

part of the  
public legal education association of saskatchewan  
youth and schools program



# elementary justice

introducing principles of the *youth criminal justice act* to children



a teacher's guide  
grades two - three



## credits

Version 1.1 (2002)

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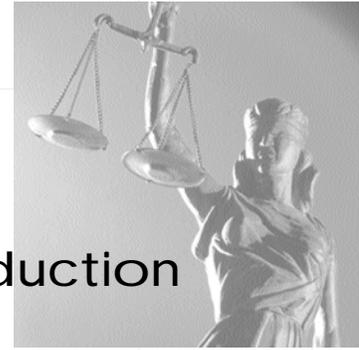
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## introduction

### executive summary

*"Youth justice involves more than the criminal justice system. Violent and repeat offenders generally have histories of aggressive, disruptive and antisocial behaviour, often beginning in early childhood. Before most young people appear in court, many formal and informal institutions will have touched their lives."*<sup>1</sup>

This series of guides was produced as part of the Department of Justice Canada's Youth Justice Renewal Initiative, in order to introduce principles of the Canadian justice system as reflected in the federal Youth Justice Renewal Initiative (YJRI) and the *Youth Criminal Justice Act (YCJA)* to Kindergarten to Grade Five students.

There are three versions of *Elementary Justice: A Teacher's Guide*: one for Kindergarten to Grade One teachers, one for Grades Two to Three teachers, and one for Grades Four to Five teachers. The teachers' guides include background material on youth justice and law-related education, a variety of teaching strategies, suggested approaches and activities, and resources for teachers to use with students to improve learning outcomes, including the use of popular children's stories to illustrate common justice themes.

These teaching strategies can be supplemented by in-class presentations by local lawyers. Their presentations are designed to increase positive interaction between members of the bar and students. A companion guide to this series is available for lawyers. *Elementary Justice: A Lawyer's Guide* will assist lawyers in delivering presentations on the principles of the Canadian justice system as reflected in the *YCJA* in a manner and at a level appropriate to students. The guide will assist lawyers in understanding the educational context in which they will be presenting and the developmental stages of students in the K-5 grade range. The guide will also provide presentation tips for the lawyers.

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<sup>1</sup>Department of Justice Canada, *A Strategy for the Renewal of Youth Justice*, 1998 (<http://www.canada.justice.gc.ca/en/ps/yj/yoas5.html>).

## background

### the Youth Justice Renewal Initiative

*"The Youth Justice Renewal Initiative is more than legislation. It is an Initiative that looks beyond legislation and the youth justice system to explore how society as a whole can address youth crime and its associated factors." <sup>2</sup>*

In response to the demand for change to the youth justice system, in May 1998, the Federal government launched the Youth Justice Renewal Initiative (YJRI). Through consultation with provincial and territorial governments, people within the legal profession and those involved in law enforcement, academics, Aboriginal groups, communities, and young offenders and their families, the initiative was designed to:

- increase the use of measures outside the formal court process that can often be more effective in addressing some types of youth crime
- establish a more targeted approach to the use of custody for young people
- improve the justice system's ability to rehabilitate and reintegrate young people who break the law
- increase the use of community-based sentences for non-violent youth crime
- establish special measures for violent offenders that focus on intensive supervision and treatment, and
- increase public confidence in the youth justice system

The YJRI is based on three key objectives: **crime prevention** - so trouble is avoided before it starts, **meaningful consequences** - so young people are held accountable for their actions, and intensified **rehabilitation and reintegration** - to help young offenders return to their communities safely. The underlying purpose is the long-term protection of the public.

In addressing youth **crime prevention**, the YJRI seeks to increase the involvement of families, communities and victims. It also supports a broad range of organizations that work with children, including those involved with child welfare, mental health, education, social services and employment.

The YJRI also seeks more **meaningful consequences** for youth crime. Consequences for youth should be in proportion to the seriousness of the offence and reflect our basic values: accountability, respect, responsibility and fairness.

The YJRI not only seeks to hold youth accountable for their crimes, but also works to restore youth to their place in the community. **Rehabilitation** will involve supervision, mandatory conditions and working through a plan prior to **reintegration** to the community.

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<sup>2</sup>Department of Justice Canada, Youth Justice Renewal Initiative, *What is the Youth Justice Renewal Initiative?*, 2001 (<http://canada.justice.gc.ca/en/ps/yj/initiat/whatis.html>).

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These objectives are enshrined in the *Youth Criminal Justice Act (YCJA)*, a key part of the YJRI.

### **the Youth Criminal Justice Act (YCJA)**

The Preamble to the *YCJA* provides insight into the values on which the legislation is based<sup>3</sup>:

- Society has a responsibility to address the developmental challenges and needs of young persons.
- Communities and families should work in partnership with others to prevent youth crime by addressing its underlying causes, responding to the needs of young persons and providing guidance and support.
- Accurate information about youth crime, the youth justice system and effective measures should be publicly available.
- Young persons have rights and freedoms, including those set out in the United Nations Convention on the Rights of the Child.
- The youth justice system should take account of the interests of victims and ensure accountability through meaningful consequences and rehabilitation and reintegration.
- The youth justice system should reserve its most serious interventions for the most serious crimes and reduce the over-reliance on incarceration.

The *YCJA* recognizes that it is important to maintain a separate system to apply the criminal law to young people, and that young people need special procedural protections within the criminal justice system. The legislation also recognizes that due to young people's levels of development and maturity, criminal behaviour may be less entrenched and easier to correct with proper support and supervision. However, the *YCJA* makes a clear distinction between violent young offenders and non-violent, lower risk youth.

The law promotes accountability, responsibility, respect, and fairness within the youth justice system, but also emphasizes the need for more effective crime prevention approaches. Ideally, these crime prevention approaches will emphasize *primary prevention*, that is, prevention taking place before the onset of criminal behaviour.

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<sup>3</sup>Department of Justice Canada, *The Proposed Youth Criminal Justice Act: Summary and Background*, 2002 (<http://canada.justice.gc.ca/en/ps/yj/legis/explan.html>).

## the role of schools in the YJRI

*"There is a substantial body of research that [suggests that] the best long-term measures to reduce youth crime, especially for those high risk children who have the greatest chance of serious offending, is through early intervention strategies: early and primary school-based programs, including health and social services, as well as the involvement of parents. More broadly, families and school must be supported in their nurturing and education of children." <sup>4</sup>*

One of the first true social settings that a child is placed in is the classroom. As such, schools play an important role in influencing and shaping children's behaviour and development and are an ideal venue for primary prevention approaches to crime.

Using law-related education to inform young children about the law and more specifically, the principles of the Canadian justice system as reflected in the federal Youth Justice Renewal Initiative and the *Youth Criminal Justice Act*, is an example of a primary prevention model for crime. Teachers and lawyers can introduce these concepts to elementary-aged children by drawing parallels to situations that children are familiar with or can relate to. When children understand the need for rules and consequences, and are able to extrapolate this understanding beyond the classroom to the world at large as they mature, they are more likely to internalize these societal values. This in turn, may prevent criminal behaviour later in life.

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<sup>4</sup>Nicholas Bala, *The Politics of Responding to Youth Crime: Myths and Realities*, 1996 (<http://magi.com/~crccy/docs/nick.html>).



## what is the need for LRE in the elementary school classroom?

Law is not something unique to the lives of adolescents and adults. Law deals with *rules* and *consequences* which are based on society's *values* and *beliefs*. These are concepts familiar to elementary school-aged children, who are exposed to rules, fairness or unfairness, authority, cooperation, prejudice, respect or lack thereof, and other issues in their classrooms and schools throughout the day. The box below illustrates how the values that many children are familiar with are reflected in different aspects of law (Cassidy and Yates, 1998).

Values and Beliefs of Society	The Law
Children appreciate the need to tell the truth	Reflected in libel and slander laws or perjury penalties
Children value personal safety	Reflected in assault laws or traffic regulations
Children want to be respected as special individuals	Reflected in human rights laws or family and child legislation
Children value fairness	Reflected in the right to be heard by an impartial adjudicator and the right to express one's point of view
Children appreciate the need to keep promises	Reflected in contract law

Studies have shown that children who are able to describe appropriate kinds of behaviour in hypothetical situations often practice inappropriate behaviour in real-life situations (Biehler, et al, 1999). Elementary school children think in terms of actual experiences and treat situations that look different in different ways. Biehler (1999, p. 81) attributes this in part to "the ineffectiveness of moral instruction that stresses the memorization of abstract principles". Therefore, it is critical for adults to explain the reasons why children are to practice certain moral behaviours. Law-related education can play a role in fostering this moral development in young children, through the encouragement of such concepts as perspective taking, personal autonomy, and self control. Cassidy & Yates (1998) define the role of law-related education as:

- helping children to be able to express their feelings and opinions
- developing the ability to evaluate information
- developing the ability to recognize legitimate authority
- helping children manage conflict
- leading to internalization of ethical values
- developing an understanding of concepts such as authority, diversity, responsibility and justice
- exploring decision-making processes and ways of resolving conflict, including methods other than "going to court"

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- examining those values and attitudes that people must possess in order to contribute positively to the functioning of a democratic society

## what does LRE in the elementary school classroom look like?

Law connects to social issues and values, government, public decision-making processes, and with interpersonal interactions. Therefore, “it is important to develop a curriculum for students which is issue-based and conceptual in orientation” (Cassidy & Yates, 1998). This guide promotes an interactive, student-centered approach to learning. The role of the teacher is seen as being that of a facilitator, rather than a director, of learning. Collaborative classrooms are encouraged by teaching strategies that recognize that, among other things, teaching responsibility involves giving students choice and that authority need not be top-down.

In order to prepare students for democratic participation in society, they must be given the opportunity to participate in a community where democracy is practised each day (Kriesberg, 1993). Democratic values are strengthened when teachers and students view authority as a process and not as absolute. This involves making our intentions known and giving the opportunity for others to ask why we made that decision.

*“In the democratic classroom, there is a deliberate component of social action, a social agenda to improve and change classroom life. This is achieved through classroom activities that reveal social inequalities and encourage student participation in the design of alternatives. Students critique, engage in dialogue, and confront social issues” (SooHoo & Brown, 1994, p. 100).*

For younger students, law is not merely something you teach “about” - it is something you live. Very young children can be taught to recognize injustice, but they must also be taught that people can create positive change by working together. Often we encourage students to brainstorm and think of ways in which something could be different, but we don't give them the opportunity to become involved in the actual change. Children can be encouraged to look for unfair practices in their school or neighbourhood. The teacher, in some instances, may be the first to identify the problem, or the children may bring a problem to everyone's attention. Some examples are: students feel unsafe at recess because other students are using their skateboards in an area where children are playing, the school is not accessible to a parent who is in a wheelchair, some problems are developing with a particular game that is being played at recess. Discussion can lead to solving the problem.

*“If you model the behaviour, you don't have to post the rules.” (Peyton Williamson in Norfolk, 1999, p. 152)*

In order for educators to make the best use of this guide, it is important for educators to reflect on their own interpretation of law. Are school rules used as a way of eliciting cooperation or for control or some point in between? Are students expected to be obedient or responsible? How collaborative is the classroom? *Appendix A* of this guide is a teacher self-reflection profile, a tool to reflect on and develop an awareness of what one's teaching style is. This guide encourages the approaches outlined in the right-hand column of the profile.

## curriculum connections

### is this another curriculum to be added to an already full load that teachers carry?

Law-related education is not another subject area. Law-related education involves looking at what is already being done, what curricular expectations are, and making those concepts that are related to law more explicit. There are ways of integrating legal concepts into core curriculum without actually presenting a lesson on “law”. It is more an approach to learning.

According to Arthur Applebee (1997), the best teachers think about curriculum in terms of what conversations they want their students to be engaged in, not in terms of what concepts they want to introduce. “Concepts will be developed as learners engage in conversations which address the real issues that exist in the world in which they are living and the disciplines they are studying” (in Leland, 1999, p.207). For example, if the curriculum calls for teaching about immigration, teachers could use this as an opportunity to introduce issues such as stereotyping or conflict.

In *Education for Development* (1995), Fountain suggests several ways of teaching law-related concepts in different subject areas. For example, an art lesson in which students examine how visual images are cropped to create differing impressions gives students the opportunity to learn about seeing things from different perspectives and how seeing the whole picture is important to understanding what is going on. This activity is a fit with the viewing and representing strands of the K-5 Saskatchewan English Language Arts Curriculum, and is suitable for K-5 students. Students can view pictures of close-ups of objects and discuss what they think the picture is. (See also *Seeing the Whole Picture* in the Instructional Approaches chapter.)

Law-related topics can fit into all areas of the curriculum if we look hard enough. The point, however, is to decide what it is we want the students to experience and how it fits into what is already being done. Because law is part of everyday life, school and the curricula present many opportunities to incorporate law. Law-related education is not necessarily a single unit or theme, although there are units and themes that could lend themselves to this.

Saskatchewan Learning (formerly Saskatchewan Education) *curricula includes ideas and concepts that are directly related to law-related education. The following overview points out some of these connections.*

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SCIENCE<sup>5</sup>

Factors in the dimensions of scientific literacy:

- key concepts of science: probability, cause-effect  
LRE EXAMPLE OF CAUSE-EFFECT: Breaking a law (vandalism, speeding ticket, etc.) > arrest > conviction > penalty.
- basic processes of science: classifying, observing and describing, questioning, hypothesizing, inferring, predicting, interpreting data, problem solving, analyzing  
LRE EXAMPLE: Observe a problem such as school-yard bullying. Describe what happened and describe the problem (i.e. why is it wrong?). Is it an isolated incident or an on-going activity? What can be done? Bring in the concepts of rules, consequences, and enforcement.

SUGGESTED INSTRUCTIONAL APPROACHES/  
ACTIVITIES: Flowcharts

- values: questioning, demand for verification  
LRE EXAMPLE: Role-play a situation in which something has gone missing from the classroom. Question the victim, witnesses and suspects. Did all of the witnesses see the same thing or is there contradictory testimony? Do any of the suspects have alibis? Can these alibis be verified? Encourage the children to look for the veracity of these statements in order to determine the truth of what really transpired.

MATH<sup>6</sup>

- interpreting data critically to locate the bias of information we read and hear, analyse it and draw our own conclusions  
LRE EXAMPLE: Show students a picture that illustrates a conflict between people (e.g. an auto accident, or man-made destruction - such as arson, combat, etc.). Ask them to tell or write down what they observe in the picture, what they think happened and why, and what conclusion can be drawn. Discuss the various interpretations, and which ones may be more valid.

