



AN
**ACTIVITY GUIDE
ABOUT BELONGING**



FOR TEACHERS AND YOUTH LEADERS

MINISTER'S MESSAGE

*I am frequently asked to speak to new Canadians about what it means to be a Canadian citizen. This, of course, is a very important topic. Artists, politicians, scholars, schoolchildren . . . many people would like to know what it means to be a citizen of Canada. But I think the answer to that can only be a personal one: what does it mean to **me** to be a Canadian? And what does it mean to **you**?*

It is personal, because Canadian citizenship is about individuals' feeling that they belong. Some of us feel like we belong because we were born here; some, because we chose to come here. It is this sense of belonging that is really at the heart of citizenship.

*I hope this 2001 activity guide on belonging for teachers and youth leaders, **The Voices of Our People**, will help young people explore this sense of belonging and inspire them to think about what it means to be Canadian. Although the guide is intended to be used in conjunction with the activities planned for Canada's Citizenship Week, held the third week of October, you can use it to celebrate citizenship every day, all year long.*

***The Voices of Our People** includes a series of themes that illustrate the value of diversity. Various activities are also proposed to encourage young people to tell their own stories in their own voices.*

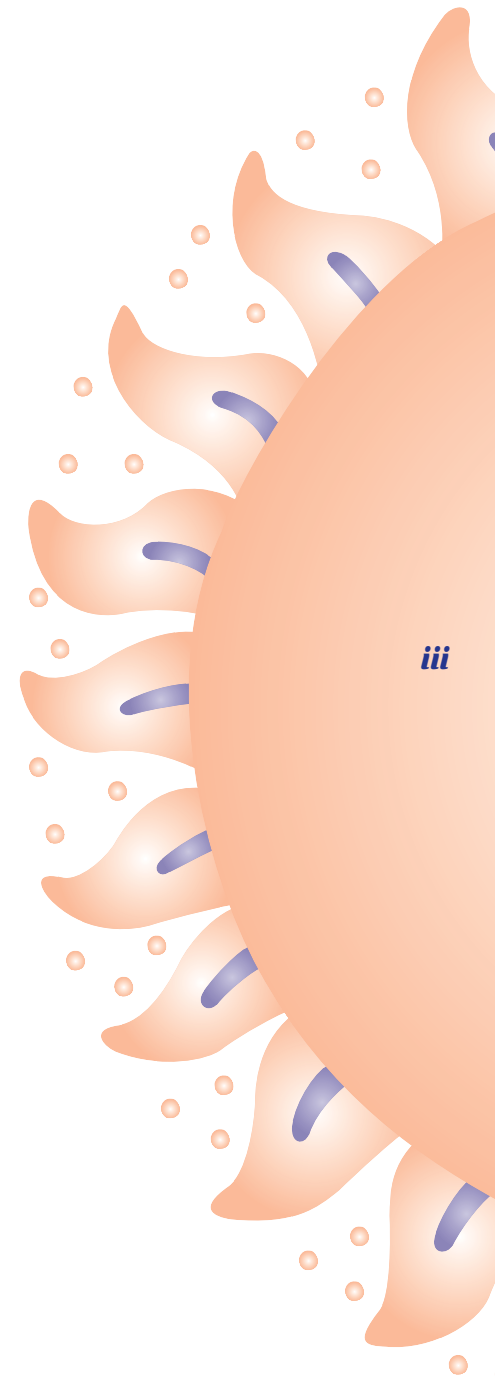
By encouraging young people to develop their voices and by listening carefully to what they say, we will be reminded of what it means to be Canadian.



Elinor Caplan
Minister of Citizenship and Immigration

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NOTES FOR USERS

Who Uses This Guide?

This guide is written for teachers and youth/community leaders as a tool to help empower youth between the ages of 5 and 13. The fun and engaging activities in this guide celebrate diversity in a very inclusive way. They will help young people to:

- know themselves better;
- build stronger self-esteem;
- learn "inclusive" ways to connect with others;
- feel more connected to their classmates, their communities and Canada;
- become more aware of the citizenship values that are the foundation for community-building; and
- realize that they help to build their own "community" (in this context, "community" means the classroom, the people that surround and support them, the streetscapes where they live and the larger landscape to which they belong).

The cross-curricular, multi-grade approach of this guide will prove useful for social sciences, language arts and ESL/FSL classes, to name a few. These activities can also be easily adapted to adult education classes. Although this guide was created for Canada's Citizenship Week 2001 (October 15–21, 2001), please use it any time throughout the year.

How to Use This Guide

The *Voices of Our People* is filled with ideas that you can adapt to your needs. It will take you on a journey through five themes: "I Am From . . .," "Gather 'Round the Fire," "The Values of Our People," "Echoes From a Peace Land" and "The Voices of Our People Speak." Ideally, the themes should be used in succession throughout the year to help build a strong knowledge base.

The first theme, "I Am From . . .," is an exploration of the child's world. "Gather 'Round the Fire" uses the symbolism of a warm fire to gather your group around a hearth centre, where they will celebrate their personal stories and the songs of their community. Theme three, "The Values of Our People," looks to our broader communities, exploring the values that we, as Canadians, wish to keep alive. "Echoes From a Peace Land" is an inner and outer exploration of the concept of peace. Finally, theme five, "The Voices of Our People Speak," empowers young people to use their voices with sensitivity.

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Want More Copies?

This 2001 Citizenship Activity Kit includes the **Canada: We All Belong!** poster, **The Voices of Our People** guide and a sample copy of **Times of My Life**. See the order form on page 30 for more copies of this free material. Allow three weeks for delivery. Order early, as quantities are limited.

History of This Activity Guide and Canada's Citizenship Week

This activity guide and the accompanying posters are products of the Promotion Division of the Integration Branch, Citizenship and Immigration Canada (CIC).

In 2000, CIC launched Canada's Citizenship Week during the third week in October. To celebrate that important week, we produced the first **Belonging: Teachers and Youth Leaders' Activity Guide**. It was distributed on request to 50,000 teachers and youth leaders throughout Canada. We received such a positive response to this guide that for Canada's Citizenship Week 2001 we created **The Voices of Our People**, the second guide in the Belonging series.

Comments Please (and a Gift for You)

We need to hear from you about this product. Everyone who takes the time to send in comments will receive a free Welcome Home mousepad. Here's what to do. First, answer the following questions:

Did you like this product? How could we improve it? How did you use it? Are you a teacher or a youth leader, or did you use it in another capacity? Do you have any additional comments?

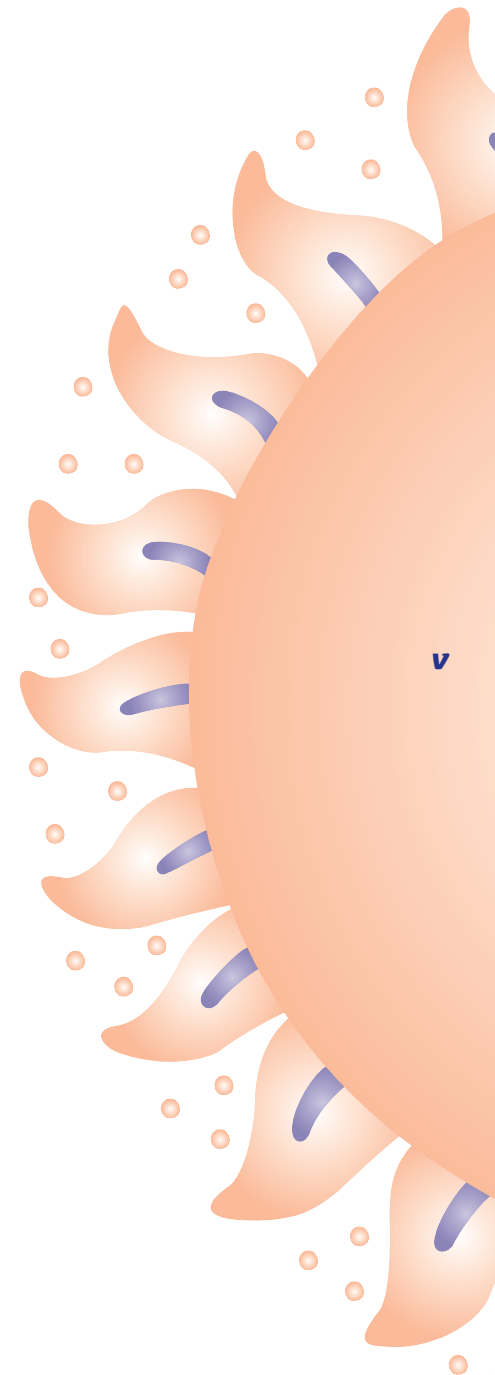
Then, submit your comments in one of three ways:

- Mail** Distribution Centre, Communications Branch,
Citizenship and Immigration Canada, Ottawa ON K1A 1L1
- Fax** (613) 954-2332
- On-line** www.cic.gc.ca/welcomehome

Make sure you provide us with your name, complete address (including postal code) and telephone number so that we can send along your Welcome Home mousepad. Thank you.

