



Does everyone have the same opportunities to participate?

■ Make It Matter

Each of these events or conditions sparked action from individuals and groups at different times during the history of Canada.



Explore events and conditions that include those below in the **Choose to Participate** timeline on **Building Future Voters** at www.buildingfuturevoters.ca. What events or conditions spark reactions and encourage participation today?

Children often started working from the age of 7, spending 12 to 18 hours a day, 6 days a week, in factories and mines. It was not until the mid **1800s** ▶ that laws started to pass restricting child labour.

In **1885**, the government passed the *Chinese Immigration Act*, which established a head tax of \$50 on every Chinese person entering Canada. In 1903, this was increased to \$500.

In **1914**, the Supreme Court of Canada upheld a Saskatchewan law that prohibited Chinese businesses from hiring white women. Ontario passed a law forbidding "Oriental" persons from employing white females.

It was not until **1918**, that women could vote in federal elections. Women could not vote and run for office until 1916 in Manitoba, Saskatchewan and Alberta, 1918 in Nova Scotia, 1919 in New Brunswick and 1922 in Prince Edward Island.

During World War II from **1939** to **1945**, ▶ Canada restricted immigration of Jewish refugees, despite the persecution of Jews in Nazi Germany. Canada accepted fewer than 5 000 Jews from 1933 to 1945. In 1939, a ship carrying 1 000 Jewish refugees was refused entry and forced to return to Germany. Under the *War Measures Act*, over 600 Italians as well as over 800 Germans and Austrians were sent to work camps as enemy aliens in 23 camps across the country.

◀ In **1884**, Aboriginal potlatches were made illegal under the *Indian Act*.

◀ In **1916**, the Manitoba Government abolished bilingual instruction. It was not until 1963 that French language instruction was officially authorized for all grades in Manitoba.

◀ In **1917**, the *Wartimes Elections Act* excluded some minorities, including Ukrainians and Germans, from voting.

◀ In **1927**, the *Indian Act* was amended to make it illegal for First Nations to raise money or hire a lawyer for land claims, therefore blocking effective political court action.

◀ The Canadian Bill of Rights was passed in **1960** and was the first federal human rights law in Canada. It guaranteed many basic rights and freedoms, including the "right of the individual to life, liberty, security of the person and enjoyment of property."

Find Out More



Explore more ideas, examples and information about participating in a democracy in **Choose to Participate** on the junior high webpage of **Building Future Voters** at www.buildingfuturevoters.ca.

Find out about other young people who acted on something that mattered to them.

Learn about the Ladybug Foundation at www.ladybugfoundation.ca. Find out more about the WE movement at www.we.org.

Does everyone have the same opportunities to participate?

Some people think that everyone has the same opportunity to participate in our democracy. Anyone can protest, say what they believe, write a blog or join a movement. Everyone can decide the extent to which they want to participate in their communities.

However, the answer to this question can be more than just a simple “yes” or “no.” Some believe that issues like bullying and homelessness can prevent people from participating in society, and therefore, in our democratic society.

Often, elections and voting are associated with citizen participation. Elections, and the right to vote, are important elements of a democracy. The results of an election can affect many aspects of society, including the opportunities that individuals and groups have to participate. Have you ever considered whether those opportunities are fair and equal for everyone?

Youth and children can't vote, so how do you get a say? How can you make sure that your ideas and concerns are heard? Even though you cannot vote, you can participate in society in a number of ways. You can express your opinions using social media. You can participate in youth groups and join political organizations. Youth can act together in their communities to ensure their voices are heard on issues that matter to them.

Planning ahead to stop bullying

Grade 9 students (L-R) Charlene Harasym, Mateo Rueda, Emily Grant and Kyle van Winkoop pose in pink T-shirts for a photo with a 'Bullying is the elephant in the room' poster at St. Joan of Arc School in Calgary, Alberta, on Tuesday, Feb. 23, 2016. The next day would be Pink Shirt Day, a national effort anti-bullying effort among schools.

Once confined to the playground, bullying has entrenched its ugly form online.

Students admit checking Twitter, Facebook and Instagram can often lead to a daily assault of cruel posts, from the typical “you're so ugly, you're so stupid,” to the horrifying “go kill yourself.”

But as public and Catholic schools across the city mark National Anti-Bullying Awareness Day Wednesday donning their favourite pink shirts, educators are determined to turn the online monster on its head by giving victims....



Students at St. Joan of Arc agree it's critical that students understand they can speak up and they can get help.

“Cyber-bullying is everywhere, in so many forms,” says Grade 9 student Kyle Van Winkoop.

“But it's important to always tell someone, tell your parents, tell your friends, tell your teachers,” adds Charlene Harasym, also in Grade 9.

Emily Grant, has chosen to opt out of social media use, being one of the few Grade 9 students at her school to have no Facebook, Twitter or Instagram accounts. “You don't really need it, there are plenty of other ways to communicate with your friends,” she says.

Ferguson, E. (February 23, 2016). *Planning ahead to stop bullying*. Calgary Sun.

www.calgarysun.com/2016/02/23/planning-ahead-to-stop-bullying

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Brookside Junior High students tweet out tips for easing stress

'They're not all infected with bad stuff, stuff that's going to make you feel down or sad'

At Brookside Junior High, students are using social media to affect positive change.

Scroll down the middle school's Twitter account and you'll find advice to reduce stress. The advice that populates @Brookside Twitter feed is all written by students (#kidsreducestress).

"When you fall down it's not about how it happened, that's over, it's about how your brush yourself off and stand back up again," said Graham Rice, a 15-year-old Grade 9 student.



Brookside Junior High @Brooksidejh

St quote: When I'm feeling down I like to take a walk in the woods. And climbing trees makes me feel calm. #kidsreducestress #hiking #nature

9:13 AM - 5 Apr 2015

The project started as an in-class assignment: Write down how you deal with stress. From there, students distilled their thoughts into 140 characters or less to be tweeted out daily to the middle school's followers...

Insight on how students manage stress is just part of it. In the bigger picture, the students see it as a way to contribute something positive to the Twittersphere; a place that can be a breeding ground for cyberbullying.

For Grade 6 student Paige Lapointe, the tweets are inspiration.



Brookside Junior High @Brooksidejh

St quote: The best way I get rid of stress is to be with the people that I love the most & who love me. #kidsreducestress #Family #Friends

5:55 AM - 22 Apr 2015

"They're not all infected with bad stuff, stuff that's going to make you feel down or sad," said Lapointe.

Grade 7 student Stephanie Whynot agrees.

"It really just sends them a message, like hey, there's people out here you don't need to be alone," Whynot told CBC News.

Segal, M. (April 24, 2015). *Brookside Junior High students tweet out tips for easing stress.* CBC News Nova Scotia. www.cbc.ca/news/canada/nova-scotia/brookside-junior-high-students-tweet-out-tips-for-easing-stress-1.3046765



What do you think?

What are some examples of situations or conditions that you think are unfair or unjust? What makes them unfair or unjust?

How could these unfair or unjust situations or conditions be changed? Select one or two and make a list of ideas for change.

What do you think you can do about the situations or conditions that need changing?