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<sup>5</sup>Saskatchewan Education, *Science: A Curriculum Guide for the Elementary Level*, September 1990.

<sup>6</sup>Saskatchewan Education, *Mathematics: A Curriculum Guide for the Elementary School*, September 1992.

ARTS  
EDUCATION<sup>7</sup>

- personal, cultural, regional and global concerns of artists (e.g. copyright laws)
- LRE EXAMPLE: Someone takes a picture that a student drew, uses it as a greeting card (or book cover, etc.) and makes money from it. Should they have to share some of that money with the student who drew the picture?
- SUGGESTED INSTRUCTIONAL APPROACHES/  
ACTIVITIES: Continuum, Discussion Webs, Mock Trials, What's Fair?

HEALTH<sup>8</sup>

- topics include physical, mental, and social development; alcohol and other drugs; safety; family life; communication skills; conflict resolution; recognition of community facilities and services to help citizens, such as community organizations and associations and emergency services, such as police and firefighters
- LRE EXAMPLE: Have students consider the harm caused by certain drugs and why there are laws prohibiting or regulating their use. Have students consider the effect of alcohol on the physical and mental systems and why abuse (e.g. drunk driving) is prohibited. Link this to a rationale for the law.
- skills include making decisions, reflecting on what you know and feel about an issue, researching the issue and finding the facts, exploring options and consequences, making your decision, designing an action plan for implementing your decision, examining the results and revising as needed
  - basic values, such as justice, compassion, truth, dignity of the person, empathy, tolerance for different viewpoints are underlying principles
- LRE EXAMPLE: Have students consider the different perspectives of an issue, such as providing curb cuts for wheelchair access versus raised curbs for the visually impaired (conflict in Human Rights law).
- SUGGESTED INSTRUCTIONAL APPROACHES/  
ACTIVITIES: Brainstorming, Discussion Webs, Mock Trials, What's Fair?

<sup>7</sup>Saskatchewan Education, *Arts Education: A Curriculum Guide for the Elementary Level*, September 1991.

<sup>8</sup>Saskatchewan Education, *Health Education: A Curriculum Guide for the Elementary Level*, August 1998.

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SOCIAL STUDIES<sup>9</sup>

- in the *Decision-Making* unit students learn that decisions are made by individuals and groups to effect change.

LRE EXAMPLE: Have students look at an issue such as excessive vehicle speed through school zones. What can be done (e.g. speed bumps, radar patrol, change to law such as lowering the speed limit)? What is needed for these changes (e.g. administration, decision, new law)? What needs to be done to effect this decision (e.g. who to contact/lobby - principal, city, school board)?

- concepts in the *Decision-Making* unit include: process, purpose, rules and laws, rights and responsibilities, government, choices, and consequences, making decisions for change

- other related concepts include: power, causality, interaction, change, diversity, conflict, culture, identity, values, conflict resolution, multicultural heritage

LRE EXAMPLE: Use an example from history, such as immigration laws (e.g. the Head Tax paid by Chinese immigrants which was later removed). Why was this law made? Who made it? What were the consequences? Why was this law changed?

LANGUAGE ARTS<sup>10</sup>

- listening and speaking to communicate thoughts, feelings, experiences, information, and opinions, and to learn to understand themselves and others

LRE EXAMPLE: A Court Room requires order, respect, listening, and communication for people to understand each other and for a judge to make a decision.

SUGGESTED INSTRUCTIONAL APPROACHES/ ACTIVITIES: T and Y Charts

- demonstrate respect and sensitivity toward unique individual, gender, and cultural communication styles and perspectives

LRE EXAMPLE: Sentencing circles are an excellent example of this, as well as an alternate method of resolving conflict

<sup>9</sup>Saskatchewan Education, *Social Studies: A Curriculum Guide and Activity Guide for the Elementary Level*, June 1995.

<sup>10</sup>Saskatchewan Education, *English Language Arts: A Curriculum Guide for the Elementary Level (K-5)*, January 2002.





## teaching foundations

### the learning process

Law-related education encourages using an approach to teaching that is multidimensional (integrating social and academic actions) and multidisciplinary (integrating concepts across content areas). This type of approach creates conditions for encouraging critical thinking. Learning to take tolerant and responsible actions requires the ability to observe, describe, pose questions, analyse and interpret.

Fountain talks about a learning process in which students first collect, analyse, and synthesize information on a particular topic in order to develop an understanding and awareness (**exploration phase**). Secondly, they develop a personal response to the material studied and, through listening to and discussing many perspectives, form their own point of view and develop empathy and a sense of involvement (**responding phase**). Thirdly, they explore practical actions that might address the issue (**action phase**). The extent to which students can achieve these objectives depends, of course, on their age and developmental level (*Education For Development*, 1995). However, even five year olds are capable of exploring, responding and acting at their own level.

Five concepts which can be thought of as “lenses through which information can be examined” (Fountain, 1995, p. 14) and which correspond to LRE and foundational objectives of Saskatchewan curricula are: *Interdependence, Images and Perceptions, Social Justice, Conflict and Conflict Resolution, and Change and the Future*. A more detailed discussion of these concepts follows. The curricular connections are only a sample and not an exhaustive list.

### interdependence

**KNOWLEDGE:** People, events, places and issues are interconnected. Some systems operate in ways that favour certain groups and place others at a disadvantage. There are implications of local decisions and actions.

**SKILLS:** Ability to cooperate and work effectively in groups and being able to evaluate the effectiveness of cooperative versus competitive approaches.

**ATTITUDES:** Respect for the needs and contributions of all members of a system (family, classroom, school, community, world).

**CURRICULAR CONNECTIONS:** Building a classroom community; interpersonal contact through exploration, migration, and trade.

**LAW-RELATED CONCEPTS:** Relying on each other to voluntarily obey laws (self-regulated order vs. anarchy), contract law (buying and selling).

### **images and perceptions**

**KNOWLEDGE:** Knowledge of one's own culture and the cultures of others in own community and other parts of the world. Understanding that different perspectives occur and have their own validity. Knowledge of common stereotypes and their origin. Awareness of techniques used in print and visual media to create, alter, or manipulate images.

**SKILLS:** Being able to detect biases, stereotypes in speech, print, and other forms of media. Ability to think critically about information and challenge stereotyping in the media and in interactions with others.

**ATTITUDES:** Respect for those people and ideas that appear to be different. Appreciation of commonalities and differences.

**CURRICULAR CONNECTIONS:** Communities, Heritage, Viewing and Representing strands of Language Arts (How do images and language interact to convey ideas, values and beliefs?).

**LAW-RELATED CONCEPTS:** Confidence in justice system (related to images and perceptions of fairness).

### **social justice**

**KNOWLEDGE:** Knowledge of widely accepted principles of human rights and justice; knowledge of current situations in which human rights are not recognized and social justice is not available, both locally and globally.

**SKILLS:** Ability to take responsibility for one's own actions; discussion, negotiation and assertiveness in being an advocate for oneself and others.

**ATTITUDES:** Empathy for others who have been denied justice, accepting one's rights and responsibilities.

**CURRICULAR CONNECTIONS:** Learning about law (decision making), but also helping students see the relevance of justice issues to their own lives and their home, family, school and community, and throughout history.

**LAW-RELATED CONCEPTS:** Human rights (equal treatment, regardless of appearance).

### **conflict and conflict resolution**

**KNOWLEDGE:** Knowledge of the various types of conflict, their causes and possible solutions.

**SKILLS:** Working with others cooperatively and collaboratively, decision-making, communicating effectively, resolving conflicts.

**ATTITUDES:** Awareness that conflict can provide opportunities for growth and change, commitment to peace.

**CURRICULAR CONNECTIONS:** Problem-solving skills in approaching conflicts with friends, family, and teachers.

**LAW-RELATED CONCEPTS:** Diversion/mediation, breach of contract/promise.

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## change and the future

**KNOWLEDGE:** Exploring the process of change and understanding how change occurs.

**SKILLS:** Ability to consider alternatives and think hypothetically, ability to analyse and evaluate alternatives.

**ATTITUDES:** An outlook of hopefulness and belief in one's own ability to create positive change.

**CURRICULAR CONNECTIONS:** Health (Setting Goals), Social Studies (Changing Rules and Laws).

**LAW-RELATED CONCEPTS:** Looking at reasons for change in laws/process of changing laws.

## moral development

(taken in part from McCown et al., 1999 & Biehler et al, 1999)

Morality concerns values, standards, and obligations that are part of a shared, coordinated, cooperative social system. Law-related education can be described as having the same concerns. All laws are based on someone's morality or values. A full law enforcement perspective requires a high degree of self-enforcement by the public. As a consequence, to be enforceable to an effective standard, a law must be accepted by the general population. To be accepted, there must be a common, broad-based adoption of the morality or values behind that law, or at least recognition of the authority that proposes those morals and values.

At its simplest definition, moral development is the progression in which a moral standard is understood, practised, and internalized by people. Law-related education seeks to facilitate that progression through what may be called a holistic approach to law education. LRE goes beyond mere memorization of laws. It also addresses how a law works in the community, and the greater societal good that law seeks to achieve. In essence, LRE offers a level of understanding not only on the surface - answering the question "what does the law say?" , but also at the moral level - addressing the questions "why is the law that way?", "how does the law work?" and "is it effective?".

In order to plan and choose strategies and materials relevant to law-related education, at a level appropriate to elementary school-aged students, there needs to be an awareness of what to expect of the students at different stages of moral development.

As an example, one technique used to enhance moral reasoning is *plus-one matching* (McCown, 1999). In this technique, the teacher determines at which stage of moral development the student is in and then presents conflicting views that are consistent with the next higher stage. This encourages the student to consider other points of view on the issue. This is similar to Vygotsky's *zone of proximal development* which is "the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1978, p. 86). In other words, what a child can do with help from others, he/she will eventually be able to do by him/herself at a later time.

Several names are at the forefront when it comes to the study of moral development in children. The following is a brief summary of some of these.

**JEAN PIAGET:** Piaget identified two stages of moral development. These stages were loosely constructed and did not require sequential progression. The first stage is the *morality of constraint* (heteronomous stage) in which children follow rules made by others. The second stage is the *morality of cooperation* (autonomous stage) in which children follow rules that emerge out of internal feelings of necessity about how to treat others. Piaget believed that the transformation from the first to second stage was more qualitative than quantitative, and that there was no specific age where this change occurs.

MORALITY OF CONSTRAINT: Generally to about 7 to 10 years of age

- do not necessarily understand rules but try to go along with them because of the need for acceptance
- frequently break rules because they do not understand them completely
- tend to view behaviour as either right or wrong
- tend to see rules as unchangeable
- believe that punishment does not need to “fit the crime”
- peer aggression should be punished by some external authority
- believe children should obey rules because they were established by those in authority. Seven to ten year olds, especially, regard rules as “sacred”.
- no allowance is made for the context in which events occur

MORALITY OF COOPERATION: Generally from age 10 or 11

- begin to see rules as agreements reached by mutual consent
- become increasingly capable of understanding why rules are necessary
- like to make up their own rules to fit a particular situation
- become more aware of different viewpoints regarding rules
- believe rules are flexible
- consider the wrongdoer’s intentions when evaluating guilt
- believe that punishment should involve either restitution or suffering the same fate as one’s victim
- believe peer aggression should be punished by retaliatory behaviour on the part of the victim
- believe children should obey rules because of mutual concerns for rights of others

**LAWRENCE KOHLBERG:** Kohlberg developed six stages of moral reasoning. The order of these stages is fixed and movement through them is sequential. Progress through these stages can be aided with proper instruction. People do not necessarily reach all stages in their moral development. Kohlberg’s sequence of stages has been accepted as a general description of how moral reasoning develops in North American society, but may not be true of every individual in every culture. Kohlberg re-examined his data and later discounted the sixth stage in his theory. Kohlberg’s theory has been seen as a “morality of justice” that emphasizes rights, fairness, rules, and legalities.

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**PRECONVENTIONAL MORALITY:** Approximately ages 4 to 10  
(Children do not really understand the conventions or rules of a society.)

STAGE 1: Punishment-Obedience Orientation - the physical consequences of an action determine goodness or badness. Those in authority should be obeyed, and punishment should be avoided by staying out of trouble. "You might get caught."

STAGE 2: Instrumental Exchange Orientation - obedience to laws should involve an even exchange. "You shouldn't steal from anyone, and no one should steal from you."

**CONVENTIONAL MORALITY:** Approximately ages 10 to 13  
(People conform to the conventions of society because they are the rules of a society.)

STAGE 3: The Interpersonal Conformity Orientation - the right action is one that will impress others. "They will be proud of you if you are honest."

STAGE 4: The Law-and-Order Orientation - Fixed rules must be established and obeyed in order to maintain the social order. Authority is to be respected.

**POSTCONVENTIONAL MORALITY:** Adolescence through adulthood  
(The moral principles that underlie the conventions of a society are understood.)

STAGE 5: Social Contract Orientation - Laws are good if they protect the rights of the individual. They should not be obeyed simply because they are laws. They are open to evaluation, and developed by mutual agreement or social consensus.

STAGE 6: The Universal Ethical Principles Orientation - moral decision should be based on self-chosen ethical principles. You need to weigh all the factors and then make the most appropriate decision in a given situation. "Sometimes it's necessary to steal." In 1978, Kohlberg recognized this stage as primarily a theoretical "ideal".

**CAROL GILLIGAN:** Gilligan identifies stages of moral development from a different perspective. Gilligan argues that Kohlberg's view of moral development more accurately describes what occurs with adolescent males than females. Gilligan's model has been seen as a theory of female moral development. Gilligan's view is called a "morality of care and responsibility" that stresses relationships, care, harmony, compassion, and self-sacrifice.

STAGE 1: Individual Survival - identifies selfishness as the primary concern.

*The transition to the next stage leads to the realization that caring for others rather than just caring for oneself is good.*

STAGE 2: Self-sacrifice and Social Conformity - being a caretaker and protector.

*The transition to the next stage involves a realization that in order to care for others, one must also take care of oneself.*

STAGE 3: Morality of Nonviolence - it is wrong to serve oneself at the expense of others (equality of self and others).

The above perspectives have their place in the discussion of moral development in children, with the inclusion of cognition as well as affective feelings and attitudes. Resolving conflicts, for example, involves cognitive skills such as analysis (defining the conflict), ideation (developing alternative solutions), and strategy (learning conflict resolution techniques). These skills, however, cannot be practised without real life situations. Affective feelings and attitudes are involved here (Cassidy & Yates, 1998).

