



Law and the Ontario Curriculum: Elementary Version (Kindergarten to Grade 8)

Connecting Law-Related Curriculum to the Courtrooms & Classrooms Program

Sharing Your Legal Expertise in the K-8 Classroom: “How to” Guides for Judges, Crowns, Lawyers, and Other Justice Sector Volunteers:

These grade-specific guides provide law-related curriculum expectations and suggested discussion points to engage students. Additional resources are available online at www.ojen.ca. Although intended for use by volunteers from the justice sector, including judges, lawyers, Crown attorneys, police, social workers, probation and parole officers, and court support staff, teachers may wish to refer to this resource while planning for a Courtrooms & Classrooms visit.

Goals of the Courtrooms & Classrooms Program: To convey an understanding of the justice system. For years, judges, Crown attorneys, lawyers, and other justice sector professionals have been meeting with students – both in courtroom and classrooms -- to foster this understanding.

Using this Guide: Grade-specific guides provide the following information:

- age of students in that grade;
- relevant Law-related courses and their curriculum expectations;
- suggested discussion ideas;
- a list of additional print and audio resources.

Users are encouraged to familiarize themselves with the grades/courses they will be working with. Intended to generate relevant discussions, feel free to adapt the suggested discussion topics to your and the students' needs. You may wish to share your ideas with the organizing teacher prior to the class visit.

The Elementary Curriculum – An Overview: It takes a holistic approach by mandating instruction in a variety of core areas, including Math, Science, Social Studies, English, the Arts, and Physical and Health Education. Students may be provided with one-on-one

support in such areas as Mathematics, literacy, and special needs (e.g., a student with ADHD or dyslexia).

Working With Elementary Students: These students are curious about the world around them. Kindergarten to Grade 2 students often think the principal and police officer assigned to their school are responsible for making all rules in their community. You may wish to explain how these individuals are two of the many people in authority in their community. These students respond well to a soft tone, simple language, and storytelling techniques. Especially for older students in Grades 3 to 8, invite them to connect their experiences to the issues you raise. Encourage students to share their questions and observations. Prior to your visit, you may wish to ask the supervising teacher about the nature of the school population (e.g., ethno-cultural and socio-economic characteristics) to determine relevant examples and issues for your visit.

KINDERGARTEN

Age of Students: 4 to 5 years

Personal and Social Development

Relevant Curriculum Expectations¹

Overall Expectations:

- Identify and use social skills. (Kp5)

Specific Expectations:

- Identify and apply basic safety rules (e.g., rules related to the school bus, traffic). (Kp20)
- Demonstrate consideration for others by helping them. (Kp28)
- Use a variety of simple strategies to solve social problems. (Kp31)
- Recognize, in situations involving others, advances or suggestions that threaten their safety or well-being (e.g., inappropriate touching, invitations to accompany strangers). (Kp32)

Examples of Possible Discussion Points:

- Ask students to define what a rule is, identify examples of rules they follow in their own lives, and why rules are important.
- What makes a rule fair or unfair? What rules would they like to change and why?
- Provide a scenario to explain how the law responds to those who break rules. (Ensure students know what the law is.) For example, two students are fighting on the playground over the use of a favourite swing. Student A harms Student B. By doing so, Student A breaks a rule. What would happen in this case? How would the law respond? You may wish to explain the connection between rules and laws. (Consider breaking this down into a step-by-step progression of what happens when a rule is broken.)

¹ The overall and specific expectations, taken from the Ontario Curriculum Planner, include the codes assigned by the Ministry of Education for use by teachers.

- Explain how you, in your capacity as a member of the justice sector, help to achieve fairness, equality, and the protection of rights.
- Ask students to identify sources of danger in their lives.
- What can students do if they are in danger?
- Ask students to identify the many faces of the law and how these people and organizations can help them if they are in danger (e.g., lawyers, police officers).
- How should the law respond to rule breaking? Should the law's response always be the same?
- When we feel the emotions of the person we have or want to harm, how can this cause us to stop hurtful behaviour? You may wish to refer to initiatives like the Roots of Empathy program and restorative justice. (An innovative classroom-based parenting initiative, Roots of Empathy incorporates an infant as a learning tool for children aged 3 to 14 years. Through their interactions with and observation of the baby, students develop empathic, nurturing, and support mechanisms that can be used in their daily interactions with each other. Restorative justice seeks to heal the wounds of victims, offenders, and the wider community through such innovative approaches as sentencing circles and addiction treatment. See www.rootsofempathy.org and www.restorativejustice.org.)

