



Unit 2 Lesson 1: Rights and Responsibilities

Lesson Overview

1 75-minute period

Students will be able to identify different rights and their corresponding responsibilities in a democratic society.

Connections to Inquiry Process (at least one)

- ★ Interpret and Analyze civic issues related to freedom of expression
- ★ Evaluate and Draw Conclusions about personal responsibility
- ★ Communicate their findings in an exit card and on placemats

Connections to Political Thinking Concept(s)

- Political significance of personal responsibility and the consequences of not taking responsibility for one's actions in a democratic society.

Curriculum Expectations

A1. Political Inquiry: use the political inquiry process and the concepts of political thinking when investigating issues, events, and developments of civic importance

A1.5: use the concepts of political significance when analysing and evaluating evidence, data, and information and formulating conclusions and/or judgments about issues, events, and/or developments of civic importance

B1. Civic Issues, Democratic Values: describe beliefs and values associated with democratic citizenship in Canada, and explain how they are related to civic action and to one's position on civic issues (FOCUS ON: Political Significance; Political Perspective)

B1.2: describe fundamental beliefs and values associated with democratic citizenship in Canada (e.g., freedom of expression; social responsibility), and explain ways in which they are reflected in citizen actions (e.g., environmental stewardship,)

B3. Rights and Responsibilities: analyse key rights and responsibilities associated with citizenship, in both the Canadian and global context, and some ways in which these rights are protected or may be infringed upon (FOCUS ON: Political Significance; Objectives and Results)

B3.1 analyse key constitutional documents and rights and freedoms of Canadians established and protected by these documents, including the Canadian Charter of Rights and Freedoms, and how foundational historical

Learning Goals

We are learning to connect rights and responsibilities in Canadian democracy so that we can be active citizens who promote the common good.



<p>documents, including the Magna Carta, the British North America Act, 1867 (now titled Constitution Act, 1867), and the Canadian Bill of Rights, informed and helped shape Canada's Constitution</p> <p>B3.2: analyse key responsibilities associated with Canadian citizenship (e.g., protecting Canada's cultural heritage and natural environment, not using symbols of hate)</p>	
<p>Readiness</p> <p>Students will have covered rights and responsibilities in grade 5 social studies (B3. demonstrate an understanding of the roles and key responsibilities of citizens and of the different levels of government in Canada)</p> <p>This connects to the previous lesson on the Common Good as one of the core principles of democracy.</p> <p>Terminology</p> <ul style="list-style-type: none"> • Charter of Rights and Freedoms (Fundamental Freedoms, Democratic Rights, Mobility Rights, Legal Rights, Equality Rights, Official Languages, Minority Language Educational Rights, Indigenous Rights) • Dish with One Spoon • Right • Responsibility • Common Good 	<p>Materials</p> <ul style="list-style-type: none"> • Computer • Projector • Speakers • Markers or pencil crayons • Highlighters • Chart paper or 11x17 paper <p>Resources:</p> <ol style="list-style-type: none"> 1. HotDocs for Schools Citizen Minutes: The Gift 2. First Nations, Metis and Inuit Education Association: In our words: Dish with One Spoon <p>Indigenous Pedagogies</p> <p>Indigenous story-telling as expressed in the video - the Gift.</p>
<p>Minds On</p> <ul style="list-style-type: none"> • Establishing a positive learning environment • Connecting to prior learning and/or experiences • Setting the context for learning 	<p>Connections</p>
<p>Minds-on (15 minutes)</p> <ol style="list-style-type: none"> 1. Begin the slide deck, Rights and Responsibilities. <ol style="list-style-type: none"> a. The first slide contains a link to the short Hot Docs Citizen Minutes film, The Gift (click on the image in the slide to launch the film). b. The second slide has reflection questions for class discussion. These questions are taken from Visible Thinking's Same Different Connect Engage thinking routine: <ul style="list-style-type: none"> • <i>In what ways might Rachel and you be similar?</i> • <i>In what ways might Rachel and you be different?</i> 	<p>Assessment for learning</p> <ul style="list-style-type: none"> • Teacher will prompt students to make connections to previous learning using the thinking protocol • Self-assessment and peer-feedback through discussion as a class <p>Differentiated Instruction:</p> <p>The Teacher may want to put up the Common Good anchor chart and have students get theirs out from Unit 1.</p>



<ul style="list-style-type: none"> ● <i>In what ways might Rachel and you be connected as human beings?</i> ● <i>What would you like to ask, say, or do with Rachel if you had the chance?</i> <ol style="list-style-type: none"> 2. Show students the video, : “Dish with One Spoon” (1:34) on slide 3. This video is part of the series called “In our words” by the First Nations Metis and Inuit Education Association of Ontario 3. Have students identify the main idea behind the Dish with One spoon (responsibility-based friendship/alliance). 4. Using slide 4, connect with the concept of the Common Good introduced earlier in unit 1. <ol style="list-style-type: none"> a. Students can answer the question comparing the <i>Common Good</i> to the <i>Dish with One Spoon Wampum</i> in small groups or as a class. The main idea should come back to the concept of ‘collectivist’ thinking - that we are all in this together and must cooperate for society to function properly. b. Students should add to their Common Good course tracker at this time. 	<p>Pause and play video to emphasize key ideas, images, and references. Be mindful of the fact that there is indirect reference to trauma experienced by Indigenous groups in Canada.</p>
<p>Action</p> <ul style="list-style-type: none"> ● Introducing new learning or extending/reinforcing prior learning ● Providing opportunities for practice and application of learning (guided > independent) 	<p>Connections</p>
<p>Whole class activity; teacher-led with break-out activities throughout. (40 minutes)</p> <ol style="list-style-type: none"> 1. Distribute the Rights and Responsibility handout to each student. Students can take notes by filling in the blanks and responding to question prompts in the package throughout the lesson. <ol style="list-style-type: none"> a. They will begin taking notes on slide 6. 2. There are ‘action’ items embedded in this lesson which are done individually as well as in pairs or small groups. <ol style="list-style-type: none"> a. Slide 7 - Action item #1(individually): Highlight the Charter of Rights and Freedoms. Ensure each student has a highlighter. b. Slide 12 - Action item #2(individually): review the questions for the TVO video “The charter of Rights and Freedoms” (2:12) before it plays. Students can anticipate prompts and answers. Pause video when necessary. Take up answers and students can score themselves. 	<p>Assessment as learning:</p> <ul style="list-style-type: none"> ● The Rights and Responsibility activity package will allow students to monitor their own learning (taking notes) with teacher feedback. ● Think-pair-share allows for self-assessment and peer feedback, reinforced by descriptive feedback by the teacher. <p>Differentiated Instruction: UDL emphasizes vocabulary for all learners.</p> <p>Quick Tips:</p>