Thanks to so Many . . .

Special thanks to Helene Anne Fortin for writing this text and for her creative direction, to Tracy Carefoot for her marvellous illustrations and design, to Guy Perreault and Gérard Godbout for the original French adaptation of this product, and to the many teachers and youth/community leaders who assisted with the development of this guide.



INTRODUCTION

I am from a different place than you. I have a different voice.

Though I look and dress differently, in many ways, I am like you.

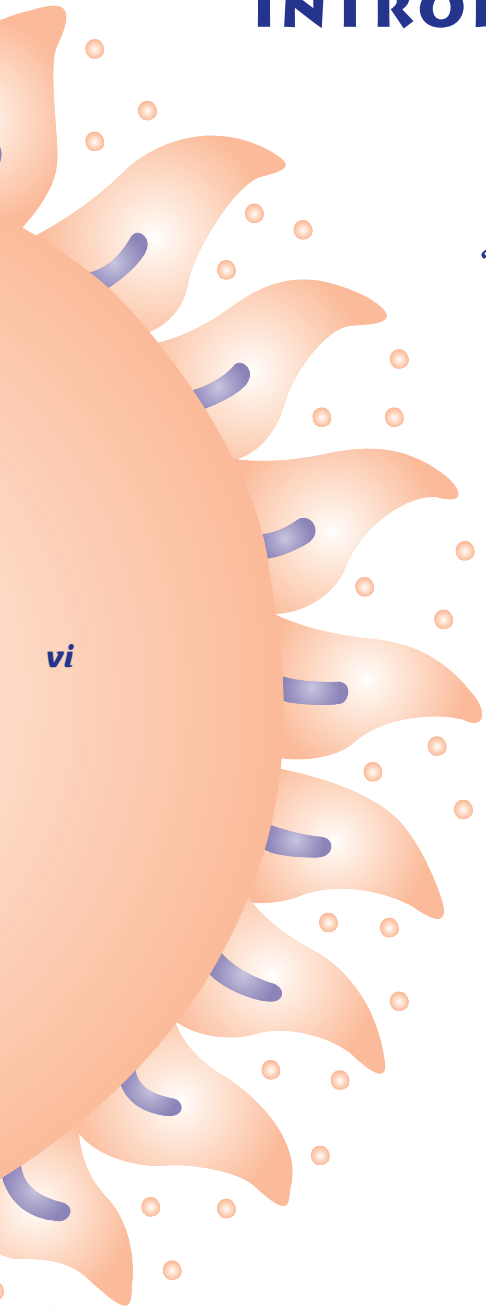
I have similar dreams. I have similar needs. In many ways, I am you.

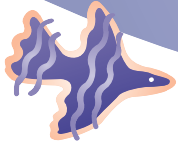
We have all come from places that have touched our hearts. Places where we felt, at one time or another, that we belonged. Places where we always felt good. Places that repeatedly call to our soul.

Some of us continue to long for that perfect place, that sense of belonging, our own voice. A few—the lucky ones—have found their way home. Their voices celebrate.

Belonging is all about feeling comfortable with yourself. It's about being connected to your heritage. It's knowing and celebrating your family traditions, language and stories. It's being accepted for who you are, no matter your size, your voice, your age or your skin colour. It's feeling completely safe and supported in your environment. It's living peacefully, inside and out. It's being connected to and helping to build your community. Each person has a different vision, a different story, a different heritage. Each has a different voice.

Journey with us to explore not only the differences and richness of our voices, stories and heritage, but also the similarity of our needs and our visions.





THEME

1

I Am From ...

Connecting with each other in a safe place, a place of mutual respect, a place of trust, a place where you are considered unique and special, a place where your talents, your skill, your vision and your story count: that's building Canada.

*I am from ...
my dad's red canvas kayak that
battled rapids and then
hunted for silence on the nearby river.*

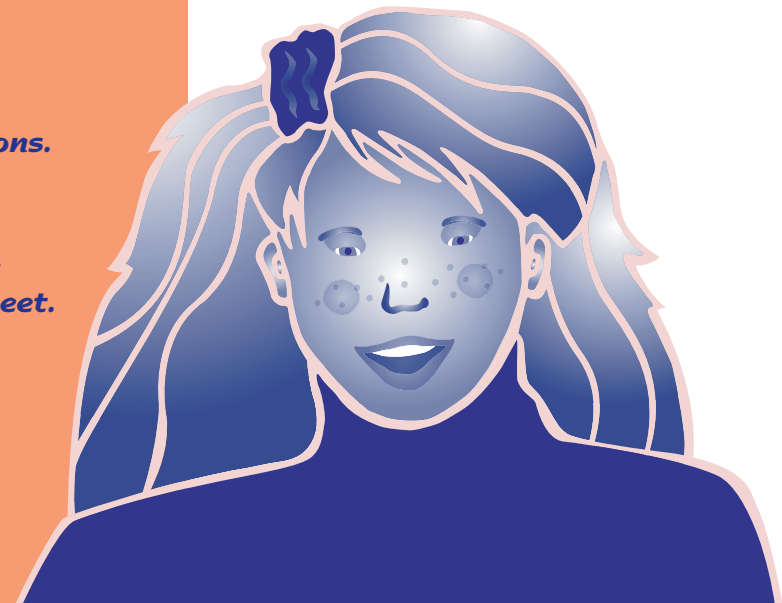
*I am from ...
the boulevard of cherry blossoms
and lost memories.*

*I am from ...
the forest, where grandfather trees
guided my journey.*

*I am from ...
the edge of the Gatineau,
with its turbulent blue-grey reflections.*

*I am from ...
a place of longing and belonging,
where magic and earth and heart meet.*

*Tell me
where you are from ...
I want to see it
through your eyes ...
I want to hear it
in your voice ...
I want to feel it
in my heart.*



In order to help explain what a favourite family treasure was to her ESL class, Kelly Mahovlich brought to school a precious teacup. This fragile porcelain cup, covered with yellow pansies, had been given to her in memory of her dear grandmother. She shared how, when she was little, the cup was only used on special occasions, and how it represented the wonderful relationship she had had with her departed grandmother. The kids loved the story. They quickly translated this experience into one that reflected their personal heritage.



ACTIVITY

I Am From ...

This language arts activity explores past and present. It synthesizes very personal experiences into words. It shapes places of belonging into a powerful non-rhyming poem.

To get you started . . .

- 1 First, photocopy the opposite page for each participant. Ask each one to write his or her name at the top of the sheet.
- 2 Then read the sentence, "I am from . . .," requesting that your youth complete this first sentence by writing about a valued family possession, perhaps something that they were not allowed to touch.
Remind your group to put down the first thoughts that come to mind. Explain that this possession is something precious from the past that their family owns or owned. Suggest they use vivid, descriptive words and/or words from their senses to describe the object and how they felt about it. Give them a few minutes to complete the sentence.
If this concept is too difficult to grasp, an alternative would be to have them describe what type of family they are from; for example, "I am from a new Canadian family."
- 3 For the second sentence, ask each member to name and describe the outdoor place where they play or played the most. Allow enough time for each one to complete the sentence. Then proceed to the third "I am from . . .," requesting that your youth describe the street or road where they live or lived.
- 4 On the fourth "I am from . . .," suggest that they write down something that describes their larger neighbourhood, their town or their rural area.
- 5 For the fifth, ask them to write about something that's really them. (Perhaps they can describe themselves at one of their happiest moments.)
- 6 When the five sentences are complete, ask your group to share their non-rhyming poems with each other.



I Am From ...

My Name Is _____

I Am From ... _____

(A valued or precious family treasure that, perhaps, you could not touch.)

I Am From ... _____

(The outdoor place where you play or played the most.)

I Am From ... _____

(The street where you live or used to live.)

I Am From ... _____

(Something that sums or summed up your neighbourhood, town or rural area.)

I am From ... _____

(Something that's really you!)

A Positive Twist to the Morning

Being personally and positively welcomed each day offers often-needed recognition and strengthens the individual and collective bond of any group. Teachers and youth leaders who include a daily greeting circle as part of their regular activity find that it bonds participants together in subtle yet empowering ways. Although this activity may be difficult to establish initially, once your youth are used to it, they will simply expect that this is how the day starts. The positive changes to your group will make the effort very worthwhile.

There are two parts to the activity. The first is the greeting circle. The second challenges each child in the group to state a positive thing that has happened to him or her since they last met. This reminds young people that they are in control of the words (positive or negative) they speak, and that these words, over time, affect how they connect to their world.

