



Booklet One 2018-2019

Unit One: Introduction to Empowerment

Name: _____

Homeroom: _____

Introduction

1. Activity One: In the space below answer the following two questions:

a. Who are 3 people that you think are "powerful"?

i. _____

ii. _____

iii. _____

b. What about them makes these people powerful?

Power and Authority

2. Define Power:

3. Define Authority:

4. There are two ways that people can get power. What are they?

i. _____

ii. _____

5. How did the following people get their power?

Team coach: _____

RCMP officers: _____

Premier Stephen McNeil: _____

Legal Milestones

6. Define Age of Majority:

7. Define Legal Milestone:

Authority	Power	Can you think of what responsibilities you would have?
Working at a minimum wage job Age: _____		
Getting your driver's licence Age: _____		
Voting in the Municipal election Age: _____		

Canada's Constitution

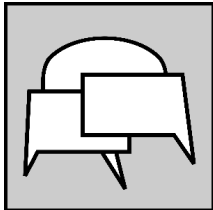
- 8. When people have authority it is important that they don't abuse it or use it in ways that are unfair. The constitution of Canada (**a set of rules the government must follow**) has a special section called the **Charter of Rights and Freedoms**. The Charter makes it illegal for anyone in Canada to use his or her power unfairly and the Charter applies to EVERYONE.

Some of our rights and freedoms include the right to:

a) _____

b) _____

c) _____

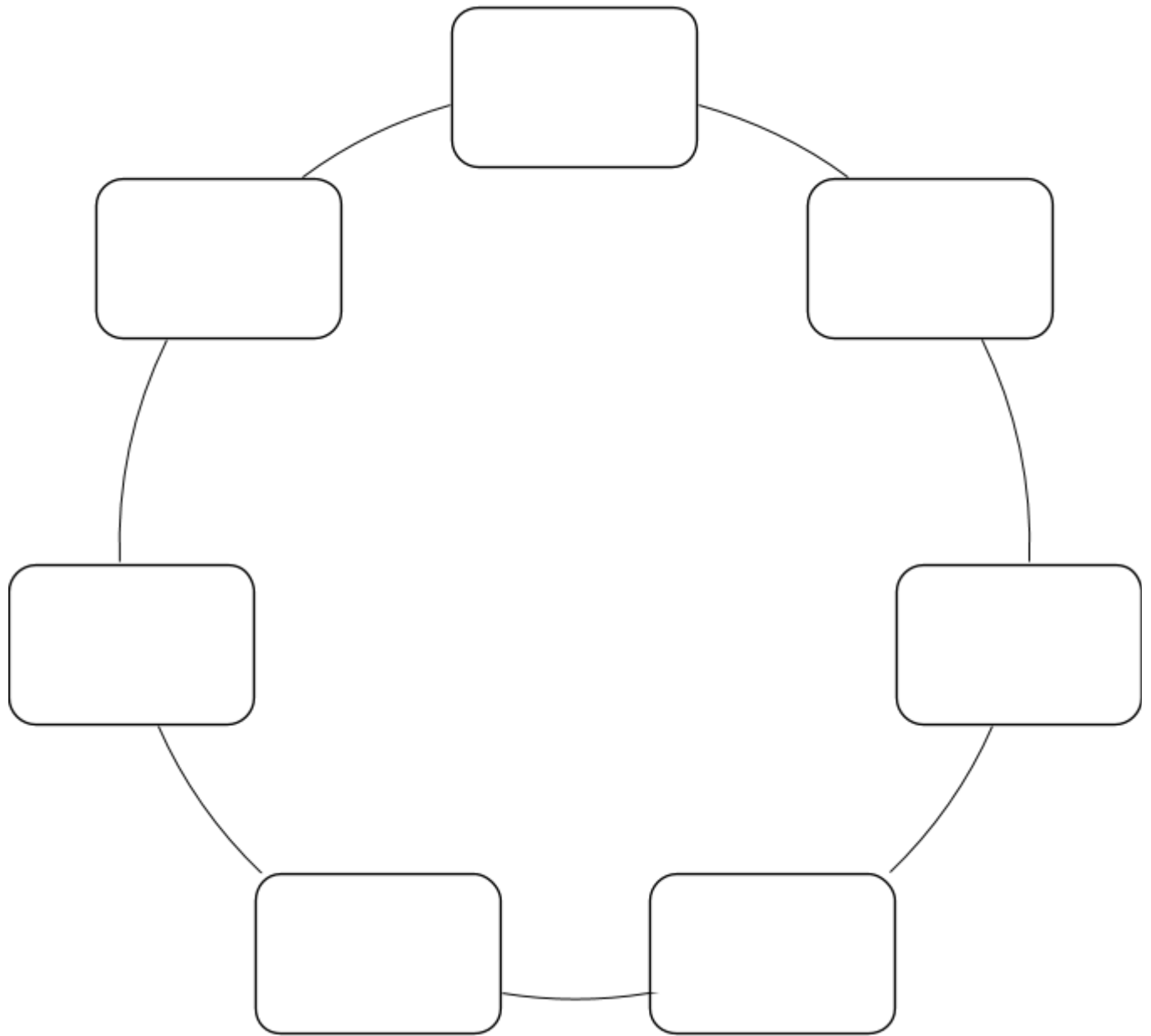


Discussion Point: Why do you think it is important for countries to have a constitution?

Personal Empowerment

- 9. What is personal empowerment?

10. Fill in the following concept map:



11. Name two ways you can be empowered in your own life?

a. _____

b. _____

The Five Pieces of the Empowerment Puzzle

Instructions: Read pages 10-13 and fill in the blank with the word or phrase that best fits.

Economic Empowerment (page 10)

12. _____ is the study of how people work to create wealth. It includes how we _____, distribute and consume goods and _____.
13. In Canada, wealth is distributed through a system in which _____.
14. They use the money to _____.
15. How can people gain economic empowerment?
- a) _____
- b) _____
16. Economic empowerment comes from having enough _____ to take care of your needs.

Political Empowerment (page 11)

17. _____ is the general term for all the things we do to organize ourselves, _____, and make decisions in schools, communities and countries.
18. What is political empowerment?
- _____.
19. To become politically empowered you need to learn as much as you can about the issues, think for yourself what you feel is the best decision and _____.

Cultural Empowerment (page 11)

20. Culture is _____. It is made of everyday things such as:

- i) language
- ii) _____
- iii) clothing
- iv) _____

21. Cultural empowerment comes from _____, no matter how large or small your group is.

22. What needs to happen for a culture to remain strong? (2 ways)

Societal Empowerment (page 12)

23. _____ involves everything people do when they live, work, and play together in communities.

24. What is societal empowerment?

25. There are many different groups within society. Sometimes one group will have more power than another (because they are wealthier or _____). In order to have a fair society, it is important for people to use power wisely.

National Empowerment (page 12)

26. Nation is another word for _____.

27. There are many important decisions that nations need to be able to make without _____ . When a nation has the power to make power to make its own decision this is _____ empowerment.

28. It must also be able to make its own laws and decide what to do with its resources.

29. Also if there are _____ in the world, a nation must decide whether or not they will become involved.

Disempowerment

30. People who are _____ feel like they have no control over their lives. They feel like they do not have _____ to change the rules or _____.

31. Why were human rights established?

32. Who are some people who may be disempowered? Write your ideas in the box.

33. What are the three rights children have under the Convention of the Rights of the Child?

- a) _____
- b) _____
- c) _____

Case Study: The Home Children. Read pages 16-19 and answer the following questions

34. Between 1860s and the 1930s, how many children from England were sent to Canada?

35. Why were they called “Home Children”?

Trying to Solve a Problem

36. What was the problem for the people who ran the homes in England?

37. What did they decide was a good solution for their problem?

38. Why did they think sending the children to Canada was a good idea?

What was supposed to happen?

39. How old were the Home Children?

40. The children who were workers would be *indentured*. What did this mean?

41. What were families taking care of the children supposed to do?

What Really Happened

42. How were the Home Children treated in Canada? Explain.

Why Couldn't Home Children Do More to Help Themselves?

43. Why was it difficult for the Home Children to get speak up for themselves?

44. What were some of the thoughts people had towards the Home Children?

Ideas Change

45. What are the two reasons why the Home Children program ended in 1939?

Summary: From this case study, give two examples of how the Home Children were disempowered?

a) _____

b) _____