My Object's Journey

Teaching Guide



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Introducing the Activity

What you need to know	Every day, students use a variety of objects: water bottles, notebooks, sweaters, cell phones, fruit . . . Yet they rarely ask where these objects come from, how they're made, or what happens to them once they're no longer needed. This kit encourages students to conduct a real investigation into the journey of an everyday object. From production through to end-of-life, they'll discover that objects don't take random paths: from the beginning to the end of their journey, rules exist to protect people, animals and the environment. Over three periods, students will reconstruct the history of their object, reflect on the choices that can extend its lifespan, and discover actions they can take to have a positive impact on people, animals and the environment. The kit concludes with the creation of a Passport for the object that summarizes the students' discoveries.
Target audience	Elementary Cycle Two students (grades 3 and 4)

Summary	In this activity, students discover: **From a legal standpoint:** • rules that govern the production, sale and end-of-life of everyday objects, • rules that seek to protect people, animals and the environment at each stage in an object's journey, • that materials must be disposed of in very specific ways (batteries, electronic devices, etc.). **From an environmental standpoint:** Individual actions (repairing, reusing, recycling, composting, reducing) have a real impact on the environment.
Objectives	At the end of the activity, the students will be able to: • describe the life cycle of an object, from the extraction of raw materials to end-of-life, • give examples of rules that govern the life cycle of objects and explain what these rules are trying to protect, • choose and justify the most appropriate way to extend the lifespan of an object or to dispose of it responsibly, • suggest practical ways to adopt more responsible practices.

Specific knowledge and competencies	**Primary: Culture and Citizenship in Québec – Elementary Cycle Two** **Grade 3** Theme (Cultural reality): Relationships between humans and the environment – Living environments • Compulsory concepts: Relationship with nature (People's contact with nature; Cohabitation and mutual relationships with nature) **Grade 4** Theme (Cultural reality): Relationships between humans and the environment – Living environments • Compulsory concepts: Consumption; Ecological practices **Competency in Cycle Two: Examines cultural realities:** • Observes cultural realities: – Asks comprehension questions as well as philosophical and ethical questions – Makes observations – Discerns characteristics • Examines points of view: – Identifies discrepancies or tensions – Identifies points of view as well as the associated ideas and reference points – Draws up findings • Engages in dialogue: – Supports own ideas – Inquires about the ideas of others **Secondary: Science and Technology – Elementary Cycle Two (grades 3 and 4)** Living Things – Interaction between humans and their environment Compulsory concepts: Impact of human activity on the environment

Duration	Periods 1 and 2: 60 minutes each Period 3: 45 minutes
Materials required	All printable templates are provided in the Appendix. • One copy of the **Teaching Guide** • One copy per student of the **Student Workbook** • A series of scenario cards from the Appendix • A **PowerPoint presentation**

Preparing the Activity

Exploring the kit

- Review the **Student Workbook**, this document (**Teaching Guide**), and the **PowerPoint presentation**.
- Familiarize yourself with the main legal concepts introduced in the kit.
- Create teams of 3 to 4 students. The same teams will work together over the three periods and track the same object from beginning to end.

Materials required

Documents to print:

- **Student Workbook** (1 per student)
- Scenario cards
- 8 station posters for period 2 (Repair, Reuse, Recycle, Compost, Special location, Give away, Find out where to discard, Ask for a free repair or replacement)

Period 1 – Where Does My Object Come From?

Duration: 60 minutes

Key messages: Objects have histories. Rules exist to protect people, animals and the environment before an object reaches the store.

Setting the stage (5 minutes)

Show an object to the class, for example, a pencil. Ask the students: "Where do you think this object comes from, and what journey did it take before ending up in our classroom?"

Write three to four answers from students on the board, without correcting them. For example:

- "It comes from a store."
- "Someone made it."
- "It comes from a factory."
- "It comes from a forest."

Group these answers under the heading **"Our Initial Ideas"**. You'll return to them at the end of this period.