Before beginning, explain the importance of calling each other by name. Names are often the first gift we are given at birth. Our names identify us. They connect us to our ancestors. By calling each other by name, we acknowledge each other's uniqueness. Names are almost always bestowed on individuals with great care. In some cultures, names are selected to reflect the character of the child, or his or her position within the family.

Also explain how the words spoken within the circle affect everyone in it. Negative words or statements are not permitted, and a statement such as "It's not **bad** out there today," which contains a negative word, can easily be rephrased to make it a more positive statement, such as "It's bright and sunny outside."

Speaking positive words will empower your youth and make them stronger. Negative ones do the opposite. Learning to build positive statements into their lives will help them balance out some of the negative messages they receive daily from the media and society. It will remind them they can take charge of their lives through selective use of words.

- 1 Gather your youth into a circle, each one holding onto the hand of his or her neighbour. The hand position is important: the right palm should face down towards the ground and the left one should face up towards the sky. (Note: Should your youth be too shy to hold hands, gather them in a circle close together, and pass a talking stick from one to another when it is their turn to speak. See page 11 for instructions on how to create a talking stick.)
- 2 The leader starts by saying, "Good morning, my name is Natasha," and the group responds, "Good morning, Natasha." The leader then makes one positive statement about something good that has happened to her, such as, "I heard a bird singing this morning," or "I am starting to feel like I belong here in my new country," or "My mom hugged me as I left this morning," or "I got a part-time job mowing my neighbour's lawn."
- 3 The leader then turns to her neighbour and welcomes him by saying, "Good morning, Mohammed." Mohammed responds, "Good morning, Natasha," and then turns to the group and says, "Good morning, my name is Mohammed." And the group responds, "Good morning, Mohammed." He then shares one positive thing about his day, and then greets his new neighbour, and so on.

At first young people might find it hard to think of one positive thing to say each day, but the ritual will soon become easier. Not only will the relationships among members strengthen quickly, but the group's energy will also become more positive. If you have a large group, a portion of them can be acknowledged daily, until all have had a chance to be welcomed and make a positive statement. Then start the circle again. After that positive start, proceed with the activities of your day.

At the end of your gathering, come back together into a circle holding hands in the same fashion, and take a minute to close your time together by thanking everyone and saying goodbye.

Turn to page 17 of this guide to learn about the symbolism of the circle, and its impact on art and on us.

ACTIVITY

Symbols of Me

We live in a world of symbols. The maple leaf on our flag makes us think of being Canadian. Balloons link us to celebration. Symbols on medicine bottles give warnings. Symbols on doors tell us whether or not we are permitted to enter.

Explore the concept of symbols by having your youth create their personal flag. Start off by seeing whether they can help you define four symbols that reflect *who you are*. For example, if you are a teacher, your youth might suggest a book, some chalk or other symbols to define you. If you are athletic, they might select a hockey stick to show that you are immersed in that Canadian tradition.

Then ask your youth to think about the four visual symbols that best represent *who they are*. These symbols could reflect their personal hobbies, talents or characteristics. For example, a child who loves to read could draw a book; ones who are strongly connected to their heritage could draw the traditional dress of their people; someone who likes soccer, a soccer ball; a child who fishes, a fishing pole.

Once the four items are complete, have each youth create the flag from material or construction paper, and glue his or her symbols onto the flag.

Survey the results of all the flags and categorize the symbols. How many were linked to sports? How many to arts and entertainment? How many were related to family or ancestors? How many reflected an outdoor activity? Determine the categories based on the group's interests.

Discuss the results of the survey together. In how many ways were the youth similar? How were they unique? Ask those who have selected symbols that are extraordinary to explain their symbolism. Once you have completed your survey, remind your group that we don't need to be all the same. Distinctiveness in an individual is something to celebrate. Discuss the value of being unique, our own person. Taking the time to understand each other, and celebrating the uniqueness of each person, will build stronger relationships and foster integration within a group.

One teacher hung her students' flag symbols on lines criss-crossing the class as reminders of the mingling of interests and talents of her young people.

Times of My Life

Family trees tell us the story of our ancestors and ourselves. Because 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 poster enclosed with this guide helps children connect to their past and speaks of their favourite things. This unique family poster is to be sent home with your youth, and filled out yearly with a parent or guardian. It is a reminder of those special times and people who play such an important role in childhood. Additional copies (one per child) are available through Citizenship and Immigration Canada. See the order form on page 30 for details.

The poster is titled "TIMES OF MY LIFE" and is designed for children to fill out. It includes several sections: "ABOUT ME" with fields for name, age, date of birth, and address; "MY FAMILY TREE" with a tree diagram and fields for names and dates; "HOW I GOT MY NAME" with a field for the name and a space to explain its origin; "SOME OF MY FAVOURITE THINGS" with a list of items and a space to describe them; "PLACES I HAVE LIVED" with a map of Canada and a space to mark locations; and "SCHOOLS I HAVE ATTENDED" with a list of schools and a space to describe them. The poster also features a small map of Canada and the Citizenship and Immigration Canada logo.

A Teacher's Keepsake

One wonderful teacher, as a way of introducing herself to her class in the fall, decided to create her own “keepsake for all seasons” during the summer months. In it she put fabric and statues that she had collected in Taiwan and Africa; photographs of her favourite places in Quebec, where she had taught; a plastic mango (she loved tropical fruit as a result of her travel experiences); a poem from a dear friend who had died from breast cancer; a footprint of her three-month-old nephew; photos of her family; and “the best poem she had ever written,” dedicated to her dear friend who lost her life to breast cancer. The children were so moved by the story of each treasure that they quickly understood what needed to go into their keepsake. They also felt very connected to this inspiring young woman.

ACTIVITY

A Keepsake for all Seasons

With your group, create a “keepsake for all seasons.” In this memento box, your youth will collect all those tangible and intangible elements that help them feel like they belong.

Before starting, explore with your group situations that make them feel like they belong. If they have difficulty understanding the concept, ask them what makes them happy at school and at home. Invariably they will answer, “Not being left out.” That’s what belonging is all about.

First, collect old shoe boxes (or similar-sized boxes) from a nearby store, giving one to each child. Let them think about the things—both tangible and intangible—that help them feel like they belong: the people, the places, the toys, the food, the language(s), the actions (smiles, welcoming hellos), the pets, the lullabies, the sports and so forth, that help them feel accepted and connected to their community.

Ask them to draw or paint a picture of, write a poem about, or create a symbol for each of those “belonging” icons, which they will add to a keepsake that they’ve decorated with their favourite colours, images and words.

During the year, as your group is feeling more connected to each other and has developed a strong sense of belonging, consider taking a group photograph to be added to the keepsake.

Remember that, as your youth journey deeper into “belonging,” they will probably have new treasures to add to their keepsake for all seasons. Let them enrich themselves and their boxes throughout the year.



ACTIVITY

A Belonging Journal

Belonging means feeling warm and comfortable, inside and out. It's feeling nurtured, safe and welcome. With your youth, create a diary or journal that reflects the times when they feel like they belong and are comfortable. Every time they experience a sense of welcome, comfort or belonging, ask them to take note of it. At an assigned time, have them describe the situation and their feelings in their "belonging journal." Suggest, too, that their journal include drawings, sketches or mementos, such as a pressed flower or ticket stub, as reminders of these special moments.

Often, it is the simplest things that help us feel supported and acknowledged, moments that we might otherwise take for granted: the kind hand of a family member on our shoulder, a good word from a teacher or friend, a smile from a classmate. Recording these moments will strengthen them in the children's minds, and help them connect to their immediate, supportive community. Time permitting, ask your youth to share their moments of "belonging" with each other.

Research indicates that people who feel good about themselves, and who have strong, healthy self-concepts, are likely to respect others.



ACTIVITY

Hands of Welcome

Reaching out the hand of friendship to new people in our classrooms and gathering places creates stronger communities. Ask each child to draw the outline of his or her hand on a piece of paper. Then, on each of the traced thumb and fingers, suggest they write down five ways to be even more welcoming to the newcomers in their midst. On the palm of the paper hand, why not write down five ways to say *welcome* in different languages?

One classroom in a rural community took all the beautiful cut-out hands they created and mounted them onto a wall in the shape of a huge maple leaf; another created a circular mural with each hand touching the other.

With your group, explore the many ways that we use our hands to reach out to a friend or newcomer (such as a wave or an acknowledgment) or to do business (such as a handshake given as a sign of agreement).





THEME

2

Gather 'Round the Fire

I am from ...

fire, warmth, friendships and community.

I am from ...

hearth and heart.

I am from ...

*an old log cabin quilt, with its centre square
lovingly worn and faded red.*

I am from ...

the long blue shadows of a sunlit winter's day.

I am from ...

