



**COMMON TRAINING
ALL TRAINING LEVELS
INSTRUCTIONAL GUIDE
CITIZENSHIP**



SECTION 1

EO MX01.01A – PARTICIPATE IN A CITIZENSHIP TOUR

Total Time:

One session (3 periods) = 90 min

**THERE IS NO INSTRUCTIONAL GUIDE PROVIDED FOR THIS EO. REFER TO
THE LESSON SPECIFICATION LOCATED IN A-CR-CCP-701/PG-001, ROYAL
CANADIAN ARMY CADETS GREEN STAR QUALIFICATION STANDARD AND PLAN.**

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SECTION 2

EO MX01.01B – ATTEND A PRESENTATION BY A COMMUNITY ORGANIZATION

Total Time:

One session (3 periods) = 90 min

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SECTION 3

EO MX01.01C – ATTEND A PRESENTATION BY A CITIZEN-OF-INTEREST

Total Time:

One session (3 periods) = 90 min

**THERE IS NO INSTRUCTIONAL GUIDE PROVIDED FOR THIS EO. REFER TO
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SECTION 4

EO MX01.01D – PARTICIPATE IN THE CANADIAN CITIZENSHIP CHALLENGE

Total Time:

One session (3 periods) = 90 min

**THERE IS NO INSTRUCTIONAL GUIDE PROVIDED FOR THIS EO. REFER TO
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SECTION 5

EO MX01.01E – HOST A CITIZENSHIP CEREMONY

Total Time:

One session (3 periods) = 90 min

**THERE IS NO INSTRUCTIONAL GUIDE PROVIDED FOR THIS EO. REFER TO
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COMMON TRAINING
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SECTION 6

EO MX01.01F – PARTICIPATE IN AN ELECTION

Total Time:

One session = 90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

This IG supports EO MX01.01F (Participate in an Election) located in A-CR-CCP-701/PG-001, *Royal Canadian Army Cadets Green Star Qualification Standard and Plan*, Chapter 4.

In coordination with the appropriate authority, select a decision or appointment to be made democratically by the corps / squadron, such as the inventory of the canteen, the cadet representative to the officer cadre, or the destination for a year-end trip.

Complete a process with the appropriate authority to select up to four candidates for the election or up to four options for the referendum (unless it is a yes / no question). Referendum options selected should have wide support throughout the corps / squadron, ensuring that campaign teams are equally motivated and that cadets must decide between compelling options.

Arrange for and brief two assistant instructors to conduct simultaneous activities with groups of cadets.

Prepare the required resources:

- materials required for the roles and processes described in the Guide for Election Officials located at Annex B for each polling station (one station per 20 cadets), to include:
 - two copies of the Guide for Election Officials located at Annex B,
 - one box with a slot or opening in the top, to act as a ballot box,
 - sufficient tape to seal the ballot box,
 - one presentation board, or cut open box, to act as a voting screen,
 - two pencils,
 - one ruler,
 - one 8.5" by 11" envelope, marked "Spoiled Ballots," and
 - materials located at Annex C (Referendum) or Annex D (Election), to include:
 - 23 ballots,
 - one copy of the Official Statement of the Vote form,
 - one copy of the Tally Sheet;

- flipchart paper or other method of displaying the reflection questions included in Annex A;
- materials for creating campaign items, including flipchart paper, markers, and flagging tape; and
- a nominal roll of all cadets to act as the list of electors.

To make a more realistic simulation, resources, such as a ballot box, voting screen, and seals, may be ordered from Elections Canada (elections.ca) at 1-800-463-6868.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

A practical activity was chosen for this lesson as a fun and interactive way to build on the cadets' knowledge of citizenship.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this session the cadets shall have participated in a democratic process.

IMPORTANCE

It is important for cadets to participate in an election as part of being a good citizen is having an appreciation for and awareness of the democratic process.

ACTIVITY

1. Divide the cadets into three groups. Phase One / Green Star / Proficiency Level One and Phase Two / Red Star / Proficiency Level Two cadets will form "the electorate," Phase Three / Silver Star / Proficiency Level Three cadets will form "the campaigners," and Phase Four / Gold Star / Proficiency Level Four cadets will form "the election officials." A ratio of 15 cadets per three campaigners and per two election officials is ideal.



The grouping of cadets may be modified to meet individual corps / squadron requirements. For example, cadets may be moved between groups, despite their phase / star / proficiency level, to meet the 15 : 3 : 2 ratio. If there are not enough cadets to form all three groups, adult staff may be used to fill the role of campaigners.

2. Conduct the election as per the Election Instructions located at Annex A.



In this election, the instructor will be filling the role of Returning Officer, the official in charge of ensuring the election is carried out properly and providing materials.

CONCLUSION

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

It is important for cadets to participate in an election, as part of being a good citizen is having an appreciation for and awareness of the democratic process.

INSTRUCTOR NOTES / REMARKS

There are numerous potential leadership opportunities for cadets when conducting an election session, such as:

- Phase Three / Silver Star / Proficiency Level Three, Phase Four / Gold Star / Proficiency Level Four, and Phase Five / Master Cadet / Proficiency Level Five cadets may complete leadership assignments, such as leading a campaign team, in accordance with POs 303 (Perform the Role of a Team Leader), 403 (Act as a Team Leader), and 503 (Lead Cadet Activities); and
- Phase Five / Master Cadet / Proficiency Level Five cadets may plan, prepare and conduct the session as a leadership project in accordance with PO 503 (Lead Cadet Activities).

Two assistant instructors are required for this lesson.

REFERENCES

Elections Canada. (2010). *Canada at the Polls!* Retrieved March 13, 2013, from <http://elections.ca/content.aspx?section=vot&dir=yth/stu/gui&document=index&lang=e>.

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ELECTION INSTRUCTIONS

STEP 1: PREPARATION			TIME: 25 MIN
ELECTORATE (YEARS 1 & 2)	CAMPAIGNERS (YEAR 3)	ELECTION OFFICIALS (YEAR 4)	
<p>Conduct an activity to stimulate an interest in democratic decision making, such as participating in:</p> <ul style="list-style-type: none"> • a presentation by a guest speaker as per MX01.01B (Attend a presentation by a Community Organization) or MX01.01C (Attend a Presentation by a Citizen-of-Interest), such as an Elections Canada official, a former political candidate, or a former campaign worker; • related Heritage Minutes video activities as per EO MX01.01G (Participate in Heritage Minutes Video Activities), such as <i>Nellie McClung, Responsible Government</i> or <i>Baldwin & LaFontaine</i>; and • relevant learning stations as per EO MX01.01H (Participate in Citizenship Learning Stations). 	<p>Prepare the campaigners to present their positions to the corps / squadron by:</p> <ol style="list-style-type: none"> 1. forming one campaign team per candidate and assigning candidates to those teams if an election is being conducted, forming two teams and assigning “yes” and “no” positions if a referendum is to be conducted on a yes/ no question, allowing the cadets to form teams for their desired option if a referendum is to be conducted on an open-ended question; 2. having the teams form a platform, including details on their option or candidate and points on why the candidate or option is the most desirable; and 3. having the teams plan a campaign, including a presentation to the electorate. 	<p>Prepare the election officials to fill their role, by:</p> <ol style="list-style-type: none"> 1. grouping the cadets into teams of two, one cadet filling the role of Deputy Returning Officer and the other Poll Clerk; 2. reviewing the roles and administering the oaths of office as per the Guide for Election Officials located at Annex B; 3. reviewing the importance for strict impartiality by election officials — while they may have a position on the election / referendum, they must appear to be completely neutral (eg, they may not discuss the election / referendum, support a candidate or campaign, or otherwise allow for their preference to be known) — thereby helping to ensure that electors and campaigners have faith in the process and outcome; 4. assigning a portion of the corps / squadron to each station by name (eg, A–H at Polling Station 1, I–M at Polling Station 2, etc.), providing the appropriate nominal roll to each station, and labeling the ballot box appropriately, if there is a need for more than one polling station; and 5. having the cadets begin to set up polling stations as per the Guide for Election Officials located at Annex B. 	

STEP 2: CAMPAIGN		TIME: 20 MIN
ELECTORATE (YEARS 1 & 2)	CAMPAIGNERS (YEAR 3)	ELECTION OFFICIALS (YEAR 4)
<p>Have the campaign teams present their platforms to the corps / squadron, allowing equal time for each. Campaign teams may also distribute materials or methods of identifying their supporters, such as coloured flagging tape or signs.</p> <p>Election officials will observe the campaign activities, but, as discussed above, may not participate nor show support for any campaign.</p>		
STEP 3: VOTE		TIME: 15 MIN
ELECTORATE (YEARS 1 & 2)	CAMPAIGNERS (YEAR 3)	ELECTION OFFICIALS (YEAR 4)
<p>Have the cadets filling the role of election officials administer the polling station for the corps / squadron as per the Guide for Election Officials located at Annex B. Have the election officials vote just before opening the polling station to the corps / squadron.</p> <p>One representative from each campaign may act as a scrutineer after taking the required oath (administered by the Deputy Returning Officer as per the handout located at Annex B) by observing the administration of a polling station. Campaigners may also continue to lobby cadets not attending the polling station.</p>		

STEP 4: TABULATION AND REFLECTION ELECTORATE (YEARS 1 & 2)	CAMPAIGNERS (YEAR 3)	ELECTION OFFICIALS (YEAR 4)
<p>Prompt reflection on the process by posing the following questions to the group to bring about understanding of the variety of decision-making processes used by citizens during elections and of the importance of the secret ballot to fair elections:</p> <p>Q1. What did you base your decision on?</p> <p>Q2. What role did the campaigns play in your decision?</p> <p>Q3. How did you find the voting process?</p> <p>Q4. At one time, citizens voted by standing up in front of a big crowd and announcing who they were voting for. How might this have affected how people voted?</p>	<p>Conduct a group discussion to draw awareness to the following points:</p> <ul style="list-style-type: none"> campaign teams must present a united front, even if that means hiding their individual beliefs; creating a platform requires compromise and is a blend of different beliefs; and joining a campaign can be an interesting way to get involved in an election. <p>Suggested Questions:</p> <p>Q1. What did you learn from the campaign process?</p> <p>Q2. Did you find it difficult to reach a collective platform?</p> <p>Q3. In supporting the campaign team, did you find that you ever had to express support for a position that you, personally, did not support? How did you feel about that?</p> <p>Q4. Do you plan to get involved in a campaign during the next election / referendum? Why or why not?</p>	<p>Tabulate the ballots as per the Guide for Election Officials located at Annex B;</p>

STEP 5: RESULTS, DEBRIEF, AND REFLECTION		TIME: 10 MIN
ELECTORATE (YEARS 1 & 2)	CAMPAIGNERS (YEAR 3)	ELECTION OFFICIALS (YEAR 4)
Announce the results and declare the candidate / option with the plurality (greatest number) of votes selected.		
<p>Complete the following steps to debrief the cadets and link the election to Canadian elections:</p> <ol style="list-style-type: none"> provide time for the campaign team with a plurality to thank the electorate and the other campaign teams, explain that this process is similar to that which is conducted to elect members of parliament, identify the riding(s) relevant to the corps / squadron and the respective member(s) of parliament, and note that all Canadian citizens age 18 or over may participate in those elections. 	<p>Conduct a discussion to bring out the following points:</p> <ol style="list-style-type: none"> election officials, like public servants more generally, must give up some of their rights in order to maintain the impartiality of democratic processes; and election officials play a key role in ensuring the fairness of elections by following a set of clear procedures that allow for results to be verified and trusted. <p>Suggested Questions:</p> <p>Q1. What did you observe about the election process?</p> <p>Q2. How did you feel about remaining impartial throughout the election?</p> <p>Q3. Would you be interested in performing this role again? Why or why not?</p>	

GUIDE FOR ELECTION OFFICIALS

OATH OF OFFICE

This oath will be administered by the Returning Officer to the DRO and PC before they begin performing their duties.

I solemnly affirm that:

- *I am a member of _____ (give the name of the corps / squadron);*
- *I will act faithfully without partiality, fear, favour or affection and in every respect according to the law;*
- *at the polling station, I will maintain the secrecy of the vote.*

ROLE DESCRIPTION AND CHECKLIST FOR THE DEPUTY RETURNING OFFICER

Take the required oath as per the note box above.

Prepare the Polling Station

With the Poll Clerk, the Deputy Returning Officer shall:

set up the polling station with the necessary materials as per Figure A-1;

count the ballots provided by the Returning Officer;

enter the number of ballots provided into the appropriate place on the Official Record of the Vote; and

place their initials on the back of all ballots.

LAYOUT OF A POLLING STATION

Figure A-1 demonstrates a suggested layout for a polling station. The table for the campaign representatives is not required. If supplies permit, all material may be placed on a single table.

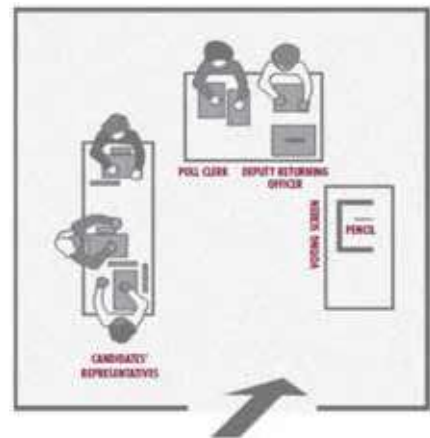


Figure A-1 Layout of a Polling Station

Administer the Voting Process

To open the polling station, the DRO shall:

Administer the following oath to campaign representatives: *I solemnly affirm that: I will maintain the secrecy of the vote; I will not interfere with the marking of a ballot by any voter nor ask any voter how they are about to vote or have voted; and I will not induce a voter to show a marked ballot to any person;* and

show all present that the ballot box is empty and seal it.

When an elector comes to vote, the DRO shall:

ensure the DRO's initials are placed on the ballot paper, fold it twice as per Figure A-2, and present it to the elector with instructions to: go behind the voting screen, mark the circle opposite their choice (or, if using a write-in ballot, write their choice in the space provided), and return it folded the same way;

check that the DRO's initials are on the ballot returned by the elector and return it to the elector with instructions to place it in the ballot box;

if an elector indicates they have made a mistake, receive the spoiled ballot, place it in the envelope of spoiled ballots, and issue a new ballot to the elector;

if an elector requires assistance to vote, provide assistance in such a way that the privacy of the vote is maintained (eg, instead of asking "who would you like to vote for?" ask the voter to point or write down the name of the person) and that it is done within full view of the Poll Clerk; and

after voting, make sure the poll clerk places "V," for voted, next to the elector's name on the voters' list.



Figure A-2 Folding a Ballot

Count the Votes

After voting is completed, counting of the ballots will commence. Only the DRO may handle ballots. The DRO shall:

empty the contents of the ballot box onto the table;

one by one, check each ballot for their initials, unfold, call out the name of the candidate or option that has been marked, and show the ballot to the candidates' representatives and to the poll clerk, who records the votes on a tally sheet;

if a ballot does not clearly reflect a voter's intention or includes identifying information (eg, name or initials), declare that ballot rejected;

place the ballots in piles, one for each candidate or option, with separate piles for rejected or spoiled ballots; and

once counting is completed, complete the official statement of the vote.

ACCEPTABLE BALLOTS	UNACCEPTABLE (REJECTED) BALLOTS
Ballots marked with cross (X) or other symbol	Ballots not supplied by the Deputy Returning Officer (initials not present on back)
Ballots marked with a pencil or pen different than which was provided	Ballots not marked
Ballots where the mark leaves the circle	Ballots with a mark in the circle for more than one candidate (including if candidates appear to be ranked)
Ballots where the circle has been completely, or partially, shaded in	Ballots marked or written on by an elector in such a way that the elector could be identified
For write-in ballots, ballots with only part of the option as long as it is possible to determine the intended option	Ballots not marked in any of the circles

ROLE DESCRIPTION AND CHECKLIST FOR THE POLL CLERK

Take the required oath as per the note box above.

Open the Polling Station

The Poll Clerk (PC) shall assist the DRO in setting up the polling station as per above.

Administer the Voting Process

After assisting the DRO in opening the polling station, the PC will process electors. When an elector comes to vote, the PC shall:

have the elector state their name and division / platoon / flight;

locate the elector’s name on the list and draw a line through the entry; and

once the elector has exercised their right to vote, place a V for “voted” next to the elector’s name on the list.

Count the Votes

After voting has concluded, the PC shall:

keep a tally of the votes cast as the DRO calls out the candidate or option selected using the tally sheet;

report the total votes cast to the DRO; and

assist the DRO in completing the Official Record of the Vote.

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MATERIALS FOR A REFERENDUM

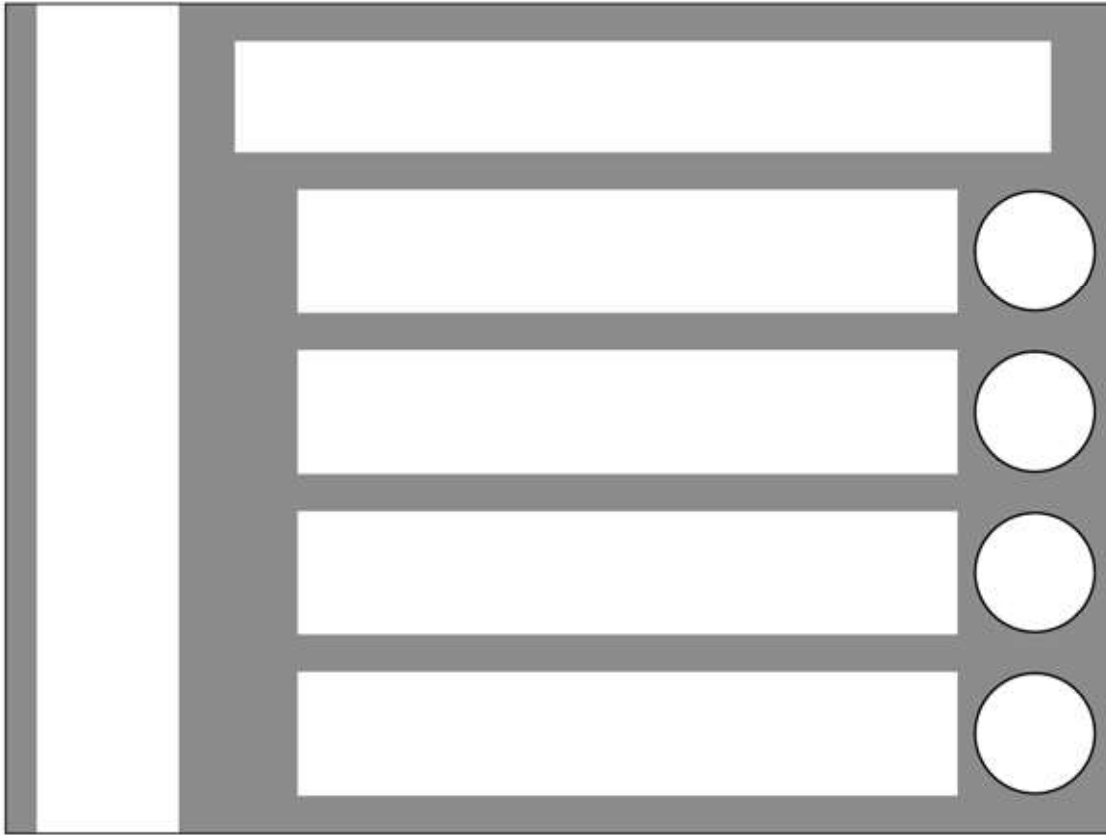
If you are conducting an election, to select a candidate for a position, see the materials at Annex D.

Ballot for a Referendum with a “Yes” or “No” Question

		YES	<input type="radio"/>
		NO	<input type="radio"/>
		YES	<input type="radio"/>
		NO	<input type="radio"/>
		YES	<input type="radio"/>
		NO	<input type="radio"/>
		YES	<input type="radio"/>
		NO	<input type="radio"/>
		YES	<input type="radio"/>
		NO	<input type="radio"/>

Ballot for a Referendum with Options

Before reproducing the ballots, cut out the ballot, write in the question and options, and, if necessary, cut to modify the ballot for two or three options.



Write-in Ballot for a Referendum

If time does not permit for sufficient ballots to be prepared, a write-in ballot may be used. Post a list of options at the polling station and on the back of the voting screen, and provide the ballot below to electors.

I vote for	_____
	Option of your choice.

I vote for	_____
	Option of your choice.

I vote for	_____
	Option of your choice.