## **classroom context**

The classroom context refers to the environment in which students and teachers interact. Several factors come into play: the people, the physical environment, the types of interactions that occur (planned and unplanned), the resources that are used, and the way in which these resources are used.

As stated earlier, schools play an important role in influencing and shaping children's behaviour and development. Skills and attitudes that children need to learn cannot be taught in isolation, and require an environment (or classroom context) that is conducive to their development.

Lickona's integrative model of character education (McCown, 1999) identifies four processes that are needed to create a classroom context conducive to the teaching and understanding of the YJRI and the YCJA principles. These four processes are dependent on one another, and need to be encouraged and modelled in the classroom. This model combines cognition, affect, and behaviour, and requires that attention be paid to reasoning, clarifying values, pursuing moral principles, as well as applying moral reasoning and affective capacities to a wide range of real-life situations. The four processes of this model are:

### **building self-esteem and social community**

Students come to know each other as individuals, respect and care for each other, and feel that they are members of and have responsibilities toward the group. Some ways to encourage this is through:

- "getting to know each other" activities
- literature discussions

### **cooperative learning and helping relations**

Cooperative and collaborative small-group work in all curriculum areas helps students to value each other and themselves as knowledge seekers and knowledge givers.

### **moral reflection**

This involves reading, thinking, debating, and/or discussion.

- organize curriculum around a theme
- be alert to the real-life moral situations that arise in every classroom

### **participatory decision making**

Students participating in establishing classroom rules hold themselves accountable for decisions that influence the quality of the classroom.



## instructional approaches

This section lists instructional approaches and activities that can be adapted and used for Grades Two and Three. The classroom teacher can make the decision on how to use them with the classroom resources that are listed at the end of this guide. Of course not all the books that would be appropriate to use for law-related concepts are listed. The Saskatchewan Curriculum Bibliographies for the different subject areas are a good source to investigate.

Grade Two and Three students continue to learn what is and what is not appropriate in their encounters with each other and the school community. The day is filled with situations involving rules, respect, and responsibility. The curriculum covers aspects such as:

- family relationships
- communication skills
- conflict resolution
- exploring options
- fairness
- values
- similarities and differences in people
- respect
- speaking and listening
- cooperation
- making friends
- relationships in the classroom
- relationships in the community
- avoiding dangerous situations
- using sources of support such as parents and teachers
- stereotyping
- taking on more responsibility
- the unique and valuable characteristics of different communities that should be respected
- participation in decision making involves choices as well as rules and laws
- rules and how they exist to meet human needs and wants
- rules and consequences

These curriculum topics fit with the Youth Justice principles:

- respect for societal values
- encouraging repair of harm done to victims
- respecting gender, ethnic, and linguistic differences
- involvement of family and community
- respecting the due process rights for young people, including the right to participate in processes that affect them
- encouraging the constructive role parents and victims have

The instructional approaches and activities that have been included represent good teaching practices for introducing and examining law-related issues that affect students in the classroom and in the broader community.

## using literature for law-related education

*“Teaching for social justice implies a commitment to identifying, exploring, and working toward addressing inequities that exist in students’ lives. (What is needed is) a transactional model of reading and literacy, one which includes culturally and socially relevant literature as well as a socially and politically conscious teacher who can generate critical dialogue” (Silvers, 2001, p. 561).*

Kohlberg made up stories involving moral dilemmas. His studies have involved a teaching method known as *direct discussion* or *dilemma discussion* in which students, with a teacher’s guidance, discuss different ways in which a dilemma could be resolved. However, there has been criticism of this use of moral dilemmas, on the basis that the dilemmas are often too removed from the kinds of social interactions that children are involved in. Narrative stories are considered by many to be more appropriate tools to enhance moral development in children, as they usually portray basic moral values in an understandable context, for example, the reason for the conflict is indicated as well as what follows. It is however, important to choose good quality literature that reflects situations or concepts that are relevant to children. “Reading and discussing good literature, which engages the mind and the heart, can go far beyond a contrived moral dilemma in eliciting moral reflection” (McCown et al, 1999, p. 93).

Louise Rosenblatt (1970), renowned for her reader response theory, in her book *Literature as Exploration* said:

*“The whole personality tends to become involved in the literary experience. That a literary work may bring into play and be related to profoundly personal needs and preoccupations makes it a powerful potential educational force. For it is out of these basic needs and attitudes that behaviour springs.” (p. 183)*

Literature is a powerful tool to help children develop the human values they will live by throughout their lives. Children can learn lessons by examining conflicts and applying them to real-life situations. Connections to characters in books help children think about their own situations. Literature also facilitates exposure to opposing viewpoints. This exposure can foster respect and understanding for differences between people - political, philosophical, moral, physical, gender, ethnic, linguistic, or otherwise.

## elementary justice

Picture books, in particular, are very useful. They can be read in a relatively short time and with the artwork, evoke many types of responses from students. Because of the limited length of picture books, the language is often well crafted. Picture books present real-life situations in an interesting way and as such, are an ideal way to approach complex issues. "It is writers - at least some writers - of children's stories who have been almost the only important adults to recognize that many children are naturally intrigued by many philosophical questions" (Benedict and Carlisle, 1992, p.51).

Many of the instructional approaches and activities offered in this guide use literature as a tool to increase children's understandings of law-related concepts generally, and specifically, principles of the Canadian justice system as reflected in the federal Youth Justice Renewal Initiative (YJRI) and the *Youth Criminal Justice Act (YCJA)*. These concepts can be introduced and reinforced in a context and at a level appropriate to younger students through literature and with the instructional approaches and activities which follow.



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***The Teacher Resources section at the end of this guide lists English and French children's literature that can be used effectively for the teaching and discussion of the YJRI and YCJA principles. The English list includes brief summaries of each book so that the teacher can select a story that fits into themes and units being taught, and choose topics that would be the most useful for a particular group of students. The approaches/activities included here are not limited to any particular book, but can be used with a wide variety of children's literature.***

## author studies

Many authors write books that deal with justice issues. An example would be Patricia Polacco. Her own personal experiences with being a victim of bullying are reflected in *Thank You Mr. Falkner*. In *Aunt Chip and the Great Triple Creek Dam Affair*, students learn about civic responsibilities and standing up for your beliefs when Aunt Chip saves the town of Triple Creek, where everyone has forgotten how to read because of the invasion of television.

If these books are read aloud to the students, stop to ask questions. This is particularly effective when a character in the story encounters a situation in which he/she has to make a decision about what to do. It is even more effective if the students participate, using a strategy called *Think, Pair, Share*. First each student has to think of something on their own and then share it with a partner. Then some of the ideas can be shared with the whole group. This strategy gets everyone involved in thinking.

YCJA PRINCIPLES: respect for values, involvement of family and community, respect for differences, parents' and victim's input

## bill of rights and responsibilities

*This activity involves students, teachers, and parents in the creation of a shared definition and formation of a classroom text, the Bill of Rights and Responsibilities. It is the first "action" step in the construction of individual and collective responsibility.*

The following plan is a summary of the article "Rights, Respect and Responsibility" from *Trends and Issues in Elementary Language Arts 2000 Edition*. It could form the basis of a whole school year and shows how literate actions, such as reading, writing, and inquiry, can create conditions for establishing critical consciousness. In this approach, all students are treated as knowers and active participants in learning for improvement of self and the world in which all live.

Although this process was carried out with Grade Four students, there are many aspects of it that could be done with Grade Two to Three students. The writing activities could be done orally as well.

### PART I: INTRODUCING RIGHTS, RESPECT, AND RESPONSIBILITY

- On the first day of school, students write down their thoughts regarding the meaning of community. Thoughts are shared with others in a whole-class discussion, meanwhile revising or adding to their own ideas (considering others' points of view). The activity could also be done as a whole class, and students could share ideas orally.
- Students generate definitions of rights, respect, and responsibility (the 3 R's) and the teacher creates conditions for them to understand that each "R" cannot stand alone. Group sharing followed by revisions gets students to consider other points of view.
- Students interview parents for their understanding of the 3 R's.

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- After writing, sharing, discussing, and revising their understandings of the 3 R's, students engage in a lengthy process of small-group work and whole-class negotiation in order to develop a classroom Bill of Rights and Responsibilities. Students and teachers sign the Bill before it is hung on the classroom wall. Students and parents sign individual copies, one of which is kept at home, the other at school. These rights and responsibilities become constant reference points throughout the year.
- Students also draw themselves demonstrating respect and taking action in the larger school setting.

YJRI AND YCJA PRINCIPLES: involvement of family and community, respect for values, respect for differences, parents' and victim's input

## PART II: INQUIRY AS ACTION

*[the interrelatedness of social actions (3 R's), actions of inquiry (observing, writing, describing, interviewing, interpreting) and literate actions (constructing and reconstructing texts/note taking and note making)]*

- Teach observation as an ordinary practice, for example, observing overlap in each others' definitions of community and the 3 R's, mathematical observations, observing themselves as artists painting self portraits. *The action of observation crosses content areas and, as a tool, aids in the development of students' understanding of point of view, evidence, and interpretation. It encourages critical thinking as students consider evidence, not just emotional reactions, to support their own point of view while, at the same time, considering others' perspectives.*
- These inquiry actions occur through a variety of literate actions over the year. An example of one of the literate actions is *note taking/note making* or *double-entry journals*. The left side of a page is for note taking - for recording what is observable. The right side, the note making side, is for interpretation of what has been observed and described. Students are introduced to note taking as an action of ethnographers. They are asked to notice where they are physically positioned in relation to others, and to differentiate between their own descriptions and those of their peers (can be done in all of the disciplines). (This activity is likely too advanced for Grade Two, but may be suitable for Grade Three.)
- It is critical for students to understand how evidence is interpreted from different points of view and for different purposes. Teachers make explicit to students the relationship between note making and interpretation, for example, observing and interpreting a picture from *The Three Little Pigs* in the note taking/note making format and then drawing or writing the history of this event using evidence from the witness whose perspective they took in the observation activity. *By mid-year these literate actions and actions of inquiry can become ordinary practices to classroom members. This foundation of social action, literate actions, and inquiry actions can be brought into a literature-based study of the constitutive nature of tolerance and intolerance (e.g. the study of the Holocaust, immigration, and so on).*

*These literature units are not taught in a vacuum, but may provide the focus. Lectures, visits, guests, videos and other texts are used to extend the students' understanding. The tolerance focus is grounded in practices of meaningful inquiry into the actions, interactions, and lack of intervention into the suffering of both real and fictionalized people. Many opportunities throughout the year are made for inter-textual connections so that students expand their understanding of historical contexts, character actions, and mature responses to intolerance.*

YJRI AND YCJA PRINCIPLES: extra-judicial measures, respect for values, respect for differences, restorative conferencing

PART III: EXPANDING THE MEANING OF THE 3 R'S: RESPONSIBILITY

- Students develop a list of tolerant actions (e.g. talking through conflicts, helping classmates) and intolerant actions (e.g. name-calling, fighting) which they later prioritize and graph according to degree of positive or negative impact. This results in a visual display that develops deeper understandings of responsibility.
- Students move to an action focus as they construct a new definition of responsibility. They brainstorm and negotiate actions which reflect actions of community and personal responsibility, for example, construct a wall mural made up of individual inscriptions sending messages from one child or adult to others. These messages convey what the sender considers important to remember and what the sender desires for the world.
- Students begin a process that involves them in collectively taking responsible action within the local community, action that reflects their understanding of tolerance and intolerance. This is done through a brainstorming process that involves parent interviews, individual writing, and small and large group conversations. If done as a whole school, each year students can take a different set of actions. One suggestion would be to look at the issue of excessive vehicle speed through school zones. What can be done (e.g. speed bumps, radar patrol, lower the speed limit)? What is needed for these changes (e.g. administration, decision, new law)? What needs to be done to effect this decision (e.g. who to contact/lobby - principal, city council, school board)?

YJRI AND YCJA PRINCIPLES: restorative conferencing, involvement of family and community, parents' and victim's input, extra-judicial measures, respect for values

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## **brainstorming**

Brainstorming stimulates thinking and generates a number of alternatives. All thoughts are recorded and no judgments are made. Once the list is made, students decide which options seem to be the best.

LAW-RELATED EXAMPLE: Students could be asked to brainstorm ideas to address the following scenario: one student anonymously puts a tack on someone's chair or breaks a piece of classroom equipment. Because the teacher does not know who the guilty party is, the entire class is given detention. Is this fair? What alternative approaches could the teacher use to solve this problem? Other law-related topics that students could brainstorm about are: what a rule or law is, what they think a lawyer does, or what they think the consequences should be for a crime or wrongdoing.

YJRI AND YCJA PRINCIPLES: extra-judicial measures, respect for differences, due process rights

## **bringing it all together**

A technique aimed at gaining meaning from not only the text, but the illustrations as well, is to choose a picture book in which the illustrations are at least as important as the text. Have students seated in two long rows facing each other knee to knee. Stand so that half the class is facing you, and show them the cover of the book. Keep it in front of them for only a short period of time before you walk to the other side of the group and show the part of the class now facing you the first page. Continue going back and forth, until each person has seen every other page of the book and has heard about the pages in between. Then have each pair of students go off by themselves to:

- retell the story to each other
- develop a storyboard together
- or draw a picture together of the part they liked best in the book and place a caption under it. Place all the pictures in the correct sequence. Duplicate scenes can be placed vertically. Discuss what events in the story are not covered by anyone's picture and write sentences to cover that part.

An alternative to this activity is to have students pair up with a picture book. One student reads the text and the other concentrates on the illustrations. When they finish, they reconstruct the story together orally.

Another suggestion is to have a small group read a picture book together, aloud or silently. They must examine each page and each member must say something about it before they go on. The discussion that occurs during these activities opens a window to many issues and themes related to law. The resource section of this guide contains numerous books suitable for these activities.

## building a community

A program titled *Box City: An Interdisciplinary Experience in Community Planning* has been designed by CUBE (the Center for Understanding the Built Environment). The main goal is to empower children to take responsible action in their own communities. It is designed to teach children of all ages about the styles and structure of architecture, the concepts of community planning, and the value of being a responsible citizen. The program is continually being evaluated, revised, and refined. Although it is an American resource and would need adaptations for a Canadian context, it contains many useful ideas.

Box City provides a hands-on experiential approach to community planning and design principles. It instills understanding of the development of communities and their present problems and successes. It allows students to make their own buildings from cardboard boxes and then to create their own communities by placing the boxes on a base plan, at the same time learning how geography, economics, ecology, history and cultures have affected the development of the community.