*a warm summer evening gathered
'round the fire.*

8 *There's a saying that goes: I sing a song of who I am and know myself better. I tell a story of my heritage and my ancestors speak. Sharing my songs and stories, you become my friend.*

Our voices convey our power. And storytelling and singing strengthen our voices. They help build self-esteem. Learning to speak our truth with gentleness and confidence, we come home to ourselves and each other. And, together, we build "community."

There are so many stories, many untold. There are so many songs linked to our heritage, many forgotten. Yet today, the arts of storytelling and singing are being rekindled by our need to connect with each other and celebrate who we are. In a safe environment surrounded by supportive people, telling stories is a positive basis for reflective learning.

Gather together 'round my circle. See the big warm fire in the centre. Come closer. Warm your heart and hands. We have songs to sing. We have stories to tell.

ACTIVITY

Circles of Warmth and Strength

With your group, think of 10 circles of warmth and/or strength experienced here in Canada that brighten your life. Circles like a golden sun rising at dawn; the family circle; friends gathered 'round the fire; a circular fountain dedicated to peace; cookies fresh from the oven; the sacred circles of Alberta; a sweet-smelling orange; or a silky newborn chick cuddled into a ball. See page 17 of this guide to learn more about the symbolism of the circle.

Ensure that each circle of warmth and strength includes descriptive words such as a "hand-made blue porcelain cup" filled with "sweetly scented jasmine tea."

Then ask your group to select their favourite circle of warmth and/or strength, and to create a circular poem (rhyming or non-rhyming) of 20 words or less. Here's Nettie's circular poem:



ACTIVITY

*A Recipe for Jun!**

Campfires are a Canadian tradition, and food and storytelling are essentials around a fire. Ask your youth about their favourite campfire food. Is it wieners on a stick? Roasted marshmallows? "S'mores?"

Have you ever eaten "S'mores?" Did you know that the word "S'mores" comes from the words "some more?" Here's a friend's recipe. First, sandwich together in layers a graham cracker, a piece of a chocolate bar, a marshmallow and another graham cracker. Wrap well in tin foil and put into an oven (or set on the coals in a campfire) for a few minutes till it all melts. Though careful handling is required once it's hot, it's awesome to eat. Enjoy!

Once you settle 'round the campfire (pretend or otherwise) with your favourite campfire food, tell your best stories. Consider inviting along a local storyteller and/or author to share stories with the group.

* Sharing food is a great idea. However, be aware of food allergies and cultural sensitivities towards certain ingredients.

Voilà! A Campfire!

If you can't have a real campfire outside, create a "pretend" one inside. Scrunch up red tissue paper in a pile of logs. Light with a flashlight underneath the paper and voilà! A "pretend fire." What about a real fire? Well, you already know how to do that!

10



I feel like I belong when I am appreciated and included.

ACTIVITY

Canadian Campfire Songs and Lullabies

Folk music is as old as time. Often sung informally in a group, at gatherings or around the campfire, it is the music of the people. Explore Canadian campfire and/or folk songs with your group, perhaps inviting local singers to share their knowledge of lyrics and verse. *The Black Fly* song by Wade Hemsworth and the French-Canadian folk song *À la claire fontaine* are two important ones to start you on your journey. Rounds, cumulative songs, traditional folk songs from other cultures and add-on songs are always great fun too! Learn these songs and others, and build on this important Canadian tradition.

Lullabies are a kind of folk song. They also play an important role in our diverse culture. Sung at the end of the day, in many different languages, these melodic harmonies put closure to our waking hours. They have a special place in our hearts. Some have gestures associated with them. Others have made-up words. Some have been repeated from generation to generation, rarely changing, always comforting.

Ask your youth to raise their voices in song, sharing their family lullabies with the group. Those who do not have lullabies can adopt those of others. Spend time learning the songs. Consider creating a book of your youth's lullabies. Gather 'round the fire to share these songs of comfort and joy.

ACTIVITY

A Talking Symbol

In long-ago times, there was a story about a talking stick. It is said that this stick had special powers. The person who held it had the power to speak. Others were required to listen carefully to hear the speaker's story. Even today, talking sticks are said to have the same power.

With your group, create your own talking stick. The stick doesn't need to be overly tall, nor too short. It needs to feel good in the hand, and be the right weight and size for the holder. For safety reasons, one end of the stick must always touch the ground, standing tall like its holder.

First, plan an outing to find just the right stick. If this is not possible, consider using a recycled wrapping paper tube to create your talking stick. Then, as a group, decorate your magical talking stick with paints and streamers or any found objects, such as feathers or ribbons, empowering your talking stick as you create it. Intention is the key here. (Note: If you have too many hands to help with the decoration of the stick, divide into smaller units, each group offering a contribution.)

The power of the talking stick must always be respected. If someone has difficulty speaking or is perhaps shy, the talking stick could provide the necessary courage for him or her to speak more easily. If someone has something important to say, and better attention is needed from the group, hand the talking stick to that person. He or she then commands the floor and the full attention of everyone!

A talking stick reminds us not only to respect the voices of each other but also to always listen to understand. (See page 26 for more on *listening to understand*.)

ACTIVITY

Canada's Storytellers and Book Illustrators

Canada has so many gifted writers and illustrators. They tell our stories. They celebrate who we are. Explore with your group their favourite Canadian children's author and/or book illustrator. Ask each youth to bring in his or her most prized book from home (or the library) to share and discuss.

Tell them to be ready to talk about what appeals to them about this particular book. Is it how the words are woven together? Is it the illustrations on the book cover and/or inside that appeal? Is it the palette of colours that makes the book outstanding? Is it the style of illustration? Is it the fun, the poetry or the scariness of the story that these "wordsmiths" painted with words? Ask everyone to explain why they love to spend time in the presence of these gifted Canadians and their works of art.

Talk to your youth about the importance of "inspiration" in our lives, explaining how their favourite writers and illustrators do just that. Then ask your group to create (and illustrate if they wish) their own unique story based on the inspiration of these artists.

I feel like I belong when I have supportive people in my midst.

Hugh's Recipe for Smoky Maple Syrup

Hugh makes canoes for a living, but for his community, each spring, he makes maple syrup. In the centre of the little Québécois village near where he lives, he sets up poles and his big black cauldrons and spends days stoking the fire, just watching the fresh sap turn into smoky maple syrup. Here are his ingredients for a successful boil:

Spring.

Snow melting.

Temperature: -3° C (nights) / +3° C (days).

A sun that warms the body and soul.

Long poles to hold four old blackened iron cauldrons over the fire.

Fresh sap from the sugar maples to boil down 40 to 1.

Good hardwood to keep the fire hot and the sap at a rolling boil.

Stoking tools to play in the fire, and a light breeze to inspire it (much less work).

A big ladle to sample the sap and to share it with passersby.

Lots of time to watch the sap turn to syrup.

Tree stumps to sit upon and ponder.

Good friends to gather 'round the fire.

ACTIVITY

About Sap and Maples

First, research the maple tree with your group. How many types of maple trees are there in Canada? Where do they grow? Do they all produce sap in the spring? How is this done? How much maple wood is harvested for lumber in Canada? How is this resource being replenished? How much maple syrup is produced commercially? What kind of revenue is generated from these resources?

What maple tree produces the best maple syrup? Where is this symbolic tree not found in Canada? Why? What special trees grow in these locations? If there are no trees where you live, explore different kinds of natural symbols used to mark landscapes or routes.

As a treat, smell and taste warm maple syrup! Then create a haiku about the experience of drinking warm maple syrup from a big ladle on a cool spring day. A haiku is a form of Japanese verse developed in the 16th century. It usually consists of 17 syllables in three unrhymed lines of five, seven and five syllables, respectively. Share your poems.

Other leafy activity ideas . . .

- Draw an outline of the sugar maple leaf and print on it all of your favourite Canadian things.
- Create an **imaginary** story about the origin of the first sugar maple tree. Who first discovered it? What was that person's name? Was the tree always here or did it come via seed transported by a bird, the wind or a human? Was the tree revered in a special way because of its sap? Weave the story together and share your myth with others.
- Invite a local horticulturalist or tree expert to talk about the importance of trees to our environment. Suggest he or she discuss the special trees that grow in your area. If possible, visit a local arboretum with a knowledgeable guide.
- Discuss why the sugar maple leaf was selected to become such an important Canadian symbol.

My Roots Go Deep

Discuss trees with your group, explaining their importance to our environment. Explore how they help clean the air and stabilize the soil, and how roots feed the tree and hold it in place. Focus especially on the roots, pointing out that if you cut them off, the tree will die.

What's your youth's favourite tree? What does it look like? Does it have a particular smell? How tall is it? Does it have needles, leaves, flowers or berries? Why did they pick that tree? Ask them to select three characteristics about their tree. If there are no trees where they live, research examples of trees grown elsewhere in Canada, picking one with which they have a strong connection.

