

Ontario Justice Education Network Law and Radio Project

Planning Guide



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ACKNOWLEDGEMENTS

This resource was created by the Ontario Justice Education Network (OJEN).

We would like to thank the Ontario Trillium Foundation and the Law Foundation of Ontario for funding the creation of these materials.

We gratefully acknowledge the contributions of the following people involved in drafting and editing this resource: Bryn Bamber, Lisa Brown, Enisone Kadiri, Michelle Thompson and Jessica Reekie.

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 facilitator's 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

This resource is designed for the person planning the project and lays out step by step how to plan a Law and Radio project. Planning needs to begin 4 - 5 months prior to starting the project. Your role is as the Project Coordinator. It will help you to:

- Coordinate all of the logistics
- Manage partnerships with radio station and school or community centre
- Recruit and correspond with all volunteers
- Book recording studio and radio show time
- Ensure that all partners, funders and volunteers are acknowledged and thanked

OJEN can give extra support to programs for special audiences. If the youth you are working with are still learning English, has special educational needs, is indigenous or has a historically negative relationship with the justice system and live in Ontario contact us at info@ojen.ca to see what we can do.

PLANNING TIMELINE

4- 5 months prior	• Initiate partnership with local radio station • Initiate partnership with local school or community group • Attempt to secure funding
6-8 weeks prior	• Finalize partnerships with radio station and school or community group • Set the (4) preparation session dates, (1) recording date (1) date for radio show to air and (1) listening party and reflection for the youth
4-6 weeks prior	• Book recording studio • Finalize a flyer that includes all dates and location(s) • Recruit legal expert(s) & facilitator(s) • Finalize participant numbers for the workshop
3-4 weeks prior	• Look into snack/catering options • Recruit media consultant to edit the radio show • Run Session 1: Choosing a Radio Topic with the youth • After youth choose topic recruit topic specific legal expert(s)
1 week prior	• Prepare all materials for the workshop • Send a reminder email to the legal expert(s) and facilitator(s) (along with the appropriate agenda(s)) • Order food for the first session
Day of the Preparation Sessions	• Arrive early to set up power point or recording equipment • Prepare materials for distribution • Distribute and collect Media Release forms • If school based - distribute permission slips for recording session
Day at Recording Studio	• Arrive early to get oriented to the recording equipment • Ensure all Media Release forms are collected • Bring extra copies of the script • Send copy of the recording to Media Consultant for editing
Listening Party Sessions	• Arrive early to set up equipment • Bring Feedback Forms
After the event	• Send out thank you cards or emails to volunteers • Ask for feedback from all those involved on how they thought the program ran and what could be done to improve it

STEP BY STEP PLANNING INSTRUCTIONS

STEP 1: INITIATE LOCAL PARTNERSHIPS

Local partnerships are the crux of a successful Law and Radio project, so take the time to establish and/or maintain great working partnerships with various people. You will find many benefits to creating partnerships. A partnership with a local radio station can result in free air time, and a partnership with a school or community centre will connect you to a group of youth interested in participating in the project. Additional partners can provide funding for the project. Partners can be acknowledged by having their logo on the materials or having their names and contributions read out during the radio show.

Essential partnerships include:

- A class at a local school or a youth group at a local community centre
- A local radio station to donate air time

Optional partnerships that could provide funding, legal expertise, food donations or other forms of support include:

- Local law associations
- Local legal clinics
- Local law firm
- A local restaurant or grocery store

Start by researching agencies and organizations in your area that may be interested in the goals of the Law and Radio Project.

Contact potential agencies/organizations or others you may already be familiar with and ask if they would like to partner in delivering a Law and Radio Project.

Initial conversations should include the following:

- An introduction to Law and Radio Project goals
- How the agency/organization is connected to the project goals
- An invitation to form a partnership in delivering the Law and Radio Project by helping with:

School or community centre - Having their group of youth or students participate	- For the radio project to run, you need youth to run it with! Partnering with a school or community centre can connect you with a group of youth to participate in the project. - When partnering with a school or community centre they are often able to provide space for the Preparation Sessions - Sometimes a school or community centre can provide food for the program or has access to a recording studio or recording equipment
Radio station, recording studio, restaurant or grocery store - Providing In-Kind Support	This could assist in securing 30 minutes of radio air time, time in the recording studio, editing the radio show after it's recorded, paying for the catering or donating food
Local law associations, local legal clinics, local law firm - Providing funding or legal expertise	- This could assist in securing 30 minutes of radio air time, time in the recording studio or in paying for the catering - They can also help recruit legal experts when the time comes
All partners - Promoting the Radio Show	All partners should be involved in helping to promote the youth's radio show air date

