



# CITIZENSHIP CHALLENGE

## MODEL CITIZENSHIP CEREMONY TOOLKIT

▲ View of the Canadian Parliament building in Ottawa during a tulip festival (Dreamstime/Agnus Febriyant /150034621).

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## Introduction

The citizenship ceremony is the final step in the journey to becoming a Canadian citizen. For many, the citizenship ceremony is an emotional event that represents years spent working toward this goal. Citizenship reaffirmation ceremonies offer an opportunity for all Canadians to experience a version of this momentous event. Participants can engage with the citizenship process and affirm their connection to Canada while building a greater sense of belonging.

This Model Citizenship Ceremony Toolkit is a step-by-step guide for anyone who is organizing a citizenship reaffirmation ceremony and includes everything that is needed to run a ceremony. The toolkit is also intended to help prepare newcomers for their upcoming citizenship ceremonies, as well as provide teachers and organizers with the tools to stage their own citizenship events. The toolkit includes extended learning activities on the historical, legal, and cultural contexts of the citizenship ceremony.

This toolkit was created by Historica Canada with the generous support of [Immigration, Refugees and Citizenship Canada](#). [Historica Canada](#) offers programs that you can use to explore, learn, and reflect on our history and what it means to be Canadian. [The Citizenship Challenge](#) is a mock citizenship quiz based on the test taken by newcomers on the path to citizenship. It tests participants' knowledge of Canada and challenges them to meet the standards expected of newcomers to the country.

### Message to Teachers

Topics covered in the toolkit may cause an emotional response from students. Teachers must be sensitive to individuals and the group to ensure the classroom remains a safe environment for all learners. Set ground rules for respectful discussions and consult your school guidance counsellor or community health professional for additional support, if needed.

### Note on Accessibility

Accommodations for Special Education, ELL and ESL students, and students at lower grade levels are included along with the toolkit's activities and are identified as "**Modification.**" Consider pairing language-learner students with stronger readers.

The Canadian and provincial flags (Dreamstime/Marc Bruxelles/71875507). 



### Online Resources

The following list of bilingual resources supports educators and students:

- [The Citizenship Challenge](#)
- [The Canadian Encyclopedia](#)
- [Historica Canada Education Portal](#)
- [Elections Canada](#)
- [Immigration, Refugees and Citizenship Canada](#)

# Activity 1

## THE CHANGING FACE OF CANADA: WHO SEEKS CITIZENSHIP?

Indigenous peoples are the original inhabitants of the land we now call Canada. Over millennia, they established complex and intricate societies with unique languages, cultures, economies, and political systems that far predate colonization by Europeans, which began in the 16th century.

The French and British were some of the first to establish colonies on the ancestral lands of Indigenous peoples in Canada. For much of Canada's modern history, immigration policies favoured people from Western Europe. Other groups of people were restricted (or even barred) from entering the country. After the Second World War, Canada gradually began to admit people who were previously denied entry based on their country of origin. By the late 1960s, legislation that restricted immigration based on race, ethnicity, or place of origin was removed from the Canadian immigration system. This system was replaced by the point system of immigration, with points awarded for education and particular job skills. In 1971, multiculturalism became an official government policy in the same year that the majority of those immigrating to Canada were of non-European ancestry for the first time.

Today, Canada is one of the most multicultural countries in the world. Canadians are diverse, representing more than 250 ethnicities. Over the past decade, approximately 1.7 million people have become Canadian citizens.

Canadian Parliament Building in Ottawa (Dreamstime.com/Ducdao/42868684).



### PART 1

1. Begin by discussing the difference between “immigration” and “emigration” as a class.
2. In small groups, create a list of reasons why people might want or need to emigrate from their home country and live elsewhere (“push factors”). Create a second list of reasons why people might choose to immigrate to Canada (“pull factors”).
3. Once you have completed your lists, share your group's findings with the rest of the class.
4. As a class, discuss the following: What are some of the reasons why people leave their home countries? What are some of the reasons why people might want to settle in Canada?

