

Addressing the access to justice gap: A teacher's guide to OJEN's Apps for Justice Challenge

Thank you for helping us pilot a new Ontario Justice Education Network program for Ontario high school students! This program is a collaboration between OJEN and the University of Ottawa's Faculty of Law. It uses educational materials developed by OJEN staff and University of Ottawa law school students, and incorporates content from the [Access to Justice Legal Apps Challenge Modules](#), a University of Ottawa "mini course" developed with financial support from the Government of Ontario's Early Researcher Awards Program.

Addressing the access to justice gap: an apps design challenge (aka OJEN's **Apps for Justice Challenge**) is a four, five or six-session in-class program for Ontario high school students. Each session lasts approximately one hour, although we have suggested ideas for extension activities if you have more time.

Day One <i>optional</i>	What is "access to justice"? - Students play OJEN's A2J Game and reflect on the barriers people face when dealing with legal problems. <i>If you have already played the A2J Game in your classroom this year, feel free to skip ahead to Day Two.</i>
Day Two	Using technology to fill gaps in access to justice Students consider existing A2J technology and explore its functions.
Day Three	Introducing the Challenge problem & design thinking basics Students review the Challenge problem/scenario, form groups to tackle a specific legal issue and brainstorm how technology could help.
Day Four	Developing the poster and pitch Students work in small groups/teams to design an app that addresses one of the access to justice problems introduced in the scenario. They create a poster or presentation that introduces their app.
Day Five	In-class feedback forum: showing & sharing with classmates Student teams take turns presenting their ideas in five-minute pitches and classmates ask questions and share their feedback.

If your students are interested in completing the full Apps for Justice Challenge, there is an optional "Day Six". Your students can nominate one of the group presentations to represent their class at a virtual listening table of legal experts.

Day Six <i>optional</i>	The Final Pitch: showing & sharing across the province - Student groups from across the province present five-minute pitches to a listening table of legal experts. <i>All students are welcome to attend the Final Pitch, regardless of whether they are presenting.</i>
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Day 1 What is “access to justice”?

Suggested time: 1 class period (60 min)

- 20 min: Introduce the concept of “access to justice”
- 20 min: Play OJEN's Access to Justice (A2J) game
- 20 min: Debrief and discuss

Materials:

- OJEN's Access to Justice Game
 - ✓ [Digital version](https://ojen.ca/accesstojusticegame/)
https://ojen.ca/accesstojusticegame/
 - ✓ [Teacher's Guide](https://ojen.ca/wp-content/uploads/2020/08/A2J-Facilitator-teacher_online_February_2021_Final_v2.pdf)
https://ojen.ca/wp-content/uploads/2020/08/A2J-Facilitator-teacher_online_February_2021_Final_v2.pdf
 - ✓ [Student worksheet](https://ojen.ca/en/download/access-to-justice-online-game-student-worksheet)
https://ojen.ca/en/download/access-to-justice-online-game-student-worksheet
- Students will need access to phones, tablets or computers if they are going to navigate the game in pairs or in groups. Alternatively, you can use a projector or smart board to navigate the game on one device as a class.

What is access to justice? 20 minutes

- Introduce the concept of “access to justice” using **pages 3-6** of the [Teacher's Guide](#). This student handout provides a good introduction to the access to justice problem in Canada.
- Use the **Q & A class discussion activity** on **page 7** of the [Teacher's Guide](#) to review the issues before playing the game.