Now have your youth stand up. Keeping them at arm's length from their classmates, ask them to close their eyes and imagine that they are trees in a forest with roots extending through their feet deep, deep into the ground. Remind your youth to listen only to their breath, breathing in and out. (No giggling, please!) How far do those roots go down? After a few minutes, have them open their eyes and explain how successful they were at imagining their roots.

Then give the concept of roots a new twist: suggest that your youth think about their family roots. Explore with them what their ancestral roots have given them: for example, their language, name, history, looks, taste for certain foods and talents.

Then have your group draw their special tree, placing on its branches small symbolic ornaments representing the gifts received from their family roots or ancestral line. Following this activity, discuss the concept of special family treasures, and how they have a story to tell.

To deepen the process, encourage your youth to seek out a relative (a parent, aunt, uncle, grandparent) or a guardian and learn the story behind their most precious family treasure. Then ask them to draw a picture of it and to write a small descriptive essay telling of its value to them. Share this story around the campfire.

If some children do not have any family treasures because they are refugees or have moved recently, suggest they create a new one or draw a picture of something precious left behind.

Tree Facts

- *Old diaries and journals tell us how First Nations people knew where to find the first sweet syrup in the spring. Aboriginal people taught the early settlers in Eastern Canada about maple syrup. Today, even if you live in parts of Canada where the sugar maple doesn't grow, you've probably tasted this sweet syrup on pancakes. What is less well known is that other maples (such as the Manitoba variety of the Red River Valley) also produce maple syrup. However, they don't produce as much sap, and it takes more work and time to create syrup from these trees.*
- *Although the leaf of the sugar maple is the symbol of our national flag, this maple is not found in all parts of this land. There are 10 varieties of maple trees native to Canada. The sugar, black, red, silver and striped maple live mostly in Eastern Canada; the mountain maple, in the East of Manitoba. The Manitoba maple is found mostly in Manitoba and Saskatchewan; the bigleaf, Douglas and vine maples, in British Columbia.*
- *Did you know that the maple leaf was used in the coats of arms of Ontario and Quebec as early as 1868 and that, in 1921, it was part of the new Canadian coat of arms? Maple leaf badges were the symbols on the clothing of Canadian soldiers during the first and second world wars. It is not surprising that this red maple leaf became such an important national symbol.*



THEME

3

The Values of Our People

I am from ...

***Mother Earth. I protect her for
all future generations.***

I am from ...

***my ancestors' heritage. I celebrate my roots
and the heritage of others.***

I am from ...

a place of equality, respect and safety.

I am from ...

***a peaceful place, where I help to build
community and country.***

I am from ...

***my voice: it echoes, with respect,
my feelings and thoughts.***

I am from ...

Canada, where I belong.

14 *Have you ever thought about what "citizenship" means? For years, citizenship or civics was taught as the important process of knowing how government works. Today, however, the definition of citizenship is much broader, much richer. It's an umbrella for understanding the values that we, as a society, hold dear.*

Citizenship touches all facets of our lives. It becomes a code to live by. And that code, often unspoken, shapes who we are as Canadians.

Citizenship is also linked to belonging. It's living in a place of mutual respect. It's being treated as an equal. It's participating in, and helping to build, communities that

work. It's linked to freedom of expression and freedom of dissent. It's obeying and helping to shape the laws of our country. It's knowing and ensuring that you have a right to safety. It's living as a peaceful society. It's honouring Mother Earth. It's celebrating our own and other people's heritages.

Come and explore with us the core values associated with being a citizen of Canada. What are the "beliefs," values and actions important to us as a country and individually? The values that our youth develop today will be the foundation for the Canada of tomorrow.

ACTIVITY

A Symbol of Strength

For West Coast First Nations, totem poles are reflective of strength. Each bird, animal, fish or other symbol on a totem pole represents characteristics of their community, clan or family. Each echoes part of their history, ancient stories and/or how they choose to define themselves.

First, discuss with your group which characteristics are considered "strengths." Is physical strength always the most important? What are equal or greater strengths found in individuals or within a group? Once this discussion is complete, challenge everyone to come up with a list of their individual and group strengths and/or positive characteristics. Allow everyone to choose an appropriate and positive characteristic that represents them.

Next, look at Canadian animals, birds and fish, and select those that best reflect the positive characteristics and/or strengths of your group. If you are blessed with too many helping hands, then select five animals, fish and/or birds to represent your membership's mythologies, stories, strengths and characteristics.

Now to the work of creating the group's symbolic totem pole. It can be any size, constructed of "found" and/or recycled materials, free-standing (three-dimensional) or affixed to a wall. Assign the creation of the animal, fish and/or bird symbols and the totem pole to enthusiastic hands. Use papier mâché, cardboard, paper, pencils, crayons and other materials to create the totem symbols. Plan how best to attach them to your monument. Place it in an important location as a reminder of the personal and collective strengths found within your group.

Then take the words representative of your youth's collective strengths, and develop a slogan to describe them. For example: We are good listeners (rabbit). We work hard together (beaver). We are often playful (otter). We swim fast (trout) and see well (cat).

ACTIVITY

If I Were in Charge

Just as a warm fire gathers people together and becomes a hearth or heart centre, important circles of community exist where you live, for example, settlement and immigrant organizations; women's groups; cultural, religious and historical groups; and youth and sports organizations.

Remind your youth that it takes a lot of people (with many different skills) to run a community. Invite a local or municipal worker involved in planning, heritage, development or settlement to talk about the role she or he plays in helping to run, support or create a better community on a day-to-day basis. "Hands-on" visits make a big impression on young people. Meeting a backhoe driver at a construction site or visiting a settlement-serving organization that welcomes newcomers to Canada could be a big hit. See what can be arranged. Consider developing a collage from the visit by taking photographs or illustrating what was seen.

Learn the story of this supportive worker, and then challenge your youth to put themselves in charge of their community, just for a day. Brainstorm with them about some positive and productive actions that they could take to improve their community if they were in charge. Then bring this action closer to home. Suggest that your youth plan and implement 10 actions to improve their classroom or gathering place, and/or 10 ways to work better together as a "community" (that is, as a group).

Over the next while, invite representatives from various community organizations to come and speak about the activities that take place in their gathering places. Consider creating a community map, mosaic or mural reflecting these important venues (including all the skills and talents found there). This will help your youth feel more connected to their neighbourhood. It will broaden their understanding of what activities take place in these important "heart" centres. If feasible, tour these premises, learning more about the great people who make up your community.

ACTIVITY

“Left in” Moments

Being left out is a common complaint. It happens often in our workplaces, in classrooms and in groups where we are, sometimes purposefully, sometimes unintentionally, left out. There can be a distinct feeling of helplessness in these situations, a feeling that we can do little to change this dysfunctional way of acting. This activity might help right the balance.

Ask your group to define how it feels to be left out. Then have them describe examples of times when they were purposefully (or otherwise) left out of a group, an activity or a game. Ask them to describe some of the emotions they experienced in those situations. Determine what actions could have been taken to have made them feel more “left in” or included.

Then, on a large poster entitled “Left in” Moments, strategically positioned within the class or meeting room, tell your youth it’s their job to chart and share moments when they were intentionally “left in”: for example, when someone went out of his or her way to include them in activities. Discuss these “left in” moments weekly or bi-weekly. Foster and build on these positive moments.



ACTIVITY

A “Values” Mobile

To value something is to put it high on your list of things that you want to keep. Values, then, are things that we hold in high regard. They are often associated with positive actions and are considered “good ways to act.” “Personal values” reflect what we hold dear. “Community values” are those that are considered important to a larger group.

Discuss the concept of values with your youth. How do they want to be treated? Concepts like respect, honesty, integrity, safety and freedom to speak one’s own mind will surface readily. Determine how your young people feel when they are treated with kindness and respect. What happens when they are treated with disrespect? With honesty? With dishonesty? With integrity?

Then, as a group, plan a “values” mobile. From it will hang the values your youth will use when dealing with each other. Decide on the key symbol for the mobile (perhaps a circle or a maple leaf) from which all the values will hang.

Then link the learning in this activity back to the concepts of belonging and values, asking your group to create a chant about the concepts of belonging and values. Chants work well when a powerful phrase or sentence like, “I feel like I belong . . . ” is repeated. Try an initial sequence of words for a repeating phrase, and use it like a “chorus.” Then look and listen for words that sound good together. Consider setting your words to a familiar tune.

One Ontario teacher took the idea a step further. She decorated the door to her busy classroom with a code of behaviour—a mission statement for her class—based on the outcome of the values activity just completed. With its bright red and yellow symbols, the door was a welcoming sight reflecting the code of behaviour of her class and the ancestral heritage of her students. What a gentle reminder for all!

ACTIVITY

Do You See What I See?

