

Be a Model Citizen Module and Pathfinder Citizenship Certificate

You have the opportunity to shape the future of the community in which you live. This is one of the fundamental rights of being a Canadian set out in the Charter of Rights and Freedoms. This module will give you an opportunity to discover more about the idea of citizenship with your Unit and to explore what it means to you.



Requirements for the Be a Model Citizen module:

Complete any four activities from any of the sections. If you cannot find an activity you want to do, look at the goals listed under each section. Do you have an idea for an activity that fits this goal? Talk to your Guider about developing this idea into an activity.

Requirements for the Citizenship certificate:

Complete two activities from each section OR one activity from each section plus a service project. If you want, you can do an activity of your own as long as it meets the goal of the section.

Government

Goal: Understand the process of elections in Canada; how it works; what the government does for the community and society as a whole.

1. **Imagine you are shipwrecked on a deserted island.** There's lots of rainwater, which you can drink. Food is more of a problem because it is not always easy to get – you have to either gather fruit or go fishing. It is obtained from fishing and by gathering fruit. The materials for making shelters are scarce. Everything must be shared. How can you create a just society that provides equal opportunity to all? What would be the rights and responsibilities of the citizens on this island? How would you govern yourselves? Would you hold elections? How would disputes be settled? Create a system of government. Drawing a map showing where your resources are may help you to visualize how things would work.
2. **Do an election dissection.** Is there an election happening? It could be national, provincial/territorial or local. Find out who the key players are and visit their websites or pick up their information pamphlets. Have the Unit divide up based on the key players or political parties to research the current politicians and their platforms. Then, have them present the platforms to the rest of the Unit, explaining what this party or politician represents. Next, facilitate a lively discussion about the parties and about the election. Who would you vote for based on this information? What about the other Pathfinders? If you are not part of Unit, or your Unit is too small for this large activity, research the party platforms and share your information with someone important in your life. If there is no election happening in your community, hold election for “Prime Minister” of Pathfinders! Find out what it takes to campaign for office. Are there any volunteers to run for Prime Minister of Pathfinders? Have the Unit split into teams and create their own election platforms. Give them the opportunity to present these platforms to the Unit and hold a debate. Hold a mock election to see who will lead your Unit into the future!

3. **Get the 411 on a local politician.** Find the name and contact info of a local politician, either online or in the phonebook. This politician could be a member of municipal, provincial, territorial or federal politics. Do some research and learn about him or her personally and politically. Find out how they have influenced the community – what they have done as a politician. Write them a letter to let them know what you think of them and possible issues that are going on in the country.
4. **Discover what it's like for women in politics.** Invite a female politician to visit your Unit (MP; MPP/MLA; councilor) or visit a legislature, parliament or local council to see how it works. To invite a politician to your Unit, take a look at the Equal Voice *Experiences* program website. Politicians from across the country have signed up to participate in speaking engagements, and can be accessed by visiting equalvoice.ca/experiences/book_speaker.htm. Take some time to understand and study women in office. What challenges do women in politics face? Discuss with female politicians and your Unit why it is important to be democratically engaged as young women.
5. **Be a news gawker.** For one week, do your best to watch a news broadcast or read the newspaper or online news once per day. If you see news regarding immigration, politics, youth, the environment or women's rights, quickly write down the main points of the piece. Are some issues more common on the news? Do some interest you more than others? Present the news you have collected from the week to your Unit at a meeting.

Ceremonies

Goal: Understand why ceremonies are important and why they are celebrated.

6. **Wave your own flag.** What do flags mean to you? What if you made your own? Buy a flat sheet (preferably white) from a second-hand store or see if someone in your Unit has one they can donate/wants to recycle. Cut up the sheet into enough squares for each girl in your Unit. Ask the question, "What things do you like most about Canada?" and facilitate a discussion. Provide coloured Sharpies and challenge everyone to create artwork that represents what they love most about Canada. When the squares are done, see if you have anyone in the Unit (or a parent) who can sew them together into a rectangle that would become a flag. The back of the flag can also be lined and a sleeve sewn down one side so that you can insert a rope into it and use it at camp ceremonies. If you need extra squares in order to create a proper rectangle, you can add some that have extra things like your Unit's name, or even the names of the girls. Make sure to have a discussion allowing each girl to explain what she chose to put into her square and why. Some topics to explore around flags include other flags like the WAGGGS and Girl Guides of Canada flags, the various ceremonies we have surrounding flags, and the other symbols we choose to represent our patriotism.
7. **Join in the celebration!** Participate in two different celebrations or ceremonies. Some options include a citizenship ceremony, a unique cultural ceremony (such as Chinese New Year), Canada Day or Remembrance Day, but there are many others that you might choose from. Before the ceremony, do some research and learn about its significance and why it is celebrated. Share with someone what it means to you. After the celebration reflect upon it. What was the ceremony for? What is the significance of this ceremony? What was the ceremony like? What did you learn about the people there, your community and yourself? How is it celebrated in different communities, provinces or territories?

