



Citizenship and
Immigration Canada

Citoyenneté et
Immigration Canada

BELONGING

AN ACTIVITY GUIDE

FOR TEACHERS
AND YOUTH LEADERS



Canada

MESSAGE FROM THE MINISTER

I would like to take this opportunity to wish all of you a very happy Citizenship Week. Indeed, I encourage you to celebrate your citizenship all year, and to use the activities in this Guide to help you take an active role in promoting the values of citizenship in your own community.

People come from many different cultures, religions and backgrounds to build a new life in our country. They do so because they know that Canada promotes tolerance, diversity and good will. These cherished values are what make Canadian citizenship so precious. It is about acceptance, understanding, openness, and neighbourliness. It is about caring and compassion. Equality and fairness. Sharing and respect.

These values transcend the differences among peoples. They speak to something fundamental in all of us, no matter where we come from or who we are. There is something about Canada that has made these values an intrinsic part of how we work together, how we approach problems and solve them, and how we live our daily lives.

It is important that we all feel like we belong, and that we reach out to help everyone in our country feel welcome, whether they are newcomers who have chosen to make Canada their home, or whether they have lived here their entire life. Each of us has an important role to play in promoting this feeling of belonging, both in ourselves and in others.

Let this Guide be just a beginning. Let it spark your imagination, and inspire you to find your own way to celebrate your citizenship, to take responsibility for building your own community and to help make Canada stronger. This Guide has been created for Canada's Citizenship Week, but I hope that it might also encourage you to cherish and celebrate your citizenship every day, all year long.



Elinor Caplan

Minister of Citizenship and Immigration

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*to the many teachers and community leaders
who assisted with the development of this Guide.*

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INTRODUCTION

This Teachers' and Youth Leaders' Guide provides fun, cross-curricular and multigrade activities for the young. Written for teachers and youth/community leaders, this booklet explores what makes us feel we belong: to a place; to a community; to a country. It also helps youth to identify the core citizenship values they wish to keep alive.

This Guide is timeless. Although the Guide was created for *Canada's Citizenship Week* (the third week in October), celebrating the concept of belonging and Canadian citizenship values are year-round activities. Use it anytime.

Produced by the Integration Promotion Division of Citizenship and Immigration Canada (CIC), this product is distributed free of charge to educators and community/youth groups.

Any part of this booklet may be reproduced for educational purposes. View this product electronically at www.cic.gc.ca/welcomehome.

WHO USES THIS TOOL FOR CELEBRATION?

Geared to youth leaders and teachers who teach children between the ages of five and 13, the cross-curricular approach of this Guide could prove useful for social sciences, health, language arts and ESL/FSL classes. As well, the activities can easily be adapted to certain adult education classes.

HOW TO USE THIS GUIDE?

The Guide has seven themes: "Circles of Belonging," "Moving Day," "Settling In," "Putting Down Roots," "Footsteps That Lead Me Home," "My Canadian Citizenship Pledge" and "About Leaves and Trees and Other Important Stuff." Weave your own unique cloth with the threads and thematics you choose, adapting the activities to suit your group's level and needs.

WANT MORE COPIES?

This Citizenship Activity Kit includes a *Canada: We All Belong!* poster and this *Belonging Activity Guide*, the *Welcome Home* poster and a sample copy of *Times of My Life*. See the Order Form on page 31 to obtain more copies of this free material.

Please allow three weeks for delivery. Order early as quantities are limited.

COMMENTS?

We would love to hear your comments about this material. Drop us a line at Integration Promotion, Citizenship and Immigration Canada, 300 Slater Street, Ottawa ON K1A 1L1 or e-mail us at welcomehome@cic.x400.gc.ca.

BELONGING

*What makes us feel like we belong to our homes? to our neighbourhoods?
to our communities? to our country?*

*A sense of belonging starts at a personal level and weaves itself
through all the layers of our lives.*

It starts with feeling safe and comfortable in a place. It means having enough clothing and food to eat. It is being accepted for who you are in all your uniqueness, whatever your origin, language or skin colour. It is having supportive family and friends in your midst, in good times and bad.

Our sense of belonging deepens as we connect to our ancestral roots, to our personal heritage. That important journey links us to the language, art, dance, music and stories of family and ancestors. It creates a strong foundation for life, strengthening young people's self-esteem.

Belonging also extends beyond ourselves to our communities. The word "community" has many meanings. It is the place where you live and the people with whom you interact daily. It is being connected to the cultural and social community(ies) that reflect your personal heritage and interests.

Belonging to place or developing a "sense of place" comes from knowing and celebrating the histories and geography of the land, landscapes and streets where you walk every day—being so familiar with them that you hear and see them with your ears and eyes closed.

Each layer of connection strengthens your sense of comfort and well-being. Each adds to your "belonging." The more you know about each level, the more you are at home, and the more you can contribute to building your Canadian community.

Belonging is about being connected to others. For the young, a sense of belonging is intimately linked to the people with whom they live. It is being loved unconditionally; being welcomed and accepted in a safe environment. Asking children

"Belonging is being
'at home' in a place."

what makes them feel like they belong can prove somewhat confusing. However, ask what makes them happy at school or at home, and they will invariably answer, "Not being left out."

Ask this same question to any newcomer in your midst. You will probably receive the same answer. Being "left out" or "unwelcomed" at any age inhibits our growth and well-being.

Although mutual respect, caring and compassion are important Canadian attributes, sometimes we need to be reminded that we all have a right to belong.

Our sense of belonging grows when we connect to our heritage, honour the heritage of others and create a collective heritage together. It means participating in, taking ownership of and respecting the values, concerns and interests of the community where we live. Belonging is something that everyone strives to achieve over and over again in a lifetime. When all the strands of your support systems are woven together strongly, then you really feel you have come "home."

Over time, our circles of belonging extend beyond our family to our neighbourhood and to the various communities we touch. They expand further to the regions, provinces or territories where we live—stretching, as we mature, from sea to sea to sea, to the country we have selected as our home. Finally, our outreach crosses the borders of our homeland, as we take on our role as citizens of the world, citizens of Mother Earth.

