

COMMON TRAINING

ALL TRAINING LEVELS

INSTRUCTIONAL GUIDE

SECTION 8

EO MX01.01H – PARTICIPATE IN CITIZENSHIP LEARNING STATIONS

Total Time: One session (3 periods) = 90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

This IG supports EO MX01.01H (Participate in Citizenship Learning Stations) located in A-CR-CCP-801/PG-001, *Royal Canadian Air Cadets Proficiency Level One Qualification Standard and Plan*, Chapter 4.

Select learning stations, and plan and prepare activities. Learning station activities are located at Annexes A–M.

				Time		Trg Lvl	
Learning Station	**Annex**	**Self-Directed**	**Instructor Directed**	**15 min**	**30 min**	**1-2**	**3-4**
Rights and Responsibilities of Canadian Citizens	A	X	X	X		X	X
Great Canadian Trivia Game	B	X	X	X		X	X
History of Canada in 30 Min or Less	C		X		X	X	X
Canadian Contributions: Parking Spaces	D	X	X		X	X	
Canadian Contributions: Great Canadians	E	X	X		X		X
How Canadians Govern Themselves	F		X		X	X	X
Elections	G		X	X		X	X
Canadian Justice System	H	X	X		X	X	X
Canadian Symbols: Treasure Hunt	I		X		X	X	
Canadian Symbols: Coat of Arms	J	X	X		X		X
Canada's Economy	K	X			X	X	X
Canada's Regions: Symbols Map	L	X	X		X	X	
Canada's Regions: Worksheet	M	X			X		X

In addition to the suggested activities at Annexes A–M, instructors may choose to create their own interactive, challenging and fun activities.

Gather the required resources for the selected activities, as well as a stop watch or other timer. Some learning stations require assistant instructors.

PRE-LESSON ASSIGNMENT

Nil.

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INTRODUCTION

APPROACH

An in-class activity was chosen for this lesson as it is a fun and interactive way to build on the cadets' knowledge of citizenship.

REVIEW

Nil.

OBJECTIVES

By the end of this session the cadets shall have gained an understanding of citizenship topics covered in the selected learning stations.

IMPORTANCE

It is important for cadets to understand our national history, government, identity and values in order to help them become responsible citizens and members of their communities.

ACTIVITY

1. Divide the cadets into teams of four.

2. Arrange a system of rotation for groups to move through the stations. Explain the procedure for moving from one station to the next, the time allotted for each station and the signal to switch.

3. Assign each team to their first learning station.

4. Supervise and provide guidance where necessary.

CONCLUSION

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

It is important for cadets to participate in citizenship learning stations to develop an understanding of their roles and history as Canadian citizens.

INSTRUCTOR NOTES / REMARKS

There are numerous potential leadership opportunities for cadets when conducting these learning stations:

- Phase Five / Master Cadet / Proficiency Level Five cadets may plan, prepare and conduct the learning stations activity as a leadership project IAW PO 503 (Lead Cadet Activities); and
- Phase Three / Silver Star / Proficiency Level Three, Phase Four / Gold Star / Proficiency Level Four, and Phase Five / Master Cadet / Proficiency Levels Five cadets may complete leadership assignments, such as leading or supervising individual learning stations, IAW POs 303 (Perform the Role of a Team Leader), 403 (Act as a Team Leader), and 503 (Lead Cadet Activities).

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REFERENCES

Citizenship and Immigration Canada. (2012). *Discover Canada: The rights and responsibilities of Citizenship*. Retrieved March 12, 2013 from http://www.cic.gc.ca/english/pdf/pub/discover.pdf

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RIGHTS AND RESPONSIBILITIES OF CITIZENS

OBJECTIVE: The aim of this learning station is to familiarize cadets with the rights and responsibilities of Canadian citizens, and have them consider their connection to those rights and responsibilities.

TIME: 15 min

TRAINING LEVEL: 1-4

PRE-ACTIVITY INSTRUCTIONS:

- This activity may be assigned an instructor or be self-directed by the cadets.
- Provide a quiet space with a table and seating for all team members.
- Gather the required resources:
    - Rights and Responsibilities instruction sheet at Appendix 1 (1 copy),
    - Rights and Responsibilities of Canadian Citizens handout at Appendix 2 (enough for each team),
    - Citizens' Wall sheet at Appendix 3 (1 copy),
    - Flipchart and markers, and
    - Masking tape.
- Print the Rights and Responsibilities of Canadian Citizens handouts and place on the table.
- Post the Rights and Responsibilities instruction sheet on the wall or tape it to the table.
- Leave a separate area on the wall – The Citizens' Wall – for teams to post their finished lists of rights and responsibilities next to the Citizens' Wall sheet (ideally, this space should be away from the table and on the way to the next station).

ACTIVITY INSTRUCTIONS:

Have the cadets read and follow the Rights and Responsibilities instruction sheet.

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INSTRUCTIONS:

RIGHTS AND RESPONSIBILITIES

Congratulations! You have just founded your own new country. Your first order of business is to decide what rights and freedoms your citizens will enjoy and what their responsibilities will be.

1. Read the rights and responsibilities of Canadian citizens.
2. Discuss. Will your country have the same rights and responsibilities? Why or why not?
3. Brainstorm ideas and write the list of Rights and Responsibilities for your country on the flipchart.
4. Add your list to the Citizens' Wall, and take a moment to compare your list to other teams' and discuss.

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RIGHTS AND RESPONSIBILITIES
OF CANADIAN CITIZENS

Rights and Freedoms

Canadians are free to: follow the religion of their choice; hold and express their own opinions; assemble peacefully in support of a cause; and make or join groups that promote a common interest. In 1982, the Constitution of Canada was amended to include the Canadian Charter of Rights and Freedoms, which explains our fundamental freedoms and sets out additional rights. Some of these are:

- **Equality – the law protects everyone equally and does not discriminate against anyone.**
- **Mobility – you are allowed to live anywhere in Canada, and to leave the country if you wish.**
- **Democratic – once you turn 18, you have the right to vote and run for political office.**
- **Legal – if you are accused of a crime, you are presumed innocent unless proven guilty and have a right to be represented by a lawyer in a court of law. You are also allowed to have an interpreter during court proceedings.**
- **Language – the Canadian government gives English and French equal rights and privileges, and you can communicate with them in either official language.**

If any Canadian feels that their rights have been violated, they are allowed to address that violation in court.

Responsibilities

Rights always come with responsibilities. Some of your responsibilities as a Canadian are to:

- **Understand and obey the law**
- **Allow other Canadians to enjoy their rights and freedoms**
- **Vote and to participate in the democratic political system**
- **Appreciate and help preserve Canada's environment and multicultural heritage**
- **Be an active and helpful member of the community**

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THE GREAT CANADIAN TRIVIA GAME

OBJECTIVE: The aim of this learning station is to familiarize cadets with Canadian history and culture.

TIME: 15 min

TRAINING LEVEL: 1-4

PRE-ACTIVITY INSTRUCTIONS:

- This activity may be assigned an instructor or be self-directed by the cadets.
- Gather the required resources:
  - Great Canadian Trivia Game Instruction sheet located at Appendix 1 (1 copy),
  - Great Canadian Trivia Game game cards located at Appendix 2 (one set), and
  - Paper and pens or markers for the cadets to make score sheets.
- Print, cut and fold trivia cards so that the answer (with the picture) is hidden on the inside—if available, card stock will work well.
- Set up this learning station in an area where the players will not disrupt other cadets—it may be a noisy game.
- Set up seating for all players.
- Place trivia cards in a bowl, hat, helmet, etc. for players to draw from.
- Post the instruction sheet somewhere visible.
- Material for additional trivia questions may be found at www.101things.ca and www.thecanadianencyclopedia.com.

ACTIVITY INSTRUCTIONS:

Have cadets read and follow the instruction sheet.

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GWELCOME TO THE

GREAT CANADIAN TRIVIA GAME!

It’s time to test your knowledge of Canadian history and culture! Here’s how to play the game:

1. Divide your team in two. One half will be playing against the other.
2. Make a score sheet for your game on the paper provided.
3. Choose a side to go first. A member of the opposing side will get to ask the question.
4. Draw a question card. You can open it, but don’t show anyone the answer inside. Read the question on the outside, followed by the multiple choice options.
5. If the side guessing gets the question wrong, the other side can steal by getting the right answer (but the person asking can’t help them!). Go back and forth between the teams until the correct answer is found.
6. Once someone says the correct answer, open the card and read the inside to the team. You can show the picture, too.
7. Record correct answers on the score sheet. Basic cards are worth 1 point, Intermediate 2 points and Expert 3 points.
8. Know all the answers? Make up some Canadian trivia questions of your own and see if the other team can answer them!

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HISTORY OF CANADA IN 30 MIN OR LESS

OBJECTIVE: The aim of this learning station is to familiarize cadets with some key events in Canadian history.