Students collaborate as they create a community. When it is built, they evaluate it and compare its good and bad features with the community where they live. The program helps students comprehend the built community, why it is important to them, and how they can influence and help to shape it. One technique is conducting a mock town meeting, with students assuming the roles of developers, government officials, neighbourhood board activists, environmentalists and others who have a stake in decisions. A main objective is to raise the awareness of people who feel helpless about what's happening around them and show them how they can be part of the process.

This program is available from:

CUBE  
5328 West 67th Street  
Prairie Village KS 66208  
USA  
Tel: (913) 262-0691

One could extend this process to examine social structure: what will be allowed/prohibited? This introduces the notion of laws based on values - how do they decide whose values shape the laws if there is a conflict?

YCJA PRINCIPLES: respect for differences, involvement of family and community, respect for value

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Suggestions for books on the theme of civic responsibility and social action, including that of children (full publication citations can be found in the Classroom and Teacher Resources section) are:

- *City Green* by DyAnne DiSalvo-Ryan

A vacant lot fills up with trash. Marcy, with the help of her neighbours, turns it into a community garden. This book gives children very practical suggestions on how to start a community garden. It could lead to a discussion of their own neighbourhood project.

YCJA PRINCIPLES: respect for differences, involvement of family and community

- *Pearl Moscowitz's Last Stand* by Arthur Levine

In this story a very important tree in a neighbourhood is threatened by a city order to cut it down. Mrs. Moscowitz resorts to civil disobedience by chaining herself to the tree when all other things fail to convince the city. This story illustrates how conflict is not necessarily bad, but can be an opportunity for growth and positive change.

- What conflict needs to be resolved in this story?
- Explain the reasons for saving the tree/the reasons for cutting down the tree. What is your position and why?
- What are some other ways to resolve the conflict?
- Are there problems in your community that need to be solved and how?

YJRI AND YCJA PRINCIPLES: extra-judicial measures, respect for differences, involvement of family and community

- *The Big Orange Splot* by Manus Pinkwater

One person, who lives in a neighbourhood where all the houses look alike, decides that he will paint his house in a less conventional way. This causes conflict.

- What are the different points of view that are in conflict in this story?
- What might be some ways of settling the conflict peacefully?
- Do any of these involve a form of government?

YJRI AND YCJA PRINCIPLES: extra-judicial measures, respect for differences, involvement of family and community, due process rights

### **class citizenship tree**

Write the words "citizenship" and "service to others" on the chalkboard. Read a children's book that includes a strong message of service or community interdependence such as *Red Parka Mary* by Peter Eyvindson or *Toddlecreek Post Office* by Uri Shulevitz. Discuss how the characters in the story demonstrated citizenship behaviours.

Draw and cut out a large tree shape using green paper. Staple it to a bulletin board that is labeled with the header "Our Class Citizenship Tree". Brainstorm endings of the sentence "I can help others by doing \_\_\_\_\_." Examples include helping a classmate with homework, recycling paper or cans, drawing a get-well card for a sick neighbour. Help students to see the analogy of service to others as a gift they can give. Each student selects one action that he/she will complete during a certain time (pick a time frame that seems reasonable - perhaps 2-3 weeks). Each student makes and decorates a card that illustrates the action that has been chosen. The card is displayed on the tree and when the action is completed, it is shared with the class. This activity enables students to show civic action in the real world.

YCJA PRINCIPLES: respect for values, respect for differences, involvement of family and community

### **continuum**

A line is drawn across the floor with chalk or tape. One end represents strong agreement with a position, the other end represents strong disagreement. The points in-between represent varying degrees of agreement. A statement is read aloud and students are asked to stand on the line according to their opinion. The line is then broken in two with equal numbers of students. The students are paired up, that is, the students at the extreme ends are paired up with someone with a more moderate position. They share their points of view with each other. Books in which there is conflict could be the springboard for this activity.

YJRI AND YCJA PRINCIPLES: respect for differences, extra-judicial measures

### **cooperative/collaborative learning**

Complex concepts are more easily understood when working cooperatively rather than in a competitive or individualistic way.

Cooperative learning is not simply putting students into groups to complete a task or to necessarily reach a consensus. The key elements of cooperative learning are:

- Group interaction (groups are formed and arranged to promote on-task behaviour)
- Social skills (group functioning and success are enhanced through formal social skill instruction)
- Positive interdependence (students work together to mutually support each other in the completion of a task)

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- Individual accountability (students are accountable both as individuals and as a group)
- Reflection (an opportunity is created for students to give and receive feedback)<sup>11</sup>

In collaborative learning, students need to *work* cooperatively, but also *think* collaboratively (Epp, 1999). The role of “talk” is of great importance here. As students talk to share and explore ideas, they learn to justify opinions, see others’ points of view, and sometimes change their thinking.

Examples of cooperative/collaborative learning are:

- literature circles (an approach discussed later in this section)
- problem solving tasks in Math in which students share a variety of ways in approaching a problem
- involving the class in a mock “sentencing circle” for a real-world crime, such as vandalising a business, or a classroom “crime”, such as being disruptive in class. Have students come to a group consensus as to what an appropriate “community-based” sentence or consequence might be
- involving class in a mock legislative or lobbying task, for example, looking at the issue of cars parking in school bus zones. What can be done? What is needed for these changes? What needs to be done to effect this decision? (this deals with the “how” in LRE, not the “what” and reinforces that effective action requires cooperation/coordination/collaboration.

YJRI AND YCJA PRINCIPLES: respect for differences, involvement of family and community, community-based sentences, extra-judicial measures

## current events/school and community events

“The classroom and the school provide an opportunity to learn about decision-making, governance and law-making primarily through the processes they are engaged with in their classroom and their school - through those “democratic” (or “undemocratic”) activities their teachers and school principal permit and the degree of “power” students are given” (Cassidy & Yates, 1998, p. 27). An activity which can have very positive results is the cooperative construction of rubrics by teachers and students. The system of grading in school is often not understood or is misunderstood by students and perhaps not clearly communicated by teachers at all times. Developing a rubric together to evaluate a project or assignment is perceived as being more ‘fair’.

YCJA PRINCIPLE: due process rights

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<sup>11</sup>Saskatchewan Professional Development Unit, *Opening the Door to Cooperative Learning*, 1991.

Making classroom and school decisions can extend further into the community, and even the world. Children can influence lawmakers and help determine the kinds of law we have. Teachers can take a lead in keeping students informed of situations in which positive change has occurred, and providing them with skills to work effectively in community and school projects.

YCJA PRINCIPLES: involvement of family and community, due process rights

Examples of children influencing law-makers:

- the 13-year-old Ontario boy, Craig Kielberger, who drew attention to the plight of children working in 'sweat' shops in Asia and the need to change child labour laws.<sup>12</sup> He founded *Free the Children*, a non-profit youth organization that works to eliminate the practice of child labour.
- the 10-year-old Ontario boy who was struck by the fact that people in Uganda didn't have clean drinking water and set out to raise money to provide a well for a primary school in a Ugandan village<sup>3</sup>
- an attempt to change a bylaw regarding the playing of street hockey in Hamilton, ON.<sup>14</sup> (This would tie in well with the book *You Can't Do That in Canada* by Bev Spencer.)

### decision-making strategies

- Direct Voting: used when making a decision in which each student's input is required. Students vote once and the result is the majority.
- Priority Voting: is used when students need to reduce their choices from several possibilities. Students are allowed three votes each. The number of votes for each choice is totaled to determine which are the top three priorities in the group.
- Representative Democracy: is a way of speeding up the decision-making process. A small number of persons are given the responsibility to make certain decisions without the rest of the group.
- Consensus: used when everyone must agree. Consensus is arrived at through discussion, either with the whole group or beginning with pairs, then groups of four and so on.

Use these decision-making strategies for classroom issues. Always take time to have the students reflect on how effective the strategy was. This can be tied to examining why we have certain laws and rules (What harm are we trying to avoid or what good are we trying to promote? Are there any "side-effects" or unwanted consequences to the law? Is there a better way?).

<sup>12</sup>W. Cassidy and R. Yates, *Let's Talk about LAW in Elementary SCHOOL*, Calgary, AB: Detselig Enterprises Ltd., 1998, p. 24.

<sup>13</sup>*The Saskatoon Star Phoenix*, November 30, 2001, D2.

<sup>14</sup>*The Saskatoon Star Phoenix*, January 8, 2002, D4.

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The book, *You Can't Do That in Canada*, by B. Spencer, is a useful resource. It lists many laws that have been made in communities across Canada. Students could discuss why they think a particular law was made, the consequences of this law, and whether or not they think the law should be changed.

YCJA PRINCIPLES: respect for differences, due process rights

## flow charts

Flow charts work well with picture books or novels. This type of chart highlights cause and effect as well as climax and resolution. They are an excellent strategy to use with books that deal with the theme of bullying.

1. Make a chart for each book read.

TITLE	BULLY	VICTIM	METHOD OF DEALING	OUTCOME

2. Place six or seven sentences summarizing the action of a book on movable strips of paper. Move them around until they fit the proper sequence of events. Use arrows to show how one event leads to others and highlight the climax in some way. Adjust the number of sentences to the age group you are working with.
3. Keep adding books and discuss which of those ways of dealing with bullies have ever worked for students. Is the resolution in the books believable? What would be some alternatives? What might be some outcomes, good or bad?

YJRI AND YCJA PRINCIPLES: extra-judicial measures, restorative conferencing

## habits of mind

Character is that body of personal habits and beliefs ("habits of mind") that determine an individual's thoughts, words and actions. Good character is the manifestation of those habits and beliefs in a positive direction. In other words, they motivate the individual to make the right choices, regardless of personal gain or cost. As a result, the person then does the right things on a consistent and predictable basis.

Although we may think of law-related approaches as being more closely associated with the Health or Social Studies Curricula, they relate very closely to other areas too. In our effort to prepare students to become effective problem solvers, law-related approaches provide an excellent means to finding solutions to problems that range from theoretical to concrete. In fact, these approaches can create the context for many personal and community issues. These approaches, and their required values, attitudes, and skills can be thought of as *habits of mind*.

These habits of mind have been identified by Art Costa as:

- Persistence: Persevering when the solution to a problem is not readily apparent. *This can be illustrated using a combination of a role-play and brainstorming exercise. Role-play a situation where two or more students are diametrically opposed and share no common ground (e.g. two students each need the same book to take home, to prepare a report that is due the next day). The rest of the class brainstorms until they are able to mediate a solution that is agreeable to both sides.*
- Managing Impulsivity: Think before you act. Consider alternatives and consequences of several possible directions. *Set up a shoplifting or theft scenario (e.g. "wanting" a candy bar or someone else's toy). What are some appropriate vs. inappropriate responses?*
- Listening to Others: Listening with understanding and empathy. *Encourage attentive listening during group discussions in the classroom. After one student has shared a story or opinion, ask other students to recap what this person said.*
- Flexibility in Thinking: Lateral thinkers are people who can take a problem and be able to solve it using a variety of methods. *Read a picture book where the characters encounter a problem. Stop at a part where a character has to decide what to do. Have students come up with a variety of solutions.*
- Metacognition: Awareness of our own thinking, our ability to know what we know and what we don't know. Intelligent people plan for, reflect on, and evaluate the quality of their own thinking skills and strategies. Metacognition means examining and monitoring your own brain's processing. In other words, it is thinking about thinking. *Students develop metacognition through opportunities to question, reflecting on their learning, and discussion.*
- Checking for Accuracy and Precision: A person who makes a mistake and doesn't correct it is making another mistake. *Play the old "Telegraph" game (i.e. a line of students whispers a message in relay fashion). See how the message is distorted by the end of the line. Tie this illustration to court room procedures and why we have a "hearsay" rule in evidence.*
- Questioning and Problem Posing: To raise new questions, new possibilities, to regard old problems from a new angle, requires a creative imagination and marks real advances. Effective problem solvers know how to ask questions to fill in the gaps about what they know and what they don't know. *Role-play a situation in which something has gone missing from the classroom. Question the victim, witnesses and suspects. Did all of the witnesses see the same thing or is there contradictory testimony? Do any of the suspects have alibis? Can these alibis be verified? Encourage the children to look for the veracity of these statements in order to determine the truth of what really transpired.*

## elementary justice

- Drawing on past knowledge and applying it to new and novel situations: Good problem solvers will be able to draw on past experiences to connect ideas from them effectively. *These past experiences can include discussion about situations in stories that students can relate to their own lives.*
- Precision of language and thought: Strong thinkers support their statements with explanations, comparisons, qualification, and evidence. *This is another habit that can be fostered during group discussions in the classroom. When a student shares a story or opinion, ask them questions which encourage them to think about what they said and to offer support for their statements.*
- Using all the senses: All information gets to the brain through sensory pathways.
- Ingenuity, Originality, Insightfulness: All human beings have the capacity to be creative if that capacity is developed. It should be intrinsically rather than extrinsically motivated.
- Wonderment, Inquisitiveness, Curiosity, and the enjoyment of problem solving: Teachers want students to feel compelled, enthusiastic, and passionate about learning, inquiring, and mastering.
- Responsible Risk Taking: Risks are educated with thoughtful consideration about consequences. Not all risks are worth taking!
- Displaying a sense of humour: People who engage in the mystery of humour have the ability to perceive situations from an original and often interesting vantage point.
- Thinking Independently: Cooperative humans realize that all of us together are more powerful, intellectually and/or physically, than any one individual.
- The Humility of Continuous Learning: Insanity is continuing to do the same thing over and over and expecting different results.

It is important for students to learn the language, practice these habits, and notice them in others. Of course, one would not introduce all of them, but focus on a few, keeping the needs of the students in mind. For more information, investigate the web site:

<http://www.project2061.org/tools/benchol/ch12/ch12.htm#ValuesAndAttitudes>

A Dr. Stirling McDowell Research Project is presently underway (2002) which looks at teaching the Habits of Mind in an elementary school. When this project is completed it will be available through Saskatchewan Teachers' Federation. For more information contact:

Janet Magdanz or Shannon Coulombe  
Queen Elizabeth School  
Lloydminster, AB  
Tel: (780) 875-5090

Habits of mind can be introduced using a concept attainment lesson. With younger children, pictures of examples and non-examples of a “habit” could be used. With older children, these examples could be in written form. The older the students, the more examples that can be used. It is most effective to choose situations that are applicable to the students in your classroom.

EXAMPLE: TEACHING “PERSISTENCE”

Have students sort sentences such as the following (or pictures thereof) into two categories by commonality. Younger students may need to be told what the categories are. For the example given below, they could be asked to sort the situations into one group that shows people “trying” and one showing people “giving up” on something.

