

Educaloi's  
School  
Workshops



# Teacher's Guide



ēducaloi

INFORMATION EMPOWERS

These educational materials were made possible thanks to financial support from



Department of Justice  
Canada

Ministère de la Justice  
Canada

Éducaloi is a non-profit organization whose mission is to inform Quebecers of their rights and responsibilities by providing legal information in everyday language.

### **IMPORTANT NOTICE**

This *Teacher's Guide* contains legal information up to date as of July 2018. The information in this guide is not meant to be a legal opinion.

### **COPYRIGHT AND RIGHT TO REPRODUCE**

© Éducaloi, 2011. English version, 2012. (Last Update, 2018.) Éducaloi's volunteer legal professionals and Quebec teachers may use and reproduce this guide in an educational context for non-commercial purposes only. Éducaloi must be credited. Any other reproduction or use is prohibited without the written consent of Éducaloi.

# Introduction

## The Program

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-to-go 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>The Law: It's Not Like in the Movies!</b>	Through a mock court trial, students learn about the various actors in the Quebec legal system and the steps in a trial. A legal expert will accompany students in an interactive experience that will take them to the heart of a courtroom.	Secondary 1
<b>Beat the Buzzer!</b>	A game show activity about justice and how the law plays a role in the daily lives of 12-17 year-olds.	Secondary 2
<b>The Small Claims Court Is in Session!</b>	Students stage a mock trial between a consumer and a business. They discover the purpose of the small claims court, how it works, the players involved and their roles.	Secondary 3

<p><b>Pick Your Side!</b></p>	<p>In this activity, students must take a position on several issues that will stimulate debate. They will see for themselves that the concept of “justice” evolves constantly and is shaped by the clash of ideas and changing societal values.</p>	<p>Secondary 4</p>
<p><b>Ready, Set, Invest!</b></p>	<p>Students step into the shoes of an investor to reflect on ethical business practices. They learn about corporate law, how businesses are structured and operate, and much more.</p>	<p>Secondary 5</p>
<p><b>The Rules of the Game!</b></p>	<p>In this game, students answer questions about legal issues in the lives of young adults, such as housing, work, consumer rights and the criminal justice system.</p>	<p>16- 21-year-olds</p>

The pages that follow give more details on each workshop.

If you have suggestions or questions, contact us at [scolaire@educaloi.qc.ca](mailto:scolaire@educaloi.qc.ca)

# Ready, Set, Invest!

Secondary 5  
Teacher's Guide

# Information About the Workshop

Ready, Set, Invest!



## What You Need to Know

### Description:

Using various scenarios, students take on the role of potential investors in fictitious companies. They reflect on good business practices and whether businesses are complying with the law.

### Objectives:

- Introduce students to some laws that apply to companies.
- Encourage them to think about whether the companies are respecting these laws.
- Encourage them to reflect on the ethical conduct of the company.

### Duration:

60 minutes

### Level:

Secondary 5

### Materials Required (teacher):

- Computer, screen and projector
- Sheet to be printed:
  - Investment Worksheet: one copy per student

Ready, Set,  
Invest!

<b>Subjects:</b>	<ul style="list-style-type: none"><li>• Ethics and Religious Culture</li><li>• English Language Arts</li><li>• Contemporary World</li><li>• Entrepreneurship</li></ul>
<b>Broad Areas of Learning:</b>	<p><b>Personal and Career Planning</b></p> <ul style="list-style-type: none"><li>• Familiarity with the world of work, social roles, and occupations and trades</li></ul> <p><b>Environmental Awareness and Consumer Rights and Responsibilities</b></p> <ul style="list-style-type: none"><li>• Responsible use of goods and services</li><li>• Awareness of social, economic and ethical aspects of consumption</li></ul> <p><b>Citizenship and Community Life</b></p> <ul style="list-style-type: none"><li>• Promotion of the rules of social conduct and democratic institutions</li></ul>



# Running the Workshop

Ready, Set,  
Invest!