TIME: 30 min

TRAINING LEVEL: 1–4

PRE-ACTIVITY INSTRUCTIONS:

- Assign an instructor to this activity.
- Provide an area large enough for all team members with a table and ample wall space to display cards. Ideally, this space should be away from the table and on the way to the next station.
- Gather the required resources:
  - History of Canada in 30 Min or Less timeline cards at Appendix 1 (1 set per team),
  - History of Canada in 30 Min or Less answer key at Appendix 2, and
  - Masking tape.
- Print a set of the History of Canada in 30 Min or Less timeline cards for each team. Cut them into individual cards and place them on the table.
- Post the History of Canada in 30 Min or Less activity instruction sheet on the wall or tape it to the table.

ACTIVITY INSTRUCTIONS:

1. Divide the cadets into two teams.
2. Give the teams 15 min to arrange their timeline cards in chronological order and post them on the wall using the masking tape.
3. Check the answer key to determine if each team’s timeline is arranged correctly.
4. If there is enough time remaining in the activity, give the cadets the chance to adjust the order of their cards.
5. Declare the team with the most events in the correct order the “Canadian History Buffs.”

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HISTORY OF CANADA

IN 30 MINUTES OR LESS

Prehistoric hunters cross over into Canada from Asia
Leif Ericsson leads a Viking expedition to the New World
John Cabot reaches Newfoundland
Jacques Cartier first explores the St. Lawrence region

Samuel de Champlain establishes a French colony at Quebec City
Hudson's Bay Company is formed
Expulsion of the Acadians
Battle of the Plains of Abraham: Quebec City is captured
War of 1812: U.S. invades Canada

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Confederation (first four provinces: Quebec, Ontario, N.S., and N.B.)
Province of Manitoba is created
British Columbia joins Canada
Prince Edward Island joins Canada

Canadian Pacific Railway is completed

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The provinces of Alberta and Saskatchewan are created

World War I



Women win the vote in Manitoba, Saskatchewan, and Alberta

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The Great Depression



World War II

Newfoundland joins Canada

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Korean War
St. Lawrence Seaway (major transportation route) officially opens
Native Canadians win the right to vote
Canada gets its own flag
October Crisis: political kidnappings, Ottawa suspends civil rights
Constitution comes home — with a Charter of Rights and Freedoms
The new Arctic territory of Nunavut is created

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HISTORY OF CANADA

IN 30 MINUTES OR LESS

ANSWER KEY

DATE	EVENT
30,000–10,000 BC	Prehistoric hunters cross over into Canada from Asia
circa 1000 AD	Leif Ericsson leads a Viking expedition to the New World
1497	John Cabot reaches Newfoundland
1534	Jacques Cartier first explores the St. Lawrence region
1608	Samuel de Champlain establishes a French colony at Quebec City
1670	Hudson’s Bay Company is formed
1755	Expulsion of the Acadians
1759	Battle of the Plains of Abraham: Quebec City is captured
1812–14	War of 1812: U.S. invades Canada
1867	Confederation (first four provinces: Québec, Ontario, N.S., and N.B.)
1870	Province of Manitoba is created
1871, 1873	B.C. and P.E.I. join Canada
1885	Canadian Pacific Railway is completed
1905	The provinces of Alberta and Saskatchewan are created
1914–18	World War I
1916	Women win the vote in Manitoba, Saskatchewan, and Alberta
1939–45	World War II
1949	Newfoundland joins Canada
1950–53	Korean War
1959	St. Lawrence Seaway officially opens
1960	Native Canadians given the right to vote
1965	Canada gets its own flag
1970	October Crisis, Ottawa suspends civil rights
1982	Constitution comes home — Charter of Rights and Freedoms

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DATE	EVENT
1999	The new Arctic territory of Nunavut is created

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CANADIAN CONTRIBUTIONS: PARKING SPACES

OBJECTIVE: The aim of this learning station is to familiarize cadets with some key Canadians' contributions to the nation and consider what their contribution may be.

TIME: 30 min

TRAINING LEVEL: 1–2

PRE-ACTIVITY INSTRUCTIONS:

- This activity may be assigned an instructor or be self-directed by the cadets.
- Set up a quiet space with a table and seating for all team members.
- Gather the required resources:
    - Parking Spaces Instructions sheet located at Appendix 1 (1 copy),
    - Parking Spaces Answers and Facts sheet located at Appendix 2 (1 copy),
    - Vehicle and Parking Spaces game cards sheets located at Appendix 3 (1 copy), (game cards may be printed on card stock for better durability),
    - Flipchart paper and markers, and
    - Masking tape.
- Cut out game cards, and cut a parking slot on the dotted line in each parking space card. Game cards may be laminated for repeated use.
- Post the Parking Spaces Answers and Facts sheet and the Parking Spaces Instructions sheet on the wall, so that the answers are covered by the instructions.

ACTIVITY INSTRUCTIONS:

Have the cadets read and follow the Parking Spaces Instructions sheet.

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PARKING SPACES
INSTRUCTIONS

Part 1: Great Canadians

Some famous Canadians are going for familiarization rides with the cadets!

However, the drivers, pilots and commanders of these vehicles only have a description of the passengers they're supposed to be picking up, not the passenger's name.

Your mission: Help the drivers find their passengers by matching each vehicle to the correct person.

1. Working as a team, read each vehicle card and try to find the person the card describes. Be careful – some of them are tricky!

2. Remember that gliders can only "park" at the airport, G-wagons at the armoury (with the flag) and ORCA sea training vessels at the jetty.

3. When you figure out which vehicle goes where, "park" the vehicle card next to the corresponding person by sliding it into the slot on the parking space card, like this:

4. Once you're satisfied with all your matches, lift this sheet to check your answers and find out some cool facts about the people in this game! No cheating! ☺)

Part 2: What's your contribution?

You don't have to be a best-selling writer, a rock star or a scientist to be a good global citizen.

5. As a group, discuss what each member of your team could contribute to your community, your country or the world.

6. Your contribution could be something big, like changing government policy for the better, or something smaller like volunteering in the community.

7. Write each team member's name on the flip chart, and put their contribution next to it. Remember to take each person's skills, talents and interests into consideration!

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PARKING SPACES
ANSWERS AND FACTS

1 – H: Marshall MacLuhan

***Cool Canadian Fact*:** MacLuhan also predicted the Internet years before it was developed!

2 – A: Emily Carr

***Cool Canadian Fact*:** Carr was one of our first female artists, and is often associated with the famous Group of Seven who pioneered art in Canada.

3 – F: William Shatner

***Cool Canadian Fact*:** Besides acting, Shatner is also a musician, author and film director.

4 – I: Arthur Lipsett

***Cool Canadian Fact*:** The number of Princess Leia's cell in the first *Star Wars* movie, 21-87, came from the name of a short film by Lipsett. Lucas also credits Lipsett with the term "the force."

5 – J: The Montreal Royals

***Cool Canadian Fact*:** Robinson was so beloved by Montreal baseball fans that a cheering crowd of them once followed him and his wife all the way from the ball field to the train station!

6 – E: Dr. David Suzuki

***Cool Canadian Fact*:** Besides hosting TV and radio shows, Suzuki has written over 50 books – 15 of them for children!

7 – L: Glenn Gould

***Cool Canadian Fact*:** Along with winning three Juno awards and five Grammy awards, Gould was made a Companion of the Order of Canada, but declined the honour because he felt he was too young to receive it.

8 – B: Cirque du Soleil

***Cool Canadian Fact*:** Performers come from all over the world to join Cirque du Soleil, which employs people from over 40 different countries.

9 – C: Dr. Frederick Banting

***Cool Canadian Fact*:** Banting was knighted by King George V in recognition of his work… so he is actually *Sir* Dr. Frederick Banting!

10 – G: Jacques Plante

***Cool Canadian Fact*:** When Plante was the goaltender for the Montreal Canadiens, they won the Stanley Cup five times in a row.

11 – D: Romeo Dallaire

***Cool Canadian Fact*:** Dallaire has received many honours for his humanitarian work. As one of Canada's great heroes, he helped carry the Canadian flag at the 2010 Olympic games.

12 – K: Margaret Atwood

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***Cool Canadian Fact*:** Among her many awards and accomplishments, Atwood holds an honourary degree from the Royal Military College of Canada.

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CANADIAN CONTRIBUTIONS: GREAT CANADIANS

OBJECTIVE: The aim of this learning station is to familiarize cadets with some key Canadians' contributions to the nation and consider what their contribution may be.

