# Citizenship

## Topic Development Ideas

**Classes might want to learn more about...**

- Canadian dual citizenship
- citizenship application fee
- citizenship rights and responsibilities
- common questions asked on the citizenship test (e.g., Canadian history, geography, the political system, Aboriginal peoples of Canada)
- eligibility criteria for becoming a Canadian citizen
- how to apply for Canadian citizenship
- sponsorship process

## Strategies for Learners

**Learners find it useful to...**

- attend citizenship preparation classes
- contact local settlement agencies of ethnocultural associations for information about citizenship preparation
- find information on the Internet about how to become a Canadian citizen
- learn test-taking strategies
- listen to recorded information from Citizenship and Immigration Canada
- practice answering common citizenship questions
- study the map of Canada to learn the names of provinces, territories, and their capitals as well as important geographical features of Canada

## Resources for Developing and Teaching Topic

- *Canada Yearbook*: Statistics Canada
- *Ontario Reader 1999*: “How to become a Canadian citizen,” “Canada Quiz”
- *A Look at Canada*
- *How Canadians Govern Themselves*
- *It’s Your Right*: “Basic Rights and Freedoms”
- *Welcome to Canada*
- local library for books and videotapes about Canada
- *CLB Listening/Speaking Resource*: Stage II, Telemessage dialogue 10
- Explore Canada – A Look at Canada
- Citizenship and Immigration Canada: [http://cicnet.cic.gc.ca](http://cicnet.cic.gc.ca)
- Settlement.org: [http://www.settlement.org](http://www.settlement.org) (Immigration and Citizenship)
- [citizenship Canada](http://www.citizenshipandimmigrationcanada.gc.ca)
**Topic Outcomes (CLB 4, 5)**

**Possible outcomes for this topic:**

- ask for and give information
- understand step-by-step instructions for applying for Canadian citizenship
- get information about Canadian citizenship from a simple two- to three-paragraph text
- use a complex reference text (e.g., map, diagram, graph) to locate information about Canada
- copy information from an encyclopedia or reference book to complete a task or learn information
- fill out a form with up to 20 items (e.g., citizenship application)

**Language Focus**

**Items to help learners achieve the outcomes:**

- vocabulary and expressions (eligible, dual citizenship, permanent resident, qualify, notice to appear, take the oath of citizenship, swear, allegiance, landed immigrant)
- modals: obligation, requests (must, have to, could, can, would)
- embedded questions (Could you tell me where the nearest Immigration office is?)
- passive voice
- questions: yes/no, wh-, tag
- pronunciation: word stress in names of Canadian provinces, capitals, politicians, historical figures

**Sample Tasks**

1. Quiz a partner about knowledge of Canada and Canadian citizenship.
2. Listen to verbal instructions for becoming a Canadian citizen and put sentences about the process into the correct order.
3. Read a short text about rights and responsibilities relating to Canadian citizenship and answer true/false questions. (See [http://alphaplus.ca/linc/citizenship.htm](http://alphaplus.ca/linc/citizenship.htm) for sample activity.)
   - **Novice:** Open an instructor-made file with text related to Language Task 3. Locate and highlight a given function in the language (e.g., obligations). Print for peer correction.
   - **Skills:** Open, Highlight, Save As, Print
4. Fill out a sample citizenship application form.
## Family Law

### Topic Development Ideas

**Classes might want to learn more about...**

- child custody and support issues
- Child Protection Act
- Children’s Aid Society
- cultural differences in solving family disputes
- divorce laws in Canada
- helplines for children
- legal definitions of child abuse; legal requirements to report child abuse and possible consequences of reporting
- legal implications of common-law relationships
- legal rights of same-sex couples
- legal supports for women who are victims of domestic violence
- role of mediators in family disputes
- senior abuse

### Strategies for Learners

**Learners find it useful to...**

- access legal counselling in first language
- find the telephone number of a community legal clinic in their area
- read about rights in simplified material
- seek assistance from an agency or immigrant settlement services to deal with a legal problem
- use repetition and rephrasing to verify understanding of information received over the telephone

### Resources for Developing and Teaching Topic

- **Words We Use**: Unit 18, “Legal Rights”
- **Family Violence is Abuse**
- **Welcome to Canada**
- guest speakers from ethnic organizations, police departments, and legal aid centres
- CLEO (Community Legal Education Ontario): http://www.cleo.on.ca
- Haldimand-Norfolk Women’s Services: http://www.hnws.on.ca
- Kids Help Phone: http://kidshelp.sympatico.ca
- Settlement.org: http://www.settlement.org (Social Services, Find an Organization)
- domestic violence, shelters, child abuse, children’s aid, elder abuse
**Topic Outcomes (CLB 4, 5)**

Possible outcomes for this topic:

- give simple informal advice about a family problem
- tell a detailed story about the events leading up to a domestic dispute
- ask for information from a local legal clinic about different issues relating to family law
- understand directions to get to the nearest legal clinic
- understand factual details and some implied meanings in a descriptive or narrative text
- find information in telephone directory (e.g., numbers for community legal clinics, women’s shelters)
- understand information in brochures from social service agencies
- get information from a simple two- to three-paragraph text about a domestic incident and its legal repercussions
- write a one-paragraph description of a family problem

