

OJEN ROEJ
ONTARIO JUSTICE EDUCATION NETWORK
RÉSEAU ONTARIEN D'ÉDUCATION JURIDIQUE

Everyday Law

Preparing for Legal Issues in Your Life





Key cases and classroom activities designed to introduce legal concepts to young people, including students enrolled in *Understanding Canadian Law, Grade 11, Workplace Preparation* (CLU3E).

Law for the Workplace Destined Student

The *Understanding Canadian Law, Grade 11, Workplace Preparation* (CLU3E) course is a valuable opportunity for students to build on the legal knowledge gained in grade 10 Civics, while enhancing students' interest in the law. This teaching resource, developed by the Ontario Justice Education Network with the support of the Toronto District School Board and the John McInnich Foundation, is designed to help CLU3E teachers lead students through a set of interactive learning activities developed for students with a strong interest in the law, but whose literacy levels or academic skills are not at the College/University level.

Each lesson plan incorporates experiential and communicative teaching strategies with a plain-language summary of a legal case and related classroom activities that focus on communication and literacy development. Students are given the opportunity to learn how the law intersects with their own lives, including strategies for conflict resolution, equality rights issues, child support and custody matters, rights in the workplace, and *Charter* issues, among others.

How To Use This Resource

This resource contains lesson plans, each focused on a specific legal case, mock scenario, or case study. Case studies require students to analyze specific problem situations and formulate their own conclusions about the possible outcomes. Mock scenarios have students take on the roles of witnesses, lawyers, and decision makers, and develop personal advocacy skills while learning to empathize with an opposing point of view. To facilitate ease of use, each lesson plan contains two parts:

- A ***Teacher Resource*** which outlines the overall and specific curriculum expectations, teaching and learning strategies, and assessment and evaluation options.

- ***Student Handouts*** that contains classroom activities and worksheets which can be photocopied and distributed to students.

The lesson plans in this resource can be used in sequence or selectively to meet a number of curriculum expectations in CLU3E. Selected activities or complete lessons can also be modified to accommodate different grade levels and subject areas (i.e. Civics, Grade 10, Open [CHV2O], Understanding Canadian Law, Grade 11, University/College Preparation [CLU3M], Canadian and International Law, Grade 12, University Preparation [CLN4U]) by altering the method of presentation or the assessment and evaluation criteria. Some lesson plans suggest more than one teaching strategy, in recognition of the variety of learning styles a teacher may choose to emphasize.

A number of legal concepts and new vocabulary are introduced throughout the resource package which may be challenging for students, depending on their familiarity with legal language and concepts, and their literacy levels. As such, the following sequence of lesson plans has been suggested as a way to order the legal principles. This order introduces legal

concepts in relation to students' spheres of personal influence, beginning with individual rights, and moving to legal concepts affecting friends and family, followed by the larger societal issues.

Cases and Scenarios

1. *CFCYL* v. *Attorney General of Canada* (children's rights)
2. *R.* v. *MMR* (search and seizure in a school)
3. *R.* v. *Reid* (mock bail scenario)
4. *R.* v. *Keegstra* (freedom of expression)
5. *R.* v. *Lee* (mock criminal scenario)
6. Cameras in the Courtroom (justice and the media)
7. *R.* v. *Cain* (mock sentencing scenario)
8. *R.* v. *Brown* (mock sentencing circle scenario)
9. *R.* v. *Marshall* (Aboriginal treaty rights)
10. *R.* v. *Truscott* (wrongful convictions)
11. *R.* v. *Singh* (mock criminal scenario)
12. *Noffke* v. *McClaskin* (sexual assault)
13. *Stefan* v. *The Happy Burger Diner* (mock employment law scenario)
14. *Trociuk* v. *British Columbia* (equality rights)
15. *Thomas* v. *Andrews* (mock family law scenario)
16. *Halpern et al.* v. *Attorney General of Canada et al.* (same sex marriage)
17. *Opolsky* v. *Jaswal and Pasha* (mock civil scenario)
18. *Childs* v. *Desormeaux* (social host liability)
19. *Law* v. *Canada* (equality rights)
20. *Vriend* v. *Alberta* (equality rights)