8. **Create your own ceremony.** What are ceremonies? What are the ceremonies you participate in? What other ceremonies can you think of? What do you think is important in a ceremony? What role do ceremonies play in your life and the life of your communities? Invent your own ceremony for your own purpose and invite other Units, friends or family members to participate in it.
9. **Find a way to make a difference where you live.** Get involved in life in your community by volunteering to help at a community event for a local women's organization or other community organization of your choice. (This is separate from the Citizenship certificate service project, but could be counted towards your Community Service Award.)

What being Canadian means to me

Goal: To develop your identity as a Canadian; find out the rights, responsibilities, and privileges you have living in Canada.

10. **Show your true patriot love.** Organize a night for all the Pathfinders to bring in something that represents Canada to them. Have everyone present their item and explain to the Unit why they think this represents Canada.
11. **Explore what it means to be a Canadian citizen.** What are the rights, responsibilities and privileges of a Canadian citizen? How do these compare with the rights, responsibilities and privileges for citizens in other countries? Review these and discuss what they mean, why they are important and which ones you relate to the most. Come up with a fun way to share some of these with other people, such as a skit, a comic book, a story or anything else you can think of.
12. **Get creative with our national anthem.** Read all the verses of "O Canada." How does the national anthem relate to being a citizen of Canada? Which of the verses do you like best? Why? Create a collage or paint a picture of what the words mean to you. Host a gallery night showing off your great works of Canada.
13. **Shout out loud about Canada.** Create a rant, poem, or rap, about what Canada means to you. Have a talent night to share these with other Pathfinders, friends and family.
14. **Make some cross-Canada Guiding connections.** Find out about life in other parts of Canada by writing to Pathfinders in another province/territory.
15. **Put your citizenship to the test.** What does it take to become a Canadian citizen? Research the criteria online, or at a local library. You could even take a practice test yourself There are many tests found online, like this one from the CBC: cbc.ca/citizenship/test. Compile a list of the necessary steps in applying for Canadian citizenship. What are the different ways that people come to Canada and why would people choose to come here? Interview someone who has become a Canadian citizen (it could be a family member, friend, neighbour, or even yourself!) about the application process, and how they felt about becoming a citizen of Canada. Write down their stories and share them with other people.



Multiculturalism in Canada

Goal: To make yourself aware of the cultures in Canada and discover cultures you were unaware of. Go in depth to find out about the different cultures that have made and continue to make Canada what it is.

16. **Explore your local landmarks.** Many different cultures have made Canada what it is today. Visit an historic site i.e. petroglyphs, an Underground Railroad stop, a Métis settlement, a pioneer village, or other sites that exist in your community. Why is this site important to Canadian history? If you are unable to visit a specific site, go to a local community museum or archive.
17. **Culture at home.** Find the different types of culture in your own community. Go on a community walk to identify all the multicultural things in your community such as statues and street and building names – where did they come from? Do you think this is a healthy exchange of cultures or do you think that the dominant culture has taken over aspects of another culture without fully understanding it? Find out about cultural appropriation. What is it? What does it mean? How does it make people feel? What is the difference between cultural appropriation and cultural sharing?
18. **Make a local connection.** Interview someone who has lived in your community for a long time and interview someone who has just moved to your community. Compare the two interviews – what was life like in the community years ago and what is it like today?
19. **Be a cultural explorer.** Learn about a culture in Canada other than your own. Present the information to other people in a fun and informative way.
20. **Put the word on the street.** Create a publication for young women. Make a 'zine, comic, pamphlet or newsletter using text and graphics, either computer formatted or scrapbook style, that focuses on issues important to you and other young women.

Doing a service project

Goal: to learn about and help to solve a problem in your community, or to raise awareness of it so others in the community know about it.

- **Provide service, take action or speak out on an issue that is important to you.** Connecting with a local organization that you support or working with a charity of your choice is a great way to support your community. (A reminder that you cannot fundraise for other organizations, but you can volunteer.)
- Your project should involve a minimum of five hours, including planning as a Unit or individually. This service project is for the completion of your Citizenship certificate and does not count towards your Community Service award.