the sticker is the name/title of one of the people in the courtroom, but participants do not know who is named on their sticker. Using Handout 8.A, they ask each other questions, trying to identify the people named on their stickers. (If you are concerned about the vocabulary level of Handout 8A, see the shaded information below.) When everyone knows what their stickers say, the participants regroup to review the courtroom setting, using the on Handout 8.B diagram.

### **IMPORTANT- Vocabulary Level:**

Handout 8.A includes vocabulary that may need attention before an ESL class can do the identity game that begins this activity. One way to clarify the vocabulary is to have small groups study and learn the vocabulary for each description on the Handout. Assign the descriptions to different groups as you see fit. Ask them to (a) look up unfamiliar words, and (b) be prepared to read the descriptions to the whole class and to answer questions about the vocabulary. You may have to work this into several days. Once everyone is comfortable with the vocabulary, continue with the activity as described on the next page.

**Activity Directions** on next page.

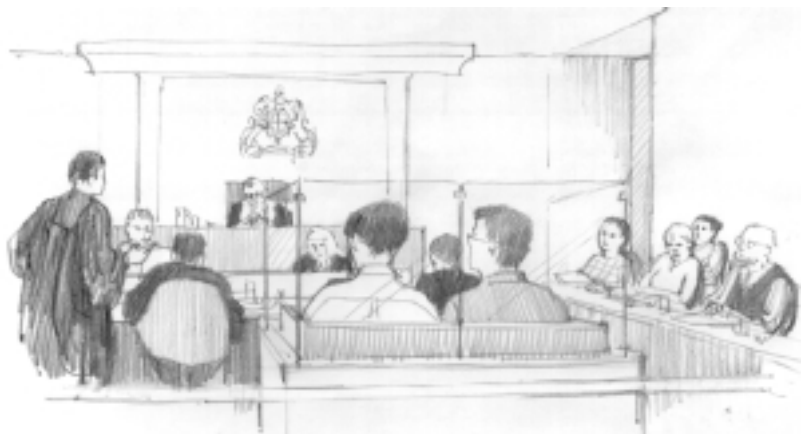
## Activity 4.8 - A and B    Learning about a Criminal Trial    (continued)

**Activity Directions:**

- Print the name of each courtroom figure on a 2" by 3" sticker (duplicates are OK).
- Place a sticker on the back shoulder of all group members (*do not let them see the stickers*) and give them Handout 8.A.
- Tell them to try to identify the person on their sticker by asking each other questions made up from the information on the Handout.

Model the kinds of questions they should ask, such as: "Do I defend the accused?" and "Am I the person on trial?" Ask each person in the class or group to make up a question from the Handout descriptions until you are sure they know what to do. Remind them that when someone answers "YES" to their question, they have found out who is on their sticker.

- Regroup when everyone has figured out what their stickers say. Give out Handout 8B, and lead a discussion covering the role of each person in the courtroom during a criminal trial.
- Follow this - perhaps the next day - with Activity 4.9.



Note: Both handouts 4.8A and 4.8B are adapted from material in *BC's Legal System, a Guide to the Wall Charts*, published by The Law Courts Education Society and The Legal Services Society. These two agencies have many excellent resources on the courts and Canada's justice system for teachers and cross cultural workers. You will find their contact numbers in the Resources section of the *Guide*.

## Activity 4.9

**Materials:** Make copies of Handout 4.9 for everyone

**Immigrant Settlement Group:** translate Handout 4.9 and proceed with one of the suggestions described in Activity Directions, this page, right column.

The answers to the matching exercise are as follows:

1. (e) - Crown Counsel
2. (f) - Jury
3. (a) - Judge
4. (g) - Defence Counsel
5. (h) - Witnesses
6. (c) - Accused
7. (b) - Court Clerk/Reporter
8. (d) - Deputy Sheriff
9. (b) - Court Clerk/Reporter
10. (a) - Judge

## Learning about a Criminal Trial: Review

**Activity Overview:** This activity is a straightforward matching exercise to reinforce what your class or group has learned about the people who are involved in a trial in the criminal courts. Use the exercise in whatever way seems most appropriate for your situation.

**Activity Directions:** Decide how you want to use this activity, either following one of the suggestions below, or creating a use that better fits your class or group situation. Distribute the handouts, give your directions, and let everyone go to work.

Suggestions for using this activity:

- as an individual exercise to be completed without access to Handout 4.8A (that handout will give away the answers)
- as an informal pairs or small group review activity, with or without access to the Handout 4.8A handouts; as you wish, or
- (especially if you have relatively few participants) as a contest in which you divide the group into two teams and alternately ask them the questions on Handout 4.9. Challenge them by not letting them use Handout 4.8A. Each team must agree on its answer before submitting it to you.



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## Activity 4.10 Know Your Rights - Use *The Citizenship Handbook* Reading for Details

Materials: make copies of Handout 4.10 for all participants

Immigrant Settlement Groups:  
We recommend this activity only for those settlement groups using a translated version of *The Citizenship Handbook*. Once you have translated Handout 4.10, you can proceed with one of the activities described in the Activity Directions, this page, right column.

Before assigning this activity to an ESL class, be sure to check the language level of chapter 4 in the *Handbook* to make sure it is appropriate for your class.

Activity Overview: Activity 4.10 is a basic academic exercise requiring participants to read certain pages of *The Citizenship Handbook* in order to answer a series of questions related to their rights. While the questions come from many different parts of the chapter, they focus particularly on how human rights laws and the *Criminal Code* protect Canadians' rights, and what remedies are available to help victims of unfair discrimination.

Activity Directions: This activity can be (1) an open-book individual homework assignment; (2) a detailed in-class introduction to the chapter for an upper level ESL class or a settlement group with academic interests; or (3) an in-class review after other chapter activities have been completed. We suggest doing numbers (2) and (3) in pairs or small groups, thus dividing the questions among participants to lessen the workload.

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### Appropriate answers for Handout 4.10 - Page references from the Citizenship Handbook are on Handout 4.10

1. an apology - changing an unfair law or policy - financial compensation
2. tells citizens what actions are crimes - defines procedures so that we can defend ourselves if we are accused of a crime - includes only real crimes, and not actions that some people may think are wrong
3. right to make a full defence - right not to give evidence - right to be represented by a defence lawyer - sometimes, the right to choose whether to have a judge or a jury
4. age - religion - family or marital status - physical or mental disability - sex - sexual orientation
5. order to stop the discrimination - order to offer you the opportunity you were denied - order to compensate you for any expenses incurred - order to pay you for injury to your dignity, feelings and self-respect
6. when the information relates to national security or to law enforcement or investigations, or when it is personal information about other people
7. the Office of the Ombudsman - the Auditor General
8. Legal Aid - Lawyer Referral Service - Peoples' Law School

# Chapter 4

## Protecting Your Rights

### *GOALS*

We will learn about

- human rights laws, which protect us from discrimination in jobs, housing and public services.
- the *Criminal Code*, which helps protect our safety and our right to a fair trial if we are accused of a crime.
- less well known laws and agencies that protect our privacy and other important rights.

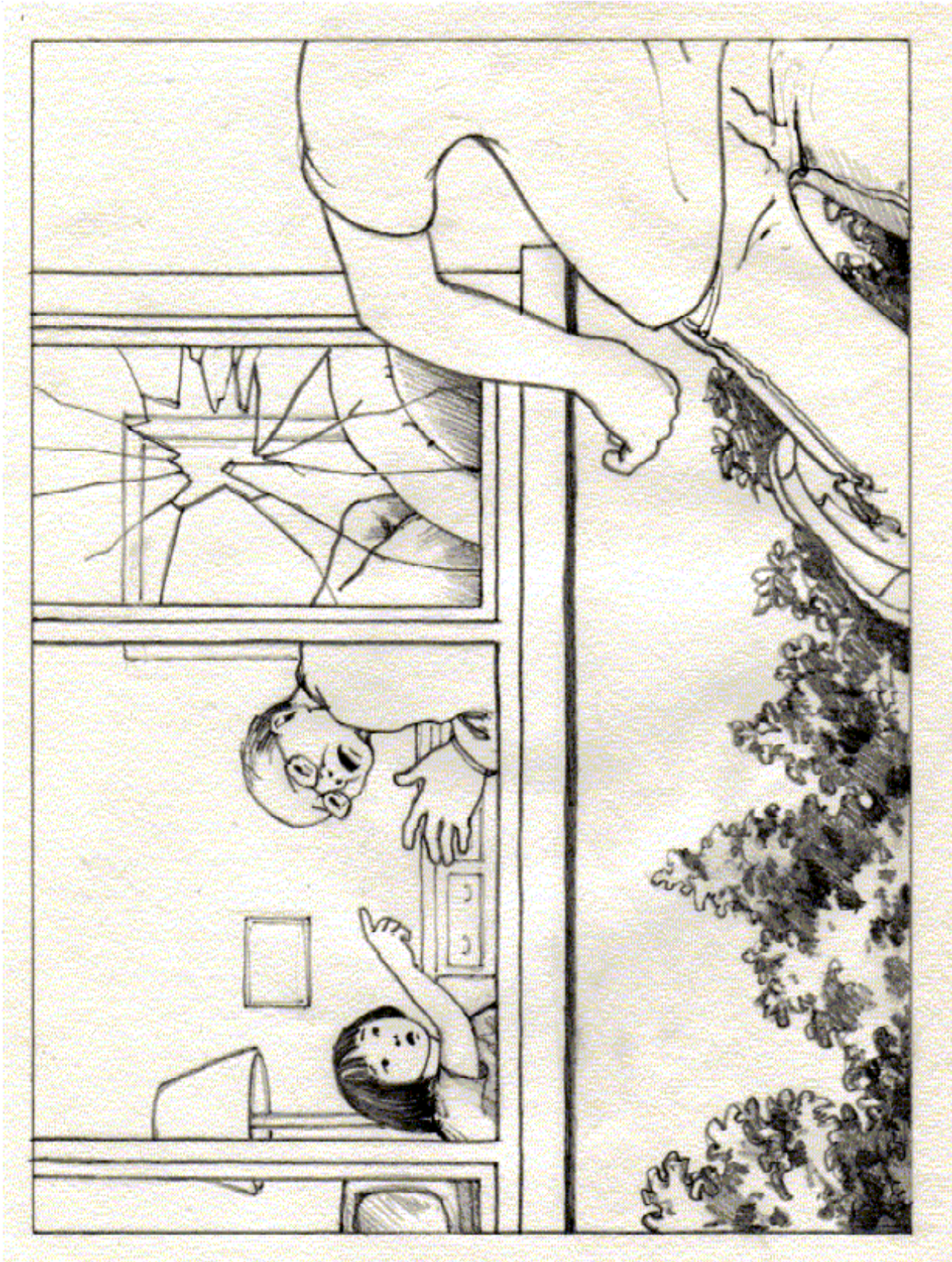
## Handout 4.1A

### *How Can We Help?*

#### An Introduction on Using the Law to Protect Our Rights

- (1) Decide what you think is happening to the people in your picture.
  
- (2) Create a role-play to show what is happening in the picture and what the problem is. End the role-play by showing how you would help the person or persons having a problem.
  
- (3) Do your role-play for the whole class or group, and be ready to explain the details.





## Handout 4.2A

## Learning the Language of the Law Vocabulary List

### 1. *Canadian Charter of Rights and Freedoms*

(pp 60 - 62)

### 2. Human Rights Laws

(pp 66 and 67))

#### 3. discrimination

(p 66)

#### 4. private sector

(p 67)

#### 5. violate

(p 59 and 62)

#### 6. victim

(67)

#### 7. remedy

(pp 59 and 67)

### 8. *Criminal Code of Canada*

(pp 63 and 64)

#### 9. accused

(p 64)

#### 10. Crown counsel

(pp 64 and 65)

#### 11. defence counsel

(p 64)

#### 12. beyond a reasonable doubt

(pp 64 and 65)

#### 13. verdict

### *Protecting Your Rights:*

*Both Canada and BC have special laws that protect our rights.*

Learning the terms on this list will help us to understand and to use those laws.

\*Page references are for the Citizenship Handbook

## Handout 4.2B

Learning the Language of the Law  
Vocabulary Resource

1. *Canadian Charter of Rights and Freedoms* the part of our *Constitution* that protects a citizen's basic democratic rights, and limits the government's power to interfere with them (pp 60 - 62)
2. Human Rights Laws provincial and federal laws that protect us from discrimination in our housing, our work, and our use of public services such as restaurants, libraries, theatres and government agencies (p 66)
3. discrimination in most human rights laws, discrimination is unfair treatment based on someone's race, colour, national or ethnic origin, age, religion, family or marital status, physical or mental disability, sex or sexual orientation (p 66)
4. private sector businesses (such as stores and theatres), clubs (such as the YMCA), offices (such as a lawyer's or a doctor's office), and other places that are not a part of the government (p 67)
5. violate to break the rules or to break the law. In law, 'violate' usually means to do something illegal. (pp 59 and 62)
6. victim a person who has been harmed by a criminal act, or one whose rights under a human rights law have been violated (p 67)
7. remedy a way to correct something that is wrong. In law, it often means telling someone to pay for damage they have done. (pp 59 and 67)
8. *Criminal Code of Canada* the federal law that tells us what actions are crimes in Canada and what penalties can be given (pp 63 and 64)
9. accused the person who is on trial in a criminal court (p 64)
10. Crown counsel a government lawyer who tries to convince a judge or jury that the accused is guilty of a crime (pp 64 and 65)
11. defence counsel a lawyer who defends the accused by making every reasonable argument possible to raise doubts about the accused's guilt (p 64)
12. beyond a reasonable doubt the legal basis for a verdict of "guilty" in a criminal trial. The evidence must be so strong against the accused that the judge (or jury) has no 'reasonable doubt' about the guilt of that person. (pp 64 and 65)
13. verdict the final decision, made by a judge or jury in a criminal case, stating whether the accused is guilty or innocent

## Handout 4.3

## Protecting our Rights

## Vocabulary Exercise:

*Find the answer to each question and put the proper letter in the ( ) after the question. The first one is done for you.*

1. What part of the federal Constitution protects our democratic freedoms? ( **b** )
2. Who is on trial in a criminal case? ( )
3. In a human rights case, who is the person who complains? ( )
4. What does a victim want when he or she complains to a human rights agency? ( )
5. In a criminal trial, who argues that the accused person should not be convicted? ( )
6. What is the word to describe unfair treatment based on someone's race or religion? ( )
7. What provincial law helps you if you are discriminated against? ( )
8. How strong must the evidence be to find the accused guilty of a crime? ( )
9. If employers or offices are not part of the government, what are they a part of? ( )
10. When you discriminate against someone, what do you do to that person's human rights?  
You \_\_\_\_( )\_\_\_\_\_ them.
11. What federal law describes crimes and their penalties in Canada? ( )
12. Who in the courtroom tries to prove that the accused is guilty? ( )
13. What is the name of the decision a judge or jury gives at the end of a trial? ( )

- 
- |   |                                 |                                 |
|---|---------------------------------|---------------------------------|
| (a) the defence counsel                       | (e) discrimination              | (i) a victim/complainant        |
| (b) <i>The Charter of Rights and Freedoms</i> | (f) 'beyond a reasonable doubt' | (j) <i>BC Human Rights Code</i> |
| (c) a remedy                                  | (g) <i>The Criminal Code</i>    | (k) Crown counsel               |
| (d) the private sector                        | (h) violate                     | (l) the accused                 |
|   |                                 | (m) the verdict                 |



## Handout 4.4A

*The B. C. Human Rights Code*  
Case Studies for Analysis \*

Do these cases raise problems under the *BC Human Rights Code*?

1. A small Vancouver business needs someone to help with office work. The owner writes an ad for the local newspaper that reads: "Mature woman needed for office work. Good typing and filing skills required."
2. A travel agency specializes in travel to Japan. The agency needs a new employee. Their ad asks for a "Fluent Japanese speaker with travel agency experience." Among the applicants are Michiko and Jane. Michiko is Canadian-born; her parents came from Japan. She speaks a little Japanese. Jane is a Canadian woman born in Scotland. She has learned to speak Japanese fluently, and can also read and write it. Neither woman is interviewed for the job.
3. Vlad and Tanja manage a small apartment building where a one-bedroom apartment is vacant. The apartment is very small, and they want to rent it to one person or a married couple. Two young men call about the apartment. Tanja tells them she will not rent the apartment to two single people.
4. Some students in an ESL class find it hard to understand the accents of other students from a different country. They don't talk to these students much, and don't like working with them. They ask the teacher not to put the students in their group.
5. Mary and Bill bought a house with a basement suite that you enter directly from a garden patio. A man in a wheelchair came to look at the suite. He liked it because it had no stairs. Mary thinks the man should live with his family so that they can take care of him. She won't rent the suite to him because she is worried about him living alone.

\*These case studies are adapted from *Learning about the Law: Teachers' Guide*, produced by The People's Law School. Ask your teacher or group leader about *Learning about the Law*. It is an excellent publication.

Handout 4. 4B      *Human Rights Complaints*  
More Case Studies for Analysis\*

If these things happen to you, will the *BC Human Rights Code* help you?

1. You are supposed to write a test at school on one of your important religious holidays. You ask to change the time, but your teacher says no.
2. You have a job. Two staff members keep telling jokes about sex and telling you about their sex lives.
3. You go to a job interview. The boss asks you how old you are.
4. You go to apply for a job. The job application asks if you take any medication.
5. You work as a clerk in a clothing store. A female customer wants to return a sale item, which the store does not allow. As you try to explain, the customer leaves the store in anger. She later phones the store, asks to talk to you, and calls you racist names. You hang up on her. Your boss fires you because 'the customer is always right'.
6. You are at work and one of your male co-workers tells a joke that makes fun of blond women.
7. You see anti-gay or anti-lesbian graffiti on the walls of your school washroom. You tell a teacher and another staff person, but they say there is nothing they can do about it.
8. You are deaf. You are accepted into university but cannot afford to pay for an interpreter. University officials say that they cannot pay for one either.

\*These case studies are adapted from *Cultures West*, the magazine of The Affiliation of Multicultural Societies and Service Agencies of BC. For more information about this group, ask your teacher or group leader.

## Handout 4.5 Access to Information and Privacy

### Reading for Details / True and False Quiz

Use pages 68-71 in the *Citizenship Handbook* to decide whether the statements below are true ( T ) or false ( F ). Circle your answer. The first one is done for you.

1. Canada has both federal and provincial laws that help protect a citizen's privacy. (p 68)  ( T )  ( F )
2. Citizens have no right to ask for or to get information that is under government control. (p 68)  ( T )  ( F )
3. Citizens can see government information about themselves, but they cannot see personal information about other people. (p 69)  ( T )  ( F )
4. Canadian government officials can gather private information about anyone, and do not need a good reason to do this. (p 69)  ( T )  ( F )
5. In Canada, the police can never collect information about someone unless they tell that person they are collecting it. (p 69)  ( T )  ( F )
6. Government officials collect personal information about your health before they give you a driver's licence. (p 70)  ( T )  ( F )
7. When citizens see information the government has collected about them, they can usually correct any errors they find. (p 70)  ( T )  ( F )
8. Both the federal and provincial governments must obey orders made by their information and privacy commissioners. (p 71)  ( T )  ( F )
9. Laws giving us access to government controlled information help us to find out what our MPs and MLAs are doing. (p 68)  ( T )  ( F )
10. Under BC's *Privacy Act*, if someone violates your right to privacy, you can take that person to court. (p 71)  ( T )  ( F )

## Handout 4.6 Different Places Protect Different Rights

These people all want to do something to protect their rights. Find the best agency or law to help them, and put its letter in the right ( ). The first one is done for you.