GRADE 1

Age of Students: 6 years

Social Studies: Relationships, Rules, and Responsibilities

Relevant Curriculum Expectations

Overall Expectations:

- Describe the roles and responsibilities of various family members, as well as of other people in their school and neighbourhood. (1z3)

Specific Expectations:

- Demonstrate an understanding of the need for rules and responsibilities. (1z9)
- Identify and describe the rights and responsibilities of family members. (1z10)
- Identify rules in the home, at school, and in the community. (1z11)
- Demonstrate an understanding of rights and responsibilities in a way that shows a respect for the rights and property of other people. (1z13)

Examples of Possible Discussion Points:

- Ask the students to identify some of the rules they must follow at home, at school, and in their community. How similar are the rules at home to the ones we expect in the wider society? Why would this be the case?
- What are rights and responsibilities? What rights and responsibilities do Grade 1 students have at home, in the school, and in the community?
- How does the legal system work to protect a Grade 1 student's rights and responsibilities?
- What happens when a person does not show respect for the rights and property of others? Consider asking the students what they think are fair and just responses from the legal system in a scenario (e.g., a student crosses the street when the light is red in order to save a kitten from wandering into oncoming traffic and possibly being hit. The student is not hit by traffic, but her/his actions cause other cars to swerve out of the way and two cars collide. Fortunately, there are no injuries but the damaged cars will cost \$2500.00 to repair. What should the law do?) You may wish to explain the difference between criminal and civil law.
- What happens when a person, like the child trying to save the kitten, breaks a rule to protect another?
- What happens if someone is unfairly accused of breaking the law?
- You may wish to discuss how the law views those accused of breaking the law on the basis of age. Ask students to consider why the law looks differently at someone who is 6, 16, or 26 and is accused of breaking the law.
- Should the law respond to violence? (Ensure students understand the words "violence" and "violent" prior to asking this question.) Should the law's response always be the same? You may wish to refer to initiatives like the Roots of Empathy program and restorative justice. (An innovative classroom-based parenting initiative, Roots of Empathy incorporates an infant as a learning tool for children aged 3 to 14 years. Through their interactions with and observation of the baby, the students develop empathic, nurturing, and support mechanisms that can be used in their daily interactions with each other. Restorative justice seeks to heal the wounds of victims, offenders, and the wider community through such

innovative approaches as sentencing circles and addiction treatment. See www.rootsofempathy.org and www.restorativejustice.org.)

Social Studies: The Local Community

Relevant Curriculum Expectations:

Overall Expectations:

- Demonstrate an understanding that a community is made up of groups of people, (1z25)

Specific Expectations:

- Identify the occupations of some people in the community (e.g., police officer, fire fighter). (1z31)
- Show an understanding of how these people are important to meeting their needs and ensuring their safety. (1z32)

Examples of Possible Discussion Points:

- Invite students to tell you about their community, places of interest, and the people in it. What do they like most and least about their community? Why?
- Ask students to identify the people and groups who protect them and provide security in their community. (Often students will focus on police officers and principal. Urge them to think about other people, including you, as being one of these individuals.)
- You may wish to speak about your role as a member of the justice sector. What do you do to meet the needs of the community?
- What are some other jobs people do in the justice sector to meet the needs of their community?