1. She stepped on the ice with her new skates, and promptly fell down. She crawled back to the bench, took off her skates and went home.
2. She fell the very first time she went skating, and it took her about eight tries before she could even stand on them.
3. He had so much difficulty with remembering things. When his teacher announced that there would be a test on Friday, he muttered, “I’m not going to study, I won’t do well anyway!”
4. He heard the teacher announce that there would be a test on Friday. “Oh no,” he groaned. “I can’t ever remember anything!” However, that day he decided that he would ask his mom to help him study every night.

After students have sorted these, have them discuss the reasons for their decisions and have them come up with words that describe this kind of attitude. If they don’t come up with the word “persistence”, introduce them to it.

After categorizing, students could either discuss or write goals for themselves about things they need to be more persistent at and how they could go about doing this. Remind students of the “habit of mind” they are all working on by posting the word on the classroom walls. Have students reflect on their own progress, as well as share instances in which they have observed this quality in others.

This “habit of mind” can be related to law-related principles, such as, persistence in finding a solution to a problem that satisfies more than one party, persistence in controlling oneself, persistence in working to address the underlying causes of youth crime, and so on.

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## **interdependence**

The purpose of these activities is for students to see the interdependencies that exist between groups or individuals in a familiar situation and in a broader context.

1. Have students brainstorm the many roles that exist in their school. The name of each role is written on a card. Be sure that students see themselves as having a role too - that of being a student. Students work in pairs. Each pair is given a role card. They work together to list all the ways in which that person helps other members of the school community.

Next, the students, in their pairs, create a role-play in which one plays the role of the helper and the other plays the role of the person being helped. They perform the role-play for the class. Other students guess who the helper is.

After the visit of the lawyer to the classroom, this role could be added to a growing list.

2. Use a simple contract scenario as an example to illustrate interdependence. Student "A" agrees to sell a bike to Student "B", who promises to sell it to Student "C". If Student "A" breaks his/her word to Student "B". What are the ramifications?
3. Discuss the concept of "civil order" as it relates to interdependence - the fact that we rely on everyone to obey school rules and to keep the peace so that all can enjoy the school/playground.

YJRI AND YCJA PRINCIPLES: involvement of family and community, respect for differences, respect for values, victim's input, due process rights

## **journals**

Writing entries in a journal helps students be self-reflective. It is private, often only seen by the teacher. Journals help students to express their feelings and see their own change of mind. Some suggestions for journal writing topics related to LRE are:

- What do you do to help others on the playground?
- How do others help you on the playground?
- What are some things you would like to change on the playground?

Journals are a good way to have students share feelings or perceptions if there has been a problem on the playground or in the classroom. Often they are reluctant to share with the whole class but will share their thoughts in writing. It can sometimes be the only way the teacher becomes aware of a concern with a particular student. Journal writing also helps students think about and reflect on what may have happened.

YJRI AND YCJA PRINCIPLES: victim's input, due process rights

## **literature circles**

Literature circles are small groups of students that read and discuss the same text, whether it is a novel, picture book, poem or non-fiction material. The crucial aspect of literature circles is that students have a choice. They ask the questions, although they can be helped by the teacher. It is an opportunity for students to ask philosophical questions. It is also an opportunity to work cooperatively and think collaboratively (Epp, 1999). Knowledge is co-constructed. Different viewpoints and perspectives are shared. Students make relevant and explicit arguments, consider alternatives, and reflect. There needs to be an element of trust in order to share, but with experience comes trust. Therefore the classroom context is important. In literature circles, students experience real life as they learn how to disagree. The dialogue in small groups enables everyone more opportunity to speak and therefore gain confidence. They learn what respectful talking and listening look like, sound like, and feel like. Certainly the type and quality of the literature used also makes a difference.

Although literature circles involve students asking their own questions, there are times when the teacher wishes the students' thinking to focus in a particular direction. Some suggestions for this follow - these ideas can be adapted to meet the needs of the students.

1. "Dear Reader Letters": Students take on the character of the author and defend a character, the plot, events or decision in the book. Students begin by selecting a component of the text that they have a question about, and then proceed to answer it as the author. Students should answer the question using clues and evidence from the text. When finished, they share their responses with a partner.
2. "Dear Author Letters": Students select an issue from the book they have read and challenge the author with a thoughtful critique of the text's depiction of this issue.
3. Suppose a main person in your book, or a representative from the group, came to your school. What would he or she like? Dislike? Try to change? Give reasons for your answers, using examples from these people's lives.
4. Write the name of the person or group described in your book. Divide the page in half. On one half, list at least five obstacles the person or group had to overcome. On the other, list the strengths the person or group had and the support she/he or they received.
5. What do you and a main person in the book have in common? List words that describe both of you. List strengths both of you have, and problems you both have. What are some differences? In what way(s) would you like to be more like that person?
6. Write a radio announcement that tells people why they should read this book, and what it will tell them about change.

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## mock trials

*The Judge* by Harve and Margot Zemach is a humorous tale in which a Judge refuses to listen to prisoner after prisoner who warns him of a terrible thing that is coming his way. The judge throws them all in jail, but in the end, is eaten by the monster. Is this justice?

Read this story and discuss the fairness of the judge's decision. Students could then re-enact the court room scene in a way that is more fair.

Other mock trial situations could be based on real-life situations. For example, a pencil in the classroom has disappeared, a bicycle has been stolen. Steps for setting up a mock trial include:

1. Setting the scene
2. Preparing for the trial
3. Getting the facts
4. Staging the trial

Details for how to organize a mock trial can be found in *Let's Talk About LAW in Elementary SCHOOL* by Cassidy & Yeats or at:

<http://www.acjnet.org/teacher/index.html>

YJRI AND YCJA PRINCIPLES: extra-judicial measures, community-based sentences, due process rights, youth separately dealt with

## ranking

Ranking stimulates deeper discussion of an issue and helps to clarify. There are several types of ranking:

### LADDER RANKING

Eight to ten statements or pictures on a topic are written on cards. Students work in small groups to place them in a vertical column in order of their importance, beginning with the most important at the top of the ladder.

### DIAMOND RANKING

Nine statements are written on cards. The group arranges them in a diamond shape with the most important on top. Two statements of equal but lesser importance are placed below and so on.



## role-play

Role-play involves problem-solving, decision-making skills, and conflict resolution skills. Students are asked to “be someone else” in order to explore situations that involve considering others’ ideas. This involves taking on the role of a character, whether it be one from a story or a “real-life” situation, and in effect, having the student “walk a mile in someone else’s shoes”. For example, they could role-play the wolf in *The Three Little Pigs* and explore this character’s response to the pigs not allowing him into their houses. They might create a different scenario, for example, what is another way the wolf could have approached the pigs? When role-playing characters from fairy tales, puppets or masks are an excellent way of encouraging children to express themselves.

Another example, but one from real life, is where students are asked to role-play a typical situation in which a student approaches a group of children and asks to join in. He/she is refused, and the students act out a variety of ways in which this could be resolved.

YJRI AND YCJA PRINCIPLES: extra-judicial measures, restorative conferencing, respect for differences, parents’ and victim’s input

## seeing the whole picture

Two books or stories that help students see how conflicts can arise from people seeing things differently are *The Blind Men and the Elephant* by Karen Backstein and *Seven Blind Mice* by Ed Young. In both stories, the characters cannot see the elephant but they feel part of it and insist that their idea is the right one. In each case, an outsider helps them see that all of their ideas have validity. After reading the story, discuss with students questions such as:

- Why don’t the men (or mice) agree?
- Why does a person who is arguing about something usually believe that only his/her ideas are right?
- Why is it that some people have trouble listening to what other have to say?

YCJA PRINCIPLES: respect for differences, involvement of family and community, restorative conferencing

Extend the discussion by having two students have a tug-of-war with a rope. How are a tug-of-war and a conflict similar? Should the strongest person always win? Is the strongest person always right? Is the loudest person always right? Help students to see that the tug-of-war was a win/lose situation.

For younger children, the Care Bear series of books and videos are an additional source for the topic of cooperation, and offer good illustrations of win/win and win/lose situations.

To extend the lesson further, play a cooperative game which shows a win/win situation. An example would be making a “Human Knot.” Everyone holds hands with two others. Hands and arms are tangled up. When everyone is holding two hands, the group tries to untangle themselves without letting go of anyone’s hand. This activity takes much cooperation and no one student “wins”.

YCJA PRINCIPLES: restorative conferencing, involvement of family and community

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## **simulations**

Simulations are extended role-plays that involve students in a hypothetical situation that resembles the real world as much as possible. Participants try to react to a problem that is often found in the real world. By participating in simulation games, students work at improving skills at analyzing and making judgments, gain insight into their own behaviour and practice and refine skills in dealing effectively with one another. To begin with, the teacher should model this type of activity, preferably with another adult, and then with another student.

One way to learn about crime prevention would be within a study of endangered animals. Students need background information on the topic. Introduce the topic by discussing reasons why animals become endangered and that there are laws to protect endangered animals. Get the students to think about the purpose of such laws by asking:

- Why is it important to have laws about endangered animals?
- What do you think would happen if these laws were removed?
- What do you think is a fair consequence if someone breaks this law?

Next ask students to pretend that they are forest rangers and have just caught a hunter trying to kill an endangered animal. Role-play the situation, emphasizing that they must give reasons for their decisions.

YJRI AND YCJA PRINCIPLES: extra-judicial measures, restorative conferencing, targets for custody, rehabilitation and reinstatement, community-based sentences

## **socratic dialogue**

Peterson (1992) describes dialogue as more than a conversation in that it has a focus and “participants join for the purpose of understanding, disclosing, and constructing meaning” (p. 103). Dialogue occurs when people listen thoughtfully and respond. The topic is often one in which there is uncertainty. In dialogue, participants think collaboratively and try to make sense of something. It is possible for children to do this if the environment is one in which trust is present and risk-taking is encouraged. Therefore they must be given the opportunity to dialogue often. In true dialogue, participants learn through talk. They are not required to come up with the “right answer”. However, through questioning, they learn to clarify their thoughts and justify their opinions. One context in which this can be encouraged is through literature circles. Sometimes literature circles are interpreted as an activity where children “do whatever they want” with the teacher not having any control. This is not true. Teachers do not tell students the answers, but they also do not withhold any information that would help the students’ understanding. Teachers and students are both in charge of learning.

True dialogue occurs when the participants are interested in what they are talking about. In literature circles, students have a choice in what they are reading, and they have choice in their responses. Sometimes this involves conflict or differences of opinion and children need to be encouraged in thinking that conflict is not a bad thing - it depends on how it is handled. A law-related example would be sentencing circles (extra-judicial measures).

Dialogue provides a way for curiosity and thinking that occurs naturally in most children in the real world, to be brought in to the school environment. "Dialogue is an alternative to making students consumers of textbook views or projects of someone else's thinking (Peterson, 1992, p. 111).

An excellent book to begin with is *The Philosopher's Club* by Christopher Phillips. The book is filled with questions that lead to other questions. Students will come up with many answers, but these will be followed by more questions. As students discuss these questions, they begin to examine the validity of their opinion. Have students come up with their own philosophical questions. They are very good at this. Have a time set aside each day for a philosophical discussion. Pick a student question. Have students talk in small groups. The enthusiasm is much greater if it is their own questions. Develop a list of guidelines with the students as to how the discussion should sound like, look like, and feel like.

The types of questions that students discuss can also be situations that relate to real life. This kind of discussion would be best done at first in a whole group situation. Choose a question such as: *A friend offers you a toy that you know belongs to a classmate. What do you do?*

The teacher acts as a facilitator and asks questions to get the students to consider all angles. As students get involved, they realize the contradictions between values they avow and the choices they make. This method of discussion shows them that they have the power to choose.

YCJA PRINCIPLES: respect for values, respect for differences. Other principles will be dealt with, depending on the question discussed or book chosen.

### **solutions to problems that satisfy both parties**

STEP 1: Ask two students to role-play a situation in front of the class, without coming to a solution. Choose a problem familiar to children such as two students both wanting a soccer ball on the playground and neither wanting to give it up.

STEP 2: The rest of the students brainstorm possible solutions to this conflict.

STEP 3: Students classify the solutions into three groups on a chart:

- solutions in which each person gets what she wants or needs (represented by two smiling faces)
- solutions in which only one person gets what he wants or needs (represented by one smiling and one sad face)
- solutions in which neither person gets what she wants or needs (represented by two sad faces)

*Older students could use a plus symbol for the smiling face and a minus symbol for the sad face.*

STEP 4: Discuss the types of solutions and the possibility of both parties having their needs met.

YJRI AND YCJA PRINCIPLES: extra-judicial measures, involvement of family and community, restorative conferencing, due process rights

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## story drama

In story drama, students put themselves into the role of citizens or characters in a story. The resolution of the story is arrived at by the students in role. Story drama works well with fairy tales because it provides the opportunity to look at different perspectives or outcomes than the traditional ones.

Story drama is a good strategy for helping children know and understand how laws are created, how they work, and why they are necessary. Students take responsibility for the direction of the drama. They work out choices and take responsibility for their decisions.

LAW-RELATED EXAMPLE: Choose a story line - perhaps based on a real-life situation - where the rights of a person or group have been ignored or violated. Get the students to base their decisions in the unfolding drama on considerations such as what consequences should arise? What resolution do they want? Is punishment a goal? Is restitution possible? Can they work towards reconciliation and rehabilitation of the wrong-doer? What can they do to prevent future violations? At the end of the drama, ask the students what the story has told them about the need for laws (to protect people and property) and what the effect is (on individuals and society as a whole) when others disobey those laws.

YJRI AND YCJA PRINCIPLES: extra-judicial measures, respect for values, respect for differences

## storytelling

Children display the virtues of courtesy and attentiveness when they are listening to a story. Having students retell stories involves them in a "Kaleidoscope" interactive process. Norfolk (1999) describes this process in which children:

1. Listen to a story with an awareness of images in their minds.
2. Participate in visualization exercises in order to "see" the story.
3. Are asked to explore the motivation of characters in the story (Why do you think Little Red Riding Hood went into the woods? Why might you go somewhere where you had been told not to go?)
4. Work in pairs. One tells the story and the other listens.
5. In the large group, the listeners are asked to report what they liked about the story.
6. Students reverse the roles.

