



ēducaloi

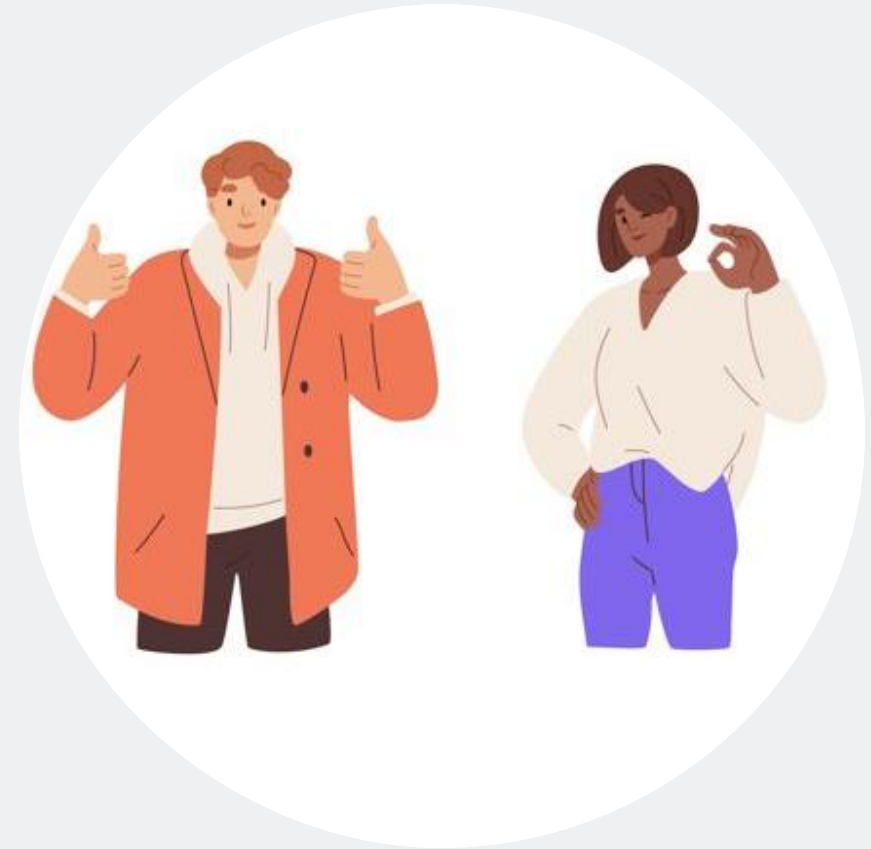
# Teaching Legal Concepts in the CCQ Program

At the Secondary School Level

May 2024

# Ignorance of the law is no excuse

That's true, but...



# Learning goals

- Identify the legal concepts in the CCQ program
- Establish strategies to teach these concepts
- Find resources to learn more about these concepts and to teach them

# Today's seminar

- 15 min. Legal concepts in the CCQ program
- 40 min. Fundamental legal information
- 10 min. Break
- 30 min. Fundamental legal information (cont.)
- 15 min. Being a “law teacher”
- 10 min. Conclusion
- 45 min. Questions

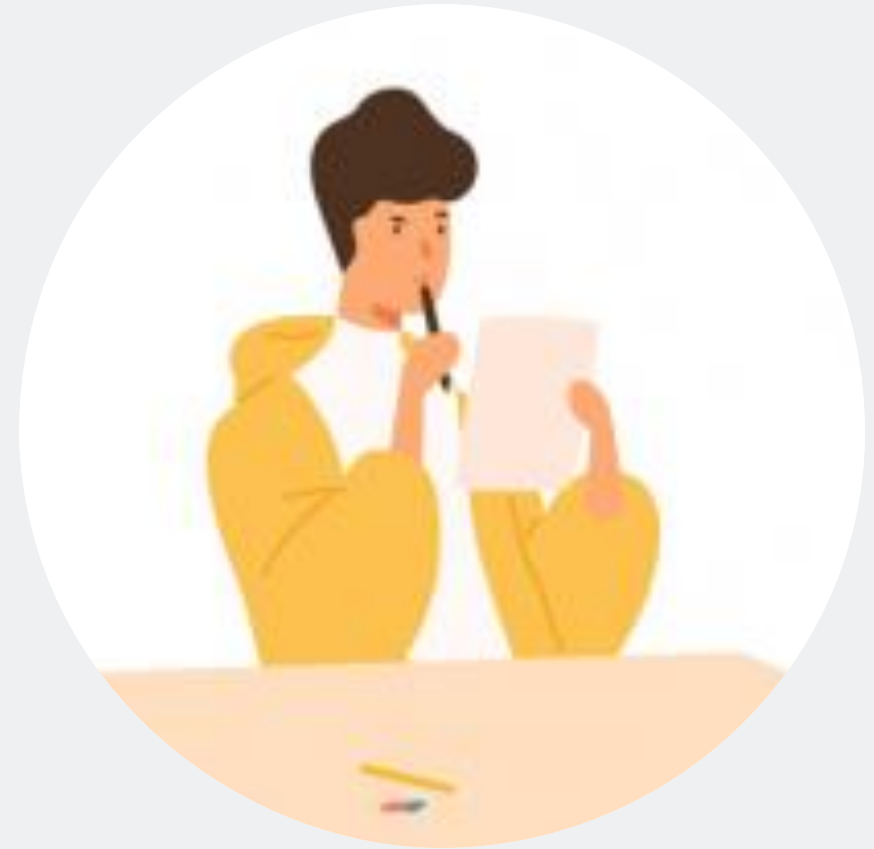
# Why you?

- Pedagogical relationship
- Young people's relationship with rules
- Civic spirit
- Neutrality
- Expertise in education



# Legal concepts in the CCQ program

At the secondary school level



Elementary

Cycle One

Cycle Two

Cycle Three

Secondary

Secondary I

Secondary II

Secondary IV

Secondary V

# Secondary I



**Identity and belonging**

**Community life and public spaces**

Civic duty

Private and public spaces

Teenage opposition

Citizenship

Public institutions

Civic engagement - Social cohesion

# Fundamental legal information





# Where does the law come from?

Definition and a brief history



## Statement #1

### True or False?

Morality, justice and law are synonyms.

False!



# Justice and law (secondary IV)

- Principles of justice
- Types of justice



# Principles of justice

CRIMINAL (PENAL)	CIVIL
<u>Punitive/deterrent/rehabilitative aspect</u>	<u>Honouring obligations</u>
<u>Presumption of Innocence</u>	<u>Civil liability</u>
<u>Right to remain silent</u>	<u>Intellectual property</u>
<u>Proportionality of sentences</u>	
COMMON PRINCIPLES	
No retroactive application of laws	
Impartial courts	



# Types of justice and law

It's easy to get lost in these concepts and examples...

*Penal law*      **Corrective justice**  
Community justice      **Rehabilitation**  
Punishment      *Civil law*  
*Procedural justice*      *Restorative justice*      *Redistribution*  
**Social justice**  
*Distributive justice*      *Environmental justice*  
**Criminal law**



## Statement #2

### True or False?

The law (concept) comes from laws and regulations.

That's true, but...