Tell the students that they'll conduct an investigation to discover the journey of an everyday object, from extracting its raw materials to reaching a store.

Two clues to help with the investigation (15 minutes)

For this section, use the "Period 1 – Clues for your investigation" section in the **PowerPoint presentation** to introduce the information to the students.

Explain to the students that before they start their investigation, you'll give them two important clues to help them.

These clues are examples of rules that protect people and the environment.

Simply explain: "A rule is an instruction that must be followed. There are rules for lots of things: crossing the street, making objects, protecting plants and animals."

These rules can protect people, animals, plants and the environment.

Clue 1 – Is there a risk of harming a threatened animal or plant?

Explain: Materials from nature are sometimes used to produce objects. For example:

- Sheep's wool is used to make sweaters
- Maple tree sap is used to make maple syrup
- Wood from trees can be used to make school desks

But certain species of animals, plants and trees are *threatened.* This means they're at risk of disappearing, for example because of pollution, disease, or the destruction of the places where these species live.

In Quebec and Canada, several animals are threatened, including:

- Gaspésie woodland caribou,
- Chorus frogs,
- Belugas,
- Wolverines.

In general, we are not allowed to hunt or fish threatened animals, pick threatened plants, or cut down threatened trees.

This means that, in general, we're not allowed to make objects using wood, plants or animal materials from threatened species, such as feathers from birds or fur from mammals.

The law also protects certain areas where threatened species live. These locations are called *habitats*. For example, the chorus frog lives in small ponds and water-filled ditches. This is where they find their food, hide, and lay their eggs. This habitat is protected: we are not allowed to damage it or use it however we want. Note, however, that not all habitats of5threatened species are protected.

Illustrate

- A company that makes coats generally doesn't have the right to hunt belugas in the St. Lawrence River for their skins.
- A company that makes popcorn generally doesn't have the right to destroy a wetland where the chorus frog lives to grow corn there.

Ask: "Why do you think this rule exists? Who and what is it trying to protect?"

Draw out the students' ideas.

Explain: Without this protection, some species could become increasingly rare and even disappear. This rule helps protect threatened animals, plants and trees. It helps protect biodiversity. And biodiversity is important for us too! The healthier nature is, the more it can continue to supply us with air, water and food.

Clue 2 – Do we use products that could be hazardous?

Explain: The materials used to produce objects must meet safety rules. Some materials are harmful to health or can cause injuries. Manufacturers are not allowed to use certain hazardous materials to make objects.

Illustrate: For example, manufacturers can't make water bottles with plastics that release substances that are harmful to our health. These substances could end up in the water and make us sick.

Farmers don't have the right to use certain hazardous pesticides to grow their fruits and vegetables. These pesticides can harm our health and the environment. They can also make us sick if they get into our bodies. They can contaminate other plants, the air, soil and waterways. And they can make the animals that eat these plants or live close to these fields sick.

Ask: "Why do you think this rule exists? Who or what is it trying to protect?"

Explain: This rule reduces the risk of injury, disease and contamination caused by hazardous materials. Its serves to protect people, animals, plants and the environment.

Team investigation (25 minutes)

Form teams of 3 to 4 students.

One person from each team draws a piece of paper from a bag naming the object, or an actual object, if one is available: a wool sweater, a toilet paper roll, a strawberry, a hockey puck. Tell the students that all of these objects come from Quebec.

Ask the students to locate their object in the **Student Workbook** and to colour it in.

The different stages in an object's journey are introduced in the Workbook, in random order: raw material, production, transportation and sale.

Ask the teams to observe the stages in their object's journey and to number them in the right order, from 1 to 4.

Once the stages in the journey have been listed in right order, give the teams time to answer the four questions in the Workbook.

