

Have Your Say!

Volunteer Legal Professional's Guide

Designed
for Nunavik
schools





Éducaloi is a non-profit organization whose mission is to make the law accessible, easy to understand, and easy to use in everyday life.

IMPORTANT NOTICE

The material for this workshop and its facilitation must be offered free of charge.

This workshop presents legal information that applies to Inuit communities in Quebec.

Are you facilitating this workshop?

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We regularly update this workshop. Make sure you have the most recent version available on legallifeskills.ca

Partner members



Éducaloi also receives support from



Department of Justice
Canada



About this learning experience

This learning experience is the result of a partnership between Éducaloi and Ulluriaq School students and personnel. This partnership was established to adapt Éducaloi's *Pick Your Side!* workshop to better reflect the experiences of Inuit youth in Nunavik.

The activities proposed in this learning experience differ from the ones proposed in *Pick Your Side!* The legal information provided applies to Inuit communities in northern Quebec.

Overall, this learning experience was developed to provide youth in Nunavik with the knowledge and resources they need to understand and navigate certain legal situations in their daily life.

This guide's intended audience

This facilitation guide was created for **volunteer legal professionals** who want to facilitate the *Have Your Say!* workshop in Nunavik schools.

Acknowledgements

Éducaloï thanks school personnel at Ulluriaq School in Kangiqsualujjuaq for their ongoing support, discussions and comments during the creation of this learning experience. Éducaloï also thanks **Ulluriaq School** students for their participation in a week of activities that inspired the activities in this learning experience. Finally, Éducaloï thanks **Justice Pro Bono** for their collaboration and support on this project.





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Why facilitate a legal education workshop

People often face legal situations in their daily lives. From buying something at a store to being in contact with the criminal justice system, encounters with the law are a constant in all our lives.

Yet, the legal aspects of life can be difficult to understand. On top of that, some people might understandably have negative feelings about the law based on their experience. It doesn't help that most of the population is generally not taught the skills needed to understand and navigate the legal world.

That's the role of legal education: to foster the knowledge, skills, and attitudes that help people to recognize the legal dimension of a situation they're experiencing.

This means that legal education is not about memorizing laws! Legal education helps people develop their "legal instincts". It empowers them to make informed choices about the situations they face and feel more confident when asserting their rights.

Your role in legal education

As a volunteer legal professional facilitating this workshop, you play the role of an intermediary between the students and the legal world. You have training in the law and will share your knowledge with the students.

In this facilitation guide, you'll find the information you need to awaken or strengthen your pedagogical skills and confidently present this workshop for a young audience!



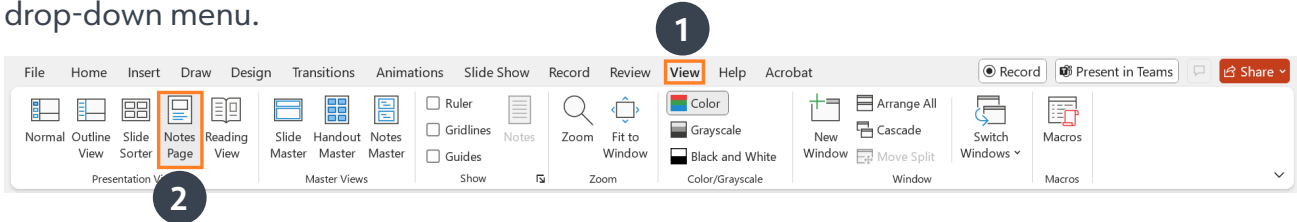
What you need to know about the workshop

Target Audience	Secondary students in Nunavik schools.
Activity	Students express their opinion about some rules that are relevant to their everyday lives. The rules are introduced by short stories.
Instructional Goal	Students practice their argumentative skills and gain confidence in expressing and discussing their opinions with others.
Learning Objectives	After participating in the workshop, students will be able to: <ul style="list-style-type: none">• identify and understand some legal rules that affect their everyday lives,• decide what they think about these rules,• express their opinion.
Duration	One period (around 45 minutes).
Required Materials	<ul style="list-style-type: none">• PowerPoint (part of the workshop toolkit).• Computer, projector or SMART board.