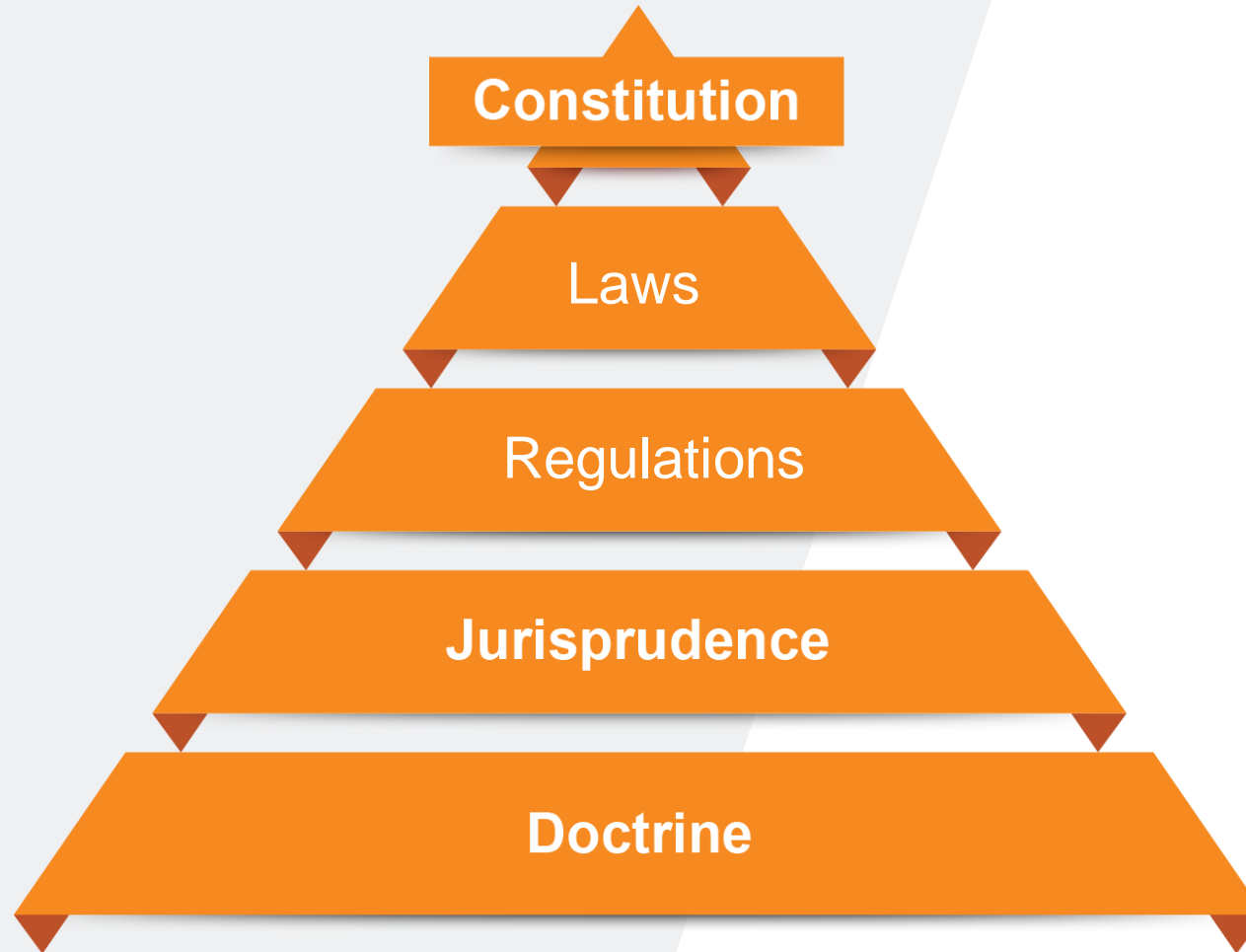


# Democracy and social order (secondary II)

- Evolution and modification of laws
- Charters and codes of law



# Sources of law in Quebec



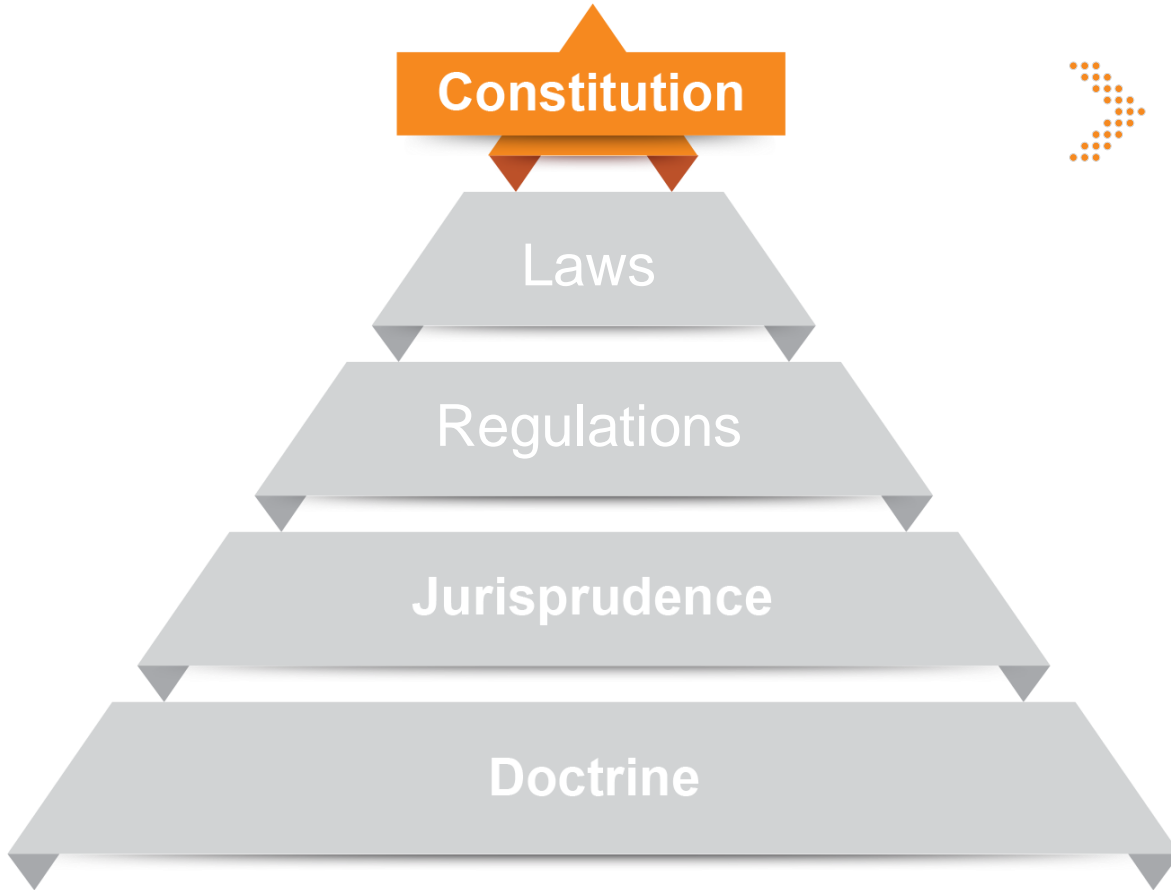
Laws of Quebec and Canada | Éducaloi ([educaloi.qc.ca](http://educaloi.qc.ca))

Finding Laws, Regulations, and Court or Government Decisions | Éducaloi ([educaloi.qc.ca](http://educaloi.qc.ca))