Referendum Tally Sheet

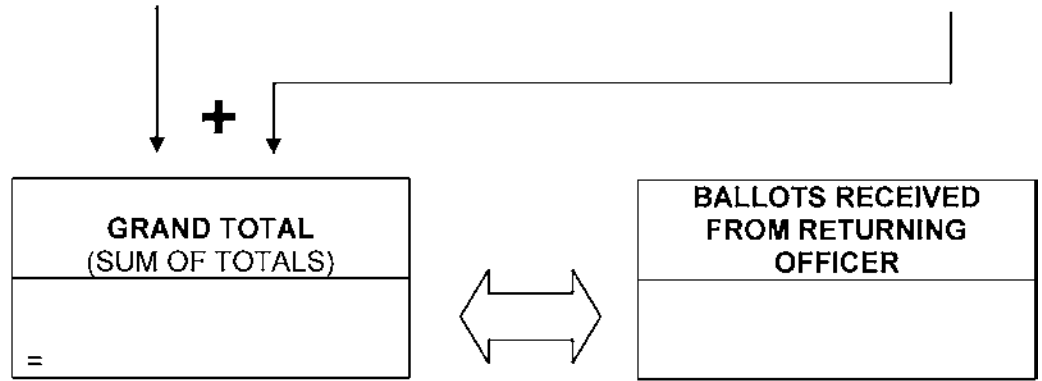
	OPTION					OPTION					OPTION					OPTION					
5																					5
10																					10
15																					15
20																					20
25																					25
30																					30
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70																					70
75																					75
80																					80
85																					85
90																					90
95																					95
100																					100
105																					105
110																					110
115																					115

Official Statement of the Referendum Vote

Polling Station: _____ Date: _____
(Name or number)

OPTIONS (same order as on ballot)	NUMBER OF VOTES

VALID VOTES CAST	_____	SPOILED BALLOTS	_____
REJECTED BALLOTS	+ _____	UNUSED BALLOTS	+ _____
TOTAL VOTES CAST	= _____	TOTAL BALLOTS NOT USED TO VOTE	= _____



GRAND TOTAL OF THE COUNT MUST EQUAL THE NUMBER OF
BALLOTS RECEIVED FROM THE RETURNING OFFICER

Signature of Deputy Returning Officer

Signature of Campaign Representative

Signature of Campaign Representative

Signature of Poll Clerk

Signature of Campaign Representative

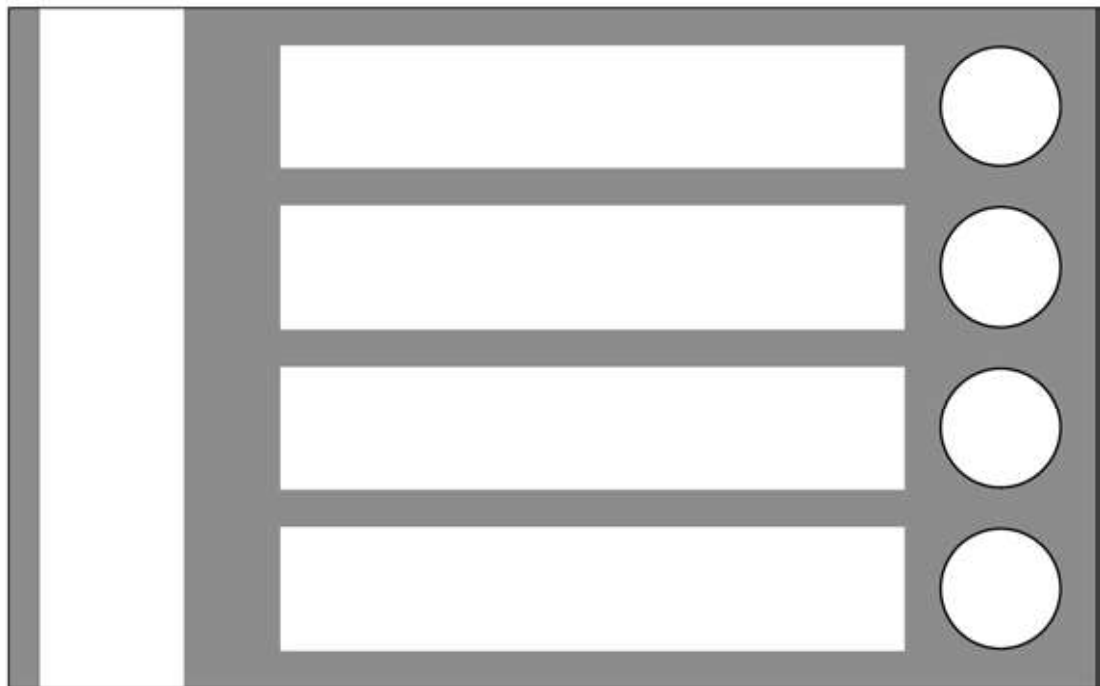
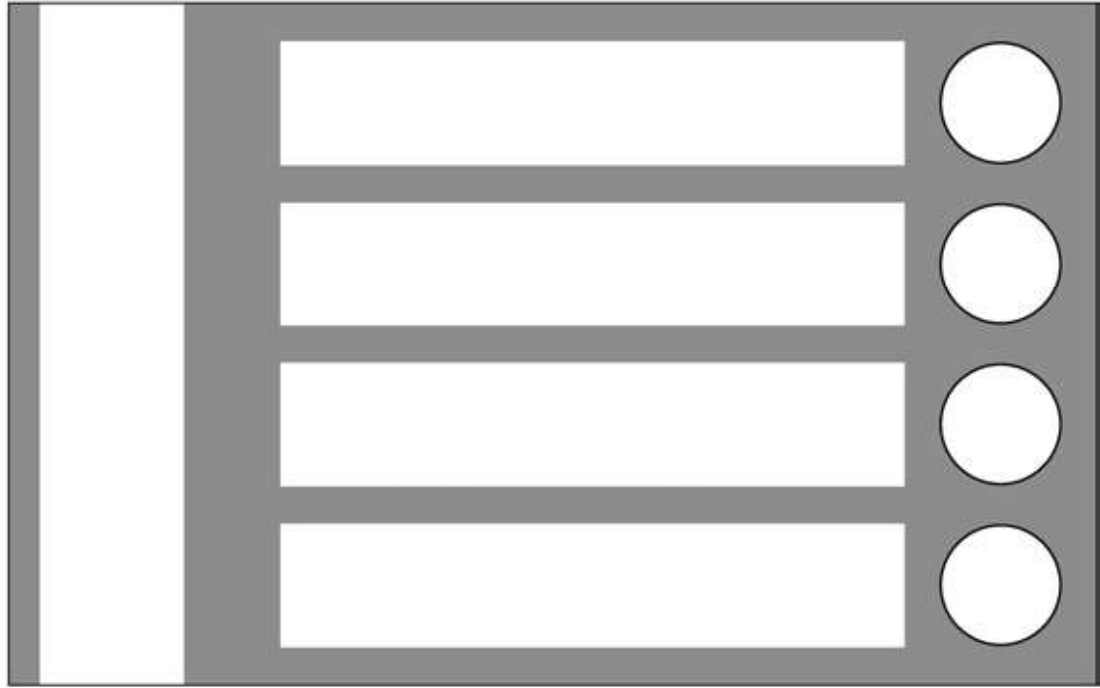
Signature of Campaign Representative

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MATERIALS FOR AN ELECTION

Ballot for an Election

Before reproducing, cut out the ballot, write in the candidate names, and, if necessary, cut to modify the ballot for two or three options.



Write-in Ballot for an Election

If time does not permit for sufficient ballots to be prepared a write-in ballot may be used. Post a list of options at the polling station and on the back of the voting screen and provide the ballot below to electors.

	<p>I vote for _____ Name and surname (or initials) of candidate of your choice.</p>
--	---

	<p>I vote for _____ Name and surname (or initials) of candidate of your choice.</p>
--	---

	<p>I vote for _____ Name and surname (or initials) of candidate of your choice.</p>
--	---

	<p>I vote for _____ Name and surname (or initials) of candidate of your choice.</p>
--	---

	<p>I vote for _____ Name and surname (or initials) of candidate of your choice.</p>
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Election Tally Sheet

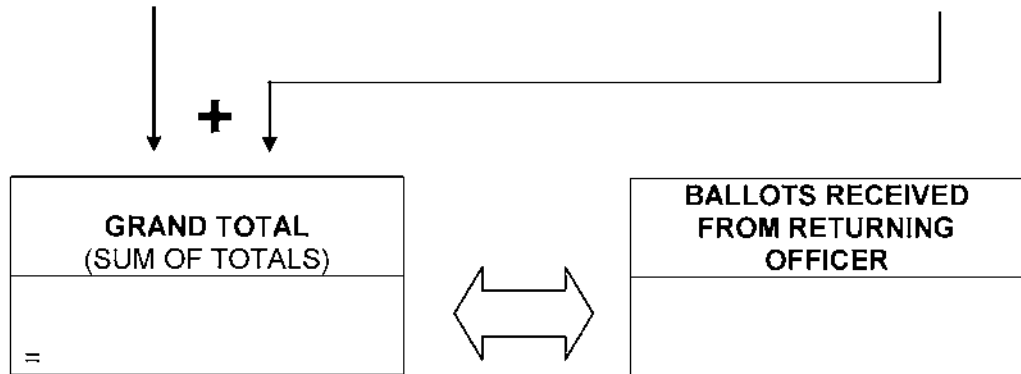
	CANDIDATE				CANDIDATE				CANDIDATE				CANDIDATE				
5																	5
10																	10
15																	15
20																	20
25																	25
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70																	70
75																	75
80																	80
85																	85
90																	90
95																	95
100																	100
105																	105
110																	110
115																	115

Official Statement of the Election Vote

Polling Station: _____ Date: _____
 (Name or number)

CANDIDATES (same order as on ballot)	NUMBER OF VOTES

VALID VOTES CAST _____	SPOILED BALLOTS _____
REJECTED BALLOTS + _____	UNUSED BALLOTS + _____
TOTAL VOTES CAST = _____	TOTAL BALLOTS NOT USED TO VOTE = _____



GRAND TOTAL OF THE COUNT MUST EQUAL THE NUMBER OF
 BALLOTS RECEIVED FROM THE RETURNING OFFICER

Signature of Deputy Returning Officer

Signature of Campaign Representative

Signature of Campaign Representative

Signature of Poll Clerk

Signature of Campaign Representative

Signature of Campaign Representative



**COMMON TRAINING
ALL TRAINING LEVELS
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SECTION 7

EO MX01.01G – PARTICIPATE IN HERITAGE MINUTES VIDEO ACTIVITIES

Total Time:

One session = 90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

This IG supports EO MX01.01G (Participate in Heritage Minutes Video Activities) located in A-CR-CCP-701/PG-001, *Royal Canadian Army Cadets Green Star Qualification Standard and Plan*, Chapter 4.

Select Heritage Minutes videos, and plan and prepare activities.

Heritage Minutes videos can be viewed on the Internet or purchased on DVD at www.historica-dominion.ca > VIDEO > HERITAGE MINUTES.

Example videos and accompanying activities are located at Annexes A–G.

In addition to the suggested Heritage Minutes video activities attached, activity leaders may choose their own Heritage Minutes videos and create their own interactive, challenging and fun activities. The suggested activities may be adapted as required.

For certain Heritage Minutes, the Historica-Dominion Institute provides activities that may be used by the activity leader. For example: www.historica-dominion.ca > VIDEO > HERITAGE MINUTES > BLUENOSE > LEARNING RESOURCES includes classroom tools for intermediate (Cadet Program Years 1 and 2) and secondary (Cadet Program Years 3 and 4).

Gather background information on the content of the selected videos so you are prepared to provide context to the cadets and answer any of their questions. Background information is available at www.historica-dominion.ca > VIDEO > HERITAGE MINUTES.

Gather the required resources:

- method to display the video (eg, television, DVD player, tablet, laptop),
- videos, and
- any other resources required as per selected activity.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An in-class activity was chosen for this lesson as it is a fun and interactive way to build on the cadets' knowledge of citizenship.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this session the cadets shall have participated in Heritage Minutes video activities.

IMPORTANCE

It is important for cadets to participate in Heritage Minutes video activities as part of being a good citizen is having an appreciation for Canadian historical figures and significant events.

ACTIVITY

1. Play the selected video or series of videos with a similar theme.
2. Conduct an activity in which the cadet will further explore the topic introduced in the video(s).

CONCLUSION

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

It is important for cadets to participate in Heritage Minutes video activities as part of being a good citizen and having an appreciation for Canadian historical figures and significant events.

INSTRUCTOR NOTES / REMARKS

There are numerous potential leadership opportunities for cadets when conducting a Heritage Minutes video activities session:

- Phase Five / Master Cadet / Proficiency Level Five cadets may plan, prepare and conduct the session as a leadership project IAW PO 503 (Lead Cadet Activities); and
- Phase Three / Silver Star / Proficiency Level Three, Phase Four / Gold Star / Proficiency Level Four, and Phase Five / Master Cadet / Proficiency Levels Five cadets may complete leadership assignments, such as leading a Heritage Minutes video activity, IAW POs 303 (Perform the Role of a Team Leader), 403 (Act as a Team Leader), and 503 (Lead Cadet Activities).

REFERENCES

Historica Dominion Institute. *Heritage Minutes Videos*. Retrieved March 15, 2013, from <https://www.historica-dominion.ca/content/video>.

SUGGESTED HERITAGE MINUTES VIDEO ACTIVITIES: GENERAL

GENERAL INTRODUCTORY ACTIVITIES

Brainstorm. As a large group or in smaller groups, have the cadets list what they know about the video topic (eg, inukshuk). If the video topic is not well-known, prepare questions that may help stimulate the cadets' thinking (eg, Who first used inukshuk? Where are the Inuit from? Which territory's flag shows an inukshuk? What were inukshuk used for?). If conducted as a large group, write down key words in a thought web as the cadets brainstorm.

Think – Pair – Share. Have the cadets individually think about and list what they know about the video topic (eg, Winnie the Pooh). Have the cadets share what they know about the video topic with a partner. Invite the cadets to share what they learned from their partner with the larger group.

KWL Chart. Have the cadets complete a chart with three columns:

- what they **K**now about the video topic (eg, maple syrup),
- what they **W**ant to know about the video topic, and
- what they have **L**earned about the video topic (to be completed after watching the video as part of the follow-up activity).

GENERAL FOLLOW-UP ACTIVITIES

Highlights. Have the cadets individually list the three most interesting or surprising things they learned from watching the video. Have the cadets share and discuss these highlights with a partner or in small groups. If time permits, invite cadets to share highlights with the larger group.

Cadets' Questions. Have the cadets write a question they have after watching the video. In other words, what more would they like to learn about this topic? Answer the cadets' questions or challenge them to find out the answer to their own question prior to the next session.

Activity Leader's Questions. Have the cadets respond to thought-provoking questions about the video topic. For example, if the video topic is the Avro Arrow, questions could include: What do you think the government's primary reasons were for cancelling the Arrow program? Do you agree / disagree with Prime Minister Diefenbaker's decision to cancel the Arrow program? What other technologies are recognized as being Canadian in origin, or associated with Canada?

Learning Stations. The video may be a short introductory video to stimulate the cadets' interests as part of a more comprehensive activity, such as learning stations. For more guidance on how to conduct learning stations refer to EO MX01.01G (Participate in Citizenship Learning Stations).

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SUGGESTED ACTIVITY: *FLAGS* VIDEO

ACTIVITY: CREATE YOUR OWN FLAG

TIME: 30 min

TRAINING LEVEL: 1–2

PRE-ACTIVITY INSTRUCTIONS:

Gather the required resources:

- Flag template located at Appendix 1,
- Pens / pencils, and
- Markers / coloured pencils.

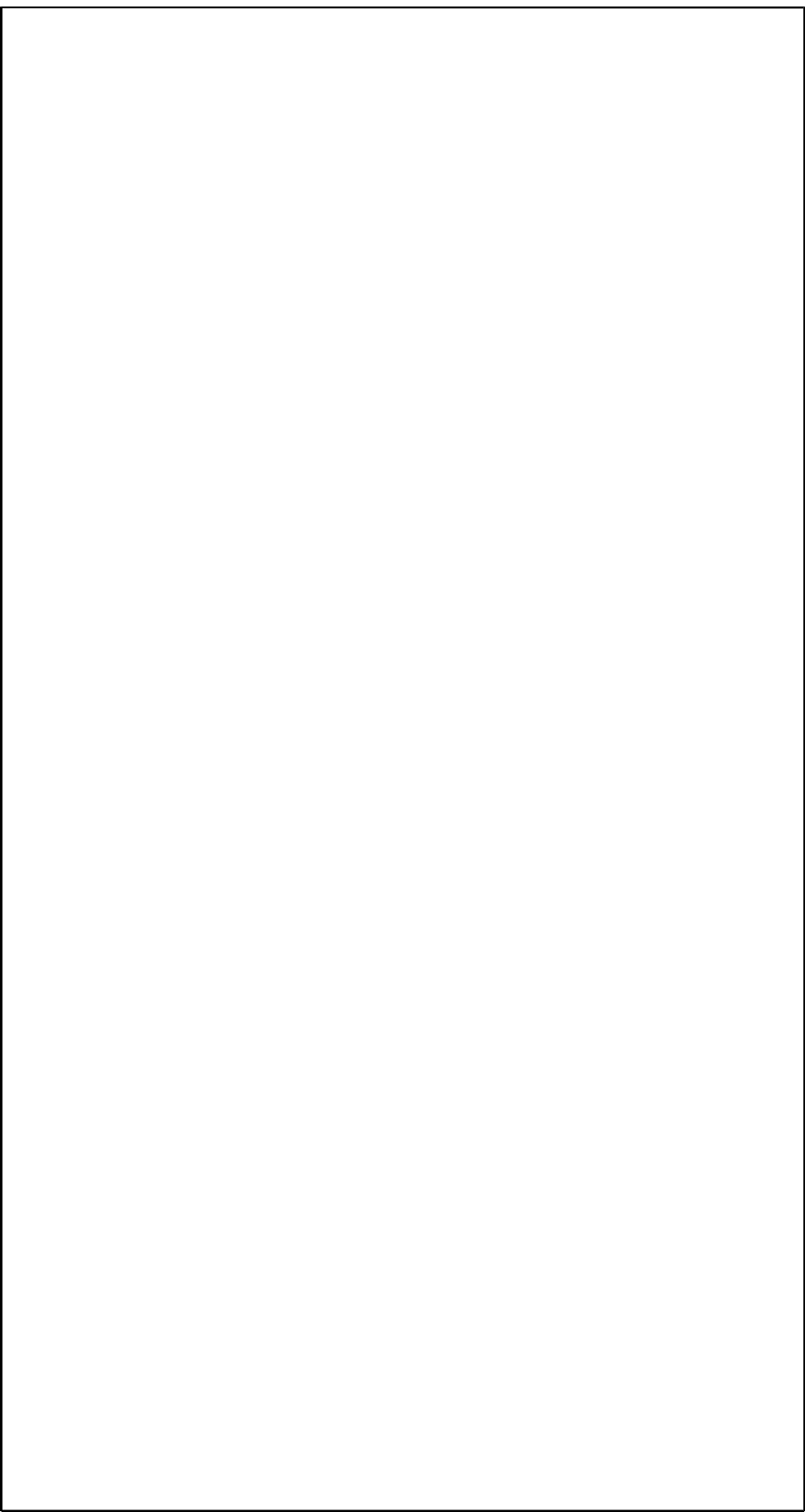
ACTIVITY INSTRUCTIONS:

1. Show the cadets the *Flags* Heritage Minutes video.
2. Divide the cadets into teams of three or four.
3. Distribute copies of the “Design Your Own Flag” template located at Appendix 1 and markers / coloured pencils to each team.
4. Have each team choose whether their flag will represent their municipality, province or country.
5. Give the teams 15 min to create their own flag. Tell the cadets the design and colour of the flags must reflect team consensus.
6. Give each team 2–3 min to present their flag, describe its features and explain their design choice to the rest of the teams. If there are four or more teams, pair them and have the cadets present their flag to another team.
7. Give the cadets 5 min to reflect / discuss the challenges of forming a consensus. Suggested questions for discussion include:
 - (a) What was the process your team used to reach a consensus?
 - (b) How easy / difficult was it for your team to reach a consensus regarding the design / creation of your flag?
 - (c) In the end, did all of the team members agree?
8. Display the flags at the corps / squadron for all to enjoy.

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DESIGN YOUR OWN FLAG

Use the template below to create your own flag. Your flag should reflect group consensus and can represent a nation, province or municipality.

A large, empty rectangular box with a thin black border, intended for the user to design their own flag. The box is currently blank.

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SUGGESTED ACTIVITIES: *SAM STEELE* VIDEO

ACTIVITY: "I WANT TO BE A CANADIAN"

TIME: 15 min

TRAINING LEVEL: 1–4

PRE-ACTIVITY INSTRUCTIONS:

Gather the required resources:

- Flipchart paper,
- Pens / pencils, and
- Markers.

ACTIVITY INSTRUCTIONS:

1. Show the cadets the *Sam Steele* Heritage Minutes video.
2. Divide the cadets into teams of three or four.
3. Distribute flipchart paper, pens / pencils and markers to each team.
4. Give the teams 5 min to brainstorm and compile a list of characteristics and attributes that they feel exemplify the Canadian spirit.
5. Give each team 2–3 min to present and explain their list to the other groups.
6. After all of the teams have presented, have the cadets compare the lists to identify common characteristics and compile a master list.
7. Display the master list for the rest of the corps / squadron to see.

SUGGESTED ACTIVITIES: SAM STEELE VIDEO

ACTIVITY: ENTRANCE TO CANADA EXAM

TIME: 15 min

TRAINING LEVEL: 1–4

PRE-ACTIVITY INSTRUCTIONS:

Gather the required resources:

- Entrance to Canada Exam located at Appendix 1, and
- Pens / pencils.

ACTIVITY INSTRUCTIONS:

1. Show the cadets the *Sam Steele* Heritage Minutes video.
2. In this role-play, the instructor will play “Sam Steele” and the cadets will play groups of people attempting to get into Canada.
3. Divide the cadets into teams of three or four to answer the questions in a role-play.
4. Have the cadets take the “Entrance to Canada Exam” administered by Sam Steele and answer ten of the questions correctly in order to “gain entry into Canada.”
5. Alternatively, have the cadets complete the written exam individually and hand them in to be marked by “Sam Steele.”



You may portray “Sam Steele” as a role-play in a realistic fashion, which could include wearing a Mountie uniform.

ENTRANCE TO CANADA EXAM

Congratulations! You have just arrived at the US – Canada border. In order to gain entrance, you must correctly answer 10 of the questions below:

- Q1. Canada is made up of five distinct regions. Name three of them.**
A. Atlantic, Central, Prairie, West Coast, Northern.
- Q2. What are the two official sports of Canada?**
A. Hockey and lacrosse.
- Q3. What is Canada's motto?**
A. English - From sea to sea, French - D'un océan à l'autre, Latin - A Mari Usque Ad Mare.
- Q4. Does Canada hold sovereignty over the North Pole?**
A. No.
- Q5. What is the floral emblem of Canada?**
A. Maple leaf.
- Q6. What is the national animal of Canada?**
A. The beaver.
- Q7. The Canadian Coat of Arms has two animals holding up the shield. What are the two animals?**
A. A lion and a unicorn.
- Q8. What are the three orders of government in Canada?**
A. Federal, provincial / territorial, and municipal.
- Q9. Who is Canada's Head of State?**
A. The Monarch.
- Q10. What is Canada's system of government called?**
A. Parliamentary democracy and constitutional monarchy.
- Q11. How are members of Parliament chosen?**
A. Elected by Canadian citizens.
- Q12. Name six responsibilities of citizenship.**
A. Vote, help others, care for our heritage and environment, obey Canada's laws, respect the rights of others, and eliminate injustice.
- Q13. How is the Prime Minister chosen?**
A. The leader of the party with the most elected representatives becomes the Prime Minister.
- Q14. What are the three main groups of Aboriginal peoples?**
A. First Nations, Métis and Inuit.

Q15. What are the two official languages of Canada?

A. French and English.

Q16. What do you call the Sovereign's representative in the provinces?

A. Lieutenant-Governor.

Q17. What does confederation mean?

A. Joining of provinces to make a new country.

Q18. What does it mean to say Canada is a constitutional monarchy?

A. Canada's Head of State is a hereditary sovereign (Queen or King) who reigns in accordance with the constitution.

Q19. What is the meaning of the Remembrance Day poppy?

A. To remember the sacrifice of Canadians who have served or died in wars up to the present day.

Q20. When is Canada Day and what does it celebrate?

A. The anniversary of Confederation - July 1st of each year.

SUGGESTED ACTIVITY: *NELLIE MCCLUNG* VIDEO

ACTIVITY: THE RIGHT TO VOTE

TIME: 30 min

TRAINING LEVEL: 1–2

PRE-ACTIVITY INSTRUCTIONS:

Gather the required resources:

- Flipchart paper,
- Pens / pencils, and
- Markers.

ACTIVITY INSTRUCTIONS:

1. Show the cadets the *Nellie McClung* Heritage Minutes video.
2. Divide the cadets into teams of three or four.
3. Distribute flipchart paper and markers to each group.
4. Give the teams 10 min to brainstorm and compile a list of reasons why it is important for all Canadian citizens to have the right to vote.
5. Give each team 2–3 min to present and justify their list to the rest of the teams.
6. After all of the teams have presented, have the cadets compare the lists to identify common reasons and compile a master list.
7. Give the cadets 5 min to discuss other voting issues. Suggested questions for discussion can include:
 - (a) Should a Canadian citizen ever lose the right to vote?
 - (b) Should prisoners be allowed to vote?
8. Display the master list for the corps / squadron to see.