How to use the PowerPoint

The PowerPoint is the foundation of the workshop. All the instructions and content you need to present are in the notes of each slide.

To see the notes, select the “View” tab and then the “Notes Page” icon in PowerPoint’s drop-down menu.



In the electronic version of the PowerPoint, the notes under the slides might be too long for the space provided, depending on how your computer is configured. You can scroll down to see all the notes. This workshop toolkit also includes a printable PDF with the full version of all these notes if you prefer.

When you’re presenting, advance through the slides one by one with your mouse, keyboard, remote or SMART board. Slides that introduce a topic have navigation buttons on them. You can click on these to jump over a topic you don’t want to present or to return to the previous topic. If you want to present a topic, advance through the slides one by one until you get to the slide introducing the next topic.





What to do before the workshop

There are a few things you should do before the workshop to ensure it goes smoothly.

1 Check out the tips and resources at the end of this guide.

We've provided some tips on how to talk to students about the law and some Nunavik-related resources to help you prepare.

2 Review the workshop content and think about which topics you would like to cover.

The PowerPoint presentation covers 17 topics. You probably won't have time to cover them all, so it's a good idea to review them beforehand and think about which ones you want to prioritize.

You can also decide to avoid certain topics if you don't feel comfortable presenting them. Keep in mind that students may have personal experiences related to these topics. They may decide to share their personal experience during the workshop.

When you present, you will be able to use the navigation buttons at the beginning of each topic to jump between them. You can start with the topics you decided to prioritize and then go back for more if you still have time. You can also jump over topics you don't want to cover.

3 Decide how you want to run the workshop and print documents if needed.

Read the instructions on slide 5 and decide how you want to run the activity where students choose one of four answers. Print out copies of the four answers if you need printed copies for your chosen method (pages 19 to 22 of this guide).

Read the instructions on slide 75 and decide if you would like students to do the optional questionnaire at the end of the workshop (pages 23 and 24 of this guide). If so, print out copies of the questionnaire for the students.



4

Confirm with the teacher that they will be present in the classroom during the workshop.

You can ask the teacher to help you with time management and student engagement. Their presence will contribute to the success of the workshop!

5

If you have time, ask the teacher some questions about their class and your presentation.

What is the class dynamic? Are students responsive? Shy? Is there something specific you should know about them? Ask these questions so you can adjust your presentation style to the students.

Ask for the teacher's feedback on the topics you're thinking about presenting. Make a note of any topics the teacher wants you to prioritize or avoid based on their students' experiences, needs and interests.

If you don't know how to pronounce the character names for one of the stories you plan to present, ask the teacher if they know. If they don't, ask if they have a different name to suggest. If you decide to change one or more of the character names, make sure you update the PowerPoint before you present.



Workshop overview

Presenting the workshop should take around 45 minutes.

1 Introduce yourself and the workshop (10 minutes)

Present slides 1 to 5 using the notes.

2 Present a few topics (30 minutes)

Present as many topics as you want in the time that you have. Prioritize the quality of your discussion with the students over the quantity of topics presented. If students are participating a lot, you will present fewer topics. If they aren't, you will present more topics.

Jump over any topics you want to avoid. You can use the navigation buttons on the slide that introduces each topic to navigate between them more easily.

3 Conclusion (5 minutes)

When you see that you only have about 5 minutes left, use the navigation buttons to jump over topics until you reach the conclusion.

Present slide 75. You can ask students to share their feedback out loud or to fill out the optional questionnaire (pages 23 and 24 of this guide).

Note that students may take up to 15 minutes to fill out the optional questionnaire. You may need to save more time for the conclusion if you plan to use it.