The Access to Justice (A2J) Game 20 minutes

- OJEN's Access to Justice Game puts students in the shoes of someone who struggles with resolving a legal problem. It also draws students' attention to three of the most common legal problems faced by Canadians: employment, housing and family law disputes.
- Ensure each student has access to the game, or project it at the front of the class.
- Explain how it works:
 - This is a game about getting legal help in Ontario. You will play as one of three people:
 - JEAN (family law)
 - JAMIE (employment law)
 - DALLAS (housing law).
 - Your goal is to get help and get your legal issue resolved or heard by the court (or the Landlord & Tenant Board, for Dallas).
 - To do that, you will be able to visit different buildings and services to get information or help. Visiting one will advance the story.
 - You can go anywhere, in any order, and you can visit the same place more than once.
 - You may also have things happen to your character that open up new options or change how much money you have.
 - Remember to read carefully and keep an eye on how much money you have (it's listed at the top of the screen).
- Give students 20min to play the game. You can assign the [student worksheet](#) so that they can track their progress (or lack of). They may do a second scenario if they finish early.

Debrief and discuss 20 minutes

- After 20 minutes of playing the game, bring the class back for a group discussion.
- **Discussion questions:**
 - Were you successful? How did you make it through the game?
 - How did it feel? Was it frustrating? Confusing?
 - ✓ The constraints in the game reflect real-world limits, like who can help with what, income cut-offs, and so on.
 - Do you think your character is going to win their case in the end? Will they be happy with the outcome?
 - ✓ If Dallas didn't pay back their landlord, they will probably still be evicted.
 - ✓ Jamie won't get his job back. He may get his money back in a few months, if he wins.
 - What are some other factors that could make it even harder for real people to get legal help?
 - ✓ Lack of transportation/mobility (especially in rural areas)
 - ✓ Work schedules (most offices are only open 9-5)
 - ✓ Having children or doing elder care
 - ✓ Language or literacy barriers
 - ✓ Comfort with technology
 - What happens to society if people can't actually enforce their legal rights in housing, employment, or family law?
 - What would have helped your character?
 - What could we do about this situation?

Possible modifications or extension activities:

- If you have more time, you can run the **in-person role-play version** of OJEN's A2J game.
 - ✓ [In-person role-play version of the A2J Game](https://ojen.ca/en/download/access-justice-game)
https://ojen.ca/en/download/access-justice-game
 - ✓ [Teacher's Guide](https://ojen.ca/en/download/access-justice-game-facilitators-guide-teachers)
https://ojen.ca/en/download/access-justice-game-facilitators-guide-teachers
- If you have less time, consider assigning the digital version of the A2J game as homework, and skip to Day 2 of this program.
- Alternative assigned reading/student handout:
 - ✓ **Appendix 3 (pages 17-24)** of Module 1 of the A2J Legal Apps mini-course provides a longer introduction to the access to justice problem in Canada. You can assign this reading to your students:
 - [Module 1: University of Ottawa's Access to Justice Legal Apps Challenge](https://techlaw.uottawa.ca/sites/techlaw.uottawa.ca/files/a2j_module_1_fall_2021.pdf)
https://techlaw.uottawa.ca/sites/techlaw.uottawa.ca/files/a2j_module_1_fall_2021.pdf

Day 2 Using technology to fill gaps in access to justice

Suggested time: 1 class period (60 min)

- 20 min: Scenario 1 (Moving past the past) discussion
- 30 min: Introduce A2J technology & explore its functions
- 10 min: Scenario 2 (An artist despairs) introduction

Materials:

- **Scenario 1: Moving past the past**
<https://ojen.ca/en/download/scenario-1-apps-for-justice-student>
- **Appendix 1 (pages 7-12) of Module 2**
 ✓ **Module 2:** University of Ottawa's Access to Justice Legal Apps Challenge
https://techlaw.uottawa.ca/sites/techlaw.uottawa.ca/files/a2j_module_2_fall_2021_0.pdf
- **Scenario 2: An artist despairs**
<https://ojen.ca/en/download/scenario-2-apps-for-justice-student>

Moving past the past: a scenario-based class discussion

20 minutes

- Distribute **Scenario 1: Moving past the past** to the students.
- Use **Scenario 1** to illustrate access to justice barriers and encourage students to brainstorm possible solutions.
 - The scenario focuses on one individual (Jay) with a particular legal problem.
 - They are close in age to the students participating in this challenge.
 - Jay's specific issue, however, may not be one that your students have experienced, and that is where perspective-taking, empathy, imagination and creativity come into play.
- You can use the following questions as discussion prompts for your students as they explore the issues in this scenario.