GRADE 2

Age of Students: 7 years

Health and Physical Education: Healthy Living

Relevant Curriculum Expectations

Overall Expectations:

- Outline safety rules and safe practices. (2p3)

Specific Expectations:

- Describe types of verbal and physical violence (e.g., name calling, kicking, biting). (2p12)
- Explain the importance of being able to say no to exploitative behaviours (e.g., improper touching), and describe how to seek help. (2p13)

Examples of Possible Discussion Points:

- Ask students to identify types of violence in their community and in the media. (Ensure students understand the words “violence” and “violent” prior to asking this question.)
- Why does violence happen?
- How might the law respond to those who commit and are hurt by violence? You may wish to recall a simple, age-appropriate experience you had dealing with violence in your capacity as a member of the justice sector. References to the *Criminal Code* and *Youth Criminal Justice Act* are useful.
- Should the law respond to violence? Should the law’s response always be the same? You may wish to refer to initiatives like the Roots of Empathy program and restorative justice. (An innovative classroom-based parenting initiative, Roots of Empathy incorporates an infant as a learning tool for children aged 3 to 14 years. Through their interactions with and observation of the baby, the students develop empathic, nurturing, and support mechanisms that can be used in their daily interactions with each other. Restorative justice seeks to heal the wounds of victims, offenders, and the wider community through such innovative approaches as sentencing circles and addiction treatment. See www.rootsofempathy.org and www.restorativejustice.org.)
- How can we respond effectively or even prevent violence in our community?

Social Studies: Features of Communities Around the World

Relevant Curriculum Expectations

Overall Expectations:

- Demonstrate an understanding that the world is made up of countries where people have both similar and different lifestyles. (2z22)

Specific Expectations:

- Identify similarities and differences between their community and communities in other parts of the world. (2z29)

Examples of Possible Discussion Points:

- Ask students to tell you about their ethnic heritage. Where are their ancestors from?

- Have they ever visited their families' homelands?
- What did they learn about those cultures?
- Invite students to identify some of the forms of knowledge, beliefs, and rules that are common to many communities.
- Using their answers, ask students how similar they think the rules in their community are to those in a community in another country.
- How might the rules and laws vary from one country to another? You may wish to distinguish between a rule and a law.
- You may wish to provide an age-appropriate example of how the law is similar in many communities when it comes to naming certain acts as wrong (e.g., stealing, hitting your friend) but could vary according to the type of consequence if a person is guilty. Highlight how similar communities are in terms of their basic human values. Be careful when noting differences not to reinforce stereotypes unintentionally and to avoid generalizations about "all" people in a community or a country. Sensitivity to students' backgrounds may be required when addressing this issue.
- Ask students to speculate why these different consequences exist. What might these differences reveal about these communities?

GRADE 3

Age of Students: 8 years

Social Studies: Urban and Rural Communities

Relevant Curriculum Expectations

Overall Expectations:

- Identify distinguishing features of urban and rural communities. (3z31)

Specific Expectations:

- Demonstrate an understanding of the characteristics of urban communities. (3z34)
- Demonstrate an understanding of the characteristics of rural communities. (3z35)

Examples of Possible Discussion Points:

- Ask students to tell you whether their community is urban or rural. How do they know? Ask them to provide examples.
- Have students list some of the characteristics of urban and rural communities.
- Ask them to speculate whether rules and the law might be different in an urban versus a rural community.
- Consider explaining how laws apply to all Canadians, no matter where they live. Ask students to explain the advantages and disadvantages of this system.
- You may wish to explain why some laws are broken more often in one setting rather than the other (e.g., hunting and fishing laws are used more often in rural settings and by-laws dealing with noisy neighbours are used more often in urban settings).

Health and Physical Education: Healthy Living

Relevant Curriculum Expectations

Overall Expectations:

- List safety procedures and practices in the home, school, and community. (3p3)

Specific Expectations:

- Use a problem-solving process to identify ways of obtaining support for personal safety in the home, school, and community. (3p11)
- Identify examples of real and fictional violence (e.g., schoolyard fights, cartoons, movies). (3p12)

Examples of Possible Discussion Points:

- Where do students see violence in their community?
- How does watching violent movies or playing violent video games make them feel?
- What causes people to be violent?
- Ask students to guess how the law deals with violence. You may wish to provide a scenario for them to act out and then analyse. For example, some students are bullying a student. Another student tries to mediate. What are the power dynamics? How are the participants feeling? What are effective and ineffective responses to this situation?