Multiple Learning Styles

The activities in this resource incorporate both guided instruction and interactive, experiential learning to encourage literacy development, oral skills, questioning techniques, and critical thought in students. An active approach to learning is encouraged whereby students explore new concepts and ideas, formulate opinions for themselves, and evaluate various outcomes. As a result, students more deeply internalize new concepts and apply the knowledge they have acquired. This material incorporates a variety of teacher-directed and student-centred learning strategies. It is expected that teachers will assess the predominant learning styles of students in order to select the frequency and appropriateness of each strategy. Below are additional strategies that teachers may choose to incorporate into classroom activities, or substitute for some of those suggested in the *Teachers' Resource* sections.

Discussion Strategies

- ***Think/Pair/Share***: Present students with a question or topic for discussion. Give students time to think and/or write down their thoughts, and then to discuss their thoughts and ideas with a partner. Finally, have students share their ideas in a class discussion.

- ***Four Corners***: Label the four corners of the room with Strongly Agree, Strongly Disagree, Moderately Agree and Moderately Disagree. Read out a statement and have students move to the corner of the room that best represents their point of view. Give students time for discussion with others of the same opinion. Have a spokesperson from each group present their case to the class and give them time to ask questions or challenge other groups. Finally, give students the opportunity to move to a different corner if their opinion changes.

- ***Share/Pair Circles***: Have students form two circles, with the inner and outer circles facing each other. For larger classes, you can make four circles. Read aloud questions or statements and have each pair discuss the answers together. With each new question or statement, have the outer circle rotate to create new pairs.

- ***Value Line***: Read out a statement have students form a line in the classroom with one end representing Strongly Agree and the other representing Strongly Disagree. Give students time to discuss their reasons for their point of view with their neighbours. Finally, fold the line in half so that students can discuss their opinions with those of opposing viewpoints. Another variation is to shift the line so that students in the middle discuss with students at either end of the line.

- ***U-shaped Discussions:*** The *U-shaped discussion* strategy offers an alternative to the traditional two-sided debate. Instead of an adversarial debating format, this strategy encourages students to see the merits of all sides and to recast binary opinions as positions along a continuum. To implement this approach with students, arrange the class in a "U-shape." Students with polar views (either strongly agreeing or strongly disagreeing with the proposition) seat themselves at either end of the "U"; students with mixed opinions sit at appropriate spots along the rounded part. Begin by asking students at each end of the "U" to state their position and offer a few reasons only. If there is an imbalance in strong support for one side or the other, locate yourself (temporarily) in a polar position to get the discussion going. Alternate from side to side, as students from all parts of the "U" offer their views. Stress that students are not to try to convince others, but merely to explain why the position they are sitting in is the most defensible one for them. At several stages in the discussion, encourage students to physically move along the spectrum if they have heard reasons that cause them to want to shift their intellectual position on the issue. The goal of the "U-shaped" discussion is to encourage students to endorse positions provisionally and to listen to others in an attempt to figure out the most defensible personal stance along a continuum of possibilities.

Vocabulary Building

- ***Word Walls:*** Have students create an alphabetical listing of important key words from a lesson plan or from a series of lesson plans. This can be done individually or as a class, and word walls can be posted around the classroom.

- ***Graffiti:*** Put students in small groups and provide them with one piece of chart paper and enough markers for each person in the group. Each piece of chart paper should have a topic, concept, or word that you would like students to brainstorm about (these can be the same or different from group to group). Ask students to write the topic in the centre of the chart paper. Give students 30 seconds to think about the topic and then 1-2 minutes to simultaneously record their ideas on the paper. When students are finished, ask them to move as a group to another piece of chart paper in their room. Repeat the same activity as above until students have returned to their original piece of chart paper. Have a class discussion about the collective ideas of the group.

- ***Place Mat:*** Put students in small groups and provide them with one piece of chart paper and enough markers for each person in the group. Have students place a circle or square in the centre of the paper and then divide up the remaining space so that each person in the group has a section to write. Identify a word, concept, or question and ask students to write it down in the central circle/square. Give students some time to brainstorm ideas, write answers, and/or think of terms and ideas related to the central circle/square. Students should write these down in their individuals sections. Students should come up with ideas on their own first and then discuss and compare with other students in their group. This activity can be combined with a *Gallery Walk,* where students move around the room viewing other groups' chart papers and sharing key ideas about the central circle/square.