Questions	Answers
What are the area(s) of law at play in this scenario?	There are intersecting areas of law in this scenario: ● Privacy laws governing tech companies ● Consumer rights ● Human rights and discrimination
What are some access to justice barriers or hurdles present in this scenario?	● The complexity of the terms and conditions offering legal protection to companies but not users, especially young people. ● As someone who no longer identifies with the name (and perhaps gender) assigned to them at birth, Jay's reason for wanting their videos deleted is an experience that is not shared by the majority of the population
What is the negative impact to Jay and their network?	● Potential for negative professional, social, and personal outcomes ● Deadnaming can be harmful to an individual's mental health and sense of self

How common is this problem?	The scenario's main problem has two principal aspects: • The confusion around online privacy agreements and tech companies' use of personal information and media. • A more specific aspect, connected to the reason Jay wants their videos off the web. The first aspect is quite common, and the Canadian federal government has been working to address this through legislation. The second aspect affects a smaller number of individuals, many of whom experience other forms of discrimination in their day-to-day lives.
Where can Jay go for help? Do they need a lawyer?	• Jay may want to start by reading up on privacy laws through a trusted source such as the Office of the Privacy Commissioner's website. • News outlets have also been publishing pieces on potential red flags when reading through and agreeing to privacy policies. • The source of the problem is in Jay's past (i.e. they've already agreed to the policy), so it would be worth checking to see if either VideoPlatform or SearchEngine has portals to request the removal of certain personal information or published data. • Google, for example, has this mechanism in their Help Center. • Given the niche area of law and who Jay is up against, it is perhaps not necessary or beneficial to engage a lawyer at this point. It would be worth trying to find different avenues or workarounds to solve this problem...and that's where this exercise comes in!
Besides removing the videos or having them wiped from search-engine results, are there other ways Jay could approach this problem?	There is the potential for creativity and education here: • Maybe Jay uses their situation as part of their election campaign, bringing attention to this issue that affects many people from different backgrounds and across different ages. • Maybe they can talk about the harmful effects of deadnaming and share tips for talking about individuals who are transgender and non-binary with respect and dignity.

A2J technology & exploring its functions

30 minutes

- We recommend using **pages 7-12** of [Module 2](#) (University of Ottawa's Access to Justice Legal Apps Challenge mini-course) to teach this section.
- You can distribute all or part of this appendix to the students.
- The *JusticeTrans* video is a nice illustration of how ideas from students can produce access to justice technology.
- Make sure to spend some time reviewing **pages 9-10** of the resource, which explain the various **functions of A2J technology**. Students will want to keep this in mind when they design their own apps.
- Review the **benefits** and **risks** of A2J technology on **pages 10-12** of the resource as well.
- An interesting way to explore apps could include a class discussion about what apps students like. Why do they like these apps? Are there specific functions or features that make them desirable?

An artist despairs: introduction to the Challenge problem

10 minutes

- [Scenario 2: An artist despairs](#) is the main problem that we will use for this Challenge.
- Distribute the scenario to the students and review the problem together
- The next class will focus on exploring the problem, the areas of law that it engages, and the specific hurdles and barriers that Meera faces.
- Prompt the students to think about (maybe as homework):
 - What are Meera's legal problems in this scenario?
 - Which areas of law do they engage?