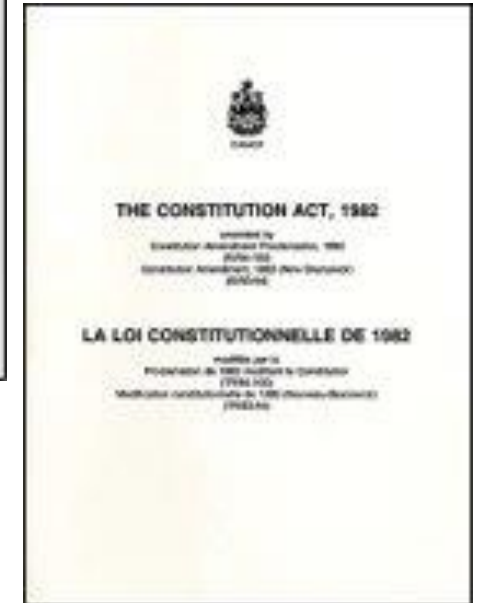
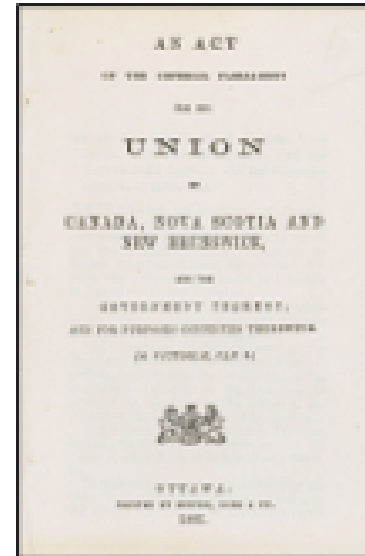




# The Constitution



Includes



...and more

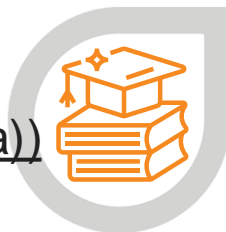
# Rights and freedoms

**Constitution**

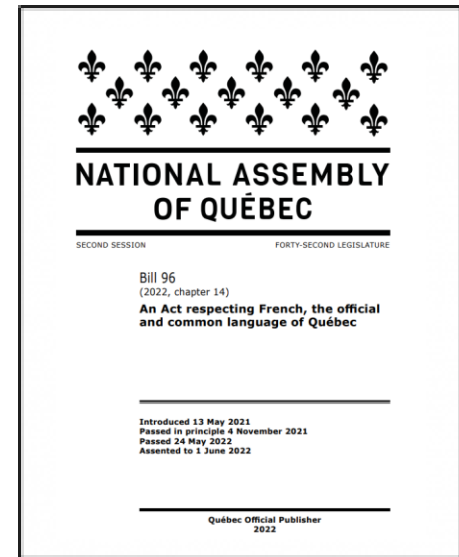
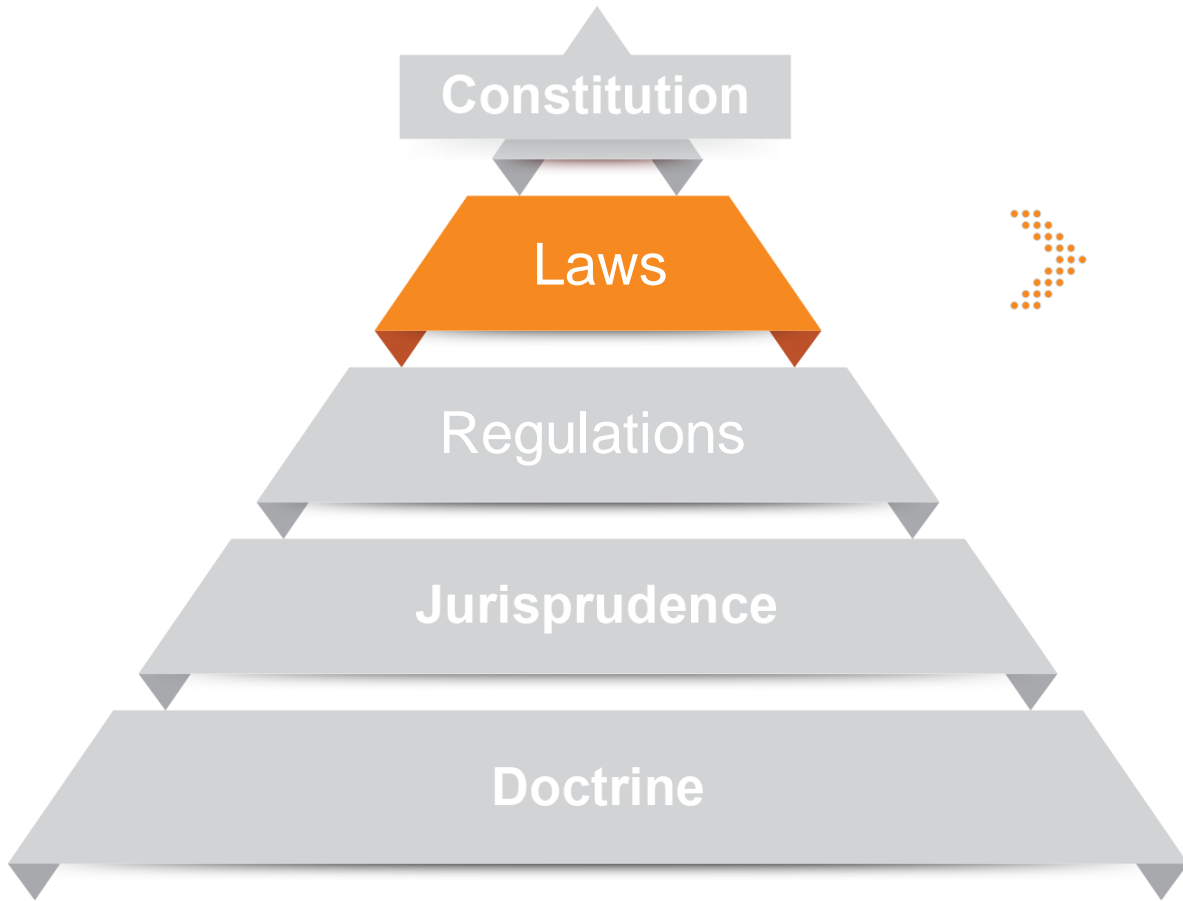