TIME: 30 min

TRAINING LEVEL: 3–4

PRE-ACTIVITY INSTRUCTIONS:

- This activity may be assigned an instructor or be self-directed by the cadets.
- Identify a quiet space with a table and seating for all team members.
- Gather the required resources:
  - Canadian Contributions Instructions sheet located at Appendix 1 (1 copy),
  - Canadian Contributors sheet located at Appendix 2 (1 per cadet), and
  - Flipchart paper and markers.
- Place the Canadian Contributors sheets on the table in a folder or envelope.
- Post the Canadian Contributions Instructions sheet next to the flipchart.

ACTIVITY INSTRUCTIONS:

Have the cadets read and follow the Canadian Contributors Instructions sheet.

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CANADIAN CONTRIBUTIONS
INSTRUCTIONS

Part 1: Great Canadians

Who are some Canadians who have made a difference in the world through their knowledge, abilities and dedication?

1. As a group, brainstorm to find the names of at least one Canadian who has made a major contribution having to do with each of the following:

- Sport
- Music
- Art
- Literature
- Science and Technology
- Philosophy and Ethics
- Human or Animal Rights

2. Write the name of each person on the flip chart paper, along with the contribution they have made.

3. When you finish, compare your list to the handout in the folder.

Part 2: What's your contribution?

You don't have to be a best-selling writer, a rock star or a scientist to be a good global citizen.

1. As a group, discuss what each member of your team could contribute to your community, your country or the world.

2. Your contribution could be something big, like changing government policy for the better, or something smaller like volunteering in the community.

3. Write each team member's name on the flip chart, and put their contribution next to it. Remember to take each person's skills, talents and interests into consideration!

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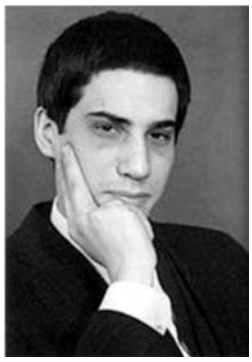
CANADIAN CONTRIBUTORS

Did any of these famous Canadians make your list? Which of the categories do their contributions fall into?



Emily Carr

One of Canada's first great female artists and writers, she was best known for her highly-stylized paintings of Aboriginal symbols and the Canadian wilderness. She was also associated with the pioneering Group of Seven artists.



Arthur Lipsett

A film maker for the National Film Board of Canada, he became one of *Star Wars* creator George Lucas's greatest ARTISTIC influences. The number of Princess Leia's cell in *Star Wars*, 21-87, is the name of a short film by Lipsett.



Romeo Dallaire

Once a general in the Canadian Armed Forces, he has become an international advocate for human rights recognized all over the world for his humanitarian work. He is also a senator and the author of several books.



Margaret Atwood

An award-winning Canadian novelist and poet, who often draws attention to important issues through her fictional stories. Among her many awards and honours, she holds an honorary degree from the Royal Military College of Canada.



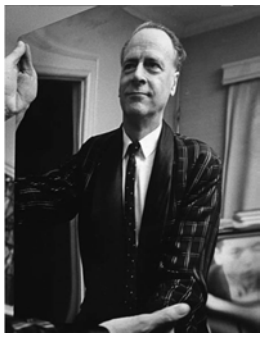
Dr. David Suzuki

An active environmentalist, broadcaster and scholar known around the world, especially for hosting a science TV show, *The Nature of Things*, seen in over 40 countries. He is also the author of numerous books, many of them for children.



Glenn Gould

One of the most celebrated musicians of the 20th century, he was especially well-known for his interpretations of Bach on piano. Along with three Juno awards and five Grammys, he was made a companion of the Order of Canada, but declined because he felt he was too young for such an honour.



Marshall MacLuhan

A communications philosopher who revolutionized the way people think about the media. He coined the terms "Global Village" and "Channel Surfing," and predicted the Internet decades before it came into being.



William Shatner

A Canadian actor, director, writer, musician and recording artist known worldwide, especially for his iconic role in the TV show *Star Trek*. He also played an animated opossum alongside fellow Canadian Avril Lavigne in *Over the Hedge*.

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Sir Frederick Banting

A Nobel Prize-winning Canadian scientist, he discovered insulin. His work changed the lives of thousands of people around the world who suffer from diabetes. He was knighted by King George V in recognition of his discovery.



Jacques Plante

As a goaltender, he became an innovator who changed our national winter sport forever, by inventing a mask to protect goalies from injury. While he was playing for the Montreal Canadiens, they won the Stanley Cup five times in a row.

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HOW CANADIANS GOVERN THEMSELVES

OBJECTIVE: The aim of this learning station is to familiarize cadets with the types of substantive issues debated by elected representatives.

TIME: 30 min

TRAINING LEVEL: 1–4

PRE-ACTIVITY INSTRUCTIONS:

- Assign an instructor to this activity.
- Find a resolution debated in the Parliament of Canada (a record of votes in Parliament is available at openparliament.ca > VOTES (openparliament.ca/bills/votes/) [disregard procedural votes and votes on bills]) that is appropriate for discussion by cadets, such as resolutions concerning national days or government priorities, taking into consideration:
    - the relevance of the motion to the cadets,
    - the complexity of the motion,
    - whether the motion is controversial enough to allow for motivated debate, and
    - the knowledge level of the cadets.
- If an appropriate motion is not available, select a resolution from the sample resolutions located at Appendix 1 or create your own.
- Gather the required resources:
    - a method of displaying the resolution (such as a whiteboard or flipchart), and
    - five chairs and two desks, arranged as per Figure F-1.

Figure HF-1 Orientation of Training Space

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ACTIVITY INSTRUCTIONS:

1. Explain to cadets that resolutions are a method the House of Commons can use to collectively express its opinion on a subject. Unlike bills, which, after completing the legislative process, become laws, adopted resolutions are not binding, but still provide an opportunity for substantive debate and can influence future policy. The non-binding nature of motions explains the wording ("That, in the opinion of the House, the government *should consider*").
2. Introduce the resolution to the cadets and ensure it is understood.
3. Designate half the team "in favour" of the resolution and half "opposed" to the resolution.
4. Give the cadets 7 min to brainstorm arguments for or against the motion and decide which cadet on their side will speak first and which second.
5. Starting with those in favour of the motion, give a cadet on each side 2 min to stand and present their arguments.
6. Starting with those in favour of the motion, give a cadet on each side 2 min to stand and rebut the other side's arguments or present new arguments.
7. Have the cadets vote on the motion through a voice vote (cadets may vote their conscience, rather than voting on the basis assigned earlier), by:
   (a) instructing those in favour to say "yea;"
   (b) instructing those opposed to say "nay;"
   (c) declaring the result; and
   (d) in the case of a tie, casting the deciding vote by voting in such a way as to support the status quo (opposing resolutions that implement change).
8. To develop an understanding of the different tensions on Members of Parliament, pose to the cadets the following questions:
   (a) What if you felt strongly about this issue, but a majority of your constituents felt another way. Would this affect how you voted? How?
   (b) In this simulation, you were asked to support a position you may not have agreed with. Similar situations occur for Members of Parliament. What if you felt strongly about this issue, but your party and colleagues had decided to take a different stand. Would this affect how you voted? How?
9. As time permits, have the cadets brainstorm resolutions they may move if they were Members of Parliament.

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SAMPLE RESOLUTIONS

That, in the opinion of the House, the government should consider restoring the death penalty for the most heinous criminal offences.

That, in the opinion of the House, the government should consider making voting compulsory in Canada.

That, in the opinion of the House, the government should consider abolishing the monarchy.

That, in the opinion of the House, the government should consider acknowledging the inherent rights of animals.

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ELECTIONS

OBJECTIVE: The aim of this activity is to consider the roles of elected representatives and decide what priorities and characteristics the cadets, as constituents, would like the ideal candidate to hold.

TIME: 15 min

TRAINING LEVEL: 1–4

PRE-ACTIVITY INSTRUCTIONS:

- Assign an instructor to this activity.
- Prepare the worksheets for use by the cadets by filling in the title of provincial / territorial legislators; the name of the riding, constituency and municipality; and the title of the appropriate municipal representative.
- Post the following table for the cadets' reference as they complete the activity.

Government	Commonly Discussed Responsibilities	
Federal	• National Defence • Foreign Policy • Citizenship • Policing • Criminal Justice • International Trade	• Aboriginal Affairs • International Trade • Immigration (shared) • Agriculture (shared) • Environment (shared)
Provincial and Territorial	• Education • Health Care • Natural Resources • Highways • Policing (Ontario, Quebec)	• Aboriginal Affairs • International Trade • Immigration (shared) • Agriculture (shared) • Environment (shared)
Municipal	• Social and Community Health • Recycling Programs • Transportation and Utilities	• Snow Removal • Policing • Firefighting

- Gather the required resources:
  - One copy of the job postings worksheets located at Appendix 1 per team, and
  - A pencil and eraser for each team.

