

Grade 7 Socials: Chapter One Notes

Authority and Power (page 5)

Authority gives a person the right to make decisions in a particular situation

There are two ways people can get authority :

- 1) People might agree to give it to them (ex. team captain)
- 2) Legal authority because of the laws of the Canadian government (ex. police)

Charter of Rights and Freedoms (page 6)

- 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 their power unfairly and the Charter applies to EVERYONE.
- Some of our rights and freedoms include the right to:
 1. live in any part of Canada they chose.
 2. be protected from discrimination on the basis of race, national or ethnic origin, colour, religion, age, sex, mental ability or physical ability.
 3. to be educated in English or French.

Legal Milestones in Growing Up (page 7)

Age of Majority: (age 18) the age at which the law considers you an adult. You are legally responsible for your actions.

- Minimum wage job: 16 (can be 14 with parental permission and special conditions)
- Getting a driver's licence: 17 (can get permit at 16)
- Eligible to vote: 18

For other legal milestones see
<http://www.childandyouthadvocate.nf.ca/pdfs/MilestonesBooklet.pdf>

Personal Empowerment (page 8)

Personal Empowerment: the ability to do something about your needs, wants opinions, beliefs and feelings.

There are 7 ways to be personally empowered at your age:

- 1) Learn all you can: use school and other opportunities to gain the skills you need.
- 2) Work: do whatever you can to get some experience in the world of work
- 3) Volunteer: be a force of change in the world by volunteering
- 4) Know your rights and responsibilities: be sure you know what they are so you can stand up for yourself.
- 5) Know where to go for help: find out which organizations help young people (ex. Kids Help Phone)
- 6) Be proud of your heritage: learn all you can about your family's culture and pass this on.
- 7) Make friends: friends can help each other out through many problems.

The Five Types of Empowerment (page 10-13)

There are five main areas of empowerment: economic, political, cultural, societal and national.

1) Economic Empowerment

- ☐ **Economics** is the study of how people work to create wealth. It includes how we produce, distribute and consume goods and services.

☐ **What is economic empowerment?**

Economic empowerment comes from having enough wealth to take care of your needs.

☐ **How can people gain economic empowerment?**

- By finding out what jobs will be in demand
- Learning the skills they need to get these jobs

2) Political Empowerment

- ☐ **Politics** is the general term for all the things we do to organize ourselves, settle disagreements, and make decisions in schools, communities and countries.

☐ **What is political empowerment?**

Political empowerment comes from having a say in how things are organized and how decisions are made.

☐ **How can people become politically empowered?**

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

work to convince others to do what you think is right.

3) Cultural Empowerment

- ☐ **Culture** is a way of life. It is made of everyday things such as language, food, clothing, and spiritual beliefs

☐ **What is cultural empowerment?**

Cultural empowerment comes from being free to practise your culture - no matter how large or small your group is.

☐ **How can a culture be empowered?**

For a culture to stay strong and for its people to be empowered, people need to remember their history and be able to teach their language and traditions to their children.

4) Societal Empowerment

- ☐ **Society** involves everything people do when they live, work, and play together in communities.

☐ **What is societal empowerment?**

Societal empowerment comes from all members of society being treated equally and fairly.

☐ **How can a person have societal empowerment?**

In order to have a fair society, it is important for people to use power wisely and for people to speak up if they think something unfair has happened.

5) National Empowerment

- ☐ **Nation** is another word for country.

What is national empowerment?

- ☐ When a nation has the power to make its own decision this is national empowerment.

How can Canada be nationally empowered?

- ☐ There are many important decisions that Canada needs to be able to make without other nations telling them what to do. Canada must also be able to make its own laws and decide what to do with its resources. Also if there are wars in the world, Canada must decide whether or not they will become involved.

Disempowerment

- People who are disempowered feel that they have little control over their lives.
- They are not able to make choices about things that matter to them.
- People who are disempowered feel that they do not have the power or control to change the rules.
- Disempowered people might be afraid that if they speak up about their concerns that they might be treated unfairly or badly (e.g. abused, jailed)

Human Rights

- Human rights are the right every person has to be empowered in the way we have learned about: economically, socially, politically, and culturally.
- Years ago it was legal for people in authority to deprive others of basic rights such as voting, getting a good job, or owning land.
- The laws have been changed to make society fairer as ideas about human rights have been changed over the years.
- Amnesty International: group dedicated to ensuring that the rights of people in the world are protected and issues dealing with human rights abuses are made public.

- Children often feel disempowered.
- it is hard for children to speak up for themselves because adults have authority in almost all situations. In 1990, the Convention of the Rights of the Child was signed. The convention says that the children have:
 - 1) the right to grow up in a welcoming home
 - 2) the right to play
 - 3) the right to get an education.

The Home Children (Case Study)

- In the 1860s to the 1930s approximately 100 000 children from England came to Canada. They came from “homes” in Great Britain. These children were orphans or their parents could not afford to take care of them.
- These homes had too many children to care for. Their solution was to send as many of these children as possible to Canada. It would solve the problem and it would give the children a good life in a country where they had a better chance of getting a job when they became adults.
- These children were usually between seven and fifteen and some were as young as four.
- The children who were workers would be indentured. Indentured meant that the children would have to stay with the family and work until they were eighteen years old. At the end of the indenture a child would be given a small wage for the years of work.
- The family was supposed to make sure that the children went to school for at least a few year. Children were also supposed to be treated fairly and given food, shelter, and clothing.
- Some were treated good, some were treated bad and some were treated neither badly or well. Some became members of the family and were happy. Others were beaten and not given food or clothing and some even died! Most children got the basics they needed to survive but were not part of the family and not shown love. They worked long days and were not paid and did not get to go to school and make friends. Families were often split up as well and lost touch with their brothers and sisters.
- They were disempowered as it was very difficult for them to speak up for themselves. At that time people believed that children did not have a right to say in what would happen in their lives. They didn't get a choice in the families they joined. They also never got a chance to see anyone who could help them. If they complained, they were often not believed. Many thought these children were lazy and liars and deserved their punishments. Sometimes they were moved to a different home.

- The program ended partly because Canada was going through bad economic times so farmers couldn't even afford to take in Home Children as helpers. As well people started to believe that it was wrong to take children from their families and that children needed a chance to grow up and enjoy being a child. People changed society.