- |   |   |
|---|---|
| <p>1. Jean White wants a divorce from her drunken husband, but she cannot afford a lawyer. ( D )</p>  | <p>A. The Office of the Information and Privacy Commissioner for B. C. (p 71)</p> |
| <p>2. John Chen wants to complain about a police officer who insulted him and swore at him in front of his family when he asked about a parking ticket. ( )</p>   | <p>B. B. C. Human Rights Commission (p 67) (or equivalent agency)</p>             |
| <p>3. Joan Diaz wants to find out why nobody asked her permission before her personal health records were copied by a B. C. professor doing research on women and AIDS. ( )</p>                           | <p>C. The Ombudsman (B. C.) (p 72)</p>  |
| <p>4. Susan Cowan lost her job selling insurance and thinks she was discriminated against because of her sex. ( )</p>   | <p>D. B. C. Legal Aid (p 74)</p>  |
| <p>5. Ronald Nash wants some new legal materials for his grade 11 law class but the school has no money in its budget to pay for this. ( )</p>  | <p>E. Small Claims Court (p 75)</p>   |
| <p>6. Ted Huang wants to see the guidelines used by federal Fisheries officials to limit fishboat licences when fish stocks are low. ( )</p>  | <p>F. <i>The Charter of Rights and Freedoms</i> (pp 60 - 62)</p>                  |
| <p>7. Larry Sosa paid \$4,000 to have his house painted. The work was badly done, and he wants to get back some of the money he paid to the painters. ( )</p>   | <p>G. <i>Access to Information Act</i> (federal) (p 68)</p>                       |
| <p>8. Ron Watanabe told his lawyer how the bank treated his trust funds and asked the lawyer if a crime had been committed. ( )</p>   | <p>H. <i>B. C. Police Act</i> (p 72)</p>  |
| <p>9. Greg Fox thinks B. C. government officials treated him badly when they refused to let him remove land from an agricultural reserve. ( )</p>   | <p>I. People's Law School (p 75)</p>  |
| <p>10. A new religious group wants to use a public park for its services until it builds a church. The city says no religious services can be held in the park. The church wants to sue the city. ( )</p> | <p>J. <i>The Criminal Code</i> (pp 63-65)</p>                                     |

## Handout 4.7

Understanding the *Criminal Code*

## Reading for Details

*(Citizenship Handbook - pp 63 - 65)*

For each sentence below, fill in the correct word from *The Citizenship Handbook* pages noted. Write the word in the answer column, where you already have the correct first letter.

1. Among other things, the *Criminal Code* tells us what actions are \_\_\_?\_\_\_ in Canada. C \_\_\_\_\_  
(pp 63, 64)
2. Government lawyers must prove beyond a \_\_\_?\_\_\_ doubt that the accused person committed the crime. R \_\_\_\_\_  
(pp 64, 65)
3. Sometimes Crown Counsel will decide that it is not in the public \_\_\_?\_\_\_ to charge someone with a crime. I \_\_\_\_\_  
(p 65)
4. The *Criminal Code* defines \_\_\_?\_\_\_ and minimum penalties for most crimes. M \_\_\_\_\_  
(p 64)
5. If the police think someone has committed a crime, they will \_\_\_?\_\_\_ to see what evidence they can collect. I \_\_\_\_\_  
(p 65)
6. If the evidence of guilt does not convince a judge or jury, then the accused is \_\_\_?\_\_\_ of the crime. N \_\_\_\_\_  
(p 64)
7. After the police lay a charge against someone, they \_\_\_?\_\_\_ that person and take him or her to court. A \_\_\_\_\_  
(p 65)
8. An accused person who cannot afford to pay a lawyer may be able to get one from \_\_\_?\_\_\_ \_\_\_?\_\_\_. L \_\_\_\_\_  
(pp 64, 74)
9. \_\_\_?\_\_\_ \_\_\_?\_\_\_ are government lawyers who argue in court that the accused person is guilty. C \_\_\_\_\_  
(p 65)
10. A popular U.S. television program about both the police and the courts is called "Law and \_\_\_?\_\_\_". O \_\_\_\_\_
11. "\_\_\_?\_\_\_ \_\_\_?\_\_\_" includes the procedures set out in the *Criminal Code* that we can use to defend ourselves if we are accused of a crime. D \_\_\_\_\_  
(pp 63, 28)
12. Crown Counsel need a lot of convincing \_\_\_?\_\_\_ to prove beyond a reasonable doubt that the accused is guilty of a crime. E \_\_\_\_\_  
(p 65)

## Handout 4.8A

## Law and Order: Learning about a Criminal Trial \*

Use the facts below and ask questions to find out about the person named on your sticker. Decide who that person is.

*Judge*

- decides if the accused is guilty or not guilty when there is no jury
- tells the jury what their job is
- settles legal arguments between lawyers
- sentences the accused if she or he is found guilty
- is called *Your Honour* in Provincial Court, and *My Lord* or *My Lady* in Supreme Court

*Court Clerk / Recorder*

- assists the Judge
- makes a record of everyone's name and the time things happen during the trial
- 'swears in' the witnesses, that is, makes them promise to tell the truth
- operates courtroom recording equipment so that transcripts, if required, can be produced by transcript companies
- takes care of evidence exhibited during the trial

*Deputy Sheriff*

- takes prisoners from jail to court, and takes care of them in court
- makes sure the courtroom and courthouse are safe for everyone who is there
- tells people to come for jury duty and protects those on jury duty

*Jury*

- listens to the evidence and decides if the accused is guilty or not guilty
- is made up of 12 people in criminal cases, and 8 people in civil cases

*Crown Counsel*

- a lawyer who works for the government
- presents evidence gathered by the government against the accused person
- tries to prove the accused is guilty beyond a reasonable doubt

*Defence Counsel*

- a lawyer hired to defend the accused person
- tries to find problems with the Crown's evidence and to raise reasonable doubts about the guilt of the accused
- tries to show that Crown Counsel has not proven the case against the accused

*Witnesses*

- tell the court what they saw and heard related to the crime, and whatever other facts they know about the case
- promise to tell the truth
- can include the victim of the crime
- sit outside the courtroom when other witnesses testify

*Accused*

- the person 'on trial'
- the person charged by the 'Crown' (the government) with breaking a law
- presumed innocent until proven guilty on the evidence in court

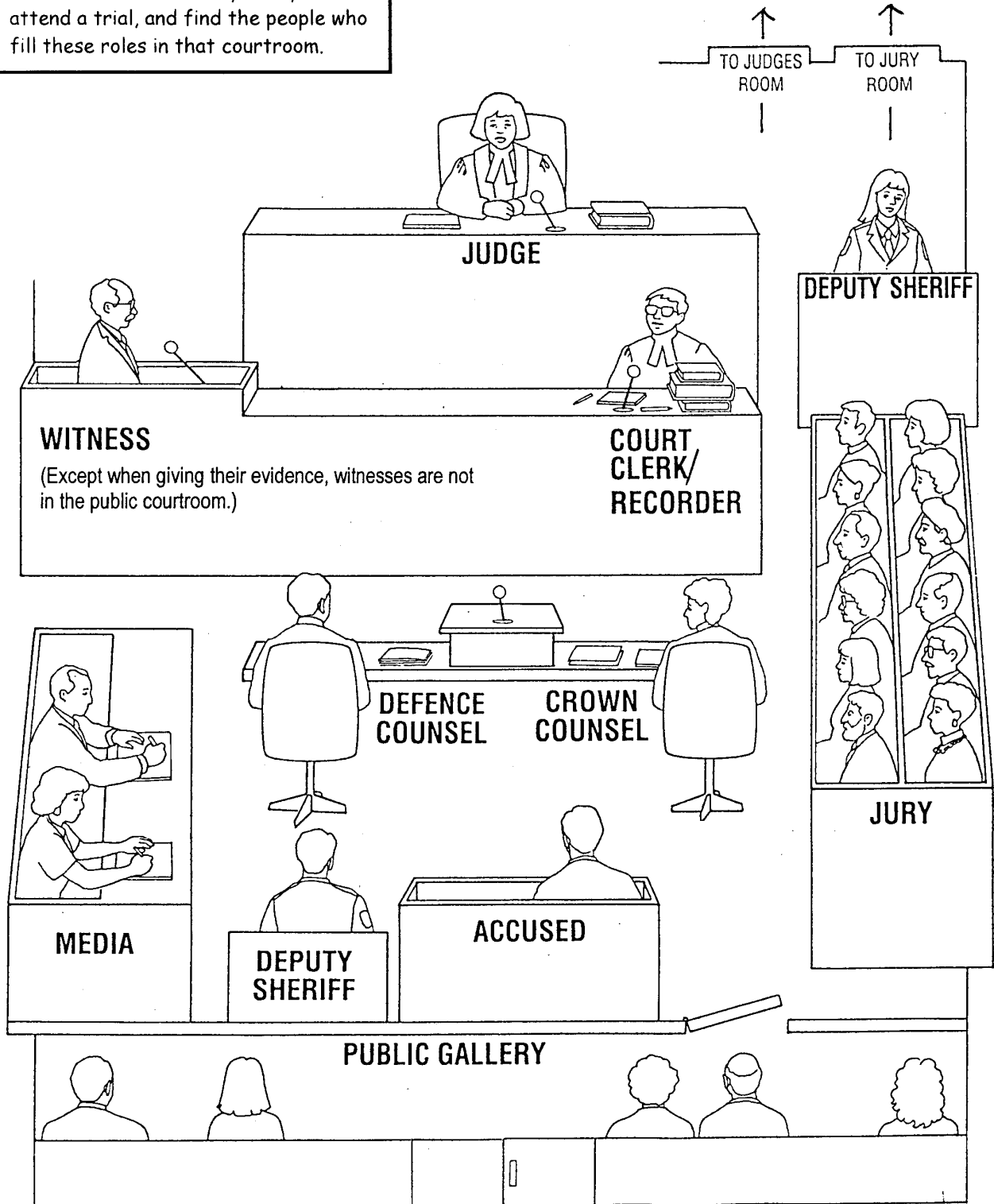
\*Adapted from *BC's Legal System*, published by The Law Courts' Education Society & The Legal Services Society. See the Resources section of this GUIDE for contact numbers for these organizations.

**Handout 4.8B**

**Law and Order: Learning about a Criminal Trial**

Use Handout 4.8A to review what these people do during a criminal trial. Take this handout with you if you attend a trial, and find the people who fill these roles in that courtroom.

This diagram is adapted from *BC's Legal System, A Guide to the Wall Charts*, published by the Law Courts Education Society and the Legal Services Society



## Handout 4.9 Questions about a Criminal Trial

*Answer the questions by putting the letter of the right person in the ( ) after the question. You can use a person more than once.*

- |   |                            |
|---|----------------------------|
| 1. Who tries to prove that the accused is guilty?<br>( )                              |                            |
| 2. Who are the 12 people who decide if the accused is guilty in a criminal trial? ( ) | (a) Judge                  |
| 3. Who tells the jury what its job is? ( )  | (b) Court Clerk / Recorder |
| 4. Who defends the accused? ( )   | (c) Accused                |
| 5. Who tell the court what they saw and heard and what else they know? ( )            | (d) Deputy Sheriff         |
| 6. Who is presumed innocent until proven guilty at the trial? ( )                     | (e) Crown Counsel          |
| 7. Who operates recording equipment in case a transcript is needed? ( )               | (f) Jury                   |
| 8. Who takes care of the prisoners when they are in the courtroom? ( )                | (g) Defence Counsel        |
| 9. Who swears in the witnesses? ( )   | (h) Witnesses              |
| 10. Who sentences the accused once she or he is found guilty? ( )                     |                            |



## Handout 4.10 Know Your Rights - Use the *Citizenship Handbook* Reading for Details

Fill in the blanks in these sentences by using the information in the *Citizenship Handbook* on the pages shown in ( ).

1. Name two typical remedies for someone whose rights have been violated. (p 59)  
\_\_\_\_\_ and \_\_\_\_\_
2. Describe two ways the *Criminal Code* helps protect Canadians. (p 63)  
\_\_\_\_\_ and \_\_\_\_\_.
3. During a criminal trial, the accused has certain rights to make sure that his or her trial is a fair one. Name two of those rights. (p. 64)  
\_\_\_\_\_ and \_\_\_\_\_
4. Human rights laws protect you from being discriminated against because of your race, colour, and national or ethnic origin, and what else? (p 66)  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
5. What orders can a human rights commission make to help a person who has been discriminated against? (p 67)  
\_\_\_\_\_ and \_\_\_\_\_.
6. When can the government deny you the right to see information it has about you in its files? (p 69)  
\_\_\_\_\_ and \_\_\_\_\_.
7. Name two agencies that watch the actions of the government and in some cases make public reports about what the government does. (p 72)  
\_\_\_\_\_ and \_\_\_\_\_
8. Name two places where you can get legal advice or legal education materials for a very low price - or free. (pp 74 and 75).  
\_\_\_\_\_ and \_\_\_\_\_.

## GUIDE to the BCCLA Citizenship Handbook

### Chapter 5: Making the Democratic Process Work for You

Chapter 5 is the core of *The BCCLA Citizenship Handbook*. If there is one idea that we want to emphasize to the people who read the *Handbook* it is this:

Participate with others in the democratic life of your community to support what is good and to change what is wrong.

In this chapter, we focus on ways ordinary citizens can influence the various levels of government to help bring about changes to laws and to government policies and programs. We discuss how to become involved with public issues and the community groups that focus on them. We suggest ways to organize an effective community group and to enlist the support of government officials and others to do something about the issues that concern you.

The stories in *Making a Difference* (pages 94 through 101) are about real people in B. C. who have influenced their communities by becoming involved with public issues.

Encourage your class or group to talk about people in their own communities who have worked together to change something. Success is never assured (see p 82).

Never the less, we believe that people who work with their fellow citizens to solve a problem *always* receive some benefit- even if it is just the community spirit that develops during the effort. That alone is better than letting apathy, pessimism, fear, or laziness keep you away from the public arena, and may in the long run prove the most important factor for a successful community campaign.

#### Activity 5.0

**Materials:** Make copies of Handout 5.0 for everyone.

**Immigrant Settlement Groups:** Translate Handout 5.0 into the home language of your group, 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 be learning about in their upcoming meetings.

#### Goals

**Activity Overview and Directions:** The Goals handout for each chapter introduces participants to the issues they will focus on 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 issues that they want explained or find particularly interesting. Suggest that they raise these issues during appropriate chapter activities.

If possible, make photocopies of the Goals handout on heavier than usual paper - perhaps 'card' stock if available. When you finish a chapter, bring all chapter handouts together, with the Goals handout on top. Staple the handouts together, 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 5.1

### Introductory Activity

Materials: Make 10 (or more) copies of Handout 5.1

Immigrant Settlement Groups: This activity can be conducted entirely in the home language of your group *unless* they decide to seek signatures from outside their language community.

This activity is meant to be more than a token gesture toward participation. The petition should ask for a realistic event or action, and be directed to the people who can bring about that event or action. Be sure that your group or class finds out what happens to their petition.

#### Examples:

"We, the students signing this petition,

- ask Mr. Patterson to take our class on a trip to the Robson Street courthouse so that we can watch a real trial. "
- or
- "ask the teaching staff to help us organize a school-wide collection of canned goods for the local food bank."

## *Participate !*

Activity Overview: In this activity, the participants create a petition to propose an event or activity related to their class or group, or a petition to take a stand on a local community issue. They then get as many signatures as possible on their petitions and present the signed petition to the proper authority. This is a small, but potentially practical introduction to civic participation.

If your students or group members are enthusiastic, you might even do both - a class -related petition and a community focused one. Working with a class- or group-related petition, participants are dealing with people they know in familiar surroundings. This is like a 'test' case situation, in which they can explain the petition and ask for signatures in a relatively stress-free environment. They could then move on to an issue of public concern in the community, collecting signatures from outside their own setting.

### Activity Directions:

#### Petition for a class or group activity

- Divide participants into 3 or 4 small groups. Distribute Handout 5.1 to each group.
- Ask the groups to decide on an activity or event they wish to propose, and to write a petition supporting their proposal. (Focus them on potential speakers, fieldtrips, or special events. See examples in shaded box to the left.)
- Bring everyone back together, and ask each group to explain what it wants to propose with its petition.
- Vote on these proposals, choosing one for the class or group to support. (If they propose an event or activity that affects other classes and groups, they will have a larger number of people to approach for signatures.)

[continued on next page]

## Activity 5.1

## Introductory Activity (continued)

Example:*Petition for New ESL Activity in School Program:*

"To the Staff Members of the ESL-for-Adults Program at Local Community School:

"We, the ESL students who sign this petition, ask the ESL-for-Adults staff to work with us to create a new 'Civic Awareness' section in our ESL program. We propose the following plan for this new section: (1) all adult ESL students in the school will meet together once a month during school hours; and (2) a different class at each monthly meeting will introduce and interview local people involved with community issues.

In this way, we ESL students will gain a wider knowledge of our community and will have additional experience in conversation and public speaking in English."

- With the class, finalize the wording of the petition. Class or group members can then sign the petition and, if appropriate, make copies and circulate them to get other valid signatures.
- Send or take the petition to the proper person or office.
- Follow-up on the petition in whatever way you think is most useful.

## Petition supporting a community issue or action

- Assist the participants in choosing a local issue to support with a petition. Concentrate on public issues that are current and of real interest to your group or class. (Such a petition may become widely known in the community. Be sure there will be no harmful repercussions for your students or group members, for your employer, or for those who sign the petition.)
- Work together to write up the petition and make copies for all members of the class or group.
- After one week during which the participants ask people to sign the petition, staple all copies together (possibly with a cover letter) and send them to the appropriate person or place.
- Follow-up on the petition in whatever way you think is most useful.

## Activity 5.2 - A and B

Materials: Make copies of Handouts 5.2A and 5.2B for each participant

Immigrant Settlement Group: Translate both handouts and proceed as described in the Activity Directions, this page, right column.

**Remember:** Do not give out the Vocabulary Resource (5.2B) until after your participants have worked together to define the words on the Vocabulary List (5.2A), and you have discussed their definitions with them.

## *Working Together*

### Vocabulary List and Vocabulary Resource

Activity Overview: Chapter 5 has two different vocabulary lists. This one, 'Working Together', is the more general one. Most of the words relate to activities people become involved in when they work together to solve a problem or to promote a program or event.

These words are quite straight-forward. Unlike some of the vocabulary words studied so far, this group does not require extra material for teachers and settlement group leaders. Thus the Vocabulary Resource for them (see next page) is the same as the one for the participants (see Handout 5.2B).

If you want your class or group to use the vocabulary words in sentences, encourage them to use *The Citizenship Handbook* to find examples and to get ideas. As well, the next activity (5.3) focuses on activities and situations that reflect what the vocabulary words mean.

Activity Directions: In the Introduction to this GUIDE, we suggest 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 session in which they discuss and refine their definitions.

## Activity 5.2B

*Working Together*  
Vocabulary Resource

1. to participate to take part in an activity - for example, to work in the community with a group of people who have interests like yours (on many pages throughout the chapter)
2. opinion what you think about something. Your opinion is usually more respected if you support it with good reasons. (pp 79, 83)
3. political party a group of people who have the same political ideas and goals. The current most active political parties in Canada (as of February, 2002) are the Bloc Quebecois, the Canadian Alliance, the Liberals, the New Democrats and the Progressive Conservatives. (p 78)
4. to influence to use your political, financial, or moral power to help control what is happening, or to make things happen the way you want them to (pp 77, 78)
5. to organize to set up a way to do things (pp 79, 83, 85)
6. publicity actions taken to let the public know about an idea or a plan (p 85)
7. to lobby to visit politicians and try to persuade them to do something you think should be done. Some people do this as their job. (p 91)
8. petition a written request for action, given to the government or others, and signed by people who support the request (p 84)
9. demonstration a group of people acting together in public to show their support for or to protest against government or other activities (pp 79, 86)
10. *Charter* challenge a court action started by people who think the government has done something that the *Charter of Rights and Freedoms* does not allow (p 92)

## Activity 5.3

**Materials:** Copies of Handout 5.3 for everyone.

### Immigrant Settlement Group:

If time permits, the group leader can translate Handout 5.3 for everyone. Otherwise, the leader can translate the examples orally - one at a time - during the group meeting, and group members can decide which vocabulary word best fits the example.

**Homework suggestion:** Ask your group members to bring to the next meeting a newspaper story, a notice, or a brochure that talks about people working together for their community.

### Answers: Vocabulary Review:

1. (H) opinion
2. (C) influence
3. (J) participate
4. (E) organize
5. (B) publicity
6. (I) lobby
7. (A) petition
8. (G) demonstration
9. (D) political party
10. (F) Charter challenge

## *Participating in Your Community*

### Vocabulary Review

**Activity Overview:** Activity 5.3 is a review of the vocabulary words, but not one based directly on their definitions. Rather, participants match the vocabulary words with practical examples of what the words mean.

This activity will have further practical meaning if you tie the examples in with similar activities in your own community. Some newspapers have a whole page dedicated to community activities. Public libraries often have newsletters and brochures about local neighbourhood groups and activities. A field trip to the closest library may well be a part of your program. If so, participants can collect brochures and other information about community activities and local opportunities to participate in community life.

### Activity Directions:

- Distribute Handout 5.3 to everyone. Split the group into pairs, and assign each pair 4 to 6 of the numbered examples, making sure that all examples are covered.
- Ask the pairs to read the examples to each other, and to choose the appropriate vocabulary words.
- When everyone is finished, call them together, go over the answers and include relevant local examples whenever possible.
- If you have included the suggested Homework in your program, be sure to set aside time for class or group members to tell everyone about the information they found.