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SUGGESTED ACTIVITIES: AVRO ARROW VIDEO

ACTIVITY: "CANADIAN OR NOT" GAME

TIME: 30 min

TRAINING LEVEL: 1–4

PRE-ACTIVITY INSTRUCTIONS:

- Gather the required resources:
 - "Canadian or NOT" flashcards at Appendix 1 (1 set per team),
 - Flipchart paper,
 - Pens / pencils, and
 - Markers.
- Photocopy the "Canadian or NOT" flashcards and cut them into individual cards.



Powerpoint slides can also be created to represent the flashcards. Feel free to create additional cards.

ACTIVITY INSTRUCTIONS :







1. Show the cadets the *Avro Arrow* Heritage Minutes video.
2. Divide the cadets into teams of three or four.
3. Select 15 items from the Canadian list and 10 items from the "Not" list to create flashcards or slideshow questions.
4. Show the cadets flashcards with the name / picture of either a Canadian invention or foreign invention.
5. Allow the teams time to discuss briefly and decide if the invention being displayed is "Canadian or NOT." Have an instructor / cadet keep score.
6. Repeat Steps 4 and 5 until all 25 flashcards have been seen by the cadets.
7. Declare the team with the most points at the end of the 25 cards the "Great Canadian Know-it-Alls."


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CANADIAN OR NOT?

Select 15 items from the Canadian list and 10 items from the “Not” list to create flashcards or slideshow questions. Feel free to add your own items.

CANADIAN	NOT
<p data-bbox="224 506 347 533">Blue Box</p> 	<p data-bbox="894 506 1018 533">Bar Code</p> 
<p data-bbox="224 949 310 976">Zipper</p> 	<p data-bbox="894 949 1105 976">Electric Blanket</p> 

CANADIAN	NOT
<p data-bbox="77 233 224 262">Anti-G suit</p> 	<p data-bbox="748 233 829 262">Glider</p> 
<p data-bbox="77 829 224 858">Blackberry</p> 	<p data-bbox="748 829 971 858">DNA Sequencing</p> 
<p data-bbox="77 1365 235 1394">Paint Roller</p> 	<p data-bbox="748 1365 899 1394">Eyeglasses</p> 

CANADIAN	NOT
<p data-bbox="224 233 454 262">Heart Pacemaker</p> 	<p data-bbox="893 233 1088 262">Artificial Heart</p> 
<p data-bbox="224 764 552 793">Universal Standard Time</p> 	<p data-bbox="893 764 990 793">Aspirin</p> 
<p data-bbox="224 1247 438 1276">Prosthetic Hand</p> 	<p data-bbox="893 1247 1031 1276">Safety Pin</p> 

CANADIAN	NOT
<p data-bbox="77 233 170 260">Insulin</p> 	<p data-bbox="748 233 894 260">Matchstick</p> 
<p data-bbox="77 825 310 852">Robertson Screw</p> 	<p data-bbox="748 825 873 852">Paperclip</p> 
<p data-bbox="77 1302 180 1329">Pablum</p> 	<p data-bbox="748 1302 834 1329">Pencil</p> 

CANADIAN	NOT
<p data-bbox="224 233 440 262">Pealess Whistle</p> 	<p data-bbox="893 233 1023 262">Tetra Pak</p> 
<p data-bbox="224 665 354 695">Lightbulb</p> 	<p data-bbox="893 665 1125 695">Pencil Sharpener</p> 
<p data-bbox="224 1173 483 1203">Electric Wheelchair</p> 	<p data-bbox="893 1173 1065 1203">Stethoscope</p> 

CANADIAN	NOT
<p data-bbox="77 233 191 260">CADPAT</p> 	<p data-bbox="748 233 870 260">Gore Tex</p> 
<p data-bbox="77 730 240 758">Goalie Mask</p> 	
<p data-bbox="77 1274 215 1302">Plexiglass</p> 	

CANADIAN	NOT
<p data-bbox="224 254 435 285">Alkaline Battery</p> 	
<p data-bbox="224 741 375 772">Egg Carton</p> 	
<p data-bbox="224 1188 399 1220">Garbage Bag</p> 	

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SUGGESTED ACTIVITIES: GREY OWL VIDEO

ACTIVITY: WHY MOVE TO CANADA?

TIME: 30 min

TRAINING LEVEL: 1–4

PRE-ACTIVITY INSTRUCTIONS:

Gather the required resources:

- Flipchart paper,
- Pens / pencils, and
- Markers.

ACTIVITY INSTRUCTIONS:

1. Show the cadets the *Grey Owl* Heritage Minutes video.
2. Divide the cadets into teams of three or four.
3. Distribute flipchart paper and markers to each team.
4. Give the teams 15 min to brainstorm and answer the following question: “*What is it about Canada that makes people from all over the world decide to move here and become citizens?*”
5. Give each team 2–3 min to present their answers to the rest of the teams.
6. After all of the teams have presented, have the cadets compare the answers to compile a master list.
7. Display the master list for the rest of the corps / squadron to see.

SUGGESTED ACTIVITIES: *GREY OWL* VIDEO

ACTIVITY: "LET'S MARKET CANADA"

TIME: 60 min

TRAINING LEVEL: 3–4

PRE-ACTIVITY INSTRUCTIONS:

Gather the required resources:

- Canada: "The" Place to Live! fact-sheet template located at Appendix 1,
- Flipchart paper,
- Pens / pencils, and
- Markers.

ACTIVITY INSTRUCTIONS:

1. Show the cadets the *Grey Owl* Heritage Minutes video.
2. Divide the cadets into teams of three or four.
3. Distribute flipchart paper, markers and fact-sheet template to each team.
4. Give the teams 35 min to create a marketing campaign to sell Canada around the world, including a poster, a slogan and a fact-sheet of reasons why Canada is "the place to live."
5. Give each team 5 min to present their campaign to the rest of the teams.
6. Declare the team with the most convincing campaign the "Canadian Marketeers."
7. Display campaign materials for the rest of the corps / squadron to enjoy.

CANADA

"The" Place to Live!

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SUGGESTED ACTIVITY: HERITAGE MINUTES VIDEO

ACTIVITY: STORYBOARD / DIY HERITAGE MINUTES VIDEO

TIME: 60 min

TRAINING LEVEL: 1–4

PRE-ACTIVITY INSTRUCTIONS:

Gather the required resources:

- Storyboard template located at Appendix 1,
- Pens / pencils,
- Markers, and
- Video recording devices, if available.

ACTIVITY INSTRUCTIONS:

1. Show the cadets two or three of the Heritage Minutes videos.
2. Divide the cadets into teams of three or four.
3. Distribute copies of the Heritage Minutes video template and pencils to each team.
4. Have each team choose a prominent Canadian figure, event or symbol to be the subject of their own one-minute Heritage Minutes video.
5. Give the teams 20 min to brainstorm their own concept for a one-minute “Heritage Minutes” video and create a basic script / stick figure storyboard using the template provided.
6. If resources allow, have the teams record their videos in addition to creating a storyboard. A variety of devices can be used, such as cell phones, digital cameras, or video cameras.
7. Give each team 2–3 min to explain their concept and present their storyboard / video to the rest of the teams.
8. The corps / squadron Commanding Officer may authorize exceptional videos to be uploaded to corps / squadron websites / Youtube channels or shown at Annual Ceremonial Reviews, Mess Dinners, etc.

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HERITAGE MINUTES VIDEO
STORYBOARD TEMPLATE

Name of Project: _____

Group Members: _____



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COMMON TRAINING
ALL TRAINING LEVELS
INSTRUCTIONAL GUIDE



SECTION 8

EO MX01.01H – PARTICIPATE IN CITIZENSHIP LEARNING STATIONS

Total Time:

One session (3 periods) = 90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

This IG supports EO MX01.01H (Participate in Citizenship Learning Stations) located in A-CR-CCP-701/PG-001, *Royal Canadian Army Cadets Green Star Qualification Standard and Plan*, Chapter 4.

Select learning stations, and plan and prepare activities. Learning station activities are located at Annexes A–M.

Learning Station	Annex	Self-Directed	Instructor Directed	Time		Trg Lvl	
				15 min	30 min	1-2	3-4
Rights and Responsibilities of Canadian Citizens	A	X	X	X		X	X
Great Canadian Trivia Game	B	X	X	X		X	X
History of Canada in 30 Min or Less	C		X		X	X	X
Canadian Contributions: Parking Spaces	D	X	X		X	X	
Canadian Contributions: Great Canadians	E	X	X		X		X
How Canadians Govern Themselves	F		X		X	X	X
Elections	G		X	X		X	X
Canadian Justice System	H	X	X		X	X	X
Canadian Symbols: Treasure Hunt	I		X		X	X	
Canadian Symbols: Coat of Arms	J	X	X		X		X
Canada's Economy	K	X			X	X	X
Canada's Regions: Symbols Map	L	X	X		X	X	
Canada's Regions: Worksheet	M	X			X		X

In addition to the suggested activities at Annexes A–M, instructors may choose to create their own interactive, challenging and fun activities.

Gather the required resources for the selected activities, as well as a stop watch or other timer. Some learning stations require assistant instructors.

PRE-LESSON ASSIGNMENT

Nil.

INTRODUCTION

APPROACH

An in-class activity was chosen for this lesson as it is a fun and interactive way to build on the cadets' knowledge of citizenship.

REVIEW

Nil.

OBJECTIVES

By the end of this session the cadets shall have gained an understanding of citizenship topics covered in the selected learning stations.

IMPORTANCE

It is important for cadets to understand our national history, government, identity and values in order to help them become responsible citizens and members of their communities.

ACTIVITY

1. Divide the cadets into teams of four.
2. Arrange a system of rotation for groups to move through the stations. Explain the procedure for moving from one station to the next, the time allotted for each station and the signal to switch.
3. Assign each team to their first learning station.
4. Supervise and provide guidance where necessary.

CONCLUSION

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

It is important for cadets to participate in citizenship learning stations to develop an understanding of their roles and history as Canadian citizens.

INSTRUCTOR NOTES / REMARKS

There are numerous potential leadership opportunities for cadets when conducting these learning stations:

- Phase Five / Master Cadet / Proficiency Level Five cadets may plan, prepare and conduct the learning stations activity as a leadership project IAW PO 503 (Lead Cadet Activities); and
- Phase Three / Silver Star / Proficiency Level Three, Phase Four / Gold Star / Proficiency Level Four, and Phase Five / Master Cadet / Proficiency Levels Five cadets may complete leadership assignments, such

as leading or supervising individual learning stations, IAW POs 303 (Perform the Role of a Team Leader), 403 (Act as a Team Leader), and 503 (Lead Cadet Activities).

REFERENCES

Citizenship and Immigration Canada. (2012). *Discover Canada: The rights and responsibilities of Citizenship*. Retrieved March 12, 2013 from <http://www.cic.gc.ca/english/pdf/pub/discover.pdf>

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RIGHTS AND RESPONSIBILITIES OF CITIZENS

OBJECTIVE: The aim of this learning station is to familiarize cadets with the rights and responsibilities of Canadian citizens, and have them consider their connection to those rights and responsibilities.

TIME: 15 min

TRAINING LEVEL: 1-4

PRE-ACTIVITY INSTRUCTIONS:

- This activity may be assigned an instructor or be self-directed by the cadets.
- Provide a quiet space with a table and seating for all team members.
- Gather the required resources:
 - Rights and Responsibilities instruction sheet at Appendix 1 (1 copy),
 - Rights and Responsibilities of Canadian Citizens handout at Appendix 2 (enough for each team),
 - Citizens' Wall sheet at Appendix 3 (1 copy),
 - Flipchart and markers, and
 - Masking tape.
- Print the Rights and Responsibilities of Canadian Citizens handouts and place on the table.
- Post the Rights and Responsibilities instruction sheet on the wall or tape it to the table.
- Leave a separate area on the wall – The Citizens' Wall – for teams to post their finished lists of rights and responsibilities next to the Citizens' Wall sheet (ideally, this space should be away from the table and on the way to the next station).

ACTIVITY INSTRUCTIONS:

Have the cadets read and follow the Rights and Responsibilities instruction sheet.

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INSTRUCTIONS: RIGHTS AND RESPONSIBILITIES

Congratulations! You have just founded your own new country. Your first order of business is to decide what rights and freedoms your citizens will enjoy and what their responsibilities will be.

1. Read the rights and responsibilities of Canadian citizens.
2. Discuss. Will your country have the same rights and responsibilities? Why or why not?
3. Brainstorm ideas and write the list of Rights and Responsibilities for your country on the flipchart.
4. Add your list to the Citizens' Wall, and take a moment to compare your list to other teams' and discuss.

Things to think about...

- ♦ *In some countries, like Norway and Israel, citizens must serve in the military. How would life in your country be different than in Canada if you had this responsibility?*
- ♦ *Switzerland has four national languages. How many official languages would your country have? How would your citizens' rights reflect this?*
- ♦ *There was a time when only men could vote or be elected in Canada. Now all citizens over 18 can vote. Who would be allowed to vote in your country, and how will this affect their responsibilities?*

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RIGHTS AND RESPONSIBILITIES OF CANADIAN CITIZENS

Rights and Freedoms

Canadians are free to: follow the religion of their choice; hold and express their own opinions; assemble peacefully in support of a cause; and make or join groups that promote a common interest. In 1982, the Constitution of Canada was amended to include the Canadian Charter of Rights and Freedoms, which explains our fundamental freedoms and sets out additional rights. Some of these are:

Equality – the law protects everyone equally and does not discriminate against anyone.

Mobility – you are allowed to live anywhere in Canada, and to leave the country if you wish.

Democratic – once you turn 18, you have the right to vote and run for political office.

Legal – if you are accused of a crime, you are presumed innocent unless proven guilty and have a right to be represented by a lawyer in a court of law. You are also allowed to have an interpreter during court proceedings.

Language – the Canadian government gives English and French equal rights and privileges, and you can communicate with them in either official language.

If any Canadian feels that their rights have been violated, they are allowed to address that violation in court.

Responsibilities

Rights always come with responsibilities. Some of your responsibilities as a Canadian are to:

Understand and obey the law

Allow other Canadians to enjoy their rights and freedoms

Vote and to participate in the democratic political system

Appreciate and help preserve Canada's environment and multicultural heritage

Be an active and helpful member of the community

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Rights and Responsibilities of Canadian Citizens

CITIZENS' WALL

Post the list of your country's rights and responsibilities here. How does your list compare to the others displayed on this wall?

Do you agree with their decisions?
Why or why not?

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THE GREAT CANADIAN TRIVIA GAME

OBJECTIVE: The aim of this learning station is to familiarize cadets with Canadian history and culture.

TIME: 15 min

TRAINING LEVEL: 1-4

PRE-ACTIVITY INSTRUCTIONS:

- This activity may be assigned an instructor or be self-directed by the cadets.
- Gather the required resources:
 - Great Canadian Trivia Game Instruction sheet located at Appendix 1 (1 copy),
 - Great Canadian Trivia Game game cards located at Appendix 2 (one set), and
 - Paper and pens or markers for the cadets to make score sheets.
- Print, cut and fold trivia cards so that the answer (with the picture) is hidden on the inside—if available, card stock will work well.
- Set up this learning station in an area where the players will not disrupt other cadets—it may be a noisy game.
- Set up seating for all players.
- Place trivia cards in a bowl, hat, helmet, etc. for players to draw from.
- Post the instruction sheet somewhere visible.
- Material for additional trivia questions may be found at www.101things.ca and www.thecanadianencyclopedia.com.

ACTIVITY INSTRUCTIONS:

Have cadets read and follow the instruction sheet.

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WELCOME TO THE GREAT CANADIAN TRIVIA GAME!

It's time to test your knowledge of Canadian history and culture! Here's how to play the game:

1. Divide your team in two. One half will be playing against the other.
2. Make a score sheet for your game on the paper provided.
3. Choose a side to go first. A member of the opposing side will get to ask the question.
4. Draw a question card. You can open it, but don't show anyone the answer inside. Read the question on the outside, followed by the multiple choice options.
5. If the side guessing gets the question wrong, the other side can steal by getting the right answer (but the person asking can't help them!). Go back and forth between the teams until the correct answer is found.
6. Once someone says the correct answer, open the card and read the inside to the team. You can show the picture, too.
7. Record correct answers on the score sheet. Basic cards are worth 1 point, Intermediate 2 points and Expert 3 points.
8. Know all the answers? Make up some Canadian trivia questions of your own and see if the other team can answer them!

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The Village. Early European explorers may have believed the Iroquois word "Kanata," which refers to any settlement, was the name of the country. However it came about, the name represents Canada as a welcoming community of neighbours.



Fold

Fold

Cut




Aboriginal peoples. One of Canada's most famous artists is painter Norval Morrisseau, called Copper Thunderbird, whose work reflects his aboriginal heritage.

The Underground Railroad brought fleeing slaves safely to Canada, and many of them decided to settle here. Mary Ann Shadd Cary, whose parents were part of the Underground Railroad, became an activist for African-Canadian rights and Canada's first female publisher.




Charlottetown, P.E.I. Interestingly, P.E.I. didn't become part of Canada with New Brunswick, Nova Scotia, Ontario and Quebec in 1867, but joined later in 1873. The bridge that connects N.B. and P.E.I. is called the Confederation Bridge in honour of Charlottetown's role in the birth of the country.



 **Basic**

The word "Canada" most likely comes from a First Nations word that means:

- a) The river
- b) The village
- c) The maple tree
- d) The place with snow

 **Basic**


The First Nations, Inuit and Metis, descendents of the first people to live in this country, are Canada's...

- a) Aboriginal peoples
- b) Founding fathers
- c) Official culture
- d) National peoples

 **Basic**

Upper Canada was the first British colony to work to abolish slavery. Many former slaves escaped to Canada from the U.S. through a network called the:

- a) Trans-Canada Trail
- b) Anti-Slavery Network
- c) Underground Railroad
- d) Canadian Red Cross

 **Basic**

Canada officially became a country on July 1, 1867, but it was a long process. The first conference about confederation was in 1864. Where was it held?

- a) Ottawa, Ont.
- b) Halifax, N.S.
- c) Montreal, Que.
- d) Charlottetown, P.E.I.

Vikings. These Icelandic explorers established a settlement in what is now known as L'Anse aux Meadows, Newfoundland and Labrador, over a thousand years ago.



Fold

Fold

Cut

Louis Riel was eventually executed for treason for his role in armed uprisings against the government, but he is regarded by many Canadians as a defender of Métis rights. The government established the province of Manitoba and the North West Mounted Police (now the RCMP) in response to Riel's rebellion.



Laura Secord lived in American-occupied territory that is now part of Ontario. The information she passed on helped the British defeat the Americans. Laura Secord Chocolates was named in her honour on the 100th anniversary of her trek.



Acadians. Many present-day Acadians live in New Brunswick, Canada's only bilingual province. The word "Cajun" comes from Acadians who moved to Louisiana after losing their homes to the British in the 1770s.



Acadian Flag



Intermediate

Many Canadians are descended from European immigrants. But who were the very first Europeans to visit North America?

- a) The French
- b) The English
- c) The Vikings
- d) The Russians



Intermediate

The Métis are a distinct Canadian culture with both Aboriginal and European ancestry. Which Métis leader started a rebellion that resulted in the formation of both Manitoba and the RCMP?

- a) William Lyon Mackenzie
- b) Louis Riel
- c) Laura Secord
- d) Sir Isaac Brock



Intermediate

In the War of 1812, the United States tried to invade Upper Canada. Which Canadian heroine traveled 30 km to warn the British army of an impending American attack?

- a) Jeanne Mance
- b) Mary Ann (Shadd) Carey
- c) Laura Secord
- d) Florence Nightingale



Intermediate

The descendants of French colonists who settled the Atlantic provinces in the 1600s are called...

- a) Acadians
- b) Quebecois
- c) Métis
- d) Haligonians

Dominion Day, because Canada's official name was the Dominion of Canada. The term came from a section of the Bible that described "dominion from sea to sea and from the river to the ends of the earth," and was chosen because it reflected the image of a strong, united Canada.



Fold

Fold

Cut

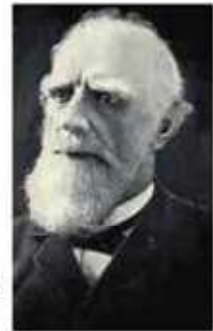
Loyalists were American colonists still loyal to Britain. They settled in Canada, and many Canadian communities and institutions now bear the word "loyalist" in their names. Though an independent country, Canada remains part of the Commonwealth.



Scotland. Many Canadians' ancestors came from Scotland and Ireland. Nova Scotia actually means "New Scotland." Canada's culture is influenced by the cultures of the people who make up our country, and the military in particular keeps many Scottish traditions.



Lord Strathcona was also a great supporter of Cadets, and Banff, Canada's first national park, was named after his birthplace in Scotland. The railroad was actually built by Chinese and European immigrants, often under terrible conditions. Banff was founded after some of these railroad workers discovered beautiful hot springs in the Rocky Mountains of Alberta.





Expert

On July 1, we celebrate Canada Day, but prior to 1982, it had a different name. What was it originally called?

- a) Independence Day
- b) Confederation Day
- c) Dominion Day
- d) Happy Birthday Canada



Expert

During the American Revolution, Canada became a safe haven for supporters of the British. What were they called?

- a) Monarchists
- b) Loyalists
- c) Rebels
- d) Pacifists



Expert

Canada's first Prime Minister was Sir John Alexander Macdonald, one of the Fathers of Confederation. Where was he born?

- a) Scotland
- b) Canada
- c) England
- d) The United States



Expert

The Canadian Pacific Railway (CPR) was completed in 1885. The director of CPR was Donald Smith, otherwise known as:

- a) Lord Beaverbrook
- b) Lord Strathcona
- c) The Duke of Edinburgh
- d) Lord Durham

Astronauts. Marc Garneau became the first Canadian in space in 1984. Canada has contributed personnel and technology to many space missions. The "Canadarm" mechanical arms mounted on space shuttles and the International Space Station were designed and built in Canada.



Fold

Fold

Cut

British Columbia. Terry Fox started his "Marathon of Hope" in Newfoundland, running the equivalent of a marathon each day with a prosthetic leg. Though he was never able to reach his goal, Canadians across the country run to raise money for cancer research each year in his memory.



Asia. Chinese languages are among the most commonly spoken at home by Canadians. Every year, communities all over the country celebrate Chinese New Year and other Asian traditions.



Dr. Emily Stowe was also the first woman to practice medicine in Canada. Thanks to her efforts and those of other suffragettes, women gained the right to vote starting in 1916.



 **Basic**

Roberta Bondar, Marc Garneau and Chris Hadfield are the names of Canadian....

- a) Inventors
- b) Astronauts
- c) Prime Ministers
- d) Archaeologists

 **Basic**

Terry Fox was a young man who began a cross-Canada run to raise money for cancer research. What province was he from?

