

Teacher's Guide





Éducaloi is a neutral and independent organization with a recognized expertise in legal education and clear legal communication. Its mission is to explain the law to Quebecers in everyday language and to enhance their legal competencies.

IMPORTANT NOTICE

This guide has been prepared for teachers interested in Éducaloi's legal education workshops. It contains legal information up to date as of **August 2023**. The information in this guide is not meant to be a legal opinion.

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Overview of the Workshops

The initiative

Éducaloi's workshops for schools give you the chance to have a legal professional (lawyer, notary, judge, etc.) visit your class free of charge to offer an introductory law workshop.

Objectives

The workshops help high school students understand the court system, laws and democratic institutions. They also help students develop the ability to recognize the legal dimensions of real-life situations. The program gives you ready made activities that are a perfect fit for the Broad Area of Learning "Citizenship and Community Life".

These workshops are currently offered by our volunteers		
Bullying: What's Your Opinion?	Debate questions about bullying: criminal law, intimate photos, privacy, and possible recourses. Students must take a position on these questions.	Secondary 1 (Grade 7)
The Law: It's Not Like in the Movies	Through a mock criminal trial , students are invited to discover the various actors in Québec's court system, the steps of a trial, and some of the foundational ideas of criminal law.	Secondary 1 (Grade 7)
Beat the Buzzer!	Quiz game based on the theme of justice and the different legal aspects of teenagers' daily life.	Secondary 2 (Grade 8)
The Small Claims Court Is in Session!	This workshop will let students experience a trial at Small Claims Court . They will learn about the different roles of the different actors and how a trial works.	Secondary 3 (Grade 9)

<p>Pick Your Side!</p>	<p>In this activity, students must take a position on different social and legal issues. They will learn that justice is a living concept that is shaped by debate.</p>	<p>Secondary 4 (Grade 10)</p>
<p>Ready, Set, Invest!</p>	<p>Students are invited to put themselves in the shoes of an investor and think about best business practices and the laws that govern them. This workshop will let students make informed investment decisions and think about the consequences of a company's actions.</p>	<p>Secondary 5 (Grade 11)</p>
<p>The Rules of the Game!</p>	<p>In this quiz game, students will debate, improvise, and put their own life experience to use to answer questions about the legal aspects of a teenager's life (work, housing, consumer laws, criminal law, etc.).</p>	<p>16-25 year-olds</p>
<p>Our Conflict, Our Solution!</p>	<p>Students are introduced to mediation, an alternative method of dispute prevention and resolution.</p>	<p>Secondary 3 (Grade 9)</p>
<p>Working: Not at All Costs!</p>	<p>Students will learn to demystify workplace harassment through a quiz and different role plays. They will also learn about what to do if they witness or experience harassment.</p>	<p>Secondary 5 (Grade 11), Professional training, CÉGEP</p>

The following pages explain the workshop that you have chosen.

For some workshops, there are activities with students you must do and material you must print for the volunteer ahead of time. You will find all the necessary information below.

Do not hesitate to send us your suggestions or any other information you think we might need to know: scolaire@educaloi.qc.ca





Working: Not at All Costs!



Presentation of the workshop



What you need to know	
Duration	<ul style="list-style-type: none"> • One class period (60 to 75 minutes)
Target audience	<ul style="list-style-type: none"> • Students in Secondary Cycle II (especially students in the Financial Education, Personal Orientation Project and Entrepreneurship courses) • Students enrolled in a vocational program • CEGEP students
Summary	<p>Many of your students already have a job and are familiar with labour standards. However, very few are able to recognize situations involving workplace harassment. This workshop introduces the concept of workplace harassment to students, as well as the resources and steps they can take to deal with it.</p>
Preparation	<ul style="list-style-type: none"> • Contact the volunteer legal professional to arrange the time and location for the activity. • Print the scenarios ahead of time. • You can divide the class into discussion teams during the class preceding the activity.
Materials	<p>Required</p> <ul style="list-style-type: none"> • Computer and projector, usually provided by the hosting school (The activity can also be carried out without visual aids.) • Scenarios (Please print them.) <p>Optional</p> <ul style="list-style-type: none"> • Éducaloi’s promotional materials. Brochures and posters summarizing the learning objectives of this workshop (available for free from Éducaloi)

In-class procedure

1

Presentation of the activity (5 minutes)

2

Introduction of basic concepts (approximately 25 minutes)

The volunteer will begin by presenting basic labour law notions through various scenarios. Next, the volunteer will explain certain concepts that students will need in order to understand workplace harassment.

3

Discussion (approximately 30 minutes)

With their new understanding, students can answer questions about the scenarios (see the appendices). There are two options for this part of the activity:

- **If you have printed the scenarios:**

Ask students to divide into teams. Ideally, the class should be divided into eight teams so that two teams can analyze each scenario. Each team reads and discusses their assigned scenario. Teams also answer questions on the worksheet (the same questions that are on the slides). A student reads the scenario to the class during the class discussion. Then a spokesperson shares what their team has discussed.

- **If you have not printed the scenarios:**

The volunteer will project the first scenario by showing the notes for the PowerPoint slide. You or the volunteer will ask a student to read the scenario. Then the volunteer will show the questions on the next slide. Lastly, he or she will ask students to answer the questions, and this will be followed by a class discussion. The volunteer will repeat the procedure for each scenario.

