

Have Your Say!

Teacher'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

This guide and the facilitation of this workshop must be offered free of charge.

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

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We regularly update this workshop. Make sure you have the most recent version available on the website educationjuridique.ca/en

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 **teachers** who want to facilitate the *Have Your Say!* learning experience in Nunavik schools.

This learning experience includes an optional one-period lesson-plan, a one-period workshop, and an optional follow-up activity.

Acknowledgements

Éducaloi thanks school personnel at Ulluriaq School in Kangiqsualujjuaq for their ongoing support, discussions and comments during the creation of this learning experience. Éducaloi also thanks **Ulluriaq School** students for their participation in a week of activities that inspired the activities in this learning experience. Finally, Éducaloi 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 teacher facilitating this workshop, you play the role of an intermediary between the students and the legal world. You know your students well and have been trained in the art of teaching.

With the help of this facilitation guide, you'll awaken or strengthen the skills you need to confidently share legal information related to the workshop topics.



What you need to know about the learning experience

| | |
|---|--|
| Target Audience | Secondary students in Nunavik schools. |
| Optional Pre-workshop Activity (1 period) | Students are introduced to the role of rules in their lives through a discussion activity. |
| Workshop (1 period) | <p>Students express their opinion about some rules that are relevant to their everyday lives. The rules are introduced by short stories.</p> <p>Important! The PowerPoint presentation offers 17 topics. With the help of students, you can narrow that down to 5 topics to prioritize during the workshop.</p> |
| Optional Follow-up Activity (1 to 2 periods) | Students develop their argumentative skills creatively while they reinforce their knowledge about workshop topics. |
| Instructional Goal | Students practice their argumentative skills and gain confidence in expressing and discussing their opinions with others. |



| | |
|----------------------------|--|
| Learning Objectives | After participating in these activities, 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 | Up to four periods (around three hours). Three periods are optional. |
| Required Materials | <ul style="list-style-type: none">• PowerPoint (part of the workshop toolkit).• Student worksheets and other documents (part of this guide).• Computer, projector or SMART board. |



Preparing for the learning experience

1 Before doing the optional pre-workshop activities:

- Print out copies of the “What Are Rules?” activity worksheet for your students (page 18 of this guide).
- Print out one copy of the “List of Topics” for yourself (pages 19 to 23 of this guide).
- Print out copies of the “Have Your Say! Deciding What to Discuss” document for your students (page 24 of this guide).

2 Before running the workshop:

- Review the topics. Keep in mind that students may have personal experiences related to these topics. They may decide to share their personal experience during the workshop. Note any topics that you don’t want to cover. When you present, you will be able to use the navigation buttons at the beginning of each topic to jump over them.
- 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 26 to 29 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 30 and 31 of this guide). If so, print out copies of the questionnaire for your students.

3 Before doing the optional post-workshop activity:

- Print out copies of the “Legal Information Guide” and “Sharing Your Opinion” activity worksheet for your students (pages 32 to 41 of this guide).
- Prepare any materials your students will need to do the creative exercise, like recording equipment or art supplies.



Pre-workshop activities

Note: These activities are optional. However, we strongly advise you do them if you have time. It will help students prepare for the workshop.

45 minutes

1 Introduction and setup (10 minutes)

First of all, invite students to form a circle if they want to. Invite them to choose a comfortable position, be it seated in chairs, on the floor (if allowed), or standing up.

Introduce the activity:

- Tell your students you'll be doing an activity about rules.
- Give each student a "What Are Rules?" activity worksheet (page 18 of this guide).

2 "What Are Rules?" activity and the law in your life (30 minutes)

Facilitate the "What Are Rules?" activity:

- Read the text with students and discuss each question together.
- Give students some time to write down their answers to the questions in their activity worksheet.
- If students have trouble identifying rules in their lives, you can share some rules you encounter in your own life to help them get started.

Following the activity, facilitate a discussion around what rules are for.