Journey with us through the pages of this Activity Guide to explore what makes you feel like *you* belong.

AT A GLANCE

FUN THINGS TO DO TO CELEBRATE YOUR CITIZENSHIP



Write a poem, essay, story, song or haiku about what makes you feel you belong to the special place you call home.



Enter and win the Great Canadian Citizenship Pledge Contest. Details on page 24.



Send a message of welcome to new Canadians. See the enclosed **Welcome Home** poster for details or consult www.cic.gc.ca/welcomehome.



Invite a recently arrived immigrant to tell his or her story of coming to Canada.



Organize a citizenship or reaffirmation ceremony in your community.



Learn to say “welcome” in five different languages.

CIRCLES OF BELONGING

*Did you know that the name **Canada** comes from the word **kanata**? This Huron-Iroquois word means “village.” Over time, Canada evolved into a series of villages, a series of communities, each with its own identity. And, in time, kanata became home.*

Just as this country has many layers of community, so do we, as individual Canadians, have many circles of community and circles of connection that support us in our daily lives.

In fact, the essence of “belonging” is being connected to someone or some group, or to something or some place, that nurtures us. One way to introduce the concept of belonging is to explore with your group how they are connected to various communities and places.

Our circles of community broaden, change and strengthen with age. As we move from dependence to independence to interdependence through maturity, we are more able to participate and contribute to the ideal communities we seek.

“In most cultures, the circle symbolizes wholeness and the experience of unity. The square evokes stability, solidity and security.”

ACTIVITY

READING THE PICTURE

This activity explores concepts of visual perception. Before introducing this activity, put up the Canada: We All Belong! poster and draw your group around.

Canada: We All Belong! is intended to help remind all Canadians—young and old, long-time residents and those newly arrived—that we all belong to this country and have a right to be here, and that, together, we help to build this community of communities we call Canada.

LET'S GET STARTED...

With your group, examine the *Canada: We All Belong!* illustration. What do you see in the picture? How many children are there? Who are they? Examine the edges of the artwork and the spaces within. How many shapes (circles, squares, etc.) do you see? What do you think a circle represents? How does the square make you feel? Can you find the turtle? Do you know what the turtle symbolizes in First Nations' culture? Do you know what it symbolizes in other cultures?

Pick your favourite colour in the illustration. Why did you pick this colour? How does it make you feel? How many colours are in the poster? What feelings do they evoke? happiness? sadness? celebration? If you were one of the children in the poster, which one would you be? Tell your story. How many other living things do you see in the poster? How many pets? Do you have a pet? How does your pet make you feel? What do you do for it? What do the birds in the poster make you think of, or make you want to do?

Once you have explored the artwork, discuss with your group what the words *Canada: We All Belong!* mean.

ACTIVITY

CIRCLES OF BELONGING

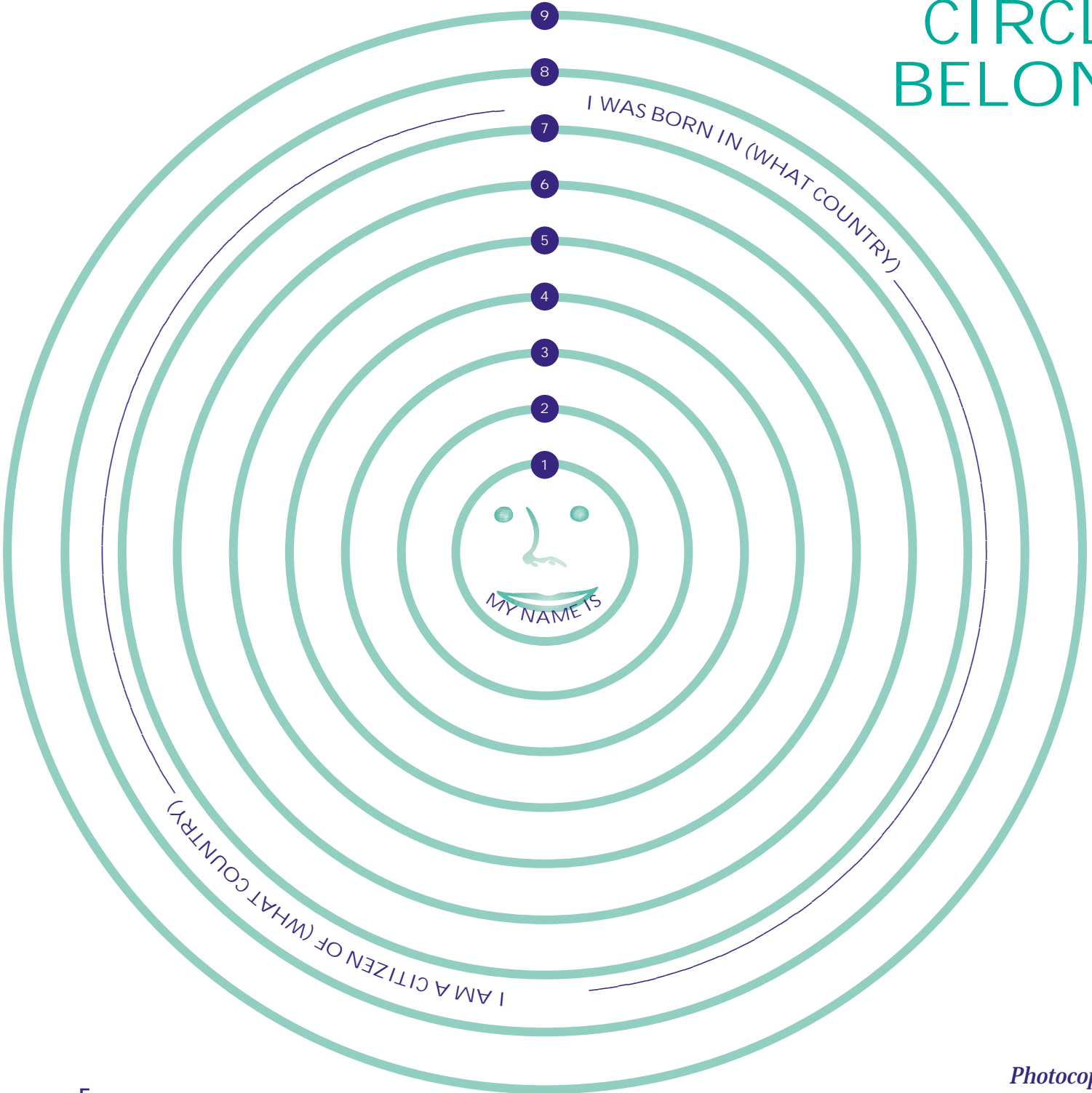
This activity explores concepts of belonging, interdependence and connection to our community and our world. Before introducing this activity, photocopy the circle chart on the opposite page for each participant.

