

# 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	
<b>Bullying: What's Your Opinion?</b>	<b>Debate questions</b> about bullying: criminal law, intimate photos, privacy, and possible recourses. Students must take a position on these questions.
<b>The Law: It's Not Like in the Movies</b>	Through a <b>mock criminal trial</b> , 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.
<b>Beat the Buzzer!</b>	<b>Quiz game</b> based on the theme of justice and the different legal aspects of teenagers' daily life.
<b>The Small Claims Court Is in Session!</b>	This workshop will let students experience a <b>trial at Small Claims Court</b> . They will learn about the different roles of the different actors and how a trial works.

<p><b>Pick Your Side!</b></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><b>Ready, Set, Invest!</b></p>	<p>Students are invited to put themselves in the shoes of an investor and think about <b>best business practices</b> 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><b>The Rules of the Game!</b></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><b>Our Conflict, Our Solution!</b></p>	<p>Students are introduced to mediation, an alternative method of dispute prevention and resolution.</p>
<p><b>Working: Not at All Costs!</b></p>	<p>Students will learn to demystify workplace harassment through a quiz and different <b>role plays</b>. They will also learn about what to do if they witness or experience harassment.</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](mailto:scolaire@educaloi.qc.ca)**





# Our Conflict, Our solution!



# Information About the Workshop



What you need to know	
<b>Description</b>	Going to court isn't the only way to settle a conflict. In this workshop, students are introduced to mediation, which is an alternative method for preventing and settling disputes.
<b>Objectives</b>	<ul style="list-style-type: none"><li>• Introduce students to participatory justice and mediation.</li><li>• Provide students with tools to peacefully resolve conflicts.</li><li>• Understand the positions and interests of various people involved in the conflict.</li><li>• Introduce students to various ways of obtaining justice.</li></ul>
<b>Duration</b>	60 to 75 minutes
<b>Level</b>	Secondary Cycle 2
<b>Subjects</b>	<ul style="list-style-type: none"><li>• Culture and Citizenship in Québec</li><li>• History</li><li>• English Language Arts</li></ul>



## What you need to know

### Required materials (teachers)

- Computer, screen, and projector
- Worksheets printed by the teacher:
  - > Scenario and Preparation Questions: **one copy per student**
  - > Presenting the Facts worksheets\*:
    - Worksheet for Secondary 4 students: **a single copy**
    - Worksheet for Secondary 5 students: **a single copy**
    - Worksheet for school administration: **a single copy**
  - > Summary of the Facts worksheet\* : **one copy per student**
  - > Conflict Resolution worksheet\* : **one copy per student**

\* The volunteer will distribute the **Presenting the Facts worksheet, Summary of the Facts worksheet** and **Conflict Resolution worksheet DURING** the activity, but the teacher should print the required number of copies in advance.

### Broad areas of learning

#### Citizenship and Community Life

- Promotion of the rules of social conduct and democratic institutions.
  - > To enable students to take part in the democratic life of the school.
- Contribution to a culture of peace.
- Participation, cooperation and solidarity.

#### Personal and Career Planning

- Familiarity with the world of work, social roles and occupations and trades.

#### Health and Well-Being

- Self-awareness and awareness of his/her basic needs.



## Teacher's role

**During the class period preceding the activity:** You must conduct a 30-minute preparation activity with the students where they read the scenario and answer the preparation questions. You must also divide the class into three teams (each team represents one of the parties involved in the conflict):

- Secondary 4 students,
- Secondary 5 students,
- School administration.

**Distribute the following BEFORE the activity:**

- Scenario and Preparation Questions: **one copy per student.**

**Distribute the following DURING the activity:**

- Three "Presenting the Facts" worksheets. (Each team receives **a single copy** of its own "Presenting the Facts" worksheet.)
- "Summary of the Facts" worksheet: **one copy per student.**
- "Conflict Resolution" worksheet: **one copy per student.**

The volunteer will let you know when to distribute the worksheets during the activity.

**NOTE:** Though the volunteer will lead the workshop, please remain in the classroom to assist in organizing the teams if necessary.