## Activity 5.4 - A or B

Materials: Copies of Handout 5.4A for all participants

Immigrant Settlement Group:  
We suggest you use Handout 5.4B - translated into the appropriate language - for this activity. The content of 5.4A and 5.4B is the same, but Activity 5.4B is more interactive. It is not only a little easier, it is also more fun - especially for an informal group.

Directions for 5.4B are essentially the same as 5.4A, Activity Directions, this page, right column.

A logical order for the statements is set out and explained on the next page

## Neighbourhood Action

### Making Sense of a Neighbourhood Meeting

Activity Overview: This activity requires participants to read through a jumbled set of statements about a neighbourhood meeting, and then to put those statements in order. There are some clue words or phrases in the statements ("at the start of the meeting" or "at the second meeting", for example). But most of the clues about sentence order come from thinking logically about how things at the meeting would happen.

The content of this story is only suggestive of issues that might affect a neighbourhood. The activity will be more useful if participants have a chance to discuss issues from their own neighbourhoods once they have finished putting the sentences in order. Try to locate brochures to give them about police sponsored neighbourhood watch programs and any other safety programs in their community. They might also be interested in a neighbourhood watch presentation by the local police.

### Activity Directions:

- Divide the class into small groups of 3, 4 or 5 people. When they all have copies of the handout, ask different people to read the story and the directions out loud.
- Ask someone to read the statement with the (1) in front of it. Then ask them all to find the statement that should come next. This is quite easy, because one statement begins "At the start of the meeting . . .". When you all agree that this is the next statement, ask everyone to put a #2 in front of it.
- Point out that statement #2 implies that people will 'tell' something they know about making neighbourhoods safer. Ask everyone to look for those 'clues' and to work in their groups to finish putting the remaining statements in order.
- When everyone is finished, go through the story, asking different groups what statements they put next and why.



## Activity 5.4 - A or B

## Neighbourhood Action

(continued)

The order of the statements after (2) are as follows:

- Surjeet Gill and Bill MacDonald both tell something they know about making neighbourhoods safer. "Surjeet Gill told about a friend. . . ." and "Bill MacDonald said if they had street lights . . .". These statements will be numbers (3) and (4). (It does not matter which is which.)
- Now that Bill and Surjeet have said something, the next logical statement begins "After hearing Bill and Surjeet, the people at the meeting . . .". So that is statement (5).
- Statement (5) says that the people want more information. In the next two statements, (6) and (7), Bill and Surjeet tell how they will get that information. "Bill agreed to contact . . ." and "Surjeet said she would ask . . .". (Again, it does not logically matter which is which.)
- The group will need to hear what Surjeet and Bill learn. Thus, the statement that begins "Everyone decided they should have another meeting . . ." is (8).
- Statement (9) sets up the next meeting: "The Wongs and their neighbours set a date. . .".
- And finally, the statement beginning " At the second meeting . . ." tells what happened at that meeting, and becomes statement (10).

## Activity 5.4B

*Neighbourhood Action*

Materials: Copies of Handout 5.4B for each small group, with the sets of statements cut into separate strips

Immigrant Settlement Group: Translate Handout 5.4B and proceed as described in the Activity Directions (previous page, right column). You do not have to number the separate strips unless that makes it easier to keep them in the proper order.

The only difference between 5.4A and 5.4B is that in 5.4B the statements are on strips of paper that are cut apart and physically rearranged to form the proper order. This is an interactive variation of the activity, and probably a little easier and more fun. Participants can follow the progress of the meeting visually as they arrange the statements in order. Be sure the groups work separately, however, and don't just copy the order they can see another group using.

## Activity 5.5 - A and B

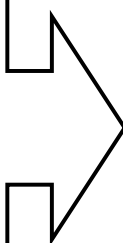
Materials: Copies of Handouts 5.5A and 5.5B for each participant

Immigrant Settlement Group: Translate both handouts and proceed as described in the Activity Directions, this page, right column.

**Remember:** Do not give out the Vocabulary Resource (5.5B) until after your participants have worked together to define the words on the Vocabulary List (5.5A), and you have discussed their definitions with them.

Role-play :

To help participants become comfortable using these vocabulary words, we have included a role-playing exercise where they use the words in the context of a meeting.



## Planning for Community Action

### Vocabulary List and Vocabulary Resource

Activity Overview: The words in this second Chapter 5 vocabulary list describe a number of the people and the activities that are usual at community group meetings. As in the earlier list (Activity 5.2A), these words are straight-forward and do not require additional explanatory material in the Vocabulary Resource for teachers and settlement counselors. Thus the Vocabulary Resource in this GUIDE (Activity 5.5B) is the same as the one for participants (Handout 5.5B).

Activity Directions: In the Introduction to this GUIDE, we suggest several ways to introduce vocabulary words and to encourage participants to learn their meanings (see Introduction, page v and following.) Whichever method you use, begin by distributing Handout 5.5A 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 session in which they discuss and refine their definitions.

**Role-play exercise:** Split your class or group into smaller groups of at least 3 people each, and preferably 4 or 5. Give each group one of the lists below, and ask them to create a short role-play about a meeting, using the words in their list.

List 1

volunteer  
chairperson  
controversial issue  
strategy  
compromise

List 2

public interest group  
chairperson  
agenda  
controversial issue  
consensus

List 3

community group  
volunteer  
consensus  
fund raise  
strategy

List 4

citizens' group  
controversial issue  
compromise  
spokesperson  
volunteer

---

**Activity 5.5B***Planning for Community Action*

## Vocabulary Resource

1. citizens' group,  
public interest group,  
or community group  
(pp 78, 79)      three names for groups of people who join together to work on issues that are important to the public - the community as a whole - and not just one or two people.
2. volunteer (p 101)      a person who does something to help members of the community or to make the community a better place, but does not get paid to do it
3. chairperson (p 85)      the person who runs (is in charge of) a meeting
4. agenda (p 85)      a list, or plan, of what will be discussed at a meeting
5. strategy (p 79)      a plan of action; the steps you will take to solve a problem
6. controversial  
issue ( pp 80, 83)      an issue that gives rise to many strong and different, even opposing, opinions
7. consensus      general agreement among a group of people
8. compromise (p 96)      a situation where all parties in a controversy give up some of their demands so that they can work together to support the issues on which they agree
9. fund raising (p 85)      finding ways to get money to pay for the activities and programs of a community group
10. spokesperson (p 87)      someone who is chosen by a group to speak for it at public meetings and to the media. The spokesperson makes sure the media know about the group's activities.

## Activity 5.6 - A or B

Materials: Copies of Handout 5.6A5a or 5.6B for everyone

### Immigrant Settlement Groups:

Translate and make copies of whichever handout - 5.6A or 5.6B - you want your group to use. You can then proceed with the activity as described in the Activity Directions, this page, right column.

Or, you can read the handout, translating orally as you proceed, and let your group members supply the correct words as you come to them.

### Preparation re Handout 5.6B:

If you choose to use this handout, make sure you understand how a ward system works. For a basic description, see page 55 of *The Citizenship Handbook*. In a ward system, each ward elects a representative to city council. That person is especially accountable to the ward residents, who will vote for someone else next time if this representative does not do a good job, or ignores their interests. When city council members are elected at large, everyone in the city votes to elect all the council members. This can mean that some parts of the city get little attention because council members don't need those votes to get elected, and may have little interest in those areas.

## A Community Meeting

### Vocabulary Review

Activity Overview: In this vocabulary review, the vocabulary words are missing from a narrative about a community meeting (5.6A) or about local community action (5.6B). The participants fill in the blanks in the narratives by inserting the appropriate vocabulary words. The participants will have to understand the meanings of the vocabulary words in order to fill in the blanks successfully.

Two different narratives are offered. The story in Handout 5.6A is more rural in nature and involves a local environmental group. The story in Handout 5.6B is urban in nature, and has a political orientation. Both, however, talk about community action that grows out of the concerns and interests of just a few citizens. Helping students understand that a few people can make a difference is an important part of this activity.

### Activity Directions:

- Use this activity as homework or as an in-class individual or pairs exercise.
- For an in-class pairs activity, divide the class into pairs and ask them to read individual paragraphs to each other, filling in the proper words.
- When everyone has completed the exercise in the manner you have chosen, go over the answers with the whole group. Ask them to tell about community groups in which they participate or have an interest.

Answers: Handout 5.6A - community group; volunteer; agenda; chairperson; controversial; compromise; fund raising; consensus; strategy; spokesperson.

Answers: Handout 5.6B- consensus; controversial; strategy; citizens' group; compromise; chairperson; volunteer; agenda; fund raising; spokesperson.

## Activity 5.7

Materials: make copies of Handout 5.7 for all participants.

Immigrant Settlement Group: translate Handout 5.7 and do the activity as described in Activity Directions, this page, column right, using a translated version of *The Citizenship Handbook*.

Preparation: Before assigning this activity to an ESL class, check Chapter 5 of the *Citizenship Handbook* to make sure the language level is appropriate for your class.

## Participating in Canada's Democracy: Reading for Details

Activity Overview: This activity is a straight-forward reading exercise that requires participants to use the information on pages 77 through 93 of *The Citizenship Handbook* to fill in the blanks in the sentences. The page references are to the pages in the *Handbook* where the answers can be found.

The information about political parties on page 78 of the *Handbook* is outdated. Federal parties now include: the Liberal Party, the Canadian Alliance Party, the New Democratic Party, the Bloc Quebecois, the Green Party, the Progressive Conservative Party and others. [June 2002]

Activity Directions: Use this activity wherever it fits best into your program - as an introductory open book exercise done singly or in pairs, as a homework assignment, or at the end of your sessions, as an open-book review.

Appropriate ways to fill in the blanks:

1. federal, provincial, and local (p 77)
2. Liberal, NDP, Canadian Alliance, Progressive Conservative, Green or Bloc Quebecois (p 78)
3. newspapers and news magazines - news on the radio - public meetings. (p 80)
4. Possible answers are these (p 83)
  - (a) find a group working on the same issue
  - (b) contact citizens with similar concerns
  - (c) place ads in newspapers
  - (d) put posters in community centres
  - (e) establish contact with influential members of your community
5. These can be expressed in different ways: (pp 85-87)
  - (a) organize activities and members very well
  - (b) do fund-raising
  - (c) find a good chairperson to organize efficient meetings
  - (d) publicize your efforts to get members, political and media attention
  - (e) hold public meetings to raise money and publicize your activities
  - (f) use non-violent public demonstrations to put pressure on the government
- (g) develop a plan for working with the media
- (h) use opposition parties to bring your concerns to governments and the media
6. Here are some possible answers: (pp 88 - 89)
  - (a) the Minister or Deputy Minister in the relevant agency
  - (b) an influential person in the government agency who has authority to change things
  - (c) your local MLA or MP
  - (d) for local issues, your locally elected representatives
  - (e) a sympathetic member of the civil service
7. Answers can be in any order: (pp 92 - 93)
  - (a) going to court is expensive
  - (b) going to court takes a long time
    - cases take a long time to prepare and bring to court, and
    - Canadian courts are full, so court dates are set way in advance
  - (c) going to court is frustrating -
    - government lawyers may delay the case and drain your resources;
    - even if you win, the government will likely appeal

## Activity 5.8

**Materials:** Make copies of Handout 5.8 for everyone.

### Immigrant Settlement Group:

If your group does everything in their home language, this is not an appropriate activity unless you want to create your own puzzle using the translated words. The translated definitions will of course have to have new numbers to fit your new puzzle.

Another possibility is to translate the definitions page, hand it out to the group, and have them match the definitions with the appropriate English words. As they decide on the proper English word for each definition, they can put it into its numbered place on the Handout 5.8 puzzle. In this way, the review becomes a language learning exercise as well.

### PUZZLE ANSWERS: DOWN

2. petition
3. [charter] challenge
4. influence
7. opinion
10. spokesperson
12. volunteer
13. [citizens'] group
14. Federal
16. strategy
17. [fund] raising
19. MLA
20. lobby

## Participating in the Democratic Process

### Chapter Review Puzzle

**Activity Overview:** This crossword puzzle is based on the two vocabulary lists in Chapter 5. It is a useful review of the chapter content, as well as an interesting way to focus again on the vocabulary words. The puzzle can be an individual homework assignment. In class, it is probably most appropriate as a pairs activity. The clues, or definitions, are not always worded exactly the same way as the definitions given in the Vocabulary Resources. If the participants have learned the vocabulary words, however, they should have no trouble figuring out which word matches the puzzle clues.

### Activity Directions:

- Divide you class into two teams, Team A and Team B. Join one A person with one B person until the whole class is in A/B pairs.
- Give everyone Handout 5.8. In their pairs, A works on numbers 1 - 12, and B works on numbers 13 - 24. When they complete their own parts, they will help each other complete the puzzle.
- When the pairs are mostly finished, split them up, putting Team A on one side of the room, and Team B on the other. They will compete (without their Handouts) to fill in a master puzzle.
- You will be the game master, and will go through the puzzle, asking first a Team A member, and then a Team B member for the words to fill in the puzzle. If one team gives an incorrect answer, the other team can try. The team that identifies the greater number of words wins the contest (it will probably be a tie!)

### PUZZLE ANSWERS: ACROSS:

- |                         |                   |
|-------------------------|-------------------|
| 1. compromise           | 5. fund [raising] |
| 6. organize             | 8. court          |
| 9. participate          | 11. demonstration |
| 12. vote                | 15. chairperson   |
| 18. publicity           | 19. MP            |
| 21. charter [challenge] | 22. controversial |
| 23. agenda              | 24. consensus     |

## Chapter 5: More Opportunities for PARTICIPATION

The following activities are for classes or settlement groups who want to consider ways to encourage newcomers to vote or otherwise participate more actively in the democratic life of their communities.

### Activity 5.9.

### *Encouraging New Canadians to Vote* Small Group Discussion

**Materials:** Make copies of Handout 5.9 to give to each small group.

**Immigrant Settlement Group:**

If your group is using translated version of *The Citizenship Handbook*, you can translate Handout 5.9 for them and continue with the activity as described in **Activity Directions**, this page, right column.

If you do not have a *Handbook* in the group's home language, give a translated Handout 5.9 to everyone, and discuss questions 1, 2, and 3 informally. Translate orally the reasons for not voting listed on pages 99 - 100 of your copy of the *Handbook*, and ask group members what they think of those reasons. Continue to finish the activity as directed on the Handout.

**Activity Overview:** This activity gives your participants a chance to consider why some new Canadians do not vote in elections in Canada. Because voting is such a basic and important citizen right and responsibility, it is worth taking some extra time to think about this issue. We hope the members of your class or group will think carefully about the reasons for not voting that are given in *The Citizenship Handbook* (see pages 99 and 100.) Find out if these reasons are significant in the experience of your students or group members, or if there are other reasons that are more important.

**Activity Directions:**

- Divide your class or group into small groups. Make copies of Handout 5.9 for each group.
- Ask everyone to read pages 99 - 101 in *The Citizenship Handbook* and to proceed as the Handout directs. (See Handout 5.9.)
- Bring everyone back together and ask each group to describe its suggestions for encouraging newcomers to vote. List them on a black board, white board, or flip chart.
- Discuss the suggestions, and ask the class or group to choose the three that they think are the most interesting and practical.
- End by discussing what organizations in your community you would contact if you wanted someone to carry out the three suggestions. Or, continue on to the next activity.

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## Activity 5.10 *Promote an Event to Encourage Voting*

### Class/Group Letter-writing Project

*There is **NO Handout** for students or group members for this activity. Instead, they work in small groups to write a letter to an appropriate organization, suggesting that the organization arrange a specific event to encourage new Canadians to vote.*

- (1) Ask your class or group to select an event that will encourage new Canadians to vote (see Activity 5.9). Work with them to make a list of reasons that support their choice as a practical and effective way to encourage voting among new Canadians.
- (2) Give everyone time to ask their families and others about the suggestion and about the best places to seek support. In a general discussion, choose the most appropriate organization to approach about putting on the event. Also, decide what contributions the class or group can make to the success of the event.
- (3) Use class time to prepare a letter to the chosen organization.
  - (a) First, set up small groups. Ask each group to draft a letter using the information gathered above as a basis for its content. They should describe the proposed event, point out why the organization was chosen as the best group for putting on the event, and indicate how the class or group can help with the event.
  - (b) When their first drafts are completed, the groups will review each other's letters and suggest corrections or improvements.
  - (c) They will return the 'corrected' drafts to the original writers. They will all review their own drafts with the suggested revisions, and make any changes they think are appropriate. They will make copies of their revised drafts and give them to you.
  - (d) Ask each group to choose one person to represent the group as a member of a class 'drafting committee'. The 'drafting committee' will meet at some convenient time and, using the revised drafts submitted to you, will compose a 'final' draft.
- (4) Give everyone a copy of the final draft and discuss it in class, making changes if it seems appropriate.

[continued on next page]



## Activity 5.10      Class Letter Writing Project      (continued)

(5) Complete an original letter (with copies) from the final draft, and mail it with any supporting materials you and your class think will be useful.

- Whether your students or group members actually persuade an appropriate group to adopt and organize the suggested event, their experience as they go through the steps of this process should be of real educational value. Let's hope - at the very least - that you get a reply from the organization that treats the issue and your suggestion as seriously as your class or group has.
- It is possible that your suggestion will be adopted and put into action by the organization you write to. That, of course, would be a great experience for everyone.
- If this doesn't happen, you might still be able to get someone from the organization to visit your class and discuss voting issues and the participation of citizens in their communities.
- Or, you may decide to take the suggestion to a different organization altogether.
- If you pursue this activity with your class or group, the B. C. Civil Liberties Association will be very interested in hearing about what happens.

## Activity 5.11

*Organize an Election-Related Event*

Class or Group Project

This activity has NO handout for students or group members.

This activity is for an ESL class or an immigrant settlement group that wants to plan and carry out an actual event itself. The main focus is still on voting and the election process, but this gathering has social aspects as well. The object is to have group members themselves make all the decisions and do the planning and organizing of every aspect of the event. It should be something they are interested in and will enjoy.

For example: invite an elected local official to speak informally to your group or class. Do not limit yourselves to city councils; parks boards and school boards are elected as well in some places. Be sure to ask around so that you get someone who is interesting and speaks well. Invite other ESL classes or immigrant settlement groups and their families to come. Ask your speaker to talk about voting and elections in personal, as well as educational terms. Find out what prompted this person to run for office and what unusual things happened during the campaign. You want this event to be *interesting*.

In the opposite column is a sample list of activities that group or class members can organize and do. This is *their* event.

They will (1) choose whom to invite as a speaker; (2) write and send the letter of invitation; (3) identify other groups or people to invite as guests; (4) figure out how to invite them and do so; (5) find a place to have the event; (6) decide what refreshments to offer and how to provide and serve them; (7) set up the room for the event, including simple decorations; (8) decide who will moderate the event, i.e. who will welcome the speaker and the participants, who will introduce the speaker, who will run the question-and-answer part of the meeting, and who will verbally thank the speaker; (9) organize the clean-up after the meeting; (10) write a thank-you to the speaker and anyone else who was particularly helpful; and (11) whatever else you and they can think of!

---

Activity 5.12                      *Citizens Who Made a Difference*  
Role-play or Reading for Details

Between pages 94 and 101 of *The BCCLA Citizenship Handbook* are stories of real citizens and citizens' groups who worked in different ways to solve problems in their communities. They are the subjects of this activity.

- Make copies of Handout 5.12 for all participants and yourself.
- Divide your class or group into smaller groups.
- Assign one of the articles from pp 94 - 101 to each group.
- Assign the 'Role-Play' to some groups\* and the 'Reading for Details' to others. You may need more people per group for the Role-play than you do for the Reading activity. The instructions for these activities are set out on Handout 5 .12 for classes and group members
- When the groups have had time to prepare their role-plays or discussion questions (maybe even on a later day), organize the class or group to watch and discuss the role plays and to take part in a discussion led by the Reading for Details groups. Let the participants handle the discussion as much as possible.

\* If the Coalition's work described on pages 96 and 97 of the *Handbook* is assigned to a role-playing group, focus the role-play on the activities of the Coalition, not the violent incident that prompted those activities. That incident can be covered in the introduction to the role play.

**Activity 5.13****Make Your Own Community Resource List**

This activity has NO Handout for students or group members.

An excellent resource for ESL students and immigrant settlement groups is a list of local community groups and government agencies with program descriptions and contact numbers attached.

