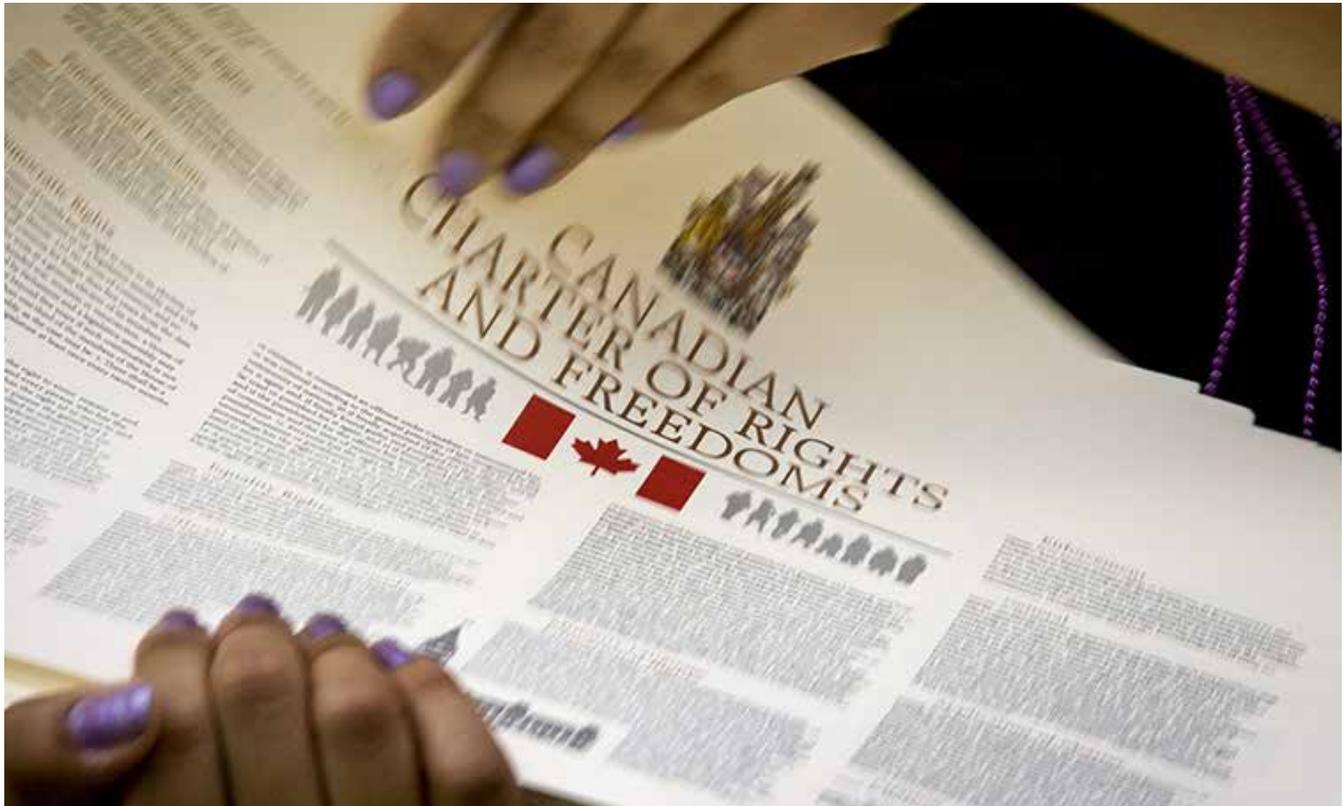


Lesson 2

Rights and Responsibilities



GUIDING QUESTIONS

- 1 What rights do I have as a Canadian?
- 2 What responsibilities go along with my rights?

OVERVIEW

To be active and effective citizens, Canadians need to understand their rights and responsibilities.

In this lesson, students explore the rights they have at school as an entry point to a discussion about rights and freedoms in a democracy. Students review the seven categories of the *Canadian Charter of Rights and Freedoms* and reflect on the responsibilities that go along with their rights. In the *Consolidation* activity, students create a poster, pamphlet or video to encourage people to vote in the February provincial election.

LEARNING OUTCOMES

By the end of the lesson, students can:

- describe the rights and responsibilities they have at school and explain why they are important;
- provide examples about how the Charter impacts their life;
- analyze connections between rights and responsibilities;
- demonstrate effective communication skills to share information and messages about voting, using words and graphics.