- ***Mind Maps:*** Have students create a visual representation of a particular word, concept, or idea. This can be done individually, in small groups, or as a class, using a variety of paper sizes. Students place the central topic in the centre and arrange related words and ideas around the central word, from most to least complex. Students should include images, pictures, and symbols that relate to the key words, and connect their ideas with lines. Once students have completed their mind maps, have a discussion about the relationships between the various components that students included in their mind maps.

Reading Strategies

- ***SQ4R (Survey, Question, Read, Recite, Review, Reflect):*** Before students begin reading, have them survey the title, headings, subheadings, text boxes, and bolded, italicized and underlined terms. Students should turn the titles, headings, etc. into questions that need to be answered by the reading (e.g. What type of law is relevant to the case? What sections of the Charter are important? Who is the plaintiff? Who is the defendent?, etc.). Students then read the passage to find the answers to the questions they formed while surveying the reading. Encourage students to reduce their speed for difficult passages and stop and reread parts which are not clear. Students should then orally recite the answers to their questions and summarize the reading in their own words. Review the key facts, important details, and main points of the reading with students. Reflect on the reading with students to check for understanding and answer any questions.

- ***Skimming and Scanning:*** Skimming involves reading quickly – horizontally – to get a general understanding of the text. Scanning involves reading quickly – diagonally or vertically – to find specific information, words, dates, names, facts, etc. Have students practice these techniques with various reading passages either before or after reading the text in more depth. These techniques can also be used in combination with some of the vocabulary building strategies outlined above.

- ***Visualizing:*** Read the text aloud to students and have them visualize in their minds what the words are describing. This is particularly helpful for the readings that describe the facts of the case. Students should try to "see" what has happened in the case and in what order the relevant events took place. Have a class discussion afterwards about important images or pictures that came to mind.

- ***Reading With a Purpose:*** Prior to reading, provide students with a clear purpose for reading a passage. For example, while reading *The Facts of the Case*, have students identify the most important and least important facts of the case. This can be accomplished by reading the text aloud to students, having them read aloud to the class, or having them read on their own.

For more ideas and strategies, see *Think Literacy: Cross-Curricular Approaches*, Grades 7-12, available from the Ontario Ministry of Education and *Beyond Monet* (2006) by Barrie Bennett and Carol Rolheiser.

Accommodations

For some learners, the nature and content of the legal concepts as well as the required terminology and skills may present challenges. As such, certain students will need additional support to achieve success. The following list of possible accommodations can be made available to students who require them:

- Consult with Special Education and/or Guidance departments regarding individual student needs.
- Consult students' Individual Education Plans (IEPs).
- Language assistance for ESL/ELL learners (e.g. student-developed word walls, graffiti walls, mobiles of law-related terminology, student glossaries, bulletin boards, etc.).
- Pair or group weaker students with higher achieving peers.
- Provide both written and oral instructions for students.

Assessment and Evaluation

Each *Teacher Resource* suggests assessment and evaluation ideas for the learning activities outlined in the *Student Handout*. The curriculum expectations stated at the beginning of each *Teacher Resource* are addressed in one or more of the suggested assessment and evaluation instruments. These aim to provide students with an opportunity to demonstrate their learning of substantive legal content, as well as measure students' ability to think, read, work cooperatively, formulate opinions, communicate, acquire and apply knowledge. It is

recommended that teachers select activities for formative and summative assessment and evaluation based on their individual students.

Extension Activities and Extra Resources

This resource, tailored to the CLU3E class, is one of many OJEN resources available for free in English and French on the OJEN website, www.ojen.ca. Many of these resources may be useful to teachers or students interested in further research in a specific legal area, or in the development of a culminating task. OJEN staff are available to discuss other ideas, extension activities, and modifications to OJEN resources, and may be able to assist teachers to develop new resources for CLU3E. We are also interested in receiving feedback or ideas for the future development of this resource package.

For more information on OJEN programs and to download free law-related resources, in English and French, please visit the OJEN website, www.ojen.ca.

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