## 1. Presenting the Activity

### 2. Introduction

- What is a company?
  - Shares and shareholders
  - How a company works

### 3. The Game

Students complete their Investment Worksheet after reading the scenarios and listening to information on the following topics:

- Company law
- Labour standards
- Environmental law
- Copyright law
- Social responsibility of companies

### 4. Conclusion

- Review of students' results in class
- Question period and comments



# Appendices

(Ready, Set, Invest!)

# Investment Worksheet

Printed by  
the teacher

Ready, Set,  
Invest!

Starting Amount: \$50,000			
Company Name	Investment	Value	Total
	<input type="checkbox"/> YES - \$10,000	<input type="checkbox"/> Legal + \$20 000	<input type="checkbox"/> + \$10,000
		<input type="checkbox"/> Illegal	<input type="checkbox"/> - \$10,000
	<input type="checkbox"/> NO		<input type="checkbox"/> \$0
	<input type="checkbox"/> YES - \$10,000	<input type="checkbox"/> Legal + \$20,000	<input type="checkbox"/> + \$10,000
		<input type="checkbox"/> Illegal	<input type="checkbox"/> - \$10,000
	<input type="checkbox"/> NO		<input type="checkbox"/> \$0
	<input type="checkbox"/> YES - \$10,000	<input type="checkbox"/> Legal + \$20 000	<input type="checkbox"/> + \$10,000
		<input type="checkbox"/> Illegal	<input type="checkbox"/> - \$10,000
	<input type="checkbox"/> NO		<input type="checkbox"/> \$0
	<input type="checkbox"/> YES - \$10,000	<input type="checkbox"/> Legal + \$20,000	<input type="checkbox"/> + \$10,000
		<input type="checkbox"/> Illegal	<input type="checkbox"/> - \$10,000
	<input type="checkbox"/> NO		<input type="checkbox"/> \$0
	<input type="checkbox"/> YES - \$10,000	<input type="checkbox"/> Legal + \$20,000	<input type="checkbox"/> + \$10,000
		<input type="checkbox"/> Illegal	<input type="checkbox"/> - \$10,000
	<input type="checkbox"/> NO		<input type="checkbox"/> \$0
Total			

\$50,000 -/+ Total \$ \_\_\_\_\_ = \$ \_\_\_\_\_

# Teacher's Follow-up Activities

Ready, Set, Invest!

# Applying Workshop Concepts

Follow-up  
Activity

Ready, Set,  
Invest!



The following pages contain suggestions for applying the concepts from Éducaloi's workshop in your classroom. The workshop will have raised important issues in addition to the legal ones. You can use these issues for other classroom activities.

For instance, you can ask students to think about business ethics, the role of business in our society, how different types of businesses have evolved, and how to be a responsible consumer.

You can conduct an activity as we have suggested, or you can present it differently, for example, blog, oral presentation, activity based on the television show "Dragon's Den."

## **Suggested activities for applying the workshop concepts in your classroom:**

<b>Activity 1</b>	Research and Assessment of a Company
<b>Activity 2</b>	Essay on Business Ethics and the Role of Business in Society
<b>Activity 3</b>	Small Group Discussions of Essays and Self-Evaluation
<b>Activity 4</b>	Create a Form to Assess a Company's Social Responsibility


 Follow-up  
Activity
Ready, Set,  
Invest!

If you'd like to conduct all four activities following Éducaloi's workshop, you'll need four to six 60-minute periods.

### Suggested Activities According to Subject:

English Language Arts	Activities 1-2
Contemporary World	Activities 1-2-3
Entrepreneurship	Activities 1-3-4
Ethics and Religious Culture	Activities 1-3-4

### Other Suggestions:

**Debate:** Students have a debate on good corporate citizenship. Each team of four to six students chooses a company and decides whether to defend or critique its actions.

**“Dragons’ Den” Game:** Students create a fictitious company that has five socially responsible characteristics and two characteristics that are not socially responsible. (Or the company can be engaged in five legal activities and two illegal ones). Each team presents their company to a group of “dragons.” The dragons identify the company’s actions that are not socially responsible (or not legal) and then decide whether or not to invest in it.