## Running the workshop

1

### Presentation of the activity and brief recap of the scenario (5 minutes)

2

### Setting up the mediation session (15 minutes)

- What are the parties' positions?
- What are the different ways to settle a conflict?
  - Introduction to participatory justice.
  - Introduction to mediation: advantages, actors, attitudes, positions, interests.

3

### Finding a solution (20 to 25 minutes)

- What are the main steps in mediation?
- Presenting the facts. **Distribute the "Presenting the Facts" worksheets.**
- Brainstorming different options. **Distribute the "Summary of the Facts" worksheet and "Conflict Resolution" worksheet.**

From this point onward, students will work in teams based on the party they represent. **You can help the volunteer by dividing the students into three teams.**

4

### Agreement (10 minutes)

- Negotiating and concluding the agreement.
- Respecting the agreement.

5

### Conclusion (5 minutes)

- Questions and comments.

## After the activity

### Suggestions for reinvesting students' knowledge:

- Use the model from the workshop activity to address:
  - a problem affecting the class, the grade or the school;
  - an issue that's been in the news;
  - a topic covered in class (historical, social or ethical issue); or
  - a fictional situation that presents a conflict between students working on a group project.
- Create a student mediation committee (with training).  
You can contact these organizations to learn whether assistance is available in your area:
  - Équijustice: <https://equijustice.ca/>
  - L'Association des organismes de justice alternative du Québec (ASSOJAQ): [www.assojaq.org](http://www.assojaq.org)
  - L'Institut Pacifique (French only): [www.institutpacifique.com](http://www.institutpacifique.com)





# APPENDICES

## Our Conflict, Our Solution!

Scenarios





## Scenario

Students read in advance

### An eventful end to the school year!

The school year is almost over, and excitement fills the air at Marc-Concorde High School. It's the first Monday in May, and all student representatives are meeting to decide on the big year-end activity.

Sarah is the Secondary 5 representative and begins the discussions. "We can have a big outdoor party on the school's football field after classes are over, right before the final game!"

Sarah's enthusiasm is contagious, and all the other student representatives support her idea except for Liam, the Secondary 4 representative.

Sarah is thrilled with the popularity of her idea and wants to have a vote right now. The Secondary 5 students' suggestion is accepted by majority vote. The student representatives agree to present a detailed project to the school administration by the end of the week.

The news spreads very quickly, and the school's three janitors aren't happy with the idea. They complain to Ms. Awada, the school principal. They feel that cleaning up the football field in a rush after a big party, and right before the game, is not part of their job. Also, the party will end after their working hours.

On Tuesday afternoon, Ms. Awada meets with Sarah to break the news that the party won't happen and that the school administration will choose the year-end activity. Sarah is shocked. In the past, the school administration has always agreed to the activity suggested by the students.

To get the administration to change their mind, Sarah tries to convince the students to clean up the football field themselves after the party. Again, most students seem to support her idea.

But once again, the **Secondary 4** students disagree and are refusing to participate in the cleanup. They say that the Secondary 5 students are by far the messiest and that they're the ones who should clean up everything.

The **Secondary 5** students reply that the activity was chosen by the majority of students and that all students must do their fair share of the cleaning.

The **school administration** is very uncomfortable with the idea of forcing students to clean up the football field. It insists on choosing the students' year-end activity.

Everyone wants to find a solution as soon as possible.



# Preparation Questions

Students complete in advance

## 1. Write down the positions of each party involved in the conflict.

Party	Positions
Secondary 4 students	1- _____ _____ 2- _____ _____
Secondary 5 students	1- _____ _____ 2- _____ _____
School administration	1- _____ _____ 2- _____ _____

**Note:** A party's position is what they want to get or don't want to do.

## 2. In your opinion, what's the best way to settle the conflict? Suggest a solution.

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## 3. Prepare a question for the legal professional (or the mediator) who will be visiting your class.

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# Presenting New Facts

## Facts worksheet

### Secondary 4 students

1. We think the Secondary 5 students have too much influence over the other students, and whatever they suggest is always accepted. This is why we're not very enthusiastic about getting involved.
2. During the meeting of the student representatives, Liam didn't propose our suggestion because he was convinced it would be rejected. With all the excitement over the Secondary 5 students' proposal, nobody asked him what our suggestion was.
3. Our idea was to take advantage of the year-end activity to launch a new sustainable development program in school (recycling and composting).