### Teacher Tip

Help your students differentiate between “immigration” and “emigration.” Immigration starts with the letter “I,” like the word “in,” and means “going into a country.” Emigration starts with the letter “E,” like the word “exit,” and means “exiting or leaving a country.”

## PART 2

- As a class, watch one of the [Passages Canada](#) videos on newcomers who speak about their migration experiences. Alternatively, you could use the migration story of someone you know to complete the table. If you are a newcomer, you could share your own migration story with your peers, if you feel comfortable doing so.
- After watching the video or deciding whose story to use, complete the **Activity 1 Table**, available on the **Education Portal**, individually. You can use the push/pull factors list that you completed in Part I to guide you.

Name	Country/place of origin	Date of arrival in Canada	Reason(s) for leaving their first country	Reason(s) for choosing Canada as their new home	Biggest challenge(s) faced in Canada	Favourite aspect(s) of life in Canada

### ALTERNATIVE ACTIVITY

- Select a notable Canadian from the following list:
  - [Adrienne Clarkson](#) – Former Governor General
  - [Antoine Dessane](#) – Pianist/organist and composer
  - [Arthur Lismer](#) – Painter and educator
  - [Filip Konowal, VC](#) – Soldier and recipient of the Victoria Cross
  - [Jean Augustine](#) – Educator, activist, and politician
  - [Wajdi Mouawad](#) – Actor, director, and writer
  - [Yousuf Karsh](#) – Photographer
  - [Donovan Bailey](#) – Athlete
  - [Michaëlle Jean](#) – Former Governor General, and Secretary General of the Organisation internationale de la Francophonie



▲ Celebrating Canada Day (Dreamstime/Leszek Wrona/42198934).

- Read about this notable person on [The Canadian Encyclopedia](#) and do further research on their experience immigrating to Canada. You may also choose to research another notable immigrant and learn about their immigration experience. Complete the table using your research.

### EXTENSION ACTIVITY

Split into small groups and brainstorm how multiculturalism has influenced Canada's culture and quality of life. Make a list of the various ways that multiculturalism has had an impact on Canadian society. If you chose a notable Canadian to fill out the table, how has that person had an impact on Canadian society?



▲ The Franco-Ontarian flag (Dreamtimes/Birgit Schmidt/137960354).

# Activity 2

## LEGISLATIVE ACTS AND CANADIAN CITIZENSHIP

There are three legislative acts (written laws enacted by Parliament) related to the citizenship ceremony. These acts determine what we do during the citizenship ceremony and set the requirements for becoming a Canadian citizen.

**The Citizenship Act** explains the steps that a newcomer must take to become a Canadian citizen. These steps include participating in a citizenship ceremony and reciting the Oath of Citizenship in front of a citizenship judge or official.

**The Multiculturalism Act** explains how Canada is committed to giving equal opportunity to Canadians of all ethnicities and backgrounds to participate in Canadian society. Citizenship ceremonies must respect the diversity of Canadians and the official policy of multiculturalism.

**The Official Languages Act** explains that Canada has two official languages — French and English — and that these two languages are equal. Therefore, the Oath of Citizenship must be recited in both of Canada’s official languages, and citizenship ceremonies should be held in both French and English whenever possible.

1. Split up into three groups. Each group is assigned one of the three acts related to the citizenship ceremony.
2. Read *The Canadian Encyclopedia* article that covers the act you are assigned:
  - [Canadian Citizenship \(see ‘Citizenship Act of 1977’ section\)](#)
  - [Multiculturalism \(see ‘Multiculturalism Policy in Canada’ section\)](#)
  - [The Official Languages Act](#)
3. After reading the entry on *The Canadian Encyclopedia*, work with your group to fill in the **Activity 2 Table**, available on the **Education Portal**.
4. Create a group presentation based on your findings to share the act with your class.

Name of act	What does the act apply to?	Effects of the act on the province/territory where you live	Effects of the act on your community
<i>Example: The Species at Risk Act</i>	<i>Protecting at-risk animals</i>	<i>My province has four national parks that are nature reserves for protecting wildlife.</i>	<i>I volunteer to help clean up garbage in the wetlands habitat that is in my neighbourhood.</i>



▲ Inside the House of Commons of Parliament in Ottawa (Dreamstime.com/Wangkun Jia/20897988).