- a) Newfoundland and Labrador
- b) Ontario
- c) British Columbia
- d) Saskatchewan

 **Intermediate**

Immigrants have come to Canada from all over the world, but since the 1970s, most new Canadians come from one particular area. Where is it?

- a) Africa
- b) Asia
- c) Europe
- d) South America

 **Expert**

At one time, only adult men who owned property were allowed to vote. The movement to give women a vote was led by:

- a) Dr. Emily Stowe
- b) Jean Chretien
- c) Laura Secord
- d) The province of Manitoba

HISTORY OF CANADA IN 30 MIN OR LESS

OBJECTIVE: The aim of this learning station is to familiarize cadets with some key events in Canadian history.

TIME: 30 min

TRAINING LEVEL: 1–4

PRE-ACTIVITY INSTRUCTIONS:

- Assign an instructor to this activity.
- Provide an area large enough for all team members with a table and ample wall space to display cards. Ideally, this space should be away from the table and on the way to the next station.
- Gather the required resources:
 - History of Canada in 30 Min or Less timeline cards at Appendix 1 (1 set per team),
 - History of Canada in 30 Min or Less answer key at Appendix 2, and
 - Masking tape.
- Print a set of the History of Canada in 30 Min or Less timeline cards for each team. Cut them into individual cards and place them on the table.
- Post the History of Canada in 30 Min or Less activity instruction sheet on the wall or tape it to the table.

ACTIVITY INSTRUCTIONS:

1. Divide the cadets into two teams.
2. Give the teams 15 min to arrange their timeline cards in chronological order and post them on the wall using the masking tape.
3. Check the answer key to determine if each team's timeline is arranged correctly.
4. If there is enough time remaining in the activity, give the cadets the chance to adjust the order of their cards.
5. Declare the team with the most events in the correct order the "Canadian History Buffs."

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HISTORY OF CANADA

IN 30 MINUTES OR LESS



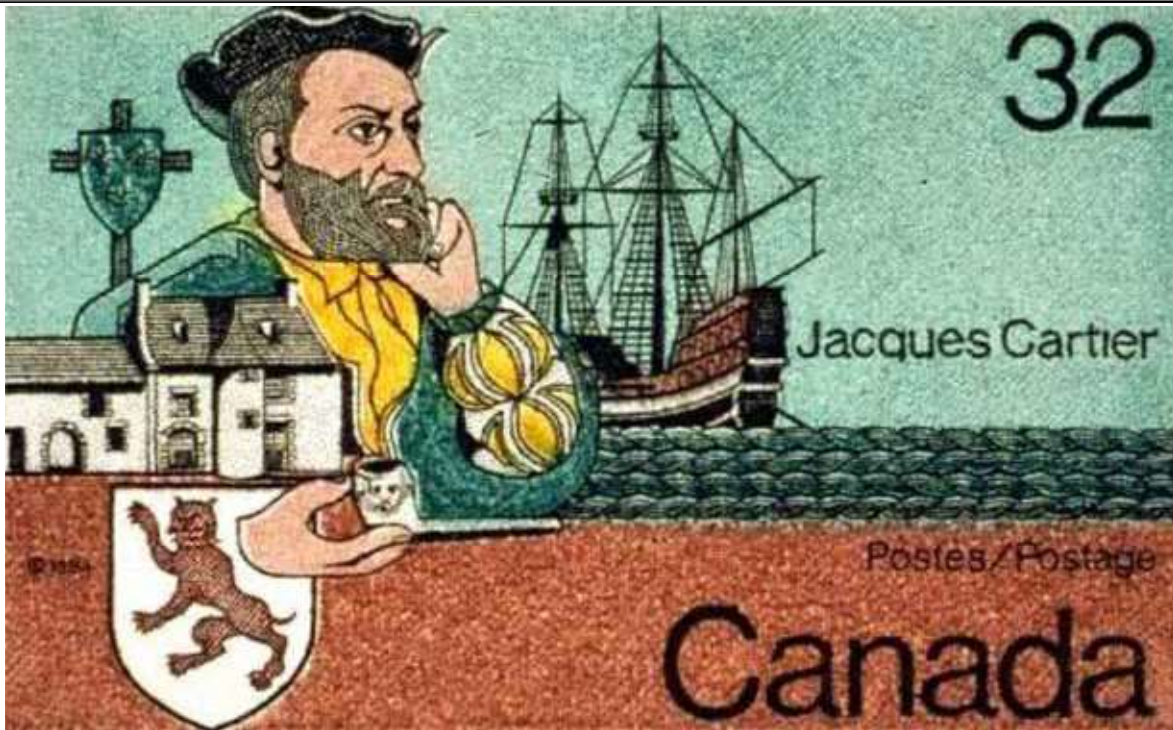
Prehistoric hunters cross over into Canada from Asia



Leif Ericsson leads a Viking expedition to the New World



John Cabot reaches Newfoundland



Jacques Cartier first explores the St. Lawrence region



Samuel de Champlain establishes a French colony at Quebec City



Hudson's Bay Company is formed



Expulsion of the Acadians



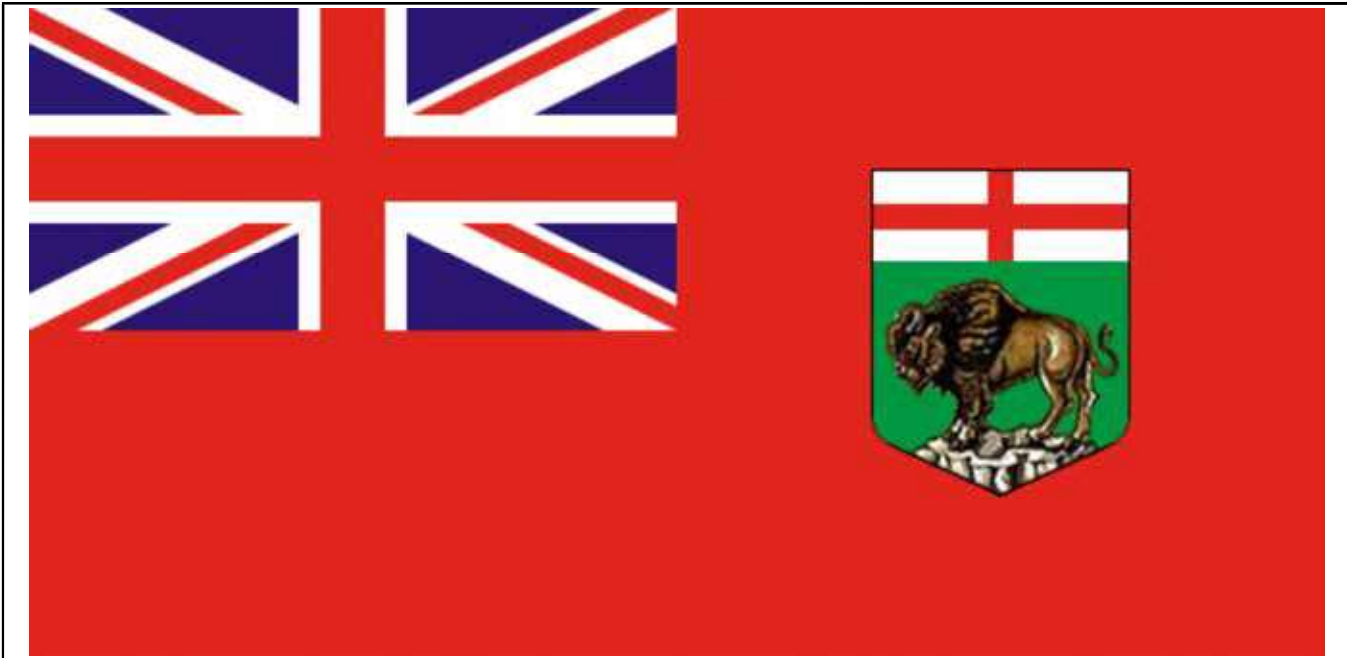
Battle of the Plains of Abraham: Quebec City is captured



War of 1812: U.S. invades Canada



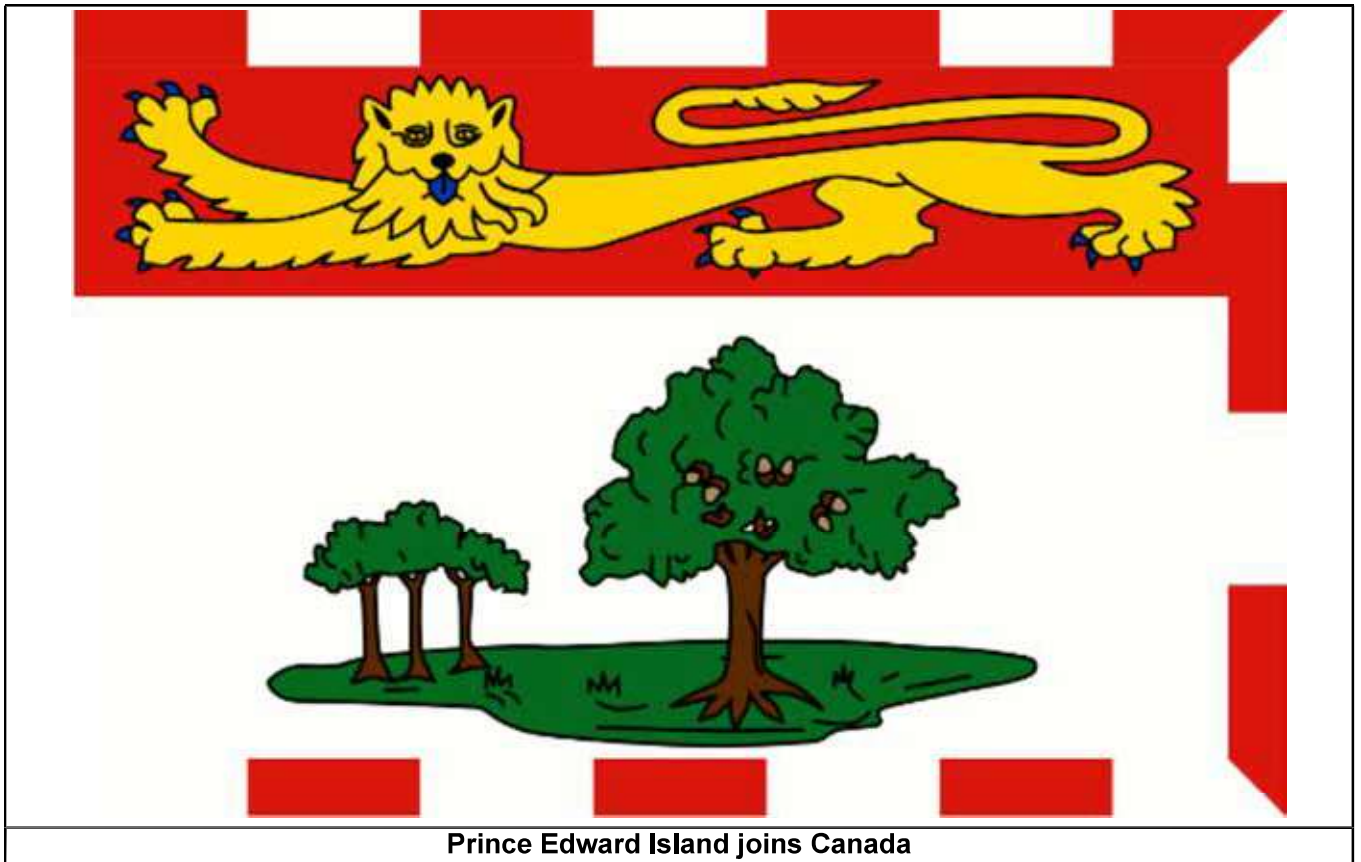
Confederation (first four provinces: Quebec, Ontario, N.S., and N.B.)



Province of Manitoba is created



British Columbia joins Canada





Canadian Pacific Railway is completed



The provinces of Alberta and Saskatchewan are created



World War I



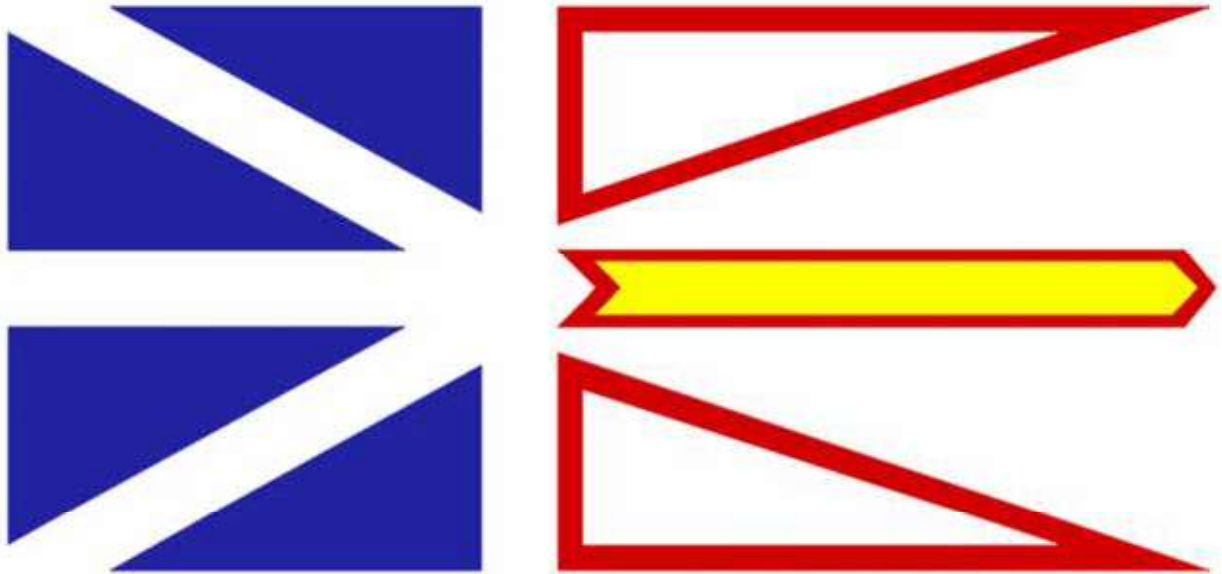
Women win the vote in Manitoba, Saskatchewan, and Alberta



The Great Depression



World War II



Newfoundland joins Canada



Korean War



St. Lawrence Seaway (major transportation route) officially opens



Native Canadians win the right to vote



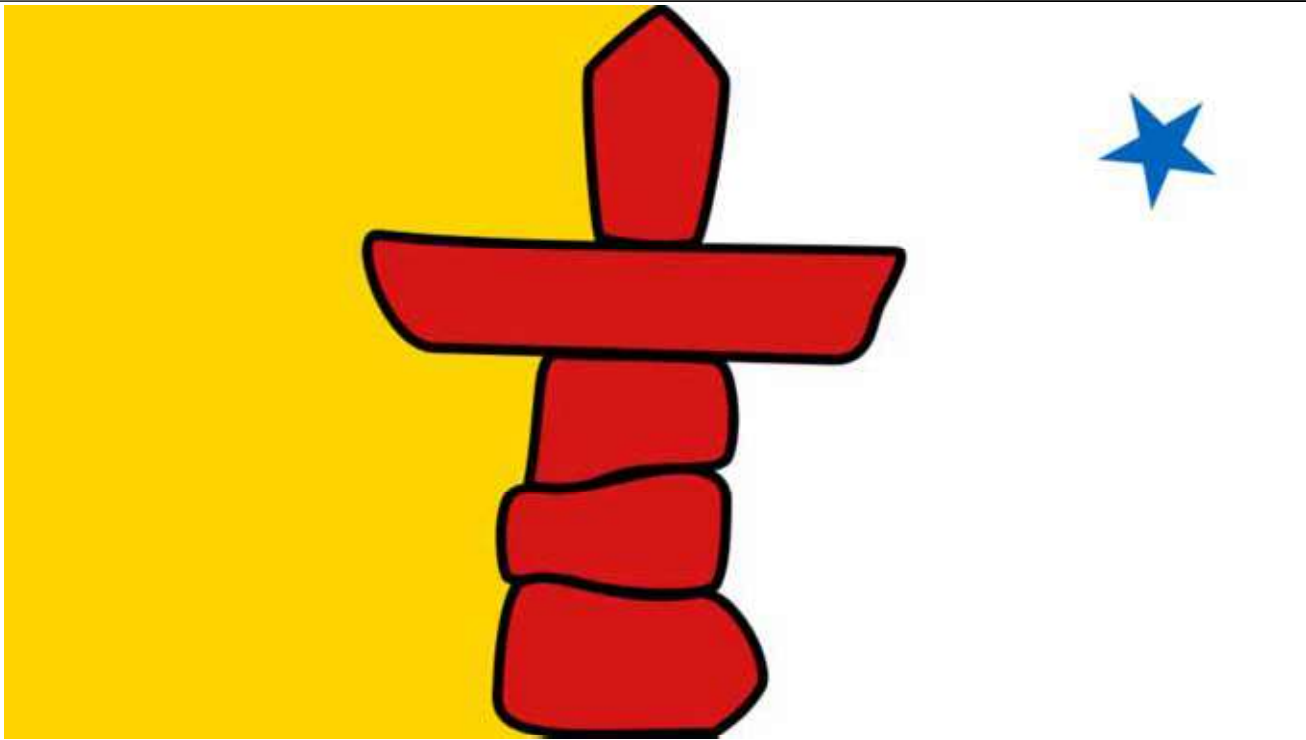
Canada gets its own flag



October Crisis: political kidnappings, Ottawa suspends civil rights



Constitution comes home — with a Charter of Rights and Freedoms



The new Arctic territory of Nunavut is created

HISTORY OF CANADA

IN 30 MINUTES OR LESS

Answer Key

DATE	EVENT
30,000–10,000 BC	Prehistoric hunters cross over into Canada from Asia
circa 1000 AD	Leif Ericsson leads a Viking expedition to the New World
1497	John Cabot reaches Newfoundland
1534	Jacques Cartier first explores the St. Lawrence region
1608	Samuel de Champlain establishes a French colony at Quebec City
1670	Hudson's Bay Company is formed
1755	Expulsion of the Acadians
1759	Battle of the Plains of Abraham: Quebec City is captured
1812–14	War of 1812: U.S. invades Canada
1867	Confederation (first four provinces: Québec, Ontario, N.S., and N.B.)
1870	Province of Manitoba is created
1871, 1873	B.C. and P.E.I. join Canada
1885	Canadian Pacific Railway is completed
1905	The provinces of Alberta and Saskatchewan are created
1914–18	World War I
1916	Women win the vote in Manitoba, Saskatchewan, and Alberta
1939–45	World War II
1949	Newfoundland joins Canada
1950–53	Korean War
1959	St. Lawrence Seaway officially opens
1960	Native Canadians given the right to vote
1965	Canada gets its own flag
1970	October Crisis, Ottawa suspends civil rights
1982	Constitution comes home — Charter of Rights and Freedoms
1999	The new Arctic territory of Nunavut is created

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CANADIAN CONTRIBUTIONS: PARKING SPACES

OBJECTIVE: The aim of this learning station is to familiarize cadets with some key Canadians' contributions to the nation and consider what their contribution may be.

TIME: 30 min

TRAINING LEVEL: 1–2

PRE-ACTIVITY INSTRUCTIONS:

- This activity may be assigned an instructor or be self-directed by the cadets.
- Set up a quiet space with a table and seating for all team members.
- Gather the required resources:
 - Parking Spaces Instructions sheet located at Appendix 1 (1 copy),
 - Parking Spaces Answers and Facts sheet located at Appendix 2 (1 copy),
 - Vehicle and Parking Spaces game cards sheets located at Appendix 3 (1 copy), (game cards may be printed on card stock for better durability),
 - Flipchart paper and markers, and
 - Masking tape.
- Cut out game cards, and cut a parking slot on the dotted line in each parking space card. Game cards may be laminated for repeated use.
- Post the Parking Spaces Answers and Facts sheet and the Parking Spaces Instructions sheet on the wall, so that the answers are covered by the instructions.

ACTIVITY INSTRUCTIONS:

Have the cadets read and follow the Parking Spaces Instructions sheet.

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PARKING SPACES INSTRUCTIONS

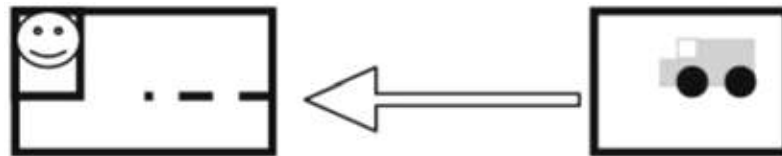
Part 1: Great Canadians

Some famous Canadians are going for familiarization rides with the cadets!

However, the drivers, pilots and commanders of these vehicles only have a description of the passengers they're supposed to be picking up, not the passenger's name.

Your mission: Help the drivers find their passengers by matching each vehicle to the correct person.

1. Working as a team, read each vehicle card and try to find the person the card describes. Be careful – some of them are tricky!
2. Remember that gliders can only “park” at the airport, G-wagons at the armoury (with the flag) and ORCA sea training vessels at the jetty.
3. When you figure out which vehicle goes where, “park” the vehicle card next to the corresponding person by sliding it into the slot on the parking space card, like this:



4. Once you're satisfied with all your matches, lift this sheet to check your answers and find out some cool facts about the people in this game! No cheating!

Part 2: What's your contribution?

You don't have to be a best-selling writer, a rock star or a scientist to be a good global citizen.

1. As a group, discuss what each member of your team could contribute to your community, your country or the world.
2. Your contribution could be something big, like changing government policy for the better, or something smaller like volunteering in the community.
3. Write each team member's name on the flip chart, and put their contribution next to it. Remember to take each person's skills, talents and interests into consideration!

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PARKING SPACES

ANSWERS AND FACTS

1 – H: Marshall MacLuhan

Cool Canadian Fact: MacLuhan also predicted the Internet years before it was developed!

2 – A: Emily Carr

Cool Canadian Fact: Carr was one of our first female artists, and is often associated with the famous Group of Seven who pioneered art in Canada.

3 – F: William Shatner

Cool Canadian Fact: Besides acting, Shatner is also a musician, author and film director.

4 – I: Arthur Lipsett

Cool Canadian Fact: The number of Princess Leia's cell in the first *Star Wars* movie, 21-87, came from the name of a short film by Lipsett. Lucas also credits Lipsett with the term "the force."

5 – J: The Montreal Royals

Cool Canadian Fact: Robinson was so beloved by Montreal baseball fans that a cheering crowd of them once followed him and his wife all the way from the ball field to the train station!

6 – E: Dr. David Suzuki

Cool Canadian Fact: Besides hosting TV and radio shows, Suzuki has written over 50 books – 15 of them for children!

7 – L: Glenn Gould

Cool Canadian Fact: Along with winning three Juno awards and five Grammy awards, Gould was made a Companion of the Order of Canada, but declined the honour because he felt he was too young to receive it.

8 – B: Cirque du Soleil

Cool Canadian Fact: Performers come from all over the world to join Cirque du Soleil, which employs people from over 40 different countries.