- How might the law respond to those who commit and are affected by violence? You may wish to recall a simple, age-appropriate example from your work dealing with violence as a member of the justice sector. References to the *Criminal Code* and *Youth Criminal Justice Act* could be useful.
- How can we prevent violence?
- What support systems or organizations are available to students at home, school, and in the wider community if they are experiencing violence?
- How should the law respond to violence? Should the law's response always be the same? You may wish to refer to initiatives like the Roots of Empathy program and restorative justice. (An innovative classroom-based parenting initiative, Roots of Empathy incorporates an infant as a learning tool for children aged 3 to 14 years. Through their interactions with and observation of the baby, the students develop empathic, nurturing, and support mechanisms that can be used in their daily interactions with each other. Restorative justice seeks to heal the wounds of victims, offenders, and the wider community through such innovative approaches as sentencing circles and addiction treatment. See www.rootsofempathy.org and www.restorativejustice.org.)

GRADE 4

Age of Students: 9 years

Social Studies: The Provinces and Territories of Canada

Relevant Curriculum Expectations

Overall Expectations:

- Identify how different regions are interdependent (e.g., with respect to their economies or governments). (4z23)
- Demonstrate an awareness of the various relationships (e.g., economic, cultural) within and between Canadian regions. (4z24)

Specific Expectations:

- Identify the levels (legislative, executive, and judicial) of provincial government. (4z36)
- Demonstrate an understanding of how provincial governments are elected. (4z37)

Examples of Possible Discussion Points:

- Ask students to explain how the provinces and territories are connected to each other (e.g., geographically, politically, culturally).
- What is Confederation? Why is it important?
- Explain the basic elements of the federal system of government. How are powers divided?
- Who are the Prime Minister, Premier, and their local Member of Provincial Parliament?
- How are they elected?
- Who gets to vote?
- Time permitting, you may wish to do a simulation of a bill being debated in the Legislature. Assigning roles to students, including Premier and Leader of the Opposition and party affiliations. They can debate the merits of a fictional bill and a take a vote (e.g., all Grade 4 students should be given an extra week of holidays during the March Break). Ask the students to reflect upon the exercise, why the bill did or did not pass, and what they learned about the political process.

Health and Physical Education: Healthy Living

Relevant Curriculum Expectations

Overall Expectations:

- Use living skills to address personal safety and injury prevention. (4p3)

Specific Expectations:

- Apply decision-making and problem-solving skills in addressing threats to personal safety (e.g., from abuse or physical fighting) and injury prevention (e.g., bicycle safety, road safety). (4p10)
- Identify people (e.g., parents, guardians, neighbours, teachers) and community agencies (e.g., Kids' Help Phone) that can assist with injury prevention, emergency situations, and violence prevention. (4p11)

Examples of Possible Discussion Points:

- Ask students to identify examples – both real and fictional – in which a person’s safety is threatened. Ask them to explain how they knew there was a threat to safety. (Ensure students understand the words “violence” and “violent” prior to asking this question.)
- What can each of us do to prevent threats from becoming violent or abusive?
- Ask students to identify some resources in their homes, school, and wider community they can turn to if they are experiencing threats to personal safety.
- Explain how the justice system is one of these resources.
- How might the law respond to those who act violently or are hurt by violence? You may wish to recall a simple, age-appropriate experience you had dealing with violence as a member of the justice sector. References to the *Criminal Code* and *Youth Criminal Justice Act* could be useful.
- How should the law respond to violence? Should the law’s response always be the same? You may wish to refer to initiatives like the Roots of Empathy program and restorative justice. (An innovative classroom-based parenting initiative, Roots of Empathy incorporates an infant as a learning tool for children aged 3 to 14 years. Through their interactions with and observation of the baby, the students develop empathic, nurturing, and support mechanisms that can be used in their daily interactions with each other. Restorative justice seeks to heal the wounds of victims, offenders, and the wider community through such innovative approaches as sentencing circles and addiction treatment. See www.rootsofempathy.org and www.restorativejustice.org.)