- Some community groups and government agencies are listed in your local telephone directories in the community services pages.
- Larger cities have more comprehensive information about community services in books such as the *Red Book of Social Services* in the Lower Mainland.
- Handbooks and brochures produced by the federal and provincial governments for new citizens list many agencies and some community groups, often with translated versions in many languages.
- These practical resources, however, may be too cumbersome for your class or group, and they may not be in the languages that many of your students or group members use at home.

If the information about services and activities in your community does not meet the needs of your class or group, you can put a community resource list together as a class or group project. Here are some suggestions to help you get started.

- (1) Your class or group can look up community agencies in the telephone directory in the 'community service pages'.
- (2) They can contact community centres, local community groups, and the public library to gather further information about what groups are active in their community.
- (3) They can go to immigrant settlement agencies and collect additional information, including some that has been translated already into different languages.

- (4) An ESL class can produce a list in English of the agencies and community groups that they think are most important for their families to know about. They can make copies of the list for their class and other classes in their school.
- (5) An immigrant settlement group can produce a list in their home language. They can supplement the list with brochures that they have collected in the same language.
- (6) The list will be most useful if it has names of groups and agencies, their addresses and essential descriptions, and a contact number.

## Chapter 5

# Making the Democratic Process work for You

### *GOALS*

We will explore what it means to participate in the life of our communities.

We will learn

- how to work with our neighbours and friends to improve our communities.
- how to organize a community group so that it works effectively.
- how some B. C. residents worked together on community issues that were important to them.



Handout 5.2A      *Working Together*  
Vocabulary List

This vocabulary covers some of the words that come up when we talk about people working together to improve their communities.

1. to participate (throughout the chapter)
2. opinion (pp 79, 83)
3. political party (p 78)
4. to influence (pp 77, 78)
5. to organize (pp 79, 83, 85)
6. publicity (p 85)
7. to lobby (p 91)
8. petition (p 84)
9. demonstration (pp 79, 86)
10. *Charter* challenge (p 92)



## Handout 5.2B

*Working Together*

## Vocabulary Resource

1. to participate to take part in an activity - for example, to work in the community with a group of people who have interests like yours (on many pages throughout the chapter)
2. opinion what you think about something. Your opinion is usually more respected if you support it with good reasons. (pp 79, 83)
3. political party a group of people who have the same political ideas and goals. The current most active political parties in Canada (as of June, 2002) are the Bloc Quebecois, the Canadian Alliance, the Liberals, the New Democrats, and the Progressive Conservatives. (p 78)
4. to influence to use your political, financial, or moral power to help control what is happening, or to make things happen the way you want them to (pp 77, 78)
5. to organize to set up a way to do things (pp 79, 83, 85)
6. publicity actions taken to let the public know about an idea or a plan (p 85)
7. to lobby to visit politicians and try to persuade them to do something you think should be done. Some people do this as their job. (p 91)
8. petition a written request for action, given to the government or others, and signed by people who support the request (p 84)
9. demonstration a group of people acting together in public to show their support for or to protest against government or other activities (pp 79, 86)
10. *Charter* challenge a court action started by people who think the government has done something that the *Charter of Rights and Freedoms* does not allow (p 92)



### Handout 5.3      *A Democratic Vocabulary in Everyday Use* Vocabulary Review

Choose the best words to fill in the blanks. The first one is done for you.

1. On the open-line radio show, Rob Sangha said: "I support a photo radar system. It helps police officers catch drivers who speed. I think that is very important."  
*This is Mr. Sangha's* \_\_\_ *opinion* \_\_\_.

2. Our MP has power in Ottawa. He is on the most important committees. At meetings, other MPs agree with him. If anyone can help us get federal money for this project, he can.  
*Our MP has* \_\_\_\_\_.

3. John Lee goes to parent meetings at his sons' school. He is on two committees that help run the community centre, and he volunteers to help at every civic election.  
*Mr. Lee likes to* \_\_\_\_\_.

4. Laura Jones called a meeting for parents upset because the school board wants to close their local school. The group made plans for a demonstration, set up a publicity committee, and chose someone to ask the police about a permit. Then they set a date to meet again.  
*They know how to* \_\_\_\_\_ *well.*

5. On Monday, the club president and the mayor announced a dinner to raise funds for a new park. The next day, CBC radio interviewed the president about park plans, and club members put posters all over town. On Friday, radio stations advertised the dinner.  
*This is well-planned* \_\_\_\_\_.

6. The group talked to every MLA about a new law to limit jet-skis on BC lakes. They gave the MLAs petitions supporting the law and new material about water safety and noise levels. They tried to persuade the MLAs to support a firm limit on the use of jet-skis.  
*This was a good way to* \_\_\_\_\_.

7. Three children in one year were hit by cars in the intersection at 8<sup>th</sup> and Pine. Parents from a nearby school got 800 signatures on a letter asking the city to put in a traffic light.  
*We wish them luck with their* \_\_\_\_\_.

8. When city workers came to cut down trees in the park, some local residents joined hands around the trees. Others carried signs saying 'Save our Trees' and gave out notices about a court action to stop the tree cutting.  
*This was a peaceful* \_\_\_\_\_.

9. Many citizens were unhappy with the people planning to run in the next election. They got together and raised funds to support a new group of candidates who agreed with their ideas about government goals and policies.  
*They are starting a new* \_\_\_\_\_.

10. The city agreed to set up large barriers around a building where a trade meeting was planned. Some groups went to court, saying that the barriers interfered with their freedom of speech.  
*This court action is a* \_\_\_\_\_.

(A) petition  
(B) publicity  
(C) influence  
(D) political party

(E) organize  
(F) Charter challenge  
(G) demonstration

(H) opinion  
(I) lobby  
(J) participate

## Handout 5.4A Neighbourhood Action

John and Katy Wong are worried. Last night, someone stole things from their car and their back porch. This was their third nighttime robbery. John and Katy also know that houses on their street were broken into during the day. They decide to talk to people who live nearby about safety in their neighbourhood.

Below are sentences describing what happened when John and Katy met with their neighbours. The sentence about what happened first has a #1 in front. Number all the rest of the sentences in the correct order. Look for word clues to lead you from one step to the next.

- ( ) Surjeet said she would ask her friend about how to start a neighbourhood watch program.
- ( 1 ) Jon and Katy invited the people on their street to meet at their house one night after supper to talk about safety in their neighbourhood.
- ( ) Surjeet Gill told about a friend nearby who was part of a block watch program to keep the street safer in the daytime.
- ( ) Everyone decided they should have another meeting so they could hear what Bill and Surjeet had learned.
- ( ) Bill MacDonald said if they had street lights in the back lane they would not have as many garage robberies at night.
- ( ) At the start of the meeting, Katy asked people to tell anything they knew about making neighbourhoods safer.
- ( ) The Wongs and their neighbours set a date for their next meeting. Bill said they could come to his house.
- ( ) After hearing Bill and Surjeet, the people at the meeting wanted to find out how to get lane lights and how to set up a block watch program of their own.
- ( ) Bill agreed to contact City Hall and find out how to get lane lights and how much they would cost.
- ( ) At the second meeting, Bill gave out written information about lane lights. Surjeet brought a policeman to the meeting. He was from the local police detachment and was in charge of setting up neighbourhood watch programs.

## Handout 5.4B      Neighbourhood Action

John and Katy Wong are worried. Last night, someone stole things from their car and their back porch. This was their third night-time robbery. John and Katy also know that houses on their street were broken into during the day. They decide to talk to people who live nearby about safety in their neighbourhood.

Here are some sentences describing what happened when John and Katy met with their neighbours. In your group, put these sentences in order from #1 to #10. We put a #1 in front of the first thing that happened. You do the rest.

---

Surjeet said she would ask her friend about how to start a neighbourhood watch program.

---

#1

John and Katy invited the people on their street to meet at their house one night after supper to talk about safety on their street.

---

Surjeet Gill told about a friend nearby who was part of a block watch program to keep the street safer in the daytime.

---

Everyone decided they should have another meeting so they could hear what Bill and Surjeet had learned.

---

Bill MacDonald said if they had street lights in the back lane they would not have as many garage robberies at night.

---

At the start of the meeting, Katy asked people to tell if they knew how to help make their neighbourhood safer.

Handout 5.4B      Neighbourhood Action (continued)

---

The Wongs and their neighbours set a date for their next meeting. Bill said they could come to his house.

---

After hearing Bill and Surjeet, the people at the meeting wanted to find out how to get lane lights and how to set up a block watch program of their own.

---

Bill agreed to contact City Hall and find out how to get lane lights and how much they would cost.

---

At the second meeting, Bill gave out written information about lane lights. Surjeet brought a policeman to the meeting. He was from the local police detachment and was in charge of setting up neighbourhood watch programs.

---

## Handout 5.5A      *Planning for Community Action* Vocabulary List

To get something done in the community, you need good plans and hard-working people. This vocabulary is useful for talking about meetings where people decide what needs to be done and who will do it.

1.      citizens' group, public interest group, or  
        community group (p 78, 79)
2.      volunteer (p 101)
3.      chairperson (p 85)
4.      agenda (p 85)
5.      strategy (p 79)
6.      controversial (pp 80, 83)
7.      consensus
8.      compromise (p 96)
9.      fund raising (p 85)
10.     spokesperson (p 87)



## Handout 5.5B

*Planning for Community Action*

## Vocabulary Resource

1. citizens' group,  
public interest group,  
or community group  
(pp 78, 79)      three names for groups of people who join together to work on issues that are important to the public - the community as a whole
2. volunteer (p 101)      a person who does something to help members of the community or to make the community a better place, but does not get paid to do it
3. chairperson (p 85)      the person who runs (is in charge of) a meeting
4. agenda (p 85)      a list, or plan, of what will be discussed at a meeting
5. strategy (p 79)      a plan of action; the steps you will take to solve a problem
6. controversial  
issue ( pp 80, 83)      an issue that gives rise to many strong and different, even opposing, opinions
7. consensus      general agreement
8. compromise (p 96)      a situation where all parties in a controversy give up some of their demands so that they can work together to support the issues on which they agree
9. fund raising (p 85)      finding ways to get money to pay for the activities and programs of a community group
10. spokesperson (p 87)      someone who is chosen by a group to speak for it at public meetings and to the media. The spokesperson makes sure the media know about the group's activities.

## Handout 5.6A

## A Community Meeting

Use the vocabulary words to fill in the blanks in the story.

Try to finish the story without using Vocabulary Resource 5.5B.

Boris and Tanja are clearing rubbish from the stream behind their farm. A neighbour, Lewis, comes over to help. He tells them about a local \_\_\_\_\_ that is cleaning up the countryside around their small town. He is a member of the group, and like everyone else, is a \_\_\_\_\_. They clear away garbage and junk, then plant flowers and shrubs, and clean the trails in a woodland park. Lewis asks Boris and Tanja to go with him to the next meeting.

When they arrive at the meeting, they are happy to see some people they know. Lewis gets them a copy of the \_\_\_\_\_, so they can see what issues will be discussed that night. A local teacher is the \_\_\_\_\_, and runs the meeting well.

The only \_\_\_\_\_ issue is whether to improve the trails in the park. Some members want better trails and clear signs. Others think this will bring too many people to the park and will ruin it.

After much discussion, they work out a \_\_\_\_\_: they will improve the trails, but only with *natural* materials - wood chips on the paths, but no paving, and new wooden signs, but no lights.

Even these changes will cost money. Lewis agrees to set up a \_\_\_\_\_ committee to hunt for the money they need and for some free supplies.

There is a \_\_\_\_\_ among the people at the meeting that they need a more effective \_\_\_\_\_ for finding new members. The group's \_\_\_\_\_ asks if she should arrange to appear on a popular call-in radio show. She can talk about the group and answer questions phoned in from listeners. Everyone votes in favour of this idea.

The meeting ends. Most people stay for a while to chat, and to have some coffee and homemade doughnuts.

---

### *Vocabulary Words*

- agenda
- chairperson
- community group
- compromise
- consensus
- controversial
- fund raising
- spokesperson
- strategy
- volunteer

## Handout 5.6B

## Citizens at Work

Use the vocabulary words to fill in the blanks in the story.

Try to finish the story without using Vocabulary Resource 5.5A.

Tim and his friends think city council ignores their part of the city. He and a few others set up a meeting for people in the area to discuss this matter. The people attending the meeting soon reach a \_\_\_\_\_: they must try to get a ward system in their city. (See *Citizenship Handbook* page 55 to see what a ward system is.)

Some cities do have wards. But the idea is still \_\_\_\_\_. People have very strong opinions in favour of them or against them. These residents think a ward system will result in better street lighting, reduced crime and fewer traffic problems in their area. But now they need a \_\_\_\_\_. What can they do to bring a ward system to their city?

They decide to form a \_\_\_\_\_ \_\_\_\_\_ to promote a ward system. Some people think this isn't enough. They want to find candidates for the upcoming election who will support a ward system. Others say more time is needed. They don't have enough public support yet. What if all their candidates lose? So they reach a \_\_\_\_\_.

They will not have candidates in the upcoming election. Instead they will run candidates in the election in two years. Meanwhile, they will educate city residents about the benefits of a ward system. After all, city voters will really decide the issue, and not city politicians.

They decide to start their new group at an open meeting at the community centre. Ivan will be \_\_\_\_\_. He is a \_\_\_\_\_ for two community groups, and knows how to run meetings. Next the group focuses on the \_\_\_\_\_ for that first meeting. There will be many things to discuss.

Roger says they will need a \_\_\_\_\_ committee to find money for the group's activities. Alice suggests a program committee to develop monthly programs and events. They all think that Tim should be the group's \_\_\_\_\_. He speaks well, knows a lot about the subject and is enthusiastic.

They then set a time to meet again to continue making plans for their first real meeting.

### Vocabulary Words

- agenda
- chairperson
- citizens' group
- compromise
- consensus
- controversial
- fund raising
- spokesperson
- strategy
- volunteer



## Handout 5.7 Participating in Canada's Democracy : Reading for Details

Fill in the blanks below using information from the *Citizenship Handbook* :  
(You can find the answers in the *Citizenship Handbook* on the pages listed.)

1. As a new Canadian citizen, you can vote in \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ government elections. (p 77)

2. The \_\_\_\_\_ and the \_\_\_\_\_ are two of the most active political parties in Canada. (p 78 is outdated. More parties are now active.)

3. To learn about political and social issues that are important in Canada, you can read \_\_\_\_\_ and \_\_\_\_\_, listen to the \_\_\_\_\_ on radio or watch it on TV, and attend \_\_\_\_\_ . (p 80)

4. List three ways to get public support for a plan to improve your community. (p 83)

(a) \_\_\_\_\_

(b) \_\_\_\_\_

(c) \_\_\_\_\_

5. List some of the activities that a well-organized citizens' group might use to work toward its goal. (pp 85-87)

(a) \_\_\_\_\_

(b) \_\_\_\_\_

(c) \_\_\_\_\_

(d) \_\_\_\_\_

6. If you want the government to change a law or a policy, who are some of the people you should contact? (pp 88 and 89)

(a) \_\_\_\_\_

(b) \_\_\_\_\_

(c) \_\_\_\_\_

(d) \_\_\_\_\_

7. Give three reasons why a citizens' group might decide *NOT* to take the government to court. (pp 92 and 93)

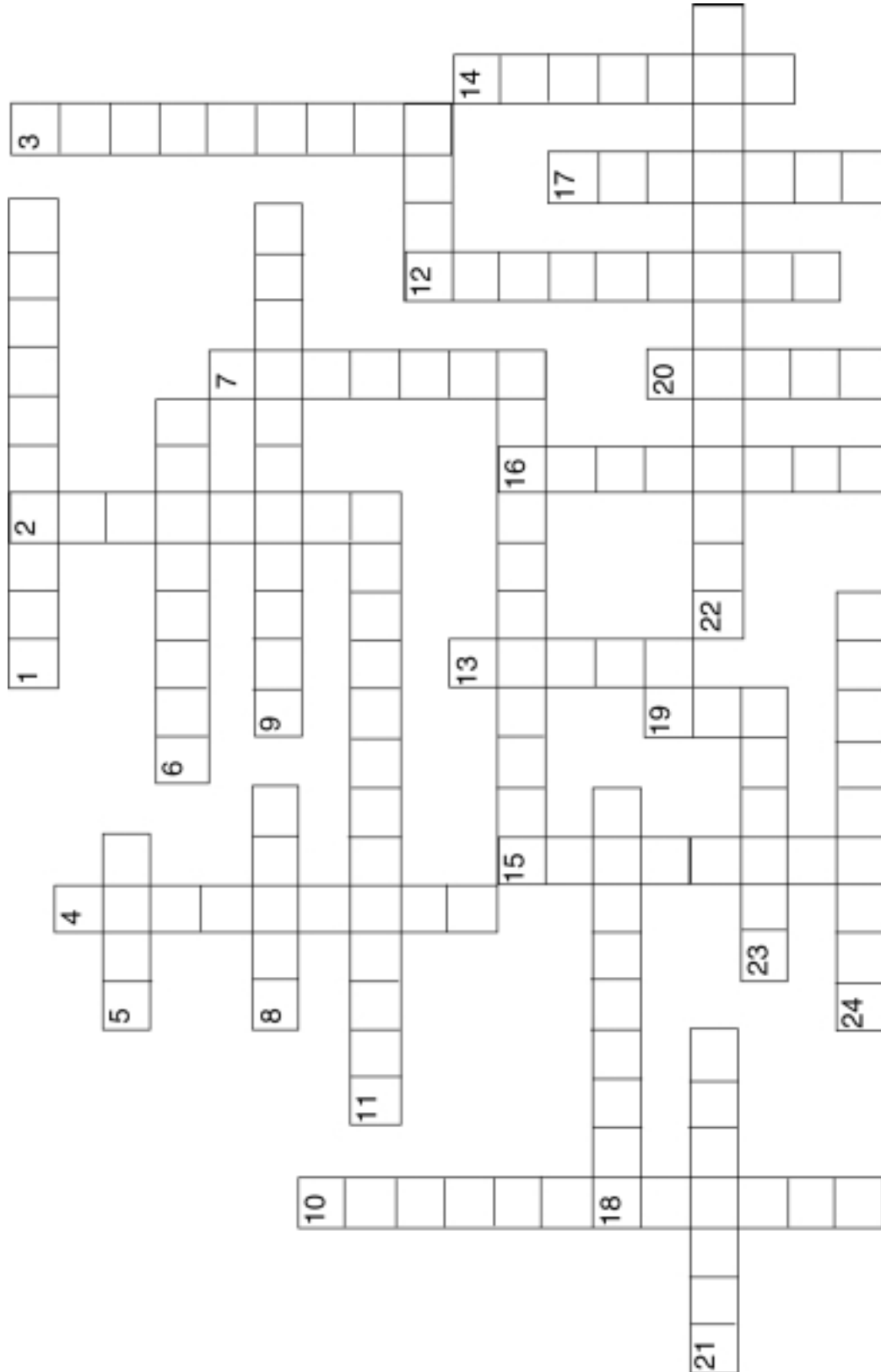
(a) \_\_\_\_\_

(b) \_\_\_\_\_

(c) \_\_\_\_\_

### Handout 5.8 Participating in the Democratic Process - Review Puzzle

Turn this page sideways to work on the puzzle. Most of the words come from your vocabulary lists for this chapter. Try to do the puzzle without looking at Handouts 5.2B or 5.5B.



## Handout 5.8 Participating in the Democratic Process - Review (continued)

Across

1. to give up something so that everyone can work together
5. with 17 down, finding money to pay for a group's activities
6. to set up a way to do things
8. the place where you see a judge and a jury
9. to take part in an activity
11. a group of people in a public place, using signs and actions to show what they think
12. what a citizen does to help choose a government
15. the one who runs a meeting
18. how you let the public know your plans
19. letters that stand for a member of Parliament
21. see 3 down
22. debatable; causes many different opinions
23. a list of items to talk about at a meeting
24. general agreement

Down

2. a written request to the government, signed by many people
3. with 21 across, a court action to argue that the government is not following the the *Charter of Rights*
4. to have some power over what happens
7. what you think about something
10. someone who speaks for a group or club
12. a person who does something for no pay
13. with 15 down, people who join together to work on community issues
14. the Government of Canada
16. plan of action
17. see 5 across
19. letters that stand for a member of the BC Legislative Assembly
20. to try to persuade the government to do something

## Handout 5.9 Encouraging New Canadians to Vote

Pages 99 and 100 of *The Citizenship Handbook* list six reasons why new citizens might not vote in Canadian elections. After reading these pages, discuss the following questions with your group members:

1. Do you know new citizens who can vote, but probably will not vote in the next election?
2. Do you know the reasons why they won't vote?  
If not, what do you *think* are the reasons?
3. Given the reasons for not voting, (see 2. above), what do you think should be done to encourage new Canadians to vote?