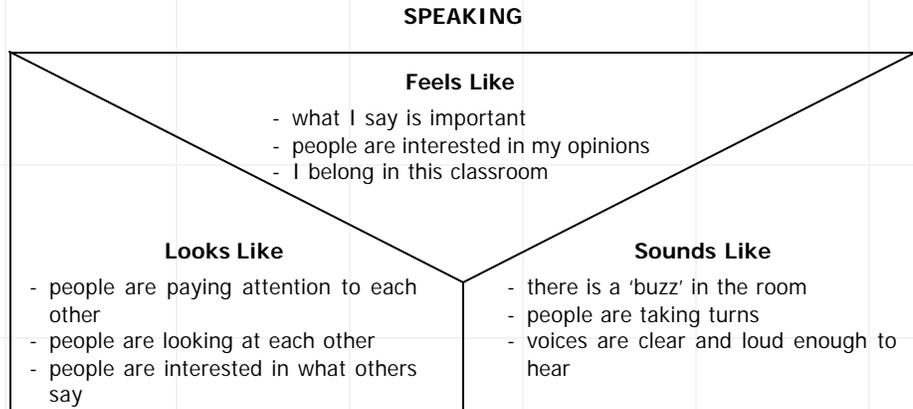
For more information on storytelling, see the book *Tell Me Another* by Bob Barton.

YCJA PRINCIPLES: respect for values, respect for differences. Other principles can be dealt with depending on the theme and content of the story.

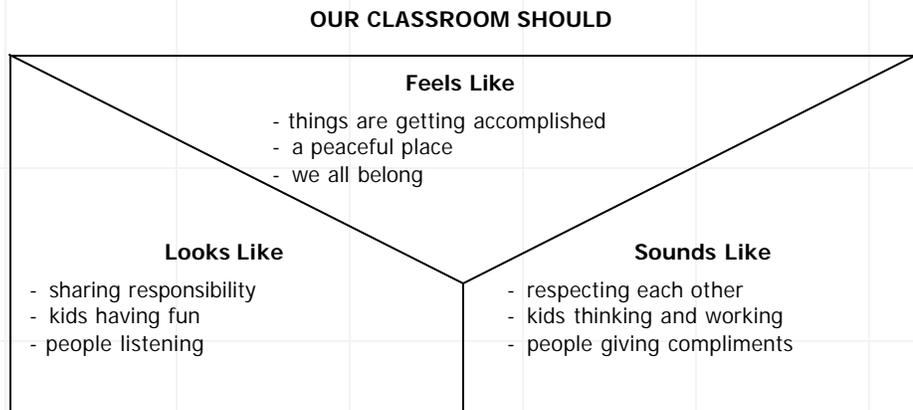
## t and y charts

*T Charts* are for two kinds of information and *Y Charts* allow for three categories. These charts can be used for establishing rules and guidelines.

Because speaking and listening are such important skills to have, a *Y Chart* developed together by teachers and students helps everyone know what expectations are. The following charts offer examples of what these charts might contain.



*The same type of Y chart could be done for listening:*



*Or a T Chart:*

**CONFLICT**

LOOKS LIKE	SOUNDS LIKE
Hitting	Yelling
Pushing	Calling names
People left out	Squabbling
Mad people	Swearing

YCJA PRINCIPLES: respect for values, respect for differences

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### think aloud

The teacher can model thinking aloud while reading to students. For example, if the story portrays an ethical dilemma a character is facing, the teacher can think out loud: "I wonder if..." Encourage students to do this when they are working with a partner and discussing a story. A good way to get students to think of questions when they are reading or listening to a story is to get them to begin their thoughts with, "I wonder..."

### the virtues project

It is important for children and adults to learn the language of respect and responsibility. If we use the same vocabulary for certain types of behaviour, everyone is apt to understand what that behaviour looks like, sounds like, and feels like. There are many programs available that emphasize these "virtues". The important thing to remember is that these are not skills that can be taught in isolation - they must be practised and pointed out as they are displayed. The organization, Virtues Project International 2001 (<http://www.virtuesproject.com>), endeavours to support the moral and spiritual development of people of all cultures by providing empowering strategies that inspire the practice of virtues in everyday life. Some of the strategies include speaking the language of the virtues, recognizing teachable moments, and setting clear boundaries that focus on respect, restorative conferencing and reparation.

This organization has identified 52 universal virtues which nurture a culture of character. These are listed below, however it is strongly suggested that the web site for this project be investigated to gain a basis for the philosophy and supports that are available.

assertiveness	friendliness	peacefulness
caring	generosity	perseverance
cleanliness	gentleness	purposefulness
commitment	helpfulness	reliability
compassion	honesty	respect
confidence	honour	responsibility
consideration	humility	self-discipline
cooperation	idealism	service
courage	integrity	tact
courtesy	joyfulness	thankfulness
creativity	justice	tolerance
detachment	kindness	trust
determination	love	trustworthiness
diligence	loyalty	truthfulness
enthusiasm	moderation	understanding
excellence	modesty	unity
flexibility	orderliness	forgiveness
patience		

It is also important to be aware of and sensitive to the students' cultures and family backgrounds since many of these virtues may be culture-specific.

LAW-RELATED EXAMPLES:

1. Set up a scenario of wrong-doing by a student (e.g. theft of a candy bar or a friend's toy, wrecking someone else's toy) and two outcomes: avoiding responsibility and blaming someone else, or taking responsibility and wanting to change the behaviour. Role-play the situation and discuss.
2. Set up a scenario of a student who has done something wrong and has received a consequence, but afterwards, friends ostracize him/her. Work in YJRI and YCJA principles of restoration/rehabilitation/integration - forgiveness doesn't mean there is no consequence, but consequences indicate "payment" of sorts and expectation of restoration. Consequences should not include perpetual lack of forgiveness.

YJRI AND YCJA PRINCIPLES: restorative conferencing, respect for differences, respect for values, extra-judicial measures

Additional resource: Adventures from The Book of Virtues, Vol. 1-8. Cartoon Series released 1997 by Warner Home Video.

**what's fair?**

This activity is a way of introducing the concepts of justice and injustice.

Have students work in pairs. Give them situation cards that show incidents of fairness and unfairness. These could be pictures for younger children or written situations or a combination of the two. Students sort them into the two categories. The pair then joins up with another pair to reach a consensus as to whether the situation is fair or unfair. This is followed by a whole class discussion.

To extend this lesson, students can discuss how families, schools, groups, the community, and the country prevent unfair occurrences from happening. Some possibilities are having rules or forming laws.

YCJA PRINCIPLES: involvement of family and community, due process rights



## classroom visits by lawyers

### introduction

Interaction with a variety of adult role models who work within our legal system adds credibility and reality to the curriculum and is a powerful influence on development of positive student attitudes toward the law. Appropriate use of resource persons in the classroom (e.g. lawyers, judges, police officers, legislators, etc.) is strongly associated with increased student interest in LRE, positive responses to teachers and the school, and shifts from delinquent to non-delinquent peer associations. Of course, these adult role models should exhibit behaviors sought in students and be prepared in advance to make contributions to the courses that are consistent with the objectives of LRE.<sup>15</sup>

Contact a lawyer in your community to enquire if they would be willing to volunteer their time to speak to your class. *Elementary Justice: A Lawyer's Guide* is available from PLEA and contains the following information:

- Background on the YJRI and YCJA
- Information on law-related education
- Information on visiting the classroom, including the developmental stages of children, presentation tips, and suggested lesson plans
- Professional and French Resources

Lawyers' experiences with children may vary greatly, and their level of comfort with a group of students may also vary. The lesson plans include activities for the teacher to complete before the visit. Although teachers may wish to change and adapt these, it is important to discuss this with the visitor since their lesson is tied in with the pre-visit activity.

The most worthwhile visits to a classroom by an outside resource person are those in which the classroom teacher has prepared the students. Aside from the pre-visit activity, the teacher should review with students what the expectations are when a visitor comes to the classroom. Tell them that this person has a job, but is taking time off to visit the school.

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<sup>15</sup>Carolyn Pereira, *Law-Related Education in Elementary and Secondary Schools*, ERIC Digest, 1988-06-00 ([http://www.ed.gov/databases/ERIC\\_Digests/ed296948.html](http://www.ed.gov/databases/ERIC_Digests/ed296948.html)).

To introduce the concept of “lawyer”, ask the students to visualize what a lawyer does and what a lawyer might look like. Have them draw a picture of what they think a lawyer looks like and does. Have them share their picture and thoughts. You will find out much about their prior knowledge! This is also a good time to discuss the idea of stereotyping. Find out how many immediately thought a lawyer is male or female. Their perceptions of what a lawyer does may also show some interesting insights. These pictures may be shared with the lawyer who visits the classroom and talks about his/her job.

A follow-up to the classroom visit will be an opportunity for ongoing communication and will provide the lawyer with feedback. If possible, a second visit later on in the year would be beneficial.

Two parts of *Elementary Justice: A Lawyer’s Guide* are included below to assist the classroom teacher in planning for the visit: Visiting the Classroom and Suggested Lesson Plans.

## visiting the classroom

The lawyer, as a resource person, can be an important part of law-related education in the elementary school classroom. The presence of such a resource person can be effective if this person involves students in activities that relate to what they are already doing in their classroom and to real life. It is therefore very important to discuss with the classroom teacher, prior to the visit, what has been done already in terms of law-related education. The following are some items to discuss with the teacher:

- What does the teacher expect from your visit? Perhaps there is a particular area that needs addressing in the classroom and your visit could help with this.
- What are the classroom rules?
- What law-related concepts have been introduced so far in the classroom?
- What age are the students?
- What terms or vocabulary are the students familiar with?
- What is your experience with this age group?
- What materials would be available at the school?
- How will the classroom be arranged and where will students be sitting?
- How does the teacher handle questions? For example, do students raise their hands, do they save their questions for the end, etc. If you have a preference for how this would be handled, suggest it to the teacher and get a feel of how this would be accepted.

## elementary justice

If possible, contact the teacher a second time, to share your visit plans so that both of you can review any possible or potential problems and changes that might be necessary. Ask the classroom teacher if it would be possible to have the students wear name tags so that your time with the students can be more personal and individualized. A letter to the classroom stating when you are visiting and that you are looking forward to meeting them would be a positive gesture. You could also ask the students to think about a particular question(s) that you would like to discuss with them during your visit. After the visit, write a letter to the students saying that you enjoyed the visit. Again, if possible, a second visit later in the school year could be beneficial and provide an opportunity to answer any other questions that students may have.

### **things to remember for scheduling the visit**

- Schedule your visit to the classroom after classroom routines have been established (for Kindergarten to Grade One students, not before the eighth week of school)
- Try to schedule a morning visit if possible. Students at this age usually have a longer attention span earlier in the day.
- Arrive early so that you can set up any materials, if necessary, and so that you can become somewhat familiar with the school environment.
- If you are asked to combine classes, it is better to say “no”. A smaller group provides more opportunity for student participation.

## suggested lesson plans

### lesson one

#### BOOK

*Goldilocks and the Three Bears*

By James Marshall (Puffin Books, 1988) or any other version that is available

This is the traditional story of Goldilocks walking into the house of the three bears.

#### LAW-RELATED CONCEPTS

- respect for others

#### YJRI AND YCJA PRINCIPLES

- extra-judicial measures
- community-based sentences
- restorative conferencing
- respect for differences
- respect for values
- involvement of family and community
- due process rights
- rehabilitation and reinstatement

#### PRE-VISIT ACTIVITY *(done by classroom teacher)*

Read *The True Story of the Three Little Pigs* by Jon Scieszka (Viking, 1989). It is written from the point of view of Mr. Wolf who feels that he has been framed in order to present a more exciting story. The story offers opportunities for class discussion about point of view, influence of the media, and traditional perspectives of wolves.

There are many other books that present different points of view in fairy tales. The following is a series:

Granowsky, Dr. Alvin. Austin, TX: Steck-Vaughn. 1996.

This series of books features fairy tales that present another point of view by having children flip over the book to read the story from a different viewpoint. Titles of some of these stories are listed below:

- *The Three Billy Goats Gruff/Just a Friendly Old Troll*
- *Jack and the Beanstalk/Giants Have Feelings, Too*
- *Henny Penny/Brainy Bird Saves the Day*
- *The Little Red Hen/Help Yourself, Little Red Hen*
- *The Tortoise and the Hare/Friends at the End*

#### LAWYER'S ACTIVITY

1. After introductions and discussion about your job as a lawyer, ask students if they have recently read any fairy tales. Through discussion, get them to tell you what happened in a story and how they know that is true. This should lead to a discussion including point of view, listening to both sides of the story and so on.
2. Tell students that you are going to read another fairy tale called *Goldilocks and the Three Bears*. You know that they have heard this story many times, but this time you want them to think about it in a different way. You want them to think about the three bears' side of the story. As you read the story, stop periodically to ask questions such as:
  - Should Goldilocks be walking in the forest all by herself?
  - What would you do if you walked past a house and the door was open?
  - What would be another way of ending the story?
3. To end the activity, relate the rules and laws that Goldilocks broke to real life situations and why we have those laws.
4. Discuss how people come to a lawyer for help and how it is important that they tell the truth. This is important whether they use mediation or whether they go to court.

#### FOLLOW-UP ACTIVITY

There are many writing activities that this can lead to and there are some suggestions below. Although you probably won't stay until they are finished writing, tell the students that you would like them to send you their stories. This is a great opportunity for on-going communication. (The classroom teacher would likely take charge of this activity.)

- Ask students to write the story from the point of view of one of the bears.
- Write a letter of apology from Goldilocks to the three bears. The lawyer could explain how writing a letter of apology is part of mediation and how lawyers are sometimes involved in this. If the school has a Peer-Mediation program going, this would also be a good connection to make.
- Write a letter from Father and Mother Bear to Goldilocks' parents. (This would be a good opportunity to use the book *The Jolly Postman* by Janet & Allan Ahlberg, which contains letters to and from fairy tale characters.)

## lesson two

### BOOK

*Olivia Saves The Circus*

By Ian Falconer (Atheneum Books for Young Children, 2001)

Olivia recounts her summer vacation to her class. After she has finished telling how she saved the circus when all the performers were ill, the teacher questions the truth of her story. This is an excellent discussion starter about fact and fiction and about what we wish for and what is.

### LAW-RELATED CONCEPT

- honesty

### YJRI AND YCJA PRINCIPLES

- respect for values
- involvement of family and community
- restorative conferencing
- parents' and victim's input

### PRE-VISIT ACTIVITY *(done by classroom teacher)*

Read *The Honest-to-Goodness Truth* by Patricia McKissack (Atheneum Books for Young Readers, 2000). Ever since Libby started telling the truth, everyone is mad at her. She learns the right and wrong way to tell the truth.

