

Under the Spotlight: Witness Examination and Cross- Examination Teaching Guide





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IMPORTANT NOTICE

The law changes. The information in this guide is up to date to **January 2025**.

This guide is meant as legal information, not legal advice. If you need advice on a specific situation, consult a lawyer or notary.

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Presentation of the Activity

<p>What you need to know</p>	<p>The activity <i>Under the Spotlight: Witness Examination and Cross-Examination</i> will allow you to reproduce a key step in any criminal trial in your classroom.</p> <p>The students will see how their sense of justice is called on during an activity that draws on their ability to role-play, analyze a situation, take a position and formulate questions to get to the truth.</p>
<p>Target audience</p>	<ul style="list-style-type: none"> • Secondary IV students
<p>Summary</p>	<p>The activity covers the most important step in a criminal trial: the presentation of evidence.</p> <p>The different documents facilitate the staging of this step in a criminal trial. The material includes two scenarios, descriptions of the witnesses and the facts involved in the trial. Teachers can also invent their own scenario or use one from a novel the students are reading.</p> <p>The activity consists of three parts:</p> <ol style="list-style-type: none"> 1. A class on the introduction to criminal law, explaining the activity and assigning roles. 2. The preparation, in teams, of the examination and cross-examination of witnesses: analyzing a witness's statements, writing questions to be asked during the trial and practising with the witness. 3. Holding the examination and cross-examination in front of the class, in the context of a partly "scripted" trial where some students will play the role of lawyer and others will play secondary roles.

<p>Objectives</p>	<ul style="list-style-type: none"> • Become familiar with Canadian criminal law: <ul style="list-style-type: none"> – Learn and experience in class the principles of examination and cross-examination in the context of a criminal trial. • Understand, interpret and critically judge a current text: <ul style="list-style-type: none"> – Read and draw out the essential elements from a witness's written statements, evaluate their credibility when including or leaving out content. • Plan and implement an oral communication strategy: <ul style="list-style-type: none"> – Role-play (lawyer or witness), take or defend a position, formulate questions in writing and orally to obtain the information needed and support your position, listen to others and be able to adapt.
<p>Subjects and subject-specific competencies</p>	<p><u>Culture and Citizenship in Québec – Secondary IV</u></p> <p>Theme (Cultural reality): Justice and the law</p> <p>Main concepts: Justice and Legal and judicial institutions</p> <p>Specific concepts: Principles of justice, Types of justice, Trial process</p> <p>Competency 1: <i>Studies cultural realities.</i></p> <ul style="list-style-type: none"> • <u>Establishes the scope of the object of study:</u> <ul style="list-style-type: none"> – Draws up preliminary questions and responses. – Collects information. <p>Competency 2: <i>Reflects on ethical questions.</i></p> <ul style="list-style-type: none"> • <u>Engages in dialogue:</u> <ul style="list-style-type: none"> – Uses methods to support own ideas. – Creates conditions conducive to interaction. <p><u>English Language Arts</u></p> <p>Competency 1: <i>Uses language/talk to communicate and to learn.</i></p>

Duration	Three 75-minute periods.
Required material	<ul style="list-style-type: none"> • One copy of the Teaching Guide. • One copy of the Student Workbook per student. • The PowerPoint presentation. • One copy of the Witness Sheet – Prosecution and the Witness Sheet – Defence per student or per team (depending on the chosen script). • One copy of the Script for the Mock Trial per actor (about 8 to 12 copies). This can be found in the appendix in this Teaching Guide.
Additional material	<p>We propose the following content that present the steps involved in a trial.</p> <ul style="list-style-type: none"> • Video for teachers (French, with English subtitles) • Web article on the criminal trial • Web article on the actors of a criminal trial

Preparing the Activity

Putting the Teaching Guide to use

1

Read the **Student Workbook**, the **PowerPoint presentation** and this document (**Teaching Guide**).

2

Choose a **script**, which involves the facts that led to the trial, the people involved and the charges (formal accusations) being laid. To do this:

- Use **suggested Scenario 1**, for a ready-to-use activity. Read the following documents:
 - **Witness Sheet – Manny Cabeza**
 - **Witness Sheet – Roman Levine**
- Use **suggested Scenario 2**, for a ready-to-use activity. Read the following documents:
 - **Witness Sheet and Script – Mateo Sanchez**
 - **Witness Sheet – Maria Amiri**
 - **Witness Sheet – William Weston**
 - **Witness Sheet – Annalee McVee**
- Create **your own scenario**! Base it on a famous case, a book, a text written by your students, etc. For the format, draw from the suggested material, favour simple facts and peruse Éducaloi's website to find out about various possible charges.