9 – C: Dr. Frederick Banting

Cool Canadian Fact: Banting was knighted by King George V in recognition of his work... so he is actually *Sir* Dr. Frederick Banting!

10 – G: Jacques Plante

Cool Canadian Fact: When Plante was the goaltender for the Montreal Canadiens, they won the Stanley Cup five times in a row.

11 – D: Romeo Dallaire

Cool Canadian Fact: Dallaire has received many honours for his humanitarian work. As one of Canada's great heroes, he helped carry the Canadian flag at the 2010 Olympic games.

12 – K: Margaret Atwood

Cool Canadian Fact: Among her many awards and accomplishments, Atwood holds an honorary degree from the Royal Military College of Canada.

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5

Your passengers gave great African-American athlete Jackie Robinson his start by breaking the "colour barrier" and making him a member of their club.



6

Your passenger is an environmentalist and scholar known around the world, especially for hosting a science TV show seen in over 40 countries!



7

Your passenger has been called one of the most celebrated musicians of the 20th century, being especially well-known for interpretations of Bach on piano.



9

Your passenger is a Nobel Prize-winning Canadian scientist who discovered insulin, changing the lives of people all over the world who suffer from diabetes.



8

Your passengers are a team of internationally-famous entertainers, a group originally started by two former street performers from Montreal.



10

Your passenger is an innovator who changed our national winter sport forever, by inventing a mask to protect goal tenders from injury.



1 Your passenger is a communications philosopher who revolutionized the way people think about the media. This person coined the terms "Global Village" and "Channel Surfing."

3



Your passenger is a Canadian actor known all over the world, especially for boldly going "where no one has gone before."

2



Your passenger is a great artist and writer, best known for highly-stylized paintings of Aboriginal symbols and the Canadian wilderness.

4



Your passenger is a film maker who once worked for the National Film Board of Canada. *Star Wars* creator George Lucas says this person was one of his greatest influences!

11




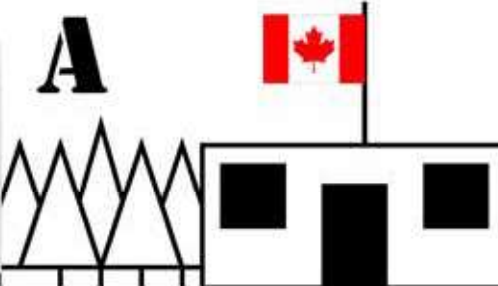
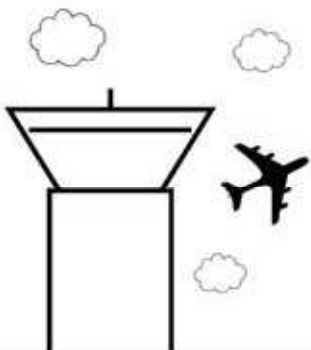



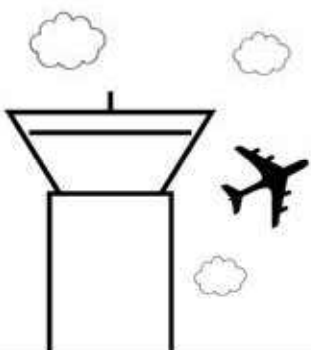







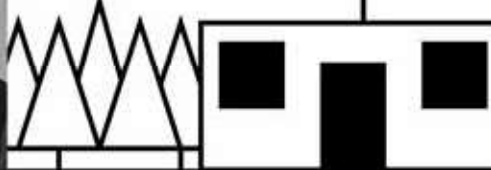

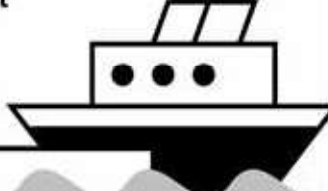
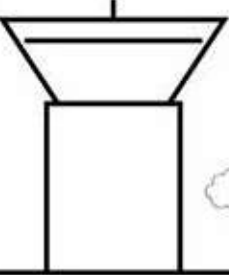







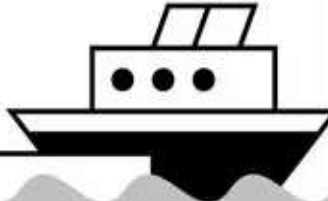
Once a general in the Canadian Armed Forces, your passenger has become an international advocate for human rights, as well as a senator and an author.

12



Your passenger is an award-winning Canadian novelist and poet, who draws attention to important issues through fictional stories.

<p>H Marshall MacLuhan</p>   <p>Cut here</p> <p>2 1 0</p>	<p>Emily Carr</p> <p>A</p>   <p>Cut here</p>
<p>B Cirque du Soleil</p>   <p>Cut here</p> <p>2 1 0</p>	<p>Dr. Frederick Banting</p> <p>C</p>   <p>Cut here</p>
<p>L Glenn Gould</p>   <p>Cut here</p> <p>2 1 0</p>	<p>Jacques Plante</p> <p>G</p>   <p>Cut here</p>

<p>E</p> <p>Dr. David Suzuki</p>    <p>Cut here</p>	<p>I</p> <p>Arthur Lipsett</p>   <p>Cut here</p>
<p>J</p> <p>The Montreal Royals</p>    <p>Cut here</p> <p>20</p>	<p>D</p> <p>Romeo Dallaire</p>   <p>Cut here</p>
<p>K</p> <p>Margaret Atwood</p>   <p>Cut here</p>	<p>F</p> <p>William Shatner</p>   <p>Cut here</p>

CANADIAN CONTRIBUTIONS: GREAT CANADIANS

OBJECTIVE: The aim of this learning station is to familiarize cadets with some key Canadians' contributions to the nation and consider what their contribution may be.

TIME: 30 min

TRAINING LEVEL: 3–4

PRE-ACTIVITY INSTRUCTIONS:

- This activity may be assigned an instructor or be self-directed by the cadets.
- Identify a quiet space with a table and seating for all team members.
- Gather the required resources:
 - Canadian Contributions Instructions sheet located at Appendix 1 (1 copy),
 - Canadian Contributors sheet located at Appendix 2 (1 per cadet), and
 - Flipchart paper and markers.
- Place the Canadian Contributors sheets on the table in a folder or envelope.
- Post the Canadian Contributions Instructions sheet next to the flipchart.

ACTIVITY INSTRUCTIONS:

Have the cadets read and follow the Canadian Contributors Instructions sheet.

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CANADIAN CONTRIBUTIONS

INSTRUCTIONS

Part 1: Great Canadians

Who are some Canadians who have made a difference in the world through their knowledge, abilities and dedication?

1. As a group, brainstorm to find the names of at least one Canadian who has made a major contribution having to do with each of the following:

Sport

Music

Art

Literature

Science and Technology

Philosophy and Ethics

Human or Animal Rights

2. Write the name of each person on the flip chart paper, along with the contribution they have made.
3. When you finish, compare your list to the handout in the folder.

Part 2: What's your contribution?

You don't have to be a best-selling writer, a rock star or a scientist to be a good global citizen.

1. As a group, discuss what each member of your team could contribute to your community, your country or the world.
2. Your contribution could be something big, like changing government policy for the better, or something smaller like volunteering in the community.
3. Write each team member's name on the flip chart, and put their contribution next to it. Remember to take each person's skills, talents and interests into consideration!

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CANADIAN CONTRIBUTORS

Did any of these famous Canadians make your list? Which of the categories do their contributions fall into?



Emily Carr

One of Canada's first great female artists and writers, she was best known for her highly-stylized paintings of Aboriginal symbols and the Canadian wilderness. She was also associated with the pioneering Group of Seven artists.



Arthur Lipsett

A film maker for the National Film Board of Canada, he became one of *Star Wars* creator George Lucas's greatest ARTISTIC influences. The number of Princess Leia's cell in *Star Wars*, 21-87, is the name of a short film by Lipsett.



Romeo Dallaire

Once a general in the Canadian Armed Forces, he has become an international advocate for human rights recognized all over the world for his humanitarian work. He is also a senator and the author of several books.



Margaret Atwood

An award-winning Canadian novelist and poet, who often draws attention to important issues through her fictional stories. Among her many awards and honours, she holds an honorary degree from the Royal Military College of Canada.



Dr. David Suzuki

An active environmentalist, broadcaster and scholar known around the world, especially for hosting a science TV show, *The Nature of Things*, seen in over 40 countries. He is also the author of numerous books, many of them for children.



Glenn Gould

One of the most celebrated musicians of the 20th century, he was especially well-known for his interpretations of Bach on piano. Along with three Juno awards and five Grammys, he was made a companion of the Order of Canada, but declined because he felt he was too young for such an honour.



Marshall MacLuhan

A communications philosopher who revolutionized the way people think about the media. He coined the terms "Global Village" and "Channel Surfing," and predicted the Internet decades before it came into being.



William Shatner

A Canadian actor, director, writer, musician and recording artist known worldwide, especially for his iconic role in the TV show *Star Trek*. He also played an animated opossum alongside fellow Canadian Avril Lavigne in *Over the Hedge*.



Sir Frederick Banting

A Nobel Prize-winning Canadian scientist, he discovered insulin. His work changed the lives of thousands of people around the world who suffer from diabetes. He was knighted by King George V in recognition of his discovery.



Jacques Plante

As a goaltender, he became an innovator who changed our national winter sport forever, by inventing a mask to protect goalies from injury. While he was playing for the Montreal Canadiens, they won the Stanley Cup five times in a row.

HOW CANADIANS GOVERN THEMSELVES

OBJECTIVE: The aim of this learning station is to familiarize cadets with the types of substantive issues debated by elected representatives.

TIME: 30 min

TRAINING LEVEL: 1–4

PRE-ACTIVITY INSTRUCTIONS:

- Assign an instructor to this activity.
- Find a resolution debated in the Parliament of Canada (a record of votes in Parliament is available at openparliament.ca > VOTES (openparliament.ca/bills/votes/) [disregard procedural votes and votes on bills]) that is appropriate for discussion by cadets, such as resolutions concerning national days or government priorities, taking into consideration:
 - the relevance of the motion to the cadets,
 - the complexity of the motion,
 - whether the motion is controversial enough to allow for motivated debate, and
 - the knowledge level of the cadets.
- If an appropriate motion is not available, select a resolution from the sample resolutions located at Appendix 1 or create your own.
- Gather the required resources:
 - a method of displaying the resolution (such as a whiteboard or flipchart), and
 - five chairs and two desks, arranged as per Figure F-1.

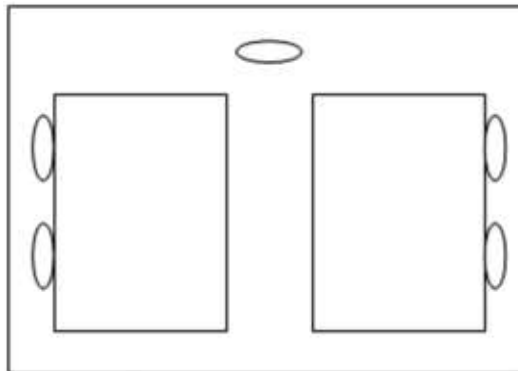


Figure F-1 Orientation of Training Space

ACTIVITY INSTRUCTIONS:

1. Explain to cadets that resolutions are a method the House of Commons can use to collectively express its opinion on a subject. Unlike bills, which, after completing the legislative process, become laws, adopted resolutions are not binding, but still provide an opportunity for substantive debate and can influence future policy. The non-binding nature of motions explains the wording (“That, in the opinion of the House, the government *should consider*”).
2. Introduce the resolution to the cadets and ensure it is understood.
3. Designate half the team “in favour” of the resolution and half “opposed” to the resolution.
4. Give the cadets 7 min to brainstorm arguments for or against the motion and decide which cadet on their side will speak first and which second.
5. Starting with those in favour of the motion, give a cadet on each side 2 min to stand and present their arguments.
6. Starting with those in favour of the motion, give a cadet on each side 2 min to stand and rebut the other side’s arguments or present new arguments.
7. Have the cadets vote on the motion through a voice vote (cadets may vote their conscience, rather than voting on the basis assigned earlier), by:
 - (a) instructing those in favour to say “yea;”
 - (b) instructing those opposed to say “nay;”
 - (c) declaring the result; and
 - (d) in the case of a tie, casting the deciding vote by voting in such a way as to support the status quo (opposing resolutions that implement change).
8. To develop an understanding of the different tensions on Members of Parliament, pose to the cadets the following questions:
 - (a) What if you felt strongly about this issue, but a majority of your constituents felt another way. Would this affect how you voted? How?
 - (b) In this simulation, you were asked to support a position you may not have agreed with. Similar situations occur for Members of Parliament. What if you felt strongly about this issue, but your party and colleagues had decided to take a different stand. Would this affect how you voted? How?
9. As time permits, have the cadets brainstorm resolutions they may move if they were Members of Parliament.

SAMPLE RESOLUTIONS

That, in the opinion of the House, the government should consider restoring the death penalty for the most heinous criminal offences.

That, in the opinion of the House, the government should consider making voting compulsory in Canada.

That, in the opinion of the House, the government should consider abolishing the monarchy.

That, in the opinion of the House, the government should consider acknowledging the inherent rights of animals.

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ELECTIONS

OBJECTIVE: The aim of this activity is to consider the roles of elected representatives and decide what priorities and characteristics the cadets, as constituents, would like the ideal candidate to hold.

TIME: 15 min

TRAINING LEVEL: 1–4

PRE-ACTIVITY INSTRUCTIONS:

- Assign an instructor to this activity.
- Prepare the worksheets for use by the cadets by filling in the title of provincial / territorial legislators; the name of the riding, constituency and municipality; and the title of the appropriate municipal representative.
- Post the following table for the cadets' reference as they complete the activity.

Government	Commonly Discussed Responsibilities	
Federal	<ul style="list-style-type: none"> • National Defence • Foreign Policy • Citizenship • Policing • Criminal Justice • International Trade 	<ul style="list-style-type: none"> • Aboriginal Affairs • International Trade • Immigration (shared) • Agriculture (shared) • Environment (shared)
Provincial and Territorial	<ul style="list-style-type: none"> • Education • Health Care • Natural Resources • Highways • Policing (Ontario, Quebec) 	<ul style="list-style-type: none"> • Aboriginal Affairs • International Trade • Immigration (shared) • Agriculture (shared) • Environment (shared)
Municipal	<ul style="list-style-type: none"> • Social and Community Health • Recycling Programs • Transportation and Utilities 	<ul style="list-style-type: none"> • Snow Removal • Policing • Firefighting

- Gather the required resources:
 - One copy of the job postings worksheets located at Appendix 1 per team, and
 - A pencil and eraser for each team.

ACTIVITY INSTRUCTIONS:

1. Have the cadets select and complete two of the three job posting worksheets located at Appendix 1 (alternatively, if time permits, all three may be completed) by considering what skills / experience the elected representative requires and brainstorming concerns, ideas, and proposals they would like candidates to address in their election platforms.
2. Advise the cadets and ensure that completed postings are consistent with Canadian jurisdictional divisions (as per the table above) and are appropriate and realistic.
3. Discuss with cadets ways in which they may communicate with elected representatives in order to convey their concerns, priorities, and ideas, including writing a letter, signing a petition, and visiting the constituency office.

JOB POSTING FOR CANDIDATE FOR FEDERAL REPRESENTATIVE

SEEKING: CANDIDATES FOR MEMBER OF PARLIAMENT

THE CADETS OF _____ (CORPS /
SQN) ARE SEEKING A MEMBER OF PARLIAMENT TO
REPRESENT _____ (RIDING).

Required Education:

Required Skills:

**IF THE CANDIDATE IS SUCCESSFUL IN THE ELECTION,
THEY WILL HAVE NUMEROUS DUTIES, INCLUDING:**

- Holding the federal government accountable for its work and approve its spending.
- Assisting constituents in using federal government programs, such as:
- Representing the constituents of _____ by bringing their concerns forward, such as:
- Proposing new laws, policies, and ideas, such as:

JOB POSTING FOR CANDIDATES FOR PROVINCIAL / TERRITORIAL REPRESENTATIVE

**SEEKING: CANDIDATES FOR MEMBER
OF _____**

**THE CADETS OF _____ (CORPS / SQN)
ARE SEEKING A MEMBER OF _____ TO REPRESENT
_____ (CONSTITUENCY).**

Required Education:

Required Skills:

**IF THE CANDIDATE IS SUCCESSFUL IN THE ELECTION,
THEY WILL HAVE NUMEROUS DUTIES, INCLUDING:**

- Holding the provincial/territorial government accountable for its work and approve its spending.
- Assisting constituents in using provincial/territorial government programs, such as:
- Representing the constituents of _____ by bringing their concerns forward, such as:
- Proposing new laws, policies, and ideas, such as:

JOB POSTING FOR CANDIDATES FOR MUNICIPAL REPRESENTATIVE

WANTED: CANDIDATES FOR

THE CADETS OF _____ (CORPS / SQN) ARE SEEKING A
_____ TO REPRESENT _____

Required Education:

Required Skills:

**IF THE CANDIDATE IS SUCCESSFUL IN THE ELECTION,
THEY WILL HAVE NUMEROUS DUTIES, INCLUDING:**

- Approving the municipal budget and oversee municipal programs.
- Assisting constituents in using municipal government programs, such as:
- Representing the residents of _____ by bringing their concerns forward, such as:
- Proposing new by-laws, policies, and ideas, such as:

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CANADIAN JUSTICE SYSTEM

OBJECTIVE: The aim of this learning station is to familiarize cadets with key elements of the Canadian justice system, and have them consider the role of law and order in Canadian society.

TIME: 30 min

TRAINING LEVEL: 1–4

PRE-ACTIVITY INSTRUCTIONS:

- This activity may be assigned an instructor or be self-directed by the cadets.
- Provide an area large enough for all team members with a table.
- Gather the required resources:
 - The Canadian Justice System Instructions located at Appendix 1 (1 copy per team),
 - The Canadian Justice System – A Brief Overview handout located at Appendix 2 (1 copy per team),
 - Our New Laws template located at Appendix 3 (1 copy per team), and
 - Pens / pencils.
- Post the Canadian Justice System activity instruction sheet on the wall or tape it to the table.
- Place copies of the Canadian Justice System – A Brief Overview and Our New Laws template on the table along with the pens / pencils.

ACTIVITY INSTRUCTIONS:

Have the cadets read and follow the instruction sheet.

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THE CANADIAN JUSTICE SYSTEM

Instructions:

Congratulations! You have just founded your own country. One of the first orders of business is to decide what laws your citizens will be subject to and what consequences, if any, will be imposed when someone breaks the law.

1. Read the brief overview of the Canadian Justice System.
2. As a team, brainstorm answers to the following questions:
 - What laws will your country have?
 - Will they be the same as those in Canada? If not, why not?
 - Will your laws have consequences? If so, what will they be?
3. Create 5 laws and their consequences for your country and write them on the “Our New Laws” template. Your laws can fall under any category.

Things to Think About:

- What would happen in a country that didn't have any laws?
- What would life be like in a country that had severe consequences for people that broke the law?
- Why should the law be different for minors and adults?

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THE CANADIAN JUSTICE SYSTEM

A brief overview...

Understanding the law and the ideas and principles behind it is the responsibility of every Canadian citizen.

Our justice system is based on a long heritage that advocates the rule of law, freedom under the law, democratic principles and due process.

The Canadian justice system is founded on the presumption of innocence. This means that in criminal matters, everyone is presumed innocent until proven guilty.

Canada is governed by an organized system of laws which are intended to provide order, ensure peace and guide our society.

Canadian laws are created by elected representatives and reflect the values and beliefs of citizens.

The law applies to **everyone**, including lawyers, judges and police officers!

Police ensure the safety of citizens and enforce the law. Canada has several types of police which includes municipal, provincial and federal police agencies.

Canada has several types of courts which have been put in place to settle disputes (appeals, criminal, family, traffic, civil, small claims, etc.). The Supreme Court of Canada is the highest court in the country. The Federal Court of Canada deals with matters concerning the federal government.

Lawyers provide advice and assistance on legal matters. If someone cannot afford to hire a lawyer, most communities offer free or low cost legal aid services.

For more information on the Canadian Justice System, visit www.justice.gc.ca

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OUR NEW LAWS

Law	Consequence

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CANADIAN SYMBOLS: TREASURE HUNT

OBJECTIVE: The aim of this learning station is to familiarize cadets with key Canadian symbols.

TIME: 30 min

TRAINING LEVEL: 1–2

PRE-ACTIVITY INSTRUCTIONS:

- Assign an instructor to this learning station. Several assistant instructors may be assigned to help supervise and provide guidance if the cadets are spread out over a large area during the treasure hunt.
- Arrange the use of rooms and hallways around your facility so the cadets can move freely.
- Gather the required resources:
 - Treasure Hunt Set-Up Diagrams located at Appendix 1 (1 copy per instructor),
 - Treasure Hunt Instructions sheet located at Appendix 2 (1 copy),
 - Treasure Hunt Start Here sheet located at Appendix 3 (1 copy),
 - Treasure Hunt Clue sheets located at Appendix 4 (1 copy),
 - Treasure Hunt Secret Word handouts located at Appendix 5 (1 copy per cadet),
 - Treasure Hunt Secret Word Answer Key located at Appendix 6,
 - An orienteering map of your facility, if desired (1 copy per cadet),(this may need to be created),
 - A “treasure” for the cadets, such as canteen gift certificates, fruit, pencils, small hard candies, etc. (1 item per cadet),
 - A timing device such as a stopwatch, and
 - Masking tape.



The treasure hunt can be done either with or without an orienteering map. See an example orienteering map in the Treasure Hunt Set-Up Diagrams located at Appendix 1.

- Post the Canadian Symbols Treasure Hunt Instructions sheet and the Treasure Hunt Start Here sheet at the start point of the treasure hunt.
- If using an orienteering map:
 - Post the decoy clue sheet for each question within the same area as the Clue Sheet with the correct answer.
 - Mark the clue sheets on the map in the correct locations.
- If an orienteering map is not used:
 - Post the three sheets for the first clue (dog, horse and cow) within view of the starting point, but far enough away that the small type cannot be easily read. Place the three animal pictures a few metres apart.
 - Post the correct answer and the decoy clue for each question within view of the clue that leads to them, but again, far enough away that the picture is visible while the words are not. A chart showing the order of the clues is in the Treasure Hunt Set-Up Diagrams at Appendix 1).