- c. **Slide 13 - Action item #3:** *Think-Pair-Share* question prompt: "How can *everyone* enjoy their rights without interfering with one another? Be prepared to share your findings". Ask for students to volunteer their answers and discuss similar answers. Connect to the Common Good and Dish with One Spoon. Provide 2 minutes for discussion and consolidation.
- d. **Slide 16 - Action #4:** examine the images on slide 16 and provide any clarification. Have students work in pairs to complete the Types of responsibility chart. The first one is done as an example. Take up answers and look for similarities.
- e. **Slide 17 - Action #5:** project the image of the graffiti wall first. Use the Visual Thinking Strategy referenced in Unit 1 to have the students analyse the image. See: [How to Teach Visual Thinking Strategies to Your Students | Education World](#).
Question prompts are in speaker notes. Then, click to expose the question: Is graffiti art or vandalism? Poll the class and ask students for their rationale on either. This should take about 3 minutes.
3. Continue discussion on graffiti in slide 17 and explain the concept of 'balancing' rights and responsibilities. Students will complete their handouts and keep it to use as a reference for the rest of the course as an anchor for connecting rights and responsibilities.

Teacher Note: A teacher [answer key](#) is included in this lesson. Words or phrases that are **BOLDED, UNDERLINED and/or HIGHLIGHTED** are to be completed.

Consolidation

- Providing opportunities for consolidation and reflection
- Helping students demonstrate what they have learned

Connections

Graffiti Walk-about (20 minutes)

1. Create 9 stations around the room. At each station, have copies of the [Rights and Responsibilities Graffiti brainstorming placemats](#) available. There should be one of the 9 placements at each station.
2. At each station, place one of the 'placemats' in the middle of the group. Provide each group with markers, highlighters, pencil crayons.
3. Each group has 1 minute at each station placemat to come up with a response to the prompt on each page. This can be done in written format, a doodle or a sketch.

Assessment as Learning:

Peer and teacher feedback

Differentiated Instruction:

Group students according to ability and interest.
Provide descriptive feedback throughout group activity.



- | | |
|--|--|
| <ol style="list-style-type: none">Once students have traveled to each station and added their graffiti to each placemat, review the placemats for similarities or differences.Post the placemats in a prominent space in the room - bulletin board, chalk board, white board or window. | |
| <p><i>Additional Resources:</i></p> <ul style="list-style-type: none">Education Guide for the film, "The Gift": | |

Additional Resources:

- [Education Guide](#) for the film, "The Gift":

The Common Good: course tracker

Individualistic

The Common Good



Same Different Connect Engage

A routine to nurture empathetic perspective taking and bridge building.

Same In what ways might this person and you be similar?

Different In what ways might the person and you be different?

Connect In what ways might the person and you be connected as human beings?

Engage What would you like to ask, say, or do with the person if you had the chance?

Share your experience with this thinking routine on social media using the hashtags [#PZThinkingRoutines](#) and [#SameDifferentConnectEngage](#).



This thinking routine was developed as part of the ID Global, Reimagining Migration project at Project Zero, Harvard Graduate School of Education.

Explore more Thinking Routines at pz.harvard.edu/thinking-routines

Same Different Connect Engage

Different

In what ways might the person and you be different?

Engage

What would you like to ask, say, or do with the person if you had the chance?

Same

In what ways might this person and you be similar?

Connect

In what ways might the person and you be connected as human beings?

Share your experience with this thinking routine on social media using the hashtags [#PZThinkingRoutines](#) and [#SameDifferentConnectEngage](#).

Living together in the same space: rights and civic responsibility

Rights: the cornerstone of democracy

- A _____ is something to which you are _____ or _____ entitled.
- *For example*, in Canada we have the _____ to freely move around, even between provinces. This is called your _____ right.
- In Canada, many of our rights are ‘_____’ in our _____ or _____, enacted through laws, such as the _____.

These are the _____ broad categories of rights protected by the Charter.

<ul style="list-style-type: none"> • _____ Freedoms • _____ Rights • _____ Rights • _____ Rights 	<ul style="list-style-type: none"> • _____ Rights • _____ Languages • Minority Language _____ Rights • _____ Peoples' Rights
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Action #1: HIGHLIGHT these on your copy of the Charter below as they are indicated on the slide deck.

Guarantee of Rights and Freedoms

1. The Canadian Charter of Rights and Freedoms guarantees the rights and freedoms set out in it subject only to such reasonable limits prescribed by law as can be demonstrably justified in a free and democratic society.

Fundamental Freedoms

2. Everyone has the following fundamental freedoms: (a) freedom of conscience and religion; (b) freedom of thought, belief, opinion and expression, including freedom of the press and other media of communication; (c) freedom of peaceful assembly; and (d) freedom of association.

Democratic Rights

3. Every citizen of Canada has the right to vote in an election of members of the House of Commons or of a legislative assembly and to be qualified for membership therein. (4) No House of Commons and no legislative assembly shall continue for longer than five years from the date fixed for the return of the writs at a general election of its members. (5) In time of real or apprehended war, invasion or insurrection, a House of Commons may be continued by Parliament and a legislative assembly may be continued by the legislature beyond five years if such continuation is not opposed by the votes of more than one-third of the members of the House of Commons or the legislature as the case may be. (6) There shall be a sitting of Parliament and of each legislature at least once every twelve months.