Day 3 Introducing the Challenge problem & design thinking basics

Suggested time: 1 class period (60 min)

- 20 min: Scenario 2 (An artist despairs) discussion
- 30 min: 4 corners activity and worksheet
- 10 min: Group share-back

Materials:

- [Scenario 2: An artist despairs](#)
<https://ojen.ca/en/download/scenario-2-apps-for-justice-student>
- [Scenario 2: background guide \(for students\)](#)
<https://ojen.ca/en/download/scenario-2-background-apps-for-justice-student>
- [Scenario 2: four corners worksheet](#)
<https://ojen.ca/en/download/scenario-2-worksheet-apps-for-justice-student>
- **Appendix 1 (pages 9-13) of Module 3**
- ✓ [Module 3: University of Ottawa's Access to Justice Legal Apps Challenge](#)
https://techlaw.uottawa.ca/sites/techlaw.uottawa.ca/files/a2j_module_3_fall_2021.pdf

An artist despairs: a scenario-based class discussion

20 minutes

- The [background guide](#) for this scenario provide in-depth information about the access to justice barriers in this fact pattern as well as the relevant areas of law.
 - The hyperlink above will take you to the **student background**, available on the OJEN website. You will receive the teacher's backgrounder via email from OJEN staff.
- The questions and answers below can serve as a starting point for discussion on Meera's situation.

Questions	Answers
What are the potential areas of legal conflict for Meera, and which areas of law do Meera's various legal challenges engage?	Meera is experiencing an intersection of legal issues: ● First, there's the issue with the landlord...one that it seems she's not alone in: housing. ● Then, there's her work situation: employment law and discrimination.

	Finally, she is concerned about protecting herself and her work as an artist: artists' rights and intellectual property.
How common are these problems?	An artist, an employee, a tenant, a permanent resident, a creator, a woman—Meera occupies many roles and is dealing with a legal problem in all of them. - The housing, employment and discrimination issues she is dealing with are quite common. - The ones concerning her work are less common, given that there are fewer creators, artists and those concerned with protecting their intellectual property than workers in the workforce, tenants dealing with housing issues, etc. - Not all workers are uniformly at risk of discrimination. Meera is a racialized woman and is especially at risk. - Less common: is the intersection of this <i>wide range of legal issues</i> at the same time.
What are the barriers to access to justice that Meera may encounter?	- Although Meera has been in Canada for a while, she is an immigrant without full citizenship. - Although this scenario does not engage immigration law, someone's immigration status can affect their awareness of legal rights, as well as their ability to access and assert them. - Meera is dealing with a great deal of confusion given the overlapping and urgent matters she's facing. She could understand and better navigate the system with legal assistance, but this will likely cost money that she doesn't have. - Finding good, reliable legal information is important. This will help her to prioritize the issues and determine her next steps. It might make her feel more empowered and confident as well.
Does Meera need a lawyer? Where else could she go for legal assistance? What's her first step?	- Given the number of legal issues, Meera may need to consult a legal professional or reach out to someone she trusts and can help her. - This person could be a family member, a teacher, community leader, faith-based leader, or other form of trusted intermediary. - There are free legal services that she may want to begin with, like Pro Bono Ontario or the Human Rights Legal Support Centre. - She may also want to use a reliable source of online public legal information, such as www.stepstojustice.ca, to start her own preliminary research.
What is Meera's most pressing issue?	- Meera may wish to ensure her housing is secure as she needs this and her income to live. - Any tool that will alleviate Meera's stress in one area could be helpful to the others. - Students should target the legal problem that interests them most. They do not need to focus on "the most important" issue. (This will happen during the four corners exercise that follows this initial discussion.)

Four corners activity 30 minutes

- Ask students to congregate in a part of the classroom according to each area of law:
 - Employment
 - Human Rights
 - Housing
 - IP and artists' rights
- They should choose a corner based on their interest in working on an app that falls within this area of law. Students in each corner then become partners or small group members (no more than four people per group).
- Explain, after grouping and before they begin the [worksheet](#), the value of brainstorming and not being too critical at the earliest stages of design. There are “no bad ideas” at this stage; creativity and openness are the priority.
- Students should begin the worksheet, answering the questions below. (They should not necessarily expect to finish the entire worksheet in 30 minutes.)
- Make sure that each group will have somebody who will be able to share their discussion with the larger group after the 4 corners activity.