ACTIVITY INSTRUCTIONS:

1. Have the cadets select and complete two of the three job posting worksheets located at Appendix 1 (alternatively, if time permits, all three may be completed) by considering what skills / experience the elected representative requires and brainstorming concerns, ideas, and proposals they would like candidates to address in their election platforms.

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2. Advise the cadets and ensure that completed postings are consistent with Canadian jurisdictional divisions (as per the table above) and are appropriate and realistic.
3. Discuss with cadets ways in which they may communicate with elected representatives in order to convey their concerns, priorities, and ideas, including writing a letter, signing a petition, and visiting the constituency office.

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JOB POSTING FOR CANDIDATE FOR FEDERAL REPRESENTATIVE

SEEKING: CANDIDATES FOR MEMBER OF PARLIAMENT

THE CADETS OF _____ (CORPS / SQN) ARE SEEKING A MEMBER OF PARLIAMENT TO REPRESENT _____ (RIDING).

Required Education:	
Required Skills:	

IF THE CANDIDATE IS SUCCESSFUL IN THE ELECTION, THEY WILL HAVE NUMEROUS DUTIES, INCLUDING:

- Holding the federal government accountable for its work and approve its spending.
- Assisting constituents in using federal government programs, such as:
- Representing the constituents of _____ by bringing their concerns forward, such as:
- Proposing new laws, policies, and ideas, such as:

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JOB POSTING FOR CANDIDATES FOR PROVINCIAL / TERRITORIAL REPRESENTATIVE

SEEKING: CANDIDATES FOR MEMBER OF _____

THE CADETS OF _____ (CORPS / SQN) ARE SEEKING A MEMBER OF _____ TO REPRESENT _____ (CONSTITUENCY).

Required Education:	
Required Skills:	

IF THE CANDIDATE IS SUCCESSFUL IN THE ELECTION, THEY WILL HAVE NUMEROUS DUTIES, INCLUDING:

- Holding the provincial/territorial government accountable for its work and approve its spending.
- Assisting constituents in using provincial/territorial government programs, such as:
- Representing the constituents of _____ by bringing their concerns forward, such as:
- Proposing new laws, policies, and ideas, such as:

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JOB POSTING FOR CANDIDATES FOR MUNICIPAL REPRESENTATIVE

WANTED: CANDIDATES FOR

_____

THE CADETS OF _____ (CORPS / SQN) ARE SEEKING A _____ TO REPRESENT _____

Required Education:	
Required Skills:	

IF THE CANDIDATE IS SUCCESSFUL IN THE ELECTION, THEY WILL HAVE NUMEROUS DUTIES, INCLUDING:

- Approving the municipal budget and oversee municipal programs.
- Assisting constituents in using municipal government programs, such as:
- Representing the residents of _____ by bringing their concerns forward, such as:
- Proposing new by-laws, policies, and ideas, such as:

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CANADIAN JUSTICE SYSTEM

OBJECTIVE: The aim of this learning station is to familiarize cadets with key elements of the Canadian justice system, and have them consider the role of law and order in Canadian society.

TIME: 30 min

TRAINING LEVEL: 1–4

PRE-ACTIVITY INSTRUCTIONS:

- This activity may be assigned an instructor or be self-directed by the cadets.
- Provide an area large enough for all team members with a table.
- Gather the required resources:
    - The Canadian Justice System Instructions located at Appendix 1 (1 copy per team),
    - The Canadian Justice System – A Brief Overview handout located at Appendix 2 (1 copy per team),
    - Our New Laws template located at Appendix 3 (1 copy per team), and
    - Pens / pencils.
- Post the Canadian Justice System activity instruction sheet on the wall or tape it to the table.
- Place copies of the Canadian Justice System – A Brief Overview and Our New Laws template on the table along with the pens / pencils.

ACTIVITY INSTRUCTIONS:

Have the cadets read and follow the instruction sheet.

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THE CANADIAN JUSTICE SYSTEM

Instructions:

Congratulations! You have just founded your own country. One of the first orders of business is to decide what laws your citizens will be subject to and what consequences, if any, will be imposed when someone breaks the law.

1. Read the brief overview of the Canadian Justice System.
2. As a team, brainstorm answers to the following questions:
   - What laws will your country have?
   - Will they be the same as those in Canada? If not, why not?
   - Will your laws have consequences? If so, what will they be?
3. Create 5 laws and their consequences for your country and write them on the “Our New Laws” template. Your laws can fall under any category.

Things to Think About:

- What would happen in a country that didn’t have any laws?
- What would life be like in a country that had severe consequences for people that broke the law?
- Why should the law be different for minors and adults?

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THE CANADIAN JUSTICE SYSTEM

A brief overview…

- Understanding the law and the ideas and principles behind it is the responsibility of every Canadian citizen.
- Our justice system is based on a long heritage that advocates the rule of law, freedom under the law, democratic principles and due process.
- The Canadian justice system is founded on the presumption of innocence. This means that in criminal matters, everyone is presumed innocent until proven guilty.
- Canada is governed by an organized system of laws which are intended to provide order, ensure peace and guide our society.
- Canadian laws are created by elected representatives and reflect the values and beliefs of citizens.
- The law applies to ***everyone***, including lawyers, judges and police officers!
- Police ensure the safety of citizens and enforce the law. Canada has several types of police which includes municipal, provincial and federal police agencies.
- Canada has several types of courts which have been put in place to settle disputes (appeals, criminal, family, traffic, civil, small claims, etc.). The Supreme Court of Canada is the highest court in the country. The Federal Court of Canada deals with matters concerning the federal government.
- Lawyers provide advice and assistance on legal matters. If someone cannot afford to hire a lawyer, most communities offer free or low cost legal aid services.
- For more information on the Canadian Justice System, visit www.justice.gc.ca

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OUR NEW LAWS

Law 	Consequence 

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CANADIAN SYMBOLS: TREASURE HUNT

OBJECTIVE: The aim of this learning station is to familiarize cadets with key Canadian symbols.

TIME: 30 min

TRAINING LEVEL: 1–2

PRE-ACTIVITY INSTRUCTIONS:

- Assign an instructor to this learning station. Several assistant instructors may be assigned to help supervise and provide guidance if the cadets are spread out over a large area during the treasure hunt.
- Arrange the use of rooms and hallways around your facility so the cadets can move freely.
- Gather the required resources:
  - Treasure Hunt Set-Up Diagrams located at Appendix 1 (1 copy per instructor),
  - Treasure Hunt Instructions sheet located at Appendix 2 (1 copy),
  - Treasure Hunt Start Here sheet located at Appendix 3 (1 copy),
  - Treasure Hunt Clue sheets located at Appendix 4 (1 copy),
  - Treasure Hunt Secret Word handouts located at Appendix 5 (1 copy per cadet),
  - Treasure Hunt Secret Word Answer Key located at Appendix 6,
  - An orienteering map of your facility, if desired (1 copy per cadet),(this may need to be created),
  - A “treasure” for the cadets, such as canteen gift certificates, fruit, pencils, small hard candies, etc. (1 item per cadet),
  - A timing device such as a stopwatch, and
  - Masking tape.



The treasure hunt can be done either with or without an orienteering map. See an example orienteering map in the Treasure Hunt Set-Up Diagrams located at Appendix 1.

- Post the Canadian Symbols Treasure Hunt Instructions sheet and the Treasure Hunt Start Here sheet at the start point of the treasure hunt.
- If using an orienteering map:
  - Post the decoy clue sheet for each question within the same area as the Clue Sheet with the correct answer.
  - Mark the clue sheets on the map in the correct locations.
- If an orienteering map is not used:
  - Post the three sheets for the first clue (dog, horse and cow) within view of the starting point, but far enough away that the small type cannot be easily read. Place the three animal pictures a few metres apart.

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- Post the correct answer and the decoy clue for each question within view of the clue that leads to them, but again, far enough away that the picture is visible while the words are not. A chart showing the order of the clues is in the Treasure Hunt Set-Up Diagrams at Appendix 1).
- Provide the instructor at the finish point with a copy of the secret word (HEIRLOOM) and some treasure to distribute to teams as they finish.

ACTIVITY INSTRUCTIONS:

1. Brief the cadets on the treasure hunt and your expectations for their conduct while playing.
2. Distribute Treasure Hunt Secret Word handouts and orienteering maps (if applicable) to each cadet.
3. If multiple teams are playing at the same time, use the stopwatch to start teams on the treasure hunt at 30-second intervals.
4. Provide guidance and supervision as required during the game.
5. As cadets return, check that they have the correct secret word (HEIRLOOM) and, if so, distribute prizes. Each cadet who has completed the sheet gets a prize.
6. If time remains, discuss Canadian symbols with the cadets by asking the following questions:
   (a) What other national symbols can you think of?
   (b) Are there other things you think should represent Canada?

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TREASURE HUNT SET-UP DIAGRAMS

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CANADIAN SYMBOLS

Treasure hunt!