**Canadian Charter of Rights  
and Freedoms**

**Quebec Charter of Human  
Rights and Freedoms**



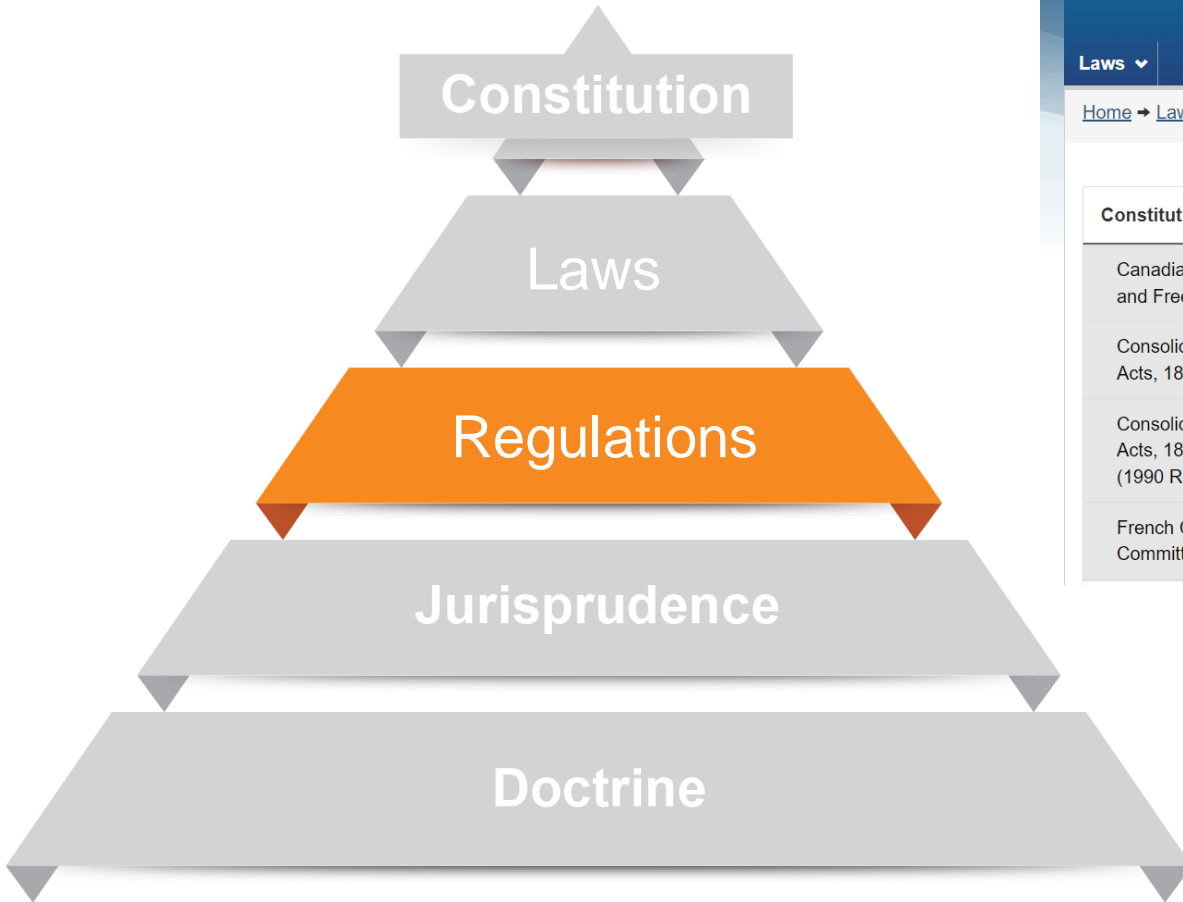
# Laws



[Laws of Quebec and Canada | Éducaloi \(educaloi.qc.ca\)](https://educaloi.qc.ca)

[Finding Laws, Regulations, and Court or Government Decisions | Éducaloi \(educaloi.qc.ca\)](https://educaloi.qc.ca)

# Regulations

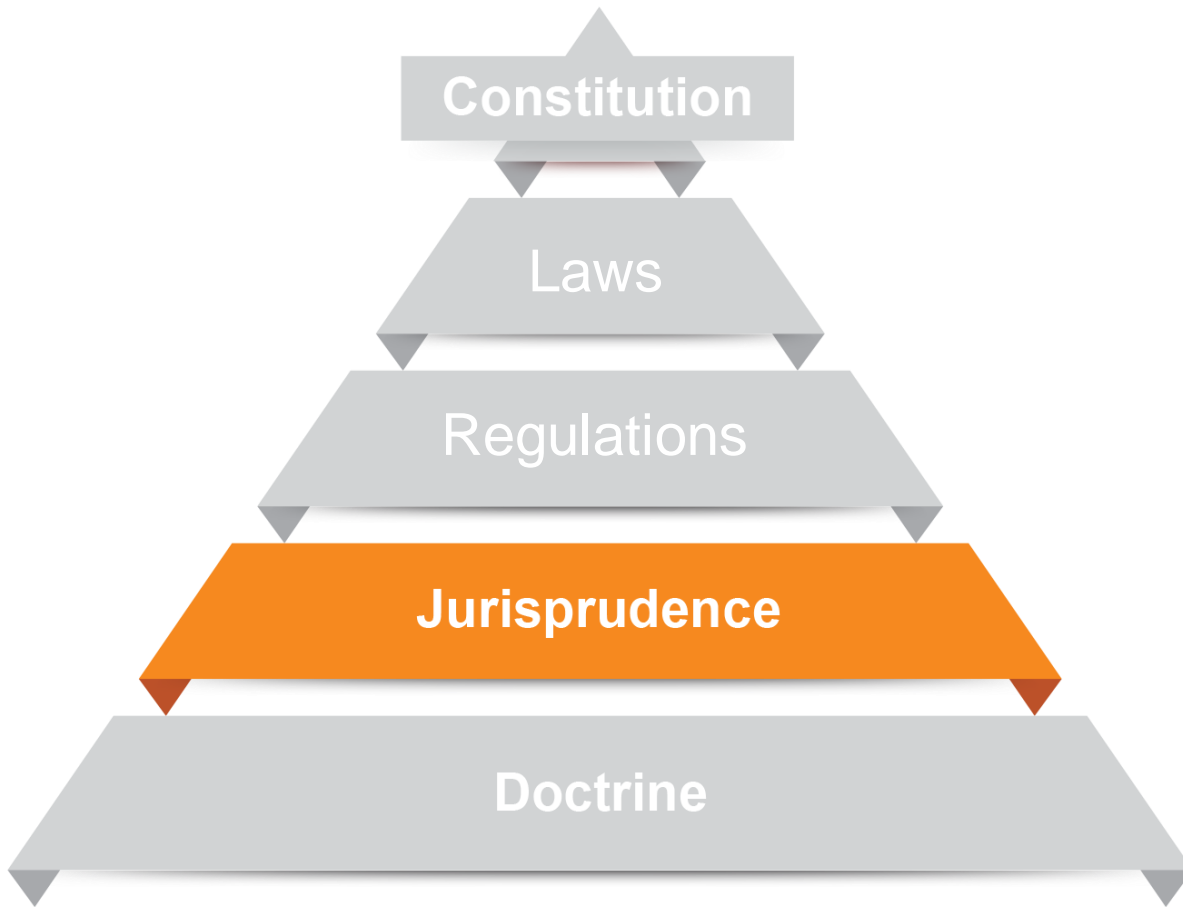


The screenshot shows the Justice Laws Website interface. At the top, there is a navigation bar with the Government of Canada logo and the text "Government of Canada" and "Gouvernement du Canada". To the right, there are links for "Canada.ca", "Services", "Departments", and "Français". Below this is the "Justice Laws Website" header with a red maple leaf logo and the "Canada" logo. A search bar is located on the right side of the header. Below the header, there are several navigation menus: "Family Law", "Criminal Justice", "Funding", and "Canada's System of Justice". A "Laws" dropdown menu is also visible. The main content area shows the breadcrumb trail: "Home > Laws Website Home > Consolidated Regulations > SOR/2018-148 - Table of Contents > SOR/2018-148". The title of the page is "Blood Drug Concentration Regulations (SOR/2018-148)". Below the title, there are links for "Full Document: HTML (Accessibility Buttons available)", "XML [8 KB]", and "PDF [114 KB]". A note indicates that the regulations are current to 2024-02-20 and last amended on 2018-12-18. There is a "Table of Contents" button on the right. Below the title, there are several icons for accessibility: "Aa", "Aa", "Aa", "Aa", and "Aa". The main content area features a large orange arrow icon pointing right, followed by the title "Blood Drug Concentration Regulations" and the reference "SOR/2018-148". Below this, there is a link for "CRIMINAL CODE". The registration date is "Registration 2018-06-27". The full title "Blood Drug Concentration Regulations" and the publication number "P.C. 2018-952 2018-06-26" are also displayed.