# Activity 2

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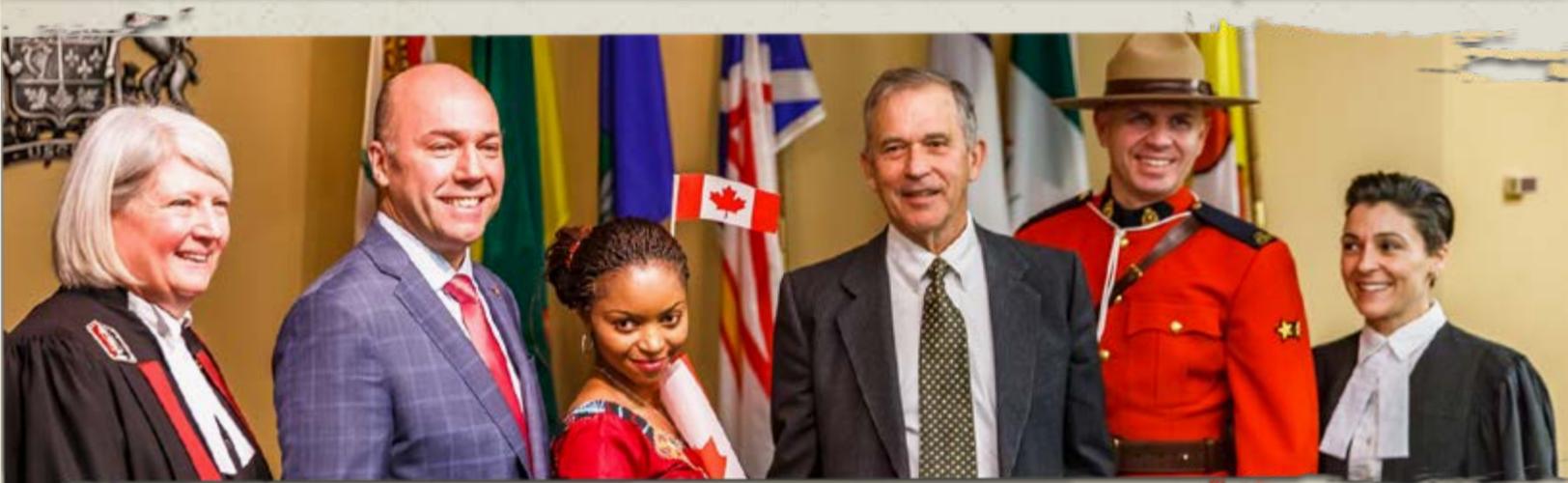
## MODIFICATION

As a class, read the three descriptions of the legislative acts on the previous page and discuss them. What do these acts apply to? How do you see them in action in your daily life? After your discussion, look at the 12 examples below and discuss which legislative act they fall under. You can do this as a class or in small groups. If you're working in small groups, check your answers with the rest of the class when you're done. Discuss any questions you might have about the acts and why these acts are important to Canada.

1. Every citizen who is born in Canada or person who becomes a Canadian citizen is equally entitled to the same rights.
2. All members of Canadian society are free to preserve, enhance, and share their cultural heritage.
3. English and French are the official languages of Canada and share equal status.
4. Individuals and communities of all origins are encouraged to participate in the evolution and shaping of Canadian society.
5. English and French are the two languages used in the Parliament of Canada.
6. The Government of Canada is committed to protecting ethnic, racial, linguistic, and religious diversity in Canadian society.
7. Almost all persons born in Canada are citizens at birth.
8. Multiculturalism is a fundamental characteristic of Canadian heritage and identity.
9. Adults who have immigrated to Canada can become citizens if they are first permanent residents, have lived in Canada for a certain period of time, have adequate knowledge of one of Canada's official languages, and pass certain other conditions.
10. All federal services should be provided in both English and French.
11. The Government of Canada is committed to the advancement of English and French in Canada.
12. Canadians can hold dual citizenship.