3

Read the other documents to be handed out to the students during the activity:

- The **Student Workbook**
- The **Examination and Cross-Examination Exercises**
- The **Witness Reference Sheet**
- The **Script for the Mock Trial**

Required material

- Technology to display the **PowerPoint presentation**
- Copies of the documents to be handed out to the students (as well as a copy of each document for yourself):
 - **Student Workbook** (one per student)
 - **Witness Sheets** (based on the chosen or invented scenario) (one per student)
 - **Script** (at the end of this Teaching Guide) (one per actor)

Possible adaptations

- The time allocated for each part of the activity is an estimation. It can be increased or decreased depending on your needs, the students' level, etc.
- Some parts of the activity may be conducted differently: we've included boxes throughout the guide with our suggestions for making your mock trial more challenging, but more realistic!

In-Class Procedure

Period 1: Discovering examination

Présentation de l'activité (45 minutes)

75 minutes

1

Introducing the activity

Explain to the students that they will take part in a mock trial in class based on a fictional scenario.

They will first discover the theoretical aspects of a trial. Then, they will have to prepare questions for the examination of witnesses based on the scenario. Lastly, they will take part in a mock trial, playing different roles and asking the questions they came up with.

2

Presenting the theory

Before you begin, hand out a **Student Workbook** to each student. They can refer to it during your presentation.

Present the basic concepts of criminal law and the elements of a trial using the **PowerPoint presentation** or the **Student Workbook**, p. 5. This class presentation will allow the students to acquire the knowledge they need to participate in the activity.

To learn more about the trial, consult the additional material presented on p. 6 of the **Teaching Guide** or the links proposed in the **Student Workbook**.

The Ontario Justice Education Network's YouTube channel also contains relevant videos on the steps in a criminal trial: https://www.youtube.com/playlist?list=PLExy1V9S_1DxTGUh6HLpMlouVCC1HjQGS

3

Presenting the scenario

Print the documents related to the chosen scenario (Scenario 1, Scenario 2 or one invented by the teacher).

Present the scenario to the students by revealing:

- The facts
- The witnesses
- The charges against the accused person.

This is the time to pique your students' interest!

Only describe the facts provided at the beginning of each **Witness Sheet** (excluding the information in the box). These are the uncontested facts.

Exercise: The questions to ask (30 minutes)

1

Teams and subgroups

Divide the students into two large teams. Each team will represent one of the two parties in the criminal trial: the **Prosecution** or the **Defence**. Within each team, create subgroups of two or three students. Depending on the number of students in the class, you should have about six subgroups for the **Prosecution** and six subgroups for the **Defence**.

Assign a witness to each subgroup. If you chose Scenario 2, we recommend that you do not assign witness Mateo Sanchez to any subgroup.

2

Portrait of the witnesses

Using the Witness Sheets, the subgroups of students must complete the Witness Reference Sheet for their assigned witness in the **Student Workbook**, p. 23. You can collect and evaluate their work. Let the students know if you plan to do this.

3

Drafting the questions

Using the **Witness Sheets**, the subgroups must draft a minimum of six questions that their assigned witness could be asked during their examination (**The Examination Exercise, Student Workbook**, p. 24).

The students must also plan the witness's possible answers. You can collect and evaluate their work. Let the students know if you plan to do this.

This step will extend to the beginning of the 2nd period.

Note: Each subgroup will draft both examination and cross-examination questions for the same witness, regardless of the party their team represents (Prosecution or Defence). You can explain that anticipating the questions the opposing team may ask will help the students better identify the strengths and weaknesses of their case. For example, this exercise allows students to uncover all the key facts that support their team's position or undermine the opposing team's arguments. By doing so, the students can draft questions that ensure these critical details are disclosed during the trial.

Period 2: Preparing the examination

75 minutes

Exercise: The questions to ask (cont. - 45 minutes)

Using the **Witness Sheets**, the subgroups must draft a minimum of six questions that their assigned witness could be asked during their examination. They must also plan the witness's possible answers.

When two subgroups of the same team with the same assigned witness have finished drafting their questions, they exchange one student. The student who is exchanged will act as the witness and must answer the questions invented by the other subgroup. This way, each subgroup can test their questions and improve them before the mock trial.