Questions to consider in groups:

1. What A2J problem(s) is Meera experiencing in your chosen area of law?
2. Who else experiences this problem (i.e. who are your target users)?
3. How can technology help to solve these problems, and what are some tools and resources already out there that can help?
 - Here, teachers can encourage students, in their formed groups, to explore [Steps to Justice](#) and other given resources in the specific targeted area of law.
4. What kind of app may alleviate Meera's stress and confusion (and others' like her)?
5. What are your hopes for the app? What are the predicted obstacles to making these hopes a reality?
6. What is your app's name? How does it relate to its content and function?
7. How will you promote and spread the word about it?

Sharing some of our initial ideas 10 minutes

- Ask students to return from their small groups and share their work
- What is their app's primary function? (The name and other details can come later if students weren't able to get to them.)
- Note any similarities that happened between different small groups.
- Did the various groups come to similar or different conclusions about the limits or benefits of creating an A2J app?

Possible modifications or extension activities:

- If you would like to give your students an introduction to the concept of designing thinking, try this short 10 minute video:
 - ✓ [What is Designing Thinking? An Overview](https://www.youtube.com/watch?app=desktop&v=gHGN6hs2gZY)
<https://www.youtube.com/watch?app=desktop&v=gHGN6hs2gZY>

Day 4 Developing the poster and pitch

Suggested time: 1 class period (60 min)

- 10 min: What are the elements of poster design?
- 50 min: Design your legal app poster (group work)

Materials:

- **Poster Design and Presentation (pages 6-11) of Module 4**
 - ✓ **Module 4:** University of Ottawa's Access to Justice Legal Apps Challenge
https://techlaw.uottawa.ca/sites/techlaw.uottawa.ca/files/a2j_module_4_fall_2021.pdf

What are the elements of poster design?

10 minutes

Once preliminary ideas about each group or pairing's app have been decided, students can think about how their app will look. The simplest way to do this is on paper – by making a physical poster. If students are comfortable using and have access to online or electronic design tools, that works too. The principles laid out below apply to either.

- Start by sharing the elements of the poster design:
 1. Name of their app
 2. A drawing or sketch of their app's logo
 3. A drawing or sketch of the home screen of their app
 4. What problem their app will solve
 5. How their app will solve this problem
 6. Who the app's target users are
- Teachers can share tips for effective poster design from [Module 4](#) (pp. 7–9) as well as sample posters on pp. 16 and 17.
 - Tips to help students design their posters
 - Choose an organized structure
 - Use short, simple headings
 - Don't include too much information
 - Don't overcrowd the poster
 - Use colour and images where appropriate
 - Include citations

Design your legal app poster

50 minutes

- Ask students start designing their posters in their pairs or groups.
- If students haven't solidified details of their apps, that's okay. Either they can take some time at the beginning of this section to finish discussing, or they can work through it as part of the design process. What the app will look like is closely related to what it will do, so addressing some aspects of their app through the design planning may be a helpful exercise.
- Students have until the end of this session to work on their poster, and will present their idea to the group in the next session.
- You have the option of either asking your students to think about their pitch as they are designing their poster, or assigning the pitch as a take-home assignment.
 - Pages 9-11 of [Module 4](#) will help students prepare for the presentation.

Day 5 In-class feedback forum: sharing & showing with classmates

Suggested time: 1 class period (60 min)

- 50 min: Pitch your app
- 10 min: Votes

Materials:

- [Student feedback forum](https://ojen.ca/en/download/feedback-forum-apps-for-justice-student)
https://ojen.ca/en/download/feedback-forum-apps-for-justice-student
- **Giving Feedback (pages 6-7 and Appendix 1, starting on page 9) of Module 5**
✓ [Module 5: University of Ottawa's Access to Justice Legal Apps Challenge](https://techlaw.uottawa.ca/sites/techlaw.uottawa.ca/files/a2j_module_5_fall_2021.pdf)
https://techlaw.uottawa.ca/sites/techlaw.uottawa.ca/files/a2j_module_5_fall_2021.pdf

