

OJEN Courtrooms & Classrooms

Lesson Plan: preparing for your classroom visit

Preparing the speaker for the visit

1. Contact the speaker to discuss the topics your class has been working on, and what you would like addressed during the session.
2. Confirm important logistics (i.e. date and time of the session, school location, what to do upon arrival at the school, parking information, etc.) and technological requirements (i.e. computer, DVD, etc.) with your speaker. Reserve necessary equipment in advance.
3. Discuss the characteristics of your class with the speaker, including the grade, subject area, and ability level. Notify the speaker if students require any particular accommodations (i.e. ELD, ELL, learning disabilities, etc).
4. Inform the speaker that you will be responsible for classroom management and be an active participant during the visit.

Preparing students for the session

Depending on the grade and experience of your students, choose appropriate activities from the list below.

1. Roles in the Justice System

Review *Handout: Roles in the Justice System** with students.

- ✓ What is the role of the speaker who is coming to the classroom?
- ✓ What does she or he do in this role?
- ✓ Does the speaker have a particular uniform or dress code for work?
- ✓ Where does this person stand/sit in the courtroom?
- ✓ How do other people refer to this person when they are working (i.e. Your Honour, Counsel, Madam Clerk, etc.)
- ✓ What training do you need for this role?

2. Introduction to the Courts

Review *Handout: The Jurisdiction of Ontario Courts** and *Handout: Structure of the Courts in Canada** with students.

- ✓ Which type of court does the speaker work in?

- ✓ Is it a provincial or federal court?
- ✓ What kind of cases does this court have jurisdiction over?

If you are also doing the newspaper activity (number 4 below), select 3-4 of the legal cases identified in the newspaper activity and have students identify which court in Canada would handle the case.

3. Identifying the Law in Action

Have students consider a recent event or issue that was discussed in the classroom.

- ✓ What are the details of the event or issue?
- ✓ What are the relevant areas of the law?
- ✓ What are the legal issues it concerns?

4. A Look at the Law

Divide the class into small groups and distribute a newspaper to each group. Ask students to skim through the paper and circle all the items that are related to the law. As a class, discuss some of the items students found, and which type(s) of law they involve.

- ✓ What are some of the different types of law you found?
- ✓ What are other types of law?
- ✓ Were you surprised by how many events are influenced by the law?

Draw the students' attention to items they may have missed:

- The Front section is a good place to identify criminal, international, environmental, and commercial law.
- In the Sports section: sports teams and athletes are dependent on contract law, employment/labour law (e.g. the NHL players association). Also look for possible criminal issues, e.g. doping cases.
- Entertainment or celebrity news: most media productions rely on commercial law, intellectual property law, and employment law. Consider that movie ratings are defined by law (regulatory law). Celebrity news is a good place to find family law, contract law, and criminal law.
- The Classified section: job listings (employment), for sale (commercial).
- Business section – commercial and employment, environmental, international.
- Real estate or "Homes" section –condo reviews or real estate listings are regulated by real estate law and contracts.
- Advertisements – commercial law, Intellectual property, regulatory.

5. Question Preparation

Ask students to prepare at least two questions to ask the speaker during the visit.

** Available in the resources section of the OJEN website at www.ojen.ca*