1. "Where does my object come from?"
   - Expected answer: names the raw material (for example: sheep or alpaca wool, wood, fruit, rubber) and where it came from (animals, forest, field, Quebec, etc.).
2. "Who made it?"
   - Expected answer: a craftsperson's workshop or a factory where workers process the raw material into the finished object.
3. "How did it end up in a store?"
   - Expected answer: transported by truck or ship, often over long distances.
4. "What rules applied during your object's journey to you?"
   - Expected answer: rules to protect threatened animals and plants, rules to ensure that the materials and products used to produce your object are safe.

Important!

Question 4 may be more difficult to answer. If a team gets stuck, remind the students of the two clues provided before the investigation: protecting threatened species and protecting health and safety.

Questions to guide the discussion during the investigation

- Do all objects start their journey in a store?
- What happened before your object arrived in a store?
- What clue could apply to its journey?
- Who and what do the rules try to protect?

Class review (10 minutes)

Ask one or two teams, ideally with different objects, to briefly share what they discovered.

Ask each team:

- "What was your object's journey?"
- "What rules applied during your object's journey to you?"

Then ask the class: "What surprised you about the journey of these objects?"

Highlight that there are many stages in the objects' journey before they reach us. In Quebec, rules may apply at different stages to protect people, animals, plants and the environment.

Make the connection with the initial ideas on the board: "At first, many of you thought the object came from a store. Would you say the same thing now?"

Individual consolidation (5 minutes)

Ask the students to complete the sentence in the **Student Workbook**: "What surprised me the most in our investigation is . . ."

Specify that the answer can relate to their object or to the journey shared by another team.

At the end, each student colours in the "Production and Transportation" box in their **Student Workbook**. Ask the students to draw one stage of their object's journey inside the stamp. For example, what their object is made of, where it comes from or how it got to them.

Introduce the topic for period 2: What happens to an object once it's broken or no longer needed. Don't share any details until the next period so that there's an element of surprise.

- Small group or limited time: Reduce to 3 objects instead of 4, and to 3 stages instead of 4 (combine production and transportation).
- Large class: Assign two teams to each object and compare their journey maps during the class review.

Supporting information for the teacher

Object	Illustrative location (example)	Raw material	Production	Transportation	Possible rules in Quebec
Wool sweater	Alpaca farm in Charlevoix	Wool (animals)	Knitting, dyeing and sewing in a textile factory	By truck or train to the factory, then to the stores	Not using wool from a threatened animal Not building a farm in a chorus frog habitat Producing and selling clothing with safe fabrics and fibres
Toilet paper roll	Plant in Saint-Jean-sur-Richelieu	Wood from spruce, fir, pine, poplar or birch trees Recycled paper	Pulp created with wood or recycled paper mixed with water, which is dried and cut	By truck or train to the mill, then to the stores	Not using threatened trees to produce toilet paper Not cutting down trees in a chorus frog habitat Not building a mill in a chorus frog habitat Producing and selling toilet paper with safe materials
Strawberry	Strawberry field in Rawdon	Grown in a strawberry field	Harvested, sorted and packed	Refrigerated transport (truck)	Not removing or cutting down threatened plants or trees to create a strawberry field Not creating a strawberry field in a chorus frog habitat Not using toxic pesticides on strawberries
Hockey puck	Factory in Sherbrooke	Tree sap and petroleum combined to create rubber	Moulding of pucks in a factory	By truck to the factory, then to the stores	Not removing or cutting down threatened plants or trees to build a factory Not building a factory in a chorus frog habitat Producing and selling hockey pucks made with safe materials

Period 2 – Where Does My Object End Up?

Total duration: 60 minutes

Key messages: Objects must be useable for a reasonable period of time and can sometimes be repaired if they break. There are also rules on what to do with certain types of waste. Objects can often have a second life, and the choices we make have an environmental impact.

Review and scenario (5 minutes)

Ask the students to go back to the object they studied in period 1 and to briefly review the different stages in its journey.

Introduce a new scenario: The object is now broken, empty, too small, eaten or no longer used.

Ask the students to think about what can be done with it in this situation.