Instructions

How well do you know your Canadian symbols? Put your knowledge to the test with this treasure hunt!

1. With your team, find each clue, read it, and guess the correct answer to the question.
2. Every correct answer gives you the next clue in the treasure hunt! But be careful—for every correct answer, there's also one that will lead you astray!
3. Record your answers on the Treasure Hunt handout—the letters in the bubbles spell the secret word when you write them in the spaces at the bottom.
4. When you have all the answers in the right order, take your sheets to the instructor to receive your treasure!

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CANADIAN SYMBOLS

Treasure hunt!

Start Here!

Here’s your first clue:

Canada has its own unique national breed of this animal. Is it a:

1. Dog
2. Cow
3. Horse

Find the picture of the correct animal to receive your next clue!

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Sorry! There are several uniquely Canadian breeds of dogs, but we don’t have a national breed. Keep trying!

Doggy dog:

Dog dog dog dog dog doggy dog dog dog dog dog doggy!

Dog, dog. Puppy. Doggy – dog dog. Dog, dog. Puppy. Doggy – dog dog. Dog doggy dog dog dog:

1. Dog
2. Doggy

Puppy dog dog doggy!

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Sorry! Cows Ice Cream, based in Prince Edward Island, is a Canadian company, but there is no national breed of cow. Keep trying!

Moo cow bull:

Cow cow cow cow cowie. Cows cows cows bull cows!

Cow, cow. Moo. Cowie – cow bull:

1. cow
2. bull

Cowie cow bull cow moo!

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You got it! Our unique Canadian horses are known for their strength, resilience, intelligence and good temper. They can trace their lineage back to the Royal Stables of the King of France!

Next Clue:

The tradition of using the word “buck” to mean a dollar came from this symbolic Canadian animal, used in making hats, because the Hudson’s Bay Company would pay one “buck” (a special coin) for its hide. Is it a:

1. Caribou
2. Beaver

Find its picture to get another clue!

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Way to go! Fur hats were all the rage in 18th-century Europe. Beavers also represent the hard-working, industrious and community-oriented spirit of Canadians.

Next Clue:

The Canadian coat of arms is supported by two animals, a golden lion which represents England, and this mythical creature that represents Scotland. Is it the:

1. Unicorn
2. Dragon

Find its picture to get another clue!

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Sorry! The caribou is considered a Canadian symbol, but it’s not the one you’re looking for. Keep trying!

Caribou caribou:

Caribou caribou caribou caribou caribou caribou caribou caribou caribou!

Caribou, caribou. Caribou. Caribou – caribou caribou :

1. Caribou
2. Caribou too

Caribou caribou caribou bou!

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Great job! The unicorn on the coat of arms has a coronet around its neck with a broken chain. The broken chain symbolizes Canadians' resistance to oppression.

Next Clue:

Canada's national winter sport is hockey, but what is our national summer sport?

1. Soccer
2. Lacrosse

Find its picture to get another clue!

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Sorry, brave knights. There are no dragons in Canada—
if there were, they would melt all the snow. Keep trying!

Dragon dragon:

Dragon dragon dragon, dragon fire dragon – sparks. Dragon dragon.

Dragon-fire. Dragon, dragon dragon:

1. Fire
2. Scales

Dragon dragon scales!

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Correct! Lacrosse is a traditional Canadian Aboriginal sport that has been around for hundreds of years. Now it's played competitively all over the world.

Next Clue:

Which is Canada's national floral or arboreal emblem?

1. Maple tree
2. Wild rose

Find its picture to get another clue!

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Sorry! Canada has some great soccer players, but it’s not our national sport. Keep trying!

Soccer ball:

Soccer soccer soccer ball. Net ball. Soccer footie soccer soccer. Net, soccer ball net. Net ball soccer net:

1. soccer
2. footie

Soccer net soccer ball!

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Correct answer! People in Canada have been enjoying maple syrup for centuries, and the maple leaf has long been used as a symbol for our country. It officially became our arboreal emblem in 1996.

Next Clue:

Whenever you salute an officer, you are actually saluting the authority of this person.

Who is it?

1. Prime Minister of Canada
2. King or Queen of Canada

Find this person's symbol to finish the treasure hunt!

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Sorry! The Prime Minister is our national leader and representative in Ottawa, but officially the commission held by a Canadian Armed Forces officer comes from someone else. Saluting is a really old tradition!

Parliament parliament:

O Canada our home and native land, true patriot love, in all our son’s command…

Parliament parliament house of commons:

1. Ottawa
2. Canada

O Canada Canada!

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Great work! Each officer in the Canadian Armed Forces receives a commissioning scroll signed by the Monarch's representative in Canada, the Governor General. The symbol of the Monarch is the crown, which is incorporated into many of our national, provincial and military symbols.

Congratulations!

You have finished the treasure hunt!
Report back to your instructor to show off what you've learned!

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TREASURE HUNT
SECRET WORD SHEET

As you find the answer to each clue, write it in the spaces here. The gray boxes are letters that spell the secret word! Take this sheet back to your instructor when you finish the treasure hunt to receive your prize!

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TREASURE HUNT SECRET WORD ANSWER KEY

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CANADIAN SYMBOLS: COAT OF ARMS CHALLENGE

OBJECTIVE: The aim of this learning station is to familiarize cadets with the components of Canada's coat of arms and appreciate its role as a national symbol.

TIME: 30 min

TRAINING LEVEL: 3–4

PRE-ACTIVITY INSTRUCTIONS:

- This activity may be assigned an instructor or be self-directed by the cadets.
- Gather the required resources:
    - Coat of Arms Challenge sheet located at Appendix 1 (1 copy),
    - About Our Coat of Arms handout located at Appendix 2 (1 per cadet),
    - Coat of Arms Challenge worksheet located at Appendix 3 (1 per cadet),
    - Coat of Arms Template located at Appendix 4 (1 per cadet),
    - Masking tape,
    - Pencils and erasers,
    - Pencil crayons or markers and other art supplies (stickers, rubber stamps, etc.), and
    - Pencil sharpener.

ACTIVITY INSTRUCTIONS:

Have the cadets read and follow the instruction sheet.

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Coat of Arms Challenge

A coat of arms was originally a symbol that warriors painted on their shields to identify themselves and bring them protection in battle.

Today, a country's coat of arms symbolizes the values and history of that country and identifies them to the world.

Imagine that you have just founded a new country. Your mission is to design a coat of arms to represent your country to the world. Each member of the team should make their own, but you can discuss your decisions with teammates.

1. Read the About Our Coat of Arms handout to familiarize yourself with the parts of the coat of arms and what they mean.

2. Choose appropriate symbols for your own coat of arms and write them in the correct spaces on the Coat of Arms worksheet. Be sure to explain what each symbol represents in the space provided.

3. Draw your new coat of arms and post it on the wall for the rest of the cadets to see!

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ABOUT OUR COAT OF ARMS

Check out this information from the Canadian heritage page (www.pch.gc.ca) to find out about our Canadian coat of arms.

The shield

The design of the arms of Canada reflects the royal symbols of Great Britain and France (the three royal lions of England, the royal lion of Scotland, the royal *fleurs-de-lis* of France and the royal Irish harp of Tara. On the bottom portion of the shield is a sprig of three Canadian maple leaves representative of Canadians of all origins.

The three royal lions of England

The first quarter consists of the three gold lions of England walking and shown full face, on a red background. The lion is the oldest device known in heraldry and, as "king of beasts", was adopted by kings of Leon, Norway and Denmark as their emblem. However, the origin of the three royal lions of England still remains a mystery.

In the 11th century, Henry I, known as "the lion of justice", may have been the first English king to use a lion. It is uncertain as to why a second lion suddenly appeared. When Henry II married Eleanor of Aquitaine, whose family emblem was also a lion, it is believed that he added the third lion. There is no question that, when he led his English troops in the Crusades, Richard I, "the Lion-Hearted" carried a shield emblazoned with three golden lions on a red background. To this day they have been the royal symbol of England.

The royal lion of Scotland

The second quarter consists of a red lion rearing on the left hind foot, within a red double border with *fleurs-de-lis*, on a gold background. The royal lion of Scotland was probably first used by King William, who was known as "the lion". However it was certainly used by his son, Alexander III, who made Scotland an independent nation.

The royal Irish harp of Tara

The third quarter is a gold harp with silver strings, on a blue background. North of the present city of Dublin, there is a hill called Tara which for centuries was the religious and cultural capital of ancient Ireland. If you visit the site, you will see a 750 foot earthen work that is said to have been the site of the banqueting hall of Irish kings. Thomas Moore recalls the history of this site in one of the most famous of all Irish lyrics that begins: "The harp that once through Tara's hall the soul of music shed..." There is a legend, recorded in C.W. Scott-Giles monumental work The Romance of Heraldry, that this harp was found and came into the possession of the pope. In the 16th century, Henry VIII suppressed the Irish people in his attempt to become the lawful successor to the kings of ancient Ireland. The pope sent the harp of Tara to England whereupon Henry added its likeness to his royal shield. From this time it has remained a symbol of Ireland.