Teacher Tips

- Please use the activities and combine them in a way that is appropriate for your class.
- Supplies/Needs: piece of paper or sticky notes for each student or access to Google Jamboard, Slide Deck 2, digital access to or copies of 2.1, 2.2 and 2.3.
- Online templates for all activities and any videos and slide decks are available on the project website.

Starter

1. Review the idea of a 'right' and provide some examples. Rights are things that we are morally or legally allowed to do or have. For example, you have the right to learn and receive an education.
2. Using a brainstorming strategy, have students consider the rights they have at school. This can be completed with paper sticky notes or an online tool, such as Google Jamboard, or through 'Think-Pair-Share'.
 - a) Ask students to write down 2-3 ideas.
 - b) Review as a class and group similar ideas.
 - c) Co-create a list of rights that students have at school.
3. Explain the relationship between **rights** and **responsibilities**. A responsibility is a duty, obligation or an expectation of how you should act. Review your school's code of conduct. Connect the specific student responsibilities back to the list of rights created by the class, making additions where necessary.
4. Have a whole class discussion. Guiding questions:
 - How are rights and responsibilities similar/different?
 - Why should you be aware of your rights and responsibilities?
 - How does showing respect help foster a welcoming and supportive community?

Fundamentals

1. Distribute the *Anticipation Guide* (Activity 2.1) to assess current knowledge about our rights in Canada.
2. Watch the "Right to Vote" video as a class. This video reviews the *Canadian Charter of Rights and Freedoms* and summarizes the history of voting rights in Canada.

Video clarifications:

 - Although women in Canada gained the right to vote by 1918, there were still many exclusions due to race, ethnic origin and religion. Universal suffrage for all women was not achieved until the 1960s.

- Voter turnout has been slightly higher in the last two federal elections (66% and 67% respectively).
3. As a class, review the seven categories of the *Canadian Charter of Rights and Freedoms*. You can use either Handout 2.2 or Slide Deck 2. During the review, ask students to make connections to their own lives or provide real-world examples.
 4. In pairs or small groups, ask students to consider the responsibilities that go along with each right using Activity 2.3. Afterwards, review as a class.
 5. Have a closing discussion about rights and responsibilities, or ask students to write a reflection on one or more of the following questions:
 - Which rights and responsibilities in Canada do you think are most important and why?
 - What does it mean to be a responsible citizen?
 - What does it mean to not be a responsible citizen?

Consolidation

1. Explain the concept of voter turnout (the percentage of eligible voters that cast ballots in the election) and review statistics from the 2019 provincial election. Overall, 60.7 per cent of eligible Newfoundland and Labrador voters voted in the 2019 provincial election. Voter turnout rates differed in electoral districts throughout the province — from 48.6% in St. John's Centre to 71.4% in Cape St. Francis. Questions to discuss:
 - Are you surprised by the number of people that did not vote in the last election?
 - Are community members being socially responsible citizens?
2. Have students create a poster, pamphlet or video to remind adults about their right and responsibility to vote in the provincial election. It could be designed for a parent, guardian, or someone new to voting. An image of selected student posters could be shared through social media to encourage voter turnout.
3. Co-create criteria with your class. Sample criteria for a poster/pamphlet is below.
 - Headings are meaningful and appropriate;
 - Graphics or symbols are used to help explain the message;
 - The tagline and/or graphics are used to capture interest.

ASSESSMENT OPPORTUNITIES

Starter	<p>Can students differentiate between rights and responsibilities?</p> <p>Are students able to articulate the importance of being a respectful and socially responsible member of the community?</p>
Fundamentals	<p>Can students generate real-world examples of our rights and freedoms or apply the concepts to their own lives?</p> <p>Can students explain the responsibilities that go along with our rights?</p>
Consolidation	<p>Do their communication products demonstrate important details about the right and responsibility to vote?</p> <p>Do graphics and visuals support the messaging of their communication products?</p>