TO GET YOU STARTED...

- 1 First, write your name in the centre circle, on the smile line.
- 2 In the next outer circle, indicate the names of the people (and pets) with whom you live or see daily (e.g., parents, siblings, best friend(s), grandparents, family friends, etc.).
- 3 In the third circle, list special people or community workers that you come into contact with weekly who help you with your lives (e.g., teachers, librarians, coaches, guardians, youth leaders, storekeepers, etc.).
- 4 In the fourth circle, list community organizations to which you belong (e.g., The Girl Guides of Canada, Scouts Canada or other youth, sport, cultural and religious groups).
- 5 In the fifth circle, list four places that you find safe and nurturing (e.g., your backyard, the local park or skating rink, the nearby river where you catch frogs, the library, etc.).
- 6 In the sixth circle, indicate the village, township, city or region and the province/territory where you live.
- 7 In the seventh circle, indicate the country where you live now.
- 8 In the eighth circle, complete these two sentences: I was born in _____ (what country). Today, I am a citizen of _____ (what country).
- 9 In the ninth circle, beyond belonging to your community, province/territory and country, what do you belong to? the continent? the earth? the solar system? other galaxies? Let your imagination soar!

CIRCLES OF BELONGING

ACTIVITY



“Reminding ourselves of how we fit within our world, and our connection to the people and organizations that support us, provides us with a stronger sense of belonging.”

ACTIVITY

TIMES OF MY LIFE

Family trees tell the story of our ancestors.

They help set us in place.

As uniting families is an important part of Citizenship and Immigration Canada’s work, we have adapted a great idea developed by teacher librarian Bob Angst of Manitoba’s Garden Grove School called *Times of My Life*.

The *Times of My Life* booklet helps a child connect to their past, but also speaks of their favourite things at a given time in their lives. This keepsake is to be sent home with the children, filled out yearly with a parent or guardian, as a reminder of those special times and those special things that are most important when growing up. Additional copies (one per child) are available through Citizenship and Immigration Canada. See the Order Form on page 31 for details.

ACTIVITY

CANADA: WE ALL BELONG!

This activity explores concepts of self-awareness and belonging.

In a poem, short narrative, song or essay, ask your group to express what makes them feel they belong to Canada. What makes them feel they are “home.” Is it living in a special place? Is it the light dancing on the nearby river? Is it holding their purring kitten? Is it being with best friends? Is it playing soccer in the local park? Is it winter? Is it the sounds and look of their streetscape? Is it eating maple syrup? Is it being part of many cultures or being part of their own community? Is it hearing and speaking a particular language? Is it sitting by an open campfire or canoeing at the end of a day with the water mirroring their reflection? Is it the cycle of the seasons shifting from light and warm to cool and dark?

Then, as a group, share your images of belonging.

WHAT MAKES ME FEEL LIKE I BELONG?

This activity explores concepts of personal belonging. Complete the blanks below listing what makes you feel you belong to the place where you live. Each activity should start with the letter identified (e.g., B: Buddy, my dog, welcoming me when I get home).

B _____

E _____

L _____

O _____

N _____

G _____

I _____

N _____

G _____

Photocopy and distribute to your group.

MOVING DAY



Canadians move a lot. The reasons why we move are as varied as the landscape. We move to find bigger or smaller or brighter places to live, to find a better job, to find work. Often we move to find a better life. At times, we move hurriedly, following chance. Other times, the move is carefully planned well in advance. Either way, moving can be traumatic, especially for children.

Allowing young people to think about and share their experiences about moving helps them to adjust and bond to a new place. Explore with your youth what happens when they are taken to a completely unfamiliar territory, with totally different sights and sounds. Discuss what would help them adapt more easily to a new place.

Is it having their special treasures well placed in their new home? Is it seeing family photographs? Is it building new memories? Is it the positive and welcoming interaction with the people (and the animals) that share their home? Is it walking down a new street day after day and feeling increasingly familiar with it? Is it having a great new place to play? Is it being accepted and welcomed by strangers and making new friends? Is it knowing the history of the local landmarks and buildings? Is it feeling safe in this new place?

ACTIVITY

MY TRAVEL BAG

The following activities help youth deal with the difficult issues of moving and saying goodbye through shared experiences. Colouring materials will be useful here.

Pretend that each member of your group has to move to a new place suddenly. Each is allowed to take only one travel bag. In it they must place their most precious possessions. Ask them to list the treasures they will take. Explain to your group that the treasures can be tangible, like a favourite toy, or intangible, like their ancestral roots.

Then request that the child select only ONE item from the list—their most precious—to take on the journey. Ask the child to paint or draw it. Display the treasures. Then, as a group, memorize each other's treasures. See who in your group can remember the most. You may want to play The old alphabet game that is, "I packed my trunk, and in it I took..." to add to the joy of this memory game.

ACTIVITY

MOVING STORIES

Saying goodbye is not easy. Often we leave our homes for new ones without proper closure, forgetting to say thanks for all the things that the previous home or landscape has given to us.

Ask your youth to write about a place where they used to live or a place that meant a lot to them where they can no longer go. Suggest that they write about the loss of the place *with heart*, saying goodbye (and perhaps "thank you") to their old home and environment.

Then call on your youth who might have moved a lot to share stories about what helped them adapt to new surroundings. Encourage them also to write about where they live now. What do they like about this new place? What do they miss from their old home?