(See pages 100 and 101 of the *Handbook* to learn what was done in Vancouver in 1996.)

Make a list of activities or events that you think will encourage new Canadians to vote.

Chose someone from your group to present these suggestions when everyone gathers for discussion.

## Handout 5.12                      Citizens Who Made a Difference

- (1) Read the assigned section from pp 94 to 101 of the *Citizenship Handbook*.
- (2) Work with your group to
  - make a role-play about it, **OR**
  - answer the 'Reading for Details' questions

## Role-Play

- Read the article.
- Identify the problem that upset the citizens.
- Make up a short role-play to illustrate the problem and what people did to try to solve it.
- Choose someone from your group to introduce the role-play by describing the problem.
- Act out your role-play.
- Ask those watching if they can think of different ways to solve the problem.

## Reading for Details

- Read the article or story.
- Think about and discuss answers to questions (a) through (f) below.
- Choose members of the group to present the questions and answers to the class or group.
  - (a) What is the problem that people are trying to solve?
  - (b) Is there a citizen's group mentioned in the story? If so, what group?
  - (c) What does the story tell you about the group?
  - (d) What part do government officials or agencies play in this story?
  - (e) What do you think about the way the people tried to solve their problem?
  - (f) Can you suggest other things they could have done?

## GUIDE to the BCCLA Citizenship Handbook

### Chapter 6: Dealing with Government Agencies

The first half of Chapter 6 includes information about three agencies that offer citizens very valuable assistance. The related GUIDE activities are intended to show your students or group members how agencies fit into the structure of our government. They also illustrate the variety of work that agencies do.

The handouts for this chapter include a chart or two primarily for informational purposes. They may be useful for helping your students or group members understand government structures and processes.

The second half of the chapter deals with different ways to challenge government agency decisions. We know that agency staff have difficult and important work to do, and

that they are often hampered by stressful working conditions and limited budgets. In general they are well trained, patient, and conscientious.

We would be remiss, however, if we did not let newcomers know that they can challenge agency decisions that they think are wrong. They can also complain if they are treated unfairly. These appeal or complaint procedures are an important part of Canada's traditions of fairness and justice.

*PLEASE NOTE: The B. C. government is changing many government agencies after its Core Services Review. Please check the government web page at [www.gov.bc.ca](http://www.gov.bc.ca), under Ministries & Organizations, or call the government agency itself, if you want updated information about the agencies in this chapter. [June 2002].*

#### Activity 6.0

Materials: Make copies of Handout 6.0 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 directions 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 study and talk about in upcoming 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 6.1

Materials: make copies of Handout 6.1 for everyone

Preparation: Ask your class or group to think about their own experiences with government agencies. Collect and distribute pamphlets and brochures from a few interesting agencies. Let participants look these over, and talk a bit about their own experiences before you start the Activity.

Immigrant Settlement Group: Translate Handout 6.1 into the appropriate home language and proceed as described in the Activity Directions (this page, right column). Try to locate agency information and brochures in the home language of your group.

*PLEASE NOTE: CHANGES to B.C. GOV'T.AGENCIES*

See [www.gov.bc.ca](http://www.gov.bc.ca) to check for changes that might affect the B. C. government agencies discussed in this activity. Some changes have been made to the Residential Tenancy Office, the Employment Standards Branch, and Victims Services, but these services still do exist in reduced form. [June 2002]

## Government Agencies and Us Introductory Activity

Activity Overview: This is another version of the game-like activity that we used in Chapter 1, but the focus here is on government agencies. Participants walk about, asking each other questions to find out who, if anyone, fits the numbered categories listed on Handout 6.1. You then lead a general discussion about how each item relates to an agency or subject in Chapter 6 of *The BCCLA Citizenship Handbook*.

### Activity Directions:

- Distribute copies of Handout 6.1 to everyone. Give them time to look over the listed items and to raise questions about the vocabulary.
- Go over the format, making sure that everyone knows how to ask for the information.
- When everyone understands the vocabulary and the process, they should get up and mingle, trying to find someone in the room to fit the listed categories. Be sure to include yourself in this part of the activity.
- When you think enough time has elapsed, call the group back together and go over their lists. Give them a good chance to tell any stories or interesting information they may have discovered during the questioning.
- As you go through the list, mention how each item relates to a government agency. (See 'Suggestions' on next page.)
- If they are using the *BCCLA Citizenship Handbook* (in any version), give them the page number in the *Handbook* where the agency is discussed. If you have time, turn to these pages and point out the relevant material.

On the next page is a list of the 10 categories from Handout 6.1, the relevant page references for the *BCCLA Citizenship Handbook*, and suggestions for linking the categories to government agencies.

## Suggestions re Handout 6.1:

**(1) pays rent**

A *tenant* pays rent to a *landlord*. If they have a dispute about rent, or any other part of their rental agreement, they can go to the Residential Tenancy Office - a government agency - for assistance. (pp 105, 106)

**(2) has worked overtime**

Non-union workers who work overtime are paid according to standards set out in provincial laws, not union contracts. In B. C., the Employment Standards Branch assists non-union workers and employers if they have disputes about overtime or other issues or need information. (pp 104, 105)

**(3) asked a government agency for information**

This is self-explanatory. When discussing this category, make a list on the board or a flip chart of all the government agencies your class or group have contacted. If you haven't already given out the agency brochures you collected, distribute some now. Encourage the participants to share the brochures with their families and friends. (p 103)

**(4) talked to ICBC about a car accident**

ICBC is a 'quasi-government' agency. Explain that this gives it more independence in setting policies and organizing its procedures than ordinary government agencies. If no one has had any contact with ICBC because of a car accident, ask them about any other type of contact they may have had. (pp 112, 113)

**(5) thinks the boss is unfair**

You may not find anyone willing to admit they think their boss is unfair. See if someone has a 'friend' or 'relative' with complaints. Remind them that such complaints properly go to union stewards or to the Employment Standards Branch. (pp 104, 105)

**(6) was robbed**

If no one in your class or group has been robbed, just ask them what government

agency they think is involved. They may name the police, but may not know much about victim services (pp 106,107). *For an update on these services, see Handout 6.2B under the definition for Victim Services, and [www.gov.bc.ca](http://www.gov.bc.ca), search for Victim Services [June 2002].*

**(7) knows the minimum wage**

The minimum wage is set by legislation. In a non-union situation, questions about the minimum wage should be directed to the Employment Standards Branch (pp 104, 105). The minimum wage in B.C. is \$8.00 an hour. *There is also a 'first job/entry level' wage rate of \$6.00 an hour that applies for one's first 500 hours of employment [June 2002].*

**(8) asking for a police officer's name or badge number**

Usually you ask for the name or badge number of a police officer when (1) you want to praise the officer to a superior; (2) you need to get information about a case or an accident; or (3) you want to complain about the officer's behaviour. It is (3) that is most relevant to this chapter. The *Citizenship Handbook* page 112 names the agencies that investigate complaints about the police. (pp 111, 112)

**(9) has a complaint about an agency**

This is intended to give people a chance to vent some frustration or dissatisfaction they might have about their experiences with government agencies. It might give you some ideas for guest speakers or for places to go to for a field trip. Remind participants that once they have studied this chapter, they will know how to make a formal complaint. (pp 108-115)

**(10) knows about the ombudsman**

While 'ombudsman' isn't the easiest word to remember, the Ombudsman's Office is an important agency. It can review the actions of any government agency, and other organizations as well. It's motto - *Promoting Fairness for British Columbians* - sums up why Chapter 6 has a section on challenging agency decisions. (p 114)



## Activity 6.2, A and B

**Materials:** Copies of Handout 6.2A and 6.2B for each participant.

Do **not** give out the Vocabulary Resource (6.2B) until after your participants have been given the Vocabulary List (6.2A) and worked together to define the words.

**Immigrant Settlement Groups:** Translate both handouts and proceed as described in the Activity Directions (this page, right column).

*A Reminder To check for possible changes to the government agencies described on Handout 6.2B, see [www.gov.bc.ca](http://www.gov.bc.ca), under Ministries and Organizations. [June 2002]*

**CHARTS: Handouts 6.2C & D**  
These two charts are intended to give your students or group members a visual idea of how government agencies fit into the overall structure and process of the government - whether federal or provincial. They also show in a general way how social programs start as political goals and end up as the work of both government agencies and NGOs. Use the charts to illustrate the vocabulary.

## Using Government Agencies

### Vocabulary List and Vocabulary Resource

**Activity Overview:** Chapter 6 has two different vocabulary lists. The first one, Handout 6.2, concentrates on the place agencies occupy in the structure of government, and introduces three agencies or programs that are of practical use to newcomers as well as to established Canadians. It is important for participants to learn this vocabulary and do the activities connected with it before they get involved with the second vocabulary list, which focuses on ways to challenge government agency decisions.

Page numbers on the Vocabulary List and the Vocabulary Resource tell where the words can be found in the *BCCLA Citizenship Handbook*. Encourage your class or group to read the material on these pages.

**Activity Directions:** For different ways to work with the vocabulary list, see the Introduction, starting on page v.

If you decide to have students teach the vocabulary words to other students (see Introduction page v - Alternative C), divide your class into groups A, B and C. Assign words # 1 - # 4 to group A, words # 5 and #6 to group B, and words #7 - #9 to group C.

[Group A has only four words, but they are relatively difficult to explain and to understand, especially since 'non-governmental organization' is not even in *The Citizenship Handbook*. Group B has the most words, but they are all related and are very straightforward. Group C covers two different kinds of agencies, but the definitions should not prove difficult to find or to understand.]

Be sure to check out the charts on Handouts 6.2C and 6.2D to decide whether you want to use them (see shaded comments the left). They will probably be most useful after the group has discussed the vocabulary and been given the Vocabulary Resource. As you go over the chart, they can underline, or write in, the relevant vocabulary words.

## Activity 6.2B *Using Government Agencies* Vocabulary Resource

This Vocabulary Resource contains:

- definitions for only the first four terms printed on Handout 6.2B for participants, and
- some additional material (in smaller print) that expands on these terms to show how government agencies fit into the Canadian political framework. We hope this material - and Charts 6.2C and 6.2D - will be helpful for answering questions from participants who find Canada's government bureaucracy a somewhat puzzling and daunting system.

### 1. social programs (page 104)

government programs for people who need financial, medical or other assistance to help them meet their basic needs or participate fully in Canadian society. *Examples:* the Canada Pension Plan, provincial health insurance, language and settlement programs for immigrants.

These programs are created by laws that reflect the social policies of the government in power, and they change as the government's priorities and concerns change. Most social programs are under the control of a government department or ministry. Along with the social

programs listed above, other examples include provincial social assistance (welfare), federal employment insurance, government loans to student for college and university, and government training and employment programs. See if your participants can name others

### 2. federal department or provincial ministry (Chapter 3, page 46)

the different parts of the federal or provincial government that are responsible for specific areas such as health, taxation, fisheries, immigration, etc.. Some departments and ministries manage social programs and create agencies to handle the work of these programs.

Government departments and ministries are headed by Cabinet Ministers, the most important and powerful members of the government. They are *elected* MPs like all other members of the government (see page 46), but are chosen by the Prime Minister to be his closest advisors. The next most important official in a department or ministry is the Deputy Minister. This

person is *not elected*, but is *appointed* by the Cabinet. The Deputy Minister is a senior civil servant, and has significantly more power than the other government employees in departments and ministries (known collectively as the 'civil service'). Sometimes a Deputy Minister retains his or her position even if the government changes politically at election time.

## Activity 6.2B      Vocabulary Resource      (continued)

## 3. government agency (page 103)

an organization set up by a government department or ministry to carry out social programs (or other programs) created by laws and government policies. For examples, see Chapter 6 in *The BCCLA Citizenship Handbook*.

Government agencies are staffed by civil servants, the unelected government employees who do most of the work in departments and ministries. These include the people who deal with the public, and whom we meet and work with in all our contacts with government agencies.

They range from receptionists to social workers, to medical and legal staff, to program and funding managers, to employment counselors and job trainers - all the many kinds of people with the training and skills to do the variety of jobs necessary to carry out an agency's programs and other responsibilities.

## 4. NGO: non-governmental organization

a private organization set up to develop and present programs and activities approved by its Board of Directors and members. NGOs often get government funding for social programs, but they are not government agencies. Examples: MOSAIC, ISS and SUCCESS (pages 18 and 19).

While this term was not included in *The BCCLA Citizenship Handbook* itself, we thought it should be included in this vocabulary because non-governmental organizations such as MOSAIC and ISS are discussed in Chapter 6.

Sometimes the government does not set up its own agency to handle a program. Rather, it gives money in a grant or a contract to a private outside agency - a non-governmental organization - that already serves the community the government wants to assist. This agency then delivers the program to that community.

It is important for people to realize that these organizations - including the BCCLA as well - are not part of the government. They do not set policy or write the laws or regulations that govern their use of government funds.

The examples of non-governmental agencies given in the *Citizenship Handbook* and listed on Handout 6.2B offer such programs as language classes, interpretation and translation services, settlement programs and citizenship classes - all of which assist newcomers to participate more fully in Canadian society.

The remaining terms on Handout 6.2B are very straightforward and do not require any explanation beyond the definitions on the handout itself. The terms are taken directly from pages 104 through 107 of *The Citizenship Handbook*. See #5 - #9 on Handout 6.2B.

## Activity 6.3

Materials: Copies of Handout 6.3 for all participants

Immigrant Settlement Groups: Translate Handout 6.3 and proceed as described in the Activity Directions (this page, right column).

The correct pairing of numbered sentences with vocabulary words is as follows:

- 1 ( K )
- 2 ( C )
- 3 ( L )
- 4 ( J )
- 5 ( E )
- 6 ( D )
- 7 ( F )
- 8 ( H )
- 9 ( G )
- 10 ( I )
- 11 ( B )
- 12 ( M )
- 13 ( A )
- 14 ( N )

## *What Government Agencies Do* Vocabulary Review

Activity Overview: This vocabulary review consists of a set of numbered sentences that are related to the words on the vocabulary list. The object is to replace the [bracketed] question in each sentence with the appropriate vocabulary term from the list at the bottom of the page. After they complete the review activity, they can confirm their answers by using Handout 6.2B.

The numbered sentences may need slight grammatical adjustments so that the vocabulary words fit the sentences correctly. Explain this, and model at least the first sentence as below:

Example: "A tenant can go [where ?] to argue that her landlord raised her rent more than the law allows."

Answer: "A tenant can go [to the Residential Tenancy Office] to argue that her landlord raised her rent more than the law allows. ( K )"

Activity Directions: Use one of the following ways to complete the vocabulary review:

- (1) assign it as an individual activity in class or for homework, and follow-up with an informal whole group analysis where each sentence is correctly completed and read aloud by a group member.
- (2) assign it as a paired activity where one person does #1 - #7, and the second does #8 - #14. The pair then help each other with the unfinished portions of their reviews. Follow this with a group review in the form of a contest, or by randomly selecting participants to read out their sentences.
- (3) assign it as a small group activity, where each group does half the sentences, then splits up and forms new groups with people who have answered different questions. When the new groups have completed their reviews, check out the answers during a quick whole group session where you call on different groups for correct answers.

## Activity 6.4

**Materials:** copies of Handout 6.4 'Directions' for each group, and one copy of a story for each role-playing group.

### Immigrant Settlement Group:

Translate the stories, but do the role-play Directions orally.

If your group is using a translated version of *The Citizenship Handbook*, do the activity in general as described in the Activity Directions (this page, right column).

If your group does not have *Handbooks*, go over pages 103 through 107 of your own *Handbook* with them, emphasizing the agencies and programs. Give them one of the translated stories. Read it together and discuss how the people in the story might get help from one of the agencies you have mentioned. Then divide the group in two and give each section one of the remaining stories. Ask them to create a role-play about it that includes a solution. Remind them that their translated Vocabulary Resource (Handout 6.2B) might be helpful.

**Notice:** Changes to services for victims of crimes (pp 106 and 107) are noted on Handout 6.4, Story 3. For a full update, see [www.gov.bc.ca](http://www.gov.bc.ca) and search for Victim Services. June 2002

## *Using a Government Agency* Role-Play and Discussion

**Activity Overview:** In this activity, participants role-play 'using' the agencies introduced on pages 103 through 107 of *The Citizenship Handbook*. Encourage your students or group members to think creatively about their stories and the actions of the people involved. Remind them that people are not always reasonable and good-natured. These role-plays give participants a chance to show how things might work - or not work - when the agency staff or the citizen is tired, upset, or unreasonable. Point out that a supervisor can be summoned if a staff member is particularly unhelpful or rude. Staff can call 'security' or the police if a client is unruly or threatening. Encourage participants to use their imaginations as well as the facts they have discovered from their reading.

### Activity Directions:

- Divide participants into three groups, with 5 or 6 people in a group. If your class or group is too large for just three groups, add more.
- Distribute the role-play Directions (Handout 6.4) to each group. Ask everyone to turn to pages 103 - 107 of *The Citizenship Handbook* (as the handout directs).
- Point out the agencies and services described there. Encourage the groups to use these descriptions, their Vocabulary Resource (Handout 6.2B), any pamphlets you have given them, and their imaginations when they work on their role-plays.
- Make sure they understand the remaining directions, and then give each group one of the stories. While they work on their role-plays, circulate among them, giving assistance as necessary.
- Follow each role-play with a group discussion where you analyze the solutions in the role-plays and clarify the work of each relevant agency.

(If you have more than one group working on the same story, do both role-plays for that story before you discuss the story and its related agency with the whole group.)

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**Activity 6.5, A and B*****Challenging a Government Agency Decision***  
**6.5A Vocabulary List**

**Materials:** Copies of Handouts 6.5A and 6.5B for each participant

**Remember:** Do not give out the Vocabulary Resource (6.5B) until after your participants have worked together on the Vocabulary List (6.5A) and come up with definitions of the words.

**Immigrant Settlement Groups**

Translate both handouts and proceed as described in the Activity Directions (this page, right column).

**Activity Overview:** Handout 6.5A lists the second set of vocabulary words for Chapter 6. Each word is related in some way to challenging a government agency decision. Most of the words are uncomplicated and do not require additional explanations for ESL teachers and settlement counselors beyond the definitions given in the Vocabulary Resource 6.5B (see next page).

This vocabulary and the activities following it could be used as an entirely separate unit for a class or group that already has good practical knowledge about government agencies, but does not know much about challenging their decisions.

Page numbers on the Vocabulary List and Vocabulary Resource tell where the words can be found in the *BCCLA Citizenship Handbook*. Encourage your class or group to read the material on these pages,

**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, starting on page v).

## Activity 6.5B

*Challenging a Government Agency Decision*  
6.5B Vocabulary Resource

This Vocabulary Resource contains:

- definitions as printed on Handout 6.5B for participants, and
- some additional material (in smaller print) that may be helpful to teachers and settlement counselors.

1. to challenge (108)

to question or express doubt about an action, decision or opinion because you think it is untrue, not based on fact, or otherwise wrong

2. to appeal (108)

to make a formal request to an agency, asking it to reconsider and change a decision you think is wrong

Usually an appeal is directed to someone who has more authority in the agency than the person who made the original decision. Some agencies have very detailed appeal procedures, while others are much more

informal. You rarely need a lawyer's help in the early stages of an appeal. When the process becomes more formal, however, with procedures similar to those in a courtroom, a lawyer's assistance is usually necessary.

3. dispute (104, 105)

a disagreement or difference of opinion between two or more people or groups. These people or groups are called 'the parties to the dispute'.

Examples of the kinds of disputes that concern us in this chapter are: disagreements between a person who wants a government service and the agency that won't provide it; problems between a landlord and a tenant

about rental payments, damage deposits, or repairs and maintenance; and the differences in opinion between a police officer and a group of demonstrators about the legal limits of the demonstration.