ADAPTATIONS AND SUPPORTS

Individual Education Plans	<p>Modifications</p> <ul style="list-style-type: none"> • Support students' understanding of rights with real-world examples. <p>Enrichment</p> <ul style="list-style-type: none"> • Allow students to research the original Charter document in order to familiarize themselves with the advanced language. • Students could prepare case studies that demonstrate a violation of rights and freedoms in Canada. Classmates can then decide if the issue is one that is solved by using the Charter.
English Language Learners	<ul style="list-style-type: none"> • Provide students with terms and definitions in advance. • Support students' understanding of rights with real-world examples.
Culturally Responsive Pedagogy	<ul style="list-style-type: none"> • Students will come from different backgrounds and have different opinions on the rights of many compared to the rights of the individual. Not all students will agree with the rights in the Charter. Ensuring a safe place for respectful discussion is encouraged. • Ask students to interpret the Charter and what it means for different groups in society (e.g., women, minority groups). Encourage thinking about how the Charter supports diversity and equality. • Investigate rights and responsibilities in various social settings, inclusive of Indigenous Peoples and additional diverse cultural groups. • Remind students that new immigrants, adults who have difficulty reading, English Language Learners, persons who are homeless, newly arrived refugees, and other specific groups may face challenges understanding or accessing the election system. Keep the focus on ideas to increase access and the benefits our society gets from hearing different voices, not only on the disadvantages these groups face.
Accessibility & Accommodations	<ul style="list-style-type: none"> • The teaching strategy for the <i>Starter</i> activity can be replaced with a class discussion on rights and responsibilities or an online collaborative activity if there are concerns about maintaining physical distancing or limiting paper use. • Provide mobility accommodations for any activities that require movement. • The artwork/media for the <i>Consolidation</i> activity can be created and shared in an entirely digital format. If physical productions are being created, ensure that enough materials are available to reduce the need for sharing.

BACKGROUND INFORMATION FOR TEACHERS

A **right** is a legal entitlement or something that we are morally or legally allowed to do or have. Rights are often fought for and claimed (in courts or through protests) and less often simply granted. With all rights come responsibilities.

A **responsibility** is a duty or obligation. It is something you should do in order to respect and maintain certain rights.

All citizens living in a democracy have civil and political rights, which are usually articulated in a legal document as part of a constitution, such as a **bill of rights**. This document limits the powers of government, explains the freedoms that are guaranteed to all people and protects people from a government that might abuse its powers.

In Canada, our rights are protected by the *Canadian Charter of Rights and Freedoms*. Canada's Charter is widely admired around the world and is the constitutional document most emulated by other nations.

The Charter has seven distinct categories:

- **Fundamental freedoms** include the freedom of conscience and religion; freedom of thought, belief, opinion and expression including freedom of the press and other media; freedom of peaceful assembly; and freedom of association.
- **Democratic rights** include the right of every Canadian, 18 years of age or older, to vote in an election, to be a candidate in an election, the requirement that governments hold elections at least every five years, and the requirement that elected representatives meet at least once per year.
- **Mobility rights** include the right of every Canadian to choose to live and work in any province or territory in Canada. Canadians also have the right to live in, leave or re-enter Canada whenever they choose.
- **Legal rights** include the guarantee that Canadians, when arrested, must be told of their right to see a lawyer and must be tried within a reasonable amount of time. Canadians are also guaranteed the right to be presumed innocent until proven guilty.
- **Equality rights** include the right of any Canadian not to be discriminated against on the basis of race, national or ethnic origin, colour, religion, sex, age, or mental or physical ability.
- **Official language rights** include the right of all Canadians to use either English or French in communications with Canada's federal government.
- **Minority language education rights** include the rights for French or English minorities in every province and territory to be educated in their own language under certain conditions.

VOTING RIGHTS IN CANADA

The right to vote in Canada has not always been universal. It has been withheld from many groups throughout history based on gender, race, background, religion and even occupation. It took decades for individuals and groups campaigning for fairness before equality was achieved.

Early in Canada's history, individuals had to own property or pay a certain amount in yearly taxes or rent to be able to vote. Only a small number of people qualified, mostly wealthy Protestant men.

Starting in the 1870s, women campaigned with petitions, speeches and public protests for the right to vote. It took nearly 50 years for change to happen. Manitoba was the first province to extend the vote to women in 1916 closely followed by most of the other provinces. By 1918, women in Canada could vote federally and gained the right to run for federal office in 1919. Women in the Dominion of Newfoundland received the right to vote in 1925 (Newfoundland and Labrador did not join Canada as a province until 1949).

Even though Canadian women achieved suffrage, it was not applicable to all. Women and men of

several ethnic and racial minorities, such as Canadians of Chinese and Japanese origin and Indigenous Peoples, were still disenfranchised for several decades.

First Nations men could only vote if they gave up their treaty rights and registered Indian status. First Nations people were not given the right to vote in Canadian federal elections until 1960.

Universal suffrage is the extension of the right to vote to all adult citizens, including the removal of property ownership requirements and restrictions against women, First Nations and Inuit, and ethnic and religious minorities.