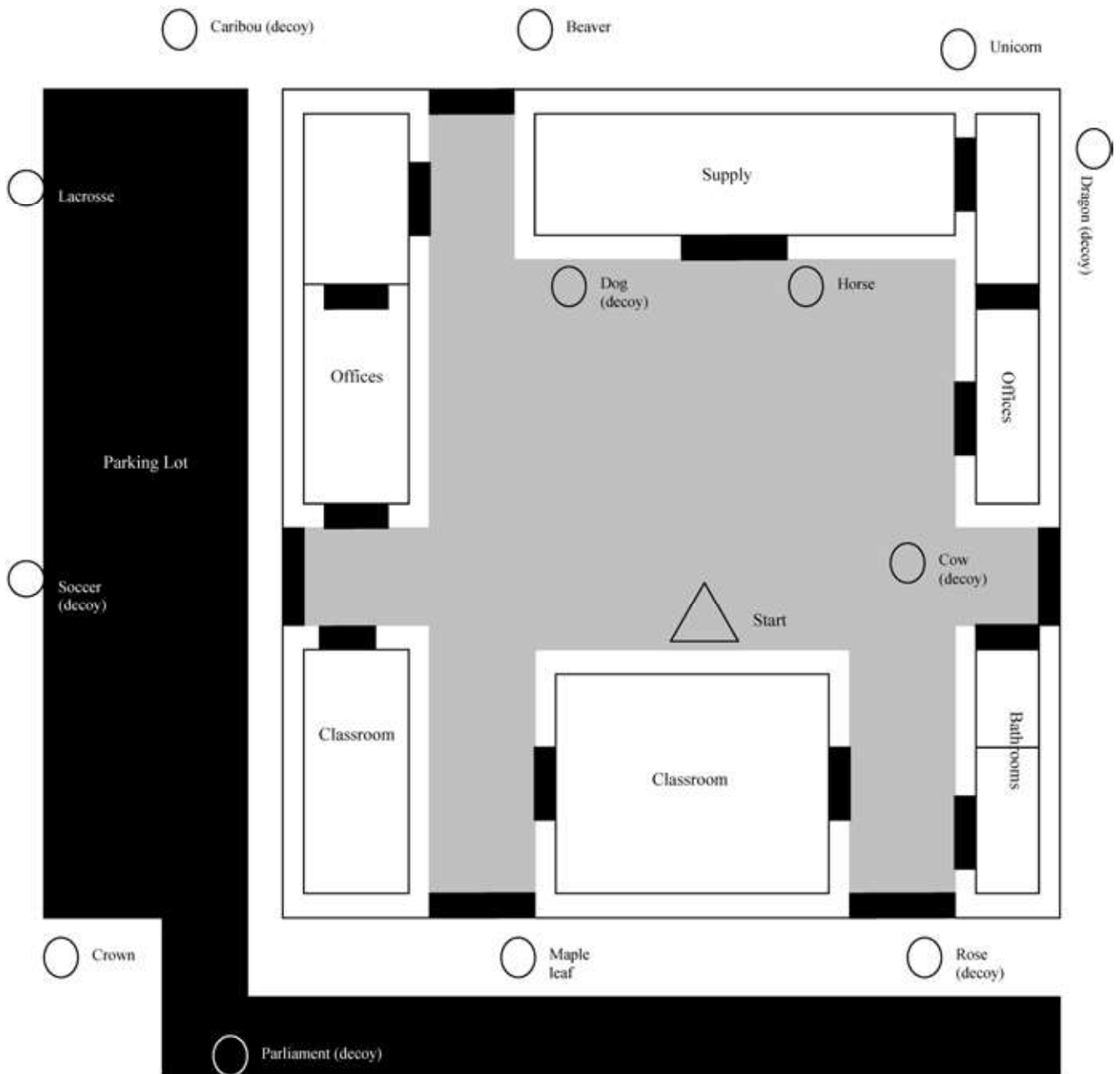
- Provide the instructor at the finish point with a copy of the secret word (HEIRLOOM) and some treasure to distribute to teams as they finish.

ACTIVITY INSTRUCTIONS:

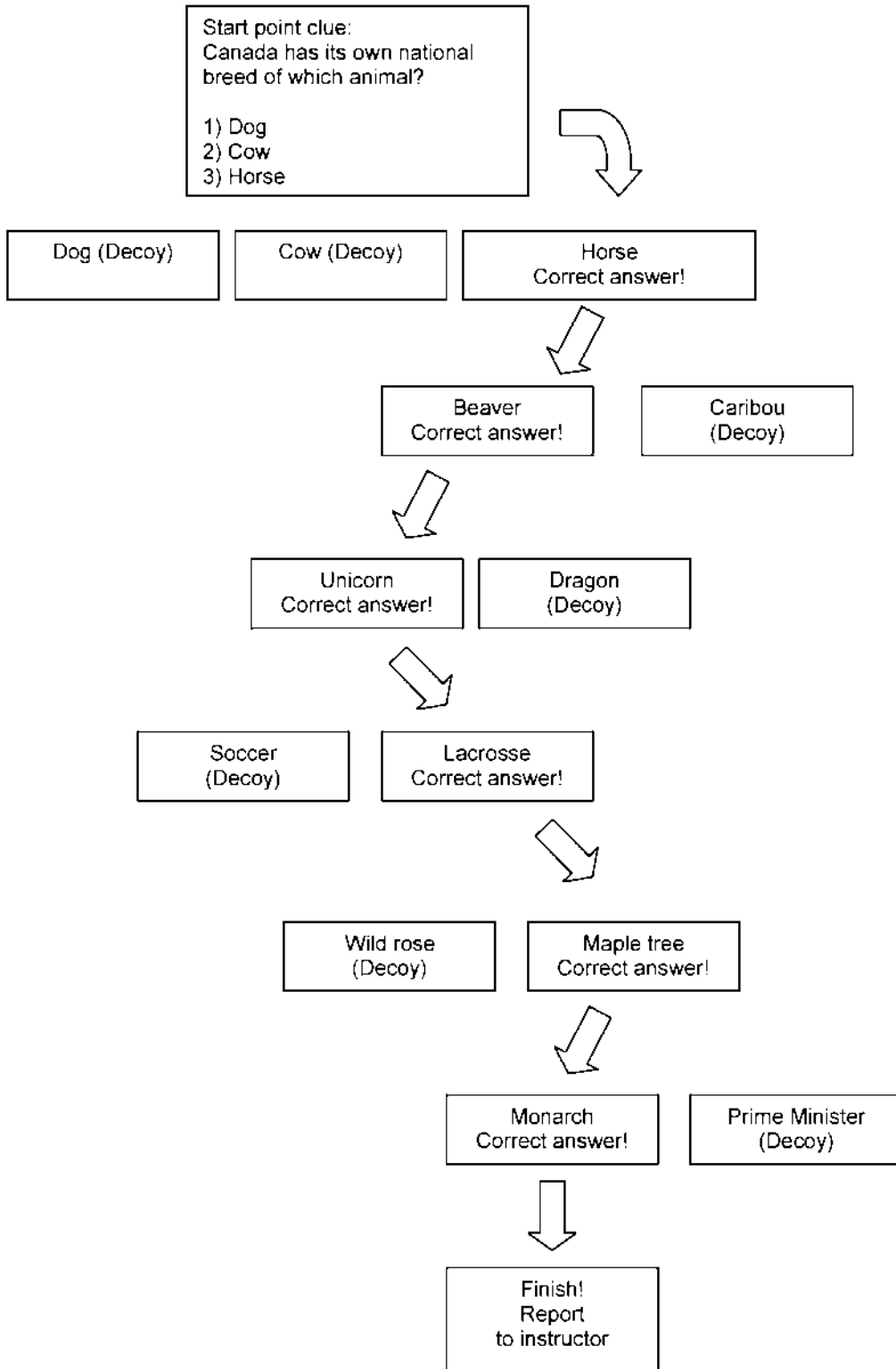
1. Brief the cadets on the treasure hunt and your expectations for their conduct while playing.
2. Distribute Treasure Hunt Secret Word handouts and orienteering maps (if applicable) to each cadet.
3. If multiple teams are playing at the same time, use the stopwatch to start teams on the treasure hunt at 30-second intervals.
4. Provide guidance and supervision as required during the game.
5. As cadets return, check that they have the correct secret word (HEIRLOOM) and, if so, distribute prizes. Each cadet who has completed the sheet gets a prize.
6. If time remains, discuss Canadian symbols with the cadets by asking the following questions:
 - (a) What other national symbols can you think of?
 - (b) Are there other things you think should represent Canada?

TREASURE HUNT SET-UP DIAGRAMS

Sample orienteering map of a cadet
local headquarters training facility:



Canadian Symbols Treasure Hunt order of clues:



CANADIAN SYMBOLS

Treasure hunt!

Instructions

How well do you know your Canadian symbols? Put your knowledge to the test with this treasure hunt!

1. With your team, find each clue, read it, and guess the correct answer to the question.
2. Every correct answer gives you the next clue in the treasure hunt! But be careful—for every correct answer, there's also one that will lead you astray!
3. Record your answers on the Treasure Hunt handout—the letters in the bubbles spell the secret word when you write them in the spaces at the bottom.
4. When you have all the answers in the right order, take your sheets to the instructor to receive your treasure!



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CANADIAN SYMBOLS

Treasure hunt!

Start Here!

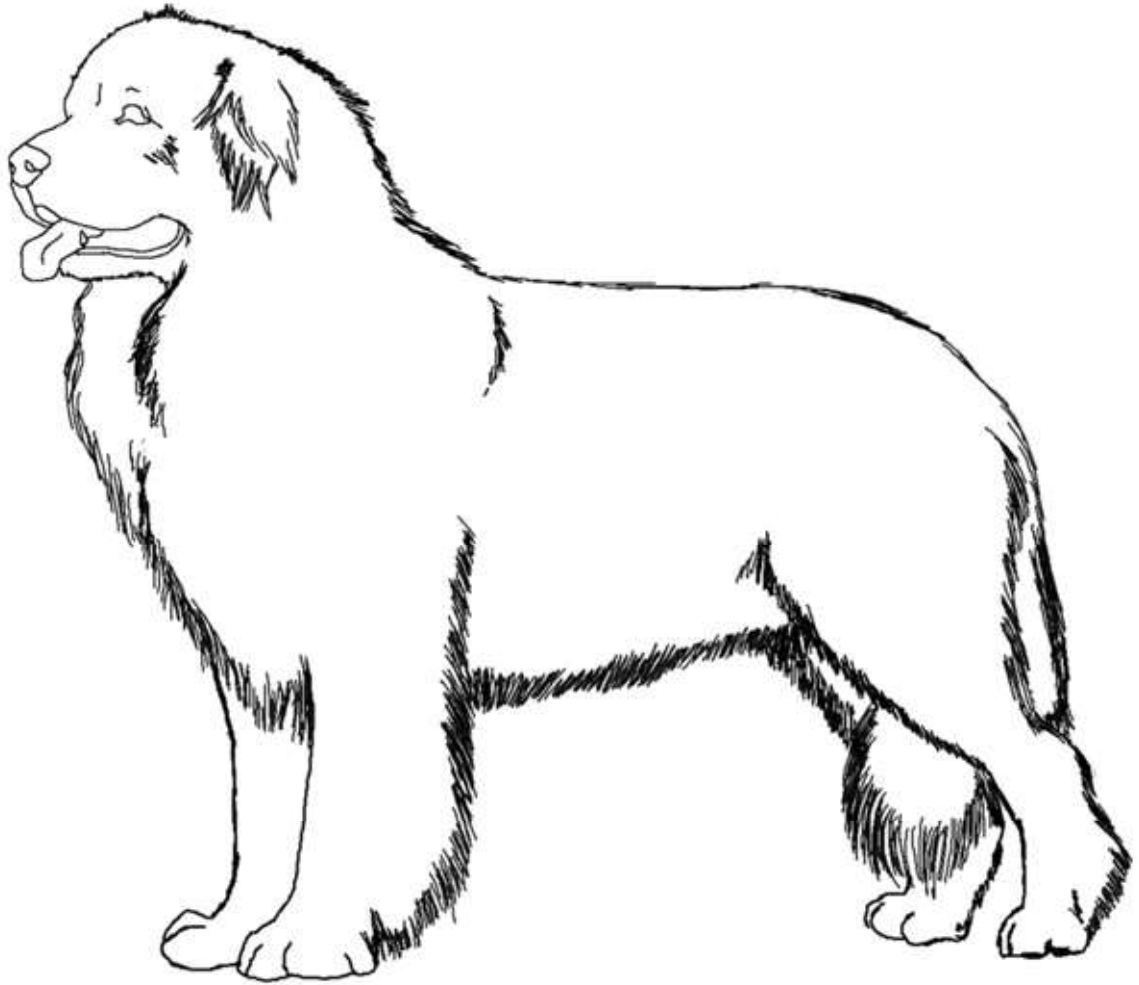
Here's your first clue:

Canada has its own unique national breed of this animal. Is it a:

1. Dog
2. Cow
3. Horse

Find the picture of the correct animal to receive your next clue!

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Dog

Sorry! There are several uniquely Canadian breeds of dogs, but we don't have a national breed. Keep trying!

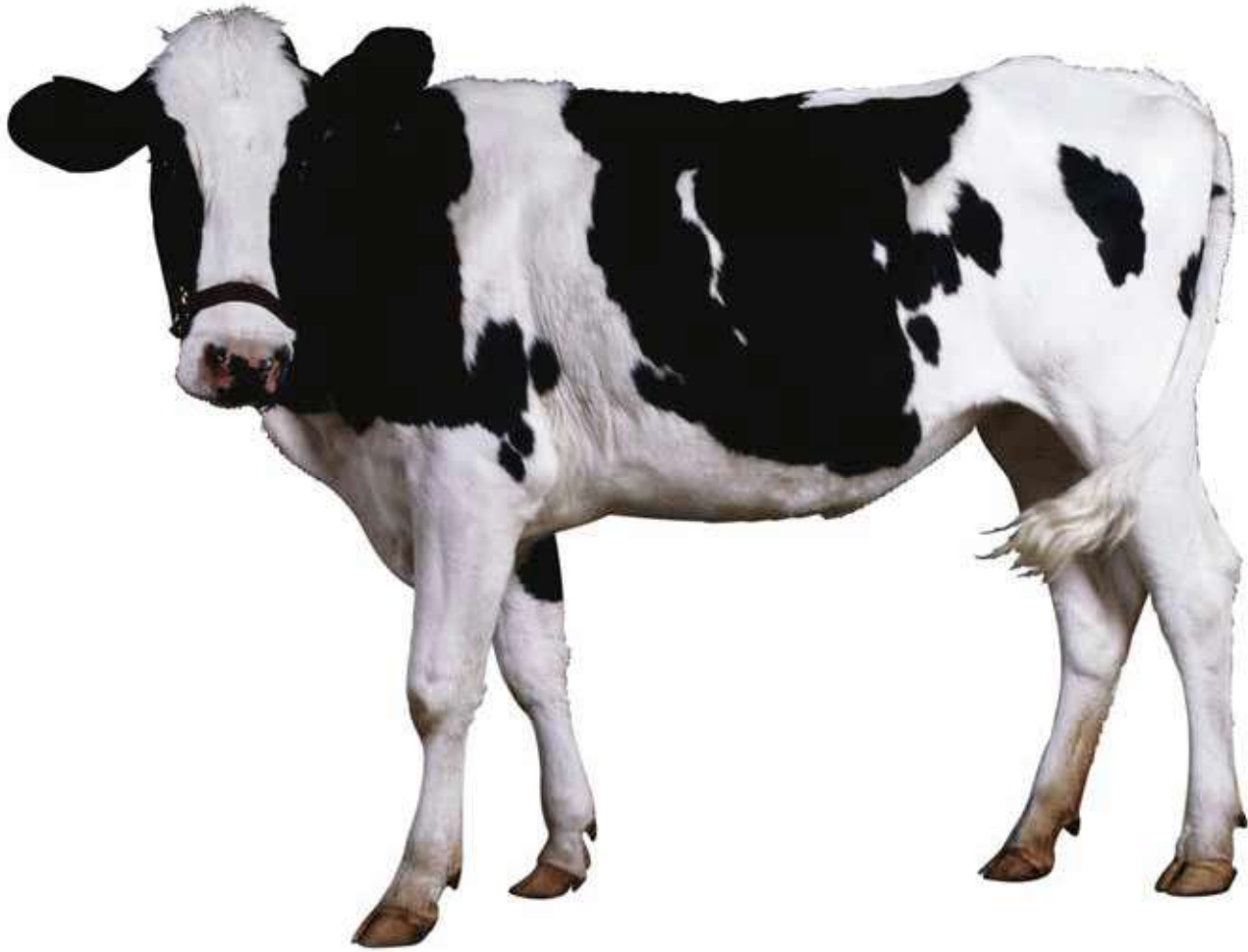
Doggy dog:

Dog dog dog dog dog doggy dog dog dog dog doggy!

Dog, dog. Puppy. Doggy – dog dog. Dog, dog. Puppy. Doggy – dog dog. Dog doggy dog dog dog:

1. Dog
2. Doggy

Puppy dog dog doggy!



Cow

Sorry! Cows Ice Cream, based in Prince Edward Island, is a Canadian company, but there is no national breed of cow. Keep trying!

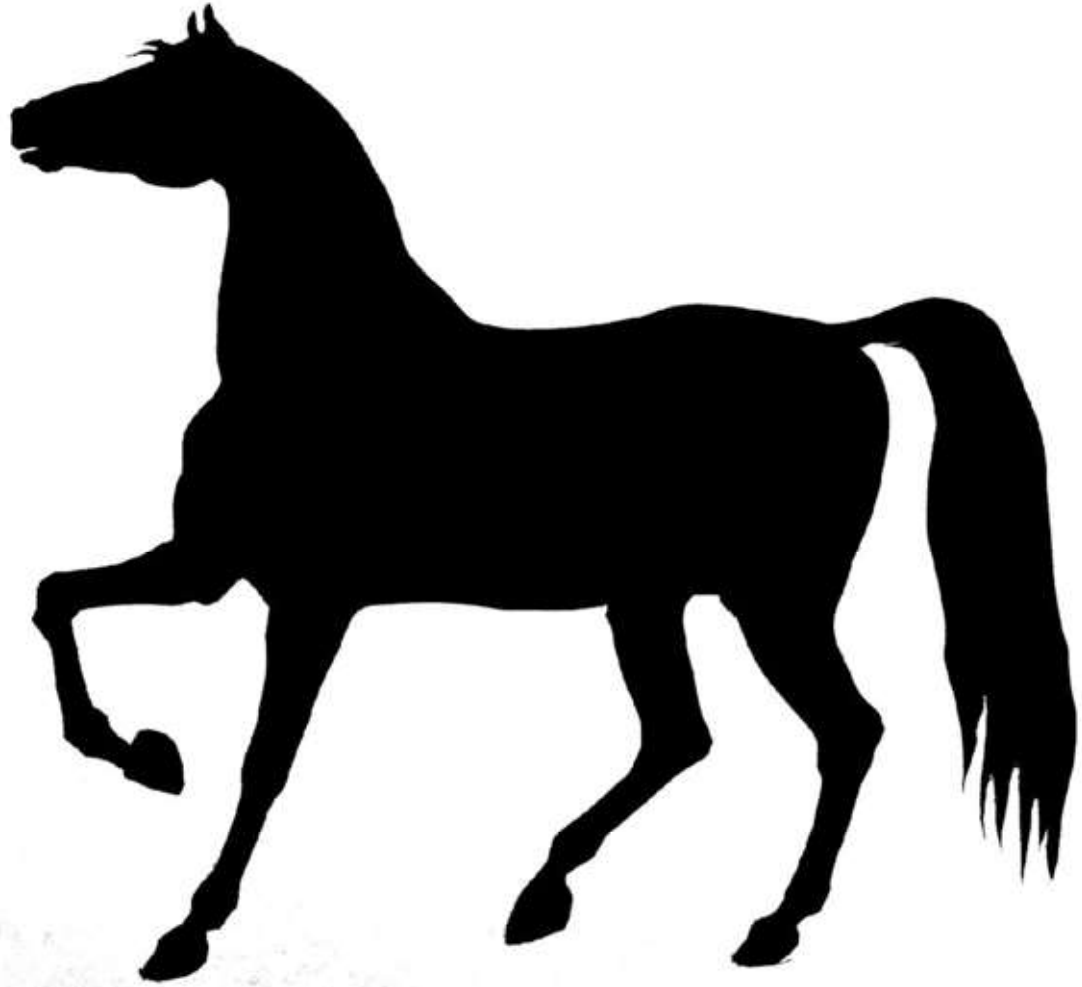
Moo cow bull:

Cow cow cow cow cowie. Cows cows cows bull cows!

Cow, cow. Moo. Cowie – cow bull:

1. cow
2. bull

Cowie cow bull cow moo!



Horse

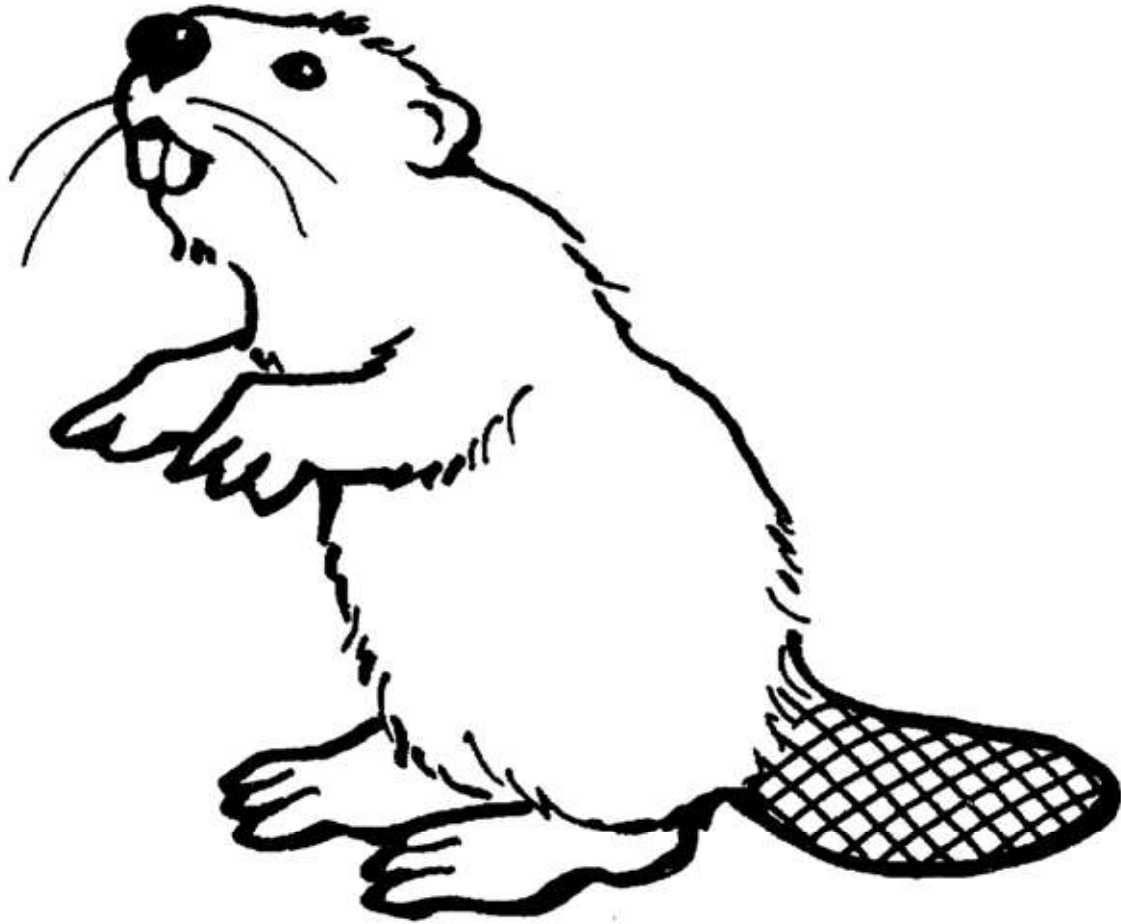
You got it! Our unique Canadian horses are known for their strength, resilience, intelligence and good temper. They can trace their lineage back to the Royal Stables of the King of France!