There are no specific correct answers to the questions. You can use students' answers to gauge their relationship to the rules in their lives.

To comment on possible answers to this question, you can refer to the following parts of the "What Are Rules?" text:

- "Rules tell us what we can and can't do at home, at school and in our community. You learn rules from your family, teachers, and members of your community, like elders."
- "Rules tell us how to treat others well."



Next, you can make a connection between the rules you just discussed as a class and legal rules.

You can say that some rules in life are called laws. These laws work in a similar way to the other rules you discussed as a class: they say what people can or cannot do.

You can tell students they may already know more about the law than they think because they know how rules work.

Finally, you can connect this activity to the workshop coming up next period. Tell students you'll talk more about the law and their opinions on different rules. Tell them that the law can evolve, and people can get involved in changing the rules that affect them personally. Knowing these rules well is the first step. You can mention Indigenous people getting the right to vote as an example.

3

Deciding which topics to discuss (5 minutes)

Give each student a copy of the document "Have Your Say! Deciding What to Discuss" (page 24 of this guide). Next, ask students to circle five topics they'd like to discuss.

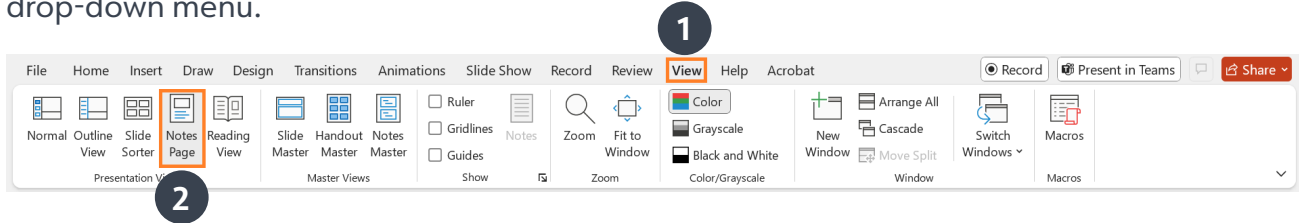
At the end of class, gather the papers and identify the five most popular topics. If there's a tie, you can decide which topics to prioritize.

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 students want to prioritize and then go back for more if you still have time.

Using 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.





Workshop overview

45 minutes

1 Introduce and set up 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. If you pre-selected five topics with your students, you have about six minutes to present each one.

Prioritize the quality of your discussion with the students over the quantity of topics presented. If students are participating a lot, you will cover fewer topics. If they aren't, you will cover 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 30 and 31 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. If possible, share the results from the questionnaire with Éducaloi by emailing them to scolaire@educaloi.qc.ca.

Wrap up the workshop. There's an optional follow-up activity that you can do during other class periods if you want to (page 13 of this guide).



Optional follow-up activity

Note: This activity is optional. However, we strongly advise you do it if you have time. It will help students reinforce what they learned.

45 to
90 minutes

1 Objective

Students share their opinion on a legal rule through a creative medium (e.g. audio for a radio program, short text for a newspaper, a short video for social media, or a poster).

2 Instructions

Facilitate the activity:

- Divide the students into pairs or small groups. As an alternative, you can ask students to work individually.
- Give students a copy of the “Legal Information Guide” found on pages 32 to 39 of this guide. Give them time to explore it and refresh their memory.
- Each group chooses a story from the workshop to work with. We recommend that students choose from the stories that were discussed in class.
- Give each student a copy of the activity sheet called “Sharing Your Opinion” (pages 40 and 41 of this guide) and help them complete the activity. Provide students with any materials they need for the creative exercise (recording equipment, art supplies, etc.).

3 Grading

If you wish to grade your students for this activity, here are some ideas for what you can evaluate. We recommend that you evaluate the strength of students’ reasons for having their opinions.

You can also provide guidelines for each creative medium and then evaluate whether students met them. For example, if they chose to write a short text for a newspaper, did they cover the 5 Ws (Who, What, Where, When, Why) and use a journalistic tone?

