

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.ci.gc.ca>
-  Settlement.org: <http://www.settlement.org> (Immigration and Citizenship)
-  citizenship Canada

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> 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)	Language Focus
<p>Possible outcomes for this topic:</p> <ul style="list-style-type: none"> 👂 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 	<p>Items to help learners achieve the outcomes:</p> <ul style="list-style-type: none"> ● vocabulary (<i>separated, common-law, custody, visitation rights, restraining order</i>) ● adjectives (<i>dangerous, drunk, violent, abusive, abused</i>) ● modals: requests, advice (<i>can, could, would, should, have to</i>) ● reported speech ● simple sentences with direct and indirect objects (<i>You shouldn’t hit your child, Neighbours reported the incident to the police</i>) ● verb tenses: simple past, past continuous ● pronunciation: schwa /ə/ (<i>appropriate, restraining, abused, common-law</i>)

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)

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

Police

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

- 📖 *Let's Talk 3*: Unit 3, "Breaking the Law"
- 📖 *Ontario Reader 1997*: "Police in Ontario," "The police and your rights"
- 📖 *Picture Stories for Beginning Communication*: Unit 14, "Going to the Zoo"
- 📖 *Read On Canada*: Unit 3, "Taking Action Against Crime"
- 📖 *The Oxford Picture Dictionary, Canadian Edition*: Unit 7, "Community"
- 📖 *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> (What happens when you dial 911?)
- 🌐 Niagara Regional Police Service: <http://www.nrps.com/nrpsweb> (Education)
- 🌐 Ontario Provincial Police: <http://www.gov.on.ca/opp>
- 🌐 RCMP: <http://www.rcmp.gc.ca>
- 🌐 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 **th**e criminal, fight **br**oke out, report **th**e 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 for a sample activity.)
4. Write a description of a burglary or accident.

Additional Tasks

- 🎧 **All Levels: 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