Next, the students draft a minimum of four questions for the cross-examination of their assigned witness, as well as the expected answers (**The Cross-Examination Exercise, Student Workbook** p. 26). The students can also practise their questions with a student from another subgroup, then improve them.

You can collect and evaluate the students' work. Let the students know if you plan to do this.

Preparing for the mock trial (30 minutes)

1. Assigning roles (10 minutes)

For the mock trial in front of the class, determine who will play the roles listed below. You can invite students to volunteer for roles. However, be sure to consider the team and witness each student was assigned, as well as whether they have already acted as a witness during the preparatory exercise. This will help ensure that as many students as possible get the chance to try roleplaying.

Hand out the *Script for the Mock Trial* to all students who are playing a role.

The witnesses

Choose **a student to play each of the witnesses**.

- In the suggested scenarios, the victim or police officer will be the witness for the prosecution. The accused person will be the witness for the defence. In scenario 2, two additional witnesses who saw the events were called by the Defence to testify.

Tell the students that in a real-life trial, the accused person can choose not to testify: the accused person always has the **right to remain silent** during the trial.

If you choose a scenario other than the ones suggested, you can choose your witnesses. You can increase the number of witnesses for a more interesting—and longer—activity!

The lawyers for the prosecution and the defence

Choose **two students** to be the lawyers:

- The lawyer for the **prosecution** (the Prosecution), also called the prosecutor
- The lawyer for the **defence** (the Defence)

The students from the same team (representing the same party) will share the questions prepared for the different witnesses among themselves.

Variation

To maximize the students' participation, you can assign more than one lawyer for the Prosecution and the Defence. Inform the students that usually only one lawyer asks the questions in a real trial.

The judge

Choose **one student** to act as the judge. This student must demonstrate leadership in order to be able to conduct the mock trial.

To facilitate the judge's job, determine, before the mock trial, the objections that they can accept (for example: only hearsay and leading questions).

Variations

- The teacher assumes this role.
- One or two students assist the teacher in this role.
- Two students assume this role by dividing up the steps in the trial.

Inform the students that there is usually only one judge in a first-instance criminal trial. At the Court of Appeal, there are 3 judges and at the Supreme Court, there are 5, 7 or 9 judges.

The court clerk

Choose **one student** for this role.

The student will swear in each witness with the well-known question: "Do you solemnly affirm to tell the truth, the whole truth and nothing but the truth?"

The student will intervene at other stages in the trial, as set out in the script.

The court bailiff

Choose **one student** for this role.

The student will announce the entrance of the judge, then ask the public to sit down. The appropriate formulations are provided in the script.

The student must also ensure that the people present in the courtroom behave appropriately.

The public

The students who do not have one of the preceding roles will be part of the public. You can choose to give them a specific task, such as recording the most important evidence in order to write down their own verdict, summarize the hearing, act as a court reporter and write an article about the case or constructively evaluate the performance of their classmates.

Table of student roles

Roles	Students
Witness or witnesses for the prosecution ()	
Witness or witnesses for the defence ()	
Lawyer for the prosecution (one or more)	
Lawyer for the defence (one or more)	
Judge	
Court clerk	
Court bailiff	
Public and specific task	

2. Combining the questions (15 minutes)

Ask the students to get together in their large team: the Prosecution or the Defence. Taking turns, they share the facts and questions prepared in their subgroups to identify the most relevant elements. This step ensures that the lawyer for their party is well prepared.

Variation

The subgroups get together and write down their best questions in order of priority. During the discussions, the lawyers go from one subgroup to the other to gather the students' best ideas. Each subgroup gives this sheet to the lawyer for their team. The lawyers then choose their questions from among the subgroups' sheets.

If you choose more than one lawyer for each party, they must get together to choose and share the questions they will be asking during the mock trial.



3. Additional preparation (5 minutes)

Encourage the students who are playing a role to prepare at home.

- The witnesses must review the facts that pertain to them.
- The lawyers must identify the questions they will be asking during the mock trial, both during the examination of their witnesses and the cross-examination of the opposing party's witnesses. They must make sure to ask open questions during the examination. They must also review the possible objections.
- The judge must refer to the script to review the steps in the mock trial.
- The court clerk must refer to the script to review their interventions.
- The court bailiff must refer to the script to review their interventions.

Period 3: The day of the mock trial

75 minutes

It's time for the mock trial! Start by quickly recalling the steps of the trial and the rules of decorum, which can be found in the **Student Workbook**, pp. 18, 20 and 21.