## EXTENSION ACTIVITY

As a class, discuss how the three acts have changed over time. What role do you think immigration has played in affecting the acts?



## Activity 3

### THE RIGHTS AND RESPONSIBILITIES OF CANADIAN CITIZENSHIP

Canadian citizens have rights and freedoms that come along with citizenship. Rights are common privileges given to citizens. Rights and freedoms can also be restricted in some cases. For example, Canadians enjoy freedom of speech, but that can be limited if it is considered hate speech, which is against the law in Canada.

Rights and freedoms are protected by Canadian law and reflect Canada's traditions, values, and identity. For example, Canadians have mobility rights: Canadians can choose to live and work anywhere in Canada.

In Canada, rights also come with responsibilities. Responsibilities are things that are expected of citizens, like obeying the law and paying taxes.

1. As a class, discuss the definitions of "right" and "responsibility." Why are these important in a society? Why are these important in Canada?
2. In small groups, discuss what you think are the important rights and responsibilities in a society. Together, create a list of three rights and three responsibilities that you believe are important for a society to be successful.
3. As a class, take turns sharing your group's rights and responsibilities and comparing similarities and differences.
4. The below list includes things that are rights, responsibilities, or neither. Which are rights? Which are responsibilities? And which are neither a right nor a responsibility?
  - a. All Canadians 18 years and older can vote in elections
  - b. Protecting the environment
  - c. Shovelling snow off your driveway
  - d. Canadians can move freely and live anywhere within Canada
  - e. No one can be stopped by police without reason
  - f. Volunteering in your community
  - g. All Canadians are equal before and under the law
  - h. Celebrating Canada Day
  - i. Serving on a jury
  - j. Protection from discrimination on the basis of sex, gender, ethnicity, religion, or sexual orientation
5. How do these rights and responsibilities compare to the ones you selected in your group? What does Canada protect that you might not have thought about? Did you come up with new ideas that you think Canada should adopt? For newcomers, it may be interesting to compare rights and responsibilities in your first country with those in Canada and with those you have chosen in your groups.

#### Teacher Tip

Consult Immigration, Refugees and Citizenship Canada's "[The Rights and Responsibilities of Canadian Citizenship](#)" for a summary of the rights and responsibilities Canada has enshrined.

# Activity 4

## OUR RESPONSIBILITY TOWARDS RECONCILIATION

Indigenous peoples are the original inhabitants of the land we now call Canada. They created complex societies long before Europeans came to North America.

Under colonial settlers and governments, including the Government of Canada, Indigenous peoples were forcibly subjected to displacement, starvation, mistreatment, land seizures, and discriminatory policies and legislation. In addition, Indigenous children were frequently removed from their families and communities and forced into residential schools, where they were forbidden from speaking their languages and participating in their traditions. The effects of this abuse are still felt by Indigenous peoples in Canada today.

Despite this legacy, Indigenous peoples in Canada have fought — and continue to fight — against discrimination, to advocate for their rights, and work to ensure the survival of their traditions, languages, and beliefs.

Reconciliation is the process of establishing mutually respectful relationships and creating a better shared future for Indigenous and non-Indigenous peoples in Canada. It is a responsibility of Canadian citizenship. Canadians of all ages can — and should — take action in their lives, communities, and country to fulfill the responsibility of reconciliation.

The Truth and Reconciliation Commission of Canada (TRC) was active from 2008 to 2015. The goal of the TRC was to learn the full extent of damages done to Indigenous populations by the residential school system and to work toward a more just and equal future for Indigenous peoples in Canada. The TRC's final report outlined 94 [Calls to Action](#), which make up an official framework for healing the damaged relationship with Indigenous peoples living in Canada.

Before beginning these activities, read the following definitions as a class. Consider recording key words in your notebook or personal dictionary.