COMING HOME

WHAT I LIKE ABOUT LIVING HERE

1

2

3

4

5

6

7

8

9

10

Ask individuals in your group to list 10 good things about their new home, school and environment.

Those who have not moved recently can describe the 10 best things about living where they live now.

Photocopy and distribute to your group.

“Simple words spoken such as, ‘You are most welcome here.’ or ‘Welcome home’ elicit in newcomers a feeling that they could belong.”

SETTLING IN

Coming from “away” can be a scary experience. When landscapes and streetscapes and faces are not familiar, we lose a bit of ourselves. We feel unsettled until we connect solidly with our new neighbours and our new landscape, until we make new friends and find our way “home.”

*Something that helps newcomers start feeling at home is for **oldcomers**—people who have lived in a place for a time—to reach out and say, “You are welcome here.” The sense of welcome deepens if they are asked to share a special place or event.*

What are the rituals of welcome you undertake when someone new joins your group? Do you introduce each other and share a bit of your life’s story? One British Columbia class does just that. Every time a new student arrives, they create a card of welcome and plan cookies as a treat indicating that a new arrival is reason for celebration. They also share a little bit about themselves so that the newcomer has a reference point.

Explore, as a group, how you welcome newcomers. Adapt the following activities to your needs.

One Girl Guide unit in Halifax loves new arrivals. As a group, they created a “safe map,” but with a bonus. The youth who knew the community well added in their special places on the map. The following Saturday morning, the group planned an awesome outing for their new friends, based on their safe map.

They started at the local park sharing with the newcomers the location of the best swings, then went to their favourite deli (where the owner greeted them with his special curried lentil balls). There they were joined by a police officer who explained her role in the community. They then visited a block parent’s house. They culminated the morning’s adventure at the neighbourhood ice cream parlour. They had a great time! Why not create your own outing with the local merchants and support groups who are the most welcoming and child friendly?

ACTIVITY

SAFE HAVEN

This activity helps newcomers learn about safe places through shared experiences. Bright markers, an old shower curtain or a large piece of cardboard and lots of recycled boxes will be useful.

With your group, create a “safe” map of your school or neighbourhood street, identifying supportive places and people who can give assistance (e.g., traffic patrols, block parents, police, etc.). Your map could also include important landmarks.

Consider using an old shower curtain and some markers to create your safe map. Milk cartons, small recycled cardboard boxes, blocks or other objects can represent the buildings. Highlight your safe places in bright colours.

Share this “safe” map with all newcomers, and then, as a group, take a tour of the school, schoolyard and neighbourhood street(s) meeting key helpers and pointing out landmarks.

Ask the children to make lists of the safe places and create pictures to remind them of the people they met and the places they visited.

Note: Some children may be unaware of block parents, or, if they came from war-ravaged countries, may be afraid of police. Sensitive explain the role of these new helpers, perhaps inviting a police officer to visit and help newcomers with the adjustment.

ACTIVITY

LET ME TELL YOU A STORY

This activity links to personal heritage. It builds understanding about different cultures and traditions, helping to dispel prejudice.

Treasures handed down from generation to generation help set us in place. They also have important stories to tell.

Ask your youth to bring in one favourite thing from their family's heritage and to be prepared to tell its story. If it is too large (like a piano) or too precious (like an expensive family heirloom or an old photograph), suggest that they bring in a photo or drawing of it. Then, as a group, share the stories behind these personal family mementos. This activity often draws great parental interest. Why not invite parents to help tell the important story of their family treasures?

ACTIVITY

MY BUDDY

Setting up buddy teams is an activity that helps to integrate new students and friends into the classroom or group, creates friendships, bridges cultures and encourages acceptance and belonging.

Everyone deserves a buddy—someone to support us when we are in a new place. In one Alberta school, buddies accompany new students at recess and lunch time. They help their new friends to participate in class. They show them around the school. They introduce them to the games and sports played in the schoolyard, helping and coaching them to join in. They ask their new friends to share games from their old neighbourhood or country.

Brainstorm with your group what they think a buddy could do to assist a newcomer. Then establish the ground rules for your buddy team(s). Here are some ideas about selecting buddies; adapt them to suit your needs.

One to four buddies can be assigned to a particular newcomer. With single buddies, deeper friendships and connections occur rapidly. However, depending on the amount of integration support required, it may be too much work for one person. The more buddies, the more sharing of perspectives and the greater understanding of the barriers faced. To select the buddies, ask for volunteers. Ensure that the match is good for both the new friend and the buddy.

Criteria for selection could include interest; same language spoken; same sex, if possible; leadership potential; being in the same work group or desk area as the new student. The buddy could be a former newcomer who benefited from a buddy team and wants to share skills learned.

ACTIVITY

SONG OF WELCOME

This activity supports concepts of welcoming, belonging and celebrating heritage. Large cardboard and colouring materials will be useful here.

Have you ever considered creating a song of welcome for newcomers to your group? A prairie Scout troop did just that. They researched four ways to say, “You are most welcome here,” or “Welcome home” in English, French (*Bienvenue chez vous*), Cree (*Tansi*) and Ukrainian (*Bitamo*), complete with welcoming gestures.

The leader and children then drew the welcome messages on large cards that they decorated with appropriate words from their cultures and family traditions as well as symbols from their respective roots. Laying out the cards, they ordered the words of welcome into a chant. Looking for words that sounded similar or good together, or had the same first letter, they experimented with changing the sequence. They varied the pitch, level and speed. They played with different sounds and gestures until the song felt right. They chose teams to say or act out each part. Now, with your group, sing a song of welcome, a song of welcome home.

Note to teacher/youth leader: Consider entering your “Song of Welcome” in the Welcome Home campaign. See details on page 22 of this Guide.

ACTIVITY

A WELCOME HAIKU

Ask your youth to develop a haiku on the theme of welcome. A haiku is a form of Japanese verse developed in the 16th century usually consisting of 17 syllables in three unrhymed lines of five, seven and five syllables, respectively. As a group, share the haikus.

Note: Your group’s welcome haikus could win prizes. Consider entering them in the Welcome Home campaign. Details are on page 22 of this Guide.