4

Set aside some time (5-10 minutes)

Make sure there's enough time left at the end of the activity for students to ask questions.



This workshop was made possible thanks to the financial support of the CNESST's Program to prevent psychological or sexual harassment in the workplace.



APPENDICES

Scenarios for students



Scenario #1

Elsa

Elsa works at a garden centre. She gets along very well with all the employees, except for her manager. Elsa has a very strong character, especially when upset. However, the quality of her work has never been an issue.

Elsa and her manager had a disagreement. Afterward, Elsa's manager gave her a written warning telling her:

- to be more professional and respectful.
- to wear less makeup at work because it doesn't reflect the garden centre's "natural" image.

The letter said that Elsa will be fired if she doesn't follow these instructions.

Since then, the situation at work has been unbearable. Elsa feels that her manager is always on her case. She doesn't want to work anymore and is thinking of quitting.



- In your opinion, is Elsa being harassed at work? Why or why not?**
- What should she do to clear up the situation?**
- Where can she get more information about workplace harassment?**

Main responsibilities	
Employer (boss)	<ul style="list-style-type: none">• Provide a work environment that's free from harassment• Adopt a policy to prevent harassment and handle complaints
Employee	<ul style="list-style-type: none">• Respect the employer's policy• Not harass anyone

Harassment in the workplace means behaviours, actions, or verbal comments that:

1. Are abusive, humiliating, or harmful
2. Are hostile or unwanted
3. Are repeated (or a single incident that is serious)
4. Affect a person's dignity or their physical/psychological integrity
5. Create an unhealthy work environment.

a) In your opinion, is Elsa being harassed at work? Why or why not?

b) What should she do to clear up the situation?

c) Where can she get more information about workplace harassment?

Scenario #2

Dimitri

Mathias is a new employee. He fits in well because of his sense of humour. He jokes about his own sexual orientation to assert himself and be accepted by his new co-workers.

After a few days, Dimitri begins to tease Mathias about his sexual orientation. He jokes and imitates Mathias, and even calls him female nicknames. Mathias feels that Dimitri has gone too far. He speaks to his supervisor, who has set up a meeting.

During the meeting, Mathias explains that he feels hurt, humiliated, and isolated since Dimitri began joking about his sexual orientation. Dimitri feels bad about it and immediately apologizes. He never intended to hurt Mathias. He just wanted to become friends by making him laugh.



- a) Do Dimitri's intentions matter in determining whether Mathias was being harassed?
- b) In your opinion, was Mathias being harassed at work?
- c) Was there any discrimination going on?

Main responsibilities	
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5. Create an unhealthy work environment.

a) Does Dimitri's intention matter in determining whether Mathias was being harassed?

b) In your opinion, was Mathias being harassed at work?

c) Was there any discrimination going on?

Scenario #3

Mehdi

Mehdi loves his job as a host in a restaurant. However, he's not comfortable with the behaviour of certain customers toward the servers he works with.

For example, a regular customer often makes inappropriate comments to one of the servers. The other night, Mehdi overheard him asking the server whether her breasts were real. He even made sexual advances toward her.

The server regularly complains to Mehdi about this customer. She's starting to feel afraid of him. She's nervous about working on Fridays because that's when he usually visits the restaurant. Mehdi doesn't know what to do to help her.

He doesn't dare call out the customer because he brings in a lot of money to the restaurant.



- a) In your opinion, has Mehdi witnessed harassment?
- b) What should Mehdi do?
- c) If you were Mehdi's employer, what would you do to settle the problem?

Main responsibilities	
Employer (boss)	<ul style="list-style-type: none">• Provide a work environment that's free from harassment• Adopt a policy to prevent harassment and handle complaints
Employee	<ul style="list-style-type: none">• Respect the employer's policy• Not harass anyone

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a) In your opinion, has Mehdi witnessed harassment?

b) What should Mehdi do?

c) If you were Mehdi's employer, what would you do to settle the problem?

Scenario #4

Anna

Anna works at her CEGEP's bookstore.

Her co-workers are often very mean to her. Anna has asked them to stop several times, but they're still making her life difficult. For example, they hide her belongings in the bookstore and prank her over the phone while she's at work. They even emptied a trash can into her backpack.

When Anna got to work one morning, she realized that one of her co-workers had made posters with photoshopped pictures of her face. Anna felt humiliated. She took down the posters and tried to ignore the co-worker, who was laughing. The co-worker then snuck up behind her and pushed her to the ground.

Anna can't take it anymore and wants to quit.



- a) In your opinion, is Anna being harassed at work?
- b) Can any of her co-workers' actions be considered crimes? If so, which ones?
- c) What can Anna do?

Main responsibilities	
Employer (boss)	<ul style="list-style-type: none">• Provide a work environment that's free from harassment• Adopt a policy to prevent harassment and handle complaints
Employee	<ul style="list-style-type: none">• Respect the employer's policy• Not harass anyone

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1. Are abusive, humiliating, or harmful
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3. Are repeated (or a single incident that is serious)
4. Affect a person's dignity or their physical/psychological integrity
5. Create an unhealthy work environment.

a) In your opinion, is Anna being harassed at work?

**b) Can any of her co-workers' actions be considered crimes?
If so, which ones?**

c) What can Anna do?