Next Clue:

The tradition of using the word “buck” to mean a dollar came from this symbolic Canadian animal, used in making hats, because the Hudson’s Bay Company would pay one “buck” (a special coin) for its hide. Is it a:

1. Caribou
2. Beaver

Find its picture to get another clue!



Beaver

Way to go! Fur hats were all the rage in 18th-century Europe. Beavers also represent the hard-working, industrious and community-oriented spirit of Canadians.

Next Clue:

The Canadian coat of arms is supported by two animals, a golden lion which represents England, and this mythical creature that represents Scotland. Is it the:

1. Unicorn
2. Dragon

Find its picture to get another clue!



Caribou

Sorry! The caribou is considered a Canadian symbol, but it's not the one you're looking for. Keep trying!

Caribou caribou:

Caribou caribou caribou caribou caribou caribou caribou caribou caribou!

Caribou, caribou. Caribou. Caribou – caribou caribou :

1. Caribou
2. Caribou too

Caribou caribou caribou bou!



Unicorn

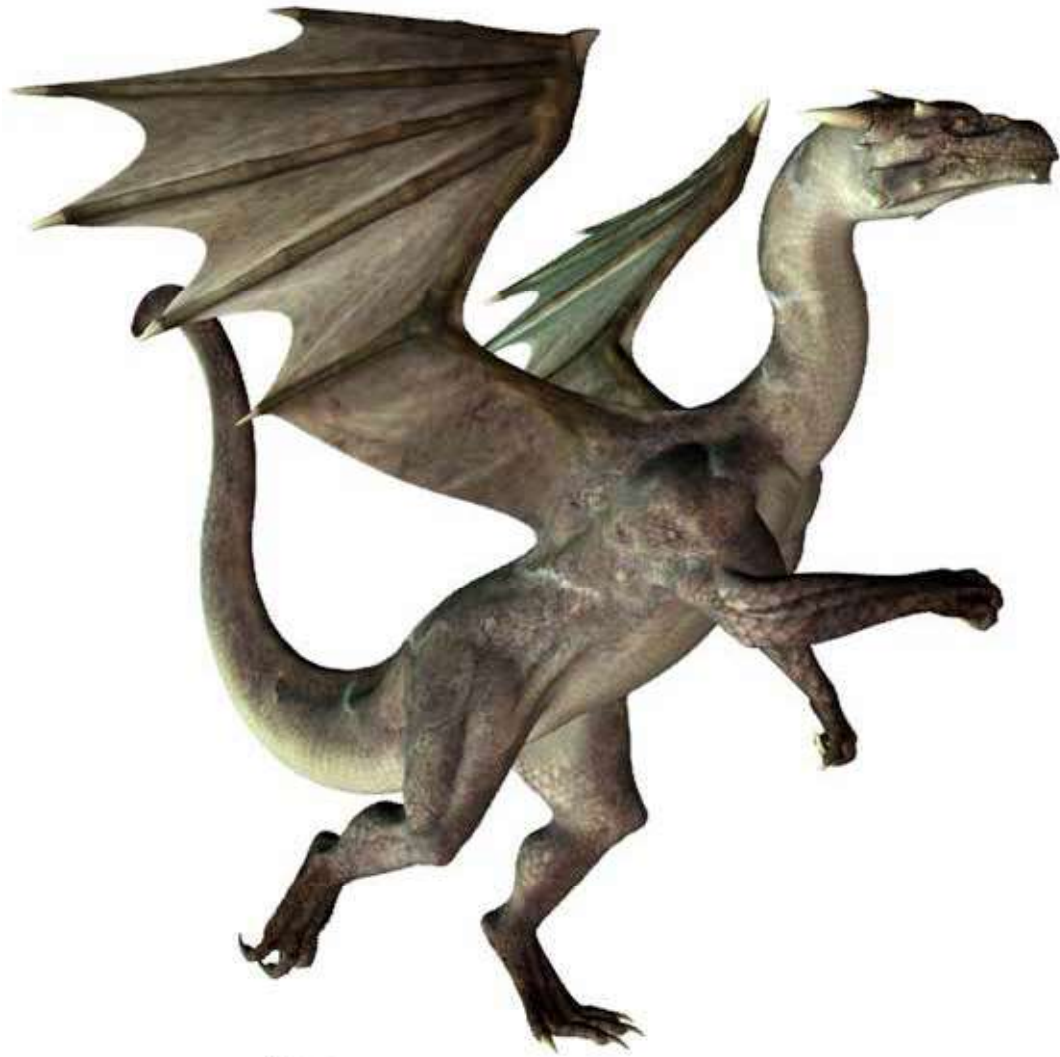
Great job! The unicorn on the coat of arms has a coronet around its neck with a broken chain. The broken chain symbolizes Canadians' resistance to oppression.

Next Clue:

Canada's national winter sport is hockey, but what is our national summer sport?

1. Soccer
2. Lacrosse

Find its picture to get another clue!



Dragon

Sorry, brave knights. There are no dragons in Canada—
if there were, they would melt all the snow. Keep trying!

Dragon dragon:

Dragon dragon dragon, dragon fire dragon – sparks. Dragon dragon.

Dragon-fire. Dragon, dragon dragon:

1. Fire
2. Scales

Dragon dragon scales!



Lacrosse

Correct! Lacrosse is a traditional Canadian Aboriginal sport that has been around for hundreds of years. Now it's played competitively all over the world.

Next Clue:

Which is Canada's national floral or arboreal emblem?

1. Maple tree
2. Wild rose

Find its picture to get another clue!



Soccer

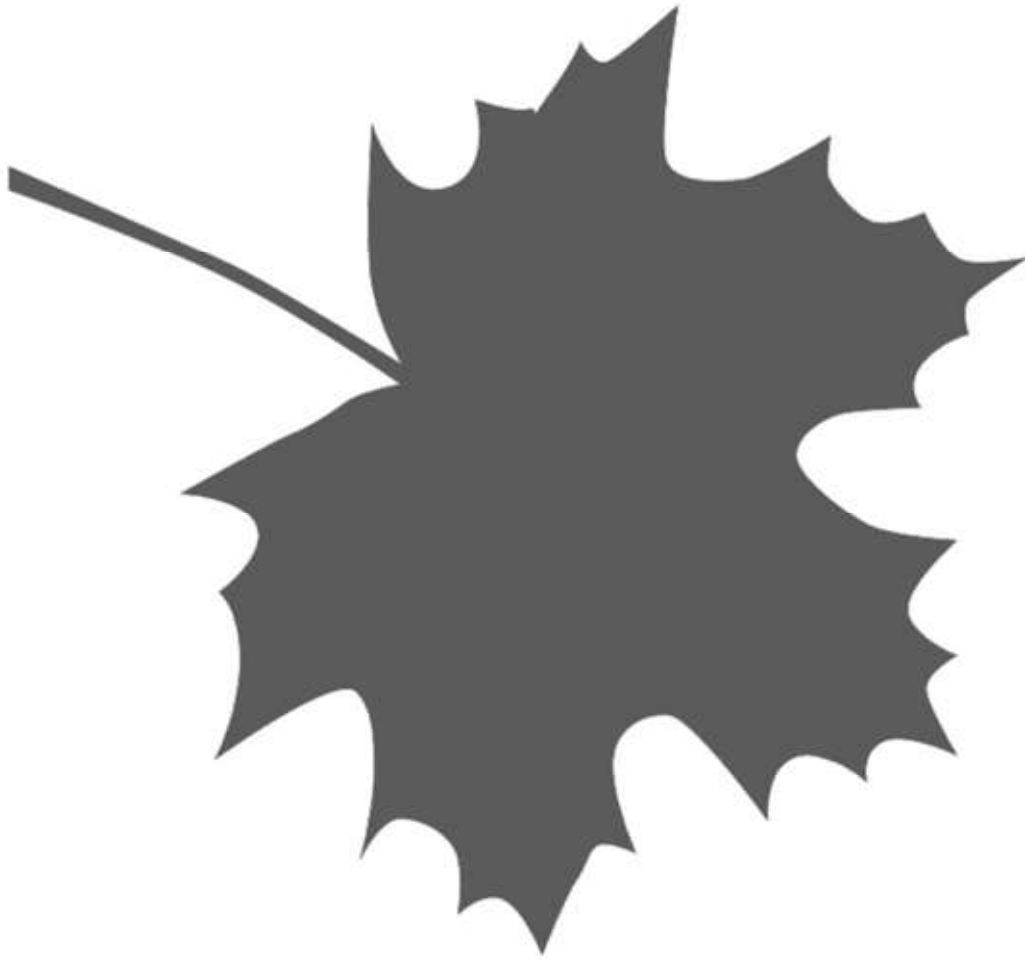
Sorry! Canada has some great soccer players, but it's not our national sport. Keep trying!

Soccer ball:

Soccer soccer soccer ball. Net ball. Soccer footie soccer soccer. Net, soccer ball net. Net ball soccer net:

1. soccer
2. footie

Soccer net soccer ball!



Maple Tree

Correct answer! People in Canada have been enjoying maple syrup for centuries, and the maple leaf has long been used as a symbol for our country. It officially became our arboreal emblem in 1996.

Next Clue:

Whenever you salute an officer, you are actually saluting the authority of this person.

Who is it?

1. Prime Minister of Canada
2. King or Queen of Canada

Find this person's symbol to finish the treasure hunt!



Prime Minister

Sorry! The Prime Minister is our national leader and representative in Ottawa, but officially the commission held by a Canadian Armed Forces officer comes from someone else. Saluting is a really old tradition!

Parliament parliament:

O Canada our home and native land, true patriot love, in all our son's command...

Parliament parliament house of commons:

1. Ottawa
2. Canada

O Canada Canada!



Monarch

Great work! Each officer in the Canadian Armed Forces receives a commissioning scroll signed by the Monarch's representative in Canada, the Governor General. The symbol of the Monarch is the crown, which is incorporated into many of our national, provincial and military symbols.

Congratulations!

**You have finished the treasure hunt!
Report back to your instructor to show off what you've learned!**

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TREASURE HUNT SECRET WORD ANSWER KEY

1.	H	O	R	S	E						
2.	B	E	A	V	E	R					
3.	U	N	I	C	O	R	N				
4.	L	A	C	R	O	S	S	E			
5.	M	A	P	L	E		T	R	E	E	
6.	M	O	N	A	R	C	H				

Secret word: HEIRLOOM

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CANADIAN SYMBOLS: COAT OF ARMS CHALLENGE

OBJECTIVE: The aim of this learning station is to familiarize cadets with the components of Canada's coat of arms and appreciate its role as a national symbol.

TIME: 30 min

TRAINING LEVEL: 3–4

PRE-ACTIVITY INSTRUCTIONS:

- This activity may be assigned an instructor or be self-directed by the cadets.
- Gather the required resources:
 - Coat of Arms Challenge sheet located at Appendix 1 (1 copy),
 - About Our Coat of Arms handout located at Appendix 2 (1 per cadet),
 - Coat of Arms Challenge worksheet located at Appendix 3 (1 per cadet),
 - Coat of Arms Template located at Appendix 4 (1 per cadet),
 - Masking tape,
 - Pencils and erasers,
 - Pencil crayons or markers and other art supplies (stickers, rubber stamps, etc.), and
 - Pencil sharpener.

ACTIVITY INSTRUCTIONS:

Have the cadets read and follow the instruction sheet.

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COAT OF ARMS CHALLENGE

A coat of arms was originally a symbol that warriors painted on their shields to identify themselves and bring them protection in battle.

Today, a country's coat of arms symbolizes the values and history of that country and identifies them to the world.

Imagine that you have just founded a new country. Your mission is to design a coat of arms to represent your country to the world. Each member of the team should make their own, but you can discuss your decisions with teammates.

1. Read the About Our Coat of Arms handout to familiarize yourself with the parts of the coat of arms and what they mean.
2. Choose appropriate symbols for your own coat of arms and write them in the correct spaces on the Coat of Arms worksheet. Be sure to explain what each symbol represents in the space provided.
3. Draw your new coat of arms and post it on the wall for the rest of the cadets to see!

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ABOUT OUR COAT OF ARMS

Check out this information from the Canadian heritage page (www.pch.gc.ca) to find out about our Canadian coat of arms.

The shield



The design of the arms of Canada reflects the royal symbols of Great Britain and France (the three royal lions of England, the royal lion of Scotland, the royal *fleurs-de-lis* of France and the royal Irish harp of Tara. On the bottom portion of the shield is a sprig of three Canadian maple leaves representative of Canadians of all origins.

The three royal lions of England

The first quarter consists of the three gold lions of England walking and shown full face, on a red background. The lion is the oldest device known in heraldry and, as "king of beasts", was adopted by kings of Leon, Norway and Denmark as their emblem. However, the origin of the three royal lions of England still remains a mystery.

In the 11th century, Henry I, known as "the lion of justice", may have been the first English king to use a lion. It is uncertain as to why a second lion suddenly appeared. When Henry II married Eleanor of Aquitaine, whose family emblem was also a lion, it is believed that he added the third lion. There is no question that, when he led his English troops in the Crusades, Richard I, "the Lion-Hearted" carried a shield emblazoned with three golden lions on a red background. To this day they have been the royal symbol of England.

The royal lion of Scotland

The second quarter consists of a red lion rearing on the left hind foot, within a red double border with *fleurs-de-lis*, on a gold background. The royal lion of Scotland was probably first used by King William, who was known as "the lion". However it was certainly used by his son, Alexander III, who made Scotland an independent nation.

The royal Irish harp of Tara

The third quarter is a gold harp with silver strings, on a blue background. North of the present city of Dublin, there is a hill called Tara which for centuries was the religious and cultural capital of ancient Ireland. If you visit the site, you will see a 750 foot earthen work that is said to have been the site of the banqueting hall of Irish kings. Thomas Moore recalls the history of this site in one of the most famous of all Irish lyrics that begins: "The harp that once through Tara's hall the soul of music shed..." There is a legend, recorded in C.W. Scott-Giles monumental work *The Romance of Heraldry*, that this harp was found and came into the possession of the pope. In the 16th century, Henry VIII suppressed the Irish people in his attempt to become the lawful successor to the kings of ancient Ireland. The pope sent the harp of Tara to England whereupon Henry added its likeness to his royal shield. From this time it has remained a symbol of Ireland.

The royal *fleurs-de-Lis* of France

The fourth quarter depicts three gold *fleurs-de-lis*, on a blue background. The *fleurs-de-lis* was the first heraldic emblem raised in Canada. On July 24, 1534, Jacques Cartier landed at *Gaspé* and erected a cross, affixed with the symbol of his sovereign and the royal house of France.

The three maple leaves

To complete the design of the shield, a Canadian symbol was required. Three red maple leaves conjoined on one stem, on a silver or white background, were then added. Throughout the 19th century, the maple leaf had gradually become closely identified with Canada. The maple leaf had been worn as a symbol of Canada during the visit of the Prince of Wales in 1860. The song "The Maple Leaf Forever", written by the Toronto school teacher Alexander Muir in 1868 had become Canada's national song. During World War I, the maple leaf was incorporated into the badge of many Canadian regiments. It was most appropriate that three maple leaves were given a commanding position within the shield, which made it unmistakably "Canadian".

The ribbon



On the advice of the Prime Minister of Canada, Her Majesty The Queen approved, on July 12, 1994 that the arms of Canada be augmented with a ribbon with the motto of the Order of Canada: "*Desiderantes Meliorem Patriam*". (They desire a better country).

The helm and the mantling



The helm (*heaume* or helmet), which in heraldry is usually placed above the shield of arms, not only serves as a means of displaying the crest, but also has a significance of its own, since its type denotes the rank of the person bearing the arms. On the helm lies a mantling or lambrequin. The mantle, originally, was to protect the head and shoulders of the wearer from the sun's heat. It has become a decorative accessory to the crest and shield.

The arms of Canada show a royal helmet, which is a barred helm of gold looking outward and draped in a mantle of white and red which are the official colours of Canada.

The crest



On the royal helmet is the crest. This symbol consists of a wreath or ring of twisted white and red silk on which stands a crowned gold lion holding in its right paw a red maple leaf. The lion is a symbol of valour and courage.

The crest is used to mark the sovereignty of Canada. It is now the symbol used on the Governor General's Standard.

The supporters



The figures that stand on either side of the shield are known in heraldry as "supporters" and are often depicted in a ferocious manner. The King of England chose two lions while Scotland chose two unicorns.

When James VI of Scotland became James I of England in 1603, he chose one lion and one unicorn as the supporters of his royal shield. Canada adopted the same pattern and used a lion on the shield's left holding a gold pointed silver lance from which flies the Royal Union flag, and a unicorn with gold horn, mane and hoofs, on the shield's right. Around its neck is a gold and chained coronet of crosses and *fleurs-de-lis*. The unicorn holds a lance flying a banner of royalist France, namely three gold *fleurs-de-lis*, on a blue background. The two banners represent the two principal founding nations that had established Canada's most enduring laws and customs.

The motto



Canada's motto "*A Mari usque ad Mare*" (From sea to sea) is based on biblical scripture: "He shall have dominion from sea to sea and from the river unto the ends of the earth (From Sea to sea) – Psalm 72:8". The first official use of this motto came in 1906 when it was engraved on the head of the mace of the Legislative Assembly of the new Province of Saskatchewan. The wording of the motto came to the attention of Sir Joseph Pope, then Under Secretary of State, who was impressed with its meaning. He later proposed it as motto for the new design of the coat of arms, which was approved by Order in Council on April 21, 1921 and by Royal Proclamation on November 21, 1921.

The four floral emblems



At the base of the arms are the floral emblems associated with the Canadian Monarchy: the English rose, the Scottish thistle, the French *fleur-de-lis* and the Irish shamrock.

- **English rose** - The rose first became the symbol of England when Henry III married Eleanor of Provence and the golden rose of Provence became England's new floral symbol. From this golden rose eventually came the red rose of the House of Lancaster and the white rose of the House of York.

- **Scottish thistle** - There is a legend that, in 1010 when they attempted to capture Scotland, the Danes landed secretly at night. As they approached Stains Castle they removed their shoes to avoid making any noise. When they reached the castle's moat, they jumped in not realizing that the moat was dry and overgrown with thistles. The screams of the bare-footed Danes roused the garrison. The castle and Scotland were both saved and, according to legend, it is in memory of that night that the thistle became the floral emblem of Scotland.
- **Irish shamrock** - In Irish legends, it is said that when he brought Christianity to Ireland, Saint Patrick used the three petals of the shamrock to illustrate the Holy Trinity. As a result, the shamrock became the floral emblem of Christian Ireland.
- **The French *fleurs-de-Lis***- Following its adoption as the symbol of France's king, the *fleurs-de-lis* also became the symbol of Christian France. By the 13th and 14th centuries, the three petals of the lily of France were being described by writers as symbols of faith, wisdom and chivalry. As in Ireland, they also came to be seen as symbols of the Holy Trinity.

The imperial crown



On top of the "achievement of the arms of Canada" is the imperial crown which is indicative of the presence of a monarch as Canada's Head of State.

The shapes of symbols in a coat of arms can be altered by an artist since heraldry is an art as well as a science. However the symbols themselves can never be changed without formal approval. In 1957, when Canada's arms were slightly modified to produce a cleaner more contemporary design, the Government replaced the original Tudor crown of the 1921 design by a crown that would represent not just one of the royal families of English monarchs, but centuries of kings and queens of England. In accordance with the expressed wishes of Her Majesty Queen Elizabeth II, the Saint Edward's crown is now used for the arms of Canada. It is this crown that has been used for the coronation of kings and queens in Westminster Abbey for centuries.

COAT OF ARMS CHALLENGE

WORKSHEET

Part of the coat of arms	What you chose	What it represents
Colours and patterns on the Shield		
Motto for your new country		
Items in the Helm		
Animal on the Crest (on top)		
Supporter 1		
Supporter 2		
Floral emblems		
Crown or other symbol of government or allegiance		
Other symbols you choose to incorporate into your country's coat of arms		

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COAT OF ARMS OF THE NATION OF



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CANADA'S ECONOMY

OBJECTIVE: The aim of this learning station is to familiarize cadets with key aspects of Canada's economy and consider ongoing economic issues.

TIME: 30 min

TRAINING LEVEL: 1–4

PRE-ACTIVITY INSTRUCTIONS:

- This activity is self-directed by the cadets.
- Provide a quiet area large enough for all team members with a table and chairs.
- Gather the required resources:
 - Canada's Economy activity instruction sheet located at Appendix 1 (1 copy per team),
 - Canada's Economy overview located at Appendix 2, and
 - Canada's Economy worksheet located at Appendix 3 (1 per cadet).
- Post the Canada's Economy activity instruction sheet on the wall or tape it to the table.
- Place copies of Canada's Economy overview and worksheet on the table.

ACTIVITY INSTRUCTIONS:

Have the cadets read and follow the Canada's Economy activity instruction sheet.

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CANADA'S ECONOMY INSTRUCTIONS:

1. List what you already know about Canada's Economy and "Pair-Share" your knowledge with another person on your team.
2. Read the brief overview on Canada's Economy.
3. Answer each of the questions on the worksheet. Your answers don't have to be written out in full; they can be in point form. There are no "right" answers but your answers should be well thought out and supported.
4. You have 30 minutes to complete this activity.

Things to consider:

- Which industry do you think is most prevalent in your region?
- What have you learned about Canada's Economy that you didn't know before?
- Which industry are you most likely to go into when you finish school?

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CANADA'S ECONOMY OVERVIEW

A Trading Nation

Canada has always been a trading nation and commerce remains the engine of economic growth. As Canadians, we could not maintain our standard of living without engaging in trade with other nations.

In 1988, Canada enacted free trade with the United States. Mexico became a partner in 1994 in the broader North American Free Trade Agreement (NAFTA), which created the world's largest free trade area, which now links over 450 million people producing \$17 trillion worth of goods and services as of 2012.

Today, Canada has one of the ten largest economies in the world and is part of the G8 group of leading industrialized countries with the United States, Germany, the United Kingdom, Italy, France, Japan and Russia.

Canada's Economy Includes Three Main Types of Industries:

Service industries provide thousands of different jobs in areas like transportation, education, health care, construction, banking, communications, retail services, tourism and government. More than 75% of working Canadians now have jobs in service industries.

Manufacturing industries make products to sell in Canada and around the world. Manufactured products include paper, high technology equipment, aerospace technology, automobiles, machinery, food, clothing and many other goods. Our largest international trading partner is the United States.