Pitch your app & class feedback forum 50 minutes

- Each group will have approximately 5 minutes to make their pitch to the class. All group members should have an opportunity to speak.
- This activity is an opportunity for students to share their idea for an app. While this is an exercise in presentation skills and effective communication, equally important is the learning and practicing around giving constructive feedback.
- Students should be encouraged to develop and share their thoughts about their classmates' ideas for an app.
 - The student worksheet that we've provided is one way to do this, but if you prefer to set up your own feedback system, you may wish to draw on [Module 5](#) of the University of Ottawa resource.
 - Students can raise their hands and share feedback individually, or you could assign groups responsibility for providing feedback to each other (e.g. group 1 provides feedback to group 2 and vice versa).
- The feedback criteria is included in the [student feedback forum handout](#).
- When providing feedback, students should start with one thing they liked about the presentation and/or app idea (i.e. a strength) and then offer something for the presenting group to consider (i.e. constructive criticism). Is there something that they can improve upon?
 - The phrasing of the second piece is worth explicitly stating. Presenting that type of feedback as a question is more inviting and open than offering criticism.

Vote for your favourite app (optional) 10 minutes

If your class is participating in Day 6: The Final Pitch, you will have the students vote on their favourite app to determine the pitch your class will be making. All students should be given the opportunity to vote for the app idea that most **effectively** and **creatively** addresses the A2J problem from the scenario. Voting can be done through a secret ballot. We suggest that students can vote for any idea but their own. Should time permit, students could be given space on their ballot to tell each group something they like and a question for the group to think further about.

Day 6 The Final Pitch: sharing & showing across the province

Suggested time: 1 coordinated 90 minutes period during week of April 3rd

- 10 min: Welcome and introductions
- 65 min: App pitches
- 15 min: Announcements and wrap-up

Materials:

- [Student feedback forum](https://ojen.ca/en/download/feedback-forum-apps-for-justice-student)
<https://ojen.ca/en/download/feedback-forum-apps-for-justice-student>
- **Giving Feedback (pages 6-7 and Appendix 1, starting on page 9) of Module 5**
✓ [Module 5: University of Ottawa's Access to Justice Legal Apps Challenge](https://techlaw.uottawa.ca/sites/techlaw.uottawa.ca/files/a2j_module_5_fall_2021.pdf)
https://techlaw.uottawa.ca/sites/techlaw.uottawa.ca/files/a2j_module_5_fall_2021.pdf

Preparing for the Final Pitch

The Final Pitch will be an online presentation where students will share their screen over a videoconferencing platform (zoom). In preparing for Day 6, the student group who were selected by their classmates will incorporate the feedback they received in class on Day 5 to hone their idea. Students will create a presentation that includes elements of their original posters. This process will be similar to what they did for Day 5, but further developed between the last class and this listening table. Presentations should be between 5 and 10 minutes in length. (Note: this will depend on the number of schools participating and will be clarified closer to the Final Pitch.) This will be a coordinated virtual event - teachers and students will be able to plan/make arrangements for their participation. All participants will be sent a meeting link in advance of the Final Pitch.

Welcome and introductions

10 minutes

- Once everybody has arrived at the meeting, OJEN staff will begin with a Land Acknowledgement.
- We will introduce the hosts, panel members, and participants, and give a brief overview of the session.

App pitches from the students

65 minutes

- Each group will have 5 -10 minutes to present. OJEN staff will confirm the exact length once we know how many schools will participate in the Final Pitch.
- A panel of justice sector experts will listen to each submission. At the end of the presentations, the panel will give feedback according to the same criteria established in Day 5.
- The panel will take 5-10 minutes to deliberate on their decision for the Apps for Justice Challenge winner.

Announcing the winner and wrap up

15 minutes

- The panel will return and announce their choice.
- Participants will have some time to ask questions.
- Have your students think about questions to ask the panelists.
- There will be final words of thanks and opportunities for follow up before we close the session.