Mobility Rights

6. (1) Every citizen of Canada has the right to enter, remain in and leave Canada. (2) Every citizen of Canada and every person who has the status of a permanent resident of Canada has the right (a) to move to and take up residence in any province; and (b) to pursue the gaining of a livelihood in any province. (3) The rights specified in subsection (2) are subject to (a) any laws or programs of general application in force in a province other than those that discriminate among persons primarily on the basis of province of present or previous residence; and (b) any laws providing for reasonable residency requirements as a qualification for the receipt of publicly provided social services. (4) Subsections (2) and (3) do not preclude any law, program or activity that has as its object the amelioration in a province of conditions of individuals in that province who are socially or economically disadvantaged if the rate of employment in that province is below the rate of employment in Canada.

Equality Rights

7. Everyone has the right to life, liberty and security of the person and the right not to be deprived thereof except in accordance with the principles of fundamental justice. (8) Everyone has the right to be secure against unreasonable search or seizure. (9) Everyone has the right not to be arbitrarily detained or imprisoned. (10) Everyone has the right on arrest or detention to be informed promptly of the reasons therefor; (a) to retain and instruct counsel without delay and to be informed of that right; and (b) to have the validity of the detention determined by way of a hearing and to be released if the detention is not lawful. (11) Any person charged with an offence has the right (a) to be informed without unreasonable delay of the specific offence; (b) to be tried within a reasonable time; (c) not to be compelled to be a witness in proceedings against that person in respect of the offence; (d) to be presumed innocent until proven guilty according to law in a fair and public hearing by an independent and impartial tribunal; (e) not to be denied reasonable bail without just cause; (f) except in the case of an offence under military law tried before a military tribunal, to the benefit of trial by jury where the maximum punishment for the offence is imprisonment for five years or a more severe punishment; (g) not to be found guilty on account of an act or omission unless at the time of the act or omission, it constituted an offence under Canadian or international law or was criminal according to the general principle of law recognized by the community of nations; (h) if finally acquitted of the offence, not to be tried for it again and, if finally found guilty and punished for the offence, not to be tried or punished for it again; and (i) if found guilty of the offence and if the punishment for the offence has been varied between the time of sentencing and the time of sentencing, to the benefit of the lesser punishment. (12) Everyone has the right not to be subjected to any cruel and unusual treatment or punishment. (13) A witness who testifies in any proceedings has the right not to have any incriminating evidence so given used to incriminate that witness in any other proceedings, except in a prosecution for perjury or for the giving of contradictory evidence. (14) A party or witness in any proceedings who does not understand or speak the language in which the proceedings are conducted or who is deaf has the right to the assistance of an interpreter.

Equality Rights

15. (1) Every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age or mental or physical disability. (2) Subsection (1) does not preclude any law, program or activity that has as its object the amelioration of conditions of disadvantaged individuals or groups including those that are disadvantaged because of race, national or ethnic origin, colour, religion, sex, age or mental or physical disability.

Official Languages of Canada

16. (1) English and French are the official languages of Canada and have equality of status and equal rights and privileges as to their use in all institutions of the Parliament and government of Canada. (2) English and French are the official languages of New Brunswick and have equality of status and equal rights and privileges as to their use in all institutions of the legislature and government of New Brunswick. (3) Nothing in this Charter limits the authority of Parliament or a legislature to advance the equality of status or use of English and French. (4) (1) The English language, community and the French linguistic community in New Brunswick have equality of status and equal rights and privileges, including the right to designate educational institutions and such distinct cultural institutions as are necessary for the preservation and promotion of those communities. (2) The role of the legislature and government of New Brunswick to preserve and promote the status, rights and privileges referred to in subsection (1) is affirmed. (3) Everyone has the right to use English or French in any debate and other proceedings of Parliament. (4) Everyone has the right to use English or French in any debates and other proceedings of the legislature of New Brunswick. (5) (1) The statutes, records and journals of Parliament shall be printed and published in English and French and both language versions are equally authoritative. (2) The statutes, records and journals of

Minority Language Educational Rights

23. (1) Citizens of Canada (a) whose first language learned and still understood is that of the English or French linguistic minority population of the province in which they reside; or (b) who have received their primary school instruction in Canada in English or French and made in a province where the language in which they received that instruction is the language of the English or French linguistic minority population of the province have the right to have their children receive primary and secondary school instruction in that language in that province. (2) Citizens of Canada of whom any child has received or is receiving primary or secondary school instruction in English or French in Canada, have the right to have all their children receive primary and secondary school instruction in the same language. (3) The right of citizens of Canada under subsections (1) and (2) to have their children receive primary and secondary school instruction in the language of the English or French linguistic minority population of a province (a) applies wherever in the province the number of children of citizens who have such a right is sufficient to warrant the provision to them of public funds of minority language instruction; and (b) includes, where the number of those children so warrants, the right to have them receive that instruction in minority language educational facilities provided out of public funds.

Citation

34. This Part may be cited as the *Canadian Charter of Rights and Freedoms*.

"We must never establish the basic principles, the basic values and beliefs which hold us together as Canadians so that beyond our regional loyalties there is a unity of life and a sense of values which make us proud of the country that has given us our freedom and such immeasurable joy."

P. Trudeau 1981

Your Charter Cheat Sheet

 Government of Canada  Gouvernement du Canada

CANADIAN CHARTER OF RIGHTS AND FREEDOMS



DEMOCRATIC RIGHTS:

The Charter protects rights that enable you to participate in the democratic process and have your voice heard in Parliament.



EQUALITY RIGHTS:

Everyone has the right not to be discriminated against by the government based on personal characteristics like race, national or ethnic origin, colour, religion, sex, age disability or sexual orientation.



FUNDAMENTAL FREEDOMS:

The Charter protects the freedom of conscience, religion, thought, belief, opinion, expression, peaceful assembly, and association.



OFFICIAL LANGUAGES RIGHTS:

English and French both have equal status, rights and privileges as to their use in all institutions of the Parliament and government of Canada.



LEGAL RIGHTS:

The Charter provides a broad set of legal rights that protect us in our dealings with the justice system. It ensures that everyone is treated fairly during legal proceedings.



MINORITY LANGUAGE EDUCATION RIGHTS:

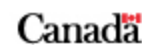
The Charter requires that provincial governments provide education to its citizens in the minority official language of the province where numbers warrant.