**Indigenous:** Indigenous peoples are the original inhabitants of the land we now call Canada. Indigenous peoples in Canada do not represent one group or experience but a diversity of cultures, languages, and perspectives. There are three legally recognized groups of Indigenous peoples in Canada: First Nations, Inuit, and Métis. There is tremendous diversity within each of these groups. Broadly speaking, Métis peoples are of mixed European and Indigenous ancestry and live mostly in the Prairie provinces and Ontario. The Inuit primarily inhabit the northern regions of Canada, where their homelands are known as Inuit Nunangat. South of this live the First Nations, a broad term that refers to Indigenous peoples who are not Inuit or Métis.

### Teacher Tip

You may want to discuss these definitions in more detail in class before completing the activity. To learn more about Indigenous peoples in Canada, explore the [Indigenous Peoples Collection](#) on *The Canadian Encyclopedia*.

**Colonialism:** Colonialism refers to the laws and practices of gaining control of another land or people, occupying it with settlers and taking advantage of it economically. In Canada, French and British governments and settlers colonized Canada, significantly changing the lives of the original Indigenous peoples in the process. Colonialism and its effects are not restricted to the past but continue today, with the impact still being felt by Indigenous peoples in Canada.

**The Residential School System:** From 1831 to 1996, an estimated 150,000 children attended residential schools, government-funded religious schools that were meant to forcefully assimilate Indigenous children into Euro-Canadian society. Residential schools pulled children from their homes and communities, disrupting families and traditional practices, alienating children from their heritage, and damaging human relationships. An estimated 6,000 children died in these schools, and many others suffered severe abuse. Residential schools and the abuses therein have resulted in intergenerational trauma, which affects survivors, their descendants, and their communities today.

**Treaties:** Treaties are formal agreements made between two groups of people. In Canada's context, that means agreements between Indigenous peoples and the Government of Canada. Beginning in the early 1600s, the British Crown (and later the Government of Canada) entered into a series of treaties with Indigenous nations to avoid conflict and to set the terms for trade and settlement. Immediately after Confederation, the Government of Canada went on a treaty-making campaign to gain control over more land for settlement. These 11 new treaties were called the [Numbered Treaties](#). Treaties were often understood and interpreted differently by Indigenous peoples and the Government of Canada, as Indigenous peoples and Europeans had different worldviews. The meaning and intention of treaties are still debated in Canada today.

**Land Acknowledgements:** In Canada, you will often hear a land acknowledgement at the beginning of an event or at the start of the school day. A land acknowledgement usually recognizes a treaty territory or traditional territory of the Indigenous peoples where you are.

## Activity 4

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1. In a class discussion, brainstorm some ways that your school or community can take action to fulfill the promise of reconciliation. Is your school or community already doing something? Is there something they could improve upon?
2. Split into small groups. Each group will be assigned one of the following Calls to Action, taken from the Truth and Reconciliation Commission's [Calls to Action](#).
  - **Call to Action 14:** Increase government funding for the preservation and strengthening of Indigenous languages in Canada.
  - **Call to Action 19:** Work to close the gap in health outcomes between Indigenous and non-Indigenous communities in Canada.
  - **Call to Action 30:** Work to eliminate the over-representation of Indigenous peoples in the criminal justice system.
  - **Call to Action 62:** Make learning about residential schools, treaties, and Indigenous peoples' historical and contemporary contributions to Canada mandatory from kindergarten to grade 12 (or the equivalent final year of high school).
  - **Call to Action 93:** Include more information about residential schools, treaties, and Indigenous peoples on the citizenship test and citizenship study guide.
3. In small groups, discuss your Call to Action. Think about how the Call to Action might help Indigenous peoples and communities. How might it help repair the relationships between Indigenous communities and non-Indigenous Canadians? Does it preserve a tradition or help revitalize a culture? Write down what you think makes it important to reconciliation and explain why.
4. Take turns sharing your Call to Action and notes with the rest of the class.
5. Return to the list of what your school or community can do to work toward reconciliation. Working independently or in small groups, recast these ideas as Calls to Action of your own. What can you do to achieve these new Calls to Action?

### Teacher Tip

For more information, read, or have your students read, the [Truth and Reconciliation Commission](#) article on *The Canadian Encyclopedia*. Stronger readers can also consult the TRC Calls to Action directly. The above Calls to Action have been reworded for clarity.