The royal *fleurs-de-Lis* of France

The fourth quarter depicts three gold *fleurs-de-lis*, on a blue background. The *fleurs-de-lis* was the first heraldic emblem raised in Canada. On July 24, 1534, Jacques Cartier landed at *Gaspé* and erected a cross, affixed with the symbol of his sovereign and the royal house of France.

The three maple leaves

To complete the design of the shield, a Canadian symbol was required. Three red maple leaves conjoined on one stem, on a silver or white background, were then added. Throughout the 19th century, the maple leaf had gradually become closely identified with Canada. The maple leaf had been worn as a symbol of Canada during the visit of the Prince of Wales in 1860. The song "The Maple Leaf Forever", written by the Toronto school

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teacher Alexander Muir in 1868 had become Canada's national song. During World War I, the maple leaf was incorporated into the badge of many Canadian regiments. It was most appropriate that three maple leaves were given a commanding position within the shield, which made it unmistakably "Canadian".

The ribbon

On the advice of the Prime Minister of Canada, Her Majesty The Queen approved, on July 12, 1994 that the arms of Canada be augmented with a ribbon with the motto of the Order of Canada: "*Desiderantes Meliorem Patriam*". (They desire a better country).

The helm and the mantling

The helm (*heaume* or helmet), which in heraldry is usually placed above the shield of arms, not only serves as a means of displaying the crest, but also has a significance of its own, since its type denotes the rank of the person bearing the arms. On the helm lies a mantling or lambrequin. The mantle, originally, was to protect the head and shoulders of the wearer from the sun's heat. It has become a decorative accessory to the crest and shield.

The arms of Canada show a royal helmet, which is a barred helm of gold looking outward and draped in a mantle of white and red which are the official colours of Canada.

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The crest

On the royal helmet is the crest. This symbol consists of a wreath or ring of twisted white and red silk on which stands a crowned gold lion holding in its right paw a red maple leaf. The lion is a symbol of valour and courage.

The crest is used to mark the sovereignty of Canada. It is now the symbol used on the Governor General's Standard.

The supporters

The figures that stand on either side of the shield are known in heraldry as "supporters" and are often depicted in a ferocious manner. The King of England chose two lions while Scotland chose two unicorns.

When James VI of Scotland became James I of England in 1603, he chose one lion and one unicorn as the supporters of his royal shield. Canada adopted the same pattern and used a lion on the shield's left holding a gold pointed silver lance from which flies the Royal Union flag, and a unicorn with gold horn, mane and hoofs, on the shield's right. Around its neck is a gold and chained coronet of crosses and *fleurs-de-lis*. The unicorn holds a lance flying a banner of royalist France, namely three gold *fleurs-de-lis*, on a blue background. The two banners represent the two principal founding nations that had established Canada's most enduring laws and customs.

The motto

Canada's motto "*A Mari usque ad Mare*" (From sea to sea) is based on biblical scripture: "He shall have dominion from sea to sea and from the river unto the ends of the earth (From Sea to sea) – Psalm 72:8". The first official use of this motto came in 1906 when it was engraved on the head of the mace of the Legislative Assembly of the new Province of Saskatchewan. The wording of the motto came to the attention of Sir Joseph Pope, then Under Secretary of State, who was impressed with its meaning. He later proposed it as motto for the new design of the coat of arms, which was approved by Order in Council on April 21, 1921 and by Royal Proclamation on November 21, 1921.

The four floral emblems

At the base of the arms are the floral emblems associated with the Canadian Monarchy: the English rose, the Scottish thistle, the French *fleur-de-lis* and the Irish shamrock.

- **English rose** - The rose first became the symbol of England when Henry III married Eleanor of Provence and the golden rose of Provence became England's new floral symbol. From this golden rose eventually came the red rose of the House of Lancaster and the white rose of the House of York.
- **Scottish thistle** - There is a legend that, in 1010 when they attempted to capture Scotland, the Danes landed secretly at night. As they approached Stains Castle they removed their shoes to avoid making any noise. When they reached the castle's moat, they jumped in not realizing that the moat was dry and overgrown with thistles. The screams of the bare-footed Danes roused the garrison. The castle and Scotland were both saved and, according to legend, it is in memory of that night that the thistle became the floral emblem of Scotland.
- **Irish shamrock** - In Irish legends, it is said that when he brought Christianity to Ireland, Saint Patrick used the three petals of the shamrock to illustrate the Holy Trinity. As a result, the shamrock became the floral emblem of Christian Ireland.

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- **The French *fleurs-de-Lis***- Following its adoption as the symbol of France's king, the *fleurs-de-lis* also became the symbol of Christian France. By the 13th and 14th centuries, the three petals of the lily of France were being described by writers as symbols of faith, wisdom and chivalry. As in Ireland, they also came to be seen as symbols of the Holy Trinity.

The imperial crown

On top of the "achievement of the arms of Canada" is the imperial crown which is indicative of the presence of a monarch as Canada's Head of State.

The shapes of symbols in a coat of arms can be altered by an artist since heraldry is an art as well as a science. However the symbols themselves can never be changed without formal approval. In 1957, when Canada's arms were slightly modified to produce a cleaner more contemporary design, the Government replaced the original Tudor crown of the 1921 design by a crown that would represent not just one of the royal families of English monarchs, but centuries of kings and queens of England. In accordance with the expressed wishes of Her Majesty Queen Elizabeth II, the Saint Edward's crown is now used for the arms of Canada. It is this crown that has been used for the coronation of kings and queens in Westminster Abbey for centuries.

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COAT OF ARMS CHALLENGE
WORKSHEET

Part of the coat of arms	What you chose	What it represents
Colours and patterns on the Shield		
Motto for your new country		
Items in the Helm		
Animal on the Crest (on top)		
Supporter 1		
Supporter 2		
Floral emblems		
Crown or other symbol of government or allegiance		
Other symbols you choose to incorporate into your country's coat of arms		

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CANADA'S ECONOMY

OBJECTIVE: The aim of this learning station is to familiarize cadets with key aspects of Canada's economy and consider ongoing economic issues.

TIME: 30 min

TRAINING LEVEL: 1–4

PRE-ACTIVITY INSTRUCTIONS:

- This activity is self-directed by the cadets.
- Provide a quiet area large enough for all team members with a table and chairs.
- Gather the required resources:
  - Canada's Economy activity instruction sheet located at Appendix 1 (1 copy per team),
  - Canada's Economy overview located at Appendix 2, and
  - Canada's Economy worksheet located at Appendix 3 (1 per cadet).
- Post the Canada's Economy activity instruction sheet on the wall or tape it to the table.
- Place copies of Canada's Economy overview and worksheet on the table.

ACTIVITY INSTRUCTIONS:

Have the cadets read and follow the Canada's Economy activity instruction sheet.

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CANADA'S ECONOMY
INSTRUCTIONS:

1. List what you already know about Canada's Economy and "Pair-Share" your knowledge with another person on your team.
2. Read the brief overview on Canada's Economy.
3. Answer each of the questions on the worksheet. Your answers don't have to be written out in full; they can be in point form. There are no "right" answers but your answers should be well thought out and supported.
4. You have 30 minutes to complete this activity.

Things to consider:

- Which industry do you think is most prevalent in your region?
- What have you learned about Canada's Economy that you didn't know before?
- Which industry are you most likely to go into when you finish school?

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CANADA'S ECONOMY

OVERVIEW

A Trading Nation

Canada has always been a trading nation and commerce remains the engine of economic growth. As Canadians, we could not maintain our standard of living without engaging in trade with other nations.

In 1988, Canada enacted free trade with the United States. Mexico became a partner in 1994 in the broader North American Free Trade Agreement (NAFTA), which created the world's largest free trade area, which now links over 450 million people producing $17 trillion worth of goods and services as of 2012.

Today, Canada has one of the ten largest economies in the world and is part of the G8 group of leading industrialized countries with the United States, Germany, the United Kingdom, Italy, France, Japan and Russia.

Canada's Economy Includes Three Main Types of Industries:

Service industries provide thousands of different jobs in areas like transportation, education, health care, construction, banking, communications, retail services, tourism and government. More than 75% of working Canadians now have jobs in service industries.

Manufacturing industries make products to sell in Canada and around the world. Manufactured products include paper, high technology equipment, aerospace technology, automobiles, machinery, food, clothing and many other goods. Our largest international trading partner is the United States.

Natural resources industries include forestry, fishing, agriculture, mining and energy. These industries have played an important part in the country's history and development. Today, the economy of many areas of the country still depends on developing natural resources, and a large percentage of Canada's exports are natural resources commodities.

