

# 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>Secondary 1 (Grade 7)</b>
<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>Secondary 1 (Grade 7)</b>
<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>Secondary 2 (Grade 8)</b>
<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.	<b>Secondary 3 (Grade 9)</b>

<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>Secondary 4 (Grade 10)</b></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>Secondary 5 (Grade 11)</b></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>16-25 year-olds</b></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>Secondary 3 (Grade 9)</b></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>	<p><b>Secondary 5 (Grade 11), Professional training, CÉGEP</b></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)**





# Pick Your Side!

## Secondary 4



# Information About the Workshop



What you need to know	
<b>Duration</b>	60 to 75 minutes
<b>Level</b>	Secondary 4
<b>Preparation</b>	Contact the volunteer legal professional to agree on the exact location and time of your workshop
<b>Material</b>	<b>Required</b> <ul style="list-style-type: none"><li>• Computer and projector</li></ul> <b>Optional</b> <ul style="list-style-type: none"><li>• Éducaloï's promotional material</li></ul>



## Running the workshop

1

### Presentation of the Activity (5 minutes)

In order to create a good environment for debate, the volunteer legal professional will ask students to move their desks to the side of the room. The students will move around the classroom to take position during debates.

Variation: If rearranging the classroom is difficult, you can suggest that students raise colored cards to show whether they agree or disagree with a statement. If you do not have such cards, the volunteer can ask students to give a thumbs-up if they agree with the statement or a thumbs-down if they disagree.

2

### Let the Debate Begin! (50 minutes)

The students stand in the middle of the classroom. The volunteer reads the statements aloud and the students move to either side of the classroom depending on whether they are for (right side) or against (left side) the statement.

Here are examples of debate topics:

- **For or against:** It is less serious to threaten someone on the Internet than to threaten that person at school.
- **For or against:** Someone who is legally a “minor” (under 18 years old) should not be allowed to go out with someone who is legally an adult (18 and over).
- **For or against:** Teenagers should not be allowed to have plastic surgery.

Next, there is a debate during which students are asked to explain why they chose one side or the other.

The volunteer legal professional then shares legal information relating to the debate topic.

3

### Conclusion (5-10 minutes)

Question period and comments.







Pick Your Side!

# Follow-up activity





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

## Follow-up activity

1. Read the following scenario and consider each position. Next, write down arguments that can be made for and against the debate statement.

Bruno, a 12 years old boy, is being bullied and verbally harassed by Simon, who is 14 years old. Samantha, Bruno's 13-year-old cousin, wants to help. She reports the situation to a school supervisor and tells Simon to stop bullying Bruno. The bullying doesn't stop. Samantha punches Simon in the face three times, and she is charged with assault.

Debate statement: Simon should be the one punished since he was the one who started everything by bullying Bruno.

Arguments in favour	Arguments against

2. Before learning about what the law says, what is your position?

For  Against



**3. What does the law say about a case like this?**

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**4. After learning about what the law says, what is your position regarding this situation?  
Explain your answer.**

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Debate statement: Simon should be the one punished since he was the one who started everything by bullying Bruno.

Arguments in favour	Arguments against

2. Before learning about what the law says, what is your position?

For  Against

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**Teacher:** Share the information sheet's content with students.

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3. What does the law say about a case like this?

4. After learning about what the law says, what is your position regarding this situation? Explain your answer.

# Information sheet

In this case, Samantha committed the crime of “assault.”

To be charged with assault, force must have been used intentionally against another person without their consent (or the accused must have threatened to use force). The law doesn't say how strong the force has to be. In some cases, the force doesn't have to be strong at all (for example, if a person spits in someone else's face).

In the scenario, only Samantha (the one who punched Simon, the bully) was charged with a crime. In a real case with facts similar to those of the scenario, the child charged with assault pleaded guilty and received an absolute discharge. This means the child doesn't have to serve a sentence and won't have a criminal record.

A judge can usually grant an absolute discharge if it's in the interest of the accused not to have a criminal record (for example, in the case of a minor).

*What about self-defence?*

A person has the right to defend themselves in certain circumstances. However, they can't use this excuse however and whenever they feel like it! The following conditions must be met for a judge to accept the argument of self-defence:

- Force or the threat of force was used against a person.
- The person's actions were done with the intention of defending or protecting themselves or someone else.
- The actions were reasonable given the circumstances. For example, were there other ways to intervene? Did they have a chance to retreat? Did they use too much force (proportional to the threat)?

In this case, since Simon did not use force against Samantha or Bruno, it's not a matter of self-defence.

Sources:

- *LSJPA* –1021, 2010 QCCQ 4798.
- *Criminal Code*, RSC 1985, c C-46, ss 21, 22, 34, 265(1), 465.

## A guide to correcting the follow-up activity

This is a formative exercise. There is no single correct answer for questions 1 and 4 or the arguments in favour and against the statement.

### Question 1 (Arguments):

Students' answers must be coherent and effectively support positions for or against the debate statement.

### Question 2:

At this point, any answer given by the student is valid.

### Question 3:

Answer: Students must say that Samantha was correctly charged with assault as she intentionally used force against Simon without his consent. It was not a case of self-defence because Simon hadn't used force against the Samantha or Bruno.

### Question 4:

Students' answers must be coherent and make references to the information provided in the information sheet.