### LAWYER'S ACTIVITY

1. After introductions and discussions about your job as a lawyer, continue by telling the students an exaggerated story. It could be a made-up account of what happened to you on the way to their school. Use plenty of exaggeration so that it will be obvious that you are telling a "tall tale". Ask them if they believe you and why or why not.
2. Continue by telling the students that you are going to read a story called *Olivia Saves the Circus*. Allow time for students to comment or ask questions as you read.
3. Discuss whether Olivia was telling a lie or just stretching the truth. Is that the same thing? Is there a time when it is okay to stretch the truth? Ask students if they remember the story that their teacher read to them (*The Honest-to-Goodness Truth*). How was that story different? (The girl told the truth, but at an inappropriate time so that it hurt somebody's feelings.) Talk about how it is important to judge when is the time to tell just the facts (when there is a disagreement or fight on the playground) and when it is okay to stretch the truth (when you're telling a story to entertain).

### FOLLOW-UP ACTIVITY

Ask students to think about their journey to school today. They then tell a partner about it - with only facts. After each partner has had a turn, they continue by telling the story with added exaggerated details. This activity could also be done in written form, but storytelling is also very valuable. Another option would be to draw a picture of something that happened to them on the way to school (the tall tale version).



## teacher resources

### classroom and teacher resources

- Aardema, Verna. Why Mosquitoes Buzz in People's Ears. New York, NY: Scholastic. 1975.  
*This story's theme: willingness to be accountable for your own actions without blaming others.*
- Albert, Richard. Alejandro's Gift. San Francisco, CA: Chronicle Books. 1994.  
*This book provides a powerful environmental lesson - Alejandro learns a lesson about nature and friendship.*
- Ahlberg, Janet & Allan. The Jolly Christmas Postman. Great Britain: William Heinemann Ltd. 1991.  
*The Jolly Postman delivers letter to and from fairy tale characters.*
- Asch, Frank. Moonbeam's Dream. New York, NY: Simon & Schuster Books for Young Readers. 1999.  
*This book demonstrates that just because we would like to think our behaviour will not cause us problems and that all we have to do is pretend that we are "dreaming", the truth is that our behaviour does have consequences, even if someone else "cleans-up" after our behaviour.*
- Backstein, Karen. The Blind Men and the Elephant. Toronto, ON: Scholastic. 1992.  
*Six blind men each get a limited understanding of what an elephant is by only feeling part of it.*
- Bannatyne-Cugnet, Jo. From Far and Wide. Toronto, ON: Tundra Books. 2000.  
*A young girl becomes a Canadian and takes part in a citizenship ceremony.*
- Bateson-Hill, Margaret. Shota and the Star Quilt. 1998.  
*A Morningstar quilt becomes central to a plan to resist the redevelopment of an apartment building.*
- Bogart, Jo Ellen. Jeremiah Learns to Read. Richmond Hill, ON: North Winds Press. 1997.  
*Jeremiah, an elderly man is taught to read by children. He, in turn, teaches them many life skills such as how to whittle and how to make applesauce.*
- Brett, Jan. The Wild Christmas Reindeer. Toronto, ON: Scholastic. 1990.  
*Teeka helps Santa get the reindeer ready to fly. When they get all tangled up, she discovers that patience and a calm attitude is much more effective than a loud, yelling voice.*
- Brett, Jan. Christmas Trolls. Toronto, ON: Scholastic. 1993.  
*Two trolls steal Treva's Christmas toys and decorations, and when she gives them these things as gifts, they return her kindness by giving her a gift.*
- Bridges, Ruby. Through My Eyes. New York, NY: Scholastic. 1999.  
*Ruby Bridges tells the story of her involvement in the integration of her school in New Orleans in 1960.*

- Brown, Marc. Arthur's Computer Disaster. Toronto, ON: Little, Brown and Company. 1997.  
*Arthur learns a lesson about taking responsibility for his actions when he touches the computer that his mother asked him not to touch.*
- Bunting, Eve. How Many Days To America? New York, NY: Clarion Books. 1988.  
*Refugees from a Caribbean island embark on a dangerous boat trip to America where they have a special reason to celebrate Thanksgiving.*
- Bunting, Eve. Fly Away Home. New York, NY: Clarion Books. 1991.  
*This is the story of a homeless boy who lives in an airport with his father. They move from terminal to terminal and try not to be noticed. He is given hope when he sees a trapped bird find its freedom.*
- Bunting, Eve. A Day's Work. New York, NY: Clarion Books. 1994.  
*Francisco, a young Mexican American boy tries to help his grandfather find work. He tells a lie that puts them in trouble, but his grandfather helps him to see that honesty is still the best policy. The story also shows a compassionate employer.*
- Bunting, Eve. So Far From the Sea. New York, NY: Clarion Books. 1998.  
*Seven-year-old Laura and her family visit her Grandfather's grave where he was in a Japanese Internment Camp for three and a half years.*
- Bunting, Eve. December. San Diego, CA: Voyager Books Harcourt, Inc. 2000.  
*A homeless family's luck changes after they help an old woman who has even less than they do at Christmas.*
- Clements, Andrew. Jake Drake: Bully Buster. Toronto, ON: Aladdin. 2001. (Novel)
- Coles, Robert. The Story of Ruby Bridges. New York, NY: Scholastic. 1995.  
*Six-year-old Ruby Bridges becomes the first African-American girl to integrate an elementary school in New Orleans in 1960.*
- Cosgrove, Stephen. Hucklebug. Los Angeles, CA: Price/Stern/Sloan Publishers. 1980.  
*If a mistake teaches a lesson, the mistake will go away.*
- Cowen-Fletcher, Jane. It Takes A Village. New York, NY: Scholastic. 1994.  
*The story is based on the African proverb, "It takes a village to raise a child". On market day in Benin, Yemi tries to watch her little brother and finds out that the entire village is watching out for him, too because it is a close-knit community.*
- Crary, Elizabeth. I Want It. Seattle, Washington: Parenting Press, Inc. 1996.  
*This is a children's problem-solving book. Children make choices and think of consequences for different alternatives.*
- Crary, Elizabeth. Amy's Disappearing Pickle. Seattle, Washington: Parenting Press, Inc. 2001.  
Another problem-solving book.
- DiSalvo-Ryan, DyAnne. City Green. New York, NY: Morrow Junior Books. 1994.  
*A torn down building in the city leaves a vacant lot that fills with trash. Then Marcy has a wonderful idea and with the help of her neighbours turns a useless lot into a garden for everyone.*
- Durell, Ann & Marilyn Sachs (Eds.). The Big Book For Peace. New York, NY: Dutton Children's Books. 1990.  
*This is a collection of stories and poems by well-known authors that portray the wisdom of peace and the absurdity of war.*
- Eyvindson, Peter. Red Parka Mary. Winnipeg, MB: Pemmican Publications Inc. 1996.  
*A young boy realizes that his neighbour is very friendly in spite of the rumours that he has heard.*

## elementary justice

Eyvindson, Peter. Chubby Champ. Winnipeg, MB: Pemmican Publications. 1997. (Novel)

Fair, Sylvia. The Bedsread. New York, NY: Morrow Junior Books. 1982.

*Two elderly sisters, who disagree on most things, decide to decorate a white bedsread, each in their own way. This story brings out the idea that differences are just that and actually result in a greater whole.*

Falconer, Ian. Olivia Saves The Circus. New York, NY: Atheneum Books for Young Children. 2001.

*Olivia recounts her summer vacation to her class. After she has finished telling how she saved the circus when all the performers were ill, the teacher questions the truth of her story. This is an excellent discussion starter about fact and fiction and about what we wish for and what is.*

Granfield, Linda. Canada Votes: How We Elect Our Government. Toronto, ON: Kids Can Press. 1990.

*This factual book is about elections and voting in Canada.*

Granowsky, Dr. Alvin. Austin, TX: Steck-Vaughn. 1996. This series of books features fairy tales that present another point of view by having children flip over the book to read the story from a different viewpoint. The following are some of these stories:

- Goldilocks and the Three Bears/Bears Should Share
- The Three Billy Goats Gruff/Just a Friendly Old Troll
- Jack and the Beanstalk/Giants Have Feelings, Too
- Henny Penny/Brainy Bird Saves the Day
- The Little Red Hen/Help Yourself, Little Red Hen
- The Tortoise and the Hare/Friends at the End

Graves, Keith. Pet Boy. San Francisco, CA: Chronicle Books. 2001.

*After having been kidnapped and taken into space to become a pet for an alien creature, Stanley finally learns to be responsible for his many pets at home.*

Hamilton-Barry, Joann. Boldly Canadian: The Story of the RCMP. Toronto, ON: Kids Can Press. 1999.

*This is a history of the RCMP suitable for children ages 8 and up.*

Henkes, Kevin. Chrysanthemum. New York, NY: Greenwillow Books. 1991.

*Chrysanthemum loves her name until she goes to school and other children make fun of it. Her teacher helps her to feel good about it again.*

Hoban, Russell. Best Friends For Frances. New York, NY: Harper & Row. 1969.

*When Francis is not allowed to play with the boys because of a no-girls rule, she makes up her own rule of no-boys. The story is one of friendship and how some rules just don't make sense.*

Hoffman, Mary. Amazing Grace. Toronto, ON: Scholastic. 1991.

*Grace finds out that being a girl shouldn't stop her from doing what she wants.*

Jam, Teddy. The Stoneboat. Toronto, ON: Groundwood Books. 1999.

*Mr. Richard, who owns much land and seems to make his own laws, is saved from drowning by a young neighbour boy. This story shows how misunderstanding can lead to false impressions.*

Jennings, Sharon. Franklin Runs Away. Toronto, ON: Kids Can Press. 2001.

*Franklin finds out that his family really is supportive.*

Jones, Diane Jarvis. The Lucy Doll. Vancouver, BC: Aunt Mary Buttons. 1999.

*A little girl who is physically abused by other children, keeps her feelings to herself, but bestows the same abuse on her doll. This is a very gripping story, but has a satisfying ending.*

Kurusa. The Streets Are Free. Toronto, ON: Annick Press Ltd. 1995.

*This book is based on the true story of the children of the barrio of San Jose de la Urbina, who wanted a place to play. Through working together as a community, it becomes a reality.*

Lasky, Kathryn. She's Wearing a Dead Bird on Her Head! New York, NY: Hyperion Books for Children. 1995.

*A fictional account of the activities of Harriet Hemenway and Minna Hall, founders of the Massachusetts Audubon Society, a late nineteenth-century Audubon Society that would endure and have impact on the bird-protection movement.*

Levine, Arthur. Pearl Moscowitz's Last Stand. New York, NY: Tambourine Books. 1993.

*Mrs. Moscowitz has seen many changes in her neighbourhood that required learning about new cultures and establishing new friendships. These friendships blossomed under the ginko tree that is now being threatened by a city order to cut it down. She resorts to civil disobedience by chaining herself to the tree. The resultant publicity works and the tree is saved.*

Lionni, Leo. Six Crows. New York, NY: Alfred A. Knopf. 1988.

*Six crows and a farmer are at odds. Theme: Simple solutions can work magic.*

Lionni, Leo. Swimmy. New York, NY: Pantheon. 1968.

*A fish learns that teamwork is important. A group of fish makes a plan to protect themselves in a peaceful way.*

Lionni, Leo. It's Mine! New York, NY: Alfred A. Knopf. 1986.

*Three frogs can't stop fighting. They learn a lesson in a storm when cooperation saves their lives.*

Lorbiecki, Marybeth. Sister Anne's Hands. New York, NY: Dial Books For Young Readers. 1998.

*Seven-year-old Anna has her first encounter with racism in the 1960's when an African-American nun comes to teach at her parochial school.*

Mahy, Margaret. Beaten By a Balloon. New York, NY: Viking. 1997.

*Sam doesn't agree with his family's rule of no violent toys. In a humorous story, Sam helps to catch a bank robber in the middle of a holdup in a peaceful way, which contrasts sharply with his friend's method of trying to scare the robber with a toy gun.*

Marshall, James. Goldilocks and the Three Bears. New York, NY: Puffin Books. 1988.

McGovern, Ann. The Lady in the Box. New York, NY: Turtle Books. 1997.

*A woman lives in a box and two children try to help her although they are in a dilemma about whether or not to tell their mother.*

McGugan, Jim. Josepha. Red Deer, AB: Northern Lights Books For Children. 1994.

*Because of language barriers, an immigrant boy quits school. In spite of this barrier, a young boy befriends him. The story emphasizes acceptance of differences and going ahead with a decision to befriend someone that others make fun of.*

McKissack, Patricia. The Honest-to-Goodness Truth. New York, NY: Atheneum Books for Young Readers. 2000.

*Ever since Libby started telling the truth, everyone is mad at her. She learns the right and wrong way to tell the truth.*

Mendez, Phil. The Black Snowman. Toronto, ON: Scholastic. 1989.