Canada – US Relations

Canada enjoys close relations with the United States and each is the other's largest trading partner. Over three-quarters of Canadian exports are destined for the U.S.A. In fact we have the biggest bilateral trading relationship in the world. Integrated Canada-U.S.A. supply chains compete with the rest of the world. Canada exports billions of dollars worth of energy products, industrial goods, machinery, equipment, automotive, agricultural, fishing and forestry products, and consumer goods every year. Millions of Canadians and Americans cross every year freely in what is traditionally known as "the world's longest undefended border."

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At Blaine in the State of Washington, the Peace Arch, inscribed with the words “children of a common mother” and “brethren dwelling together in unity,” symbolizes our close ties and common interests.

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CANADA'S ECONOMY
WORKSHEET

1. How do you think the diverse geography and natural resources of Canada have influenced / contributed to our economy? Provide 5 points.

2. The United States is our largest international trading partner. Is this beneficial or detrimental to our economy and why?

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3. Canada is rich in natural resources such as oil, gas, energy, fresh water, lumber, fishing, agricultural products etc. The potential exists that in the future these resources could become scarce or even run out. At what point, if any, should Canada limit the amount of natural resources that are sold to other countries and why?

4. Should Canada rely more on natural resources as a source of income or focus on developing other manufacturing industries to boost / sustain our economy? What industries should Canada focus on developing in future?

5. What Canadian brands can you think of? What products do you own that are made in Canada?

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CANADA'S REGIONS: SYMBOLS MAP

OBJECTIVE: The aim of this learning station is to familiarize cadets with the regions of Canada and their characteristics.

TIME: 30 min

TRAINING LEVEL: 1–2

PRE-ACTIVITY INSTRUCTIONS:

- This activity may be assigned an instructor or be self-directed by the cadets.
- Provide an area large enough for all team members with a table and ample wall space to display the map of Canada.
- Gather the required resources:
    - Regional Symbols activity instruction sheet located at Appendix 1 (1 copy),
    - Map of Canada's Regions located at Appendix 2,
    - Canada's Regions Sheets located at Appendix 3 (1 set),
    - Canada's Regions - Symbols and Place Names located at Appendix 4 (2 sets),
    - Canada's Regions - Symbols answer key located at Appendix 5 (1 copy), and
    - Masking tape.
- Cut two sets of the Canada's Regions Symbols and one set of place names into individual cards, and place them on the table.
- Post the Canada's Regions activity instruction sheet on the wall or tape it to the table.
- Post the Map of Canada's Regions on the wall or place it on the table.
- Either post the Canada's Regions Sheets on the wall or place them on a table. Alternatively, a large map may be used.

ACTIVITY INSTRUCTIONS:

Have the cadets read and follow the Canada's Regions activity instruction sheet.

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REGIONAL SYMBOLS

Instructions:

Canada has **five** distinct regions that include many different geographical areas. Even with the diversity of region, many things are similar across the country.

1. Place the province and capital city names on the map.
2. As a team, discuss and determine which symbols belong to each region.
3. Place each of the cut-outs on either the appropriate regional sheet or a large map of Canada (if available). Keep in mind that some of the symbols may belong to more than one region.
4. If your team is uncertain about where to place a symbol, try to figure it out using what you already know about Canada and what makes the most sense (eg, polar bears live in the north).
5. You have 30 minutes to complete this activity.
6. Check the answer key to see how many you got correct.

Things to consider:

- Which regions have you visited? How are they different from your own?
- What have you learned about your own region that you didn't know before?
- What have you learned about the other regions that you didn't know before?

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CANADA'S REGIONS

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CANADA'S REGIONS

ATLANTIC

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CANADA'S REGIONS

CENTRAL

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PRAIRIE

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CANADA'S REGIONS

WEST COAST

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CANADA'S REGIONS

NORTHERN

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CANADA'S REGIONS
SYMBOLS

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Canada’s regions

Capital Cities & Provinces / Territories

Ontario	*Quebec*
Prince Edward Island	*Alberta*
Yukon	*Northwest Territories*
Nova Scotia	*New Brunswick*
Nunavut	*St. John’s*
Halifax	*Fredericton*
Toronto	*Winnipeg*
Edmonton	*Victoria*
Yellowknife	*Whitehorse*
Manitoba	*Saskatchewan*
British Columbia	*Charlottetown*
Newfoundland and Labrador	*Quebec City*
Regina	*Iqaluit*
Ottawa	*Prairie*
Atlantic	*Central*
West Coast	*Northern*

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CANADA'S REGIONS

ANSWER KEY

From the information below, determine if your team has placed the symbols in the correct regions.

Canada has five distinct regions:

The Atlantic Provinces	• Newfoundland and Labrador • Prince Edward Island • Nova Scotia • New Brunswick
Central Canada	• Quebec • Ontario
The Prairie Provinces	• Manitoba • Saskatchewan • Alberta
The West Coast	• British Columbia
The Northern Territories	• Nunavut • Northwest Territories • Yukon Territory

Each region enjoys its own distinct heritage, culture and resources:

Region	Resources	Heritage
Atlantic	Fishing, farming, forestry, mining, off-shore oil and gas extraction, hydro-electric, tourism, shipbuilding, shipping.	Celtic, Viking, Aboriginal, English and French
Central	Industry, manufacturing, farming, hydro-electric, forestry, mining, pulp and paper, film, finance, fruit and wine, dairy, beef.	Aboriginal, English and French
Prairie	Farming, mining, hydro-electric, grain, oilseed, oil and natural gas, beef.	English, French, Ukrainian, Aboriginal
West Coast	Forestry, mining, fishing, fruit and wine, tourism, shipping.	English, Asian, Aboriginal
Northern	Mining, oil and gas, hunting, fishing, trapping.	Aboriginal, English

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CANADA'S REGIONS: WORKSHEET

OBJECTIVE: The aim of this learning station is to familiarize cadets with the regions of Canada and symbols associated with each.

TIME: 30 min

TRAINING LEVEL: 3–4

PRE-ACTIVITY INSTRUCTIONS:

- This activity is self-directed by the cadets.
- Provide a quiet area large enough for all team members with a table and chairs.
- Gather the required resources:
    - Canada's Regions activity instruction sheet located at Appendix 1 (1 copy per team),
    - KWL Chart located at Appendix 2 (1 per cadet),
    - Canada's Regions overview located at Appendix 3 (1 per cadet), and
    - Canada's Regions worksheet located at Appendix 4 (1 per cadet).
- Post the Canada's Regions activity instruction sheet on the wall or tape it to the table.
- Place copies of Canada's Regions overview, worksheet and KWL chart on the table.

ACTIVITY INSTRUCTIONS:

Have the cadets read and follow the Canada's Regions activity instruction sheet.

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CANADA'S REGIONS

Instructions:

1. Consider what you already know about each of Canada's Regions. Complete the "K" and "W" columns of the KWL (Know, Want, Learned) chart.
2. Read the brief overview on Canada's Regions.
3. Answer each of the questions on the worksheet. Your answers don't have to be written out in full; they can be in point form. There are no "right" answers but your answers should be well thought out and supported.
4. Complete the "L" column of the KWL chart.
5. You have 30 minutes to complete this activity.

Things to consider:

- Which regions have you visited? How are they different from your own?
- What have you learned about your own region that you didn't know before?
- What have you learned about the other regions that you didn't know before?

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CANADA'S REGIONS
KWL CHART

Complete the chart below based on:

1. What you **K**now about each of Canada's Regions,
2. What you **W**ant to know about each of Canada's Regions, and
3. What you have **L**earned about the topic (to be completed after reading the overview as part of the follow-up activity).

REGION	KNOW	WANT TO KNOW	LEARNED
Atlantic			
Central			

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REGION	KNOW	WANT TO KNOW	LEARNED
Prairie			
West Coast			
Northern			

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CANADA'S REGIONS
OVERVIEW

- Canada is the second largest country in the world.
- Three oceans line our coasts; the Pacific Ocean to the west, the Atlantic Ocean to the east and the Arctic Ocean to the north.
- The United States lies at the southern edge of Canada. The US – Canada boarder is the longest undefended boarder in the world.
- The National Capital is located in Ottawa and is the country's fourth largest metropolitan area.
- The population of Canada is approx 34 million people most of whom live in cities, but Canadians also live in small towns, villages and rural areas.
- Canada is divided into five distinct regions:

The Atlantic Provinces	• Newfoundland and Labrador • Prince Edward Island • Nova Scotia • New Brunswick
Central Canada	• Quebec • Ontario
The Prairie Provinces	• Manitoba • Saskatchewan • Alberta
The West Coast	• British Columbia
The Northern Territories	• Nunavut • Northwest Territories • Yukon Territory

The Atlantic Provinces

Atlantic Canada's coasts and natural resources, including fishing, farming, forestry and mining, have made these provinces an important part of Canada's history and development. The Atlantic Ocean brings cool winters and cool humid summers.