[Laws of Quebec and Canada | Édualoi \(educaloi.qc.ca\)](https://www.legisquebec.ca/legislation/quebec/laws)

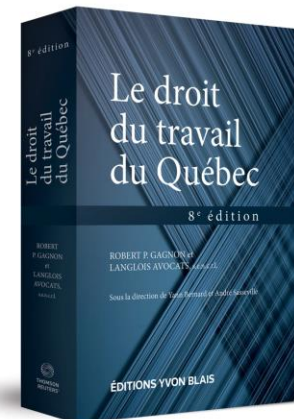
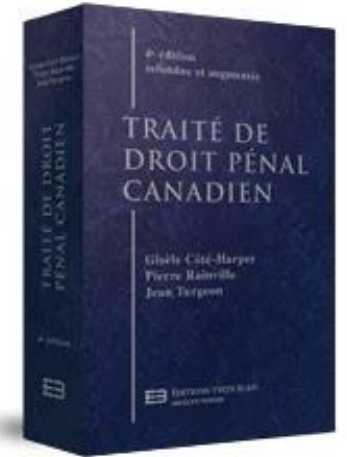
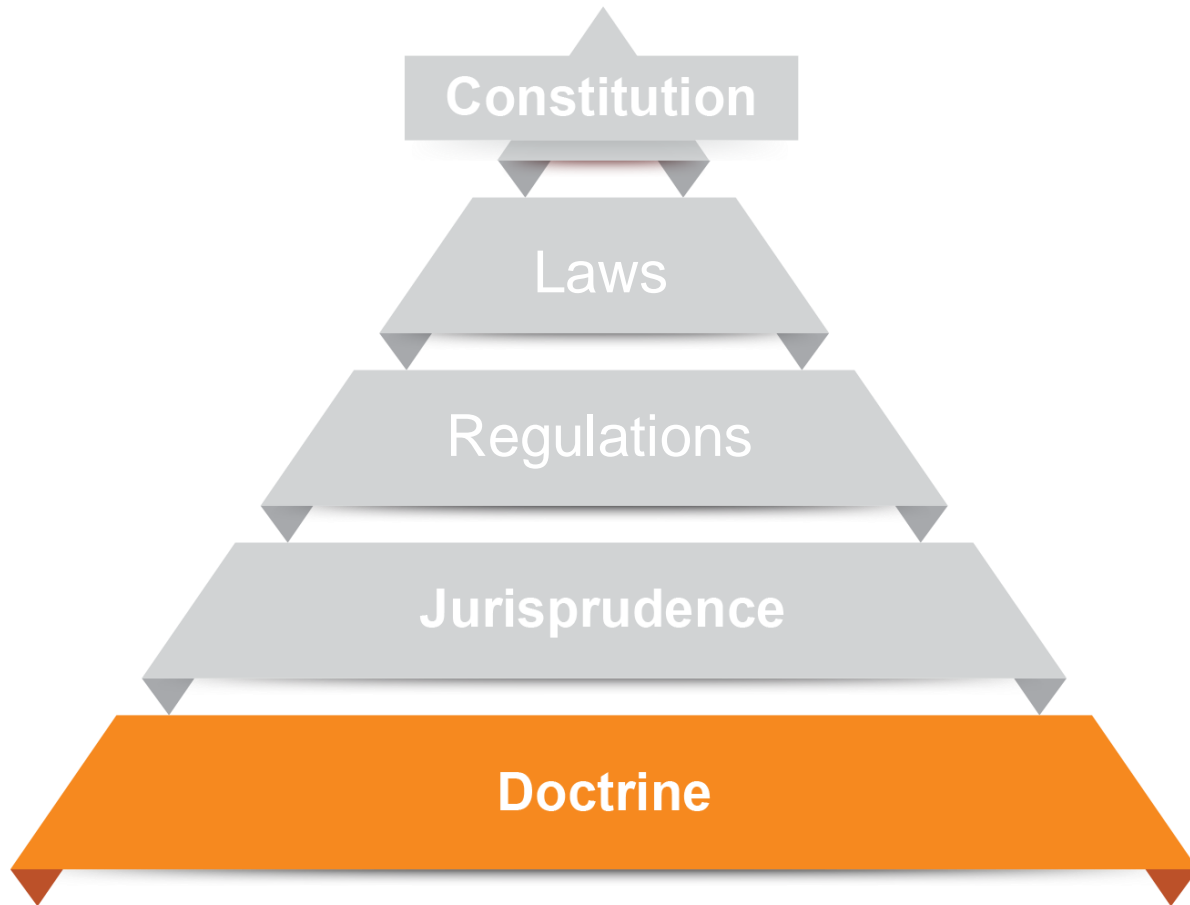
[Finding Laws, Regulations, and Court or Government Decisions | Édualoi \(educaloi.qc.ca\)](https://www.legisquebec.ca/legislation/quebec/laws)

# Jurisprudence



530	TREMBLAY v. DAIGLE	[1989] 2 S.C.R.
<b>Chantal Daigle</b> <i>Appellante</i>	<b>Chantal Daigle</b> <i>Appelante</i>	
<i>v.</i>	<i>v.</i>	
<b>Jean-Guy Tremblay</b> <i>Respondent</i>	<b>Jean-Guy Tremblay</b> <i>Intimé</i>	
and	et	
The Attorney General of Canada, the Attorney General of Quebec, the Canadian Abortion Rights Action League (CARAL), the Women's Legal Education and Action Fund (LEAF), the Canadian Civil Liberties Association, the Campaign Life Coalition, the Canadian Physicians for Life, the Association des médecins du Québec pour le respect de la vie, and the REAL Women of Canada	Le procureur général du Canada, le procureur général du Québec, l'Association canadienne pour le droit à l'avortement (ACDA), le Fonds d'action et d'éducation juridiques pour les femmes (FAEF), l'Association canadienne des libertés civiles, la Campaign Life Coalition, Canadian Physicians for Life, l'Association des médecins du Québec pour le respect de la vie, et REAL Women of Canada	
<i>Intervenors</i>	<i>Intervenants</i>	
INDEXED AS TREMBLAY v. DAIGLE	RÉFÉRÉNCÉ TREMBLAY v. DAIGLE	

# Doctrine



# Resources

## For more information:

Legal Basics - Éducaloi

Charter of Human Rights and Freedoms - CDPDJ

Introduction au droit canadien et québécois – Éducaloi (French only video with subtitles)

## For teaching:

The Rules of the Game! – Éducaloi

Beat the Buzzer! – Éducaloi

Vidéo *La justice* – Télé-Québec en classe (French only)



# Where can you find law?

Legal situations happen in our daily lives.





## Statement #3

### True or False?

The law is everywhere.

True!



# Democracy and social order (secondary II)

- Individual rights
- Rights of different groups
- Youth rights
- Rights relating to sexuality



# Different areas of law

- Human rights (rights of persons)
- Family law
- Property law
- Contract law
- Consumer law (consumer protection)
- Wills and Estates
- Administrative law
- Environmental law



# Rights of different groups

- Women
- Indigenous peoples
- Linguistic minorities
- Economically disadvantaged persons
- LGBTQ+ persons



# Resources

## For more information:

Rights and Freedoms – Éducaloi

The Decolonial Toolbox: An Educational Pathway – Mikana

Ligne du temps des luttes et droits LGBTQ+ - UQÀM (French only)

## For teaching:

The Rights of Youth Here and Around the World - Éducaloi

Speaking Rights – Equitas

An introduction to the diversity of Indigenous cultures in Canada- Wapikoni

14 bédéistes / motifs de discrimination – CDPDJ (French only)