Each of us sees things differently, based on our unique way of looking and our life experiences. Using the **Canada: We All Belong!** poster, ask your group what they see in it. Who are the people in the poster created by Canadian illustrator Tracy Carefoot? If your youth could be anyone or anything in the image, who or what would they be? Ask them to tell that imaginary person's story.

Examine the edges and the spaces of this poster. What shapes do you see (circles, squares, spirals, equidistant crosses, triangles)? What do the birds in the poster make you think of, or make you want to do? How many colours are used in the poster? Pick your favourite one. How does it make you feel? Happy? Sad? Peaceful?

Then ask each person to list three things that are important to him or her about this poster, ranking their list from the most to the least interesting. Remind your youth that there are no right or wrong answers. People naturally see and feel things differently because of their uniqueness. All perspectives are valid and necessary.

Canada: We All Belong! is intended to help remind every Canadian—young or old, long-time resident or newly arrived—that we all belong to this country and have a right to be here, and that, together, we help to build the community we call Canada.

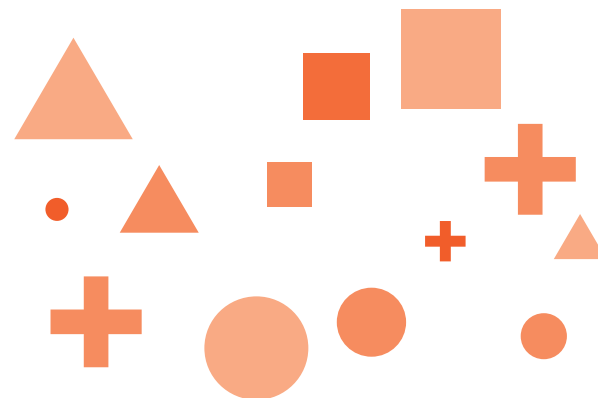
With your class or group, select five examples of advertising slogans contained in print media, one being the **Canada: We All Belong!** slogan on the poster accompanying this activity guide. Select four others: an ad for non-smoking; an ad for another good cause; and two others advertising clothing or makeup. Discuss the types of "word" messages that are being given by these ads. Are they effective? What are they really trying to say or sell? If there are images in these advertisements, explore the kinds of "statements" they are making. Are they reinforcing the words or giving a more subtle message?

Universal Shapes and Symbols

*Through research, it has been discovered that five basic shapes constantly reappear in the art of many cultures. These are the circle, square, triangle, equidistant cross and spiral. Surprisingly, these various cultures have given similar meanings to these universal shapes. Here's how the shapes have been defined: The circle symbolizes wholeness. The square indicates stability. The triangle represents goals and dreams. The equidistant cross stands for relationship. The spiral reflects growth. Observe carefully how these shapes were subtle but important elements in the creation of the *Canada: We All Belong!* illustration.*

*Which of these five shapes is your favourite? How does it make you feel? What does it make you think of? Look for these symbols in the *Canada: We All Belong!* poster. With your eagle eye, you will be able to find all five shapes!*

Then create a drawing or collage using some or all of these meaningful shapes, including as many as you can within your artwork. Then discuss what shapes or symbols help you to feel like you belong. A circle? A square? A triangle? An equidistant cross? A spiral? Others?



A Reaffirmation Ceremony

During Canada's Citizenship Week or any time throughout the year, consider organizing a reaffirmation ceremony. This is a formal event where people who are already Canadian citizens repeat the Oath of Citizenship to express their commitment to their country. (To get started, order your free Reaffirmation Ceremony Kit. See page 30 of this guide for details.)

Also consider hosting a citizenship ceremony in your school or attending one locally. It's a wonderful way to personally welcome new Canadians "home."

ACTIVITY

"Come From Away" Stories

Many of us have "come from away." We have come from places other than this great land. We have travelled by bus, boat, plane or car to settle here, planting roots alongside those already here. The stories of those journeys are part of Canada.

Invite an immigrant to come and speak about his or her journey to this new homeland. Ideally, seek out parents or relatives of one of your youth, inviting them to share their experiences. Some questions you might wish to ask are: What was the most precious thing (tangible or intangible) they brought with them to Canada? Their children? Memories? A grandmother's ring? Who helped them to settle here? Neighbours? People who work in settlement organizations? Their family? Their language teachers? Why did they choose to settle in Canada? When was the first moment they felt they belonged here,

in their new homeland? As a group, determine how your lives have been enriched by having met these people and shared their stories.



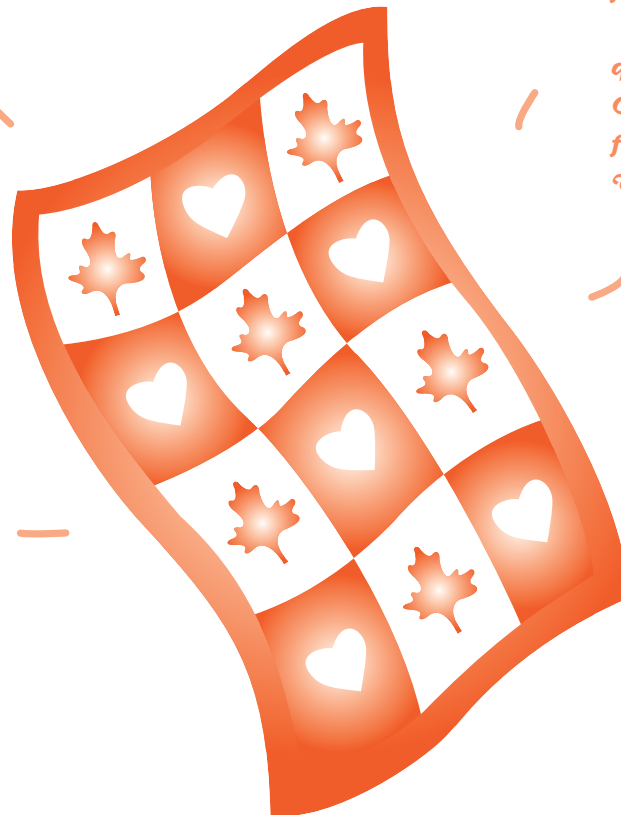
I feel like I belong when I am welcomed.

Welcome Home Campaign

Over the next two years, approximately 400,000 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 who are joining us this year and next. On page 30 of this guide, you can order your copy of the **Welcome Home** poster. It contains details of this national campaign of welcome. Also look for details on-line at www.cic.gc.ca/welcomehome.

Encourage your youth to send a special **Welcome Home** message to the newest citizens joining our Canadian family. Enter soon—you will have a good chance to win a prize!



A Gift to Last: A Quilt Made by Little Hands with Big Hearts

The Welcome Home campaign has generated thousands of heartfelt messages, drawings, poems and good wishes from the youth of Canada, each welcoming new Canadians home in their own way.

Whole schools sent in poster-sized drawings, each filled with warm messages of welcome to immigrants receiving their Canadian citizenship this year. Thoughtful second-language classes created books of poetry echoing words on belonging. Youth groups such as The Girl Guides of Canada and Scouts Canada extended the hand of friendship in many different ways.

One of the warmest gifts received was a hand-made quilt created by the 4th Kwomais Brownies in British Columbia. The 19-member unit dreamed of making a polar fleece quilt. And they did it with the help of their community! To create the quilt, the six- to eight-year-old girls had to learn how to sew. And sew they did!

Made up of red and white alternating squares, each one carrying either a heart or maple leaf, this heartwarming gift will be given to an immigrating baby. "It's going to go to someone who is going to be coming to Canada," seven-year-old Brownie Kara Campbell explains. "The quilt is to welcome them."

Please join the thousands who have participated in this important Canadian welcoming tradition. Order your Welcome Home poster on-line at www.cic.gc.ca/welcomehome or see page 30 of this guide.



THEME

4

Echoes From a Peace Land

*I am from ...
a peace land.*

*I am from ...
quiet streams, beaches of driftwood and sand
and streetscapes filled with busy people.*

*I am from ...
a country where I am safe, accepted and free.*

*I am from ...
a place where you can be you and I can be me.*

*I am from ...
my country, Canada.*

20 *Canada is a peace land. These simple words were written by 13-year-old Jeremy in a message he sent to new Canadians for the **Welcome Home** campaign. What a vision he has of Canada!*

Peace is our right, and Canada is one of the few privileged countries in the world that can claim the title of "peace land."

How can we help young people to experience what it means to live in a peaceful place, to feel at peace within themselves even momentarily, to create a quiet haven in the midst of noise and confusion?

How can we help them to realize that they do live in a peace land, and how very precious that is?

Canada is a peace land. Yes, that statement is true today. Will that young boy's vision exist in 10 to 15 years' time? Only if the youth of today hold onto that vision for tomorrow.

Join us on this journey to a land of peace, reminding your youth of the important role they each play in keeping this vision alive.