Last-minute preparation (15 minutes)

1. Revisiting the roles

Make sure that each student who is playing a role is ready and clearly understands their responsibilities.

The witnesses

Remind the witnesses to play their role as well as possible to make the mock trial lively. They must bring their **Witness Reference Sheet** and refer to it as much as possible during the mock trial.

If you opt for a different scenario in which the accused person does not testify, choose a student who will play this role. The student will be a silent **extra**.

The lawyers

During the final preparation, give the lawyers a few minutes to finish preparing their examination and cross-examination. When it's time to start, if more than one lawyer has been assigned by for each party, the lawyers must absolutely have designated the **people who will conduct the examination** and **those who will conduct the cross-examination**.

The lawyers must also have finalized the list of questions they will be asking. The list should contain 10 to 15 questions.

The judge

Make sure the student clearly understands this role.

The student must ensure the proper functioning of the trial by following the **Script**. The student must also lead the verdict stage in the trial.

Court clerk

Make sure the student clearly understands this role. Remember that the student must carry out the interventions set out in the **Script**, in particular wearing in the witnesses.

Court bailiff

Make sure the student clearly understands this role. Remember that the student must carry out the interventions set out in the **Script**, in particular announcing the entrance of the judge and maintaining order in the courtroom.

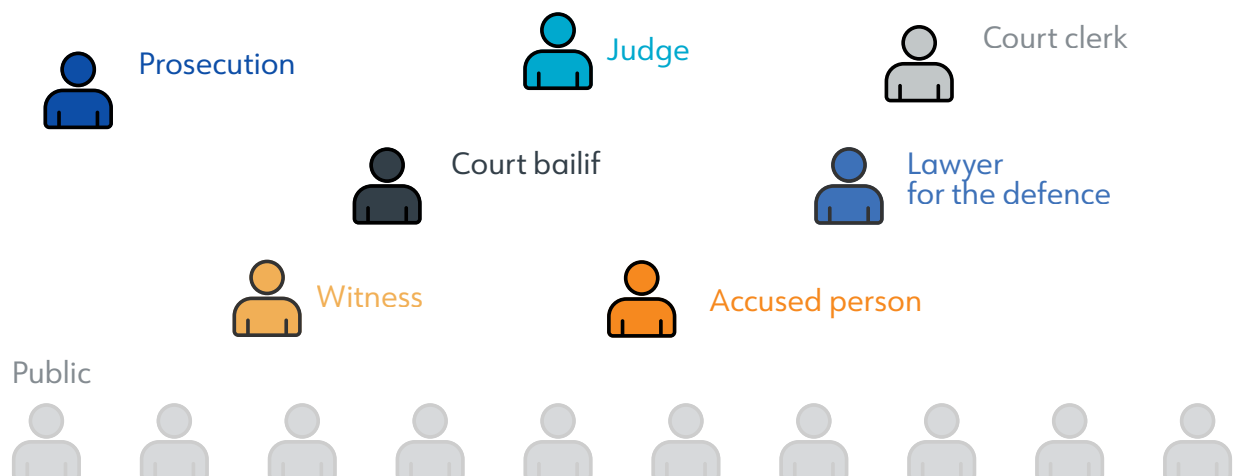
The public

The public is composed of the remaining students. We suggest assigning them a task, for example:

- Ask them to record the most important evidence in order to write their own verdict. You can evaluate this document. (**Verdict Sheet, Student Workbook** pp. 28 and 29)
- Prepare a summary of the hearing.
- Act as a court reporter and write an article about the case.
- Constructively evaluate the performance of their classmates.

2. Layout of the courtroom

With the students, arrange the room like a courtroom according to the layout below:





Then, invite each student to take their place in the courtroom. Ask the witnesses to sit with the public until the court clerk asks them to rise and testify in front of the judge.

In a real trial, the witnesses (with the exception of the accused person) are asked to wait their turn **outside the courtroom**, so that they don't change their testimony after hearing the other testimonies. This is essential to preserving their **credibility**.

You are not required to do this for the mock trial.

The trial (60 minutes)

1. Opening of the trial (5 minutes)

Make sure the students have the **Script** on hand, then let the mock trial begin! Like a dialogue in a play, ask the students to read their lines out loud. The **Script** will guide them through the next steps in the trial.