**Break**



# How does the law work?

The justice system



## Statement #4

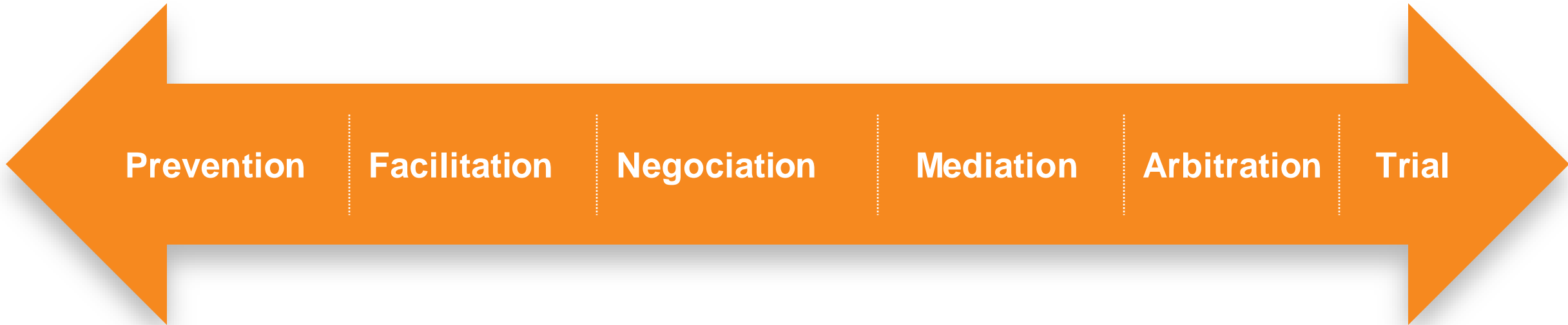
### True or False?

You need a trial to get justice.

False!







**More control**

**More costly**

# Community life and public spaces (secondary I)

- Citizenship (public institutions)

# Autonomy and interdependency/Democracy and social order (secondary II)

- Intimate relationships during adolescence (consent and sexual violence)
- Democratic institutions in Canada and Quebec

# Justice and law (secondary IV)

- Legal and judicial institutions
- Legal framework for love and sex life



# The separation of powers

## LEGISLATIVE



Creation

## EXECUTIVE



Application

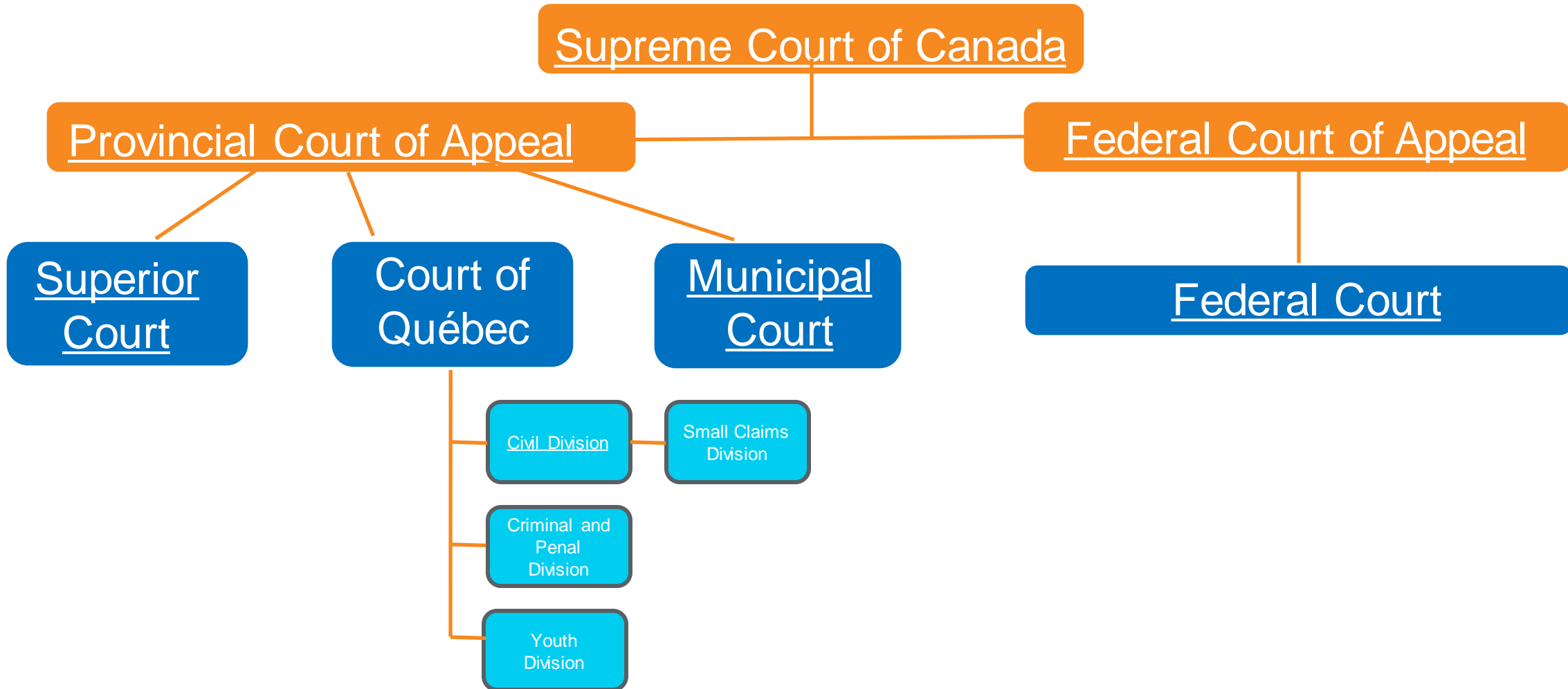
## JUDICIAL



Control and oversight



# Courts and legal remedies



# Courts and legal remedies

Type of case	Civil case	Criminal case
<b>Who sues?</b>	The person that suffered harm sues the person who caused the harm.	The government takes a case against the accused.
<b>Possible consequences</b>	The court could order the person responsible for the harm to compensate the other person (\$) or to repair the harm in another way.	The court could order different punishments if the accused is found guilty.