STEP 2: SECURE FUNDING

For the Law and Radio projects delivered by OJEN, the general expenses were as follows:

- \$30/youth participant (snacks for the sessions)
- \$100 for 30 minutes of radio air time
- \$100 for time in the recording studio
- \$100 for editing the radio show
- \$800 for elder's honorarium (when working with indigenous youth)
- Photocopying costs
- Travel costs

Ask your project partners what they can contribute or if there are other local organizations you can reach out to if you don't have enough to cover the costs.

When asking for funding be sure to explain the goals of the program and the impact it will have on community so potential partners can see what they would be contributing to. Also mention that we will acknowledge their contributions during the radio show!

STEP 3: SET THE DATES

Once you have partnerships established and funding secured it is time to set the dates for all of the sessions. An overview of the schedule is laid out below:

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.

*Each session needs to be 75 - 90 minutes long

1. First set the dates with the school or community centre
2. Book the Session 5 in at a recording studio either at the school, community centre, radio station or a private recording studio
3. Finally schedule the show to air at the radio station in between session 5 & 6. You may have to go back and forth with the school or community centre once you've talked to the recording studio and radio station to make it all fit together.
4. Create a Radio Project Flyer that includes:
 - Dates for each session
 - Locations for each session
 - Brief summary of session content
 - Project Coordinator (your!) contact info
 - Date radio show will be aired

A Radio Project Flyer template is included in Appendix B.

STEP 4: RECRUITING PLANNING AND FACILITATION VOLUNTEERS

The Law and Radio Project would not be possible without volunteers. The specific roles and responsibilities of each volunteer are as follows:

Facilitator(s)

The facilitator is ideally someone with a facilitation or youth work background. The facilitator leads participants and legal experts through a series of activities to develop and record the radio show. The expected time commitment for the facilitator is a few hours of preparation time plus attending and facilitating all six sessions.

This can be the same person who is doing the planning (you!) or there can be two separate roles

Responsibilities:

- To review the Law and Radio goals and Facilitation Guide
- To attend all six sessions and ensure all key components are completed
- To adjust the schedule as needed to ensure the radio script is written, practiced, and recorded
- Email potential facilitators and tell them about the goals of the program
- Attach the Program Flyer that includes all the dates, times and locations for the workshop sessions

Media Expert

The media expert will edit the show after it is recorded. This position can be paid if you have the budget or a volunteer. Their role is to edit out any major mistakes, make sure the volume of all the different speakers is level. Sometimes this can be done by someone at the radio station.

Potential media experts include media studies students or professional TV and media experts

STEP 5: RECRUITING LEGAL EXPERT VOLUNTEERS AND FINAL LOGISTICS

There are three sessions that require a legal expert for the Law and Radio Project. This role can be played by the same legal expert or can be played by three separate individuals depending on availability and area(s) of expertise.

The legal expert will be expected to review the materials and/or script beforehand and attend the session(s) they have committed to.

3 - 4 Weeks Before Session One

Email the General Legal Expert

- If you don't know any legal experts - contact your local law association and ask them to help. You can find your local law association at the Federation of Ontario Law Associations (FOLA) - <http://www.fola.ca/>.
- Include a brief introduction to the project, date, time and location of Session One
- Attach Radio Project Flyer
- Explain that their role at this session will be to answer any questions the youth have about the four legal topics to help them to choose the appropriate topic - Human Rights Law, Arrests, Gladue and Police Complaints
- Ask them if they are interested and available to participate in this session
- If they are not available, email other possible legal experts
- If you need help recruiting a legal expert, please contact OJEN at info@ojen.ca and we can help find an appropriate legal expert(s).

Consult with School or Community Centre

Ask your contact at the school:

- How many youth will be attending
- Youth ages, language levels, native languages
- Any other relevant information you need to know about the youth in order to plan an effective radio project

Send School or Community Centre Media Release Forms

- Email your contact Media Release Forms and ask them to get youth to bring them home to their parents or guardians to be signed. Media Release template is included in Appendix A.
- Youth 18 or older can sign their own forms
- Ask for Media Releases to be brought to the first session so you can collect them

1 Week Before Session One: Choosing a Legal Topic

Prepare Materials and Food

- Printing copies of the agenda and session materials (see Radio Project Facilitator's Guide)
- Ordering food for the session

Confirm Logistics with the School or Community Centre

- Projector and ability to view Youtube videos (with internet streaming/wifi) is required for this session

Email General Legal Expert Materials

- Send the general legal expert the Working With Youth and Using Plain Language information pages (See Appendix C & D)
- Send them the Session One Agenda (see Radio Project Facilitator's Guide)

Call General Legal Expert

- Call them to discuss their role as well as number, ages, language levels of the youth, the importance of speaking in plain language and any specific needs of this group of youth
- Ask if they have any questions about how the session will run or the materials you sent them
- Ask them to arrive 15 minutes before the session begins

Invite All Partners and Funders to Session Six: Listening Party and Reflection

- Invite all partners and funders to Session Six
- Include date, time and location

3 - 4 Weeks Before Session Two: Legal Topic Session

Choose Topic Specific Expert

After the youth choose the topic, choose legal expert(s) who feels comfortable speaking to the legal topic the youth have chosen that are required for Session Two and Session Five. This could include lawyers who work in these areas of law but could also include other members of the justice system. For example - for the topic of Gladue - it could include an Aboriginal Court Worker or a Gladue Writer.

Below is a list of organizations you can contact depending on what your topic the youth have chosen:

ARRESTS

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

Criminal Lawyers Association (<http://www.criminallawyers.ca/>)

HUMAN RIGHTS LAW

Ontario Human Rights Commission (www.ohrc.on.ca/)

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

GLADUE

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

Ontario Federation of Indigenous Friendship Centres (<http://www.ofifc.org/>)

Nishnawbe Aski Legal Services - NW and NE Ontario

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

POLICE COMPLAINTS

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

Criminal Lawyers Association (<http://www.criminallawyers.ca/>)

ALL TOPICS

Federation of Ontario Law Associations (<http://www.fola.ca/>)

NOTE: If you're having trouble finding a legal expert - contact OJEN at info@ojen.ca and we can help match you with the appropriate experts

Email Topic Specific Expert

- Include a brief introduction to the project, dates, times and locations for Sessions Two and Five
- explain that their role for Session Two will be to provide legal information on the topic youth have chosen and that for Session Five they will be interviewed about the same legal topic and the recording will be broadcast on the radio.
- Attach Project Overview
- They will receive the questions in advance so they can look up anything they don't know off hand.
- Ask them if they are interested and available to participate in these sessions
- If they are not available, email other possible legal experts

1 Week Before Session Two: Legal Topic Session

Prepare Materials and Food

- Printing copies of the agenda and session materials (see Radio Project Facilitator's Guide)
- Ordering food for the session

Confirm Logistics with the School or Community Centre

- Projector and ability to view Youtube videos (with internet streaming/wifi) is required for this session

Email Topic Specific Legal Expert Materials

- Send this legal expert the Plain Language Guide and Working With Youth (See Appendix C & D)
- Send them the Session Two and Five Agendas (see Radio Project Facilitator's Guide)

Call Topic Specific Legal Expert

- Call them to discuss their role as well as number, ages, language levels of the youth, the importance of speaking in plain language and any specific needs of this group of youth
- Ask if they have any questions about how the session will run or the materials you sent them

- Ask them to arrive 15 minutes before each session begins

1 Week Before Session Three: Writing the Script

Prepare Materials and Food

- Printing copies of the agenda and session materials (see Radio Project Facilitator's Guide)
- Ordering food for the session

Confirm Logistics with the School or Community Centre

- Whiteboard or chart paper and (whiteboard) markers required for this session

1 Week Before Session Four: Practicing the Script

Prepare Materials and Food

- Printing copies of the agenda and session materials (see Radio Project Facilitator's Guide)
- Ordering food for the session

Confirm Logistics with the School or Community Centre

- Basic recording and playing equipment required (can be recorded on a phone or a computer since this is just a practice session)

1 Week Before Session Five: Recording the Radio Show

Prepare Materials and Food

- Printing copies of the agenda and session materials (see Radio Project Facilitator's Guide)
- Ordering food for the session

Confirm Logistics with the School or Community Centre

- Confirm with school or community centre that youth know how to get to Recording Studio

Confirm with Recording Studio

- Recording equipment is required
- Bring a USB to this session so you can take the copy of the show when you leave

Email Topic Specific Legal Expert The Radio Script

- Send this legal expert the script and questions that the youth have developed
- Ask them to review the questions beforehand and make sure they will be able to respond to all questions
- Remind them of the date, time and location of Session Five and to arrive 15 minutes beforehand

Immediately After Session Five: Recording the Radio Show

Send Recording to Media Expert

- Send recording to Media Expert to be edited
- Remind them of the deadline you need the recording back by

Send Recording to Radio Station

- Send the recording to the Radio Station to be aired on agreed upon date

1 Week Before Session Six: Listening Party and Reflections

Prepare Materials and Food

- Printing copies of the agenda, feedback forms and session materials (see Radio Project Facilitator's Guide)
- Ordering food for the session
- Prepare thank you cards for all volunteers and funders attending

STEP 6: RUNNING THE SESSIONS

Please refer to the Radio Project Facilitation Guide for all details on how to run each session.

STEP 7: WRAP UP

- Send thank you cards or emails to all volunteers or funders who didn't attend listening party
- Email OJEN a copy of the radio show and brief description if you want it posted on the OJEN Blog at info@ojen.ca
- Compile all evaluation materials

APPENDIX A: RADIO PROJECT FLYER TEMPLATE

OJEN LAW AND RADIO PROJECT MEDIA RELEASE

Media Release

I give my permission to Ontario Justice Education Network (OJEN), the Ontario Trillium Foundation (OTF),

_____, _____,
(enter school or community centre name)

_____, _____,
(radio station)

and parties authorized by OJEN (collectively referred to as “the Parties”) to reproduce, publish, and/or broadcast the audio recordings, and digital images taken during, or produced for, the OJEN Law and Radio Project, _____.

(enter year)

I release and discharge, the Parties from any claims, obligations or liabilities arising from use of these images and audio recordings. In doing so I understand I am waiving my copyright in the audio recordings, and digital images.

This release shall be binding on any person trying to file a claim on my behalf.

Print Name: _____

**Signature
(parent/guardian to
sign if youth is
under 18):** _____

APPENDIX B: RADIO PROJECT FLYER TEMPLATE

ONTARIO JUSTICE EDUCATION NETWORK (OJEN)

LAW AND RADIO PROJECT

The Law and Radio Program will give the youth at _____ the opportunity to work
(enter school or community centre)
 on creating a radio show where they interview an expert on a youth identified pressing legal issue.

Locations: Sessions will take place at _____ except for the Session 5: Recording the
 Radio Show which will take place at _____.

Project Coordinator Contact: _____
(Include your name, phone and email here)

SESSION TOPIC	ACTIVITIES
(1) Choosing the Topic* DATE: TIME:	- 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* DATE: TIME:	Facilitator and legal expert will present a plain language workshop on the chosen legal topic
(3) Writing the Script* DATE: TIME:	- 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* DATE: TIME:	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* DATE: TIME:	Youth participants will record the radio segment with legal expert at the recording studio. If recording equipment is available at the community centre/school it can be recorded there.
(6) Listening Party and Reflection* DATE: TIME:	- Youth participants listen to their radio segment! - Youth participants will receive feedback and complete evaluation activities.

APPENDIX C & D: HANDOUTS FOR LEGAL EXPERTS

WORKING WITH YOUTH

Wesley Urban Ministries asked Hamilton youth to describe what an adult ally is for a young person and what it means to be youth-friendly. This is what they said:

Characteristics of an Adult Ally	What it Means to be Youth-Friendly
Friendly	Compassionate
Positive	Understanding
Reliable	Addresses youth issues
Responsible	Mature & respects boundaries
Compassionate	Approachable
Confidential	Open
Does not use "put-downs"	Confidential
Honest & straightforward	Provides unconditional acceptance
Mature	Does not pretend to be youth-friendly
Organized	Listens
Genuine	Organized
A role model	Does not stereotype
A mentor who provides support for growth	Youth are visible & represented
Respectful of youth, their situation & experiences	

USING PLAIN LANGUAGE

Plain language is the foundation of effective justice education. If participants don't understand the information, the workshop cannot have a positive impact.

WORDS

Avoid jargon and acronyms; use common, everyday words whenever possible. As a general rule, if a word is over 8 letters, it's too long. The chart below shows examples of jargon and their everyday counterpoints.^[1]

Jargon	Everyday ^[2]
utilize	use
endeavour	try
terminate	end
assist	help

For a full Plain Language Thesaurus see:

<http://clad.tcld.org/wp-content/uploads/2014/12/CLAD-Thesaurus.pdf>

Be Direct!

Adopt a conversational, engaging tone and speak directly to the participants. For example, use "you" or "your landlord" instead of "the tenant" or "the complainant."^[3]

Change Nouns into Verbs

To make your speech clear, use verbs rather than nouns. Turning verbs into nouns is a common problem in when speaking about legal issues. You can spot these words by looking for words ending with -ment, -tion, -sion, and -ance.^[4]

Don't Use Phrasal Verbs

A phrasal verb is a verb that's followed by a preposition or an adverb. This combination creates a meaning different from the original verb.^[5]

Because the new meaning is different from the original verb, these expressions are challenging to understand for listeners who are learning English. Avoid these verbs.

SENTENCES

Keep sentences short, and make only one point per sentence.^[6]

Verb Tense

Use common, simple verb tenses, like present and past. The present tense works for both present and future situations.^[7]

Use strong, active verbs

This means using the active form of the verb rather than the passive. The active form is subject-verb-object. This is easier to understand.^[8]

Contractions

As a general rule, use contractions to convey a conversational tone. But use your own judgment if you need to spell out words for emphasis or if a contraction is convey too informal in a specific context. For example, sometimes you will want to spell out “do not” and “cannot” if you are emphasizing the “not” aspect.^[9]

Some contractions are easier to understand and some are harder, so there may be times where it’s better to say both words. See the chart on the next page for examples of easier and harder contractions.

Easier Contractions	Harder Contractions
I’m	could’ve
can’t	will’ve
don’t	shouldn’t
you’re	isn’t
who’s	aren’t
what’s	weren’t
where’s	doesn’t
	didn’t

Be consistent

Although it may seem boring, don’t be afraid to use the same word over and over again. It can help your participants understand the content better. Don’t choose a harder word just for the sake of variety – using three different words to talk about the same thing can confuse participants.^[10]

Thank you to Community Legal Education Ontario (CLEO) and their Better Legal Information Handbook. Much of this document was developed from the work they’ve done on using plain language in public legal education.

[1] Pg. 29, CLEO’s Better Legal Information Handbook,
(http://www.cleo.on.ca/sites/default/files/docs/cleo_betterlegalinfo.pdf)

[2] Pg. 29, CLEO’s Better Legal Information Handbook,
(http://www.cleo.on.ca/sites/default/files/docs/cleo_betterlegalinfo.pdf)

[3] CLEO’s Better Legal Information Handbook,

(http://www.cleo.on.ca/sites/default/files/docs/cleo_betterlegalinfo.pdf)

[4] Pg. 30, CLEO's Better Legal Information Handbook,

(http://www.cleo.on.ca/sites/default/files/docs/cleo_betterlegalinfo.pdf)

[5] Pg. 37, CLEO's Better Legal Information Handbook,

(http://www.cleo.on.ca/sites/default/files/docs/cleo_betterlegalinfo.pdf)

[6] Pg. 34, CLEO's Better Legal Information Handbook,

(http://www.cleo.on.ca/sites/default/files/docs/cleo_betterlegalinfo.pdf)

[7] Pg. 37, CLEO's Better Legal Information Handbook,

(http://www.cleo.on.ca/sites/default/files/docs/cleo_betterlegalinfo.pdf)

[8] Pg. 31, CLEO's Better Legal Information Handbook,

(http://www.cleo.on.ca/sites/default/files/docs/cleo_betterlegalinfo.pdf)

[9] Pg. 32, CLEO's Better Legal Information Handbook,

(http://www.cleo.on.ca/sites/default/files/docs/cleo_betterlegalinfo.pdf)

[10] Pg. 30, CLEO's Better Legal Information Handbook,

(http://www.cleo.on.ca/sites/default/files/docs/cleo_betterlegalinfo.pdf)