**Language Focus**

Items to help learners achieve the outcomes:

- vocabulary (separated, common-law, custody, visitation rights, restraining order)
- adjectives (dangerous, drunk, violent, abusive, abused)
- modals: requests, advice (can, could, would, should, have to)
- reported speech
- simple sentences with direct and indirect objects (You shouldn’t hit your child, Neighbours reported the incident to the police)
- verb tenses: simple past, past continuous
- pronunciation: schwa /ə/ (appropriate, restraining, abused, common-law)

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**Sample Tasks**

1. Tell a story about a domestic problem from different points of view (e.g., husband/wife, child/parent, old person/young person).
2. Listen to a story about a domestic dispute and answer true/false questions.
3. Read a text about a family problem and its outcome. Look at a list of sentences about the story and indicate whether each sentence happened before or after the event. (See http://alphaplus.ca/linc/family_law.htm for sample activity.)
4. Write a paragraph describing a domestic problem.

- **Novice**: Word-process Language Task 4. Create a header or footer. Insert and justify name, date and time.

  **Skills**: Header and Footer, Insert Date, Insert Time, Format Paragraph (Alignment)

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**Additional Tasks**

- **All Levels**: ELLIS – Master Pronunciation – Speech Acts – Getting Things Done – Ask for Information, Offer Suggestions.

  **Skills**: Open/Close Application, Select and Navigate Through Options, Mouse Skills
### Topic Development Ideas

**Classes might want to learn more about...**

- cultural differences in policing
- giving a statement to the police
- informing the police of lost or stolen identification documents, including driver's licence
- Language Line Services and 911 services
- levels of police: RCMP, OPP, local police forces
- police spot checks
- proper use of 911 and other emergency numbers
- reporting accidents
- rights and responsibilities in case of arrest

### Strategies for Learners

**Learners find it useful to...**

- ask the police about crime rate in local area
- educate children about calling 911
- keep emergency numbers next to the phone
- keep photocopies of personal papers and identification in case of loss
- organize ideas or information in logical sequence to help others understand
- take photo of missing person or article to police to help with identification

### Resources for Developing and Teaching Topic

- *Ontario Reader 1997*: “Police in Ontario,” “The police and your rights”
- *Picture Stories for Beginning Communication*: Unit 14, “Going to the Zoo”
- *Understanding Community Resources*
- brochures on crime prevention and safety
- *CLB Listening/Speaking Resource*: Stage II, Housing dialogue 27
- guest speaker from local police station
- 911: [http://www.greycounty.on.ca/Departments/Highways/911.htm](http://www.greycounty.on.ca/Departments/Highways/911.htm) (What happens when you dial 911?)

- Niagara Regional Police Service: [http://www.nrps.com/nrpsweb](http://www.nrps.com/nrpsweb) (Education)
- Ontario Provincial Police: [http://www.gov.on.ca/opp](http://www.gov.on.ca/opp)
- RCMP: [http://www.rcmp.gc.ca](http://www.rcmp.gc.ca)
- Settlement.org: [http://www.settlement.org](http://www.settlement.org) (Legal information and human rights, Police)
- police Ontario
### Topic Outcomes (CLB 4, 5)

**Possible outcomes for this topic:**
- call for emergency assistance
- tell a detailed story about a crime
- give a detailed description to a police officer
- express necessity, worry, or concern
- understand factual details and some implied meanings in a descriptive or narrative text
- find information in a police or safety brochure
- get information from a simple two- to three-paragraph text
- write a one-paragraph description of an accident or crime

### Language Focus

**Items to help learners achieve the outcomes:**
- vocabulary and idioms (*warrant, charged, detained, arrested, acquitted, offence, suspect, cops, busted doing time, hot on the trail, take the law into own hands, on the beat*)
- adjectives
- prepositions of location and time
- modals: requests, necessity, advice
- questions: yes/no, wh-, embedded
- sequence markers
- verb tenses: simple past, past continuous, present perfect
- pronunciation: consonant blends using final /t/ (*arrest the criminal, fight broke out, report the accident*)

### Sample Tasks

1. **Role-play giving a statement to a police officer.**
   - **Experienced**: Use Callouts in AutoShapes to create speech bubbles for the dialogue used in reporting a crime. Follow instructions to apply shadow and 3-D effects to the callouts. Print and display in class. Present the dialogue to the class.
   - **Skills**: Insert Picture (AutoShapes), Fill Color, Line Color, Shadow, 3-D Style

2. **Listen to a story about an accident. Sequence sentences in chronological order.**

3. **Read a list of actions and decide if each is legal or illegal.** (See [http://alphaplus.ca/linc/the_police.htm](http://alphaplus.ca/linc/the_police.htm) for a sample activity.)

4. **Write a description of a burglary or accident.**

### Additional Tasks

- **All Levels:** ELLIS – Master Pronunciation – **Speech Acts** – **Getting Things Done** – Help: Offer/Accept/Refuse.
  - **Skills**: Open/Close Application, Select and Navigate Through Options, Mouse Skills