**Consumer Awareness Blog:** Each student writes a short blog post on corporate responsibility. Each student must also write a comment on another student’s blog post.

**Film:** Show students excerpts from the film “The Corporation” ([www.thecorporation.com](http://www.thecorporation.com)) after the workshop to generate discussion. This documentary film explores the origins of corporations and corporate social responsibility.

# Activity 1:

## Research and Assessment of a Company

Follow-up  
Activity

Ready, Set,  
Invest!

<b>Duration:</b>	60 to 75 minutes
<b>Objective:</b>	Assess the conduct of a real company

### Running the Activity

Ask students to assess the social responsibility of a real company by completing the Assessment Form.

The choice of company can be left to the students. The activity will be more interesting if each student chooses a different company. This will ensure that several examples are available for discussion.

Direct students to the company's official website. Many websites have a link to an "About Us" section at the top or bottom of the home page. Students should also do Internet searches to find information critical or supportive of the company.

You can evaluate students yourself, have them do self-evaluations or peer evaluations, or you can evaluate them later on after another activity.

Company suggestions: <http://www.canadianbusiness.com/canadian-brand-top-40-ranking/>

### Suggested Marking Guide

5 = excellent, 4 = very good, 3 = good but needs further development, 2 = not well developed, 1 = poor, 0 = no effort

Criteria	Comments	Grade
Amount of information		/5
Relevance of information		/5
Quality of sources		/5
Clarity and detail		/5
Total		/20

# Assessment Form

## The Social Responsibility of a Company

Follow-up  
Activity

Ready, Set,  
Invest!

**Name:** \_\_\_\_\_

**Group:** \_\_\_\_\_

Choose a company and research it on the Internet. In this activity, you'll be assessing how socially responsible the company is.

Don't limit your research to the company's official website, which will give you only one side of the story. Look for independent websites or articles that either confirm or contradict what the company says. Important: Make sure the websites you consult are credible.

Enter the company's name in the search engine's search bar, followed by keywords such as "rights," "human rights," "labour law," "ethics," "morality," "environment," "social responsibility," "corruption" or "fraud."

Company name	
General information (type of company, number of employees, head office, business sector, global presence, etc.)	
Respect for the environment	
Compliance with the law	
Customer relations	
Labour relations	
Community involvement	
Advertising practices	
Other	





# Activity 2:

## Essay on Business Ethics and the Role of Business in Society

Follow-up  
Activity

Ready, Set,  
Invest!

<b>Duration:</b>	90 minutes or more
<b>Objective:</b>	Write an essay on corporate responsibility

### Running the Activity

Before students begin their essays, it's a good idea to get them thinking about some of the important aspects of corporate responsibility. Here are some suggestions for discussion:

- Do you think you're a socially responsible consumer?
- What does this mean?
- Is it difficult to be a socially responsible consumer?
- How do you decide which businesses to buy from?
- Are these businesses socially responsible?
- Why do many companies adopt "business ethics"?
- What is social entrepreneurship?
- Should the government get involved by regulating how companies conduct themselves?
- Why does globalization limit the power that governments have over business?
- How can we make companies more responsible?
- Should companies be made to answer for not acting responsibly? If so, how?

Next, have students write an essay according to the "Essay Structure" outlined in the instructions to students.

### Student Evaluation

If you want to evaluate students' essays, you can develop a marking guide according to the subject you're teaching.

For the English Language Arts and Contemporary World courses, you can base yourself on the marking guides for the ministerial exams for activities of this type.

You can also have students evaluate each other's essays and ask them to divide into small groups to discuss the issues raised (refer to Activity 3).

# Essay on Business Ethics and the Role of Business in Society

Follow-up  
Activity

Ready, Set,  
Invest!

**Name:** \_\_\_\_\_

**Group:** \_\_\_\_\_

## **Question: Who should intervene to make companies responsible for their actions?**

Write an essay on what companies, the government and the public can do to make companies responsible for their actions. Base your essay on what you learned from the workshop, your assessment of a company and your class discussions.

### **Essay Structure:**

#### **Introduction (one paragraph)**

Introduce the issue of corporate responsibility by explaining the role businesses have in society and which players can get involved (companies, government, the public).