Collect a few spontaneous answers and write them on the board, without correcting them. For example:

- "Throw it out"
- "Compost it"
- "Recycle it"
- "Bring it to a donation centre"

Emphasize that an object does not necessarily become waste when we stop using it.

Explain that this period is an opportunity to discover various available options.

Clues on how to give your object a second life (15 minutes)

To introduce the information in this section, use the "Period 2 – Clues for choosing a second life for your object" section in the **PowerPoint presentation**.

Explain to the students that before they give their object a second life, you'll give them some clues to help them make a choice.

These clues are actually examples of rules that protect people and the environment.

In Quebec, people have rights when they use objects. They also must follow rules when they've finished using objects. These rules apply when giving their object a second life.

You have rights if your object breaks soon after it was made

Explain: The objects you buy must be useable for a reasonable amount of time. But what is considered reasonable? That depends on the object and its price. For example, we expect an expensive tablet to last longer than a $3 plastic toy car.

If your object breaks too quickly, the company that sold it to you or produced it generally must provide replacement parts or repair it for you. That way, you can keep your object longer instead of having to buy a new one.

Ask: "Why do you think this rule exists? Who or what is it trying to protect?"

Explain: When we buy fewer objects, we use fewer resources to make and transport them. And when we throw away fewer objects, we produce less waste. All of this helps reduce pollution. Less pollution is better for the health, safety and well-being of people, animals and plants.

Taking it further

Explain: Manufacturers are not allowed to deliberately make products that break too quickly. This is referred to as "planned obsolescence."

Illustrate: For example, a manufacturer is not allowed to deliberately put a fragile part in an electronic tablet so that it stops working after a few months.

You need to carefully choose what to do with objects you're no longer using

Explain: In Quebec, it's forbidden to throw your waste out on the street and sidewalk or in alleys and parks. It needs to be put in the appropriate bin, bag or container.

Ask: "Why do you think this rule exists? Who or what is it trying to protect?"

Explain: This rule helps keep places clean and safe, which can have a positive impact on people, animals, plants and the environment.

Explain: When an object is no longer useful to you, you have to decide what to do with it. Depending on the object, you can:

- give it away,
- recycle it (paper, cardboard, some plastics),
- return it for a deposit refund (plastic bottles, glass bottles, cans),
- compost it (leftovers),
- throw it in the garbage.

Illustrate: You can take a piece of clothing you no longer wear to a donation centre. Someone else may find it useful. This way, the clothing will last longer and not and not end up as waste right away. You can also put your food scraps in the compost. An even better option is to not waste food! For example, an apple may have travelled a long way on a truck before getting to you. It would be a shame for it to not be eaten and end up in the compost!

Explain: Some objects can't go in the compost or recycling, can't be returned for a deposit refund, and can't go in the garbage. Some items can be hazardous if they're disposed of in the wrong place. They need to be brought to a specialized location, such as an ecocentre. There, hazardous waste is stored safely and then transported to specialized sites, where they can be disposed of safely.

This is the case, for example, for:

- batteries,
- paint,
- light bulbs,
- cleaning products,
- certain chemical products.

Illustrate: For example, a can of spray paint could explode if it's left in a garbage bag outside in the heat.

Batteries that are damaged or come into contact with other waste can create sparks, overheat, and cause a fire.

Ask: "Why do you think this rule exists. Who or what is it trying to protect?"

Explain: This rule helps reduce waste and prevent hazardous objects from causing accidents or pollution. Less waste and fewer accidents or less pollution from hazardous waste can have a positive impact on people, animals, plants and the environment.

My object's second life (25 minutes)

Set up 8 stations in the classroom, each one identified with a poster:

- **Repair**
- **Reuse**
- **Recycle**
- **Compost**
- **Special location**
- **Give away**
- **Find out where to discard**
- **Ask for a free repair or replacement**

At each station, post a brief explanation to help the students understand situations in which this option can be chosen.

Form the same teams as in period 1 and ask each team to go back to the object they investigated. Give each team two scenario cards corresponding to their object (see the Appendix).

Ask the teams to read the scenarios on their cards and then visit the stations to decide what they can do with their object.

Ask each team to choose what seems to be the most appropriate option and to justify their choice based on the scenario received and the information available at the stations.

Specify that there may be more than one possible answer. The important thing is to consider the object's condition and being able to explain their choice.

Once they've made their decision, ask the teams to write their choice and a short justification in the **Student Workbook**, based on what was learned at the stations.

Pooling Activity – The Object Jury (15 minutes)

Ask a few teams to share their scenarios, the second life they chose for their object, and why they made that choice.

After each presentation, ask the rest of the class to act as the **jury**. The jury can say whether they agree with the decision or suggest another option and explain why.

Emphasize that there can sometimes be several options for a given scenario and that what matters is being able to justify their choice.

Revisit the spontaneous ideas written down at the beginning of the period. Did they change after the activity?

Each student colours in the "Second life" box in their **Student Workbook**. Ask the students to draw out what they can do to give their object a second life inside the stamp.

Repères pour la personne enseignante

Plusieurs bonnes réponses sont possibles lorsqu'il s'agit de donner une deuxième vie aux objets. Voici des réponses possibles pour choisir la deuxième vie de chaque objet.

Wool sweater

Scenario A

You've grown out of your sweater, but it's still in good condition.

Our choice(s) (check one or more boxes):

☐ Repair ☒ Reuse ☐ Recycle ☐ Compost

☐ Bring to a special location ☒ Give away ☐ Find out where to discard

☐ Ask for a free repair or replacement

Potential justification:

Your sweater is still in good condition. You could give it to someone who could wear it. You could also reuse the fabric for a craft project.

Scenario B

Your new sweater has a hole in it after only two washings, even though you took good care of it.

Our choice(s) (check one or more boxes):

☐ Repair ☐ Reuse ☐ Recycle ☐ Compost

☐ ring to a special location ☐ Give away ☐ Find out where to discard

☒ Ask for a free repair or replacement

Potential justification:

A new sweater should last longer. You can ask the store to repair it or replace it for free.

Toilet paper roll

Scenario A

There's no toilet paper left on the cardboard tube.

Our choice(s) (check one or more boxes):

☐ Repair ☒ Reuse ☒ Recycle ☐ Compost

☐ Bring to a special location ☐ Give away ☐ Find out where to discard

☐ Ask for a free repair or replacement

Potential justification:

You can put the cardboard tube in the recycling. You can also reuse it, for example for a craft project.

Scenario B

You find an old craft you made with toilet paper tubes, glue and paint.
You no longer want it.

Our choice(s) (check one or more boxes):

☐ Repair ☐ Reuse ☐ Recycle ☐ Compost

☐ Bring to a special location ☒ Give away ☐ Find out where to discard

☐ Ask for a free repair or replacement

Potential justification:

You could give your craft to someone who'd like it. Otherwise, find out where you should dispose of it because it contains different materials.

Strawberry

Scenario A

You have some overripe strawberries that no one wants to eat.

Our choice(s) (check one or more boxes):

☐ Repair ☐ Reuse ☐ Recycle ☒ Compost

☐ Bring to a special location ☐ Give away ☐ Find out where to discard

☐ Ask for a free repair or replacement

Potential justification:

Strawberries are food. You could put them in the compost if it's no longer a good idea to eat them.

Scenario B

Le contenant de carton des fraises est maintenant vide.

Our choice(s) (check one or more boxes):

☐ Repair ☒ Reuse ☐ Recycle ☐ Compost

☐ Bring to a special location ☐ Give away ☐ Find out where to discard

☐ Ask for a free repair or replacement

Potential justification:

You can put the cardboard container in the recycling bin. You can also reuse it, for example for a craft project.

Hockey puck

Scenario A

Your puck broke after only a week. You didn't drop it or break it by playing too hard.

Our choice(s) (check one or more boxes):

☐ Repair ☐ Reuse ☐ Recycle ☐ Compost

☐ Bring to a special location ☐ Give away ☒ Find out where to discard

☒ Ask for a free repair or replacement

Potential justification:

A puck should last longer than a week. You can ask the store to replace it for free.

If you have to dispose of it, find out first where it should go.

Scenario B

Tu as une rondelle identique en double à la maison.

Our choice(s) (check one or more boxes):

☐ Repair ☐ Reuse ☐ Recycle ☐ Compost

☐ Bring to a special location ☒ Give away ☐ Find out where to discard

☐ Ask for a free repair or replacement

Potential justification:

Your puck is still in good condition. If you don't need the second one, you can give it to someone who could use it.

Period 3 – My Object's Passport

Total duration: 45 minutes

Key messages: Certain rules may apply to the different stages in an object's journey. Our actions, both individually or as a group, can also help protect people and the environment.

Looking back on your object's journey (15 minutes)

Ask the students to think back on what they learned during the first two lessons: their object's journey and what they can do with it when they no longer use it.

Ask each student to complete the page "What I learned from my object's long journey."

Ask the students to write down:

- One thing they discovered during their investigation.
- One rule they remember.
- One action they could take in their everyday lives to protect the environment (for example: "Next time, I'll check if my old toy can be repaired before throwing it away.").

Go back to "Our Initial Ideas" collected at the beginning of the investigation. Ask the students to see if any of their original ideas have changed.

Ask each student to colour the "Responsible Action" stamp in their **Student Workbook** and draw their responsible action inside it.

Explain that this final lesson will give students a chance to look back on their object's journey and complete their object's Passport.

Finalizing the object's Passport (15 minutes)

Ask the students to turn to the last page of their **Student Workbook**, where they'll find their Object's Passport. Ask them to **write their detective name**. They can use their real name or make one up.

Explain that they will create a **final stamp** showing what they learned from their object's big journey. The three sections of the final stamp represent the three main stages of their investigation. For each stage, briefly review what students learned as a group, then ask them to complete the matching section of their stamp.

1. Production and Transportation

Remind students that rules can apply when objects are made and transported. Threatened animals and plants must be protected, and safe materials must be used to make objects. These rules can help protect people, animals, plants and the environment.

Ask two or three students to share something they discovered about their object's journey.

Ask the students to draw **where their object comes** from in section 1 of their stamp.

2. Second Life

Remind students that an object doesn't necessarily become waste when we no longer use it. It can be repaired, reused, donated, recycled or composted. Some types of waste must also be taken to a special drop-off location. These rules can also help protect people, animals, plants and the environment.

Ask two or three students to share the second life they chose for their object.

Ask the students to draw **their object in its second life** in section 2 of their stamp.

3. Responsible Action

Remind students that the actions we take, both individually or as a group, can help protect people, animals, plants and the environment.

Ask two or three students to share one responsible action they learned during the activity.

Ask the students to draw **how their responsible action can help the environment** in section 3 of their stamp.

Create a Slogan

Lastly, ask the students to write a short slogan below their stamp that shows what they learned during their object's big journey. Their slogan can share a message, give advice or highlight an important idea to remember.

The Passport is now complete!

Tip: Give students a little time to draw after each review before moving on to the next stage. Their drawings don't need to be detailed. The goal is to show one important idea they learned during the activity.

Sharing the Passports and Conclusion (15 minutes)

Form pairs and ask the students to show their Passport to their partner.

Each student briefly introduces their object and shares one aspect of their choice: a discovery, a rule that surprised them, an important decision, or an action they'd like to try. Gather again as a class and highlight the three key messages from the kit:

- Objects have a history that starts well before they come into our lives.
- Rules apply to the different stages of the object's journey to protect people, animals and the environment.
- Our choices can extend the lifespan of objects and reduce their environmental impact.

Possible extension: Exhibit the passports in the school hallway or send them home with a short note to the parents.

Optional extension — Taking action together as a class

For classes that have extra time, extend the investigation through a group action, in the spirit of working together to protect the environment:

- Ask: "What if, this time, we take action together, as a class?"
- List the students' ideas in Table 3-4.
- By a show of hands, vote for one action that's achievable and sustainable over time.
- Decide together where it will happen, who will be responsible, and when it will start.

Suggestions of group actions, if the class needs some inspiration:

- Set up a collection point in the classroom for used batteries to be brought to the ecocentre.
- Swap box: The students place objects that can still be used in the box so that others can take them.
- Create an awareness poster as a class and display it in the school hallway.
- Group letter to the principal suggesting an improvement, such as a composting bin for the classroom.

Check ahead to see what's already set up or allowed in the school to guide the class towards something new and feasible.

Appendix

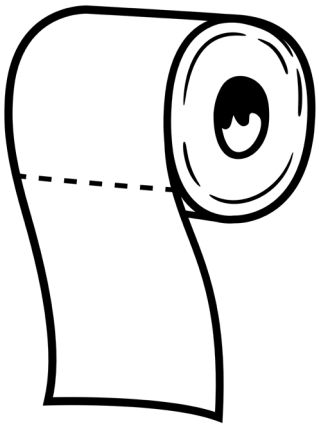
This appendix includes the templates to be printed.

Images of the objects

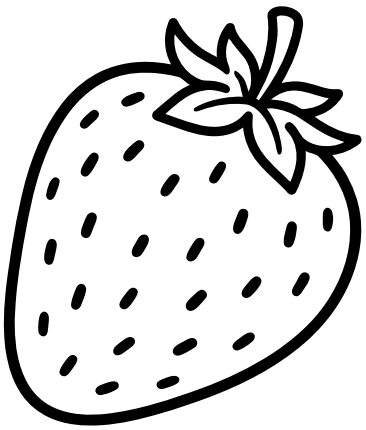
To use if real objects are not available.



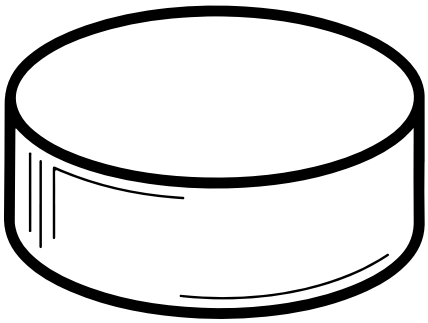
Wool sweater



Toilet paper roll



Strawberry

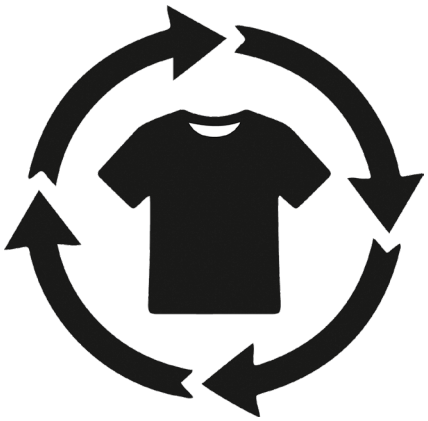


Hockey puck

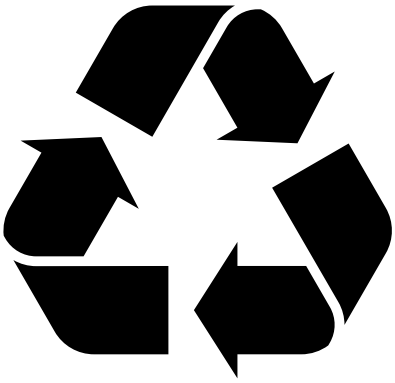
Station posters – Period 2



Repair



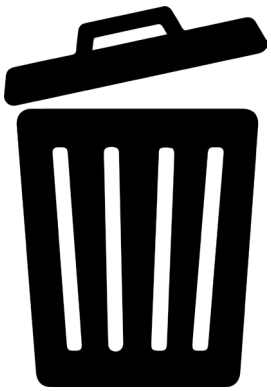
Reuse



Recycle



Compost



Special location



Give away



Find out where to discard



Ask for a free repair or replacement

Scenario cards to cut out – Period 2

Wool sweater

Scenario A

You've grown out of your sweater, but it's still in good condition.

Wool sweater

Scenario B

Your new sweater has a hole in it after only two washings, even though you took good care of it.

Toilet paper roll

Scenario A

There's no toilet paper left on the cardboard tube.

Toilet paper roll

Scenario B

You find an old craft you made with toilet paper tubes, glue and paint. You don't want it anymore.

Strawberry

Scenario A

You have some overripe strawberries that no one wants to eat.

Strawberry

Scenario B

The cardboard container for the strawberries is now empty.

Hockey puck

Scenario A

Your puck broke after only a week. You didn't drop it or break it by playing too hard.

Hockey puck

Scenario B

You have a second identical puck at home.

Your Opinion

To better support you and create tools adapted to your needs, we want to hear your experience and opinions.

Take this short survey by scanning the QR code or click on the link.

It will take you less than 5 minutes.

Thank you for your participation!

Link to the survey

Other Tools for You!

Did you like this tool? We have more! Here's a list of the workshops and teaching guides we offer to help you teach key legal concepts.

We hope you'll find what you're looking for!

Teaching Guides: Ready-To-Use LES!

Designed for teachers to bring the law into the classroom, the teaching guides were created by education specialists, in collaboration with legal professionals. Ready to use, they can be led by the teacher and are specially adapted to elementary and secondary students.

Make your selection below and download them for free.

Elementary

- ARE YOU OLD ENOUGH?

  Students learn about their responsibilities and freedoms based on their age and the law.

- THE INTERNET AND THE LAW

  This activity provides an overview of prohibited online behaviour and recommends solutions if a child is being harassed online.

- ALL ABOUT RULES!

  Les élèves du 1er cycle du primaire participent à des discussions et à des activités créatives qui les introduisent aux règles et aux lois.

- DON'T FIGHT, MEDIATE!

  Students are asked to take on specific roles in a simulated mediation session to resolve a conflict between two teens and their families.

CCQ: Resources for Teachers

LEGAL EDUCATION TRAINING FOR TEACHERS (CCQ PROGRAM)

Our Training 101 and Training 102 courses help teachers integrate legal concepts into the Quebec Culture and Citizenship (CCQ) program. Training 101 introduces the key legal concepts covered in the curriculum, while Training 102 offers practical teaching strategies and resources for bringing these concepts into the classroom.

Together, these courses provide teachers with engaging tools, activities, videos, and ready-to-use lesson ideas for exploring topics such as rights and responsibilities, citizenship, digital life, and consent.

Videos: Legal Education

You can use these videos and tutorials when discussing legal concepts with your students:

- **LE DROIT EN CLASSE : AGIR EN LIGNE** (Being online, French with English subtitles)
- **LE DROIT EN CLASSE : PROCÈS SIMULÉ** (Mock criminal trial, French with English subtitles)
- **LE DROIT EN CLASSE : LE CONSENTEMENT SEXUEL** (Sexual consent, French with English subtitles)

Order a Poster

You'll have one more thing to display in your classroom. Order for free on our website: https://educaloi.qc.ca/en/order-educalois-products/.

- **CYBERBULLYING... IT CAN BE A CRIME!**
- **WORKING: NOT AT ALL COSTS!**
- **AGE OF CONSENT TO SEXUAL ACTIVITIES**

To Learn More

To learn more, visit legallifeskills.ca for complete information about our workshops and teaching guides.

If you have any questions or wish to share your suggestions with us, please contact us at atelier@educaloi.qc.ca.