4. internal complaint procedure (103)

the process you can use, or the steps you can take, within a government agency when you want to complain that the agency treated you unfairly

***An appeal or a complaint: what's the difference?***

*In general, an **appeal** relates to a decision about you that arises from the rules and regulations governing agency programs and procedures. For example, a staff person decides that you cannot take a program because you do not have all the qualifications listed for program participants. But you think you do have the qualifications. You then appeal to someone in the agency who has more authority than the person who made the original decision. Or you appeal to an agency committee that has been set up to consider such appeals. In appealing, you are asking the agency to reconsider the decision and to change it - in your favour.*

## Activity 6.5B

## Vocabulary Resource

(continued)

*A **complaint**, on the other hand, usually relates to a decision or to behaviour that you think is unfair or discriminatory. Perhaps you think you are being discriminated against because of your ethnic background, your religion or your sex. You may think a staff person has been unnecessarily rude to you, or very uncooperative. In these circumstances, you make a complaint (usually in writing) to someone in the agency assigned to receive such complaints, and that person investigates the complaint and decides what to do about it. These procedures vary widely from agency to agency.*

## 5. arbitration (106)

formal meetings in which the two parties to a dispute explain their opinions to a third party, the 'arbitrator', who then decides how to end the dispute.

## 6. Ombudsman (114)

a special office set up by the B. C. government to look into complaints from citizens who think a provincial government agency has treated them unfairly. [In B.C., the Ombudsman's office also considers complaints about universities, local government agencies, and professional groups.]

## 7. time limit (109)

how much time you have to make a complaint about unfair treatment or to appeal an agency decision. [If you do not act within the time limit, you sometimes lose your right to complain or to appeal at all.]

## 8. interview (111)

a formal meeting in which one person is asked a series of questions so that the other person(s) can gather information. [For example: an agency staff member interviews a client; an employer interviews a job applicant; and the police interview a suspect.]

## 9. to investigate (112)

to examine a situation thoroughly in order to find out the truth about what happened or to resolve a dispute about it.

Here are some examples of what you do in an investigation: interview the people involved; examine written records and relevant files;

find experts and others who can shed light on what happened; and follow up reasonable suggestions and clues.

## 10. to retaliate (111)

to harm or punish someone who has harmed you or done something you dislike or are angry about.

Sometimes agency clients worry about appealing a decision or making a complaint because they are afraid that staff at the agency might retaliate by denying them benefits or refusing to let them into a

desired program. This should never happen, and is a very rare occurrence. When it does happen, the client should report the incident immediately - and perhaps bring along a sympathetic staff member or a friend for support.



## Activity 6.6

## Making and Challenging Agency Decisions Vocabulary Review

**Materials:** Copies of Handout 6.6 for all participants.

The Vocabulary Resource, Handout 6.5B, which has been distributed already, may be useful for this activity.

**Immigrant Settlement Group:** Translate Handout 6.6 into the home language of the group. We suggest you follow the Activity Directions set out in the shaded square for lower level ESL classes (this page, column right).

The correct answers for the matching exercise are as follows:

1. H
2. C
3. I
4. B
5. F
6. A
7. E
8. G
9. J
10. D

**Activity Overview:** This activity is a straightforward matching exercise. It give examples of conduct that is related to agency decision-making and to challenging agency decisions. Participants match the conduct with the appropriate vocabulary terms.

The object of the exercise is to find out if participants understand the practical meanings of the vocabulary terms they have been discussing.

**Activity Directions:** This activity can be an individual homework or in-class assignment, or it can be done as an in-class paired or small-group exercise. Distribute Handout 6.6 to everyone, and tell the class how they will do the work. If they are going to work together in pairs or small groups, divide the class as necessary. Explain the matching process, and put them to work.

For a lower level ESL class, we suggest you divide your group into pairs. Ask one half of the pairs to do #1 - #5, and the other half to do #6 - #10. When these pairs have completed their work, regroup them to create new pairs in which each person has done a different half of the exercise. The new pairs can then complete their exercises together, teaching each other about the half they have already done.

When you follow-up with the whole group to confirm the correct answers (see column to the left), let different participants read each 'story' aloud as practice. Enliven the whole group session by asking participants for examples from their own experience to complement the examples given in the exercise.

## Activity 6.7

**Materials:** Copies of Handout 6.7 for all participants

**Immigrant Settlement Group:**  
Translate Handout 6.7.

If your group is using a translated version of *The Citizenship Handbook*, proceed with the activity as described in the Activity Directions (this page, column right).

Otherwise, divide the group into two or more smaller sections. Ask each group to work together to choose answers for #1 - #6, or #7 - #12, based on what you have already discussed in class. When you go over the answers in a whole-group discussion, refer to your own *Citizenship Handbook* to verify or explain the correct answers to the group. The relevant page numbers are noted on the Handout.

The True/False answers are:

1. F
2. T
3. T
4. F
5. T
6. F
7. T
8. F
9. T
10. F
11. T
12. F

## Challenging an Agency's Decision

### Reading for Details

**Activity Overview:** This straightforward activity asks participants to say whether certain statements about government agencies are True or False. All the statements have something to do with challenges to government agency decisions as discussed in *The Citizenship Handbook*. The relevant *Handbook* page number is noted after each statement.

### Activity Directions:

- This activity can be used as an individual open book, homework or in-class assignment. It can also be done in pairs or small groups during class time. Or, see below:
- If you have enough time, divide your class into groups A, B, C, and D. Assign the first three T/F statements to group A, the next three T/F statements to group B, and so on.
- When all the groups have found their three answers, form new groups. Each new group should include at least one member from each of the A, B, C, and D groups.
- The new groups can then complete the whole T/F exercise, with the 'experts' from A, B, C, and D explaining their answers to the other students so that everyone has all 12 answers.

Before you begin this activity, check pages 108 - 113 of *The Citizenship Handbook* to make sure that the language level is appropriate for your class or group. You may want to have a whole-group discussion to highlight some of the areas that you think might present problems. Or you may have the time and interest to assign the material over a longer period in the way described for Activity 4.5 on page 61

## Activity 6.8A

**Materials:** Either copies of Handout 6.8A for all participants, or a set of strips from Handout 6.8B for each small group.

**Immigrant Settlement Group:** We suggest you use Handout 6.8B - translated into the appropriate language - for this activity. The content of 6.8A and 6.8B is the same, but Activity 6.8B is more interactive, and perhaps more fun, for an informal group.

The directions for Activity 6.8B are the same as for 6.8A. See the [Activity Directions](#) on this page, right column.

### Variation 6.8B: *Sentence Strips.*

In this variation, you must cut the 6.8B handout into separate strips. Each strip of paper has one of the statements about Slava's complaint. To complete the story, the students or groups members must physically put the strips into their proper order.

This is a more interactive, and probably somewhat easier way to do the activity. Here participants can follow Slava's progress visually as they arrange the statements in order.

## Navigating an Internal Complaint Process

**Activity Overview:** In this activity, participants read part of a story, then complete the story in small groups by putting a set of 15 statements into the correct order. *This requires a fairly high ESL level and a great deal of group cooperation.* The whole story describes an incident at a government agency where 'Slava' encounters a very rude staff member who gives him incorrect information. He decides to complain about this treatment, and does so in ways that in general parallel the discussion in pages 109 through 111 of *The Citizenship Handbook*.

(The 15 statements that need to be arranged and numbered give clues to their correct order by describing the different steps Slava takes in making his complaint. All 15 statements should be read - and understood - before participants begin to put them in order.)

### Activity Directions:

- Divide participants into small groups of four or five people.
- Give them all copies of Handout 6.8A, *or* put a stack of sentence strips from Handout 6.8B, and the 6.8B introduction, on their table.
- Ask them not to read ahead, but to stay together with you as you proceed through the directions.
- Ask different participants to read aloud the story at the top of the Handouts A or B.
- Explain the directions for putting the statements in order. When you think everyone understands what they are to do, ask someone to read the statement already marked as (1).
- Ask them all to look for the statement that should come next. The clues about the next step are the words: "The staff person who answered the phone ...". Those words follow logically after Slava's call to the agency. Tell participants to mark that statement (2) and to work in their groups to decide the order of the rest of the sentences.
- When everyone is finished, review the exercise, asking different groups to contribute their choices as you proceed to put the statements in order.

## Activity 6.8A

## Internal Complaint Process

(continued)

The logical order for the statements is as follows (with explanations):

- Statement (2) ends with Slava asking the agency to mail him information about the complaint process. You will find two statements about this information. One says that Slava can "start the complaint process by himself without a lawyer's help". The other says that Slava can start the complaint process by writing "a letter to the agency with the details of his complaint". These, then, become statements (3) and (4), and it doesn't really matter which is which.
- Slava told a friend about his plan to write a letter and she asked about the time limit. That becomes statement (5). Slava checks the agency information again, and finds out about the time limit - statement (6).
- Now Slava must write the letter. Statement (7) says Slava wrote the letter and tells what he said first. His letter has two more parts. The sentence beginning "Then he asked the agency to review . . ." becomes statement (8). "And last, he asked for an apology . . ." is statement (9).
- Now we look for a response to Slava's letter. Statement (10) begins "After a few weeks . . ." and says that the agency wants him to come in for an interview.
- The next three statements are about the interview. In statement (11) Slava worried about the interview and asked someone to go with him. Statement (12) tells what happened "[a]t the interview . . .". Statement (13) starts "When the interview was over . . ." and says Slava can expect a letter.
- The remaining statements talk about Slava's letters from the agency "after the interview . . .". Statement (14) describes the first letter. Statement (15) describes the second letter, and is the end of the story.

## Activity 6.9

## Writing a Letter of Complaint

**Materials:** Copies of Handout 6.9 for each person or group

**Immigrant Settlement Group:** Translate the story into the home language of the group.

If you are using a translated version of *The Citizenship Handbook*, you can do the activity as described in the **Activity Directions** (this page, right column), modifying them to fit your group. If you have a small group, you might prefer to work on the letter as a group project.

If you are not using a translated *Handbook*, verbally review the information on pages 111 and 112 of the *Handbook* with your group in their home language. Repeat relevant sections of the *Handbook* as you guide the group through the letter-writing process.

Before your class or group does this exercise, they should read aloud - or you should read to them - the four short paragraphs that introduce the topic "Complaints Against the Police" on page 111 of *The Citizenship Handbook*. These paragraphs discuss the complaint system in the context of police accountability to the public for their actions.

Newcomers to Canada can usually count on our municipal police and RCMP officers to be helpful, courteous, and fair minded. It is very important that new Canadians learn to respect and trust the police as an independent agency, set up to protect the public and to enforce the laws of Canada. It is rare for police in this country to be corrupt. Nor are they political tools of the government. All members of the public should feel safe in approaching the police for help. Most police officers want only to do their jobs well - and that includes dealing with all members of the public in a fair and courteous manner. (See next page for comments about newcomers and the police.)

Remind participants, however, that in Canada, both the government and the police themselves recognize the public's need for a way to complain about wrongful police conduct. The complaint process now in place is described on pages 111 and 112 of *The Citizenship Handbook*. For those distressing cases where police conduct deserves criticism and discipline, the public complaint process is a necessary corrective.

**Activity Overview:** Participants write a letter of complaint to the police based on the story of a young man who has a struggle with three male attackers, followed by a run-in with the police. Racial stereotyping prevents the police from soliciting useful information at the scene, and the real wrong-doers get away. The purpose of the exercise is to give participants some practice in writing a factual, clear and concise letter of complaint.

**Activity Directions:**

- Ask everyone to read the story on Handout 6.9. (Different individuals can read portions aloud, or everyone can read silently.) Tell them to raise questions about vocabulary, if necessary.
- Once everyone understands the story, review the material on pages 111 and 112 of *The Citizenship Handbook*.
- Divide participants into pairs or small groups, and direct them to write a letter of complaint from Ravi to the appropriate police authority.
- Tell the groups to use the information about writing a letter of complaint (pp 111 and 112) as a guide for their letter. (directions continued on next page)

## Activity 6.9

## Writing a Letter of Complaint

(continued)

Brochures and Information:

The Office of the Police Complaint Commissioner (B.C.), the RCMP Public Complaints Commission, the Legal Services Society, and the BC Civil Liberties Association all have information pamphlets about the police complaint procedure. Some of these are available in languages other than English. See Resources section of this GUIDE for contact numbers.

The BCCLA pamphlet, "Making a Complaint against the Police", clearly describes what happens at each step of the complaint process. It would be an excellent resource for this subject and activity.

- Remind your class or group that the incident occurred in Vancouver, which has its own municipal police force. (With that information, they can check the paragraph on page 111 of *The Citizenship Handbook* headed 'Complaining about police conduct' to discover where such a letter would go in real life.)
- After reviewing the various letters written by your students or group members, follow through with an appropriate activity.

In an ESL class, for example, you might want to 'correct' all the letters, suggest grammatical and word-choice improvements, and return the letters to the writers. Or you could choose one of the letters, distribute copies, and use it as a class exercise in grammar and vocabulary. At the same time, the class can discuss how well they think the letter sets out the complaint.

Some newcomers face significant barriers re the complaint process:

- The police in their home country may have been corrupt, cruel, politically motivated or totally inefficient. Complaints would not have been useful and might well have been dangerous.
- Some may worry that a complaint about police behaviour will affect their immigration status in a negative way.
- Others may be afraid that their English is not good enough to bring a complaint or to understand the complaint process.

If you know of anyone with these problems, you can help that person by taking him or her to an immigrant services agency and by getting in touch with the B C Civil Liberties Association. These organizations can give reassurance about the process itself and about its irrelevance to immigration status. They can also help individuals locate assistance for translation and interpretation.

## Activity 6.10

**Materials:** Make copies of Handout 6.10 for everyone

**Immigrant Settlement Group:**

Translate Handout 6.10. If you are using a translated version of *The BCCLA Citizenship Handbook*, follow the directions as described in the Activity Directions, this page, right column.

If you are not using a *Handbook*, do the activity orally with your whole group. Fill in the answers group members come up with from their previous work in this chapter or their own experience. Then explain the remaining agencies briefly, one at a time. Give group members a chance to figure out which remaining complaints might go to the agency you have just described.

Answers to Matching Exercise

1. (C)
2. (G)
3. (I)
4. (B)
5. (J)
6. (D)
7. (A)
8. (E)
9. (F)
10. (H)

## Matching Agencies and Complaints

### Review Exercise

**Activity Overview:** This is a straightforward matching exercise. On the left side of the handout is a numbered list of complaints, simply described. On the right side is a list of agencies. Participants decide which agency is most appropriate for handling each complaint. This activity covers some agencies that participants may be encountering for the first time in this chapter. Page numbers after each agency show where the agency name appears in *The Citizenship Handbook*.

### Activity Directions:

- Divide your class or group into pairs or smaller groups.
- Distribute copies of Handout 6.10 to everyone, and explain the matching process. Use the first complaint, with its answer, as a model.
- Point out that participants can look up the agencies or services on the pages of *The Citizenship Handbook* noted after each agency.

You can also use this activity as an individual open book homework or classroom assignment.

This activity lends itself to being a game or a contest. All you need to do is offer a small prize for the first group or individual to hand in an exercise completed correctly.

# Chapter 6

## Dealing with Government Agencies

### ***GOALS***

We will learn about

- government agencies and services that assist citizens who need help.
- different remedies for citizens who are treated wrongly or unfairly by a government agency.
- the police complaint system and other 'watchdog' agencies that help protect citizens' rights.



Handout 6.1                      *Government Agencies and Us*

Find someone <b>here</b> who:	Put that person's name in this box.
(1) pays rent	
(2) works overtime sometimes	
(3) asked a government agency for information (which one?)	
(4) talked to ICBC about a car accident	
(5) thinks their boss is unfair	
(6) was the victim of a robbery (what happened?)	
(7) knows how much the minimum wage is	
(8) asked a police officer for his or her name or badge number	
(9) has a complaint about a government agency	
(10) knows what the ombudsman does	

## Handout 6.2A

Using Government Agencies  
Vocabulary Word List

1. social programs (104)
2. federal department or provincial ministry (46)
3. government agency (103)
4. NGO: non-governmental organization (examples: MOSAIC, ISS, SUCCESS - pp 18 and 19)
5. Employment Standards Branch (105)
6. working conditions (104)
  - a. vacation allowance
  - b. overtime payment
  - c. maternity leave benefits
  - d. minimum wage
7. Residential Tenancy Office (105, 106)
  - a. damage deposit (105)
  - b. eviction (105)
8. victim services (106)
9. Victims of Crimes Act (106)

Understanding these words - and how they relate to one another - will help us see where government agencies fit into the structure of the government.

We will also learn how some agencies can help us in our everyday lives.

## Handout 6.2B

Using Government Agencies  
Vocabulary Resource

1. social programs (p 104)  
government programs for people who need financial, medical or other assistance to help them meet their basic needs or participate fully in Canadian society.  
*Examples:* the Canada Pension Plan, provincial health insurance, language and settlement programs for immigrants.
  2. federal department or provincial ministry (Ch 3, p 46)  
the different sections of the federal or provincial governments that take care of special areas such as health, taxation, fisheries, immigration, etc. Some departments and ministries are in charge of social programs and create agencies to handle the work of these programs.
  3. government agency (p 103)  
an organization set up by a government department or ministry to carry out social programs (or other programs) created by laws and government policies. *Examples:* see Chapter 6 in *The Citizenship Handbook*.
  4. NGO: non-governmental organization  
a private organization set up to develop and present programs and activities approved by its Board of Directors and members. NGOs often get government funding for social programs, but they are not government agencies.  
*Examples:* MOSAIC, ISS and SUCCESS (pp 18 & 19)
- 
5. Employment Standards Branch (p 105)  
a B.C. provincial agency that informs non-union employees and employers about their legal rights and responsibilities, and assists them in resolving their dispute
  6. working conditions (p 104)  
all the different matters that affect your employment situation, from the arrangement of office furniture to financial issues such as those listed on the next page:

## Handout 6.2B Vocabulary Resource (continued)

## 6. working conditions (p 104) (continued)

Some examples of working conditions: (p 104)

- □ *vacation allowance:* the length of vacation time during which you receive your salary, wages, or other benefits
- □ *overtime payment:* what you are paid for working longer than your usual or contracted time
- □ *maternity leave benefits:* the benefits a woman receives (pay, medical benefits, etc.) when she is off work during the weeks before and after she has a baby
- □ *minimum wage:* the lowest pay per hour that an employee can legally receive. In B.C. the minimum wage became \$8.00 per hour on Nov. 1, 2001.

## 7. Residential Tenancy Office (pp 105,106)

The B.C. provincial agency that helps educate tenants and landlords about their legal rights and responsibilities, and assists them in solving their disputes. Two related terms are below:

*damage deposit:* the amount of money a new tenant pays to cover any damage he or she might do to the place they are renting

*eviction:* the act of a landlord who forces a tenant to move out of a rented house, apartment, etc. before his or her lease is finished

## 8. Victim Services (p 106)

government programs to help families and individuals who are the victims of a crime (Victim Services are now co-ordinated and administered by the Ministry of Public Safety and Solicitor General, a change from the information given on page 106 of the *Handbook*.)