Sample Haiku

“Welcome home, my friend.

Please come and sit by my side:

Tell me your story.”

PUTTING DOWN ROOTS

Putting down roots means you are coming home. One way to help you to get rooted into your streetscape is to know the stories buried in the landscape you walk every day.

Have you ever thought of how the land where you stand right now has a story to tell? There are layers of history and cultural activities embedded there. Over time, a flow of people have moved through your neighbourhood and area. Each group has left a footprint—a trace of its own story, culture and traditions. These are our layers of landscape.

Take any neighbourhood or landscape. Aboriginals may have walked there first. Later the British or French might have stood in that place. The Italians, Norwegians, Irish, Germans or Portuguese may have followed. Today, perhaps, it is home to Canadians from Asia or the Middle East.

Just as being grounded in our own culture, ancestral roots and family stories provide us with a stronger sense of self, so does looking back at the heritage, the history, of our physical surroundings. The following activities touch on these important concepts.

KEEPING TRACK OF OLD TRAILS AND TRACTS

Explore with your group the importance of keeping records of your community, and the role that archives and libraries play in helping us keep track of our past. Then invite a local archivist, community elder or someone from the historical society to speak about your neighbourhood's historic landmarks.

Then design a crossword puzzle from these well-known community names, to test your group's knowledge. Have fun learning about the histories associated with your changing landscape.

ACTIVITY

A HERITAGE DETECTIVE

This activity helps young people to look at the landscape and see how humanity has affected their present day environment.

First, introduce the concept of layering of landscape to your group, asking them to become heritage detectives for their community. With the assistance of a local geographer, cartographer, community elder, archaeologist, anthropologist, or personnel from the archives, library, historical society or museum, help your youth to imagine what the land they walk today looked like 500 years ago.

Who lived there then? What did the land look like? Was there a river bank nearby where First Nations fished? What was their life like? What animals, fish, flora and birds existed in that place? How did they live?

Then ask your group to jump into a time capsule, bringing them forward 300 to 400 years (to a date of your choosing) and to research and create a map of the community as it was back then. How has the land use changed? Why? How was the land divided up? What kind of transportation existed? Where were the roads located? What did the buildings look like? What about the people?

Compare the map of a former time to a current one of your neighbourhood or landscape today. Explore the names of the main streets to determine their link with the history of your community. Examine what historic and new landmarks exist within your community to help set you in place.

WHAT'S IN A NAME?

ACTIVITY

Researching Canadian place names, their origin and meaning, is a fascinating exercise.

Did you know that the word “Carcross” (a beautiful community in the Yukon surrounded by majestic mountains) originally meant “caribou crossing”? For as long as elders can remember, it was where the large caribou herds used to cross the river.

Can you spot it on a map?

Make a list of unusual place names in your area. Ask your youth to find out the story behind these words. Here is a formula to help:

PLACE NAME: _____

- ① In which province or territory do you find this place? _____
- ② What language does the name come from? _____
- ③ What does the name mean, or who or what was it named after? _____

- ④ Is there a story about the naming of the place? _____

- ⑤ Give one other fact about the place. _____
- ⑥ Mark its location on the map of Canada.

FOOD FOR THOUGHT

All communities make some form of bread. They mix flour or meal with water, and perhaps a little fat and rising agent, and cook the mixture in a frying pan or oven. Bread is often given to guests as a sign of hospitality.

On the left below are some of the wonderful breads we eat here in Canada. On the right are descriptions of the bread. Match the letter of the bread name to its description.

HOME-BAKED BREADS—YUMMY!

- | | |
|----------------|---|
| Ⓐ baguette | ___ Mediterranean pocket bread |
| Ⓑ bannock | ___ Mexican bread |
| Ⓒ injara | ___ Bread from India |
| Ⓓ lavosh | ___ Middle Eastern unleavened bread |
| Ⓔ naan | ___ Ethiopian bread |
| Ⓕ panettone | ___ First Nations' bread |
| Ⓖ pita | ___ Dark rye bread from Eastern Europe |
| Ⓗ pumpernickel | ___ long thin loaf of French bread |
| Ⓘ tortilla | ___ Italian fruit bread made at Christmas |

Photocopy and distribute to your group.

DID YOU KNOW?

More than 2,000 Canadian citizenship ceremonies are held annually.



85% of immigrants choose to become Canadian citizens.



More than 50% of new immigrants settle in Ontario.



In 1999, more than 40% of newcomers to Canada could speak neither English nor French on arrival.



Canada's first **Citizenship Act**, which came into being in 1947, brought with it a new identity separate from Great Britain. It provided not only our own Canadian passport, but new rights for Canadian women as well.



In 1999, 189,816 immigrants and refugees became Canadian citizens. Approximately 50% were from Asia and Pacific Regions; 20% were from Europe and the United Kingdom; 17% were from Africa and the Middle East; 8% were from South and Central America; and less than 3% were from the U.S.A.

FOOTSTEPS THAT LEAD ME HOME

Imagine coming from a tropical country and seeing snow for the first time. Imagine hearing a language different from the one you have spoken all your life. Imagine—at 35 years of age—having to learn that new language to find a job. Imagine wearing clothing that differs markedly from what you have worn since you were a child. Imagine not having any familiar landmarks, no points of reference in your streetscape. Imagine having to learn about the history and geography of this new land. Imagine, after months and months of preparation, becoming a Canadian citizen.

Since 1860, more than 14.5 million people have emigrated to Canada. On average, 200,000 immigrants and refugees choose to become Canadian citizens every year. Following in the footsteps of the millions that came before them, they make their decision to come seeking a better life. On arrival, some struggle to adapt and find a job, others make the transition easily. All have to adjust to the culture, landscape and weather.

New Canadians bring with them a wealth of knowledge, life experiences and strengths. Although transplanted into a new environment, given the right support they will thrive. The activities that follow will help your youth better understand their story.

“One of the great benefits of being Canadian is that we get a chance to share in so many rich cultures and heritages.”

“I was lucky to have been born in Greece, the cradle of civilization. Today, as I become a citizen of Canada, I am very proud. My new homeland not only respects humanity in all shapes, forms and colour, it accepts me for who I am, roots and all.”