2. Evidence of the Prosecution (20-25 minutes)

The Prosecution always begins. The Prosecution presents the evidence it has against the accused person. In the mock trial, the students will try to demonstrate the accused person's guilt or innocence using testimonies in the following order:

Examination of the witness for the prosecution (10 minutes)

The Prosecution calls its first witness to the witness stand. The witness must be sworn in by the court clerk. The Prosecution asks the witness the prepared questions. The lawyers have the right to look at all the documents they need to consult.

Cross-examination of the witness for the prosecution (10 minutes)

The witness for the prosecution remains in the witness stand. The lawyers for the defence now have a chance to cross-examine the witness. If there are additional witnesses for the prosecution, repeat the steps above for each witness.

During the examination and cross-examination, the lawyers must make sure to ask all their relevant questions. Forgetting an important question could prevent their party from addressing something that could add weight to their case. This could affect the verdict, which must be solely based on the facts heard during the trial.

Guidelines to respect during examination and cross-examination

During examination and cross-examination, the lawyers must respect the rules for presenting evidence. Consult the **Student Workbook** on pp. 11 for all the details.

Choose, according to the level of difficulty desired, which rules must be followed and who will make sure that they are respected. Some rules can be completely set aside.

For a basic level of difficulty:

- Require the lawyers to ask relevant questions and respect the rules of procedure (open questions during examination and leading questions during cross-examination).
- Assume the role of the judge and interrupt the lawyers when they do not respect the rule.

For a higher level of difficulty:

- Enforce the other rules included in this guide (hearsay, relevance, opinion testimony).
- Give the responsibility to the lawyers of the opposing party to enforce the rules by making objections at the appropriate time. The judge decides whether to grant or overrule the objection.

If you grant an objection, you are omitting the question it pertains to. The trial then continues as if the question had not been asked. If the witness has already answered it, you continue on as if you did not hear the answer.

Important! The students must present all the elements of the case. They must present to the judge a narrative of the facts in a way that flows logically and coherently, like a story. Moreover, the facts presented must always be relevant to the case.

3. Evidence of the Defence (20-25 minutes)

When the Prosecution has finished presenting their evidence, it's the Defence's turn to present their evidence. Repeat the same steps with each witness for the defence, but by reversing the roles: the examination by the Defence then the cross-examination by the Prosecution.

4. Oral arguments (optional)

In a real trial, the lawyers give their oral arguments when the Defence has finished presenting their evidence. Consult the **Student Workbook** on page 16 for more details about oral arguments.

This step in the trial is not mandatory for this activity, but it's an exercise that could easily be added! To do it well, however, you must give the students time to prepare their arguments.

5. Verdict (5 minutes)

Once all of the witnesses have been heard, the trial is almost over. This is the moment when the judge pronounces their **verdict based solely on the evidence heard during the trial**.

In other words, the judge must base their decision solely on the **information they heard from the witnesses** during examination and cross-examination. They must ignore everything else, including the witness sheets and the discussions in the corridor.

The judge can take a few minutes to make their decision. Then, they announce **whether the person is declared guilty or not guilty of the crime**. They must also explain the reasons behind their decision.

Conclusion

Review the mock trial. Ask the students questions about their experience and their observations. Discuss the judge's verdict. Do the other students agree with it and why?

Evaluation (optional)

We suggest evaluating the worksheets presented at the end of the **Student Workbook**:

- **Witness Reference Sheet**
- **The Examination** (writing open questions)
- **The Cross-Examination** (writing open or leading questions)
- **The Verdict**

We propose an **Observation Grid** in the appendix to this document.

In English Language Arts, the evaluation could involve writing an argumentative text summarizing the mock trial and the main arguments mentioned. Here is the suggested structure:

- Introduction (presentation of the charges and the plea of the accused person, followed by a summary of the context of the offence)
- Development (summary of the important facts of the examination and cross-examination)
- Conclusion (judge's verdict with a few explanations)

This text would follow a similar structure to that of a judgment.

Appendix – Script for the Mock Trial

1. Start of the trial

Opening proceedings

- **Court bailiff:** “Silence. All rise please. The Court of Québec, presided by the Honourable Judge (_____), is in session.”

The judge takes their seat.

- **Court bailiff:** “Please be seated.”
- **Court clerk (to the judge):** “Your Honour, there is only one case on the roll today, the one involving _____ (name of the accused person).”

The court clerk then turns to the lawyers:

- **Court clerk (to the lawyers):** “Would the lawyers please identify themselves?”