GRADE 5

Age of Students: 10 years

Social Studies: Aspects of Government in Canada

Relevant Curriculum Expectations

Overall Expectations:

- Describe the functions and interactions of different levels of government in Canada. (5z26)

Specific Expectations:

- Identify the structure of Canada's federal government. (5z29)
- Demonstrate an understanding of the components of the federal government (e.g., House of Commons, Cabinet, Senate). (5z30)
- Identify the connections among the three levels of government. (5z31)
- Demonstrate an understanding of the rights of Canadians, including those specified in the *Charter of Rights and Freedoms*. (5z35)
- Demonstrate an understanding that for every right there is a responsibility. (5z36)

Examples of Possible Discussion Points:

- What is power? What forms does it take? How does power affect our daily lives as Canadians? Who has power?
- Who has political power in Canada? Invite students to list their answers. There may be some debate in terms of who has the most political power.
- What are the levels of government in Canada's federal system? How are powers divided?
- What or who makes up the federal government?
- Where is the federal government located? The provincial government?
- What rights and responsibilities do Canadians have? Which laws outline these rights and responsibilities?
- What power does the federal government have to protect the rights and responsibilities of Canadians?
- How might the law be used to recognize and protect these rights and responsibilities?
- You may wish to provide a brief overview of the *Charter of Rights and Freedoms*, its history, purpose, and selected contents. Consider providing copies of the Charter to initiate discussion. You may wish to refer to a decision involving the Charter to illustrate your ideas. (Consider checking with the teacher to see if s/he has an age/grade appropriate summary of the Charter. See <http://laws.justice.gc.ca/en/charter/index.html> for relevant resources.)

Health and Physical Education: Healthy Living

Relevant Curriculum Expectations

Overall Expectations:

- Apply strategies to deal with threats to personal safety (e.g., in response to harassment) and to prevent injury (e.g., from physical assault). (5p3)

Specific Expectations:

- Explain how people's actions (e.g., bullying, excluding others) can affect feelings and reactions of others. (5p14)
- Apply strategies (e.g., anger management, assertiveness, conflict resolution) to deal with personal safety and injury prevention situations (e.g., swarming, threatening, harassment). (5p15)

Examples of Possible Discussion Points:

- Ask students to identify examples of threats to their personal safety. How did they respond? How did these threats make them feel? Why do these threats exist?
- Have you ever threatened someone or been threatened? Why do you think this happened? How did it make you feel? How do you think the other person felt? You may wish to explore the idea of how our actions affect others, the importance of taking responsibility for our actions, and the consequences associated with harming others.
- How might the law respond to threats? Consider providing an example for the students to discuss. For instance, a student wears the latest style of sneakers to school. Another student threatens her/him to hand over the sneakers or else they will be beaten.
- How might the law respond to those who commit and are affected by violence? You may wish to recall a simple, age-appropriate experience you had dealing with violence in your capacity as a member of the justice sector. References to the *Criminal Code* and *Youth Criminal Justice Act* could be useful.
- How should the law respond to violence? Should the law's response always be the same? You may wish to refer to initiatives like the Roots of Empathy program and restorative justice. (An innovative classroom-based parenting initiative, Roots of Empathy incorporates an infant as a learning tool for children aged 3 to 14 years. Through their interactions with and observation of the baby, the students develop empathic, nurturing, and support mechanisms that can be used in their daily interactions with each other. Restorative justice seeks to heal the wounds of victims, offenders, and the wider community through such innovative approaches as sentencing circles and addiction treatment. See www.rootsofempathy.org and www.restorativejustice.org.)
- What can each of us do to keep ourselves safe and prevent injury?

GRADE 6

Age of Students: 11 years

Social Studies: Aboriginal Peoples and European Explorers

Relevant Curriculum Expectations

Overall Expectations:

- Demonstrate an understanding of the social, political, and economic issues facing Aboriginal peoples in Canada today. (6z3)

Specific Expectations:

- Identify current concerns of Aboriginal peoples (e.g., self-government, land claims). (6z17)
- Describe the current relationship between the government of Canada and the Aboriginal peoples. (6z18)

Examples of Possible Discussion Points:

- Ask students to define the term *Aboriginal peoples*. Invite them to provide examples of Aboriginal or indigenous peoples from Canada and around the world.
- Why is it important to understand the history and current experiences of Aboriginal peoples?
- If this is an area of expertise, you may wish to provide a brief overview of key moments in the relationship between Aboriginal people, the early French and English colonies, and the government of Canada (e.g., *Royal Proclamation*, *Indian Act*, *Statement of Reconciliation*).
- What are some of the current concerns of Aboriginal peoples in Canada?
- What is self-government? How might the law be used to achieve self-government for Aboriginal peoples? What does self-government mean for non-Aboriginal peoples?
- You may wish to distinguish between the types of law applicable to self-government and land claim settlements. You may wish to refer to a recent decision to illustrate your ideas.
- Consider talking about some of the Aboriginal approaches to sentencing and how they are gaining interest (e.g., sentencing circles).
- When speaking about Aboriginal peoples it is very important for students not to reinforce stereotypes based on the minority who come in conflict with the justice system. Should a stereotype be mentioned, invite the students to think critically about where this idea comes from, how we can test its validity, and its negative impact.
- Consider discussing special Aboriginal courts, their purpose, and recent significant cases.

Social Studies: Canada and its Trading Partners

Relevant Curriculum Expectations

Overall Expectations:

- Describe the ways in which Canada is connected to the rest of the world through trade. (6z21)

Specific Expectations:

- Identify some of Canada's major trading partners. (6z24)
- Describe Canada's involvement in the Commonwealth, Francophonie, Organization of American States, and Asia-Pacific Economic Cooperation. (6z29)

Examples of Possible Discussion Points:

- Why does Canada trade with other nations?
- What are our major imports and exports?
- What are the benefits and disadvantages of trade?
- How might the law be used to negotiate trade deals and ensure fair trade practices?
- You may wish to distinguish between some of the types of law applicable to trade.
- Ask students to identify some of the international trade organizations Canada belongs to (e.g., NAFTA, OAS). How might trade law be used to support Canadian trade through these organizations?
- Broaden the discussion to include copyright issues (e.g., downloading movies and music for free, intellectual and creative property rights). Does this break trade law? Why or why not?

Health and Physical Education: Healthy Living

Relevant Curriculum Expectations

Overall Expectations:

- Use basic prevention and treatment skills to help themselves and others. (6p3)

Specific Expectations:

- Identify the responsibilities associated with caring for themselves and others (e.g., while babysitting). (6p11)
- Describe and respond appropriately to potentially violent situations relevant to themselves (e.g., threats, harassment, violence in the media). (6p12)

Examples of Possible Discussion Points:

- Ask students to list some of their responsibilities (e.g., caring for a younger sibling, assisting with household chores).
- What must the students do to fulfill their responsibilities? For example, caring for a younger sibling involves constant observation, feeding, clothing, and/or providing play and nap times.
- What happens if the students do not fulfill all of the tasks associated with a responsibility? How might the law respond? For example, what happens if a caregiver takes a child she or he is caring for outside and leaves the child to play in the sun without sunscreen. Meanwhile, the caregiver, although watching the child, is distracted by her/his new pager or cell phone and fails to notice that the child is developing a serious sunburn requiring hospitalization. Imagining that they are Judges, Crowns, or lawyers, how would the students respond in a case like this? Which laws are applicable?

- How should students respond to potentially violent situations?
- How might the law respond to those who commit and are affected by violence? You may wish to recall a simple, age-appropriate experience you had dealing with violence as a member of the justice sector. References to the *Criminal Code* and *Youth Criminal Justice Act* could be useful.
- How should the law respond to violence? Should the law's response always be the same? You may wish to refer to initiatives like the Roots of Empathy program and restorative justice. (An innovative classroom-based parenting initiative, Roots of Empathy incorporates an infant as a learning tool for children aged 3 to 14 years. Through their interactions with and observation of the baby, the students develop empathic, nurturing, and support mechanisms that can be used in their daily interactions with each other. Restorative justice seeks to heal the wounds of victims, offenders, and the wider community through such innovative approaches as sentencing circles and addiction treatment. See www.rootsofempathy.org and www.restorativejustice.org.)