**ATHANASIOS
KARAGIANNOPOULOS,**
*obtaining his
Canadian citizenship
on July 1, 2000.*

ACTIVITY

WALK IN MY FOOTSTEPS

This activity will give young people a first-hand experience of the challenges of adapting to a new land.

With your group, discuss what it must be like to come from “away” to live in Canada. Then invite a newcomer to tell how he or she is adapting to the sounds and sights of their new homeland. A settlement-serving organization in your neighbourhood could help locate the right candidate.

Questions to start the discussion could include: Why did you come to Canada? How many languages do you speak? What types of games did you play in your country? What was the most precious thing that you brought in your suitcase when you came? Tell us about the music and dance of your country. What was the hardest thing to learn or to adapt to in Canada?

ACTIVITY

HELPERS IN A FRIENDLY LAND

This activity builds understanding of the important role played by Canadian settlement-serving organizations.

Settling into a new country can be a very challenging experience. There is so much to learn. Where to live. How to bank. How to use public transportation. How to find a job. Where to go to learn the language. How to put your children into school.

Explore how many settlement-serving organizations—experts in cross-cultural and language training—there are in your community. Notice that many of these groups often have religious affiliations or are linked to cultural communities. These organizations play a major role helping newcomers feel at home.

Invite a staff member from your local settlement-serving organization to discuss some of the challenges faced by newcomers as they adapt to this new homeland. Determine how their lives are enriched by these experiences.

ACTIVITY

A REAFFIRMATION CEREMONY RIGHT IN YOUR SCHOOL

To celebrate Citizenship Week, or at any time throughout the year, consider organizing a reaffirmation ceremony in your school or community.

To get you started, why not order your free Reaffirmation Ceremony Kit. A Reaffirmation Ceremony is a formal event where people who are already Canadian citizens repeat the Oath of Citizenship to express their commitment to Canada. See the Order Form on page 31 for details.

ACTIVITY

MY “FAVOURITE CLOTHES DAY”

We are wrapped in fabric daily. Explore with your youth their favourite pieces of clothing, asking them to wear them on the “Favourite Clothes Day.”

Choose a date to suit your needs. Ensure that they are ready to talk about why they love these clothes.

Decide whether or not pj’s are allowed.

Meanwhile, contact a number of Canadian cultural organizations asking their representatives to attend your group’s “Favourite Clothes Day” to talk about important pieces of clothing from their community. Ask the guests to come wearing a piece of clothing typical of their culture, for example, a sari. Ask them to talk about how it is worn; the symbolism behind it; why it is fashioned the way it is; how it is made; and, if it was crafted from a particular fabric, why? If the clothing is linked to a particular ritual or festivity, ask your guests to speak of these important aspects of our culture.

Don’t forget to ask members of your group to speak about their favourite pieces of clothing. The exchange will be memorable.

If time permits, why not investigate the properties and value of various natural fibers such as cotton. How and where is it grown? What clothing worn today is made of cotton? Suggest they think of the words “blue” and “jeans.”

Did you know that the original blue jeans fabric emanated from Genoa? The words, “blue jeans” come from “bleu de Gênes”—literally translated that means “blue of Genoa.” As these beautiful bolts of Italian fabric travelled the world, they became known as “blue jeans.”

Dear Newcomer,*

Congratulations! You were brave to leave your country and move to Canada.

Canada is a great country to live in. Here people have their own rights to do anything they want to. They can cook anything they want. They can make any friends they want.

People from different countries come here. I, too, have come from India.

Canada is really a peaceful place. You can make many friends here. People here are very friendly. There will be people from your country also as I told you that people from many countries come here. So, you must not feel lonely. You can also get a lot of help to speak English.

This country is safe from wars. Our government tries to give us good food and clean water. It is not too populated here, and there is great communications like e-mail, telephone, letters, etc.

I am going to write two poems.

Roses are red,
Violets are blue.
We are very proud of you.

Roses are red,
Violets are blue.
We won't stop respecting you.

Be safe and happy!

Yours sincerely,

Shreena

* Unedited text from a young student in response to the *Welcome Home* campaign.

ACTIVITY

WELCOME HOME CAMPAIGN



Over the next two years, approximately four hundred thousand people will join our Canadian family. They will leave their motherland and travel to their new homeland: Canada. They will put down roots in a totally new environment, a new culture.

Citizenship and Immigration Canada has created the *Welcome Home* campaign, asking young people to send messages of welcome to the new Canadians joining us this year and next. With this *Belonging Activity Guide*, you will find a *Welcome Home* poster that details the *Welcome Home* campaign.

We encourage your group to send a special *Welcome Home* message to the newest members of our Canadian family. See entry details on the *Welcome Home* poster or online at www.cic.gc.ca/welcomehome. Prizes will be awarded by random selection in 2000 and 2001.

Enter soon, and you will have a good chance to win a *Welcome Home* mouse pad. If the group's entry is selected, all members will be sent these colourful prizes.

Please display the *Welcome Home* poster—with its important message—in your class, community centre or meeting place.

MY GREAT CANADIAN CITIZENSHIP PLEDGE

Holding citizenship in a country has great value. It means that you belong to a special place. Being a Canadian citizen means that you are a part of Canada, and that you have a right to the social, legal and economic structures that exist. With these rights, you also have obligations. These rights and obligations are linked to the values of Canadian society.

The sentiments in the sample Canadian Citizenship Pledge on the following page are no more than words unless, as a people, we adopt them—or create even more meaningful ones—and live their meaning daily.

“The words ‘home’ and ‘belonging’ are intrinsically linked.”

A Sample...

MY CANADIAN CITIZENSHIP PLEDGE

Canada is my country.

I belong here, and I help others to feel like they belong.

I will know and celebrate my personal heritage.

I will honour and celebrate the heritage of others.

I have the right to participate in the social, educational,
economic, political systems of my country.

I will contribute to the building of my community
and my country.

I am safe here.

I will obey the laws of my country.

I will be treated as an equal and be given respect here.