Finally, you can evaluate the students’ summary of the legal information by comparing their text to the legal information guide (pages 32 to 39 of this guide).



Tips on how to talk about the law with your students

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. If you're an experienced teacher, you probably already do most of these things.

1 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 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. Be sure to follow up with students later and continue supporting them.

2 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 community you teach in. Acknowledging this fact and being mindful of students' feelings toward the legal system are the first steps to building a meaningful connection with them.

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



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.

3 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 available 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. |
| CJP Nunavik (Info Justice Centre) | 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



What Are Rules?

Student's name: _____

Class: _____ Date: _____



1 Read the text below and highlight what you think is important.

When you go inside your home or your school, do you take your outside boots off or do you leave them on? You probably take them off. These places usually have a rule that you need to take off your boots when you come inside.

Rules tell us what we can and can't do at home, at school and in our community. You learn rules from your family, teachers, and members of your community, like elders.

Some rules are said out loud. Other rules are written down. Different communities can have different rules. Sometimes, rules can change over time.

Rules tell us how to treat each other well. By taking off your outside boots when you come inside, you help keep the floor clean, and everyone's socks dry!

1) Write down another example of a rule in your life.

2) What do you think about this rule?

List of Topics

| Topic | Story | Slides |
|----------------------------|--|--------|
| Hunting and fishing | <p>Eliyassie is 12.</p> <p>Eliyassie goes hunting for ptarmigan with his community.</p> <p>Eliyassie helps clean the ptarmigan and prepare the meat.</p> <p>Eliyassie loves going out on the land and preparing country food.</p> | 6-9 |
| Going to school | <p>Jaco is 14.</p> <p>Jaco doesn't want to go to school.</p> <p>Jaco doesn't see the point.</p> <p>Jaco would rather go out on the land.</p> | 10-13 |
| Working and school | <p>Simon is 15.</p> <p>Simon works as a cashier at the co-op.</p> <p>Simon scans things fast.</p> <p>Simon is good at giving the right change.</p> <p>Simon likes having a job and making money.</p> | 14-17 |
| Hitting in sports | <p>Alec is 12.</p> <p>Alec is on the school's hockey team.</p> <p>During a game, Alec bodychecked another player.</p> <p>The other player fell and sprained their ankle.</p> <p>Alec feels bad the other player got hurt.</p> <p>It was an accident.</p> | 18-21 |

| Topic (continued) | Story | Slides |
|---|---|--------------|
| <p>Voting and running for office</p> | <p>Louisa is 13.</p> <p>Louisa wants to be mayor of her community one day.</p> | <p>22-25</p> |
| <p>Photos on social media</p> | <p>Markusie is 14.</p> <p>Markusie is classmates with Brianna.</p> <p>Brianna took Markusie’s photo when they were hanging out at Markusie’s house.</p> <p>Brianna put Markusie’s photo on her public Facebook without Markusie’s permission.</p> <p>Markusie wants Brianna to take the photo down.</p> | <p>26-29</p> |
| <p>Comments on social media</p> | <p>Kathy is 15.</p> <p>Kathy is Facebook friends with lots of people in her community.</p> <p>Kathy often sees people getting into fights and calling each other names on Facebook.</p> <p>Kathy thinks it’s funny that people get so upset over nothing.</p> | <p>30-33</p> |