Wrap up and thank the students for their participation. If possible, share the results from the questionnaire with Éducaloi by emailing them to scolaire@educaloi.qc.ca.



Tips on how to talk to students about the law

Talking about the law with students might seem complex. However, it can be doable and rewarding with the right preparation!

We have some tips to share that will help you prepare for the workshop and ensure things go smoothly. Seize this opportunity to improve your pedagogical skills!

1

Learn more about the community and the students in advance.

We strongly recommend that you search for information about the history and culture of the community you'll be visiting. Learning about the students' community will help you make more meaningful connections between the workshop content and their lives.

We also recommend that you get in touch with the teacher whose classroom you'll be visiting before you arrive if you can. Ask questions about the class and use what you learn to adapt your presentation.

2

Make a good impression.

If you're a volunteer legal professional, chances are this will be your first time meeting these students. It will probably take the students some time to warm up to you.

Making a good impression at the beginning of the workshop will help! Here are a few simple tips to consider:

- Stay present and relaxed. Try to be open and welcoming in your body language and your tone.
- Greet students with the teacher as they enter the classroom.
- Talk about yourself and share what brings you to the school.
- Tell the students you're happy to be spending time with them.

3**Be prepared to support students when they share something sensitive or personal.**

It's important to be supportive when students share stories about their personal experience or express emotions about the topics being discussed. Here are some ways you can support students.

Stay present in the moment and listen actively. Thank students for sharing and validate any feelings they express. Make sure you know where you can refer a student if they need help with something they're going through. You can talk to the teacher in advance or consult the resources at the end of this guide for some ideas.

Be mindful of your own limits and the fact that you're facilitating an in-class workshop. After you have listened to a student and validated their feelings, you can gently redirect everyone back to the activity. You can refer students to resources during and after the workshop. If it seems like a student needs help, check with the teacher before you leave to make sure that someone will follow up with the student and continue supporting them.

4**Be mindful of students' feelings toward the legal system.**

It's possible that students will have negative feelings or strong opinions about some of the topics that will be discussed during the workshop.

This is understandable given the legal system's relationship to the colonization of Inuit communities and the territories they inhabit. This fact, documented in research and in the Truth and Reconciliation Commission Report¹, is most likely a living memory for members of the students' community. Acknowledging this fact and being mindful of students' feelings toward the legal system are the first steps to building a meaningful connection with them.

Some students may express strong opinions. Rather than trying to argue with them, listen actively to what they're saying. Validate students' feelings and opinions about the workshop content. Thank them for being willing to share. It probably took them a lot of courage to express themselves. If you see fit, take advantage of your time with the students to make them think about—and take a critical look at—the law and their relationship with it.

¹ You can find a summary of the final report of the Truth and Reconciliation of Canada here: https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/01/Executive_Summary_English_Web.pdf

5 Communicate clearly.

Students' impressions of the legal system are often based on what they see in the media or the experiences they have had in life. It's possible that their legal vocabulary is very limited.

To make sure your young audience understands you, try to communicate as clearly as possible. To help you, we made sure to write all materials in a way that's easy to understand.

When you're presenting, pay special attention to legal terms. Ask the students if they know what it means and explain it or replace it with a simpler word.

Here are a few examples:

- Prejudice = loss, harm.
- Jurisdiction = power to judge.
- Assault = attack.
- Jurisprudence = decisions courts have made in the past.
- Institute proceedings = take someone to court.
- Crown = government.

To avoid confusion, always use the same word when referring to the same idea or concept. Hopefully, students will leave the workshop with a better understanding of the law!

Resources

Learning about Nunavik

If you're going to Nunavik for the first time, it's a good idea to learn more about Inuit culture and history. Here are some resources to help you get started on this journey.

This list is by no means exhaustive. We recommend that you use it as a starting point and continue to educate yourself on Inuit culture and history on an ongoing basis.