# Presenting New Facts

Facts worksheet

## Secondary 5 students

1. We want the year-end activity to be fun and successful for all students. Since everybody seemed to agree with our suggestion and nobody spoke out against it, we didn't take the time to listen to other ideas. We realize we acted too quickly.
2. It seems we're always the ones taking initiative. We feel that the Secondary 4 students, who never propose anything, are refusing to participate because they just want to block our plans.





# Presenting New Facts

## Facts worksheet

### School Administration

1. We understand the janitors' reaction, especially since one of them was injured recently because he was overworked. They've always been reliable, and we want to keep up a good relationship with them.
2. For the last two years, the parent committee has been very critical about decisions made by the school administration. We're concerned about the reactions of certain parents, who might not want their children to be forced into cleanup duty. We don't want this to harm the school's reputation.
3. The school has almost exhausted its budget for extracurricular activities.



## Summary of the Facts

### Secondary 4 students

1. They're not very enthusiastic about getting involved because they think the Secondary 5 students have too much influence in making decisions that affect all the grades.
2. During the meeting of the student representatives, Liam didn't propose the Secondary 4 students' suggestion because he was convinced it would be rejected.
3. Their idea was to take advantage of the year-end activity to launch a new sustainable development program in school (recycling and composting).

### Secondary 5 students

1. They want the year-end activity to be fun and successful for all students. They realize they acted too quickly and weren't open to hearing other ideas.
2. They feel they're always the ones taking initiative. They think the Secondary 4 students are refusing to participate because they just want to block the Secondary 5 students' plans.

### School administration

1. They don't want to ask more of the janitors, especially since one of them was injured recently because he was overworked. The janitors have always been reliable, and the school administration wants to keep up a good relationship with them.
2. They're concerned about the reactions of certain parents, who might not want their children to be forced into cleanup duty.
3. The school has almost exhausted its budget for extracurricular activities.



# Conflict Resolution Worksheet

Parties	Their positions	Their interests	Possible solutions
<p><b>Secondary 4 Students</b></p>	<ul style="list-style-type: none"> <li>• They're not in favour of the activity suggested by the Secondary 5 students.</li> <li>• They're refusing to help clean up and want the Secondary 5 students to do it all.</li> </ul>	<ul style="list-style-type: none"> <li>• They want people to pay more attention to their ideas. They also want to have more of a say in the decisions.</li> <li>• They want to be socially conscious, promote sustainable development and get the whole school involved.</li> </ul>	
<p><b>Secondary 5 Students</b></p>	<ul style="list-style-type: none"> <li>• They want their idea to be accepted because they think it's the best one.</li> <li>• They want all students to help clean up.</li> </ul>	<ul style="list-style-type: none"> <li>• They want the year-end activity to be a success for everybody.</li> <li>• They would like more support from the other students, especially from the Secondary 4 students.</li> </ul>	
<p><b>School administration</b></p>	<ul style="list-style-type: none"> <li>• They want to choose the year-end activity.</li> <li>• They don't want to force the janitors or students to clean up.</li> </ul>	<ul style="list-style-type: none"> <li>• They want to make sure the janitors aren't overworked because one of them is injured.</li> <li>• They want to satisfy the parents.</li> <li>• They want to encourage creativity and an inexpensive activity.</li> </ul>	



Our Conflict, Our Solution!

# Test Your Knowledge



## Text Your Knowledge!

Answer the questions and give a short explanation to support your answer if necessary.

1. What was your take-away from this workshop?
  - **Answer:** For example, students might identify the best solutions suggested by the class during the workshop.
  
2. What is mediation?
  - **Answer:** Mediation is a technique that encourages communication between the parties and helps them find a solution that works for everyone.
  