| Topic (continued) | Story | Slides |
|----------------------------------|---|--------|
| Crime in the community | <p>Kaitlyn is 12.</p> <p>Kaitlyn threw rocks at a building in town.</p> <p>Kaitlyn broke a window.</p> <p>Kaitlyn didn't realize the cops were right there.</p> <p>The cops saw Kaitlyn do it.</p> <p>Kaitlyn is scared about what will happen.</p> | 34-37 |
| Justice committee workers | <p>Kaitlyn is 12.</p> <p>Kaitlyn got arrested for throwing rocks at a building in town.</p> <p>Kaitlyn meets with a justice committee worker.</p> <p>Kaitlyn and the justice committee worker go fishing together.</p> <p>They talk about what happened.</p> <p>Kaitlyn wants to do something good for the community now.</p> | 38-41 |
| Bullying | <p>Robert is 14.</p> <p>Robert doesn't have a lot of friends.</p> <p>Robert's classmates make fun of him.</p> <p>They call Robert names all the time.</p> <p>Robert is sad and anxious.</p> <p>Robert doesn't like going to school.</p> | 42-45 |

| Topic (continued) | Story | Slides |
|--|---|--------|
| Drinking and driving | <p>Peggy is 15.</p> <p>Peggy was drinking with her friends.</p> <p>Peggy drove her ATV home.</p> <p>Peggy lost control and rolled the ATV.</p> <p>Peggy thought she could drink and still drive safe.</p> <p>Peggy thinks she made a mistake.</p> | 46-49 |
| Using weed | <p>Amelia is 14.</p> <p>Amelia hangs out with her friends in an abandoned shack in town.</p> <p>Sometimes Amelia’s friends have weed.</p> <p>Amelia doesn’t always want to smoke weed.</p> <p>Amelia feels pressure to smoke weed to fit in.</p> | 50-53 |
| Choosing who to live with after divorce | <p>Walter is 12.</p> <p>Walter’s parents are separating.</p> <p>Walter’s parents will live in different houses.</p> <p>Walter wants to live with both of his parents.</p> | 54-57 |
| Parents using physical punishment | <p>Adamie is 13.</p> <p>Adamie got in a fight with his mom.</p> <p>Adamie didn’t want to listen to her because she had been drinking.</p> <p>Adamie’s mom got angry and slapped him in the face.</p> <p>Adamie feels hurt, scared and angry.</p> | 58-61 |

| Topic (continued) | Story | Slides |
|---|--|--------|
| Child protection services | <p>Brian is 16.</p> <p>Brian feels angry and depressed.</p> <p>Brian yells at his parents when they try to talk to him.</p> <p>Sometimes, Brian runs away from home for a while.</p> | 62-65 |
| Age of consent for physical intimacy | <p>Angelina is 14.</p> <p>Angelina’s 15th birthday is coming up.</p> <p>Angelina is going to hang out with some friends to celebrate.</p> <p>Angelina hopes that her brother’s friend, Douglas, will come.</p> <p>Angelina has a crush on Douglas.</p> <p>Douglas is 21.</p> | 66-70 |
| Sharing sexual pictures and videos | <p>Davidee is 16.</p> <p>Davidee was going out with Kimberly.</p> <p>Kimberly sent Davidee some nudes when they were together.</p> <p>Kimberly broke up with Davidee.</p> <p>Davidee feels very angry and sad.</p> <p>Davidee is thinking about sharing Kimberly’s nudes on social media to get back at her.</p> | 71-74 |

Have Your Say! Deciding what to discuss

1. Hunting and fishing
2. Going to school
3. Working and school
4. Hitting in sports
5. Voting and running for office
6. Photos on social media
7. Comments on social media
8. Crime in the community
9. Justice committee workers
10. Bullying
11. Drinking and driving
12. Using weed
13. Choosing who to live with after divorce
14. Parents using physical punishment
15. Child protection services
16. Age of consent for physical intimacy
17. Sharing sexual pictures and videos

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 on the left side 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!