### MODIFICATION

As a class, discuss the meaning of the word “reconciliation” and why reconciliation is important for healing the relationship between non-Indigenous and Indigenous peoples living in Canada. Next, split up into pairs and come up with a short list of three to five Calls to Action that you, your school, or your community can fulfill that will work toward healing and reconciliation with Indigenous peoples. Present your own Calls to Action to the class.

Indigenous people in traditional dress at a powwow in Vancouver, 2015 (Dreamstime/Leszek Wrona/59726142).



# Activity 5

## REPEAT AFTER ME: THE OATH OF CITIZENSHIP

The Oath of Citizenship is recited at a citizenship ceremony. All citizenship candidates ages 14 and older must recite the Oath of Citizenship to legally become Canadian. Those reciting the Oath of Citizenship promise to obey Canadian laws and fulfill their duties as Canadian citizens. When they recite the Oath of Citizenship, participants also accept the rights and responsibilities of Canadian citizenship.

Reciting the Oath of Citizenship is an important part of the citizenship ceremony. During a citizenship ceremony, the Oath of Citizenship is recited by the citizenship judge or official and repeated by each person seeking citizenship. The judge or official witnesses the participants reciting the oath. After taking the oath, the person becomes a Canadian citizen and receives their certificate of citizenship.

Here is the Oath of Citizenship text:

*I swear (or affirm) that I will be faithful and bear true allegiance to Her Majesty Queen Elizabeth II, Queen of Canada, Her Heirs and Successors, and that I will faithfully observe the laws of Canada and fulfill my duties as a Canadian citizen.*

Note that the Oath of Citizenship text changes to reflect the current reigning monarch. When Queen Elizabeth II is succeeded by the next in line to the throne, the Oath of Citizenship text will be updated as well.

### PART 1: INTRODUCING THE OATH

1. Have the teacher read out the Oath of Citizenship or recite the oath together as a class.
2. Make a note of any vocabulary from the Oath of Citizenship that you don't understand.
3. As a class or individually, come up with simple definitions for any words you noted in Step 2.
4. Have a classroom discussion on the following:
  - a. What does the Oath of Citizenship mean to you?
  - b. Is there anything in the Oath of Citizenship that surprises you?
  - c. Is there anything that you feel is missing from the Oath of Citizenship that should be included?

### PART 2: UNPACKING THE OATH OF CITIZENSHIP

1. Those reciting the Oath of Citizenship must swear allegiance to the ruling British monarch before they become Canadian citizens. Working in small groups or as a class, form a definition of “constitutional monarchy.” What are three key features of Canada’s constitutional monarchy? You can consult *The Canadian Encyclopedia* article on [Constitutional Monarchy](#) to complete this.
2. Working in the same small groups or continuing as a class, create a list of five to ten duties and responsibilities of Canadian citizenship (you can refer to your work in **Activity 3: The Rights and Responsibilities of Canadian Citizenship** to complete this).
3. Next, create a list of five to ten laws in Canada that those living in the country must obey.
4. Share what you’ve learned in a class discussion.

### PART 3: WRITING YOUR OWN OATH OF CITIZENSHIP

How might the Oath of Citizenship be altered to better respect and reflect Canada’s unique relationship with Indigenous peoples?

Read the following TRC Call to Action, which suggests a different version of the Oath of Citizenship.

“*We call upon the Government of Canada to replace the Oath of Citizenship with the following:*

*I swear (or affirm) that I will be faithful and bear true allegiance to Her Majesty Queen Elizabeth II, Queen of Canada, Her Heirs and Successors, and that I will faithfully observe the laws of Canada, including treaties with Indigenous peoples, and fulfill my duties as a Canadian citizen.*”

Work independently to write your own Oath of Citizenship. Based on what you’ve learned, what do you think is important for new Canadians to recite as a pledge to Canada (e.g., reconciliation, protecting the natural environment)? Make sure to include what you think is important in your own Oath of Citizenship.

### MODIFICATION

The Oath of Citizenship is a promise that citizens make to their country. Read the Oath of Citizenship together as a class and discuss its promises. What else do you think should be included in the promises? Thinking about the promises you believe are important to Canadian citizenship, write your own short Oath of Citizenship and share it with your class. Alternatively, you can compile all your important promises in one class oath that you can recite together.