GRADE 7

Age of Students: 12 years

Social Studies: New France, British North America, and Conflict and Change

Relevant Curriculum Expectations

Overall Expectations:

- Describe the origin and development of French settlement in North America. (7h1)
- Describe the origin and development of English settlement in Canada in the late eighteenth century. (7h22)
- Demonstrate an understanding of the nature of change and conflict, methods of creating change, and methods of resolving conflicts. (7h40)

Specific Expectations:

- Demonstrate an understanding of economic, political, and social life in New France. (7h6)
- Demonstrate an understanding of life in English Canada. (7h28)
- Examine and communicate methods of conflict resolution employed in everyday life: at home, at school, in the community. (7h56)
- Compare strategies of conflict resolution used at home and at school to strategies used historically. (7h57)

Examples of Possible Discussion Points:

- Ask students to share what they have learned about Canada's pre-Confederation history.
- Ask students to speculate about the legal legacies of these earlier periods. How might the law reflect these traditions of these early settlements and conflicts?
- You may wish to provide a brief overview of the history and purpose of Canada's common and civil law traditions. To what extent is the law part of the legacy of Canada's colonial past and why?
- What does this dual legal tradition reveal about modern day Canada? Consider referring to recent decisions to illustrate your ideas.
- Why do people get into conflict?
- Is conflict always negative or can it be effective? Ask students to provide examples.
- Ask students to identify examples of conflict in their own lives and what was at issue. How did a clash of values lead to this conflict? How was the conflict resolved?
- Identify a variety of conflict resolution skills or approaches and ask students to classify these as being effective (e.g., mediation, talking) or ineffective (e.g., violence, harassment). You may wish to ask students to role-play some of the constructive methods.
- Explain how conflict resolution (mediation, alternative dispute resolution, and arbitration) is used by the law to resolve some disputes. You may wish to explain the basic principles of one of these methods and invite students to try it in a small group with a hypothetical conflict. Here are some suggested scenarios: a student

threatens another for her/his new clothing while walking the halls of their school; a young person argues with a mall security guard because s/he feels they are being singled out and followed too closely; a young worker is being disrespected by her/his supervisor at work.

- What other techniques can students use to avoid conflict?
- What programs are in place in their homes, school, and wider community to resolve conflicts? How effective are these programs? What changes would the students make and why?
- How should the law respond to violence? Should the law's response always be the same? You may wish to refer to initiatives like the Roots of Empathy program and restorative justice. (An innovative classroom-based parenting initiative, Roots of Empathy incorporates an infant as a learning tool for children aged 3 to 14 years. Through their interactions with and observation of the baby, the students develop empathic, nurturing, and support mechanisms that can be used in their daily interactions with each other. Restorative justice seeks to heal the wounds of victims, offenders, and the wider community through such innovative approaches as sentencing circles and addiction treatment. See www.rootsofempathy.org and www.restorativejustice.org.)

Health and Physical Education: Healthy Living

Overall Expectations:

- Explain how harassment relates to personal safety. (7p3)

Specific Expectations:

- Describe harassment and identify ways of dealing with it (e.g., by communicating feelings and reporting incidents of harassment). (7p14)
- Identify people and resources that can support someone experiencing harassment. (7p15)

Examples of Possible Discussion Points:

- What is harassment? Ask students to provide examples from the media and their own experiences.
- Why do people harass each other? How do harassers feel? How about those who are being harassed?
- What is the legal definition of harassment (e.g., stalking)? You may wish to explain how the *Criminal Code* applies to this offence.
- What should you do if you are or see someone being harassed? How might the school and the law support those who are being harassed?
- How might the law respond to harassment? You may wish to recall a simple, age-appropriate experience you had dealing with harassment in your capacity as a member of the justice sector. References to the *Criminal Code*, *Youth Criminal Justice Act*, and the *Ontario Human Rights Code* could be useful.
- How should the law respond to harassment? Should the law's response always be the same? You may wish to refer to initiatives like the Roots of Empathy program and restorative justice. (An innovative classroom-based parenting initiative, Roots of Empathy incorporates an infant as a learning tool for children aged 3 to 14

years. Through their interactions with and observation of the baby, the students develop empathic, nurturing, and support mechanisms that can be used in their daily interactions with each other. Restorative justice seeks to heal the wounds of victims, offenders, and the wider community through such innovative approaches as sentencing circles and addiction treatment. See www.rootsofempathy.org and [www.restorative justice.org](http://www.restorativejustice.org).)

- Ask students to identify people and organizations, including the justice sector, in their homes, school, and wider community, to whom they can turn if they are being harassed.