- **Newfoundland and Labrador** is the most easterly point in North America and has its own time zone. In addition to its natural beauty, the province has a unique heritage linked to the sea. The oldest colony of the British Empire and a strategic prize in Canada's early history, the province has long been known for its fisheries, coastal fishing villages and distinct culture. Today off-shore oil and gas extraction contributes a substantial part of the economy. Labrador also has immense hydro-electric resources.
- **Prince Edward Island (P.E.I.)** is the smallest province, known for its beaches, red soil and agriculture, especially potatoes. P.E.I. is the birthplace of Confederation, connected to mainland Canada by one of the longest continuous multispan bridges in the world, the Confederation Bridge. Anne of Green Gables,

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set in P.E.I. by Lucy Maud Montgomery, is a much-loved story about the adventures of a little red-headed orphan girl.

- **Nova Scotia** is the most populous Atlantic Province, with a rich history as the gateway to Canada. Known for the world's highest tides in the Bay of Fundy, the province's identity is linked to shipbuilding, fisheries and shipping. As Canada's largest east coast port, deep-water and ice-free, the capital, Halifax, has played an important role in Atlantic trade and defence and is home to Canada's largest naval base. Nova Scotia has a long history of coal mining, forestry and agriculture. Today there is also off-shore oil and gas exploration. The province's Celtic and Gaelic traditions sustain a vibrant culture. Nova Scotia is home to over 700 annual festivals, including the spectacular military tattoo in Halifax.
- **New Brunswick** is situated in the Appalachian Range, the province was founded by the United Empire Loyalists and has the second largest river system on North America's Atlantic coastline, the St. John River system. Forestry, agriculture, fisheries, mining, food processing and tourism are the principal industries. Saint John is the largest city, port and manufacturing centre; Moncton is the principal Francophone Acadian centre; and Fredericton, the historic capital. New Brunswick is the only officially bilingual province, and about one-third of the population lives and works in French. The province's pioneer Loyalist and French cultural heritage and history come alive in street festivals and traditional music.

Central Canada

More than half the people in Canada live in cities and towns near the Great Lakes and the St. Lawrence River in southern Quebec and Ontario, known as Central Canada and the industrial and manufacturing heartland. Southern Ontario and Quebec have cold winters and warm humid summers. Together, Ontario and Quebec produce more than three-quarters of all Canadian manufactured goods.

- **Quebec** has nearly eight million people, the vast majority along or near the St. Lawrence River. More than three-quarters speak French as their first language. The resources of the Canadian Shield have helped Quebec to develop important industries, including forestry, energy and mining. Quebec is Canada's main producer of pulp and paper. The province's huge supply of fresh water has made it Canada's largest producer of hydro-electricity. Quebecers are leaders in cutting-edge industries such as pharmaceuticals and aeronautics. Quebec films, music, literary works and food have international stature, especially in *La Francophonie*, an association of French-speaking nations. Montreal, Canada's second largest city and the second largest mainly French-speaking city in the world after Paris, is famous for its cultural diversity.
- **Ontario,** at more than 12 million, makes up more than one-third of Canadians. The large and culturally diverse population, natural resources and strategic location contribute to a vital economy. Toronto is the largest city in Canada and the country's main financial centre. Many people work in the service or manufacturing industries, which produce a large percentage of Canada's exports. The Niagara region is known for its vineyards, wines and fruit crops. Ontario farmers raise dairy and beef cattle, poultry, and vegetable and grain crops. Founded by United Empire Loyalists, Ontario also has the largest French-speaking population outside of Quebec, with a proud history of preserving their language and culture. There are five Great Lakes located between Ontario and the United States: Lake Ontario, Lake Erie, Lake Huron, Lake Michigan (in the U.S.A.) and Lake Superior, the largest freshwater lake in the world.

The Prairie Provinces

Manitoba, Saskatchewan and Alberta are the Prairie Provinces, rich in energy resources and some of the most fertile farmland in the world. The region is mostly dry, with cold winters and hot summers.

- **Manitoba's** economy is based on agriculture, mining and hydro-electric power generation. The province's most populous city is Winnipeg, whose Exchange District includes the most famous street intersection in Canada, Portage and Main. Winnipeg's French Quarter, St. Boniface, has Western Canada's largest Francophone community at 45,000. Manitoba is also an important centre of Ukrainian culture, with 14% reporting Ukrainian origins, and the largest Aboriginal population of any province, at over 15%.
- **Saskatchewan**, once known as the "breadbasket of the world" and the "wheat province," has 40% of the arable land in Canada and is the country's largest producer of grains and oilseeds. It also boasts

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the world's richest deposits of uranium and potash, used in fertilizer, and produces oil and natural gas. Regina, the capital, is home to the training academy of the Royal Canadian Mounted Police. Saskatoon, the largest city, is the headquarters of the mining industry and an important educational, research and technology centre.

- **Alberta** is the most populous Prairie province. The province, and the world-famous Lake Louise in the Rocky Mountains, were both named after Princess Louise Caroline Alberta, fourth daughter of Queen Victoria. Alberta has five national parks, including Banff National Park, established in 1885. The rugged Badlands house some of the world's richest deposits of prehistoric fossils and dinosaur finds. Alberta is the largest producer of oil and gas, and the oil sands in the north are being developed as a major energy source. Alberta is also renowned for agriculture, especially for the vast cattle ranches that make Canada one of the world's major beef producers.
- **The West Coast:** British Columbia is known for its majestic mountains and as Canada's Pacific gateway. The Port of Vancouver, Canada's largest and busiest, handles billions of dollars in goods traded around the world. Warm airstreams from the Pacific Ocean give the B.C. coast a temperate climate.
- British Columbia (B.C.), on the Pacific coast, is Canada's western most province, with a population of four million. The Port of Vancouver is our gateway to the Asia-Pacific. About one-half of all the goods produced in B.C. are forestry products, including lumber, newsprint, and pulp and paper products—the most valuable forestry industry in Canada. B.C. is also known for mining, fishing, and the fruit orchards and wine industry of the Okanagan Valley. B.C. has the most extensive park system in Canada, with approximately 600 provincial parks. The province's large Asian communities have made Chinese and Punjabi the most spoken languages in the cities after English. The capital, Victoria, is a tourist centre and headquarters of the navy's Pacific fleet.

The Northern Territories

The Northwest Territories, Nunavut and Yukon contain one-third of Canada's land mass but have a population of only 100,000. There are gold, lead, copper, diamond and zinc mines. Oil and gas deposits are being developed. The North is often referred to as the "Land of the Midnight Sun" because at the height of summer, daylight can last up to 24 hours. In winter, the sun disappears and darkness sets in for three months. The Northern territories have long cold winters and short cool summers. Much of the North is made up of tundra, the vast rocky Arctic plain. Because of the cold Arctic climate, there are no trees on the tundra and the soil is permanently frozen. Some continue to earn a living by hunting, fishing and trapping. Inuit art is sold throughout Canada and around the world.

- **Yukon** saw thousands of miners during the Gold Rush of the 1890s, as celebrated in the poetry of Robert W. Service. Mining remains a significant part of the economy. The White Pass and Yukon Railway opened from Skagway in neighboring Alaska to the territorial capital, Whitehorse in 1900 and provides a spectacular tourist excursion across precipitous passes and bridges. Yukon holds the record for the coldest temperature ever recorded in Canada (-63°C).
- **The Northwest Territories (N.W.T.)** were originally made up in 1870 from Rupert's Land and the North-Western Territory. The capital, Yellowknife (population 20,000), is called the "diamond capital of North America." More than half the population is Aboriginal (Dene, Inuit and Métis). The Mackenzie River, at 4,200 kilometers, is the second-longest river system in North America after the Mississippi and drains an area of 1.8 million square kilometers.
- **Nunavut**, meaning "our land" in Inuktitut, was established in 1999 from the eastern part of the Northwest Territories, including all of the former District of Keewatin. The capital is Iqaluit, formerly Frobisher Bay, named after the English explorer Martin Frobisher, who penetrated the uncharted Arctic for Queen Elizabeth I in 1576. The 19-member Legislative Assembly chooses a premier and ministers by consensus. The population is about 85% Inuit, and Inuktitut is an official language and the first language in schools.

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CANADA'S REGIONS
WORKSHEET

1. What three things that stood out / made the most impression on you after reading the overview on Canada's Regions?

2. What, if anything, new have you learned about your own Region?

3. What have you learned about the other regions that you didn't already know?

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4. How would you describe Canada to a person interested in moving to our country?

5. The different regions of Canada make it an exciting and interesting place to live. What is your favourite thing about Canada?

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