#### **Body (three paragraphs: companies, government, the public)**

Explain what each of these players can do to make companies responsible for their actions. Give examples and explain whether their involvement is enough to produce results.

#### **Conclusion (one paragraph)**

Return to the role businesses have in society and why it's important for them to act responsibly. Explain which player, in your opinion, has the greatest impact on getting companies to be socially responsible. Give your readers something to think about.

**300 words**



# Activity 3:

## Discussion of Essays and Self-Evaluation

Follow-up  
Activity

Ready, Set,  
Invest!

<b>Duration:</b>	90 minutes or more
<b>Objective:</b>	Write an essay on corporate responsibility

### Running the Activity

Students have had a chance to think about corporate responsibility and organize their thoughts in an essay. Now you can divide students into small groups and have them discuss the topic and the issues it raises.

Groups should consist of four to five students. You can set a time limit to ensure students are productive. You can ask each group to elaborate on a specific issue to make sure the topic is thoroughly covered.

### Student Evaluation

Students evaluate themselves and present their self-evaluation to the group. Each group member then decides whether the grade is appropriate or is too high or too low. Of course, you can change the grade based on peer opinions and your own classroom observations.

# Discussion on the Social Responsibility of Companies

Follow-up  
Activity

Ready, Set,  
Invest!

**Name:** \_\_\_\_\_

**Group:** \_\_\_\_\_

As a team, discuss the issues listed in the discussion table and take notes. Evaluate yourself at the end of the discussion. Your peers will then review your self-evaluation.

## Discussion Table

Issues	Notes (write down the main points discussed)
What is the role of business in society?	
Why should a company be socially responsible?	
What can a company do to become more socially responsible?	
What can governments do to make companies more socially responsible?	
What can the public do to make companies more socially responsible?	
What does the future hold?	
What did you learn from this activity?	

# Discussion on the Social Responsibility of Companies

Follow-up  
Activity

Ready, Set,  
Invest!

**Name:** \_\_\_\_\_

**Group:** \_\_\_\_\_

As a team, discuss the issues listed in the discussion table and take notes. Evaluate yourself at the end of the discussion. Your peers will then review your self-evaluation.

5 = excellent, 4 = very good, 3 = good but needs further development, 2 = not well developed, 1 = poor, 0 = no effort.

Criteria	Comments	Grade
Amount of information		/5
Relevance of information		/5
Quality of sources		/5
Clarity and detail		/5
Total		/20

Next, you must decide whether your team members' grades are appropriate or are too high or too low.

Student's Name	Grade Is Too Low	Grade Is Appropriate	Grade Is Too High

# Activity 4:

## Create a Form to Assess a Company's Social Responsibility

Follow-up  
Activity

Ready, Set,  
Invest!

<b>Duration:</b>	30 minutes or more
<b>Objective:</b>	Define the criteria for assessing a company's social responsibility

This final activity integrates all the information covered in earlier activities.

### Running the Activity

Students must define the criteria that they'll use to assess how socially responsible a company is. The objective of this activity is to encourage students to think about what they consider is a socially responsible company.

If you feel it is appropriate, students can consult the Internet or other resources for this activity.

Once students have completed the activity, you can suggest a company and ask them to determine whether it is socially responsible using the criteria they've defined.

In the Entrepreneurship course, these criteria can be applied as a "code of conduct" for the students' entrepreneurship project.

### Student Evaluation

5 = excellent, 4 = very good, 3 = good but needs further development, 2 = not well developed, 1 = poor, 0 = no effort

Criteria	Comments	Grade
Number of criteria		/5
Relevance of information		/5
Variety of criteria		/5
Total		/20

# Criteria for Assessing the Social Responsibility of a Company

Follow-up  
Activity

Ready, Set,  
Invest!

**Name:** \_\_\_\_\_

**Group:** \_\_\_\_\_

Define the criteria for assessing the social responsibility of a company. Base your criteria on the following categories:

Respect for the environment	
Compliance with the law	
Labour relations	
Community involvement	
Advertising practices	
Other	