MOBILITY RIGHTS:

All Canadians have the right to enter, stay in and leave Canada. The Charter also guarantees that you can look for work or set up a business anywhere in Canada.





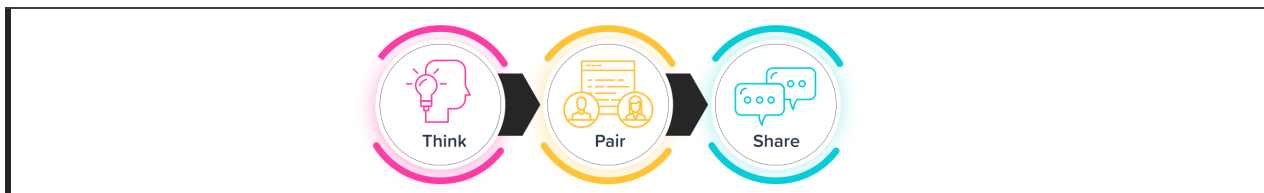
Action #2: watch the video “The Charter of Rights and Freedoms” and answer the following questions/prompts.



- A. Canadians’ rights are protected in **two** documents: the _____ of Canada and the *Charter of Rights and Freedoms*.
- B. The Charter is **entrenched** in the Constitution. Another word we could use is: _____.
- C. In what **year** was the Charter enacted AND **who** did this? _____
- D. **True or false (circle one):** Anyone living in Canada (even if not a citizen) is entitled to practice their religion or express themselves.
- E. Citizens have the right to vote and _____ for political office.
- F. What does our ‘**mobility right**’ allow us to do? Circle all that apply.
Travel anywhere Move anywhere Work anywhere Use our cellphones
- G. Are people in Canada **guilty until proven innocent** or **innocent until proven guilty**?
- H. What are the **two official languages** protected in the Charter? _____
- I. What Charter right protects us against **discrimination** based on age, sex or disability?

- J. Provide two examples of ways in which people’s rights can be ‘**infringed**’ (synonym: violated) upon.

- K. What **institution** allows people to argue their rights have been violated? _____
- L. What are the three concepts a ‘**just society**’ based on?



Action #3:

Question: How can *everyone* enjoy their rights without interfering with one another? Be prepared to share your findings.

Answer: _____

- Each right has a corresponding _____. This is something you are _____ or expected to do.
- It is a _____ you must uphold so everyone can enjoy the same right.
- *For example*, when we drive somewhere we must follow _____ so that people do not get hurt. In Ontario this is called the _____.



Action #4: Examine the images on this slide

In the table below, identify which **type of responsibility** is being demonstrated. Work with a partner to check your answers and provide one example for each, using the image on the slide deck to guide you. The first one has been done.

Types of Responsibilities in Canada

Type of Responsibility	What it is	An example ...
Being Respectful of Others	Ensuring other people's rights and freedoms are protected.	Not using language that targets people for their differences.
	<ul style="list-style-type: none"> ● Obeying the law. ● Following the rule of law - no one is above the law. ● Serving on a jury when required. 	
	Voting in federal, provincial/territorial and local elections and/or referenda.	
	Taking care of yourself and your family/community. Being employed.	
	Volunteering your time and/or money in your community.	
	Avoid waste, pollution, protect Canada's cultural and environmental heritage.	

Balancing Rights and Responsibilities

- While graffiti is considered an _____ by many and therefore considered one of our **fundamental freedoms** (_____), some see it as an eye-sore and in many cases it is _____.
- Creating ' _____ ' is a way to _____ the right to **freedom of expression** against the responsibility to protect heritage and the environment and _____.

Living together in the same space: rights and civic responsibility

Rights: the cornerstone of democracy

- A **right** is something to which you are **LEGALLY** or **MORALLY** entitled.
- For example, in Canada we have the **RIGHT** to freely move around, even between provinces. This is called your **MOBILITY** right.
- In Canada, many of our rights are **'entrenched'** in our **Constitution** or enacted through laws, such as the **Ontario Human Rights Code**.

These are the **8** broad categories of rights protected by the Charter.

<ul style="list-style-type: none"> • Fundamental Freedoms • Democratic Rights • Mobility Rights • Legal Rights 	<ul style="list-style-type: none"> • Equality Rights • Official Languages • Minority Language Education Rights • Indigenous Peoples' Rights
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Action: HIGHLIGHT these on your copy of the Charter below as they are indicated on the slide deck.

8 categories of Rights in the Charter

The image shows a copy of the Canadian Charter of Rights and Freedoms with eight yellow arrows pointing to specific sections. The arrows point to the following sections:

- Fundamental Freedoms** (Section 2)
- Democratic Rights** (Section 3)
- Mobility Rights** (Section 6)
- Legal Rights** (Sections 7-14)
- Equality Rights** (Section 15)
- Official Languages of Canada** (Section 16)
- Minority Language Educational Rights** (Section 23)
- Enforcement** (Section 24)

Your Charter Cheat Sheet

 Government of Canada  Gouvernement du Canada

CANADIAN CHARTER OF RIGHTS AND FREEDOMS



DEMOCRATIC RIGHTS:

The Charter protects rights that enable you to participate in the democratic process and have your voice heard in Parliament.



EQUALITY RIGHTS:

Everyone has the right not to be discriminated against by the government based on personal characteristics like race, national or ethnic origin, colour, religion, sex, age disability or sexual orientation.



FUNDAMENTAL FREEDOMS:

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OFFICIAL LANGUAGES RIGHTS:

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LEGAL RIGHTS:

The Charter provides a broad set of legal rights that protect us in our dealings with the justice system. It ensures that everyone is treated fairly during legal proceedings.



MINORITY LANGUAGE EDUCATION RIGHTS:

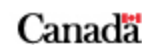
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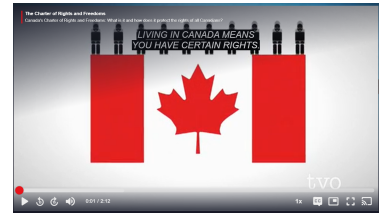
MOBILITY RIGHTS:

All Canadians have the right to enter, stay in and leave Canada. The Charter also guarantees that you can look for work or set up a business anywhere in Canada.