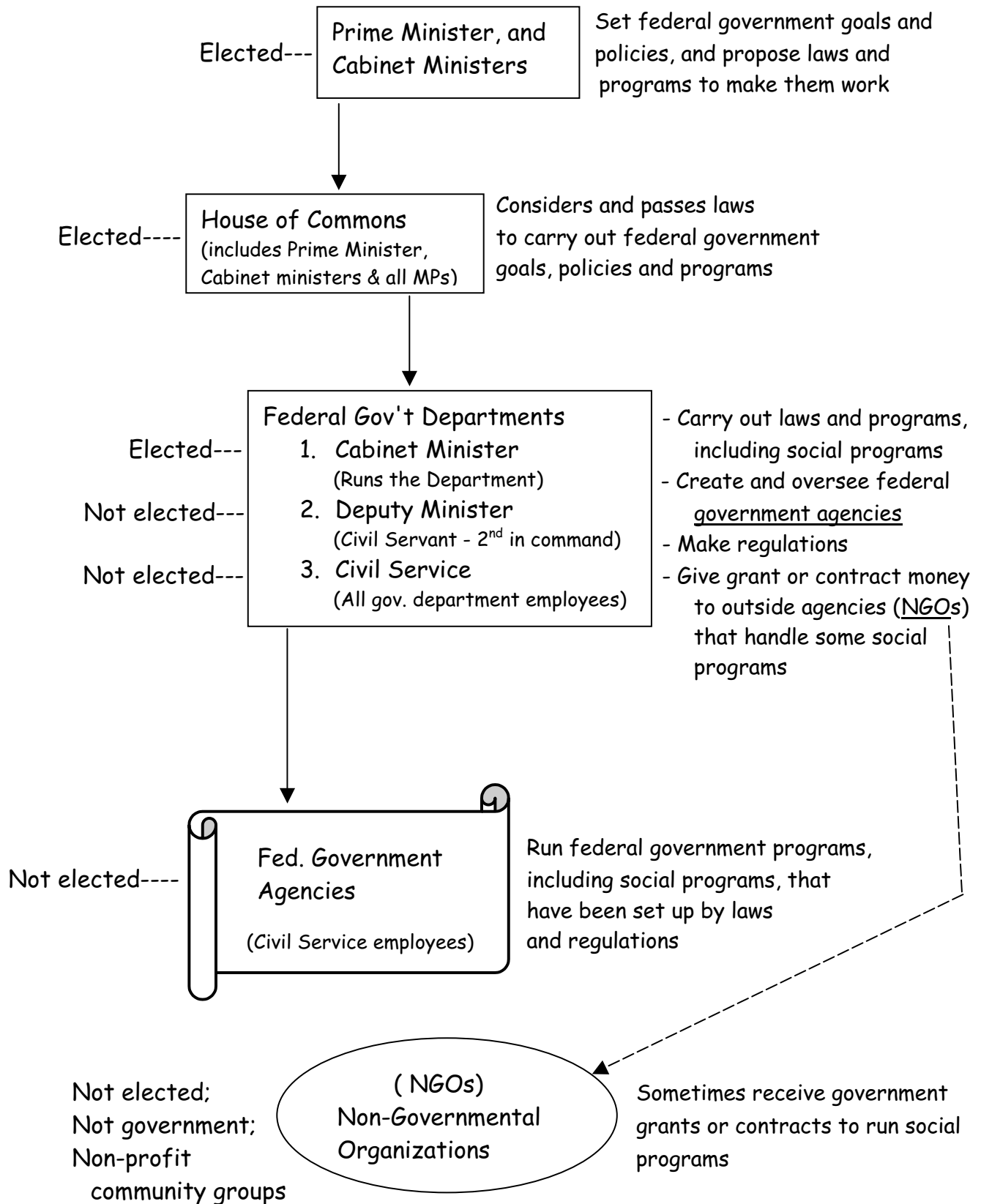
## 9. Victims of Crimes Act (p 106)

a law in B.C. that tells victims of crime what their rights are within the justice system. For example, victims of crimes

- are to be treated with courtesy and respect,
- can give a victim impact statement in court,
- can receive information about the justice system, relevant laws, and the status of the case
- are protected against intimidation and retaliation.

Handout 6.2C

Where Do **Federal Gov't. Agencies** Fit?

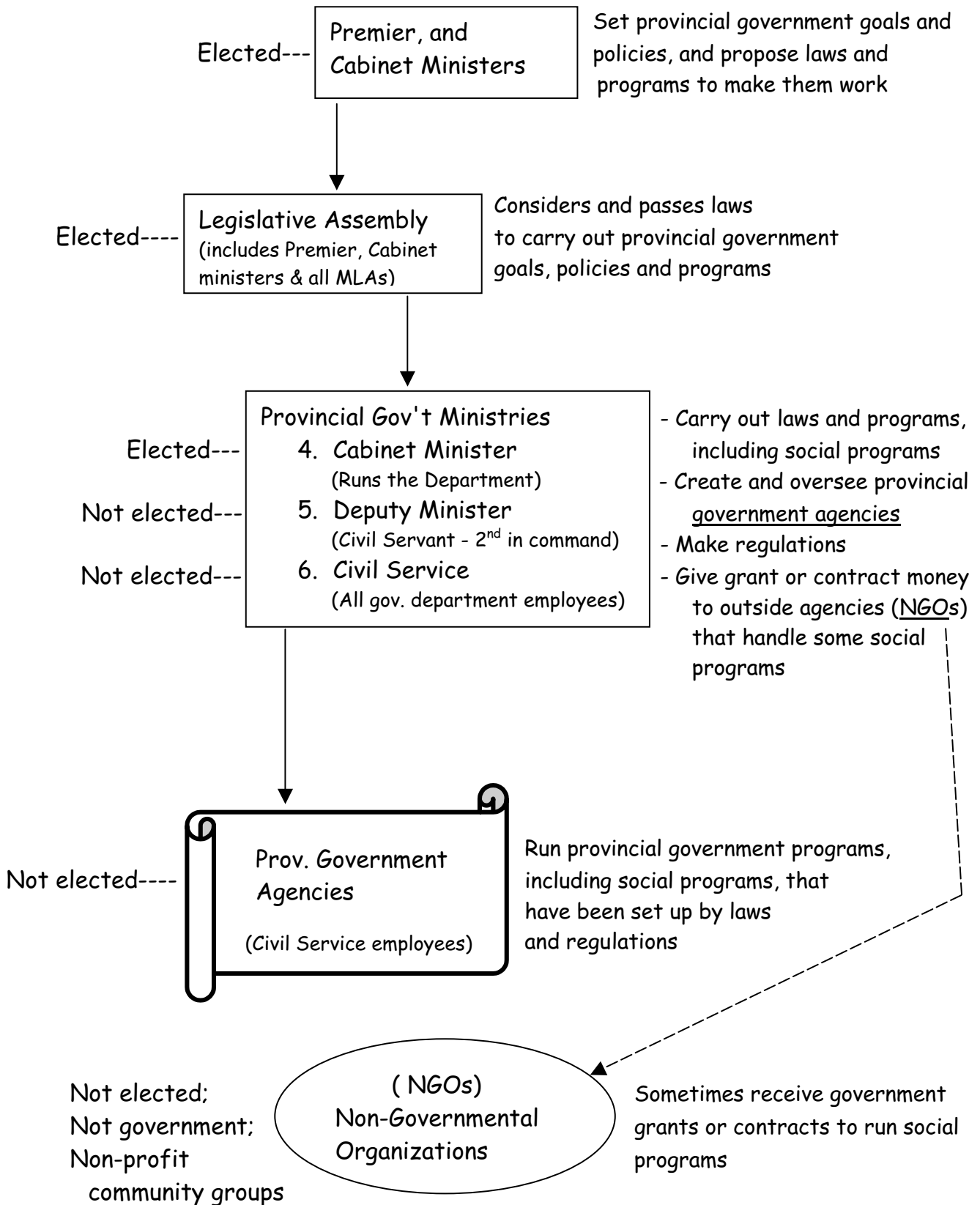


Handout 6.2C

Where Do

Provincial Gov't. Agencies

Fit?



## Handout 6.3 Government Agencies and Their Programs

### Vocabulary Review

In each sentence, a question appears in [brackets]. Find the best vocabulary word in the list at the bottom of the page to answer the question and to replace the bracket. Put the correct letter in the ( ) at the end of each sentence. The first one is done for you.

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. A tenant can go [where?] to argue that her landlord raised her rent more than the law allows. ( K )</li> <li>2. The Canada Pension Plan is a [what kind of program?]. ( )</li> <li>3. Dan's landlord kept \$200 of the [which money?] to repair the damage Dan did to the carpets in his suite. ( )</li> <li>4. The Office of the Information and Privacy Commissioner is a [what?] in B.C. ( )</li> <li>5. When they work longer than their usual 8 hour day, the technicians earn twice their usual wage in [what?]. ( )</li> <li>6. A [which part?] of a government often sets up agencies to handle social programs. ( )</li> <li>7. [What service?] includes volunteers who work with justice system employees to give victims of crime information about court procedures. ( )</li> </ol> | <ol style="list-style-type: none"> <li>8. Non-union workers can get help from the [what?] if they have a dispute with their employer. ( )</li> <li>9. Office temperature, salary, overtime policy, training opportunities, and health and maternity benefits are all examples of [what?]. ( )</li> <li>10. The [what law?] gives victims of crimes the right to present a victim impact statement in court. ( )</li> <li>11. Even though a couple paid 6 months' rent, the landlord forced them out after only 3 months because they did much damage to the apartment. This is called an [what?]. ( )</li> <li>12. [What organizations?] help newcomers by providing language and settlement programs with funding they get from the government. ( )</li> <li>13. On 1 Nov. 2001, the [what?] was raised to \$8.00 an hour in B.C.. ( )</li> <li>14. Female employees usually receive [what?] if they become pregnant. ( )</li> </ol> |
|---|---|

- A minimum wage
- B eviction
- C social program
- D department/ministry
- E overtime payments
- F Victim Services

- G working conditions
- H Employment Standards Branch
- I Victims of Crimes Act
- J government agency

- K Residential Tenancy Office
- L damage deposit
- M non-governmental organizations: NGOs
- N maternity benefits

## Handout 6.4                      Using a Government Agency Role-Play and Discussion

### Directions:

1. Go to pages 103-107 of *The Citizenship Handbook*. Underline the laws, government agencies and programs that your teacher or group leader points out to you.
2. Read the story given to your group.
3. Identify the problem in the story and decide what each person in the story thinks about it.
4. Find the law, agency or program in *The Citizenship Handbook* that relates to the problem in your story
5. Create an ending for the story that solves the problem and uses the information you found in the *Handbook*.
6. Plan and present a role-play of the story with your ending.

Your role-play should help everyone understand what the government agency or program does and who it helps.



## Handout 6.4      Using a Government Agency

### Story 1:

Laura rented an apartment with venetian blinds in the living room windows. When she moved in, she discovered that the blinds were old and broken. They didn't close, and they didn't go up or down.

Laura asked the landlord to repair the blinds, or to replace them with something else. He said he would, but he never did anything. Laura asked him four times, but nothing happened. She finally bought some curtains and threw the blinds away.

Now Laura has found a better place to live, and plans to take the curtains with her. The landlord is upset. He wants her to leave the curtains. "After all", he argues, "the windows were covered when you moved in." He told Laura that he would keep her whole damage deposit to buy window coverings if she takes the curtains when she moves out.

## Handout 6.4      Using a Government Agency

### Story 2:

Tim and Gurdeep do demolition and clean-up work for Mr. Robbins in his small non-union construction business. When they began working for Mr. Robbins three years ago, their wages were \$8.00 per hour. They have not had any wage increase since then. Now \$8.00 per hour is the minimum wage in B.C..

Tim and Gurdeep think they should get more than the minimum wage because they have three years experience and are good reliable workers. Mr. Robbins promised them a raise last year. But later he told them he could not give them the raise because business was not good enough.

Tim and Gurdeep know that business is slow. They think Mr. Robbins is a good boss in general. They want to keep working for him. But they think he is unfair to keep their wages so low without any other benefits. They are planning to quit if Mr. Robbins can't offer them something better.

## Handout 6.4 Using a Government Agency

### Story 3:

Wong is 57 years old, and has a part time job delivering community newspapers. He is very happy about the job. It is good exercise. And he earns enough money to pay for what he needs and to help his son's family, with whom he lives.

Yesterday, however, a large dog chased Wong into a lane. It jumped at him again and again, and then bit him in the leg. Two people in a nearby garden heard Wong yelling and came to his aid. They scared the dog away, helped Wong onto their patio, and called his family. His son's wife came to get him and took him to a clinic. He needed shots, antibiotics, and 12 stitches to close the wound.

Wong still cannot walk well, and he is nervous walking very far from home. He can't work yet, and his job had no health benefits. The city pound cannot find the dog, and no one nearby has seen it again. Wong is the victim of a crime, but who is the criminal? His family does not know how to get help for him.

[The B. C. government has made changes to the services discussed on pages 106 and 107 of the *Handbook* for victims of crimes. Victim Services (p 106) are now administered by the Ministry of Public Safety and Solicitor General, and the *Criminal Injury Compensation Act* (p 107) has been replaced by the *Crime Victim Assistance Act*. Ask your teacher or settlement counselor how you can find out more about these changes. June 2002]

Handout 6.5A                      **Challenging Government Agency Decisions**  
Vocabulary Word List

Learning these words will help us understand how we can challenge a government agency decision that we think is wrong or unfair.

We will also learn about the process we might go through while making such a challenge.

1. to challenge (108)
2. to appeal (108)
3. a dispute (104, 105)
4. internal complaint procedure (103)
5. arbitration (106)
6. Ombudsman (114)
7. time limit (109)
8. an interview (111)
9. to investigate (112)
10. to retaliate (111)

## Handout 6.5B

Challenging Government Agency Decisions  
Vocabulary Resource

1. to challenge (108) to question or express doubt about an action, decision or opinion because you think it is untrue, not based on fact, or otherwise wrong
2. to appeal (108) to make a formal request to an agency, asking it to reconsider and change a decision you think is wrong
3. a dispute (104, 105) a disagreement or difference of opinion between two or more people or groups. These people or groups are called the '*parties*' to the dispute'.
4. internal complaint procedure the process you can use, or the steps you can take, within a government agency when you want to complain that the agency treated you unfairly
5. arbitration (106) formal meetings in which the two parties to a dispute explain their opinions to a third party, the 'arbitrator', who then decides how to end the dispute
6. Ombudsman (114) a special office set up by the B. C. government to look into complaints from citizens who think a provincial government agency has treated them unfairly
7. time limit (109) how much time you have to make a complaint about unfair treatment or to appeal an agency decision
8. an interview (111) a formal meeting in which one person is asked a series of questions so that the other person(s) can gather information
9. to investigate (112) to examine a situation thoroughly in order to find out the truth about what happened or to resolve a dispute about it
10. to retaliate (111) to harm or punish someone who has harmed you or done something you dislike or are angry about

## Handout 6.6 Making and Challenging Agency Decisions

### Vocabulary Review

Read each paragraph and choose the term from the bottom of the page that best describes what the paragraph is about. Put the correct letter in the [ ] after each paragraph.

The first one is done for you. Your Vocabulary Resource 6.5B may help you do this activity.

5. The director of the training program met with Indira. She asked Indira about her work experience in Sri Lanka, her education, and her hopes for future employment. [ H ]

6. The owner of the textile mill told the women to wear skirts to work in order to impress customers. The women were angry. They said that customers do not enter their workroom and that skirts are harder to take care of and less safe around the machinery. [ ]

7. ICBC staff members interviewed people who saw the accident. They sent relevant photographs to experts for analysis, and asked ICBC specialists to measure and analyze skid marks and other evidence at the accident site. [ ]

8. When Rosa's child care payment was reduced, she took her financial records to the appeal board and asked them to reconsider their decision. [ ]

9. After receiving complaints about unfair decisions by some staff members at a certain provincial agency, this Office investigated the agency, and recommended changes to make agency decisions more fair. [ ]

10. When the three parents learned that their children were not eligible for ESL classes, they went directly to the school official to question his decision, and to find out if he had the correct facts. [ ]

6. At the meeting, an official decided that (1) Digby must pay for the damage he did to the original drapes in his suite, but (2) he can keep the new drapes he bought for himself and does not have to leave them in the suite when he moves. [ ]

7. After Roger mailed a notice to say that he would appeal changes to his disability benefits, he had three weeks to complete the appeal forms and get them to the appeal board. [ ]

8. Mai told her boss about two typists who discussed confidential agency files in public. After that, all the agency typists waited until the last minute to type Mai's reports. [ ]

9. A written complaint about police conduct usually goes from the Chief Constable to the internal investigation section. After they investigate, you will receive a written response. You can ask for a review if you are not satisfied. [ ]

- A. a challenge
- B. an appeal
- C. a dispute

- D. internal complaint procedure
- E. an arbitration
- F. the Office of the Ombudsman

- G. a time limit
- H. an interview
- I. an investigation
- J. retaliation

## Handout 6.7 Challenging an Agency's Decision

Read pages 108 - 113 of *The Citizenship Handbook* to find out what you can do if you think an agency made the wrong decision or treated you unfairly. Then read the statements below and decide if they are T rue or False. Circle the right answer. Here is an example:

'Government agencies usually treat people fairly.'

T

F

- |  |                         |                         |
|--|-------------------------|-------------------------|
| 1. If you think an agency decision is wrong, there is nothing that you can do about it. (108)                                | <input type="radio"/> T | <input type="radio"/> F |
| 2. You can complain if the police treat you unfairly, just as you can complain about other government agencies. (108)        | <input type="radio"/> T | <input type="radio"/> F |
| 3. If your complaint is a very serious one, you may want a lawyer to help you. (109)   | <input type="radio"/> T | <input type="radio"/> F |
| 4. You can ignore time limits that are part of a complaint system because they don't mean anything. (109)                    | <input type="radio"/> T | <input type="radio"/> F |
| 5. Many organizations work with new Canadians and can help them understand an agency's complaint system. (110)               | <input type="radio"/> T | <input type="radio"/> F |
| 6. A written complaint will get the best response if it sounds angry and threatening. (110)                                  | <input type="radio"/> T | <input type="radio"/> F |
| 7. If you think agency staff are punishing you for making a complaint, you should get help immediately. (111)                | <input type="radio"/> T | <input type="radio"/> F |
| 8. If you believe you have been mistreated by an RCMP officer, you should complain to the nearest Chief Constable. (111)     | <input type="radio"/> T | <input type="radio"/> F |
| 9. In a letter of complaint to the police, tell them clearly what happened and how you and witnesses can be contacted. (112) | <input type="radio"/> T | <input type="radio"/> F |
| 10. You will probably get a written reply to a police complaint in a day or two. (112)                                       | <input type="radio"/> T | <input type="radio"/> F |
| 11. If you don't agree with the decision made by an ICBC claims adjuster, you can speak to the Claims Manager. (113)         | <input type="radio"/> T | <input type="radio"/> F |
| 12. If you are treated unfairly in an agency that has no complaint process, you should just give up and go home. (113)       | <input type="radio"/> T | <input type="radio"/> F |

## Handout 6.8A Navigating an Internal Complaint Process

*Story:*

Slava went to a government agency. The first staff person he talked to was very rude. She called him the wrong name several times, even after he tried to correct her. She interrupted him often, and told him he needed an interpreter. She refused to look at his documents. She said it was a waste of her time. She told him he needed more documents. But she was wrong as well as rude.

When he talked to someone else in the agency, Slava learned that he had all the documents he needed. His problem was quickly solved, and he was very happy. But he was still upset about how badly the first staff person treated him. She made him feel stupid, and embarrassed him in front of many people. And what she told him was wrong! He decided to complain and to ask for an apology.

Slava did everything described in the sentences below.

Put the sentences in the right order. What he did first is already numbered for you.  
(You can get help from pages 108 through 111 of *The Citizenship Handbook*.)

- ( ) At the interview, Slava answered questions about his complaint, and told the people how upset he was by the staff person's actions.
- ( ) After Slava read the information from the agency, he decided he could start the complaint process by himself without a lawyer's help.
- ( ) Slava wrote the letter. First he described what happened to make him upset.
- ( ) After a few weeks, he got a reply to his letter. The agency asked him to come in for an interview about his complaint.
- ( 1 ) Slava called the agency to find out how to make a complaint.
- ( ) When the interview was over, the agency staff told Slava to expect a letter from them in about two weeks.
- ( ) The staff person who answered the phone told Slava that the agency had an internal complaint procedure. Slava asked her to mail him information about it.
- ( ) Then he asked the agency to review the actions of the staff member who had been rude and disrespectful.



## Handout 6.8A . . . . Internal Complaint Process (continued)

- ( ) Slava was worried about the interview and asked his brother and an immigrant settlement worker from the Immigrant Services Society to go with him.
- ( ) In fact, after his interview, Slava got two letters from the agency. The first one explained that they believed his story and were sorry that he had suffered discomfort and embarrassment. They also said that the staff member would take a training course on working with ESL clients.
- ( ) Slava told a friend that he planned to write a letter of complaint. She asked him if there was a time limit for making the complaint. He didn't want to be too late!
- ( ) And last, he asked for an apology and a promise that the staff member would take some training courses on working with ESL clientel.
- ( ) Slava checked the information again. He found a time limit, but it was still several days away. He wrote the letter, reviewed it with his friend, and mailed it in plenty of time.
- ( ) According to the information from the agency, all Slava had to do to start the complaint process was to write a letter to the agency with the details of his complaint.
- ( ) The second letter was a personal apology from the staff member who had been rude and offensive in her actions toward Slava. He was very pleased. The apology sounded genuine and the woman admitted she had learned a lot from this whole incident.

## Handout 6.8B

### Navigating an Internal Complaint Process

Slava went to a government agency. The first staff person he talked to was very rude. She called him the wrong name several times, even after he tried to correct her. She interrupted him often, and told him he needed an interpreter. She refused to look at his documents. She said it was a waste of her time. She told him he needed more documents. But she was wrong as well as rude.

When he talked to someone else in the agency, Slava learned that he had all the documents he needed. His problem was quickly solved, and he was very happy. But he was still upset about how badly the first staff person treated him. She made him feel stupid, and embarrassed him in front of many people. And what she told him was wrong! He decided to complain and to ask for an apology.

Slava's journey through the complaint system is described in the sentences on the strips of paper given to your group.

Put those sentence-strips in the right order.  
What Sasha did first is already numbered for you.