# The Citizenship Reaffirmation Ceremony

## YOUR GUIDE TO CREATING A CITIZENSHIP REAFFIRMATION CEREMONY

This step-by-step guide includes everything you need to host a citizenship reaffirmation ceremony of your own. We encourage teachers who are organizing a citizenship reaffirmation ceremony to involve their students in all aspects of the planning process. This will help make the citizenship reaffirmation ceremony meaningful for everyone.

A citizenship reaffirmation ceremony is an event where participants confirm their connection with Canada. It is not a legal ceremony, but it is a simple and meaningful event that anyone can participate in. A citizenship reaffirmation ceremony can be done casually or formally. You can do this in your classroom with a student acting as the master of ceremonies (MC) or stage a community event where you enlist a prominent community member to fill the role of MC for the ceremony.

You can organize a citizenship reaffirmation ceremony at your school, in your workplace, or within your community. You will need a venue, an MC, and participants who would like to affirm their citizenship.

### Step 1: Venue & Visuals

You will need to first choose a place for your citizenship ceremony. Before selecting your venue, consider the size and arrangement of the space you will need. Estimate the number of people who will attend to help you determine how big your venue needs to be, as well as how many chairs you will need.

Once you have selected your venue, sketch the layout of the space. Decide where the MC will stand and where to place your seats for participants. You will also want seats for family members and other observers. Keep in mind that the people participating should have a clear view of the host. A Canadian flag should also be present. Depending on the size of the venue, you may want to include other visuals, like a provincial or territorial flag, or a community emblem.

### Step 2: Choose a Master of Ceremonies

You will need to select an MC for your citizenship reaffirmation ceremony. They will host the event, giving the opening and closing remarks. They will also act as the presiding official, leading the ceremony and guiding participants in reciting the Oath of Citizenship and singing “O Canada.”

### Teacher Tip

Some students may be uncomfortable participating in a citizenship reaffirmation ceremony for a variety of reasons. Allow students to choose whether to participate in the ceremony, or to participate in parts, according to their comfort level. For students who choose not to participate or who are not comfortable with certain aspects of the ceremony, consider assigning an alternative activity such as writing a short reflection on the citizenship process or on what citizenship means to them, or creating an infographic about immigration or multiculturalism in Canada.

A good choice for an MC might be:

- Someone from the community who has recently become a Canadian citizen
- Someone who is willing to speak about the rights and responsibilities of Canadian citizenship
- Someone who acts in an official capacity in your school or community, like a school principal, group leader, or community leader

**Tip:** If there is a judge, a recipient of the Order of Canada or Order of Military Merit, or someone you think deserves special recognition in your community, consider inviting them to MC your event or to lead the Oath of Citizenship.

### Step 3: MC and speaking points

The following is an example of how you might choose to structure your citizenship reaffirmation ceremony. To reaffirm their Canadian citizenship, all participants must recite the Oath of Citizenship.

 The changing of the guard on Parliament Hill, Ottawa (Dreamstime/Hollandog/85744386).



# The Citizenship Reaffirmation Ceremony

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## Welcoming address

Once all participants have arrived, the MC should welcome them to the event. Consider including a land acknowledgement with the welcoming address. A land acknowledgement recognizes a treaty territory or traditional territory of the Indigenous peoples where you are holding the ceremony. Invite an Indigenous elder or member of the local Indigenous community to perform the land acknowledgement. If you are unable to find an Indigenous elder or community member, it is fine for the MC to give the land acknowledgement.