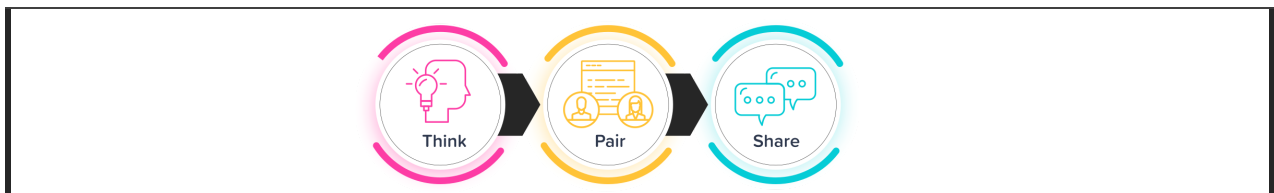




Action: watch the video “The Charter of Rights and Freedoms” and answer the following questions/prompts.



- A. Canadians’ rights are protected in **two** documents: the **CONSTITUTION** of Canada and the *Charter of Rights and Freedoms*.
- B. The Charter is **entrenched** in the Constitution. Another word we could use is: **EMBEDDED**.
- C. In what **year** was the Charter enacted AND **who** did this? **1982, QUEEN ELIZABETH II**
- D. **True** or false (circle one): Anyone living in Canada (even if not a citizen) is entitled to practice their religion or express themselves.
- E. Citizens have the right to vote and **RUN** for political office.
- F. What does our ‘**mobility right**’ allow us to do? Circle all that apply.
Travel anywhere **Move anywhere** **Work anywhere** Use our cellphones
- G. Are people in Canada **guilty until proven innocent** or **innocent until proven guilty**?
- H. What are the **two official languages** protected in the Charter? **FRENCH AND ENGLISH**
- I. What Charter right protects us against **discrimination** based on age, sex or disability?
EQUALITY
- J. Provide two examples of ways in which people’s rights can be ‘**infringed**’ (synonym: violated) upon.
HATE SPEECH **VIOLENCE**
- K. What **institution** allows people to argue their rights have been violated? **THE COURTS**
- L. What are the three concepts a ‘**just society**’ based on?
EQUALITY **FREEDOM** **DEMOCRACY**



Question: How can *everyone* enjoy their rights without interfering with one another? Record your results below and be prepared to share your findings. **ANSWERS WILL VARY. ALLOW 2-3 MINUTES FOR DISCUSSION.**

Answer: Responsible Citizenship

- Each right has a corresponding **RESPONSIBILITY**. This is something you are **obligated** or expected to do.
- It is a **duty** you must uphold so everyone can enjoy the same right.
- *For example*, when we drive somewhere we must follow **traffic laws** so that people do not get hurt. In Ontario this is called the **Ontario Highway Traffic Act**.



Action: Examine the images on this slide

In the table below, identify which **type of responsibility** is being demonstrated. Work with a partner to check your answers and provide one example for each, using the image on the slide deck to guide you. The first one has been done.

Types of Responsibilities in Canada

Type of Responsibility	What it is	An example ...
Being Respectful of Others	Ensuring other people's rights and freedoms are protected.	Not using language that targets people for their differences.
Legal Responsibilities	<ul style="list-style-type: none"> • Obeying the law. • Following the rule of law - no one is above the law. • Serving on a jury when required. 	Following laws Reporting crime
Democratic Responsibilities	Voting in federal, provincial/territorial and local elections and/or referenda.	Knowing who the candidates are Knowing what the issues are Actually voting
Personal Responsibility	Taking care of yourself and your family/community.	Being employed Following public health protocols
Community Involvement	Volunteering your time and/or money in your community.	Community Gardens Community clean-ups Volunteering at a non-profit Helping the less fortunate Donating to a food bank
Protecting Heritage and the Environment	Avoid waste, pollution, protect Canada's cultural and environmental heritage.	Not littering Taking public transit when possible No vandalism Picking up garbage

Balancing Rights and Responsibilities

- While graffiti is considered an **art form** by many and therefore considered one of our **fundamental freedoms** (*expression*), some see it as an eye-sore and in many cases it is **illegal**.
- Creating **'public graffiti walls'** is a way to **BALANCE** the right to **freedom of expression** against the responsibility to **protect heritage and the environment** and **obey the law**.

How might it positively (+) or negatively (-) impact society

if we DON'T...
obey Canada's laws

How might it negatively
impact others if we DON'T...
use respectful dialogue

How might it negatively
impact others if we **DON'T** ...
help the less fortunate

How might it positively impact
others **if we DO...**

*Protect and preserve our
histories and cultural
landmarks/ways of being*

How might it positively
impact others if we DO...
protect the environment

How might it negatively
impact others if we DON'T...
*eliminate prejudice and
discrimination*

How might it negatively
impact others if we **DON'T...**
vote

How might it positively
impact others if we DO...

*volunteer in our
communities*

How might it negatively
impact others if we DON'T...
*take responsibility for our
behaviour*

Why is this **politically significant**?

Whose **political perspectives** are represented?

**Political Thinking
Concepts**

What are the **objectives and results**?

How does this show political **stability** and political **change**? Is it positive or negative?

THE GIFT



Partner
Citizen Minutes Resource Development Partner
Citizen Minutes Official Broadcast Partner

Lead Partner Founding Partner Exclusive Education

WWW.HOTDOCS.CA

Directed by Rachel Garrick

TEACHER'S GUIDE

This guide has been designed to help teachers and students enrich their experience of *The Gift* by providing support in the form of questions and activities. There are a range of questions that will help teachers frame discussions with their class, activities for before, during and after viewing the film and some weblinks that provide starting points for further research or discussion.

The Film

A lesson in compassion and generosity results in a lifelong gift. Set in a small Northwestern Ontario town, a father takes an opportunity to pass on important teachings to his daughter.

Source: <http://citizenminutes.hotdocs.ca>

The Filmmakers

Rachel Garrick is a band member of Lac Seul First

Nation and resides in Hudson, a small community in Northwestern Ontario. The last film she worked on, as producer, was titled *Jane and the Wolf*. It was screened at local, national and international film festivals, and broadcasted nationally on APTN. She participated in the Docs North Film Bootcamp in Thunder Bay and is also an NSI Aboriginal Documentary 2015 alumni.