**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:



Legal Information Guide

| Story | Legal information |
|---|---|
| Hunting and fishing | |
| <p>Eliyassie is 12.</p> <p>Eliyassie goes hunting for ptarmigan with his community.</p> <p>Eliyassie helps clean the ptarmigan and prepare the meat.</p> <p>Eliyassie loves going out on the land and preparing country food.</p> | <p>Eliyassie and his community have the right to hunt and fish on their land all year long.</p> |
| Going to school | |
| <p>Jaco is 14.</p> <p>Jaco doesn't want to go to school.</p> <p>Jaco doesn't see the point.</p> <p>Jaco would rather go out on the land.</p> | <p>Jaco has to go to school until the end of the school year he turns 15.</p> <p>Jaco can keep going to school after that if he wants to!</p> |
| Working and school | |
| <p>Simon is 15.</p> <p>Simon works as a cashier at the co-op.</p> <p>Simon scans things fast.</p> <p>Simon is good at giving the right change.</p> <p>Simon likes having a job and making money.</p> | <p>Simon can work most jobs because he's older than 14.</p> <p>Students under 14 can work some jobs, like at their family's small business.</p> <p>Students usually can't work during school hours.</p> |



| Story (continued) | Legal information |
|--|---|
| Hitting in sports | |
| <p>Alec is 12.</p> <p>Alec is on the school's hockey team.</p> <p>During a game, Alec bodychecked another player.</p> <p>The other player fell and sprained their ankle.</p> <p>Alec feels bad the other player got hurt.</p> <p>It was an accident.</p> | <p>Alec can bodycheck other players if the rules allow it.</p> <p>Alec must bodycheck safely.</p> |
| Voting and running for office | |
| <p>Louisa is 13.</p> <p>Louisa wants to be mayor of her community one day.</p> | <p>Louisa can be mayor when she's 18 or older.</p> |

| Story (continued) | Legal information |
|---|---|
| Photos on social media | |
| <p>Markusie is 14.</p> <p>Markusie is classmates with Brianna.</p> <p>Brianna took Markusie’s photo when they were hanging out at Markusie’s house.</p> <p>Brianna put Markusie’s photo on her public Facebook without Markusie’s permission.</p> <p>Markusie wants Brianna to take the photo down.</p> | <p>Brianna needs to ask permission before posting a picture of Markusie.</p> <p>Brianna needs to take the photo down if Markusie wants her to.</p> |
| Comments on social media | |
| <p>Kathy is 15.</p> <p>Kathy is Facebook friends with lots of people in her community.</p> <p>Kathy often sees people getting into fights and calling each other names on Facebook.</p> <p>Kathy thinks it’s funny that people get so upset over nothing.</p> | <p>People aren’t allowed to say things that:</p> <ul style="list-style-type: none"> • hurt someone’s reputation, • threaten violence, or • encourage others to hate a group of people. |

| Story (continued) | Legal information |
|---|--|
| Crime in the community | |
| <p>Kaitlyn is 12.</p> <p>Kaitlyn threw rocks at a building in town.</p> <p>Kaitlyn broke a window.</p> <p>Kaitlyn didn't realize the cops were right there.</p> <p>The cops saw Kaitlyn do it.</p> <p>Kaitlyn is scared about what will happen.</p> | <p>Damaging property is a crime.</p> <p>Sometimes, the police or justice committee workers might get involved.</p> |
| Justice committee workers | |
| <p>Kaitlyn is 12.</p> <p>Kaitlyn got arrested for throwing rocks at a building in town.</p> <p>Kaitlyn meets with a justice committee worker.</p> <p>Kaitlyn and the justice committee worker go fishing together.</p> <p>They talk about what happened.</p> <p>Kaitlyn wants to do something good for the community now.</p> | <p>Justice committee workers help people affected by crime or a conflict.</p> <p>Justice committee workers use Inuit knowledge and ways.</p> |

| Story (continued) | Legal information |
|---|---|
| Bullying | |
| <p>Robert is 14.</p> <p>Robert doesn't have a lot of friends.</p> <p>Robert's classmates make fun of him.</p> <p>They call Robert names all the time.</p> <p>Robert is sad and anxious.</p> <p>Robert doesn't like going to school.</p> | <p>Robert's classmates aren't allowed to bully him.</p> |
| Drinking and driving | |
| <p>Peggy is 15.</p> <p>Peggy was drinking with her friends.</p> <p>Peggy drove her ATV home.</p> <p>Peggy lost control and rolled the ATV.</p> <p>Peggy thought she could drink and still drive safe.</p> <p>Peggy thinks she made a mistake.</p> | <p>Drinking and driving is a crime.</p> <p>Sometimes, the police or child protection services might get involved.</p> |