(You can get help from pages 108 through 111 of *the Citizenship Handbook*.)

## Handout 6.8B

## ... Internal Complaint Process

(continued)

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At the interview, Slava answered questions about his complaint, and told the people how upset he was by the staff person's actions.

---

After Slava read the information from the agency, he decided he could start the complaint process by himself without a lawyer's help.

---

Slava wrote the letter. First he described what happened to make him upset.

---

After a few weeks, he got a reply to his letter. The agency asked him to come in for an interview about his complaint.

---

**#1** Slava called the agency to find out how to make a complaint.

---

When the interview was over, the agency staff told Slava to expect a letter from them in about two weeks.

---

The woman who answered the phone told Slava that the agency had an internal complaint procedure. He asked her to mail him information about it.

---

Then he asked the agency to review the actions of the staff member who had been rude and disrespectful.

---

## Handout 6.8B

## . . . Internal Complaint Process

(continued)

---

Slava was worried about the interview and asked his brother and a settlement worker from the Immigrant Services Society to go with him.

---

In fact, after his interview, Slava got two letters from the agency. The first one explained that they believed his story and were sorry that he had suffered discomfort and embarrassment. They also said that the staff member would take a training course on working with ESL clients.

---

Slava told a friend that he planned to write a letter of complaint. She asked him if there was a time limit for making the complaint. He didn't want to be too late!

---

And last, he asked for an apology and a promise that the staff member would take some training courses on working with ESL clientel.

---

Slava checked the information again. He found a time limit, but it was still several days away. He wrote the letter, reviewed it with his friend, and mailed it in plenty of time.

---

According to the information from the agency, all Slava had to do to start the complaint process was to write a letter to the agency with the details of his complaint.

---

The second letter was a personal apology from the staff member who had been rude and offensive in her actions toward Slava. He was very pleased. The apology sounded genuine and the woman admitted she had learned a lot from this whole incident.

## Handout 6.9

## Writing a Letter of Complaint

Ravi started working at a Vancouver restaurant on 3 October 2000. Two weeks later, he left work at 10 p.m. and started to jog home. Going past a nearby park, he saw three men coming towards him. As they got nearer, they started swearing at him and calling him names. He tried to jog past them, but they circled him and started pushing him into the park.

Ravi saw porch lights come on at a house across the street. He tried to run toward the house, but the men wouldn't let him. Ravi was scared and angry. He hit out with his fist and struck someone hard in the chest. As Ravi turned toward one of the others, he saw the man had a knife. Very frightened, Ravi backed away.

At that moment, the attackers stopped. They turned away from Ravi and ran farther into the park. Ravi stared after them, surprised and still upset. Then he saw three police officers in the street. He hadn't even heard their car. So that was why his attackers ran away!

Ravi tried to tell the police to go after his attackers. He was still out of breath and not speaking clearly. He pointed to the men running across the park, then tried to run after them himself. But he was grabbed by the officers, pushed to his knees, and handcuffed.

Ravi tried to tell the officers they had the wrong man. But they didn't listen to him. Instead, one of the officers picked up a knife near Ravi and said: "You mean this isn't yours, you fool? What gang do you belong to?"

Ravi was so angry that he swore at the officer and struggled to his feet. When he swung his cuffed hands around to get free, he hit one of the officers. In the struggle that followed, Ravi was knocked to the ground. He felt a sharp pain in his shoulder. The police put him into their cruiser, took him to the police station and charged him with resisting arrest and assaulting a police officer.

At the station, a doctor was called to take care of Ravi's shoulder, which was sprained. Ravi was able to call a lawyer and to tell his side of the story. He was soon out on bail and with his family.

Later, both the police and Ravi's lawyer spoke to people who were near or in the park that night. Two strongly supported Ravi's version of events. The man who had turned on his porch lights saw the three men attack Ravi. He called 911 and asked for the police. He had been upset when they took Ravi away, but didn't chase the attackers. And a young couple in the park had seen Ravi's attackers run away. They heard them laughing about pushing a 'dumb Paki' into the arms of the police. The police never found the attackers, but they did drop their charges against Ravi.

## Handout 6.10

## Matching Agency and Complaint

Match the agencies on the right with the complaints on the left. Put the appropriate agency's letter in the ( ) after the complaint. The first one is done for you.

When I want to complain about:Which Agency Do I Call?

1. working conditions in my non-union office ( C )
2. the contents of a newspaper article or advertisement ( )
3. the actions of a B.C. police officer ( )
4. the behaviour of a doctor ( )
5. the behaviour of a lawyer ( )
6. discriminatory actions by almost anyone ( )
7. an unfair decision or policy of a provincial government agency ( )
8. the contents of a radio or TV broadcast ( )
9. the wages I lost when I could not work for six weeks after an assault. ( )
10. my landlord's refusal to make necessary repairs ( )

- A. Ombudsman (108)
- B. College of Physicians and Surgeons (109)
- C. Employment Standards Branch (105)
- D. B.C. Human Rights 'Commission' (if still operating) or 'Tribunal' (if the Commission named on page 108 is gone.) \*
- E. Canadian Radio and Television Commission (109)
- F. Crime Victim Assistance Program (replaced the *Criminal Injury Compensation Act* - page 107 -in June 2002 )\*
- G. B.C. Press Council (109)
- H. Residential Tenancy Office (105 and 106)
- I. Office of the Police Complaint Commissioner (108)
- J. Law Society (109)

\* The B.C. government made many changes to administrative agencies during 2002. Ask your teacher or settlement counselor about them.

## Resources

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The following agencies and organizations are either mentioned in this Guide or provide information related to the issues we have discussed.

### Access to Information and Privacy

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- Office of the Information & Privacy  
Commissioner for British Columbia  
webpage: [www.oipcbc.org/](http://www.oipcbc.org/)  
  
PO Box 9038, Stn. Prov. Govt.  
Victoria, B.C. V8W 9A4  
Phone 250-387-5629
- Office of the Information Commissioner  
of Canada  
webpage: [www.infocom.gc.ca/menu-e.asp](http://www.infocom.gc.ca/menu-e.asp)  
  
Place de Ville  
Tower B 22<sup>nd</sup> Floor  
112 Kent Street  
Ottawa, Ontario K1A 1H3  
  
Toll free 1-800-267-0441

### Citizenship Education

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- *The Citizenship Handbook*  
Published by the B.C. Civil Liberties  
Association (BCCLA), the *Handbook* is the  
basis for this Guide. It is available free of  
charge from the BCCLA office (see address  
elsewhere on this page).
- *The Citizenship Teaching Module*  
webpage: [www.bccla.org/citizenship/](http://www.bccla.org/citizenship/)  
  
Produced by the BCCLA - a series of 5 lesson  
plans to assist B.C. teachers to educate  
students about the importance of citizenship
- *rights talk - students and civil liberties at  
school*  
webpage: [www.bccla.org/rightstalk/](http://www.bccla.org/rightstalk/)  
  
Produced by the BCCLA - a guide for students  
about their legal rights and civil liberties

- Citizenship and Immigration Canada  
webpage: [www.cic.gc.ca/english/citizen/](http://www.cic.gc.ca/english/citizen/)  
A comprehensive set of links to sites dealing  
with every possible aspect of Canada  
  
webpage: [www.cic.gc.ca/welcomehome](http://www.cic.gc.ca/welcomehome)  
A lively webpage suggesting programs for  
celebrating Canadian citizenship
- 'The Citizen's Handbook'  
webpage: [www.vcn.bc.ca/citizens-  
handbook/welcome.html](http://www.vcn.bc.ca/citizens-handbook/welcome.html)  
An extensive collection of ideas, examples  
and practical articles on citizenship  
participation compiled by Charles Dobson of  
the Vancouver Citizens Committee.  
Last update, March 2002
- CIVITAS International  
webpage: <http://civnet.org/>  
A world-wide non-governmental organization  
which supports and produces educational  
materials promoting informed, effective, and  
responsible citizenship in democracies around  
the world.

### Civil Liberties

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- B.C. Civil Liberties Association  
webpage: [www.bccla.org](http://www.bccla.org)  
  
425 - 815 West Hastings Street  
Vancouver, B.C. V6C 1B4  
Phone 604-687-2919
- Other Civil Liberties groups in B.C.  
  
Victoria Civil Liberties Association:  
Phone 250-721-7134  
Quesnel Human Rights & Civil Liberties  
Association - Phone 250-992-8391  
(changing as of August 31, 2002)

## Employment

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- Employment Standards Branch  
(Ministry of Skills, Development and Labour)  
webpage: [www.labour.gov.bc.ca/esb/branch.htm](http://www.labour.gov.bc.ca/esb/branch.htm)  
  
Toll free in B.C. 1-800-663-3316  
Office locations in British Columbia are listed on the webpage.
- Human Resources Development Canada  
(Employment Insurance; Income Security; Canada Labour Code; Labor Standards)  
  
webpage: [www.bc.hrdc-drhc.gc.ca](http://www.bc.hrdc-drhc.gc.ca)  
  
Information & inquiries:  
Toll free 1-800-206-7218

## Government and Politicians

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- To contact your federal MP:  
[www.canada.gc.ca/directorries/direct\\_e.html](http://www.canada.gc.ca/directorries/direct_e.html)
  - To contact your provincial MLA:  
[www.gov.bc.ca/bcgov/popt/mlalookup/](http://www.gov.bc.ca/bcgov/popt/mlalookup/)
  - Federal government information:  
[www.canada.gc.ca](http://www.canada.gc.ca) or phone 1-800-622-6232
  - Provincial government information:  
[www.gov.bc.ca](http://www.gov.bc.ca) or phone 1-800-663-7867  
(in greater Vancouver phone 604-660-2421)
  - Some Federal political parties:  
[June 2002]
- Bloc Quebecois: [www.blocquebecois.org](http://www.blocquebecois.org)  
 Canadian Action: [www.canadianactionparty.ca](http://www.canadianactionparty.ca)  
 Canadian Alliance: [www.canadianalliance.ca](http://www.canadianalliance.ca)  
 Communist: [www.comunist-party.ca](http://www.comunist-party.ca)  
 Green: [www.green.ca](http://www.green.ca)  
 Liberal: [www.liberal.ca](http://www.liberal.ca)  
 New Democratic: [www.ndp.ca](http://www.ndp.ca)  
 Progressive Conservative: [www.pcparty.ca/](http://www.pcparty.ca/)

## Government-related Organizations

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- ICBC (Insurance Corporation of B.C.)  
Crown Corporation  
webpage: [www.icbc.com/](http://www.icbc.com/)  
  
Head Office: 151 West Esplanade  
North Vancouver, B.C. V7M 3H9  
Phone 604-661-2800  
Toll free phone 1-800-663-3051
- WCB (Workers' Compensation Board)  
NGO: Funded by Employers  
webpage: [www.worksafebc.com/](http://www.worksafebc.com/)  
  
Lower Mainland Call Centre  
Phone 604-231-8888  
Toll free phone 1-888-967-5377  
  
B.C. Interior Call Centre  
Phone 250-717-4301  
Toll free phone 1-888-922-6622  
  
There are also Vancouver Island and BC North call centres; see webpage.
- The Ombudsman of British Columbia:  
Officer of the Legislature  
webpage: [www.ombud.gov.bc.ca/](http://www.ombud.gov.bc.ca/)  
  
Vancouver Office (by mail and in person)  
Suite 200, 1111 Melville Street  
Vancouver, B.C. V6E 3V6  
  
Toll free in B.C. 1-800-567-3247  
  
Victoria Office (in person)  
Third Floor, 931 Fort Street  
Victoria, B.C.  
  
(by mail)  
P O Box 9039 Stn Prov Govt  
Victoria, B.C. V8W 9A5  
Phone 250-387-5855



## Human Rights and Discrimination

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- B.C. Human Rights Commission

The B.C. government has announced plans to amend the *Human Rights Code* to eliminate this Commission. Get updated information from the webpage below or call the Commission. June 2002

webpage: [www.gov.bc.ca](http://www.gov.bc.ca) - search for human rights or human rights commission

Toll free outside Victoria and the lower mainland 1-800-663-0876

Vancouver: Phone 604-660-6811  
Victoria: Phone 250-387-3710

- B.C. Human Rights Tribunal

The Tribunal conducts public hearings of human rights complaints. It will have a broader mandate if the B.C. government eliminates the Human Rights Commission. See note above. June 2002

webpage: [www.bchrt.gov.bc.ca](http://www.bchrt.gov.bc.ca)

401 - 800 Hornby Street  
Vancouver, B.C. V6Z 2C5  
Phone 604-775-2000  
Toll free in B.C. 1-888-440-8844

- B.C. Human Rights Coalition

webpage: [www.human-rights-coalition.bc.ca/](http://www.human-rights-coalition.bc.ca/)

#1300 - 510 W.Hastings Street  
Vancouver, B.C. V6B 1L8  
Phone 604-689-8474  
Toll free phone 1-877-689-8474

- Canadian Human Rights Commission

webpage: [www.chrc-ccdp.ca/menu](http://www.chrc-ccdp.ca/menu)

British Columbia and Yukon Office  
420-757 West Hastings Street  
Vancouver, B.C. V6C 1A1  
Phone 604-666-2251  
Toll free 1-800-999-6899

## Landlord & Tenant

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- Residential Tenancy Office (Ministry of Public Safety and the Solicitor General)  
Webpage: [www.pssg.gov.bc.ca/rto/index.htm](http://www.pssg.gov.bc.ca/rto/index.htm)

Office locations:

Burnaby Phone 604-660-3456  
Kelowna Phone 250-717-2000  
Surre Phone 604-660-3456  
Victoria Phone 250-387-1602

Toll free informatioun line:  
1-800-665-8779

- Tenants' Rights Action Coalition

Lower Mainland only  
Phone 604-255-0546

## Legal Information and Education

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- Law Courts Education Society of B.C.  
Webpage: [www.lawcourtsed.ca/](http://www.lawcourtsed.ca/)

260-800 Hornby Street  
Vancouver, B.C. V6Z 2C5  
Phone 604-660-9870

- Legal Services Society (LSS)  
webpage: [www.vcn.bc.ca/lssbc/](http://www.vcn.bc.ca/lssbc/)

Head Office  
1500-1140 West Pender Street  
Vancouver, B.C. V6E 4G1  
Phone 604-601-6000

B.C. government funding cuts have substantially eroded LSS services. It is still not known how far legal aid itself will be reduced, or which education and information programs will be retained. Check the webpage. June 2002

- Dial A Law

Phone 604-687-4680 (greater Vancouver)  
Toll free in B. C. 1-800-565-5297

Legal Information . . . (continued)

- The People's Law School  
webpage: [www.publiclegaled.bc.ca](http://www.publiclegaled.bc.ca)  
  
Suite 150 - 900 Howe Street  
Vancouver, B.C. V6Z 2M4  
Phone 604-331-5400  
  
For general enquiries, e-mail:  
[staff@publiclegaled.bc.ca](mailto:staff@publiclegaled.bc.ca)

NGOs (Non-Governmental Organizations)

- A.M.S.S.A. (Affiliation of Multicultural Societies and Service Agencies of B.C.)  
webpage: [www.amssa.org/](http://www.amssa.org/)  
  
205-2929 Commercial Drive  
Vancouver, B.C. V5N 4C8  
Phone 604-718-2777  
Toll free 1-888-355-5560
- Immigrant Services Society of British Columbia  
webpage: [www.issbc.org](http://www.issbc.org)  
  
*Main Office and Training Institute:*  
501 - 333 Terminal Ave.  
Vancouver, B. C. V6A 2L7  
Phone 604-684-2561  
  
*Welcome House & Settlement Services*  
530 Drake St.  
Vancouver, B.C. V6B 2H3  
Phone 604-684-7498
- M.O.S.A.I.C. (Multilingual Orientation Service Association for Immigrant Communities)  
webpage: [www.mosaicbc.com](http://www.mosaicbc.com)  
  
*Settlement and Counselling Services:*  
1720 Grant Street, 2nd Floor  
Vancouver, B. C. V5L 2Y7  
Phone 604-254-9626

MOSAIC (continued)

*Language Centre*  
2730 Commercial Dr, 3rd Floor  
Vancouver, B. C. V5N 5P4  
Phone 604-684-8825

- Native Courtworkers and Counselling Association of B.C.  
webpage: [www.nccabc.ca/index1.html](http://www.nccabc.ca/index1.html)

*The Director of Operations*  
N.C.C.A. of B.C.  
P.O. Box 32 - 415 West Esplanade Street  
North Vancouver, B.C. V7M 1A6  
Phone 604-985-5355

Chilliwack/Hope office: 604-792-5535  
Victoria office: 250-386-6717  
Prince George office: 604-562-9513

For other office locations, see the N.C.C.A. webpage above.

- S.U.C.C.E.S.S. (United Chinese Community Enrichment Services Society)  
webpage: [www.success.bc.ca/](http://www.success.bc.ca/)

*Pender Street Social Service Centre*  
28 West Pender Street  
Vancouver, B.C. V6B 1R6  
Phone 604-684-1628

*C.A.N.N. (Community Airport Newcomers Network) - Airport Reception Centre*  
#208 - 8191 Westminster Highway  
Richmond, B.C. V6X 1A7  
Phone 604-270-0077

- Central Vancouver Island Multicultural Society  
webpage: [www.island.net/~cvims/](http://www.island.net/~cvims/)  
  
114-285 Prideaux Street  
Nanaimo, B.C. V9R 2N2  
Phone 250-753-6911

## Police: Information & Complaints

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- Local Police Information

Webpage? For example:

Vancouver Police Department:

[www.city.vancouver.bc.ca/police/](http://www.city.vancouver.bc.ca/police/)

or

RCMP (Royal Canadian Mounted Police)

[www.rcmp.ca](http://www.rcmp.ca)

- Office of the Police Complaint Commissioner (for complaints about a municipal police officer in B.C.)  
webpage: [www.opcc.bc.ca](http://www.opcc.bc.ca)

#900 - 1111 Melville Street

Vancouver, B.C. V6E 3V6

Phone 604-660-2385

Complaints toll free 1-800-663-7867

- Commission for Public Complaints Against the RCMP  
webpage: [www.cpc-cpp.gc.ca](http://www.cpc-cpp.gc.ca)

#102-7337 137<sup>th</sup> Street

Surrey, B.C. V3W 1A4

Phone 604-501-4080

Complaints toll free 1-800-665-6878

## Services for Victims of Crimes

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- Victim Services Division (Policing and Community Safety Branch; B.C. Ministry of Public Safety and Solicitor General)

webpage: [www.gov.bc.ca](http://www.gov.bc.ca) - search for victim services or crime victim assistance program

302 - 815 Hornby Street

Vancouver, B.C. V6Z 2E6

Phone 604-660-5199

Call the Victim Information Line for referrals to all victims' services in B.C.

Toll free 1-800-563-0808

Call the Crime Victim Assistance Program for financial assistance and benefits to victims of crimes:

Toll free 1-866-660-3888

Lower Mainland 604-660-3888

- Police Victim Services of B.C.

Call toll free 1-877-869-0720

for referrals to an RCMP or municipal police force victim services program in B.C.

Two examples are:

Vancouver: 604-717-2795 and

Victoria: 250-995-7351

- B.C. Association of Specialized Victim Assistance and Counseling Programs

Call 604-633-2506

for referrals to community based programs that offer victim services specifically for culturally diverse communities, members of First Nations, abused women, and other specialized groups.

- National Parole Board & Corrections Canada

Call toll free 1-888-999-8828,

the Coordinated Victim Information Unit

for updates on parole hearings, information on victim impact statements, and other information for victims of criminals who are in the federal system

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**Evaluation Form**

Below is a list of questions about the class or workshop activities. Please answer them so that we can learn how to make the activities better. You do not need to sign your name.

When the question is followed by some numbers, this is what the numbers mean:

1 = not at all. 2 = a little. 3 = some. 4 = quite a lot. and 5 = very much.

Please circle the numbers that best answer the questions for you.

(1) Did you enjoy the class or group activities? 1 2 3 4 5

(2) Did you learn something new or interesting about being a citizen? 1 2 3 4 5

(3) Please tell us how much you liked these activities:

a. Learning vocabulary 1 2 3 4 5

b. Working in groups to answer questions 1 2 3 4 5

c. Talking about 'case studies' 1 2 3 4 5

d. Doing 'games' where we ask other people for answers 1 2 3 4 5

e. Working in English 1 2 3 4 5

(3) Tell one thing you learned about being a good citizen:

(4) Suggest a way you would improve the activities:

(5) If you want to say something else about these activities, you can do so here: