

Ontario Justice Education Network Law and Radio Project

Facilitator's Guide



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ACKNOWLEDGEMENTS

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DISCLAIMER

Any legal information in this resource is intended for general educational purposes and should not form the basis of legal advice of any kind.

Criminal charges can result in very serious short term and long term consequences. It is very important that everyone consult with a lawyer about any criminal matters. The information in this resource is in very general terms. It does not have any information about specific options or advice about handling a case. It is designed for general educational purposes and is inadequate for someone preparing for their own criminal proceeding.

Always consult with the Duty Counsel, available in every criminal courthouse in Ontario, before any step in a criminal proceeding.

Legal Aid Ontario or local Legal Aid Clinics may be able to provide a lawyer. Justice for Children and Youth (JFCY) provides legal representation and advice for youth across Ontario and can help a young person find a local lawyer. Call JFCY at 1-866-999-JFCY.

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ABOUT THE ONTARIO JUSTICE EDUCATION NETWORK

The Ontario Justice Education Network is a charitable organization dedicated to promoting public understanding, education and dialogue to support a responsive and inclusive justice system. OJEN's programs bring together leading justice and education sector representatives to collaborate on initiatives designed to foster understanding of the justice system. As a result of the efforts of hundreds of volunteers including judges, justices of the peace, lawyers, court staff, educators and community representatives, OJEN is able to facilitate public legal education opportunities for youth, adults and professional groups throughout Ontario. All of OJEN's classroom resources are available for free in French and English.

To find out more about OJEN's programs and resources, visit www.ojen.ca.

ABOUT THIS PROJECT

This resource lays out all the steps required to facilitate the OJEN Law and Radio project. In this project, youth participants collaborate with legal expert(s) to create a short radio segment about a pressing youth identified legal issue. The radio segment will subsequently be aired on a local radio station. In this six session program the youth will:

1. Choose a legal topic
2. Learn about the topic
3. Write interview questions
4. Practice reading the introduction, closing and asking questions
5. Record the interview with a legal expert
6. Listen to the interview and reflect on their experience

OJEN has also produced a complimentary resource, the Law and Radio Project - Planning Guide which leads you through facilitating this project. If you don't have the planning guide - email us at info@ojen.ca and we will send it to you.

GOALS OF THIS PROJECT

Youth participants:

- Learn more about one specific legal topic
- Develop stronger oral communication skills
- Feel more comfortable talking to legal experts and;
- Take on leadership roles to make an impact in their community

Community members learn about the legal system through an effective, widely-used social platform (radio).

Legal experts learn more about youth and their experiences of the law.

Teachers or community workers are provided with a variety of resources, tools and information to support youth and connect them with local legal clinics for appropriate referrals.

USING THIS RESOURCE

Designed for youth in grades 9 through 12, this resource is divided into six separate modules. This resource does not include all of the background information on the law and therefore **the support of a legal expert is required**. OJEN can help you to find an appropriate legal expert(s). Email us at info@ojen.ca

This resource will take you through how to run each session for the radio project and includes facilitation tips and strategies. For information on how to plan the Law and Radio Project, see the Law and Radio Planning Guide. If you don't have the planning guide - email us at info@ojen.ca and we will send it to you.

The Planning Guide is for the Project Coordinator. The same person can be the facilitator and the project coordinator or two separate people. We refer to the project coordinator in this resource as the person doing all the coordination of the project.

PROJECT OVERVIEW

SESSION TOPIC	ACTIVITIES
(1) Choosing the Topic* Needs to be scheduled 3 - 4 weeks prior to Session Two to allow time to recruit a legal expert on the topic the youth have selected	- Facilitator and legal expert introduce justice education, radio project, and five topic choices: human rights law, arrests, Gladue or police complaints - Youth choose topic for their radio show
(2) Learning about the Legal Topic Session*	Facilitator and legal expert will present a plain language workshop on the chosen legal topic
(3) Writing the Script*	- Facilitator introduces radio interview best practices - Youth will work in the large group or in small groups to draft a script for their radio segment
(4) Practicing Radio Segment*	Youth practice reading the script and questions and are recorded on a laptop or phone. The recording is played back so they can hear what they sound like.
(5) Recording the Radio Show*	Youth participants will record the radio segment with legal expert at the recording studio or if recording equipment is available in a quiet area of the school or community centre
(6) Listening Party and Reflection* Leave enough time for the radio show to be aired between session 5 & 6	- Youth participants listen to their radio segment! - Youth participants will receive feedback and complete evaluation activities.

To listen to a past OJEN Law and Radio show online, go to: <http://ojen.ca/en/matawa-students-talk-gladue-on-wawatay-radio>

FACILITATION STRATEGIES AND TIPS

Be open & flexible. Remember that an important part of these workshops is addressing misconceptions participants may have about the system so be open to moving onto unexpected subject areas or straying from the agenda.

Read your audience. It's important to meet your audience where they are at. If one third of the group is very engaged but you've lost the other 2/3, perhaps it's time to take a quick break or to invite the audience to ask more questions.

Listen & Validate. It's important not only to read your audience, but to make sure that opinions and perspectives raised by the audience are acknowledged and validated. This is particularly important when discussions involve more controversial issues such as complaints against the police or perceptions of racism.

Control the discussion. Although it is important to be open and flexible, if the discussion has steered into tangents that are beyond the objectives of the workshop, take the lead in steering it back to the agenda or to more relevant issues. Additionally, if the discussion takes on a negative tone (for example, sharing negative experiences with the police), encourage participants to consider other perspectives. Participants can also be invited to share personal experiences during the breaks or after the workshop. If a participant is asking about a specific situation, suggest that s/he discuss it privately with the duty or defence counsel at the break.

Utilize a non-authoritarian approach. These sessions have been designed to provide a non-authoritarian, educational approach that encourages youth to ask questions and to learn that they can relate to justice sector representatives as individuals. If participants feel that their opinion is not valuable or "wrong", they may react by disengaging or by being overly defensive of their perspective.

Recognize the limitations of the workshop. All perspectives should feel encouraged and validated but feel free to remind participants that the session is not about fixing all of the problems within the system. It is about helping youth learn more about our current legal systems. There is a difference between learning how the current system works and talking about the flaws of the system.

Keep it simple. Use straightforward and simple vocabulary. If you need to use legal jargon, be sure to explain what it means. When going through legal concepts and processes, simplify the terms and use relevant examples.