Source: <http://citizenminutes.hotdocs.ca>

Educational package written and compiled by Noelle Morris noellemorris00@gmail.com

VIEWING THE FILM WITH STUDENTS

The following three sub-sections are intended to provide you with a range of Pre-Viewing, Viewing and Post-Viewing activities. They are followed by a set of questions based upon the film's larger thematic domains, some follow-up questions and

quotations, sample curricular outcomes and a page of weblinks for further investigation.

Pre-Viewing Activities

Set a purpose for viewing by discussing one or more of the questions or quotations from the Extension Activities section of this guide. Have students share the statement and what they think or believe about it with the class.

As a larger group, have students discuss what the title of the movie could represent. After viewing the film, discuss the connotation and denotation of “the gift” in the film.

Discuss and clarify some or all of the following words as a class: compassion, generosity, kindness, charity, community based organization, helper and volunteer. You may also wish to have students create a KWL chart for these terms.

Viewing Activities

Have students make notes on what the filmmaker decided to capture on film. Are there any scenes that stand out, and why?

Have students make notes on the various issues that emerge over the course of the film. After viewing the film, have students write a one-page reflection on an issue of their choice, considering what they learned, what they didn't know before viewing the film and what they would like to learn more about.

Have students keep track of any words, terms, events or people they don't know or understand. After viewing the film, have students conduct research based on their viewing notes.

Have students jot down two to three ideas for discussion, or questions that the film raises in their minds. As an Extension and/or Post-Viewing Activity, students can enter their questions into an online response or polling system and can vote on the questions or issues they would like to explore in further detail. Encourage students to use multiple levels of Bloom's Taxonomy.

Post-Viewing Activities

Divide students into groups of four and have each student select one of the issues presented in the film. Have students use an online search engine to gather news on their selected issue. How has the issue presented itself in Canada, both recently and historically? Students can present their findings within their group before sharing their findings with other students in the class who conducted research on the same issue. Students should be encouraged to share their reactions to what they find.

Ask students to create a list of at least three messages or themes from the film. Students can then share their messages and themes as a class.

Ask students for their takeaway: describe the film in one sentence. Have students share their takeaways in pairs or small groups, and then as a class. What are the similarities and differences between the students' takeaways?

Discuss with students their initial reactions to the film. Did their reactions evolve over the course of the film?

Show the students their quotations from the Pre-Viewing Activity and see if their opinions were changed, altered or enhanced by the film.

As a response to one or more of the scenes or issues in the film, have students write a free-verse poem, monologue, newspaper article, journal entry, script, personal letter and/ or short story.

Have students participate in a Socratic discussion on the film. Guidelines for Socratic discussions can be found here:

<http://www.authenticeducation.org/documents/WhatSeminar04.pdf>

Have students complete an exit note. The exit note should contain one idea that demonstrates what they learned from the film, as well as one question that they still have about the topic.

WEBSITES AND ONLINE

RESOURCES About the Film

Citizen Minutes website: <http://citizenminutes.hotdocs.ca>

Additional Resources

CBC: The CBC created a list, called “12 Docs on Indigenous Life in Canada,” to celebrate National Indigenous History Month. The resource provides links to the documentaries, which can be viewed on CBC Gem.

<https://www.cbc.ca/> Type the title of the list into the search function of the website.

Crown-Indigenous Relations and Northern Affairs Canada: This resource page is for students and teachers, and includes activities, games and projects to help students learn more about Indigenous peoples, culture and history. <https://www.rcaanc-cirnac.gc.ca/> Type “Kids’ Stop” into the search function of the website.

First Nations Child & Family Caring Society: The First Nations Child & Family Caring Society is a national nonprofit organization. Through education, public policy campaigns and resources, the society aims to achieve equity and safety for First Nations children. The website includes a “What You Can Do” section that details the many ways that individuals can support the society and their cause.

<https://fncaringsociety.com>

Gord Downie and Chanie Wenjack Fund: Created by the families of Gord Downie and Chanie Wenjack, the fund aims to make change and move towards reconciliation through programming and events. The

website includes background information on Secret Path, information on the fund’s initiatives and information on how to support the fund.

<https://downiewenjack.ca>

imagineNATIVE: imagineNATIVE is an organization that programs and presents contemporary Indigenous-made film, video, audio and digital media. Find links to some of these materials under the WATCH section of the website. <https://imagenative.org>

Lac Seul First Nation: Rachel Garrick is a member of Lac Seul First Nation. Learn more about Lac Seul on the website. <https://lacseulfn.org>

National Centre for Truth and Reconciliation: As part of the Truth and Reconciliation Commission of Canada, the NCTR was created. The website includes information on human rights abuses in the residential school system, archival information for survivors and their families, education resources and information on Truth and Reconciliation Week, as well as research and publications.

<https://nctr.ca>

National Film Board of Canada—Indigenous Cinema: The NFB has curated a selection of Indigenous-made films that can be searched through filtered by the films’ titles, directors or subject area. Each film has an option to stream via the NFB website, or to buy the film for in-class viewing. <https://www.nfb.ca/indigenous-cinema>

EXTENSION ACTIVITIES

Questions for Pre-Viewing or Post Viewing Activities

What does it mean to be compassionate? What does it mean to be generous?

In the film, Rachel learns an early lesson from her father. Think back to your childhood. Are there any formative lessons that you learned from the adults in your life?

What gift does Rachel give, and what gift does Rachel receive in the film?

How does Rachel's perspective shift when her father

describes the men on the street as their "relatives and old friends"? Can you think of any perspective shifts that you have experienced?

What lessons does Rachel learn from her father? What lessons did you learn from watching the film?

How does Rachel feel after giving the dollar to the man on the street?

Rachel Garrick grew up in Hudson, Ontario. Have students learn more about Hudson after watching the film. Where is it located? How many people live there? Could this story have taken place in another town or city?

After watching the film, how would you define a "helper"?

What is the importance of storytelling in Indigenous culture?

What responsibility do we have to help vulnerable people in our community? How can we help these people?