GRADE 8

Age of Students: 13 years

Social Studies: Confederation, the Development of Western Canada, and Canada: A Changing Society

Relevant Curriculum Expectations

Overall Expectations:

- Analyse and describe current issues and their potential impact on Confederation today (e.g., demands of the Aboriginal peoples). (8h2)
- Analyse and describe the conflicts and changes that occurred in the Canadian West in the nineteenth century. (8h18)
- Demonstrate an understanding of how diverse groups and individuals have contributed to the historical, cultural, and economic development of Canada. (8h35)
- Analyse and describe the conflicts and change involving Canadians from Confederation to 1918. (8h36)

Specific Expectations:

- Formulate questions to facilitate research on issues and problems (e.g., contrasting points of view of various individuals and groups regarding Confederation, events that led to the Rebellions, issues involved in WWI and WWII). (8h9, 8h28, 8h49)

Examples of Possible Discussion Points:

- Invite students to consider why Confederation is important.
- Ask students to speculate about the legal legacy of Confederation. How do Confederation and the conferral of powers in 1867 affect our lives today?
- You may wish to provide a brief overview of the division and types of powers granted by the *Constitution Act*.
- Invite students to identify significant struggles in the Canadian West in the nineteenth century.
- How might these struggles affect Canadian society and legal tradition today? (For instance, if students refer to the Red River Rebellion and Louis Riel, you may wish to refer to the 2003 Supreme Court of Canada's 2003 *R. v. Powley* decision. In this case the Supreme Court confirmed the existence of Métis communities in Canada and the constitutional protection of their existing Aboriginal rights. Free summaries of recent significant cases are also available online at www.ojen.ca for reference.)
- What were some conflicts and major changes occurring in Canada from 1867 to 1918 (e.g., suffragette, prohibition, conscription)?
- How do these affect life in Canada today?
- How do past conflicts influence or help to bring about modern-day change?
- When are citizens justified in defying the laws or actions of the state?
- What is treason?

- How much force can a citizen lawfully use when protesting or restricting the laws or actions of the state?
- What is civil disobedience? What are the moral and legal conditions that justify it?
- When and with how much force may the state use to maintain law and order to defend itself from internal attacks (e.g., public security after 9/11)? To defend itself from external attacks?
- Should the state have the power to compel citizens to fight to defend the country?
- When should citizens be allowed to claim the status of conscientious objector? Under what conditions and at what cost?
- You may also wish to introduce labour law (e.g., concepts of collective bargaining, right to organize, role of unions and state to defend and protect workers' rights, workers' compensation).

Health and Physical Education: Healthy Living

Relevant Curriculum Expectations

Overall Expectations:

- Analyse situations that are potentially dangerous to personal safety (e.g., gang violence) and determine how to seek assistance. (8p4)

Specific Expectations:

- Analyse situations (e.g., hitchhiking, gang violence, violence in relationships) that are potentially dangerous to personal safety. (8p14)
- Identify support services (e.g., the school guidance department, shelters, Kid's Help Phone) that assist victims of violence, and explain how to access them. (8p15)

Examples of Possible Discussion Points:

- Ask students to identify examples of situations that are potentially dangerous to their personal safety.
- Encourage students to explain why these situations are dangerous and what they would do if confronted with one of these situations.
- What happens if you are a victim of violence? You may wish to review the procedure followed when a person reports he/she has experienced violence.
- Who can you turn to if you experience violence?
- Ask students to identify some effective violence prevention strategies they have used or witnessed.
- How might the law respond to those who commit and are affected by violence? You may wish to recall a simple, age-appropriate experience you had dealing with violence in your capacity as a member of the justice sector. References to the *Criminal Code* and *Youth Criminal Justice Act* could be useful.
- How should the law respond to violence? Should the law's response always be the same? You may wish to refer to initiatives like the Roots of Empathy program and restorative justice. (An innovative classroom-based parenting initiative, Roots of Empathy incorporates an infant as a learning tool for children aged 3 to 14 years. Through their interactions with and observation of the baby, the students

develop empathic, nurturing, and support mechanisms that can be used in their daily interactions with each other. Restorative justice seeks to heal the wounds of victims, offenders, and the wider community through such innovative approaches as sentencing circles and addiction treatment. See www.rootsofempathy.org and www.restorativejustice.org.)