## ○ The *Youth Criminal Justice Act* (YCJA)

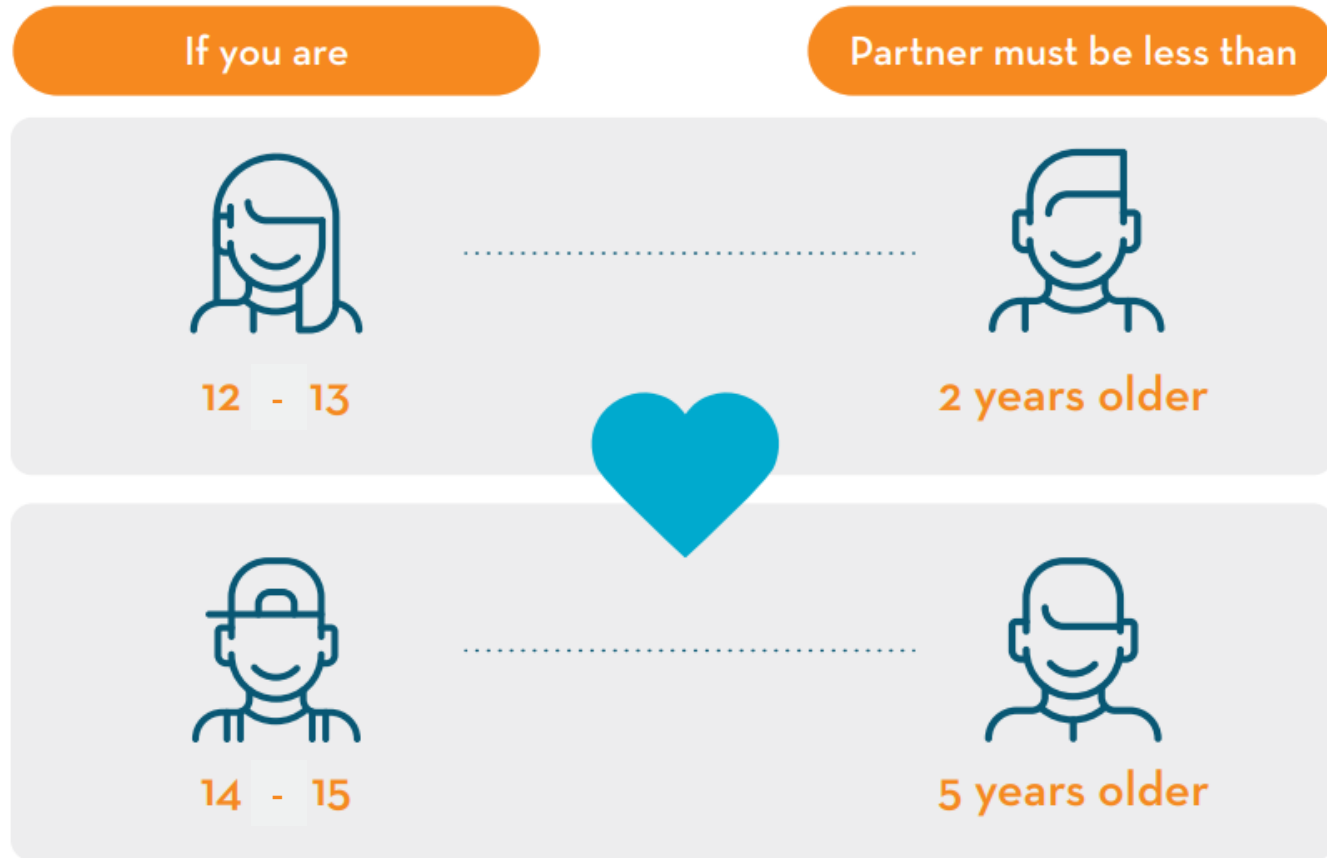
Differences Between Civil and Criminal Cases | Éducaloi ([educaloi.qc.ca](http://educaloi.qc.ca))

Youth and the Criminal Process | Éducaloi ([educaloi.qc.ca](http://educaloi.qc.ca))

# Sexual violence

# Domestic violence

# Sexual consent



# Protecting our youth

- Complaint to the police or civil lawsuit
- Specialized courts
- Youth division of the Court of Québec
- Commission des droits de la personne et des droits de la jeunesse
- Director of Youth Protection (intervention if a child's safety or development is in danger)



# Resources

## For more information:

The Quebec Judicial System– Éducaloi

Youth Protection – Gouvernement of Quebec

Sexual Consent– Tel-jeunes

The separation of powers – Canadian Judicial Council

## For teaching:

The Law: It's Not Like in the Movies– Éducaloi

Criminal Trials: Actors and Steps– Éducaloi

The Criminal Legal System for Teenagers– Éducaloi

Cyberviolence Among Teens – Juripop





# Who has a role to play in law?

People involved in the field of law



## Statement #5

### True or False?

A notary can represent a client in court.

True!



# Community life and public spaces (secondary I)

- Citizenship (Public institutions)
- Civic engagement

# Democracy and social order (secondary II)

- Social order (Transgressions and sanctions)

# Social groups and power dynamics (secondary V)

- Social movements



# Who's involved: Creation and evolution of laws

- Government
- Advocacy and community organizations
- News media
- Civic engagement



# Who's involved: Application of the law

- Police officers
- Canadian armed forces



# Who's involved: Control of the application of laws

- Courts
  - Judges
  - Court clerks
- Lawyers
- Bailiffs
- Notaries
- Organizations



# Resources

## For more information:

Legal Careers - Éducaloi

Pouvoirs et démocratie – National Assembly (French only)

## For teaching:

Legal Careers Teaching Guide – Éducaloi

State and Justice Throughout History – Éducaloi

Youth at the Heart of Change - Equitas

Sous enquête – Récit CCQ (French only)

Comment un projet devient une loi? - National Assembly (French only)



## Statement #6

### True or False?

Teachers also have a role to play when it comes to the law.

True!





# Being a “law teacher”

Tip, tricks and strategies



## Scenario #1

# Nathalie

“I have to teach about copyright as it applies to artificial intelligence (AI), but I don’t understand anything about it myself.”



## Deepen your understanding of the law

# Tips, tricks and strategies

- Understand legal concepts thanks to accessible legal information content presented using everyday language.
- Map out the connections between relevant legal concepts.
- Make a list of follow-up, probing questions.



## Scenario #2

# Elsa

“I need to talk about social media, but it’s a very complex topic. I don’t know how to explain where private space ends and public space begins.”



## Clear legal communication

# Tips, tricks and strategies

- Look up essential éléments and concepts in advance.
- Divide the topic into different, simpler concepts.
- Explain using examples.
- Use metaphors and images.
- Give an overview of the topic without going into too many details.
- Use acronyms for memorization.



## Scenario #3

# Dominic

“I need to teach students the best practices to prevent fraud, but I realized that I don’t follow those practices myself.”



## Finding reliable legal information

# Tips, tricks and strategies

- Remember that it's impossible to know all the laws.
- Develop a “legal reflex.”
- Have an open mind and be ready to change your own practices.
- Save reliable sources.





## Scenario #4

# Dimitri

“Oops! I just realized that law and justice are not synonyms.”



## Use critical thinking

# Tips, tricks and strategies

- Listen to this seminar again 😊
- Create a network of concepts.
- Analyze a legal case with students.
- Work on legal concepts by having students debate.





## Scenario #5

# Carol

“A student asked me a question about the limits of freedom of expression and I don’t have the answer.”

## Knowing your limits

# Tips, tricks and strategies

- Remember that laws are complex and full of nuances.
- Turn these questions into a research or debate exercise.
- Identify follow-up, probing questions.
- Refer to resources.
- Explain how you would go about looking for the answer.
- Mention that you cannot give legal advice.





# Conclusion

# External resources

- Commission des droits de la personne et des droits de la jeunesse  
(Human rights commission of Quebec)
- Élections Québec
- Equitas
- Mikana
- Tel-jeunes
- Citizenship in the Digital Age - RÉCIT-EMSB
- Collectif *Ensemble pour l'éducation citoyenne* (French only page listing French only or bilingual resources)
- Ma paye, ça compte! - Commission des normes, de l'équité, de la santé et de la sécurité du travail (French only)
- Association du Barreau Canadien du Québec (French only)
- Par ici la démocratie (French only)
- Télé-Québec en classe (French only)

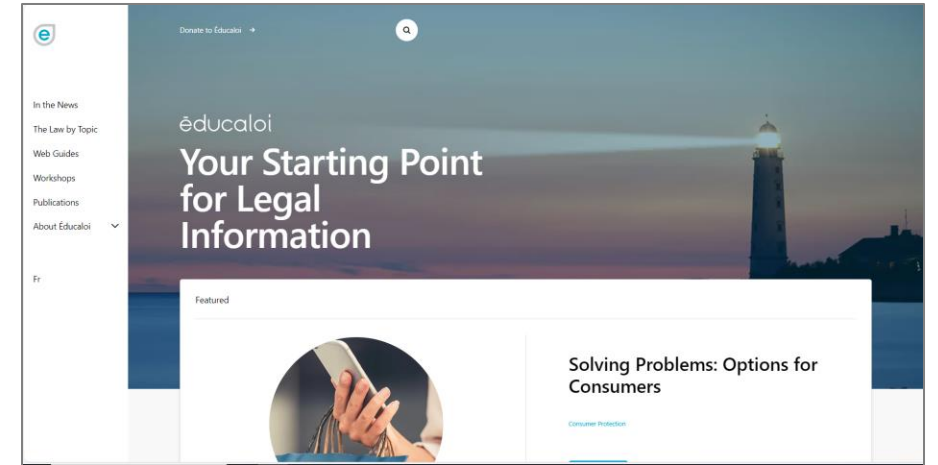
# Our website for the general public

- Articles explaining the law and legal concepts in accessible language
- For Teenagers section
- News articles
- Order free print content
- Free workshops