Natural resources industries include forestry, fishing, agriculture, mining and energy. These industries have played an important part in the country's history and development. Today, the economy of many areas of the country still depends on developing natural resources, and a large percentage of Canada's exports are natural resources commodities.

Canada – US Relations

Canada enjoys close relations with the United States and each is the other's largest trading partner. Over three-quarters of Canadian exports are destined for the U.S.A. In fact we have the biggest bilateral trading relationship in the world. Integrated Canada-U.S.A. supply chains compete with the rest of the world. Canada exports billions of dollars worth of energy products, industrial goods, machinery, equipment, automotive, agricultural, fishing and forestry products, and consumer

goods every year. Millions of Canadians and Americans cross every year freely in what is traditionally known as “the world’s longest undefended border.”

At Blaine in the State of Washington, the Peace Arch, inscribed with the words “children of a common mother” and “brethren dwelling together in unity,” symbolizes our close ties and common interests.

CANADA'S REGIONS: SYMBOLS MAP

OBJECTIVE: The aim of this learning station is to familiarize cadets with the regions of Canada and their characteristics.

TIME: 30 min

TRAINING LEVEL: 1–2

PRE-ACTIVITY INSTRUCTIONS:

- This activity may be assigned an instructor or be self-directed by the cadets.
- Provide an area large enough for all team members with a table and ample wall space to display the map of Canada.
- Gather the required resources:
 - Regional Symbols activity instruction sheet located at Appendix 1 (1 copy),
 - Map of Canada's Regions located at Appendix 2,
 - Canada's Regions Sheets located at Appendix 3 (1 set),
 - Canada's Regions - Symbols and Place Names located at Appendix 4 (2 sets),
 - Canada's Regions - Symbols answer key located at Appendix 5 (1 copy), and
 - Masking tape.
- Cut two sets of the Canada's Regions Symbols and one set of place names into individual cards, and place them on the table.
- Post the Canada's Regions activity instruction sheet on the wall or tape it to the table.
- Post the Map of Canada's Regions on the wall or place it on the table.
- Either post the Canada's Regions Sheets on the wall or place them on a table. Alternatively, a large map may be used.

ACTIVITY INSTRUCTIONS:

Have the cadets read and follow the Canada's Regions activity instruction sheet.

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REGIONAL SYMBOLS INSTRUCTIONS:

Canada has **five** distinct regions that include many different geographical areas. Even with the diversity of region, many things are similar across the country.

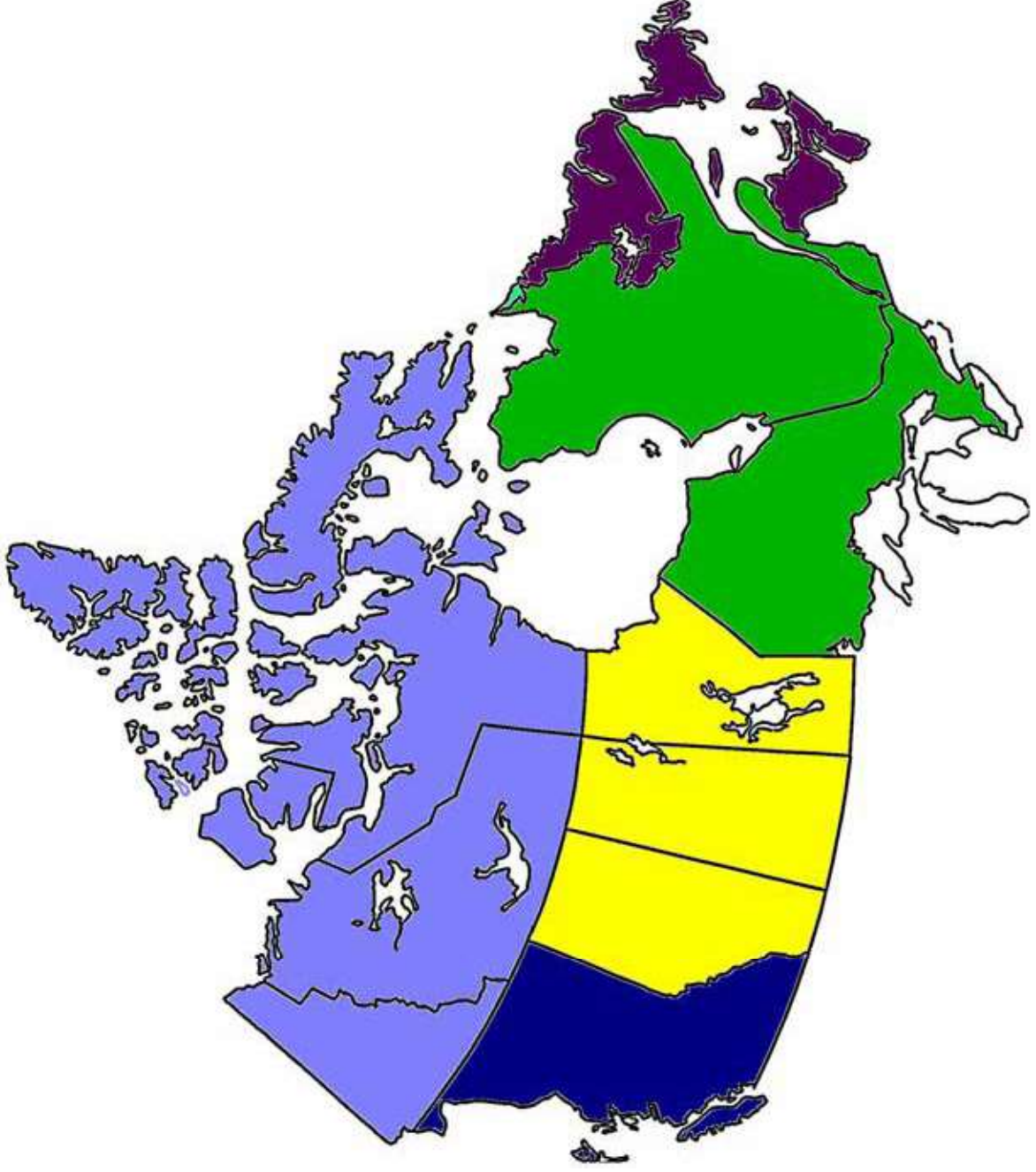
1. Place the province and capital city names on the map.
2. As a team, discuss and determine which symbols belong to each region.
3. Place each of the cut-outs on either the appropriate regional sheet or a large map of Canada (if available). Keep in mind that some of the symbols may belong to more than one region.
4. If your team is uncertain about where to place a symbol, try to figure it out using what you already know about Canada and what makes the most sense (eg, polar bears live in the north).
5. You have 30 minutes to complete this activity.
6. Check the answer key to see how many you got correct.

Things to consider:

- Which regions have you visited? How are they different from your own?
- What have you learned about your own region that you didn't know before?
- What have you learned about the other regions that you didn't know before?

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CANADA'S REGIONS



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CANADA'S REGIONS
ATLANTIC

CANADA'S REGIONS
CENTRAL













CANADA'S REGIONS
PRAIRIE

CANADA'S REGIONS
WEST COAST

CANADA'S REGIONS
NORTHERN

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CANADA'S REGIONS SYMBOLS

		
<p>Igloo</p>	<p>Film Industry</p>	<p>Polar Bear</p>
		
<p>Salmon</p>	<p>Oil Drill</p>	<p>Off-Shore Oil Rig</p>
		
<p>Inuksuk</p>	<p>Potatoes</p>	<p>Mountain</p>
		
<p>Wheat</p>	<p>Gold Miner</p>	<p>Moose</p>



Forestry



CN Tower



Cowboy



Lumberjack



Orca



Fishing Boat



Viking Hat



Hydro Dam



Anne of Green Gables



Farm



Freighter



Celtic cross



Fleur de lis



Gold



Mining



Wine Industry



Fruit



Dairy



Caribou



Freshwater fishing



Dogsled



RCMP



Ukrainian Egg



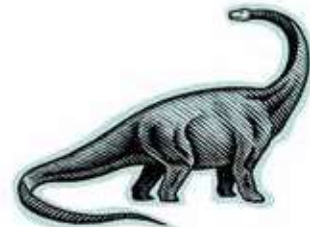
Natural Gas



Totem Pole



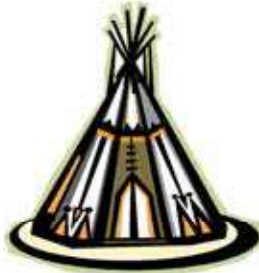
Fireweed



Dinosaur



Cattle Drive



Tepee



Seal



Diamond



Apple



Submarine



Parliament



Chinatown



Confederation Bridge



Iceberg



Lighthouse



Lobster



Maple Syrup



Niagara Falls



Buffalo

Canada's regions

Capital Cities & Provinces / Territories

<i>Ontario</i>	<i>Quebec</i>
<i>Prince Edward Island</i>	<i>Alberta</i>
<i>Yukon</i>	<i>Northwest Territories</i>
<i>Nova Scotia</i>	<i>New Brunswick</i>
<i> Nunavut</i>	<i>St. John's</i>
<i>Halifax</i>	<i>Fredericton</i>
<i>Toronto</i>	<i>Winnipeg</i>
<i>Edmonton</i>	<i>Victoria</i>
<i>Fellowknife</i>	<i>Whitehorse</i>
<i>Manitoba</i>	<i>Saskatchewan</i>
<i>British Columbia</i>	<i>Charlottetown</i>
<i>Newfoundland and Labrador</i>	<i>Quebec City</i>
<i>Regina</i>	<i>Iqaluit</i>
<i>Ottawa</i>	<i>Prairie</i>
<i>Atlantic</i>	<i>Central</i>
<i>West Coast</i>	<i>Northern</i>

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CANADA'S REGIONS ANSWER KEY

From the information below, determine if your team has placed the symbols in the correct regions.

Canada has five distinct regions:

The Atlantic Provinces	<ul style="list-style-type: none"> • Newfoundland and Labrador • Prince Edward Island • Nova Scotia • New Brunswick
Central Canada	<ul style="list-style-type: none"> • Quebec • Ontario
The Prairie Provinces	<ul style="list-style-type: none"> • Manitoba • Saskatchewan • Alberta
The West Coast	<ul style="list-style-type: none"> • British Columbia
The Northern Territories	<ul style="list-style-type: none"> • Nunavut • Northwest Territories • Yukon Territory

Each region enjoys its own distinct heritage, culture and resources:

Region	Resources	Heritage
Atlantic	Fishing, farming, forestry, mining, off-shore oil and gas extraction, hydro-electric, tourism, shipbuilding, shipping.	Celtic, Viking, Aboriginal, English and French
Central	Industry, manufacturing, farming, hydro-electric, forestry, mining, pulp and paper, film, finance, fruit and wine, dairy, beef.	Aboriginal, English and French
Prairie	Farming, mining, hydro-electric, grain, oilseed, oil and natural gas, beef.	English, French, Ukrainian, Aboriginal
West Coast	Forestry, mining, fishing, fruit and wine, tourism, shipping.	English, Asian, Aboriginal
Northern	Mining, oil and gas, hunting, fishing, trapping.	Aboriginal, English

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CANADA'S REGIONS: WORKSHEET

OBJECTIVE: The aim of this learning station is to familiarize cadets with the regions of Canada and symbols associated with each.

TIME: 30 min

TRAINING LEVEL: 3–4

PRE-ACTIVITY INSTRUCTIONS:

- This activity is self-directed by the cadets.
- Provide a quiet area large enough for all team members with a table and chairs.
- Gather the required resources:
 - Canada's Regions activity instruction sheet located at Appendix 1 (1 copy per team),
 - KWL Chart located at Appendix 2 (1 per cadet),
 - Canada's Regions overview located at Appendix 3 (1 per cadet), and
 - Canada's Regions worksheet located at Appendix 4 (1 per cadet).
- Post the Canada's Regions activity instruction sheet on the wall or tape it to the table.
- Place copies of Canada's Regions overview, worksheet and KWL chart on the table.

ACTIVITY INSTRUCTIONS:

Have the cadets read and follow the Canada's Regions activity instruction sheet.

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CANADA'S REGIONS

INSTRUCTIONS:

1. Consider what you already know about each of Canada's Regions. Complete the "K" and "W" columns of the KWL (Know, Want, Learned) chart.
2. Read the brief overview on Canada's Regions.
3. Answer each of the questions on the worksheet. Your answers don't have to be written out in full; they can be in point form. There are no "right" answers but your answers should be well thought out and supported.
4. Complete the "L" column of the KWL chart.
5. You have 30 minutes to complete this activity.

Things to consider:

- Which regions have you visited? How are they different from your own?
- What have you learned about your own region that you didn't know before?
- What have you learned about the other regions that you didn't know before?

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CANADA'S REGIONS KWL CHART

Complete the chart below based on:

1. What you **K**now about each of Canada's Regions,
2. What you **W**ant to know about each of Canada's Regions, and
3. What you have **L**earned about the topic (to be completed after reading the overview as part of the follow-up activity).

REGION	KNOW	WANT TO KNOW	LEARNED
Atlantic			
Central			
Prairie			

REGION	KNOW	WANT TO KNOW	LEARNED
West Coast			
Northern			

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CANADA'S REGIONS OVERVIEW

- Canada is the second largest country in the world.
- Three oceans line our coasts; the Pacific Ocean to the west, the Atlantic Ocean to the east and the Arctic Ocean to the north.
- The United States lies at the southern edge of Canada. The US – Canada boarder is the longest undefended boarder in the world.
- The National Capital is located in Ottawa and is the country's fourth largest metropolitan area.
- The population of Canada is approx 34 million people most of whom live in cities, but Canadians also live in small towns, villages and rural areas.
- Canada is divided into five distinct regions:

The Atlantic Provinces	<ul style="list-style-type: none">• Newfoundland and Labrador• Prince Edward Island• Nova Scotia• New Brunswick
Central Canada	<ul style="list-style-type: none">• Quebec• Ontario
The Prairie Provinces	<ul style="list-style-type: none">• Manitoba• Saskatchewan• Alberta
The West Coast	<ul style="list-style-type: none">• British Columbia
The Northern Territories	<ul style="list-style-type: none">• Nunavut• Northwest Territories• Yukon Territory



The Atlantic Provinces

Atlantic Canada's coasts and natural resources, including fishing, farming, forestry and mining, have made these provinces an important part of Canada's history and development. The Atlantic Ocean brings cool winters and cool humid summers.

- **Newfoundland and Labrador** is the most easterly point in North America and has its own time zone. In addition to its natural beauty, the province has a unique heritage linked to the sea. The oldest colony of the British Empire and a strategic prize in Canada's early history, the province has long been known for its fisheries, coastal fishing villages and distinct culture. Today off-shore oil and gas extraction contributes a substantial part of the economy. Labrador also has immense hydro-electric resources.
- **Prince Edward Island (P.E.I.)** is the smallest province, known for its beaches, red soil and agriculture, especially potatoes. P.E.I. is the birthplace of Confederation, connected to mainland Canada by one of the longest continuous multispan bridges in the world, the Confederation Bridge. *Anne of Green Gables*, set in P.E.I. by Lucy Maud Montgomery, is a much-loved story about the adventures of a little red-headed orphan girl.
- **Nova Scotia** is the most populous Atlantic Province, with a rich history as the gateway to Canada. Known for the world's highest tides in the Bay of Fundy, the province's identity is linked to shipbuilding, fisheries and shipping. As Canada's largest east coast port, deep-water and ice-free, the capital, Halifax, has played an important role in Atlantic trade and defence and is home to Canada's largest naval base. Nova Scotia has a long history of coal mining, forestry and agriculture. Today there is also off-shore oil and gas exploration. The province's Celtic and Gaelic traditions sustain a vibrant culture. Nova Scotia is home to over 700 annual festivals, including the spectacular military tattoo in Halifax.
- **New Brunswick** is situated in the Appalachian Range, the province was founded by the United Empire Loyalists and has the second largest river system on North America's Atlantic coastline, the St. John River system. Forestry, agriculture, fisheries, mining, food processing and tourism are the principal industries. Saint John is the largest city, port and manufacturing centre; Moncton is the principal Francophone

Acadian centre; and Fredericton, the historic capital. New Brunswick is the only officially bilingual province, and about one-third of the population lives and works in French. The province's pioneer Loyalist and French cultural heritage and history come alive in street festivals and traditional music.

Central Canada

More than half the people in Canada live in cities and towns near the Great Lakes and the St. Lawrence River in southern Quebec and Ontario, known as Central Canada and the industrial and manufacturing heartland. Southern Ontario and Quebec have cold winters and warm humid summers. Together, Ontario and Quebec produce more than three-quarters of all Canadian manufactured goods.

- **Quebec** has nearly eight million people, the vast majority along or near the St. Lawrence River. More than three-quarters speak French as their first language. The resources of the Canadian Shield have helped Quebec to develop important industries, including forestry, energy and mining. Quebec is Canada's main producer of pulp and paper. The province's huge supply of fresh water has made it Canada's largest producer of hydro-electricity. Quebecers are leaders in cutting-edge industries such as pharmaceuticals and aeronautics. Quebec films, music, literary works and food have international stature, especially in *La Francophonie*, an association of French-speaking nations. Montreal, Canada's second largest city and the second largest mainly French-speaking city in the world after Paris, is famous for its cultural diversity.
- **Ontario**, at more than 12 million, makes up more than one-third of Canadians. The large and culturally diverse population, natural resources and strategic location contribute to a vital economy. Toronto is the largest city in Canada and the country's main financial centre. Many people work in the service or manufacturing industries, which produce a large percentage of Canada's exports. The Niagara region is known for its vineyards, wines and fruit crops. Ontario farmers raise dairy and beef cattle, poultry, and vegetable and grain crops. Founded by United Empire Loyalists, Ontario also has the largest French-speaking population outside of Quebec, with a proud history of preserving their language and culture. There are five Great Lakes located between Ontario and the United States: Lake Ontario, Lake Erie, Lake Huron, Lake Michigan (in the U.S.A.) and Lake Superior, the largest freshwater lake in the world.

The Prairie Provinces

Manitoba, Saskatchewan and Alberta are the Prairie Provinces, rich in energy resources and some of the most fertile farmland in the world. The region is mostly dry, with cold winters and hot summers.

- **Manitoba's** economy is based on agriculture, mining and hydro-electric power generation. The province's most populous city is Winnipeg, whose Exchange District includes the most famous street intersection in Canada, Portage and Main. Winnipeg's French Quarter, St. Boniface, has Western Canada's largest Francophone community at 45,000. Manitoba is also an important centre of Ukrainian culture, with 14% reporting Ukrainian origins, and the largest Aboriginal population of any province, at over 15%.
- **Saskatchewan**, once known as the "breadbasket of the world" and the "wheat province," has 40% of the arable land in Canada and is the country's largest producer of grains and oilseeds. It also boasts the world's richest deposits of uranium and potash, used in fertilizer, and produces oil and natural gas. Regina, the capital, is home to the training academy of the Royal Canadian Mounted Police. Saskatoon, the largest city, is the headquarters of the mining industry and an important educational, research and technology centre.
- **Alberta** is the most populous Prairie province. The province, and the world-famous Lake Louise in the Rocky Mountains, were both named after Princess Louise Caroline Alberta, fourth daughter of Queen Victoria. Alberta has five national parks, including Banff National Park, established in 1885. The rugged Badlands house some of the world's richest deposits of prehistoric fossils and dinosaur finds. Alberta is the largest producer of oil and gas, and the oil sands in the north are being developed as a major energy source. Alberta is also renowned for agriculture, especially for the vast cattle ranches that make Canada one of the world's major beef producers.

- **The West Coast:** British Columbia is known for its majestic mountains and as Canada's Pacific gateway. The Port of Vancouver, Canada's largest and busiest, handles billions of dollars in goods traded around the world. Warm airstreams from the Pacific Ocean give the B.C. coast a temperate climate.
- British Columbia (B.C.), on the Pacific coast, is Canada's western most province, with a population of four million. The Port of Vancouver is our gateway to the Asia-Pacific. About one-half of all the goods produced in B.C. are forestry products, including lumber, newsprint, and pulp and paper products—the most valuable forestry industry in Canada. B.C. is also known for mining, fishing, and the fruit orchards and wine industry of the Okanagan Valley. B.C. has the most extensive park system in Canada, with approximately 600 provincial parks. The province's large Asian communities have made Chinese and Punjabi the most spoken languages in the cities after English. The capital, Victoria, is a tourist centre and headquarters of the navy's Pacific fleet.

The Northern Territories

The Northwest Territories, Nunavut and Yukon contain one-third of Canada's land mass but have a population of only 100,000. There are gold, lead, copper, diamond and zinc mines. Oil and gas deposits are being developed. The North is often referred to as the "Land of the Midnight Sun" because at the height of summer, daylight can last up to 24 hours. In winter, the sun disappears and darkness sets in for three months. The Northern territories have long cold winters and short cool summers. Much of the North is made up of tundra, the vast rocky Arctic plain. Because of the cold Arctic climate, there are no trees on the tundra and the soil is permanently frozen. Some continue to earn a living by hunting, fishing and trapping. Inuit art is sold throughout Canada and around the world.

- **Yukon** saw thousands of miners during the Gold Rush of the 1890s, as celebrated in the poetry of Robert W. Service. Mining remains a significant part of the economy. The White Pass and Yukon Railway opened from Skagway in neighboring Alaska to the territorial capital, Whitehorse in 1900 and provides a spectacular tourist excursion across precipitous passes and bridges. Yukon holds the record for the coldest temperature ever recorded in Canada (-63°C).
- **The Northwest Territories (N.W.T.)** were originally made up in 1870 from Rupert's Land and the North-Western Territory. The capital, Yellowknife (population 20,000), is called the "diamond capital of North America." More than half the population is Aboriginal (Dene, Inuit and Métis). The Mackenzie River, at 4,200 kilometers, is the second-longest river system in North America after the Mississippi and drains an area of 1.8 million square kilometers.
- **Nunavut**, meaning "our land" in Inuktitut, was established in 1999 from the eastern part of the Northwest Territories, including all of the former District of Keewatin. The capital is Iqaluit, formerly Frobisher Bay, named after the English explorer Martin Frobisher, who penetrated the uncharted Arctic for Queen Elizabeth I in 1576. The 19-member Legislative Assembly chooses a premier and ministers by consensus. The population is about 85% Inuit, and Inuktitut is an official language and the first language in schools.

4. How would you describe Canada to a person interested in moving to our country?

5. The different regions of Canada make it an exciting and interesting place to live. What is your favourite thing about Canada?



**COMMON TRAINING
ALL TRAINING LEVELS
INSTRUCTIONAL GUIDE
CITIZENSHIP**



SECTION 9

EO CX01.01 – PARTICIPATE IN CITIZENSHIP ACTIVITIES

Total Time:

Six sessions (18 periods)

**THERE IS NO INSTRUCTIONAL GUIDE PROVIDED FOR THIS EO. REFER TO
THE LESSON SPECIFICATION LOCATED IN A-CR-CCP-701/PG-001, ROYAL
CANADIAN ARMY CADETS GREEN STAR QUALIFICATION STANDARD AND PLAN.**

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