Resource	Description
The Inuit Way, A guide to Inuit Culture	This guide "provides the reader a starting point for understanding the cultural underpinnings of modern Inuit."
Parnasimautik Consultation Report	This report summarizes consultations that were held with Inuit in Nunavik in hopes of coming up with an overall vision for development in the region that respects Inuit culture, identity, language, and traditional way of life. The report provides background information about the geography and history of Nunavik. It also shares information about the culture and customs of Inuit in the area.
Umiujaq - Through the Eyes of its Youngest	This short documentary portrays the stories of children, teenagers and young adults from Umiujaq.
If the Weather Permits	This short documentary portrays life in Kangirsujuaq.

Resource (continued)	Description
My Village in Nunavik	<p>This documentary portrays life in Puvirnituaq during three different seasons.</p>
Publications Nunavik	<p>This publishing house features work by Inuit authors about their experiences and about the North.</p>
Pauktuutit Inuit Women of Canada	<p>This organization represents Inuit women in Canada. Their website has various resources on themes such as temporary shelter, violence and abuse prevention, and health, social and economic development.</p>
Justice in Nunavik - A Change in Wind Direction	<p>This news story recounts the challenges Nunavimmiut (Inuit in Nunavik) face in relation to the Quebec justice system. Some of the issues highlighted include the geographical distance, the lack of personnel and the tensions between the legal system and traditional Inuit values. The news coverage includes interviews with Inuit who share their opinions.</p>
Guide de base pour une saine pratique au Nunavik (French only)	<p>This guide is designed for lawyers who practice in Nunavik. It covers child protection and criminal law.</p>
Rapport sur la situation de la cour itinérante au Nunavik (French only)	<p>This is a report that summarizes how the justice system works in Nunavik.</p>



Getting help in Nunavik

Here are some resources you can offer if someone needs help with something they're going through in real life. Check the links for the most up-to-date information on available services.

Resource	Description
Tel-jeunes	A counseling service for youth available through online chat, text, or phone.
Justice Pro Bono	Legal clinics in different Nunavik communities several times per year.
Nunavik Community Justice Center	One-on-one support and guidance services for estate settlements.
Makivvik Justice Program	Culturally adapted support services for people affected by a crime or a conflict, offered through 10 local justice committees.
Centre d'aide aux victimes d'actes criminels de Nunavik (CAVAC) (Sapummijit)	A variety of support services for crime victims, their immediate family and witnesses.
Nunavimmi Ilagiit Papatauvinga	Family services based on Inuit knowledge and ways, offered as an alternative to child protection services.

Appendices



Four Answers for the Workshop Activity

(printable posters starting on next page)

A large, solid orange rounded rectangle with a white border, positioned in the upper right quadrant of the page. It contains the text "Yes, totally!" in white, bold, sans-serif font.

**Yes,
totally!**

A large orange semi-circle graphic is positioned in the upper right quadrant of the page. Inside this semi-circle, the words "Yes", "and", and "no." are written in a bold, white, sans-serif font, stacked vertically and centered.

**Yes
and
no.**

An orange semi-circle graphic with a flat top and a curved bottom, containing white text.

Definitely

not!

An orange semi-circle graphic with a flat bottom edge and a curved top edge, centered on the page. Inside the semi-circle, the text "I don't know." is written in white, bold, sans-serif font, oriented vertically.

**I don't
know.**

Questionnaire



1) Did you enjoy participating in the workshop?

- Yes
- No
- A little bit
- I don't know

2) What did you like best about the workshop?

- The activities were fun.
- The information was useful.
- The presentation looked good.
- I don't know.
- Other. Explain: _____

3) Did you find the workshop's information useful?

- Yes
- No
- A little bit
- I don't know



4) Today, you learned about some rules. Which rule matters the most to you? Explain your opinion about this rule.

5) Is there something you didn't like about the workshop?

No.

Yes. Explain:

Thank you for presenting this workshop!
If you have any comments or suggestions,
please email them to scolaire@educaloi.qc.ca