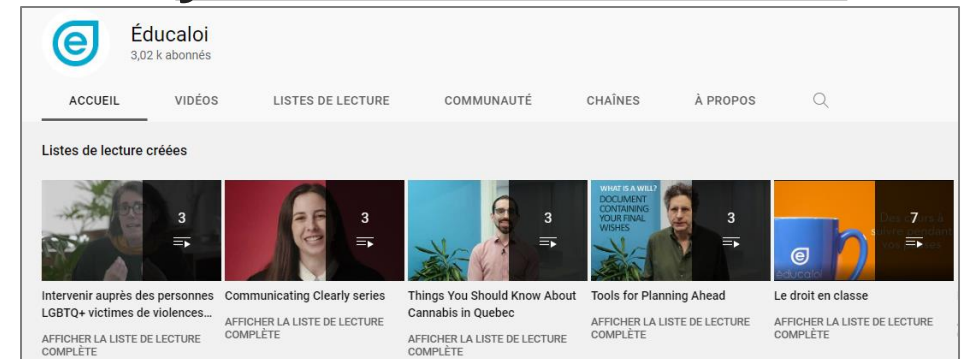
# Our Youtube channel

- Short videos
- Videos for teachers  
(French with English subtitles)

[educaloi.qc.ca/en](https://educaloi.qc.ca/en)



[youtube.com/educaloi](https://youtube.com/educaloi)



# Our resources for teachers

[Legallifeskills.ca](http://Legallifeskills.ca)  
[\(educationjuridique.ca\)](http://educationjuridique.ca)

The screenshot displays the 'TEACHING TOOLS' website interface. At the top, there is a dark blue header with the text 'TEACHING TOOLS' and a 'HOME' link. Below the header, the page is organized into six grid-like sections, each with a title, a brief description, a 'READ MORE' or 'DISCOVER THEM!' button, and an illustration.

- HIGH SCHOOL WORKSHOPS:** A volunteer legal professional runs an interactive workshop in your classroom. Through debates, mock trials and more, students learn... [READ MORE](#)
- TEACHING GUIDES:** Our guides are designed to help teachers bring law into the classroom while meeting the requirements of the Quebec Education Program... [READ MORE](#)
- VIDEOS FOR TEACHERS:** FRENCH ONLY [DISCOVER THEM!](#)
- TEXTS FOR FINANCIAL EDUCATION:** We have developed legal information texts for the Financial Education and Contemporary World programs. Each text comes with a reading... [READ MORE](#)
- QUIZZES:** Test your knowledge ! [CHECK OUR QUIZZES](#)
- ADULT EDUCATION TEACHING TOOLS:** Using learning situations based on real life, our adult education teaching guides help develop legal skills for daily life. [READ MORE](#)

[Ready-to-Use Tools | Legal life Skills \(educationjuridique.ca\)](http://educationjuridique.ca)

# Our secondary school workshops

Invite a legal expert into your classroom to host a workshop, for free!

## What?

9 different workshops to choose from

## How?

1. Create an account on [legallifeskills.ca](https://legallifeskills.ca)
2. Choose a workshop
3. Make a request for specific dates/times

## When?

At least three weeks in advance





# Our teaching guides Lead the class yourself!

What?

16 different guides

How?

Simply download them,  
free of charge!



## INTERNET AND THE LAW

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

**Level:** Elementary Cycle Three  
**Subject:** Ethics and Religious Culture, English Language Arts

**Duration:** 3 period(s)

[MORE INFO](#)



## 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.

**Level:** Secondary Cycle One  
**Subject:** History and Citizenship Education

**Duration:** 1 period(s)

[MORE INFO](#)



## A RIGHT TO PRIVACY

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

**Level:** Secondary 3, 4, 5  
**Subject:** Ethics and Religious Culture, English Language Arts, Law

**Duration:** 2 period(s)

[MORE INFO](#)



## 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.

**Level:** Secondary 3, 4, 5  
**Subject:** Ethics and Religious Culture, English Language Arts, Law

**Duration:** 4 period(s)

[MORE INFO](#)



## LEGAL CAREERS

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

**Level:** Secondary 3, 4, 5  
**Subject:** Personal Orientation Project (POP), Exploration of Vocational Training, Law, Adult Education, Work-Oriented Training Path

**Duration:** 1 period(s)

[MORE INFO](#)



## SCHOOL SEARCHES AND YOU

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

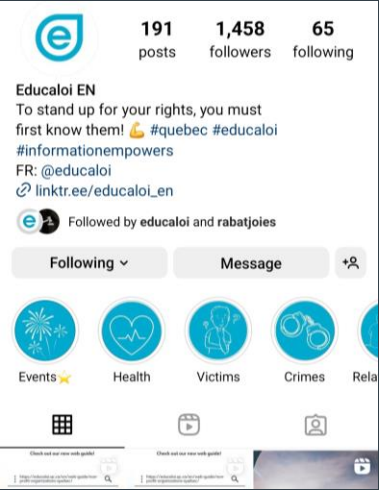
**Level:** Secondary 3, 4, 5  
**Subject:** Anglais, langue seconde, Ethics and Religious Culture

**Duration:** 2 period(s)

[MORE INFO](#)



# Our websites and social media accounts



[educaloï.qc.ca/en/workshops](https://educaloï.qc.ca/en/workshops)



[legallifeskills.ca](https://legallifeskills.ca)



[instagram/educaloï\\_en](https://instagram/educaloï_en)



[youtube/educaloï](https://youtube/educaloï)



[facebook/educaloï](https://facebook/educaloï)

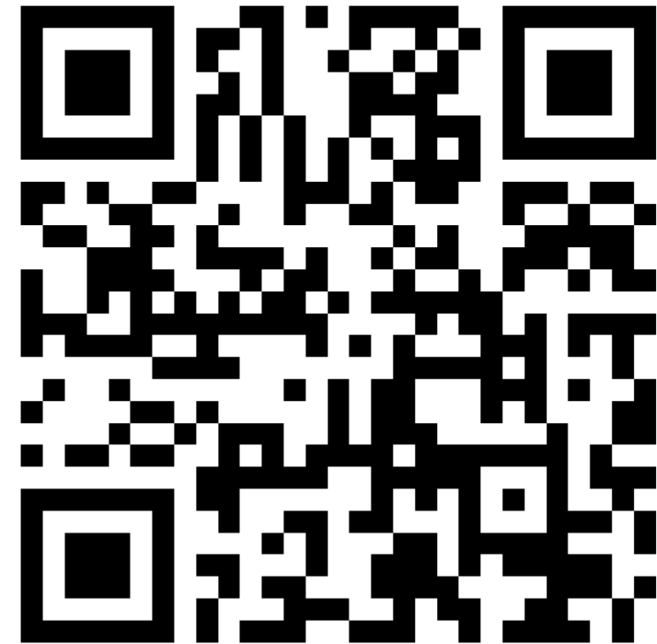


[facebook/educationjuridiqueauquebec](https://facebook/educationjuridiqueauquebec)

[scolaire@educaloï.qc.ca](mailto:scolaire@educaloï.qc.ca)

# Evaluation Form

<https://forms.office.com/r/00z5ja6Fu9>



# Questions?