## Opening remarks

After the welcoming address, the MC will give the opening remarks. Opening remarks can touch on the following points to give participants some background on the importance of citizenship:

- The rights and responsibilities of Canadian citizenship
- The contributions each citizen can make to Canadian society
- The importance of all Canadians to work towards fulfilling the Truth and Reconciliation Commission's Calls to Action
- The importance of active citizenship
- Canada's commitment to bilingualism and multiculturalism

## Oath of Citizenship

The MC will lead participants in reciting the Oath of Citizenship. Consider reciting the Oath of Citizenship in both of Canada's official languages (provided below). Participants will be asked to raise their right hands. The MC will lead participants, line by line, through a recitation of the Oath of Citizenship:

*"I reaffirm  
That I will be faithful  
And bear true allegiance  
To Her Majesty  
Queen Elizabeth the Second  
Queen of Canada  
Her Heirs and Successors  
And that I will faithfully observe  
The laws of Canada  
And fulfil my duties  
As a Canadian citizen."*

*« Je réaffirme solennellement  
Que je serai fidèle  
Et porterai sincère allégeance  
À Sa Majesté  
La reine Elizabeth Deux  
Reine du Canada  
À ses héritiers et successeurs,  
Que j'observerai fidèlement  
Les lois du Canada  
Et que je remplirai loyalement  
Mes obligations de citoyen canadien. »*

The MC should congratulate all participants for reaffirming their Canadian citizenship.



### Optional citizenship ceremony reaffirmation certificate

Consider presenting each participant with a reaffirmation certificate. You can find the [reaffirmation certificate](#) by visiting the [Immigration, Refugees and Citizenship Canada website](#).

The MC can call out the names of each participant, who will come forward, one by one, to receive their reaffirmation certificate. Once each participant is called forward, the MC can hand over their certificate and shake their hand.

### Optional guest speakers

Consider including guest speakers in your citizenship reaffirmation ceremony. This should be a person who can speak from the heart about the importance of Canadian citizenship. It can be a person who has recently become a Canadian citizen and can speak about their experiences, or an official, like a principal, group leader, recipient of the Order of Canada, or community leader.

### Closing remarks and “O Canada”

The MC can offer a few closing remarks and thank participants for their attendance. The MC will then ask all participants to rise for the singing of Canada’s national anthem, “[O Canada](#).”

#### English Version

O Canada!  
Our home and native land!  
True patriot love in all of us command.  
With glowing hearts we see thee rise,  
The True North strong and free!  
From far and wide,  
O Canada, we stand on guard for thee.  
God keep our land glorious and free!  
O Canada, we stand on guard for thee.  
O Canada, we stand on guard for thee.

#### French Version

Ô Canada!  
Terre de nos aïeux,  
Ton front est ceint de fleurons glorieux!  
Car ton bras sait porter l'épée,  
Il sait porter la croix!  
Ton histoire est une épopée  
Des plus brillants exploits.  
Et ta valeur, de foi trempée,  
Protégera nos foyers et nos droits.  
Protégera nos foyers et nos droits.

### Optional reception

Most citizenship ceremonies include treats and refreshments, such as cake and beverages, for ceremony participants. The reception is also an opportunity for participants to gather informally, meet ceremony officials, and speak to other participants about their experience of the ceremony.

Consider having a reception after your citizenship reaffirmation ceremony where you offer participants light refreshments and the chance to mingle with other participants.

### Take the Citizenship Challenge

Now that you’ve become familiar with Canada’s civic past and present, test what you’ve learned by taking the [Citizenship Challenge](#)! Before taking the challenge, use the program’s free [learning resources](#) or visit the [Citizenship Collection](#) on *The Canadian Encyclopedia* to help you study.

Visit [citizenshipchallenge.ca](#) to access the online Challenge quiz and test your knowledge today.

### EXTENSION ACTIVITY

How is the citizenship reaffirmation ceremony meaningful to you? Write a short reflection on the significance of the citizenship reaffirmation ceremony to you. Consider including specific aspects of the ceremony that you found meaningful in your reflection, like a certain idea expressed in the MC’s speech, and explain why you found it meaningful.

### Teacher Tip

[Register your classroom](#) for the Citizenship Challenge, which tests participants’ knowledge of Canada and challenges them to meet the standards expected of newcomers to the country. Select the appropriate grade level, and have students take the 20-question Challenge online. Alternatively, you can print hard copies of this year’s Challenge quiz and distribute them to your students from your teacher account. Visit [citizenshipchallenge.ca](#) to register your class.