| Story (continued) | Legal information |
|---|---|
| Using weed | |
| <p>Amelia is 14.</p> <p>Amelia hangs out with her friends in an abandoned shack in town.</p> <p>Sometimes, Amelia’s friends have weed.</p> <p>Amelia doesn’t always want to smoke weed.</p> <p>Amelia feels pressure to smoke weed to fit in.</p> | <p>Amelia and her friends are too young to have weed.</p> <p>People who are 21 or older can have weed.</p> |
| Choosing where to live after parents separate | |
| <p>Walter is 12.</p> <p>Walter’s parents are separating.</p> <p>Walter’s parents will live in different houses.</p> <p>Walter wants to live with both of his parents.</p> | <p>Walter can say who he wants to live with.</p> <p>His parents or a judge must keep what he says in mind.</p> <p>His parents or a judge will decide what’s best.</p> |

| Story (continued) | Legal information |
|--|---|
| Parents using physical punishment | |
| <p>Adamie is 13.</p> <p>Adamie got in a fight with his mom.</p> <p>Adamie didn't want to listen to her because she had been drinking.</p> <p>Adamie's mom got angry and slapped him in the face.</p> <p>Adamie feels hurt, scared and angry.</p> | <p>Adamie's mom isn't allowed to slap him in the face.</p> |
| Child protection services | |
| <p>Brian is 16.</p> <p>Brian feels angry and depressed.</p> <p>Brian yells at his parents when they try to talk to him.</p> <p>Sometimes, Brian runs away from home for a while.</p> | <p>Brian and his parents can get help from the community.</p> <p>Sometimes, child protection services might get involved.</p> |

| Story (continued) | Legal information |
|--|--|
| Age of consent for physical intimacy | |
| <p>Angelina is 14.</p> <p>Angelina’s 15th birthday is coming up.</p> <p>Angelina is going to hang out with some friends to celebrate.</p> <p>Angelina hopes that her brother’s friend, Douglas, will come.</p> <p>Angelina has a crush on Douglas.</p> <p>Douglas is 21.</p> | <p>Douglas is too old to have physical intimacy with Angelina.</p> <p>Physical intimacy includes kissing, sexual touching and sex.</p> <p>Angelina can have physical intimacy with someone who is less than 5 years older and has no power over her.</p> |
| Sharing sexual pictures and videos | |
| <p>Davidee is 16.</p> <p>Davidee was going out with Kimberly.</p> <p>Kimberly sent Davidee some nudes when they were together.</p> <p>Kimberly broke up with Davidee.</p> <p>Davidee feels very angry and sad.</p> <p>Davidee is thinking about sharing Kimberly’s nudes on social media to get back at her.</p> | <p>Sharing someone’s nudes on social media is a crime.</p> <p>Sometimes, the police or child protection services might get involved.</p> |

Sharing Your Opinion

Follow-up activity | Student

Student's name: _____

Class: _____ Date: _____

Instructions: Choose a story topic. Imagine you want to share what you learned about this topic and your opinion about it with someone who didn't attend the workshop. Use the four questions below to structure the information you'll share.

1) Story topic:

2) Summarize the legal information related to this topic:

3) Share your opinion about this topic or this legal information:

4) Why do you have this opinion? Share at least one argument:

5) Think about how you would share your knowledge and opinions about it with someone who didn't attend the workshop. **Create something using the information you gathered in this activity sheet.** Here are some examples of what you could create: a recording for a radio program, a short text for a newspaper, a short video for social media, or a poster.

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