The lawyers for the Prosecution rise one at a time and address the judge as follows:

- **Lawyer for the prosecution:** “Your Honour, I am Maître (_____) and I represent the Prosecution.”

The lawyers for the Defence rise one at a time and address the judge as follows:

- **Lawyer for the defence:** “Your Honour, I am Maître (_____) and I represent the accused.”

- **Judge:** “Would the court clerk please read the charges?”

The accused person rises.

For the first scenario, read the statement below:

- **Court clerk** (*to the accused person*): “Please rise to listen to the charges brought against you. _____, you are accused of having assaulted _____, thereby committing the following offence:

Having intentionally used force against another person without their consent, contrary to Section 265 (1) a) of the Criminal Code.”

For the second scenario, read the statement below:

- **Court clerk** (*to the accused person*): “Please rise to listen to the charge against you. _____, you are accused of having operated a conveyance, that is, a motorized vehicle, in a manner that, having regard to all of the circumstances, is dangerous to the public, thereby committing the offence stipulated in Section 320.13 (1) of the Criminal Code.”

- **Court clerk**: “How do you answer this charge? Do you wish to plead guilty or not guilty?”
- **Accused person**: “Not guilty.”

The accused person may then be seated.

2. Evidence for the Prosecution

- **Judge**: “Thank you. You can now call your witnesses.”

The lawyer for the prosecution assigned to this step rises and addresses the judge:

- **Lawyer for the prosecution**: “The Prosecution calls _____ (of the witness) to the witness stand.”

The witness is escorted to the witness stand by the court bailiff.

Examination by the Prosecution

- **Court clerk** (*to the witness*) : “Please raise your right hand. Do you solemnly affirm to tell the truth, the whole truth and nothing but the truth? Say: I do solemnly affirm.”
- **Witness** (*raising the right hand*) : “I do solemnly affirm.”
- **Court clerk** (*to the witness*) : “Please state your name and address to the Court.”
- **Witness**: “My name is _____ and I live at _____ (the witness invents an address in their city).”

The lawyer for the prosecution assigned to this step then asks their questions: the examination begins.

When the examination is over, the lawyer who was asking the questions rises and addresses the judge:

- **The lawyer for the prosecution**: “I have no further questions for the witness, Your Honour.”

Cross-examination by the Defence

- **Judge**: “Does the Defence wish to cross-examine the witness?”

The lawyer for the defence assigned to this step rises and thanks the judge. They then ask the witness their questions: the cross-examination begins.

When the cross-examination is over, the lawyer rises and addresses the judge:

- **Lawyer for the defence**: “I have no further questions for the witness, Your Honour.”

If there is more than one witness for the Prosecution, repeat the examination and cross-examination for each witness. If not, move on to the following step.

The lawyer for the prosecution assigned to this step rises and addresses the judge:

- **Lawyer for the prosecution:** “The Prosecution has completed the presentation of its evidence, Your Honour.”
- **Judge:** “Thank you.”

3. Evidence for the Defence

- **Judge:** “Does the accused wish to present a defence?”

The lawyer for the defence assigned to this step rises and addresses the judge:

- **Lawyer for the defence:** “Yes, Your Honour.”
- **Judge:** “Thank you. You can now call your witnesses.”

- **Lawyer for the defence:** “The Defence calls _____ (name of the witness) to the witness stand.”

The witness for the defence is escorted to the witness stand by the court bailiff.

- **Court clerk** (to the witness): “Please raise your right hand. Do you solemnly affirm to tell the truth, the whole truth and nothing but the truth? Say: I do solemnly affirm.”
- **Witness:** “I do solemnly affirm.”
- **Court clerk (to the witness):** “Please state your name and your address for the Court.”
- **Witness:** “My name is _____ and I live at _____ (the witness invents an address in their city).”

Cross-examination by
the Prosecution

The lawyer for the defence assigned to this step then asks their questions: the examination begins.

When the examination is over, the lawyer who was asking the questions rises and addresses the judge:

- **Lawyer for the defence:** “I have no further questions for the witness, Your Honour.”

- **Judge:** “Does the Prosecution wish to cross-examine the witness?”

The lawyer for the prosecution assigned to this step rises and thanks the judge. They then ask the witness their questions: the cross-examination begins.

When the cross-examination is over, the lawyer rises and addresses the judge:

- **Lawyer for the prosecution:** “I have no further questions for the witness, Your Honour.”