I will respect others and treat them as equals, although
their opinions or skin colour differ from mine.

I will protect Mother Earth for myself and others.

I have a right to a peaceful environment.

I will live peacefully here.

In Canada, I am free. I allow others their freedom of
expression and freedom of dissent.

Canada is my home.

ACTIVITY



MY GREAT CANADIAN CITIZENSHIP PLEDGE

*This activity explores Canadian citizenship values, rights and responsibilities. **My Great Canadian Citizenship Pledge** entries may be forwarded to **Citizenship and Immigration Canada** for prizes.*

With your group, review the sample Citizenship Pledge in the sidebar opposite and talk about what it means to be a citizen of a country. List and discuss the values that are important to your group. Then, as a team, create your own Canadian Citizenship Pledge. Consider making a huge poster of your group's pledge, displaying it prominently as a reminder of the values that you wish to keep alive.

The length and sophistication of pledges will vary with age and maturity. All pledges will be acceptable for the *My Great Canadian Citizenship Pledge* contest. Entry form and contest details on the following page. There are no age restrictions on entries to this contest. All Canadians may enter.

MY GREAT CANADIAN CITIZENSHIP PLEDGE ENTRY FORM

ENTRY REQUIREMENTS

- The artwork/written/multi-media submissions must be produced and delivered at the expense of the person or group submitting the entry. Original entries cannot be returned.
- All entry form information must accompany each submission.
- There are three closing dates for the entry to *My Great Canadian Citizenship Pledge Contest*: November 15, 2000, June 1, 2001 and October 1, 2001.
- Thirty days following the end of each closing date, 300 winners will be selected and notified shortly thereafter. Group submission winners will receive adequate mousepads for all members of the group.
- You can submit an entry up to three times between now and the final closing date for entries, October 1, 2001.

Entries to *My Great Canadian Citizenship Pledge* contest may be displayed virtually and in print. By participating in this contest, contestants grant Citizenship and Immigration Canada a licence to reproduce the entry for purposes of promoting CIC programmes and activities.

INDIVIDUAL ENTRY FORM

Your Name	
Street Address	Apt.
City/Province	Postal Code
Grade	Your Age
Telephone Number	E-mail
Brief Description of the Entry	

GROUP ENTRY FORM

Group's Name/School or Affiliation (and Grade, if applicable)	
Number in Group	Group Contact Person
Street Address	Apt.
City/Province	Postal Code
Telephone Number	E-mail
Brief Description of the Entry	

Photocopy this entry form and mail it to:

Integration Promotion
Citizenship and
Immigration Canada
Ottawa, ON
K1A 1L1

or virtually...

**Submissions to
"My Great Canadian
Citizenship Pledge"
contest and the
entry form information
requested can also be
forwarded via e-mail to:**

welcomehome@cic.x400.gc.ca

ACTIVITY

TEN WAYS TO BUILD A NEIGHBOURHOOD

This activity connects young people to the everyday ways that neighbours work together.

Communities are created by people. Each person, in their own way, contributes to making their neighbourhood a better place to live. Each one needs to take personal responsibility to make it work. It is the sum of all that effort that builds the whole. Teaching youth about their personal responsibility relating to community-building can be very rewarding.

First, as a group, list 20 community “helpers” who assist youth and their community, on a daily basis. They might be very visible, such as a police officer or garbage collector, or less visible, like the volunteer at the library who reshelves books.

Then ask each member of your group to develop an action plan of ten ways they personally can help their neighbourhood. As a starting point, use (or revise) the checklist below. Once they have completed the actions associated with all the items on their checklists, create a simple certificate or diploma of achievement for this community-building activity.

ACTIVITY

CREATING A BETTER HOME

This activity gives responsibility to the group to turn their community-building ideas into action.

Once your Canadian Citizenship Pledge has been completed, develop a group action plan listing what they can do to make their “world” (their classroom, school or community) a better place to live. If your group’s activity affects the community at large, create a video of your achievements or work with local media (e.g., community-run newspapers and radio stations) to record the work. Active participation creates better Canadian communities.

HOW I HELP TO BUILD MY NEIGHBOURHOOD

- ✓ I help a friend or a neighbour.
- ✓ I smile and speak to my neighbours.
- ✓ I help to clean up the environment.
- ✓ I bake extra and share, or I share my treats.
- ✓ I volunteer to help in school or the community.

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ABOUT LEAVES AND TREES AND OTHER IMPORTANT STUFF

Imagine a world devoid of trees. No sound of wind rustling through the leaves. No shade to give shelter on a warm day. No trees to clean the air we breathe.

A tree is a symbol of life. Its branches reach outward for light. Its trunk provides stability within. The trunk's concentric circles speak of its age and wisdom. Trees watch over us. They warm us. They provide shelter. Their roots reach deep into the earth, stabilizing the trunk and branches. Trees are a symbol of hope, life and continuity.

Canadian citizenship is very much like a tree. Our roots reach deep into Mother Earth, reflecting the heritage of our many peoples. The trunk—our core values and our history—provides stability to all who choose to live here. Our tree's outreaching branches reflect our openness as a society.

The activities that follow discuss concepts of peacefulness, environmental stewardship, respect for complementary identities and self-identity.

Come and explore with us the world of leaves and trees and other important stuff.

"Home, this place where I live, is like a soft leaf on a great tree."

BETH POWNING,
Seeds of Another Summer
– *Finding the Spirit of Home in Nature*

ACTIVITY

MY FAVOURITE TREE

Set the stage for this activity by asking your youth to imagine that they are sitting in a big glade beside their favourite tree. What kind of tree is it? Ask them to describe the feelings they have sitting under their tree. How does it smell? What do they see around them? Then suggest they list 20 words describing their feelings of sitting by their tree. Words like peacefulness, shelter and safety will be common.

Then explore with your youth the concept of peacefulness. What makes them feel most at peace? What location or place gives them a sense of security and safety? Is it under their tree? In their backyard? In the library? Ask them to draw or write about that place.

With older youth, explore what it means to be a peaceful society. Examine literature, poetry and music that speaks of, or evokes peace. Then list ten words synonymous with peace.