3. Who chooses the solution during mediation?
  - a) The parties involved in the conflict.
  - b) The victim.
  - c) The mediator.
  - d) The advisors.
  - **Answer:** a) The parties involved in the conflict choose the solution.<sup>1</sup>
  
4. What is the main role of a mediator?
  - a) To decide which party is right.
  - b) To make sure each party has a turn to speak.
  - c) To encourage communication and the search for solutions.
  - **Answer:** c) The mediator encourages communication and the search for solutions. Because the parties are in the middle of a conflict, it's usually difficult for them to communicate with each other. They also need help finding a solution.<sup>2</sup>

1. Code of Civil Procedure, CQLR c C-25.01, arts 2(1), 613.

2. Code of Civil Procedure, CQLR c C-25.01, arts 605(2), 610.

## Text Your Knowledge!

5. True or false: If mediation fails, the parties can't settle their conflict in court. Explain.
- **Answer:** False. If, despite the mediator's efforts, the mediation fails, the parties can go to court or other authorities to fix their conflict.<sup>3</sup>
6. True or false: The parties can't have a lawyer with them during mediation sessions. Explain.
- **Answer:** False. An increasing number of lawyers and notaries are recommending mediation to clients who come to them because they want to take legal action. In this case, the lawyer or notary can accompany their clients during the mediation sessions.<sup>4</sup>
7. What should we take into account to settle a conflict?
- a) The interests and needs of the parties.
  - b) The positions of the parties.
  - c) The interests and positions of the parties.
- **Answer:** a) By considering the interests and needs of the parties, we often arrive at solutions we would not have thought of had we only considered their positions. Remember the example of the orange!

<sup>3</sup>. Code of Civil Procedure, CQLR c C-25.01, art 7.

<sup>4</sup>. Code of Civil Procedure, CQLR c C-25.01, art 609(2).



Name: \_\_\_\_\_ Group: \_\_\_\_\_

## Text Your Knowledge!

Answer the questions and give a short explanation to support your answer if necessary.

1. What was your take-away from this workshop?

• **Answer:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. What is mediation?

• **Answer:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Who chooses the solution during mediation?

- a) The parties involved in the conflict.
- b) The victim.
- c) The mediator.
- d) The advisors.

4. What is the main role of a mediator?

- a) To decide which party is right.
- b) To make sure each party has a turn to speak.
- c) To encourage communication and the search for solutions.



5. True or false: If mediation fails, the parties can't settle their conflict in court. Explain.

• **Answer:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. True or false: The parties can't have a lawyer with them during mediation sessions. Explain.

• **Answer:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. What should we take into account to settle a conflict?

- a) The interests and needs of the parties.
- b) The positions of the parties.
- c) The interests and positions of the parties.







Our Conflict, Our Solution!

# Follow-Up Activity





# Rubric

	Excellent	Good	Satisfactory	Needs improvement
<b>1. Organisation du texte</b>				
<b>1.1 Adaptation to the communication situation</b>				
<b>Responds to the activity</b>	The text perfectly answers to the writing prompt .	The text answers to most of what is asked on the writing prompt.	The text answers to at least 60% of what is asked on the writing prompt.	The text answers to less than 60% of what is asked on the writing prompt.
<b>Content</b>	The text refers to the mediation process and perfectly discusses the solution's implication to all parties.	The text refers to the mediation process and discusses the solution's implication to all parties.	The text does not refer to the mediation process but discusses the solution's implication to most parties.	The text does not refer to the mediation process and does not discuss the solution's implication to all parties.
<b>1.2 Text's structure and coherence</b>				
<b>Text's structure and organization</b>	The text perfectly respects the genre norms.	The text respects the genre norms.	The text respects most genre norms.	The text does not respect most genre norms.
<b>Links between ideas</b>	Links between statements are clear, strong, and without contradiction.	Links between statements are clear, and without contradiction.	Links between statements might be weak and present some contradiction.	Links between statements are weak and present contradiction.
<b>2. Language</b>				
<b>2.1 Utilisation of appropriate vocabulary</b>				
<b>Appropriate vocabulary</b>	The student uses appropriate language and a rich and precise vocabulary.	The student uses appropriate language and a rich and mostly precise vocabulary.	The student uses good enough language and a mostly precise vocabulary.	The student uses inappropriate language and imprecise vocabulary.
<b>2.2 Sentence construction</b>				
<b>Syntax and grammar</b>	Less than 5 mistakes.	5 to 10 mistakes.	11 to 20 mistakes.	More than 20 mistakes.