Can you think of vulnerable people within your own community? How are these people treated? What would Rachel Garrick think of how these people are treated?

Where does change begin?

Who is responsible for passing values on to future generations? What are some ways to do this?

Why was this film created?

How does this film touch upon the long-term consequences of trauma?

Have students consider what the filmmakers decided to capture on film. Are there any scenes that stand

out, and why? What might have been left out of the film, and why?

How does the film deal with issues of freedom, equality, human dignity and individual and collective rights and responsibilities?

What did students know about the issues in the film before watching the film? What did students learn as a result of watching the film?

Were students surprised by anything that they learned about in the film?

What issues are facing your local community? Do you feel like you have the power to do anything about these issues? Why or why not?

What kind of impact can everyday citizens have on their communities? What are some of the ways that an individual can cause change to happen?

Do you feel that it is important to participate in your local community and know about local issues? Why or why not?

QUOTATIONS FROM THE FILM TO EXPLORE

1. *“My name is Rachel, and I’m what you’d call a helper. For most of my life, I have volunteered for or worked with community-based organizations that help people.”* Rachel Garrick
2. *“This is a story about a couple of teachings that were given to me by my father when I was a child, which really inspired my love for giving and being compassionate.”* Rachel Garrick
3. *“One summer’s morning, as my father and I walked to the store, I found a dollar lying on the side of a road. Back then, you could buy a lot with a dollar. It didn’t take me very long to decide what I was going to buy with it. My father interrupted my daydreaming by asking me to give the dollar away to the first person that I felt that needed it. At first, I thought he’d lost his mind. Why on earth would I want to give this dollar away? But because I loved my father, I decided to do it—reluctantly. But who would I give it to?”* Rachel Garrick
4. *“On another occasion, when my father and I had been*

walking to the store, I had seen a man drinking with a group of people on the steps of the church. I had laughed and pointed at them.... My father did not laugh. Instead, he explained to me that they were street people, not bums. They had a hard life and had been through some awful things. My father explained that they were our relatives and old friends. He told me stories about them, and this one man's story touched me in particular."

Rachel Garrick

5. *"When I became an adult and had my own children, I found ways to pass on these teachings to them.*

I hope that one day, their children will learn these same teachings." Rachel Garrick

5

CULMINATING ACTIVITY: MINO BIMAADIZIWIN

In her artist statement from the Citizen Minutes website, Rachel Garrick said the following: "This film demonstrates 'Mino Bimaadiziwin,' an Ojibway phrase meaning 'live the good life.' Part of living a good life is to dedicate a share of your efforts to the greater good, giving assistance and showing kindness wherever needed. Traditionally, many life lessons relating to Mino Bimaadiziwin were shared through storytelling, ceremonies, teachings and hands-on experience passed down from one generation to the next. The story focuses on a father taking the opportunity to teach his daughter about some of the key principles of Mino Bimaadiziwin. If you don't have teachings to pass on, create them."

Source: <http://citizenminutes.hotdocs.ca>

YOUR TASK:

Make a storyboard of a time in your life when you witnessed "Mino Bimaadiziwin"—someone dedicating their efforts to the greater good, aiding others and/or showing kindness. At the end of the storyboard, make sure to include the short-term and long-term impacts on your own approaches to "living the good life." Your storyboard can include a combination of photographs and original illustrations.

If the resources are available, you might choose to transform your storyboard into a short film with a voiceover to tell your story, using illustrations, photographs or video footage to bring your story to life.

ACTIVITY RUBRIC: MINO BIMAADIZIWIN

Knowledge and Understanding

Understanding of the issue	Thinking and Inquiry Student	demonstrates a limited understanding of the issue Student demonstrates some understanding of the	issue Student demonstrates a good understanding of the issue Student	demonstrates an extensive understanding of the issue /5
Use of planning skills (gathering	information and research; scripting and storyboarding)	Application	Uses planning skills with limited effectiveness Uses planning skills with some effectiveness	Uses planning skills with considerable effectiveness Uses planning

skills with a high degree

Makes connections of effectiveness /5

Making connections within and between the film and personal knowledge and experience, other texts and the world outside school

Communication contexts with limited effectiveness
 Makes connections within and between various contexts with some effectiveness

within and between various contexts with a high degree of effectiveness

Makes connections /5

Communicates for the intended audience(s) in oral, visual and written forms

Communicates for the intended audiences and purposes with limited effectiveness

effectiveness Communicates for the intended audiences and purposes with some effectiveness

Communicates for the intended audiences and purposes with considerable effectiveness

Communicates for the intended audiences and purposes with a high degree of effectiveness /5

Comments: Total: ___ /20 = ___ /100

EXAMPLES OF CURRICULUM EXPECTATIONS

Grade 6 Social Studies	<ul style="list-style-type: none"> • use the social studies inquiry process to investigate different perspectives on the historical and/or contemporary experiences of a few distinct communities, including First Nations, Métis and/or Inuit communities, in Canada. • demonstrate an understanding of significant experiences of, and major changes and aspects of life in, various historical and contemporary communities, including First Nations, Métis and Inuit communities, in Canada.