ACTIVITY

Shape Poems for Peace

Shapes play an important role in our lives. Creating poems with distinct shapes helps embed important symbols in our minds. Ask your youth to draw a dove, a universal symbol of peace. Then around the outer edges of the dove, create a non-rhyming poem about peace.

Here's an example to get you started:



Consider creating a chant from some of your peace poems, reinforcing these important messages. Chants work well when a powerful phrase or sentence like, "Peace wraps around me . . ." is repeated. Try an initial sequence of words for a repeating phrase, and use it like a "chorus." Then look and listen for words that sound good together. Consider setting your words to a familiar tune.

Then, with your group, discuss what the statement, "Canada is a peace land" means.

ACTIVITY

My Peaceful Place

First, discuss the concept of peace with your group. Brainstorm together synonyms for the word, such as calm, serenity and quiet. Then talk about the sounds of peace: soft bells, quiet music, songs of peace, and others (perhaps bring in examples to share). Then explore the visual symbols associated with peace: a dove, a flower, and so on. Are there colours that help your youth think of peace? Pink is one of those soothing colours. Are there others that appeal?

Then talk about the places where your youth feel most at peace, where they feel comfortable and quiet inside and out. Ask each one why this place makes them feel good. Then suggest that each one draw that special place. Combine these drawings on a huge mural. Should your youth ever feel disconnected or unhappy during the day, remind them that they can mentally return to this, their "peaceful place," anytime in their minds.



Silence of the Stone

One wise Manitoba teacher always kept a polished amethyst in her purse. Her smooth rock with its purple hues was what she held in her hand whenever she got a little harried. The coolness of the rock soothed her. It gave her a sense of peace. One day, dealing with two arguing youths, she remembered her stone and the Aboriginal tradition of the talking circle (which had been taught to her by her First Nations students). In a talking circle, an object is handed from one person to another, empowering the speaker.

She reached for her amethyst, handing it to one of the youths as she explained the impact it had on her personally, and how, symbolically, the holder of the stone had permission to speak in a quiet voice and to express her or his feelings. Only that person is allowed to speak, she pointed out. All others must listen and wait their turn. The holder may also choose to be silent while holding the stone, taking time for thought and composure, then passing it on.

The youth were intrigued. Within a few minutes, the stone was transferred from one youth's hands to the other, and both shared what was upsetting them so. Soon they were communicating and reconnecting in a positive manner. Her amethyst visited that class often, its power respected by all who connected with it.

ACTIVITY

Anger In! Anger Out!

Each one of us is multi-faceted. We have sides that are happy, creative, sad, angry, intellectual and more. Each side has a purpose. Each side deserves attention. Each is part of our core. Each is a very natural human expression.

Anger is an emotion that scares many people. We feel unsafe in the presence of someone who is angry. Rightfully so. Yet if anger can be vented in a way that is safe for all, it will be released and let go over time.

Youth need to realize that physical anger should never be directed at another living being. They also need to be assured that as an angry person works at releasing anger in a safe way, he or she will become a more peaceful person.

Talk to your youth about what makes them angry. Teach them ways to deal with anger, in ways that are unhurtful to themselves and, especially, anyone else. Venting and yelling alone in a private place helps release anger. Physical activity, such as running or jumping on the spot, is also a great way to release.

One teacher found that a couple of her students responded well to drawing lightning bolts on a page with a pencil. The youth drew and drew and drew, until the shape of the bolts softened (as did their bodies). The anger dissipated. Feeling more at peace, they were willing to talk about what was bothering them, ready to deal with the issues at hand.

I feel like I belong when I can speak freely and my words are understood.



THEME

5

The Voices of Our People Speak

The words that echo from our mouth—the voice we use when we speak to others—are our connection to the world. How and what we say, the tone in which it is rendered, the way we put our words together into a sentence, shape who we are at this moment.

The words we speak reflect all those who have guided and taught us: our ancestors, our family, our peers, our teachers. They echo our values, our story, our challenges, our strengths, our emotions, our wisdom.

Yet tomorrow we may change, speaking in a stronger, richer voice, because someone has taken the time to listen

*I am from ...
the first soft sounds I made
in my mother's arms.*

*I am from ...
the echoes of my ancestors
who watch over me.*

*I am from ...
the familiar noises
that are part of my life every day.*

*I am from ...
the kind teachers, colleagues,
guides, family members and friends
who allow my voice to be heard.*

*I am from ...
my simple voice, proud, kind and powerful.*

to us, to honour us, to validate our words and respect us. We change ever so subtly or perhaps substantively, depending on the circumstances. We become a different, stronger or wiser individual because someone

23

cared.

All of our voices need to be heard, even the quiet ones. Speaking our story and sharing our knowledge helps each one of us become our unique selves. We all, in our own way, help to build the community that we call Canada.

Here are some fun activities to tune you into the voices that surround you.

Voice Detectives

How many different voices do you hear in a day? Help your youth become more sensitive to and familiar with the tone, integrity and messaging of the voices that enter or invade their space daily. What are the qualities of the voices heard? Are some authoritarian or superior? Some positive and caring? Some interrupting? Some devoid of personality or monotone? Some loud or soft? Some full of laughter? Some angry? Some negative? Some supportive?

Have your youth role-play, giving examples of the types of voices heard in public places. Be dramatic. Use appropriate body language to enhance the soundscape. Then, for the next week, your group has a special assignment: they will become voice detectives! They are to listen carefully to the voices around them, taking note of the quality of the tone of voices they hear in different situations.

Before starting the assignment, brainstorm 30 adjectives to describe the tone of voices heard daily: respectful, powerful, kind, fearful, honest, bored, happy, hurtful, wise or elderly, crying or singing.

Then set your detectives to work. Suggest that they pay careful attention to the voices on television or radio, in the classroom or schoolyard, at home, in the shopping centre, and so on. Their goal, as voice detectives, is to identify 30 separate voices that have unique characteristics. No judgements or critiques allowed. This is simply observation and is supposed to be fun!

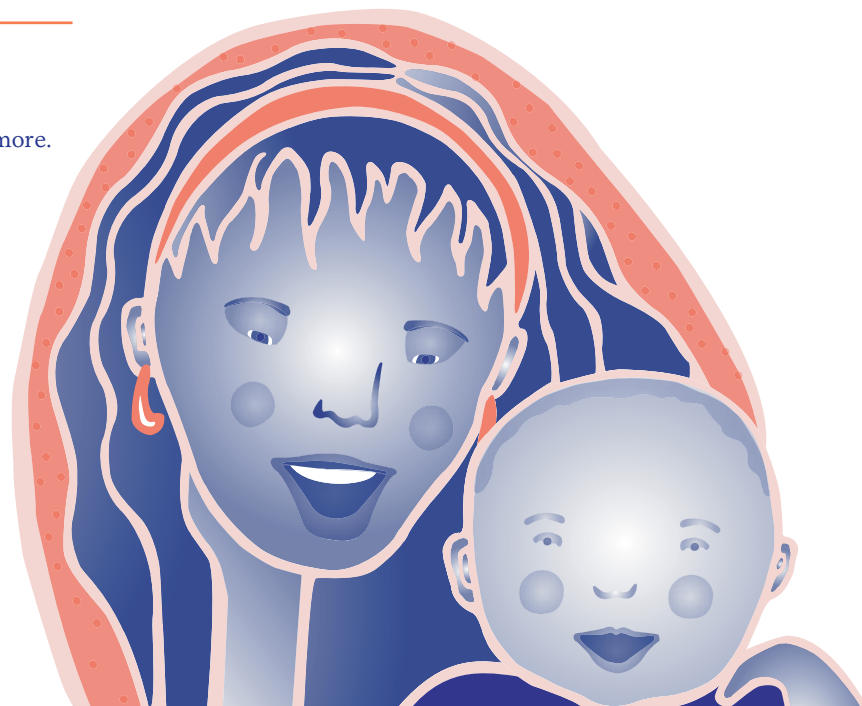
Photocopy the chart opposite. For this assignment, your youth will fill out the first three columns only: *The Person*, *Tone of Voice* and *How It Made Me Feel*. They are to identify the person they heard, but not by name (for example, a friend named John simply becomes "a friend," while Mrs. Jones, the teacher, is only identified as "a teacher"). Anonymity is key here.

The examples below will get you started. It's important that all three columns be filled in by each youth. You will use the fourth column for the next activity.

Examples

<i>The Person</i>	<i>Tone of Voice</i>	<i>How It Made Me Feel</i>	<i>Impact on Me</i>
1 A teacher	Caring	I felt ... safe.	I wanted to learn more.
2 A classmate	Disrespectful	I felt ... hurt.	I wanted to leave.

I feel like I belong when I am respected.



Voice Detectives

My Name Is _____

The Person

Tone of Voice

How It Made Me Feel

Impact on Me

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Listening to Understand

A good listener looks at the person speaking.

A good listener thinks about what the speaker is saying.