If there is more than one witness for the Defence, repeat the examination and cross-examination for each witness. If not, move on to the following step.

Conclusion of
the evidence

The lawyer for the defence assigned to this step rises and addresses the judge:

- **Lawyer for the defence:** “The Defence has completed the presentation of its evidence, Your Honour.”
- **Judge:** “Thank you.”

4. Oral arguments (optional during this mock trial)

For a few minutes, the lawyers prepare their oral arguments.

- **Court clerk:** “Maître _____ (lawyer for the prosecution), are you ready to begin your oral arguments?”

The lawyer for the prosecution assigned to this step rises, answers “yes” and addresses their oral arguments to the judge.

- **Court clerk:** “Maître _____ (lawyer for the defence), are you ready to begin your oral arguments?”

The lawyer for the defence assigned to this step rises, answers “yes” and addresses their oral arguments to the judge.

5. Verdict

The judge takes a few minutes to consider the arguments that were heard during the trial.

- **Judge:** “Here is my verdict. Based on the arguments presented during this trial, I find _____ (name of the accused person) guilty (or not guilty). The hearing is adjourned.”
- **Court bailiff (to the courtroom):** “All rise as the Honourable Judge _____ leaves the courtroom.”

The judge leaves the courtroom.



Observation Grid

Culture and Citizenship in Québec

UNDER THE SPOTLIGHT: WITNESS EXAMINATION AND CROSS-EXAMINATION					
Student name: _____	Team: _____				
Competency 1: Studies cultural realities					
Evaluation criteria	A	B	C	D	E
Collects accurate, varied and/or relevant information					
Expresses ideas that are clear and related to the provisional answers and/or the procedure					
Competency 2: Reflects on ethical questions					
Evaluation criteria	A	B	C	D	E
Describes a situation clearly, coherently and/or sufficiently					
Calls on clear and relevant ideas with respect to inquiry and dialogue					

Comments: _____

Your opinion

To better support you and create tools adapted to your needs, we want to hear your experience and opinions.

Take this short survey by scanning the QR code or click on the link.

It will take you less than 5 minutes.

Thank you for your participation!



[Link to the survey](#)

Other tools for you!

Did you like this tool? We have more! Here's a list of the workshops and teaching guides we offer to help you teach key legal concepts. We hope you'll find what you're looking for!

Workshops Given by Legal Experts

Our free, interactive and fun legal education workshops are run by volunteer legal experts all over Quebec and can be implemented in a regular class period. They prompt youth to reflect, to challenge their ideas and to take a stance on legal questions that are a part of their daily lives. For high schools only.

[Register](#) to your account to request a workshop. It's free!

- [READY, SET, INVEST!](#)

Students step into the shoes of an investor to reflect on legal and ethical business practices before making investment decisions.

- [WORKING: NOT AT ALL COSTS!](#)

Students become aware of harassment in the workplace through a quiz and scenarios. They also learn about possible remedies and resources they can turn to if they experience or witness harassment.

- [BEAT THE BUZZER!](#)

In this game, teams square off to answer questions about legal issues in the lives of 12-to-17-year-olds.

- [BULLYING: WHAT'S YOUR OPINION?](#)

In this activity, students learn about the legal aspects of bullying such as criminal law, sharing of intimate images, the right to control images of themselves and possible recourses. Students then take a position on these issues.

- [THE SMALL CLAIMS COURT IS IN SESSION!](#)

Students stage a mock civil trial between a consumer and a business. They discover the various players involved and experience what a trial is like in this court.

- [THE LAW: IT'S NOT LIKE IN THE MOVIES!](#)

By staging a mock criminal trial, students discover the roles of various players in the Quebec justice system, the different steps in a trial and basic criminal law concepts.

- [THE RULES OF THE GAME!](#)

In this game show activity, students debate legal issues affecting the lives of young adults: work, housing, consumer rights, the criminal justice system, and more.

- [OUR CONFLICT, OUR SOLUTION!](#)

Conflicts don't always end up in court with lawyers battling it out! In this scenario, groups of high school students who have a disagreement arrive at a win-win solution. This activity introduces students to mediation as an alternative method to prevent and resolve disputes.

- [PICK YOUR SIDE!](#)

Students take a position on issues that stimulate debate. They learn that the concept of justice evolves constantly and is shaped by the clash of ideas and changing societal values. Students then discuss why they chose one side over the other. The volunteer legal professional presents relevant legal information and encourages students to reflect on the issues raised.