ACTIVITY

A TREE OF PEACE

Rituals associated with visual symbols can keep alive the intentions, actions and values associated with the original activity. Here is an activity adopted by one Canadian school. Adapt it to suit your needs.

An Ontario principal was concerned that her school was experiencing sporadic violence. She felt it would be beneficial to have a symbol of peace in their midst. First, the teachers worked with their youth explaining healthy ways to deal with anger. They taught steps in negotiating disputes. Afterwards, as a symbol of the changes taking place, the whole school planted a tree of peace.

In preparation, the teachers asked each child to create two small biodegradable props or paper symbols. The first symbol was to represent something negative, something a person wanted to get rid of symbolically, such as a paper gun. The second object represented an attitude or habit that a person wanted to help spread, say, a little emblem of two clasped hands for “friendship.”

When the hole for the tree was dug, each person put into it the symbol of what they wanted to get rid of. Some of the objects had both a personal significance and a larger importance for the group or community as well.

The symbols of what the youth wanted to keep were made into a huge collage and displayed prominently near the school’s entranceway as a reminder of the values the children wanted to keep alive.

Throughout the year, the tree is not forgotten. Classes take their turn caring for the tree. A local horticulturist has taught the children about pruning and watering. Now, at the beginning of every school year, a new tree of peace is planted, with the same rituals, reminding each subsequent generation that this school is a place of peace.

ACTIVITY

TREES OF LIFE

This activity explores the concepts of trees and art. Paper, paints and crayons will be useful here.

Trees of life are a recurring theme in art. With the help of your local art gallery or a nearby artist, explore how trees have been used as symbols of life in paintings. Explore the approach of different artists to this important theme. Discuss with your group why trees are considered symbols of life.

Then, with your youth, explore the shapes of trees that grow in your midst. Draw silhouettes of their different shapes. Collect and press leaves. Create brightly coloured spatter paint leaf prints. Investigate the textures of different leaves and barks. Do bark or leaf rubbings to further explore the textures of these important nurturing symbols.

ACTIVITY

LAND OF MANY TREES, MANY PEOPLES

Learn the skills associated with planting a tree by inviting a local horticulturist or landscape architect to teach your group how to plant a tree.

Explore with a “tree expert”—a First Nations’ elder or horticulturist—the types of trees that are native to your landscape.

Which ones are the tallest? the bushiest? the largest in circumference? the oldest? Which ones are the smallest? Which ones love sun? Which love shade? Which like their feet wet? Which live in dry soil? Which ones provide medicinal healing?

Review how different types of trees grow in different environments. Explore the value of those differences. Emphasize how each tree, just like each person, has had to find its own place where it will grow and thrive.

Then broaden the discussion by creating an analogy between the value of having a country populated with different trees and a country populated by many peoples. Discuss the value of those differences.

Planting trees requires great skill. Watering, fertilizing, the right amount of light, all affect the chances of a tree’s survival. Did you know that if you accidentally transplant a tree five centimetres deeper than it was originally planted, it will die within a few months?

IN CLOSING...

Consider again the things that help you feel like you belong.

First, you need to feel safe. You need to be free to be yourself. You need to be free to play, to speak, to build your community in a democratic society that has strong values.

Our sense of belonging starts with our ancestral ties: knowing the language, art, dance, music and stories of our family mythologies and legends that echo our past and, often, guide our future.

It strengthens as we feel comfort and unconditional support at home. It branches out as our connections to the land, to our neighbours and to our communities deepen.

Like a growing tree, our sense of belonging expands as we live, day by day, until we finally find ourselves home.

Welcome Home!

ORDER FORM

Please photocopy this Order Form.



BELONGING: A CITIZENSHIP ACTIVITY KIT

Order one copy per classroom or group

This 32-page bilingual Guide and colourful poster are for teachers and youth/community leaders working with youth between the ages of 5 and 13. The kit contains fun and cross-curricular activities celebrating the concepts of belonging and citizenship. Though created for Citizenship Week—the third week in October—this Guide is a keeper that will help stimulate a stronger sense of belonging year-round. It also contains details for *My Great Canadian Citizenship Pledge* contest. Prizes will be randomly awarded to participants throughout 2000 and 2001.

Quantity required English _____ French _____

WELCOME HOME ACTIVITY POSTER

Order one copy per classroom or group

This friendly and colourful illustrative poster is the perfect “welcome” message for any classroom or community group. Working at different levels, activities on the back of the poster explore concepts of belonging and welcoming and provide details of the *Welcome Home* campaign. Youth are invited to create messages of welcome for new Canadians. Prizes will be randomly awarded during 2000 and 2001.

Quantity required English _____ French _____

TIMES OF MY LIFE

Order one copy per child

This bilingual keepsake “Family Tree” product is for children between the ages 5 and 13. It is meant to be sent home with the child, and filled out yearly with a parent or guardian as a reminder of their roots and those special times that are most important when growing up.

Quantity required English _____ French _____

REAFFIRMATION CEREMONY KIT

Order one copy per classroom or group

Have you ever thought of organizing a Reaffirmation Ceremony with your group? Citizenship and Immigration Canada has created a bilingual kit that contains not only a “how to” guide, but also 30 Reaffirmation Certificates and 30 ‘O Canada’ song cards.

Quantity required English _____ French _____

Citizenship and Immigration Canada is pleased to offer these dynamic and fun, cross-curricular, multi-grade activity guides.

Teachers, youth and community leaders order now while supplies last.

These products are FREE!

There are three ways to order:

- ① Mail Distribution Centre, Communications Branch,
Citizenship and Immigration Canada, Ottawa ON K1A 1L1
 - ② Fax (613) 954-2332
 - ③ E-Mail welcomehome@cic.x400.gc.ca
- E-mail orders will be accepted if they clearly state all information contained in this order form including quantities required of each product.

Name

Affiliation

Street Address

Apt.

City/Province

Postal code

Phone Number

E-mail

Please check the category you represent:

- Primary teacher High school teacher
 Youth leader Community group Other _____

*Note: English or French preference indicates priority of presentation.
We reserve the right to limit quantities.*

NOTES ON BELONGING