A good listener asks questions to ensure that he or she understands.

A good listener repeats what the speaker is saying to ensure she or he got it right!

A good listener realizes that it's okay for others to have different points of view, and that these viewpoints need to be heard and respected.

ACTIVITY

Positive Voices

Once your group completes the Voice Detectives activity on the previous page, and the first three columns in the chart, ask each person to identify what impact the voices had on her or his feelings. Then have them sort through the positive and negative voices they experienced, marking a star "★" next to the ones they would like to continue hearing.

As a group, discuss empowering actions they can take to reduce or eliminate the negative voices from their everyday life (where it is safe to do so). Suggest they consider setting polite but firm boundaries where inappropriate behaviour takes place.

Then focus on what is really important: the positive voices. Introducing the concept of values to your youth, explain how values are positive actions (codes of behaviour) that are important to an individual. Point out that, over time, our values become the code by which we want to live, the essence of who we really are.

Then review the list of voices again, focusing on those voices that were of value to them. Ask that they explain the effect that that person's voice had on them, completing the final column in the activity. For example, in the case of the caring teacher, the youth felt safe and respected, and wanted to learn more.

Differentiating between positive and negative voices and messaging is an essential life skill. Encourage your youth to practise active listening skills often to help them to feel more integrated with one another.

☺ feel like ☺ belong when ☺ speak with honesty and integrity.

ACTIVITY

Talking of Safe and Trusting People

Have you ever experienced a trust fall? Try it! In small groups, form circles where everyone stands next to each other. One member from a group goes into the centre, closes his or her eyes, then falls in any direction, always being supported by the others with the light touch of their fingertips. The person in the centre is to have his or her arms crossed in front of the chest. Repeat this until everyone gets a chance to be cradled safely in the centre of a supportive circle.

Start by discussing with your youth how trust and safety are essential for a person to thrive. Help your group define what trust and safety means to them (in day-to-day situations). What are the characteristics of someone that you can trust, someone who is "safe" to be around? How is trust built? Is trust something that is instantly given or is earned over time? As a group, list people whom you can safely confide in.

Then brainstorm what happens when trust is lost. If your group is comfortable with the idea, share occasions when they experienced loss of trust. With them, develop a "trustworthiness" checklist, identifying the characteristics that need to be present before they can entrust themselves or their personal ideas and concerns to another person. Remind your youth that trust and safety go hand in hand. Feeling safe means being surrounded by trustworthy people who care for our interests and consistently support us.

ACTIVITY

Do You Hear What I Say?

Hearing and feeding back information to each other can be fun, and a good way to learn better listening skills. Have your group break into pairs to practise the arts of paraphrasing and active listening. Paraphrasing is simply repeating back to the person who just spoke what was said to ensure that the message was understood. It is a skill that takes time to learn, so repeat this activity often.

First, give your youth examples of paraphrasing simple sentences. Then, break into pairs, suggesting one youth talk to the other about specific things he or she did last weekend. Recommend that the speaker use a lot of descriptive words to tell the story. The other youth listens intently and, a few minutes later, repeats what was heard. Then have your youth switch roles: the teller becomes the listener and vice versa.

Did your youth find it difficult to paraphrase accurately? What problems were encountered when they practised together? Did the listening youth get it right? Was the speaker a clear communicator? List what they learned from this exercise. Determine the advantages of paraphrasing regularly as a group.

I feel like I belong when I feel safe.

ACTIVITY

A Six-Senses Poem

Our senses connect us to our surroundings, ourselves, our community, our family and our classmates. Yes, we all know about the five senses: sight, sound, taste, smell and touch. Consider adding an extra "sense" to this important list: heart (feeling and emotion). Not only can we feel with our body, we can sense with our heart.

Ask your youth to complete the following sentences, using descriptive words to bring their six-senses poem to life.

I feel like I belong when my eyes ...

I feel like I belong when my ears ...

I feel like I belong when my mouth ...

I feel like I belong when my nose ...

I feel like I belong when my hands ...

I feel like I belong when my heart ...

ACTIVITY

Beautiful Voices

Explore with your youth the most beautiful voices they have ever heard. Is it an opera singer's voice? A grandmother's? A loved one's? Is it the voice of a poet's echoing words that you hear in your mind as you read her or his poetry? Why does that voice appeal above all others? What does he or she talk or sing about that moves you so? What differentiates it from all others?

Invite those with special voices to come to visit your class or group, and to share their voice. (Note: Visits can take place through a CD or in person.)



IN CLOSING

I am from a place where we gather 'round the fire.

I am from a place where all of the people are heard. I am from a community of respect.

I am from a peace land, where the values of our people are honoured.

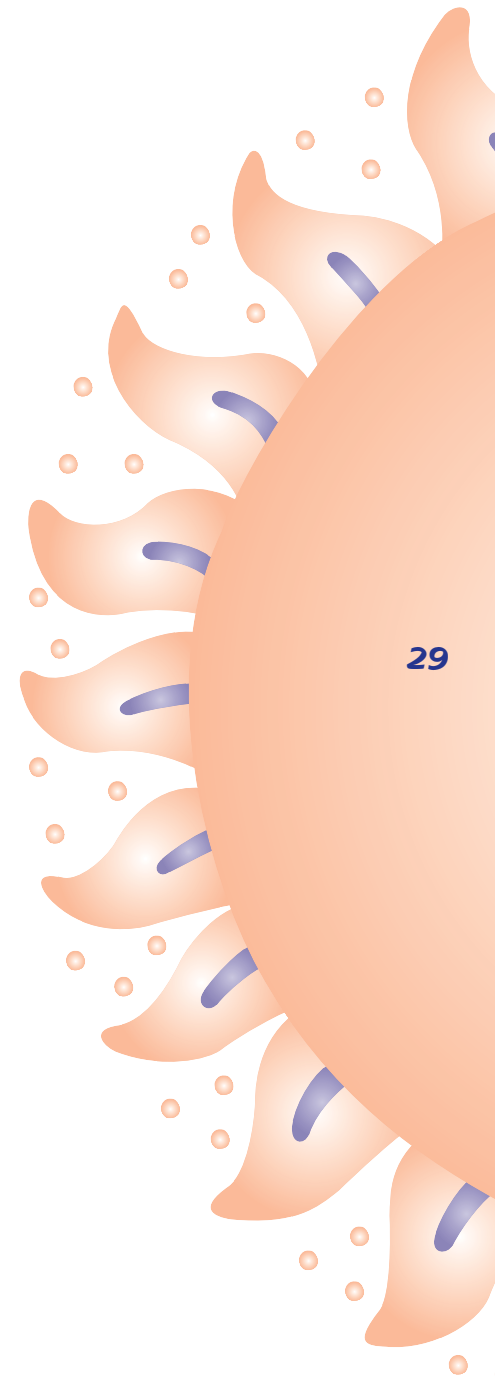
I am from Canada, where I belong!

Through the activities in this guide, you've now explored many faces of "belonging." Thank you for the time and energy you've dedicated to this.

Canada is a land of peace, a place of respect where we build great communities. It is a place where each person's voice can be heard and respected.

Like a chorus of many voices, each one empowers the other, each one adds to the whole and collectively sings the song of Canada.

With your voices, celebrate your uniqueness. With your voices, participate in the building of your community. With your voices, welcome the new faces into your midst. All of this is the essence of Canadian citizenship.





Order Form

Please photocopy this order form.

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 On-line** www.cic.gc.ca/welcomehome

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Name _____

Affiliation _____

Street Address _____ Apartment _____

City/Province _____ Postal Code _____

Phone Number _____ E-mail _____

Please check the category you represent:

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

Note: We reserve the right to limit quantities.

The Voices of Our People: A Belonging Activity Kit

Order one copy per classroom or group

This 36-page bilingual guide and colourful poster are for teachers and youth/community leaders working with youth between the ages of 5 and 13. This tool empowers youth to connect to themselves, their heritage, their community and their country. The kit contains fun and cross-curricular activities celebrating the concepts of belonging and citizenship. Though created for Canada's Citizenship Week—the third week in October—this guide is a keeper that will help stimulate a stronger sense of belonging year round.

Quantity required _____ Bilingual _____

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. The poster also provides details of the **Welcome Home** campaign, which invites youth to create messages of welcome for new Canadians. Prizes will be randomly awarded.

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 of 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 the child's roots and those special times that are most important during childhood.

Quantity required _____ Bilingual _____

Reaffirmation Ceremony Kit

Order one copy per classroom or group

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. This bilingual kit, designed for a group of 30, includes information on how to organize a reaffirmation ceremony, a sample program, 30 reaffirmation certificates and 30 "O Canada" bookmarks. **Please indicate the size of your group in the space provided below.**

If your group is larger than 30, we will provide you with additional certificates and bookmarks.

Quantity required _____ Number in group _____

English predominant _____

French predominant _____