Our Teaching Guides: Ready-To-Use Resources

Our teaching guides can be used in a range of grades. They are of various lengths and activity types. Since most of them are available in French they can easily be integrated into a French second language class. Turnkey, they can be led by the teacher and are specifically adapted to secondary school students.

Make your choice and download them free of charge.

Secondary – Cycle 1

- [ARE YOU OLD ENOUGH?](#)

Students learn which responsibilities and freedoms the law gives them according to their age.

- [THE INTERNET AND THE LAW](#)

This activity provides an overview of prohibited online activities and recommends solutions if a child is being harassed online.

- [STATE AND JUSTICE THROUGHOUT HISTORY](#)

The History and Citizenship Education program is packed with legal concepts, many of which relate to laws, personal rights and freedoms.

- [THE CRIMINAL LEGAL SYSTEM FOR TEENAGERS](#)

This activity explains how the criminal legal system often treats teenagers differently than adults.

- [A RIGHT TO PRIVACY](#)

This teaching tool gets students thinking about why privacy rights are protected. Activities include discussion questions and a writing exercise.

Secondary – Cycle 2

- [BIOETHICS: SAVIOUR BABIES](#)

This activity involves a class debate on two hot topics in biotechnology: the selection of human embryos and the use of a baby's tissues or organs to cure another person. Students then draft a bill on these topics.

- [DISCRIMINATION AT SCHOOL?](#)

This teaching tool lets students explore the themes of justice, tolerance and the accommodation of differences.

- [INSIDE THE COURTROOM: THE KEY PLAYERS AND STEPS OF A CRIMINAL TRIAL](#)

This activity explains the roles of people who play a part in a criminal trial, and the steps in the process.

- [INTELLECTUAL PROPERTY](#)

Clear explanations about trademarks, copyrights, patents, and more!

- [LEGAL CAREERS](#)

This activity introduces students to a variety of jobs that involve the law.

- [LEGAL CAREERS IN THE INDIGENOUS CONTEXT](#)

In this activity, students learn about the variety of law-related jobs. It was designed with the realities of Indigenous people in mind.

- [THE RIGHTS OF YOUTH HERE AND AROUND THE WORLD](#)

Students step into the shoes of a judge, lawyer or social worker to write a persuasive or explanatory text on the rights of youth.

- [DON'T FIGHT, MEDIATE!](#)

Students are asked to take on specific roles in a simulated mediation session to resolve a conflict between two teens and their families.

- [SCHOOL SEARCHES AND YOU](#)

This activity prompts students to reflect on invasions of their privacy and to learn about their rights regarding school searches.

- [UNDER THE SPOTLIGHT: WITNESS EXAMINATION AND CROSS-EXAMINATION](#)

Students will learn the basics of the criminal justice system, the steps involved in questioning witnesses and the role of each player in a criminal trial. Students then take part in a mock trial with the help of a script. This activity appeals to students' sense of justice. They will role-play, analyze a situation, take a position and formulate questions to get to the truth.

- [L'ÉVOLUTION DU DROIT À L'AVORTEMENT \(ENGLISH COMING SOON\)](#)

CCQ: Resources for Teachers

[TRAINING LEGAL CONCEPTS IN THE CCQ PROGRAM: SECONDARY SCHOOL LEVEL](#)

[TRAINING 101: CULTURE AND CITIZENSHIP IN QUÉBEC, THE LEGAL CONCEPTS](#)

Follow our training session, which covers the legal concepts found in the new CCQ course, improve your understanding of general legal concepts, and increase your confidence to teach them!

Videos: Legal Education

You can use these videos and tutorials when discussing legal concepts with your students:

- [LE DROIT EN CLASSE : AGIR EN LIGNE](#)
(Being online, French with English subtitles)
- [LE DROIT EN CLASSE : PROCÈS SIMULÉ](#)
(Being online, French with English subtitles)
- [LE DROIT EN CLASSE : LE CONSENTEMENT SEXUEL](#)
(Being online, French with English subtitles)

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<https://educaloi.qc.ca/en/order-educalois-products/>

- [CYBERBULLYING... IT CAN BE A CRIME!](#)
- [WORKING: NOT AT ALL COSTS!](#)

To Learn More

To learn more, visit legallifeskills.ca for complete information about our workshops and teaching guides.

For more information, join the Éducation juridique au Québec Facebook group to share your experiences and questions.

If you have any questions, please contact us at scolaire@educaloi.qc.ca.