Grade 7 & 8 Language	<ul style="list-style-type: none"> • listen in order to understand and respond appropriately in a variety of situations for a variety of purposes. • generate, gather and organize ideas and information to write for an intended purpose and audience. • draft and revise their writing, using a variety of informational, literary and graphic forms and stylistic elements appropriate for the purpose and audience. <ul style="list-style-type: none"> • use editing, proofreading and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression and present their work effectively. • demonstrate an understanding of a variety of media texts. • identify some media forms and explain how the conventions and techniques associated with them are used to create meaning.
Grade 10 First Nations, Métis and Inuit in Canada	<ul style="list-style-type: none"> • describe some key social, economic and political issues, trends and developments that have affected Indigenous peoples in Canada from 1969 to the present, and analyze their impact. • analyze various legal and demographic developments involving Indigenous peoples in Canada, as well as responses to them, from 1969 to the present. • analyze how various individuals, groups and issues have contributed to the development of Indigenous identities, cultures and rights in Canada since 1969.
Grade 11 English: Understanding Contemporary First Nations, Métis and Inuit Voices	<ul style="list-style-type: none"> • demonstrate an understanding of the role of contemporary and historical text forms created in Canada in representing the diversity of First Nations, Métis and Inuit lives, cultures and world views, and assess the impact on Canadian society of efforts to challenge colonialist views and incomplete or inaccurate representations. • demonstrate an understanding of text forms, figures and practices associated with the oral traditions of First Nations, Métis and Inuit cultures, explaining how these traditions communicate meaning and how they are used in contemporary communities, and demonstrate the use of culturally appropriate listening practices. • listen to oral texts from and/or related to First Nations, Métis and Inuit cultures in order to understand and respond appropriately in a variety of situations for a variety of purposes. • demonstrate an understanding of a variety of media texts from First Nations, Métis and Inuit cultures, and, as appropriate, relevant media texts from non-Indigenous sources. • identify some media forms and explain how the conventions and techniques associated with them are used to create meaning in the context of First Nations, Métis and Inuit cultures.
Grade 11 Contemporary First Nations, Métis and Inuit Issues and Perspectives	<ul style="list-style-type: none"> • demonstrate an understanding of key issues, developments and challenges relating to First Nations, Métis and Inuit cultural revitalization and cultural continuity. • explain how Indigenous individuals, communities and nations in Canada self-identify and are identified by others, analyzing the influences and/or consequences of racism, stereotyping, contemporary culture and cultural leadership.
Grade 11 World Views and Aspirations of First Nations, Métis and Inuit Communities in Canada	<ul style="list-style-type: none"> • use cultural awareness skills and strategies appropriately when exploring First Nations, Métis and Inuit ways of knowing, world views and contributions to society.

Grade 12 Contemporary Indigenous Issues and Perspectives in a Global Context	<ul style="list-style-type: none"> • demonstrate an understanding of the role of Indigenous knowledge, storytelling and storywork in fulfilling communal responsibilities, sustaining world views and protecting cultural heritage.
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Grade 9–12 English	<ul style="list-style-type: none"> • generate, gather and organize ideas and information to write for an intended purpose and audience. • demonstrate an understanding of a variety of media texts. • identify some media forms and explain how the conventions and techniques associated with them are used to create meaning.
Grade 9–12 Visual Arts	<ul style="list-style-type: none"> • demonstrate an understanding of the critical analysis process by examining, interpreting, evaluating and reflecting on various art works. • demonstrate an understanding of how art works reflect the society in which they were created, and of how they can affect personal values. • demonstrate an understanding of, and use correct terminology when referring to, elements, principles and other components related to visual arts. • demonstrate an understanding of conventions and techniques used in the creation of visual art works.
Grade 11 Media Studies	<ul style="list-style-type: none"> • demonstrate an understanding of a variety of media texts. • deconstruct a variety of types of media texts, identifying the codes, conventions and techniques used and explaining how they create meaning.
Grade 11 Media Arts	<ul style="list-style-type: none"> • analyze, through examination and reflection, their initial response to media art works, using various strategies and modes of communication. • identify and explain the messages in and meanings of media texts. • describe the characteristics of particular media genres and forms, and explain how they help to convey meaning and influence the audience.
Grade 9 & 10 Integrated Arts	<ul style="list-style-type: none"> • communicate an understanding of the ability of the arts to inform and instruct and to contribute to social change.
Grade 10 Civics	<ul style="list-style-type: none"> • analyze responses, at the local, national and international levels, to civic issues that involve multiple perspectives and differing civic purposes. • demonstrate an understanding of the beliefs and values underlying democratic citizenship and explain how they guide citizens' actions.
Grade 11 Equity, Diversity and Social Justice	<ul style="list-style-type: none"> • explore topics related to equity, diversity and/or social justice, and formulate questions to guide their research. • create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods. • assess, record, analyze and synthesize information gathered through research and inquiry. • communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills. • demonstrate an understanding of a range of historical and contemporary Canadian equity and social justice issues. • demonstrate an understanding of how social activism can be used to support equity and social justice objectives.

<p>Grade 12 Equity and Social Justice</p>	<ul style="list-style-type: none"> • explore topics related to equity, diversity and/or social justice, and formulate questions to guide their research. • create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods. • assess, record, analyze and synthesize information gathered through research and inquiry. • communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry and communication skills. • demonstrate an understanding of a range of perspectives on and approaches to equity and social justice issues, and of factors that affect inequity and social injustice. • analyze, in historical and contemporary contexts, the dynamics of power relations and privilege as well as various factors that contribute to power or marginalization. • evaluate the contributions of individuals and groups and/or movements identified with specific aspects of the struggle for equity and social justice. • compare policies, strategies and initiatives used by various groups, including Indigenous peoples and women, to address equity and social justice issues in a variety of jurisdictions.
<p>Grade 12 Equity and Social Justice: From Theory to Practice</p>	<ul style="list-style-type: none"> • demonstrate an understanding of a range of perspectives on and approaches to equity and social justice issues, and of factors that affect inequity and social injustice. • analyze, in historical and contemporary contexts, the dynamics of power relations and privilege as well as various factors that contribute to power or marginalization. • assess the impact of media and popular culture on equity and social justice issues. • analyze a range of historical and contemporary equity and social justice issues and the impact of economic and environmental factors on these issues. • evaluate the contributions of individuals and groups and/or movements identified with specific aspects of the struggle for equity and social justice.
<p>Grade 11 Introduction to Anthropology, Psychology and Sociology</p>	<ul style="list-style-type: none"> • use a psychological perspective to explain how diverse factors influence and shape human mental processes and behaviour. • use a sociological perspective to explain how diverse factors influence and shape individual and group social behaviour.
<p>Grade 12 Challenge and Change in Society</p>	<ul style="list-style-type: none"> • demonstrate an understanding of the causes and effects of social change. • demonstrate an understanding of how forces influence and shape social patterns and trends. • demonstrate an understanding of how various social structures and conditions support or limit global inequalities.

The Overall Expectations listed above are from the *Ontario Curriculum*. Complete course descriptions, including all Overall and Specific Expectations can be found at: <http://www.edu.gov.on.ca/eng/teachers/curriculum.html>