It's ok not to know everything. If you don't know the answer to a question, say so. If a question is directed to a specific role within the system, you may want to direct the question to the appropriate justice

sector volunteer. Alternatively, you can inform the participant that you will research the question and follow up with an answer.

Don't be afraid of silence. After presenting an idea or issue, participants need time to absorb the concepts for a few moments. It takes about 10 seconds for an audience to process a question and come up with an answer. This may feel like a long time when you are the one asking. Answering your own questions too quickly may preclude interesting discussions and thoughtful insights. If you find that participants are not responding to a question, try asking your question in a different way. It may be that your first question was too complex or unclear.

SESSION ONE AGENDA

DATE:

TIME:

LOCATION:

CONTACT PERSON & PHONE NUMBER:

TIME	ACTIVITY	MATERIALS
20 minutes	Introductions - Facilitator briefly introduces facilitator(s) and legal expert(s) and the Law and Radio Project Overview of Program - Write this on the whiteboard or chart paper and read out to the youth - Session 1 – Choosing a Legal Topic - Session 2 – Intro to Legal Topic - Session 3 – Writing Radio Show Scripts to Interview Legal Expert - Session 4 – Practicing – Record First Draft of the Radio Show - Session 5 – Going to the Recording Studio to Interview Legal Expert - Session 6 – Listening to Radio Clip and reflecting on the project Icebreaker - Conduct ice-breaker of your choice About Justice Education - Justice education – not legal advice – if you have specific legal concerns or questions, you should seek the assistance of a lawyer or contact your local Legal Aid office or community legal clinic	Whiteboard or chart paper Marker(s)

35 minutes	Topics - Facilitator will introduce four possible legal topics for radio segment with videos (see below) - Youth have an opportunity to ask questions after each video - Legal expert to respond to questions and provide any guidance about the key elements of each topic 1) Human Rights Law https://www.youtube.com/watch?v=HZpJFKzRb6c https://vimeo.com/31499918 2) Arrests https://www.youtube.com/watch?v=20Z9fRrAXgo&list=PLwfdTKcPIB5myPEc7qSjYkJo0CzEPQX6i&index=6 http://www.businessinsider.com/aclu-should-should-not-do-stopped-police-rights-crime-law-arielle2017-2 3) Gladue https://youtu.be/7lyPJsNHdQw https://www.youtube.com/watch?v=Fylj0vPZzHc 4) Police Complaints http://aptn.ca/news/2016/07/08/indigenous-man-files-complaint-after-police-enter-wrong-apartment-zap-him-with-taser/	Computer with Internet Access and a Projector
10 minutes	Class Votes - Facilitator writes each topic on a separate piece of paper and posts them at the front of the room - Youth are each given one sticker - Facilitator tells the youth to put one sticker on the topic they like the most - Youth may have more questions as they try to decide, legal expert can respond however ensure that the decision is youth-driven - The topic that has the most stickers is the topic the youth have chosen	Piece of Paper with Topics Written Out Stickers

5 minutes	Media Release • Ideally media releases have been collected before project began • In the case they haven't been collected yet facilitator reads through media release • Youth sign documents if 18 or older or take to be signed by parents or guardians • Facilitator collects signed media releases	Media Releases
5 minutes	Q & A and Wrap Up • Youth will have the opportunity to ask questions and facilitator explains a little bit about what will happen next session where they will learn more about the chosen topic	

JUSTICE EDUCATION AT OJEN

Justice education is a type of public legal education that is preventative. It is intended for someone who is not in the middle of a legal crisis. It involves teaching people how our system of law-making and enforcement works, helping them meet people who work in the justice system, and building the basic skills that a person needs to manage the legal aspects of everyday problems.

If youth have a question about a specific situation, please refer them to one of the following organizations that can help them:

Community Legal Clinics across Ontario

(<http://www.legalaid.on.ca/en/contact/contact.asp?type=cl>)

This site provides a directory of legal clinics across Ontario. Community legal clinics provide legal information and advice to low income residents in the area.

Legal Aid Office (www.legalaid.on.ca)

If you cannot afford a lawyer you can apply for a Legal Aid Certificate – which you then take to a lawyer or legal aid clinic.

Steps to Justice (<http://stepstojustice.ca/>)

Step-by-step information about legal problems in Ontario. Free, reliable, practical, and easy to understand.

Office of the Independent Police Review Director (<http://www.oiprd.on.ca/>)

The Office of the Independent Police Review Director (OIPRD) receives, manages and oversees all complaints about police in Ontario.

Human Rights Legal Support Centre (www.hrlsc.on.ca)

Contact the Legal Centre if you believe that you have experienced discrimination and you think that you might want help figuring out what to do next.

Justice for Children and Youth (www.jfcy.org)

Provides free legal information and advice for people under that age of 18 in Ontario.

Your Legal Rights (<http://yourlegalrights.on.ca/>)

An online database that provides free access to over 1000 of information pamphlets and resources about the law.

Aboriginal Legal Services (<http://www.aboriginallegal.ca/>)

Provides free legal services for aboriginal people in Toronto. Provides Gladue reports for aboriginal people in Barrie, Bradford, Cambridge, Cayuga, Fort Erie, Guelph, Hamilton, Kitchener-Waterloo, Lindsay, Milton, Mississauga, Niagara Falls, Orillia, Oshawa, Ottawa, Penetanguishene, Peterborough, St. Catharines, Sarnia, Simcoe Stratford and Toronto.

Ontario Federation of Indigenous Friendship Centres

(<http://www.ofifc.org/about-friendship-centres/programs-services/justice>)

Provides Aboriginal Court Workers, Community Justice Programs and Gladue Writers in communities across Ontario.

Nishnawbe Aski Legal Services Corporation - NW and NE Ontario

(<http://www.nanlegal.on.ca/>)

Free legal information, programming and advice for Treaty 9 members

SESSION TWO AGENDA - HUMAN RIGHTS

DATE:

TIME:

LOCATION:

CONTACT PERSON & PHONE NUMBER:

A LEGAL EXPERT WITH AN UNDERSTANDING OF HUMAN RIGHTS LAW IS REQUIRED FOR THIS SESSION.

TIME	ACTIVITY	MATERIALS
10 minutes	Introductions - Facilitator introduces the purpose of this session on Human Rights law and collects signed Media Releases - Facilitator briefly introduces any new legal expert(s) Overview of Program - Write this on the whiteboard or chart paper and read out to the youth - Session 2 – Intro to Legal Topic - Session 3 – Writing Radio Show Scripts to Interview Legal Expert - Session 4 – Practicing – Record First Draft of the Radio Show - Session 5 – Going to the Recording Studio to Interview Legal Expert - Session 6 – Listening to Radio Clip and reflecting on the project Icebreaker - Conduct ice-breaker of your choice About Justice Education Justice education, not legal advice – if you have specific legal concerns or questions, you should get help from a lawyer or contact your local Legal Aid office or community legal clinic	Whiteboard or chart paper Marker(s)

10 minutes	Introducing Fairness - Facilitator puts the youth in pairs. Youth take turns telling each other a story about unfairness. This story can be about something that happened to them or to someone else. - Facilitator brings the group back together. Facilitator asks three to four youth to tell their stories to the whole group - Legal expert comments on whether any of the youth's stories has a human rights violation. If no stories do, the legal expert gives an example of a human rights violation.	
15 minutes	True or False Activity - Facilitator will ask a series of questions to the participants. Participants will put their hand up if they think the statement is true and keep it down if they think it is false. - For some questions - facilitator can ask youth why they believe the answer is true or false. - After every question the legal expert will respond and indicate whether the answer is true or false and expand briefly on the topic.	True or False Activity - Human Rights Law
15 minutes	Discussion Scenarios - Facilitator will split participants into three groups - Each group will read a human rights scenario and answer the questions about their scenario - The legal expert, teacher, youth worker and/or facilitator should each join one of the groups to help facilitate the discussion and take notes - Participants will fill out the Human Rights Tribunal Form for the person in their scenario	Human Rights Law Scenarios Partial Human Rights Tribunal Form
15 minutes	Reconvene as large group - A select number of participants from every group take turns reading out their scenario and answers to questions to the whole class - Legal experts respond to each group's presentation and offer any perspectives that would be helpful to add, or correct any inaccurate information	Human Rights Law Scenarios
10 minutes	Q & A and Wrap Up Youth will have the opportunity to ask questions and you can explain a little bit about what will happen in the next session	

HUMAN RIGHTS LAW

TRUE OR FALSE ACTIVITY

Facilitator will ask a series of questions to the participants. Participants will put their hand up if they think the statement is true and keep it down if they think it is false.

For some questions - facilitator can ask youth why they believe the answer is true or false.

After every question the legal expert will respond and indicate whether the answer is true or false and expand briefly on the topic.

Warm Up Questions

1. Pizza is the best food.
2. Trap music is the best.
3. I love Kendrick Lamar!
4. Hockey is the best sport.

Human Rights Law

After the participants answer each question one of the lawyers say whether it's true or false and will add details to make it clearer.

1. The Ontario Human Rights Code (OHRC) DOES NOT protect people in Ontario from being discriminated against.

FALSE

For more info see: <http://www.ohrc.on.ca/en/ontario-human-rights-code>

2. Naomi plays in a women's hockey league. Every week the male workers at the rink cut her team's ice time short and says they should stick to figure skating. Is this discrimination?

TRUE

For more info see: http://www.ohrc.on.ca/en/code_grounds/sex

3. Janette calls and sets up an appointment to

see an apartment. When she arrives they say they already found someone but Janette's friend Mike goes to see the apartment the next day and is told it's still available. Janette is a black female and Mike is a white male. Is this discrimination?

TRUE

4. You apply for a job cutting hair but have no experience cutting hair. They hire someone who has been to hair school over you. Is this discrimination?

FALSE

5. The Human Rights Legal Support Centre (HRLSC) can help you for free if you've been discriminated against.

TRUE

6. If I feel I have been discriminated against, I should write down the date, time, location and what happened right away.

TRUE

HUMAN RIGHTS LAW

SCENARIO ONE

Jane had a phone interview and was hired as a waitress at a restaurant. When she arrived for her first day of work, she noticed that everyone who worked as a waitress was white. At the end of her shift the manager said he was withdrawing the offer because she didn't "fit with the image of the restaurant." Jane is Canadian but she is Anishnawbe from Rocky Bay First Nation.

1. Is this fair to Jane? Why or why not?
2. If it's not fair – what would be a solution? What can Jane do?
3. Is there a law in Canada to deal with this issue? If yes – what is it called?

HUMAN RIGHTS LAW

SCENARIO TWO

Rama and her family have been living in an apartment for six months. Her landlord has just asked them to move out as he says that other tenants have complained about the way their food smells and the music that they listen to; they do not fit in with the “community values” in the apartment building.

1. Is this fair to Rama and her family?
2. If it's not fair – what would be a solution? What can Rama do?
3. Is there a law in Canada to deal with this issue? If yes – what is it called?

HUMAN RIGHTS LAW

SCENARIO THREE

Albert and his friends are all 16 years old. They decide to go for dinner at a new restaurant. When they go into the restaurant the owner says there is no room for them and that youth “hanging around” the restaurant scares away his other customers. Albert sees 3 or 4 empty tables in the restaurant. When Albert points out the empty tables, the owner tells them to leave or he will call the cops.

1. Is this fair to Albert and his friends?
2. If it's not fair – what would be a solution? What can Albert do?
3. Is there a law in Canada to deal with this issue? If yes – what is it called?

SESSION TWO AGENDA - ARRESTS

DATE:

TIME:

LOCATION:

CONTACT PERSON & PHONE NUMBER:

A LEGAL EXPERT WITH AN UNDERSTANDING OF CRIMINAL LAW IS REQUIRED FOR THIS SESSION.

TIME	ACTIVITY	MATERIALS
10 minutes	Introductions - Facilitator introduces the purpose of this session on arrests and collects signed Media Releases - Facilitator briefly introduces any new legal expert(s) Overview of Program - Write this on the whiteboard or chart paper and read out to the youth - Session 2 – Intro to Legal Topic - Session 3 – Writing Radio Show Scripts to Interview Legal Expert - Session 4 – Practicing – Record First Draft of the Radio Show - Session 5 – Going to the Recording Studio to Interview Legal Expert - Session 6 – Listening to Radio Clip and reflecting on the project Icebreaker - Conduct ice-breaker of your choice About Justice Education Justice education, not legal advice – if you have specific legal concerns or questions, you should get help from a lawyer or contact your local Legal Aid office or community legal clinic	Whiteboard or chart paper Marker(s)
20 minutes	True or False Activity - Facilitator will ask a series of questions to the participants. Participants will put their hand up if they think the statement is true and keep it down if they think it is false. - For some questions - facilitator can ask youth why they believe the answer is true or false. - After every question the legal expert will respond and indicate whether the answer is true or false and expand briefly on the topic.	True or False Activity - Arrests

15 minutes	Discussion Scenarios - Facilitator will split participants into three groups - Each group will read a human rights scenario and answer the questions about their scenario - The legal expert, teacher, youth worker and/or facilitator should each join one of the groups to help facilitate the discussion and take notes - Participants will fill out the Human Rights Tribunal Form for the person in their scenario	Discussion Scenarios - Arrests
20 minutes	Reconvene as large group - A select number of participants from every group take turns reading out their scenario and answers to questions to the whole class - Legal experts respond to each group's presentation and offer any perspectives that would be helpful to add, or correct any inaccurate information	Discussion Scenarios - Arrests
10 minutes	Q & A and Wrap Up Youth will have the opportunity to ask questions and you can explain a little bit about what will happen in the next session	

ARRESTS

TRUE OR FALSE ACTIVITY

Facilitator will ask a series of questions to the participants. Participants will put their hand up if they think the statement is true and keep it down if they think it is false.

For some questions - facilitator can ask youth why they believe the answer is true or false.

After every question the legal expert will respond and indicate whether the answer is true or false and expand briefly on the topic.

Warm Up Questions

1. Snowmobiling is best winter activity.
2. Pizza is the best food.
3. Trap music is the best.
4. Basketball is the best sport.

Arrests

After the participants answer each question one of the lawyers will add details to make it more clear.

1. If you are stopped by the police, you must answer all their questions.

FALSE

It is a good idea to give the police your name, address and age politely. Then you should ask the officer why he or she wants to talk with you. If the police believe you have committed an offence, they will sometimes let you off with a warning, but if you do not give this information they might feel that they must arrest you to get this information.

If they ask you other questions, you do not have to answer. You cannot be arrested for refusing to answer other questions.

(From Justice For Children and Youth (JFCY), Know Your Rights resource)

2. If you are arrested, you have the right to call a lawyer.

TRUE

The police must allow you to call a lawyer. If you are under 18, they must also let you call your parents or an adult friend to help you.

(From JFCY, Know Your Rights)

3. Police officers are ALWAYS right!

FALSE

Some police officers care about the public and do a good job, other police officers don't follow the police code of conduct and sometimes treat people badly.

4. If you are treated badly by police, you can file a complaint.

TRUE

Explains that the Office of the Independent Police Review Director (OIPRD) is the organization that deals with police complaints independently and that you can also file a complaint at the police station if you choose.

5. If you are arrested, you have to answer all the police officer's questions even if your lawyer isn't there yet.

FALSE

6. If you are arrested, you only get one phone call.

FALSE

If you are under 18, you can call a parent or guardian as well as a lawyer. If you are over 18 you can always ask for more than one phone call and you might get it.

7. If I have a bad experience with the police, I should deal with it myself.

FALSE

It helps to talk to family or friends about what happened. You can also file a complaint with the Office of the Independent Police Review Director if you choose to.

8. When talking to police, I can ask for the officer's name and badge number.

TRUE

9. If the police ask to search me, I have to say yes.

FALSE

The police can search you when you have been arrested or when they believe you are carrying illegal drugs or a weapon. They can also search you when they believe you have liquor in your possession and you are under the legal drinking age. They can also search them if you let them. If the police ask if they can search you and you don't say anything, they may assume you don't object to being searched.

(from JFCY's Know Your Rights resource)

10. If police treated me badly but I cooperated at the time, there's nothing I can do about it after.

FALSE

You can still file a police complaint. If you are worried about your safety, it sometimes makes sense to cooperate even if the officer is being rude or aggressive and file a complaint afterwards.

11. If the police treat me badly, I should write down the date, time, location and what happened right away.

TRUE

If you decide you want to file a police complaint, you need to know this information. It's best to write it down while it's fresh in your mind.

12. If I made a mistake when talking to a police officer, I shouldn't tell anyone what happened.

FALSE

If you have a bad experience with the police and you made a mistake, you may want to talk to a friend, family member, teacher, prime worker or school counsellor to get support.

ARRESTS

SCENARIO ONE - Dylan

Jared walked home from school every day. One day, two men attack Jared. They steal his shoes. Jared tells the police what happened.

The next day, the police see Dylan on the street. The police think Dylan meets Jared's description of one of his attackers. They arrest Dylan. They charge him with "assault causing bodily harm" and "theft under \$5000."

1. Will Dylan be searched when he is arrested? Why or why not?

2. Should Dylan call a lawyer if he is arrested?

3. Where can he get a lawyer if he doesn't have a lot of money?

ARRESTS

SCENARIO TWO - Tom

Tom was walking home after finishing his evening work shift at local convenience store. As he turned down a side street a police car pulled up beside him. Two officers got out and pushed Tom face up against a wall. One police officer restrained him and the other officer searched his pockets. Tom had just cashed a paycheck earlier that day and he had about four hundred dollars in his wallet. The police officers arrested him and brought him down to the police station for questioning in connection with a break and enter which had taken place in the neighbourhood.

1. Should Tom call a lawyer? Why or why not?
2. Should Tom answer the police officer's questions before his lawyer arrives?
3. If Tom is under 18, will his parents or guardians be called? Why or why not?

ARRESTS

SCENARIO THREE - Cheyanne

Cheyanne is walking down a busy street. Police stop her and arrest her. While they are handcuffing her they bruise her forearms.

1. What can Cheyanne do while she is talking to the police officers?
2. What can Cheyanne do when she speaks to her lawyer?
3. Could Cheyanne file a police complaint? Where could Cheyanne get a police complaint form?

SESSION TWO AGENDA - GLADUE

DATE:

TIME:

LOCATION:

CONTACT PERSON & PHONE NUMBER:

A LEGAL EXPERT WITH AN UNDERSTANDING OF GLADUE IS REQUIRED FOR THIS SESSION.

TIME	ACTIVITY	MATERIALS
15 minutes	Introductions - Facilitator introduces the purpose of this session on Gladue and collects signed Media Releases - Facilitator briefly introduces any new legal expert(s) Overview of Program - Write this on the whiteboard or chart paper and read out to the youth - Session 2 – Intro to Legal Topic - Session 3 – Writing Radio Show Scripts to Interview Legal Expert - Session 4 – Practicing – Record First Draft of the Radio Show - Session 5 – Going to the Recording Studio to Interview Legal Expert - Session 6 – Listening to Radio Clip and reflecting on the project Icebreaker - Conduct ice-breaker of your choice About Justice Education Justice education, not legal advice – if you have specific legal concerns or questions, you should get help from a lawyer or contact your local Legal Aid office or community legal clinic	Whiteboard or chart paper Marker(s)
10 minutes	Gladue Videos Play the two BearPaw Media videos about R v. Gladue and Gladue Reports: https://www.youtube.com/watch?v=Fylj0vPZzHc (R v. Gladue) https://www.youtube.com/watch?v=7lyPJsNHdQw (Reports)	Computer with Internet Access and a Projector
10 minutes	Group Discussion Facilitator asks: - What did you think of the videos? - Have you heard of Gladue before?	

20 minutes	Case Study: R v. Desmoulin • Play R v. Desmoulin Video • https://www.youtube.com/watch?v=vOjjJ9yRTel&index=21&list=PLD3E360B2C8154A02 • Legal expert explains the case study and discusses how Gladue could be applied to Dylan's case	Computer with Internet Access and a Projector Gladue Case Study: R v. Desmoulin
10 minutes	Discussion Questions Facilitator leads a group discussion and asks youth: • Do you think Gladue is a good thing? • Do you think that it's always being used the way the law says it should be? • Who do you think should know about Gladue?	
10 minutes	Q & A and Wrap Up • Youth will have the opportunity to ask questions and you can explain a little bit about what will happen in the next session	

GLADUE

CASE STUDY: DYLAN

Brief outline of events

We are here today to decide on a sentence for Dylan Desmoulin. Dylan has admitted his responsibility for the assault of Jared Kakebanik.

On December 5, 2016, Dylan and another friend beat Jared up quite badly, putting him in the hospital for a few days. They took his shoes and hat. Dylan was arrested a few weeks later. Dylan has pled guilty to the charges and is here today, admitting these actions.

Dylan Desmoulin, The Accused

- You are 17 years old and in grade 12. You live with your father in an apartment building in Thunder Bay and attend Sir Winston Churchill High School during the week. Your mother lives on the Lake Helen reserve and is a member of the Red Rock band. You spend most of the summer with her on Lake Helen.
- You have one previous conviction, for shoplifting, 18 months ago.
- On December 5, you were angry with your dad because he wouldn't give you money for the new basketball shoes that you wanted. He had told you to save up your money from your part time job.
- Your friend Duane is two years older than you and he has been in trouble a few times with the police. He suggested that you steal the shoes from a store at Intercity Mall. When you and Duane walked by Jared, Duane pointed out the shoes – the same ones you wanted. Before you knew what was happening, Duane had thrown the guy to the ground and started kicking him. You joined in. You didn't really notice how badly he was hurt. You and Duane were laughing. You grabbed the shoes and Duane took his hat. It didn't seem too serious. You didn't really think about it until the police showed. You were surprised to hear that Jared had been in the hospital.
- You stopped hanging out with Duane after he moved out of the city.
- You are trying to get into Confederation College. You are worried that a conviction might make it harder for you to get a job.
- You wish your mom didn't have to hear about this. She is proud of you and doesn't know about your previous shoplifting incident.
- You know your Dad is trying to help you out but you think this whole thing started when he refused to buy you the shoes. If he wasn't so strict, you guys would get along better.

SESSION TWO AGENDA - POLICE COMPLAINTS

DATE:

TIME:

LOCATION:

CONTACT PERSON & PHONE NUMBER:

A LEGAL EXPERT WITH AN UNDERSTANDING OF POLICE COMPLAINTS IS REQUIRED FOR THIS SESSION

TIME	ACTIVITY	MATERIALS
15 minutes	Introductions - Facilitator introduces this session on Police Complaints and collects signed Media Releases - Facilitator briefly introduces any new legal expert(s) Overview of Program - Write this on the whiteboard or chart paper and read out to the youth - Session 2 – Intro to Legal Topic - Session 3 – Writing Radio Show Scripts to Interview Legal Expert - Session 4 – Practicing – Record First Draft of the Radio Show - Session 5 – Going to the Recording Studio to Interview Legal Expert - Session 6 – Listening to Radio Clip and reflecting on the project Icebreaker - Conduct ice-breaker of your choice About Justice Education Justice education – not legal advice – if you have specific legal concerns or questions, you should seek the assistance of a lawyer or contact your local Legal Aid office or community legal clinic	Whiteboard or chart paper Marker(s)

20 minutes	True or False Activity - Facilitator will ask a series of questions to the participants. Participants will put their hand up if they think the statement is true and keep it down if they think it is false. - For some questions - facilitator can ask youth why they believe the answer is true or false. - After every question the legal expert will respond and indicate whether the answer is true or false and expand briefly on the topic	True or False Activity - Police Complaints
10 minutes	Stereotypes Activity Facilitator brings up a couple of common stereotypes and then asks youth to brainstorm common stereotypes: - Blondes are dumb - Teenagers don't care about anything - Natives are drunks Facilitator's asks the following questions and writes down the students responses on the whiteboard or chart paper - What are some other stereotypes that you have heard? - What negative impact do stereotypes have? - What could happen if a police officer uses a stereotype to make a decision while working?	Whiteboard, chart paper or projected word document
10 minutes	Case Study: Cheyanne Moonias - Facilitator puts youth into groups of two and hands out the case study on Cheyanne. - Facilitator reads out the case study and the discussion questions. - In pairs, youth will discuss what Cheyanne could do. - Facilitator brings the group back together and asks a couple of youth to share what they would do if they were in Cheyanne's situation - Legal expert(s) comments on whether there's anything else Cheyanne could have done - Facilitator emphasizes that Cheyanne could file an OIPRD complaint	Police Complaint Case Study: Cheyanne
20 minutes	Case Study: Filing a Police Complaint - Facilitator reads Shawn's story out loud - Facilitator breaks the participants up into three groups: - With the teacher or youth worker - With the facilitator - With the legal expert - The small groups work together to fill out Section 3 of the OIPRD Complaint form using Shawn's scenario. - Show youth some examples of full OIPRD Complaints Form booklet - The legal expert tells the group some possible outcomes for the officer who swore and used a racial slur towards Shawn, if Shawn filed a complaint.	Police Complaint Case Study - Shawn

POLICE COMPLAINTS

TRUE OR FALSE ACTIVITY

Facilitator will ask a series of questions to the participants. Participants will put their hand up if they think the statement is true and keep it down if they think it is false.

For some questions - facilitator can ask youth why they believe the answer is true or false.

After every question the legal expert will respond and indicate whether the answer is true or false and expand briefly on the topic.

Warm Up Questions

1. Snowmobiling is best winter activity.
2. Pizza is the best food.
3. Trap music is the best.
4. Basketball is the best sport.

Police Complaints

1. If you are stopped by the police, you must answer all their questions.

FALSE

It is a good idea to give the police your name, address and age politely. Then you should ask the officer why he or she wants to talk with you. If the police believe you have committed an offence, they will sometimes let you off with a warning, but if you do not give this information they might feel that they must arrest you to get this information.

If they ask you other questions, you do not have to answer. You cannot be arrested for refusing to answer other questions.

(From JFCY, Know Your Rights resource)

2. If I have a bad experience with the police, I should deal with it myself.

FALSE

If you have a bad experience with the police you may want to talk to a friend, family member, teacher, prime worker or school counsellor to get support.

3. If you are arrested, you have the right to call a lawyer.

TRUE

The police must allow you to call a lawyer. If you are under 18, they must also let you call your parents or an adult friend to help you.

(From JFCY, Know Your Rights)

4. Police officers are ALWAYS right!

FALSE

Some police officers care about the public and

do a good job, other police officers don't follow the police code of conduct and sometimes treat people badly.

5. If police treated me badly but I cooperated at the time, there's nothing I can do about it after.

FALSE

You can still file a police complaint. If you are worried about your safety, it sometimes makes sense to cooperate even if the officer is being rude or aggressive and file a complaint afterwards.

6. If an officer is rude or aggressive towards you, you can file a complaint.

TRUE

Discussion question: What are other reasons you can file a complaint against the police?

- Harassment
- Illegal Search
- Etc

7. If the police treat me badly, I should write down the date, time, location and what happened right away.

TRUE

If you decide you want to file a police complaint, you need to know this information. It's best to write it down while it's fresh in your mind.

8. If the city police or OPP officer treats me badly, I can file a complaint with the OIPRD.

TRUE

Explains that the OIPRD is the organization that deals with police complaints independently and that you can also file a complaint at the police station if you choose.

9. You need to get a lawyer to file a police complaint.

FALSE

Discussion questions: Can a teacher or prime worker file a complaint for me or help me to file the complaint? Will NAN Legal help me to file a complaint?

10. If you are arrested, you only get one phone call.

FALSE

The police must allow you to call a lawyer. If you are under 18, they must also let you call your parents or an adult friend to help you.

(From JFCY, Know Your Rights)

11. When talking to police, I can ask for the officer's name and badge number.

TRUE

12. You have to file a police complaint within two months of the incident.

FALSE

OIPRD Director may decide not to deal with a complaint if it is made more than six months after the incident occurred.

If a complaint is made more than six months after the incident complained of, the OIPRD may ask about the reasons for the delay, including when the facts of the incident first became known. All circumstances, including the reason for delay and the severity of the alleged misconduct, are considered.

(OIPRD Website)

13. If the police ask to search me, I have to say yes.

FALSE

The police can search you when you have been arrested or when they believe you are carrying illegal drugs or a weapon. They can also search you when they believe you have liquor in your possession and you are under the legal drinking age. They can also search them if you let them. If the police ask if they can search you and you don't say anything, they may assume you don't object to being searched.

(from JFCY's Know Your Rights resource)

14. If an officer has an outstanding complaint against them, they are not allowed to get a raise or a promotion.

TRUE

15. Sometimes when you file a complaint against a police officer, the officer will be fired.

TRUE

Discussion question: What other things might happen to an officer with a police complaint against them?

16. If I was rude when talking to a police officer, I shouldn't tell anyone what happened.

FALSE

If you have a bad experience with the police and you made a mistake, you may want to talk to a friend, family member, teacher, prime worker or school counsellor to get support.

POLICE COMPLAINTS

CASE STUDY: CHEYANNE

Cheyanne is walking down a busy street. Police stop her and arrest her. While they are handcuffing her they bruise her forearms.

Discussion Questions (youth will discuss in pairs)

1. What can Cheyanne do while she is talking to the police officers?

2. What can Cheyanne do after being let go by police?

POLICE COMPLAINTS

CASE STUDY: SHAWN

Shawn is a 21 year old who lives in Fort William. He is from Rocky Bay First Nation but his family moved to Thunder Bay when he was 7. On February 5th, 2017, he made arrangements to meet with a Youth Worker who ran youth programs in Shawn's old neighbourhood. They made arrangements to meet at a local library. Shawn drove his black Honda. While driving Arthur St, Shawn noticed a police cruiser following him. Shawn wasn't concerned because he was driving the speed limit. Two minutes from the library, the police cruiser turned on the lights. Shawn pulled over.

Shawn got his license and the car's registration papers together. As the police officer approached the driver's side of the car, Shawn noticed the officer pause and look at the vehicle.

When the officer approached the driver's side he asked for Shawn's license and registration. Shawn handed them to him and politely Shawn asked the officer if there was a problem. The officer looked at Shawn and took his ID and walked towards his police cruiser. About 5 minutes later Shawn saw 2 police cruisers approach scene at a high rate of speed. One pulled in front of Shawn's car and the other to the side blocking local oncoming traffic. Two police officers got out of their cruisers and approached the officer that stopped Shawn.

The officer who stopped Shawn approached Shawn's Honda and demanded that he step out of the vehicle. Shawn asked politely if there was a problem. The officer yelled at him and said "shut the f- up and get out of the g*da*n car. Shawn got out the car and the officer directed him to the back of the squad car. While Shawn was seated in the back of the police car Shawn saw the 2 officers search his Honda.

Shawn panicked and was able to take his cell phone and text the youth worker in a discreet way and texted what had happened. The youth worker texted him back and told him to remain calm and professional. When the officer approached the squad car, Shawn hid his phone and asked the officer politely, if there was a problem? The officer again told him to shut the f-up and used a racial slur against him.

After 5 minutes one of the officers approached the police cruiser. The officer that stopped Shawn got out of the cruiser and spoke with them. Shawn only heard them muttering and the one of the officer's swearing under his breath. Suddenly, Shawn saw the officer move to the back of the police cruiser, opened the door and handed him his ID and car documents. The officer said that he was free to go. Shawn demanded to know the problem was. The officer told him that 'he fit the description of someone they were looking for...' The police officers took off.

Still shaky from the interaction with the officer, he managed to call the youth worker and told him what happened. The youth worker told him to meet him at the library immediately.

SESSION THREE AGENDA

DATE:

TIME:

LOCATION:

CONTACT PERSON & PHONE NUMBER:

TIME	ACTIVITY	MATERIALS
20 minutes	Introductions - Facilitator makes a brief introduction to any new legal experts or facilitators Icebreaker - Facilitator conducts an ice-breaker of their choice Overview of Program - Write this on the whiteboard or chart paper and read out to the youth - Session 2 – Intro to Legal Topic - Session 3 – Writing Radio Show Scripts to Interview Legal Expert - Session 4 – Practicing – Record First Draft of the Radio Show - Session 5 – Going to the Recording Studio to Interview Legal Expert - Session 6 – Listening to Radio Clip and reflecting on the project Preparing for Script Writing - Facilitator recaps last class and topic choice - Facilitator reminds everyone that this is script writing session - Facilitator collects Media Releases	Icebreaker of Your Choice Instructions Chart Paper or Whiteboard Markers

40 minutes	Scripting - Facilitator either breaks the youth into two groups or the youth may stay together to generate questions as a big group - If there are two groups facilitator goes with one group and teacher or youth worker goes with the other group - Facilitator (or teacher/youth worker) asks youth for questions or topics they want to discuss with the legal expert on the radio show - Facilitator (or teacher/youth worker) takes notes on questions and topics the youth generate - Facilitator (or teacher/youth worker) tells youth they can include a couple opinion questions to ask each other during the radio show and records these questions as well Ex. Did you know much about this legal topic before this project? PLEASE NOTE: For a 30 minute radio segment you'll need approximately 35 - 40 questions, and for a 20 minute radio segment you'll need 25 - 30 questions	Chart Paper or Whiteboard Markers Radio Script Template
10 minutes	Final Draft - Facilitator brings two groups back together and goes over all the questions and topics generated - Facilitator asks if any topic or question is missing - With the help of the teacher or youth worker the group decides which youth will do which part of the introductions and which youth will ask each question	Chart Paper or Whiteboard Markers Radio Script Template
5 minutes	Next Class Facilitator explains that in the next class, the group will: - Run through plans for practice recording session - Remind youth you need any outstanding Media Releases back by next class if they want to participate	
After the Session	Typing up and Printing the Script - After the session, facilitator takes all of the questions and topics generated by the youth and type up a script - Use script template below as a guide - If it has been decided which student will do which part, include that in the script. - Facilitator will then email the script to the teacher or youth worker and ask him/her to print enough copies so each youth can have a copy before the next session - Facilitator also sends first draft of the script to the legal expert the youth will be interviewing so they have a sense of the questions they will be asked	

RADIO SHOW SCRIPT TEMPLATE

Youth 1:

Hello (or boozhoo). My name is _____ and I am from _____.

Welcome to all the listeners to our radio program at _____ Radio. _____ has partnered with _____ Radio to bring you a special broadcast about _____.

(name of school or community centre)

(legal topic)

Youth 2:

My name is _____ and I am from _____.

Today we have the youth of _____ and _____ who is a _____.

(name of school or community centre) *(name of legal expert)*

_____ at _____. This is going to be great show so please stay tuned!

(legal title) *(firm or organization they work for)*

Youth 3:

Hello. My name is _____ and I am from _____.

I'm a youth from _____. You've already met my co-hosts _____ and _____. Also joining us will be _____, _____, _____, _____, _____ and _____.

(name of school or community centre)

I want to give a special welcome to our guest today _____ who is a _____ at _____. Welcome

(name of legal expert) *(legal title)* *(firm or organization they work for)*

_____. We have some questions for you.
(first name of legal expert)

Youth 4:

My name is _____ and I am from _____. My first question for you is:

1.

2.

Youth 5:

My name is _____ and I am from _____.

3.

4.

5.

6.

Youth 6:

My name is _____ and I am from _____.

7.

8.

9.

10.

Youth 7:

My name is _____ and I am from _____. To

all those listeners just tuning in, today we have the youth of _____

(name of school or community centre)

and _____ who is a _____ at

(name of legal expert)

(legal title)

_____ on the topic of _____.

(firm or organization they work for)

(legal topic)

11.

12.

13.

Youth 8:

My name is _____ and I am from _____.

14.

15.

16.

17.

Youth 9:

My name is _____ and I am from _____.

Thank you to all the listeners who have tuned in for this broadcast, the _____
(name of school or community centre)

youth for their hard work. Another special thank you goes out to _____ at
(name of legal expert)

_____ for helping make this broadcast possible and taking the time to educate
(firm or organization they work for)

the youth and the listeners on this topic. Thank you to the Ontario Justice Education Network for creating this project and to the Ontario Trillium Foundation for help funding the creation of these materials.

If you want to learn more about _____ please call
(legal topic)

_____ at: _____
(legal service provider)

Or go to their website at _____. Thanks for tuning in!!!

SESSION FOUR AGENDA

DATE:

TIME:

LOCATION:

CONTACT PERSON & PHONE NUMBER:

TIME	ACTIVITY	MATERIALS
Before the Session Starts	Set Up Classroom Recording Equipment Facilitator: - Sets room up like a boardroom with all tables pushed together, creating one big table - Sets up the recording equipment (can be done on one of the school or community centre's laptops or even on a phone that can be passed around) - Sets up Speakers and attaches them to recording equipment - Tests all equipment to make sure it will be able pick up youth voices as they sit around the table and that the speakers are working	Recording Equipment (Computer or Phone) Speakers
10 minutes	Welcome - Facilitator welcomes all youth back to the session and explains that youth will be practicing reading the radio segment script into the recording equipment. Afterwards the whole group will listen to the recording and hear what their voices sound like recorded. - Facilitator will let youth know what date the radio show will be aired so they can tell their friends and family members Overview of Program - Session 4 – Practicing – Record First Draft of the Radio Show - Session 5 – Going to the Recording Studio to Interview Legal Expert - Session 6 – Listen to Final Recording and Reflect on the Program	Markers and whiteboard or chart paper
20 minutes	Recording a Rough Draft - Facilitator hands out scripts to all the youth and has them highlight their parts - Facilitator tells youth: "This is the first time so don't worry if you laugh or mess up, just have fun practicing!" - Facilitator turns on recording equipment and mic is placed close to all youth or passed around - Each youth practices reading their part of the script into the mic, starting with the youth who does the introduction	Recording device (one of the school or community centre's laptops or even on a phone that can be passed around) Scripts

10 minutes	Play Back - Facilitator plays back the recording so youth can hear what they sound like on air and whether their voice was picked up by the mic - If youth are shy, they may speak very quietly, if their voice wasn't picked up make sure they move closer to the mic and speak as loudly as possible	Recording device and Speakers
20 minutes	Record Good Copy - Facilitator tells youth that now they've gotten all their laughing out of the way, this is the opportunity to try to record a good copy - Facilitator asks youth to try not to laugh if their friend makes a mistake and to try not to rustle their papers or jackets - Facilitator records youth reading out the script	Recording device
10 minutes	Listen to Good Copy Facilitator plays the good copy back to youth so they can hear how they sounded the second time	Recording device and Speakers
5 minutes	Next Class: At the Recording Studio - Facilitator makes sure the teacher or youth worker has arranged transportation for all the youth to meet at the recording studio for next session - Facilitator gives out the date, time and address to youth	
After the Session	After the Session - Send the final draft of the script to the legal expert so they can prepare for the interview - Project Coordinator prepares thank you cards for the elder, if applicable, facilitator and legal expert(s) - Project coordinator purchase candies or other celebratory food to distribute at the end of the recording	

SESSION FIVE AGENDA

DATE:

TIME:

LOCATION:

CONTACT PERSON & PHONE NUMBER:

TIME	ACTIVITY	MATERIALS
Before the Session Starts	Learning about the Equipment - Facilitator arrives 20 minutes early to learn about how to use the recording equipment - Facilitator makes sure the microphones are close to youth, especially if it is a youth with a quieter voice	Recording Equipment
10 minutes	Welcome - Facilitator welcomes youth, legal expert(s), teacher(s), or youth worker(s) and reminds everyone that today is the day that we will be recording the final copy of the radio show - Facilitator tells youth and legal expert(s) we can re-record their part if they really make a big mistake but if they make a small mistake to just keep going, it doesn't have to be perfect - Facilitator collects final Media Releases	
50 minutes	Recording - Facilitator makes sure youth and legal experts all have a copy of the script - Facilitator asks first youth if they are ready and then press record - Once the first youth has finished their part, press stop, and ask the second youth if they're ready - Press record, have the second youth do their part and then press stop - Continue like this - Once the youth and legal expert get more comfortable you may be able to run a couple of questions and answers at once before pressing stop	Scripts
15 minutes	Thank You and Congratulations - Congratulate the youth and legal expert on all their hard work - Have one youth give a thank you card(s) to the legal expert and anyone else who assisted - Facilitator tell youth next session we will listen to the final interview and reflect on what we learned through the project	

After the Session	After the Session • Project Coordinator or Facilitator sends the recording to the Media Contact to have the clip edited and set deadline for when clip will be returned • Project Coordinator or Facilitator listens to edit done by Media Contact, if it sounds good, pass onto the radio station contact. If it still needs some editing return to Media Contact and have him/her make additional changes and then pass onto radio station contact	
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SESSION SIX AGENDA

DATE:

TIME:

LOCATION:

CONTACT PERSON & PHONE NUMBER:

TIME	ACTIVITY	MATERIALS
Before the Session Starts	Arrive Early - Facilitator sets up speakers and media player (computer) with the radio show recording for youth to listen to - Facilitator checks to make sure the equipment is working	Copy of the Radio Show Media Player (computer) and Speakers
5 minutes	Welcome Facilitator welcomes youth, legal expert(s), elder, teacher(s) or youth worker(s)	
10 minutes	Icebreaker Facilitator runs icebreaker of his or her choice with youth.	
30 minutes	Listening Party - Facilitator plays the radio show for youth - If appropriate, the whole school or community centre can listen to the radio show	Media Player and Speakers
10 minutes	Evaluation Forms - Facilitator hands out evaluation forms and reads each question or the youth form out loud - Facilitator asks youth and adult volunteers to fill out evaluation form - Facilitator collects forms and gives them to project coordinator	Evaluation Forms (Appendix A & B)
15 minutes	Discussion Facilitator leads youth in a discussion about what they liked and didn't like about the project and what they learned	
5 minutes	Thank You and Congratulations - Facilitator thanks and congratulates youth again on all their hard work and says goodbye - Youth give thank you cards to legal expert(s) or other volunteers in attendance	Thank You Cards

After the session	After the Session • Project coordinator or facilitator may write short blog post about their experience with the session and send to info@ojen.ca • Once radio show has aired on the radio, project coordinator or facilitator may send the radio show to info@ojen.ca so it can be posted along with blog post • Facilitator follows up with a thank you email to teacher and all others involved in the project	
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APPENDIX A:

SAMPLE YOUTH EVALUATION FORM

Please indicate whether the responses are true with a T or false with an F:

- ___ I know more about this legal topic than I did at the beginning of the project
- ___ I feel like I made a difference by participating in this project.
- ___ My communication skills improved during this project.
- ___ My thoughts and opinions were taken seriously by the adults in this project.

Before I thought that lawyers and other justice sector people were:

Now I think they are:

Where would you go to get more info on this legal topic?

APPENDIX B:

SAMPLE TEACHER, YOUTH WORKER, FACILITATOR AND LEGAL EXPERT FEEDBACK FORM

1. Do you feel the legal topics discussed were relevant and useful to the youth?

2. Were the materials at the right language level for the youth?

3. Were the activities and materials useful for you in your role? Are there any modifications you would suggest?

4. Complete one or more of the following sentences:

"The youth surprised me when they..."

"I gained insight into the participants lived experience with the law when the student(s) shared..."

"I was not expecting the youth to talk about..."