*A Kent or African storytelling shawl that has special, magical qualities, helps Jacob to discover the beauty of his black heritage as well as his own self-worth. This book is an excellent way to introduce the topic of stereotypes.*

## elementary justice

- Millman, Dan. Secret of the Peaceful Warrior. Tiburon, CA: H J Kramer Inc. 1991.  
*An old man named Socrates shows Danny that the best way of dealing with a bully is the way of the peaceful warrior, through courage and love.*
- Mochizuki, Ken. Baseball Saved Us. New York, NY: Lee & Low Books. 1993.  
*A Japanese American boy learns to play baseball when he and his family are forced to live in an internment camp during World War II, and his ability to play helps him after the war is over.*
- Morrison, Meighan. Long Live Earth. Toronto, ON: Scholastic. 1993.  
*This book is about preserving the environment and what children can do.*
- Norfold, Bobby & Sherry. The Moral of the Story: Folktales for Character Development. Little Rock: August House, Inc. 1999.  
*This book includes many folktales as well as ways to use them and introduce the concept of justice. There is also an extensive bibliography included at the end of the book.*
- Pfister, Marcus. The Rainbow Fish. New York, NY: Scholastic. 1992.  
*Theme: cooperation and sharing.*
- Phillips, Christopher. The Philosophers' Club. Toronto, ON: Tricycle Press. 2001.  
*The book asks questions. What is philosophy? What is violence? What is the difference between the truth and a lie? This book is filled with philosophical questions.*
- Pinkwater, Daniel. The Big Orange Splot. New York, NY: Scholastic. 1977.  
*One person on a street where all the houses look alike, paints his house to reflect his dreams. His neighbours rebel at first, but then get carried away by his vision.*
- Polacco, Patricia. Appelmando's Dreams. New York, NY: Philomel Books. 1991.  
*Because he spends his time dreaming, the villagers are convinced that Appelmando will never amount too much, but in time his dreams change the village and all the people in it.*
- Polacco, Patricia. Aunt Chip and the Great Triple Creek Dam Affair. New York, NY: Philomel Books. 1996.  
*Aunt Chip saves the town of Triple Creek, where everyone has forgotten how to read because of the invasion of television. Theme: standing up for your beliefs.*
- Polacco, Patricia. Thank You, Mr. Falkner. New York, NY: Philomel Books. 1998.  
*Trisha's reading difficulty makes her feel dumb. A new teacher helps her overcome her problem and also helps deal with a situation of bullying from another student.*
- Polacco, Patricia. Welcome Comfort. New York, NY: Philomel Books. 1999.  
*A lonely foster child who is being bullied is assured by his friend the school custodian that there is a Santa Claus and discovers the truth one surprising Christmas Eve.*
- Polacco, Patricia. Mr. Lincoln's Ways. New York, NY: Philomel Books. 2001.  
*Mr. Lincoln, the principal in a school, discovers that Eugene, the school bully, knows a lot about birds. He uses this interest to help Eugene overcome his intolerance.*
- Popov, Nikolai. Why? New York, NY: North-South Books Inc. 1996.  
*A frog sits peacefully in a meadow when suddenly, he is attacked by a mouse in a confrontation that quickly turns into a full-scale war.*
- Prelutsky, Jack & Lane Smith. Dr. Seuss: Hooray for Diffendoofer Day. New York, NY: Alfred A. Knopf. 1998.  
*The students of Diffendoofer School celebrate their unusual teachers and curriculum that emphasize learning how to think.*

- Reitano, John. What If Zebras Lost Their Stripes? Mahwah, NJ: Paulist Press. 1998.  
*If the zebras lost their stripes and became different from one another, some white and some black, would they turn and fight each other and stop living life as loving friends?*
- Ringgold, Faith. Aunt Harriet's Underground Railroad in the Sky. New York, NY: Crown Publishers. 1992.  
*Picture Book telling the story of the Underground Railway.*
- Roche, P.K. Plaid Bear and the Rude Rabbit Gang. New York, NY: Dial Press. 1982.  
*There are consequences for the rude rabbits who break all sorts of rules.*
- Schertle, Alice. Down the Road. San Diego, CA: Browndeer Press. 1995.  
*Hetty tries to be careful with the eggs she has been entrusted to bring home, but when they break she has to figure out how to tell her parents. The story depicts the friendly world that awaits a child's first steps toward independence.*
- Schroeder, Alan. Minty: A Story of Young Harriet Tubman. New York, NY: Dial Books For Young Readers. 1996.  
*Based on the life of young Harriet Tubman, this is the story of her dream of escaping slavery.*
- Scieszka, Jon. The True Story of the Three Little Pigs. New York: Scholastic. 1989.  
*Mr. Wolf feels that he has been framed and treated unfairly by the media and so tells his side of the story.*
- Seuss, Dr. The Sneetches and Other Stories. New York, NY: Random House. 1961.
- Seuss, Dr. The Butter Battle Book. New York, NY: Random House. 1984.  
*The Yooks and the Zooks develop more and more sophisticated weaponry as they attempt to outdo each other.*
- Sharmat, Marjorie. A Big Fat Enormous Lie. New York: Trumpet Club. 1978.  
*A lie that turns into a monster follows a young boy around until he decided it's better to tell the truth.*
- Shulevitz, Uri. Toddlecreek Post Office. New York, NY: Farrar, Straus and Giroux. 1990.  
*A small community changes because it loses its post office, the center of its community. This story shows the interdependence of a community.*
- Skrypuch, Marsha Forchuk. Silver Threads. Toronto, ON: Viking. 1996.  
*This is a story of two Ivan and Anna, two newly-weds who emigrate from Ukraine to Canada. During World War I, Ivan is imprisoned in a concentration camp.*
- Spalding, Andrea. Me and Mr. Mah. Victoria, BC: Orca. 1999.  
*Ian befriends his neighbour, an elderly Chinese man and discovers in himself the courage to accept change.*
- Spencer, Bev. You Can't Do That in Canada! Crazy Laws From Coast to Coast. Markham, ON: Scholastic. 2000.  
*This book looks at some laws that are very outdated, but are still laws.*
- Stevens, Janet. Tops & Bottoms. New York: Scholastic. 1995.  
*Hare goes into a business venture with Bear with the intention of tricking him so he himself will have the advantage.*
- Tetro, Marc. The Royal Canadian Mounted Police. Richmond Hill, ON: Scholastic. 1994.  
*This is a picture book telling the history of the RCMP.*

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- Trottier, Maxine. Flags. Toronto, ON: Stoddart Kids. 1999.  
*Mr. Hiroshi goes away to an internment camp, but his young neighbour does not understand war. This is a story of innocence and friendship set against a backdrop of fear and suspicion.*
- Uchida, Yoshiko. The Bracelet. New York, NY: The Putnam and Grosset Group. 1993.  
*A Japanese-American, in grade two, is sent with her family to an internment camp during WW II, but the loss of the bracelet that her best friend gave her proves that she doesn't need a physical reminder of that friendship.*
- Van Camp, Richard. What's The Most Beautiful Thing You Know About Horses? San Francisco, CA: Children's Book Press. 1998.  
*Richard can't go outside because it is too cold. He is from the Dogrib nation that uses dogs, not horses. He begins to look for an answer to an important question. Theme: seeing the world and ourselves in entirely new ways.*
- Wildsmith, Brian. The Lazy Bear. Oxford: Oxford University Press. 1980.  
*Bear is too lazy to push a wagon up the hill for his ride down and orders his animal friends to push him up in the wagon if they want a ride down. He learns a lesson about cooperation.*
- Wildsmith, Brian. Professor Noah's Spaceship. Oxford: Oxford University Press. 1980.  
*Theme: Sharing and cooperation.*
- Wiese, Jim. Detective Science: 40 Crime-Solving, Case-Breaking, Crook-Catching Activities for Kids. Toronto, ON: Scholastic. 1996.
- Winter, Jeanette. Follow the Drinking Gourd. New York, NY: Dragonfly Books. 1988.  
*This story, based on the song of that title, shows how many people broke the law of the day in order to help the slaves.*
- Wood, Audrey. The Red Racer. New York, NY: Simon & Schuster Books For Young Readers. 1996.  
*Nona's bicycle is old and she doesn't like it. She has a wicked thought - what if it disappeared? She makes up stories, but in the end her parents surprise her.*
- Wood, Audrey. Jubal's Wish. New York, NY: Blue Sky Press. 2000.  
*Everyone is too busy to enjoy a beautiful day. Jubal sets out to enjoy it and discovers that you never know how dreams and wishes will turn out.*
- Wood, Douglas. Old Turtle. Duluth, MN: Pfeifer-Hamilton Publishers. 1992.  
*Several animals and objects in nature argue about who God is. The wise Old Turtle helps them to see that God is all of those things.*
- Young, Ed. Seven Blind Mice. Toronto, ON: Scholastic. 1992.  
*Seven blind mice all have a different perspective on a strange thing they meet and learn that true wisdom comes from seeing the whole and not just one part.*
- Zemach, Harve & Margot Zemach. The Judge. New York, NY: Farrar, Straus and Giroux. 1969.  
*This is a humorous tale in which a Judge refuses to listen to prisoner after prisoner who warns him of a terrible thing that is coming his way. The judge throws them all in jail, but in the end, justice is done. Or is it?*
- Zolotow, Charlotte. The Quarelling Book. New York, NY: Harper & Row, Publishers. 1963.  
*This story shows how just one little thing that goes wrong can throw everyone's day off. The opposite holds true too. This is an excellent book to use to show children that their actions affect the people in their lives. It also points out the lighter side of peacemaking and seeing the humour in the story as well as the lesson it teaches.*

## french resources

*For further information regarding these resources see [Bibliographie-Programme d'études Hygiène 1 à 5](#).*

Beck, Andrea. [Elliot dans le bain](#). Markham, ON: Les Éditions Scholastic. 2000.

Beck, Andrea. [Le bobo d'Elliot](#). Richmond Hill, ON: Les Éditions Scholastic. 1998.

Beck, Andrea. [Elliot fait un gâteau](#). Markham, ON: Les Éditions Scholastic. 1999.

Beck, Andrea. [Elliot fait naufrage](#). Markham, ON: Les Éditions Scholastic. 2000.

Billiet, Daniel et Rutten, Nicole. [La grande invasion des Mange-Pierre](#). Boucherville, QC: École des Loisirs (ADP). 1990.

Boujon, Claude. [La brouille](#). Boucherville, QC: École des Loisirs (ADP). 1990.

Bourgeois, Paulette. [Les p'tits mensonges de Benjamin](#). Richmond Hill, ON: Les Éditions Scholastic. 1991.

Bourgeois, Paulette. [La trouvaille de Benjamin](#). Richmond Hill, ON: Les Éditions Scholastic. 1997.

Bourgeois, Paulette. [C'est Benjamin qui mène!](#) Richmond Hill, ON: Les Éditions Scholastic. 1993.

Bourgeois, Paulette. [Benjamin veut un ami](#). Markham, ON: Les Éditions Scholastic. 1986.

Brouillet, Chrystine. [Une chauve-souris qui pleurait d'être trop belle](#). Montréal, QC: La Courte Échelle (CTE). 2000.

Coran, Pierre. [Émeline qui voit tout](#). Bruxelles: Casterman (DDI). 1995.

Coulombe, Annie. [La classe ronde](#). Vanier: CFORP. 1993.

de la Fontaine, Jean. [Le lièvre et la tortue](#). Mississauga: Random House of Canada. 1994.

Eykel, Marie et Lara Barrington. [Boucles d'or et les trois ours](#). Carignan: Coffragants (CFG). 1995.

Gurney, Nancy et Eric Gurney. [Le roi, les souris et le fromage](#). Paris: Bayard Éditions (DDI). 1991.

[Histoires de saisons: Quatre histoires autochtones](#). Regina: Pebble Beach Interactive (LRDC). 1997.

Jolin, Dominique. [C'est pas juste!](#) Saint-Hubert: Éditions du Raton Laveur (RAT). 1992.

Laverdure, Daniel. [Gonzague, le loup végétarien](#). Waterloo, ON: Éditions Michel Quintin (QUN). 1999.

Lionni, Leo. [Six Corbeaux](#). Paris: École des Loisirs. 1998.

MacSouris, M. [Boucles d'er](#). (Goldilocks and the Three Bears)

Munsch, Robert. [On partage tout!](#). Markham, ON: Les Éditions Scholastic. 1999.

Reid, Barbara. [L'oie d'or](#). Markham, ON: Les Éditions Scholastic. 2000.

Sarfati, Sonia. [Crayons, chaussons et grands espions](#). Montréal, QC: Les Éditions la Courte Échelle (CTE). 1994.

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## professional resources

- Ahouse, J. & J. Barber. Fingerprinting. Berkeley, CA: GEMS (Great Explorations in Math and Science). 1987.
- Applebee, A.N. *Rethinking Curriculum in the English Language Arts*. English Journal, 86 (3), 25-31. 1997.
- Barber, J. Crime Lab Mystery. Berkeley, CA: GEMS (Great Explorations in Math and Science). 1985.
- Barton, Bob. Tell Me Another. Markham, ON: Pembroke. 1986.
- Beals, K. Mystery Festival. Berkeley, CA: GEMS (Great Explorations in Math and Science). 1994.
- Benedict, S. & L. Carlisle (Eds.). Beyond Words: Picture Books for Older Readers and Writers. Portsmouth, NH: Heinemann. 1992.
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[www.civiced.org](http://www.civiced.org) (Center for Civic Education)  
*Has curricular materials.*

[www.helpingbooks.lib.oh.us/booksearchresults.cfm](http://www.helpingbooks.lib.oh.us/booksearchresults.cfm)  
*Contains excellent book lists with the theme of social issues.*

[www.educ.sfu.ca/cels](http://www.educ.sfu.ca/cels) (The Law Connection)  
*This site contains articles, lesson plans, links to other lesson plans as well as numerous other legal connections.*

[www.carolhurst.com](http://www.carolhurst.com) (Carol Hurst's Children's Literature Site)  
*Author and book searches.*

[www.philosopher.org](http://www.philosopher.org)  
*Ideas for how to start Socratic dialogue in your classroom.*

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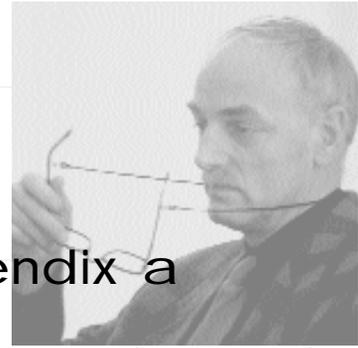
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## appendix a

### teacher self-reflection

1	2	3	4	5
Students listen, observe, and contribute to discussions.			Students actively solve problems and take notes.	
1	2	3	4	5
Often students are not expected to prepare much for class.			Students must be prepared to actively contribute and as a result there are high expectations for preparation.	
1	2	3	4	5
Students may remain anonymous in the class without having to communicate with anyone.			Students must participate in a very public forum.	
1	2	3	4	5
Students take few risks.			Students must take risks.	
1	2	3	4	5
Attendance is determined by individual choice.			Attendance is mandated by membership in the group.	
1	2	3	4	5
Competition is the focus.			Students collaborate.	
1	2	3	4	5
Students learn independently.			Students learn interdependently.	
1	2	3	4	5
Students determine their own responsibilities.			Responsibilities are determined by the membership in a community.	

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1	2	3	4	5		
Students identify who they are by what they can achieve by themselves.			Identity is determined through membership in a group.			
1	2	3	4	5		
The primary sources of knowledge are teacher and the textbook.			In addition to the textbook and the teacher, the students see themselves and their peers as sources of information and knowledge.			
1	2	3	4	5		
Students' efforts focus on reaching external objectives.			Students focus on relevant, complex meaningful and authentic problems.			
1	2	3	4	5		
Teaching is built on a foundation of basic knowledge.			The learner assesses the whole and utilizes personal knowledge and experience to experiment, interpret, and manipulate, modify, test and revise variables of the problem.			
1	2	3	4	5		
Knowledge is structured as it is taught, for example, the skills of problem-solving.			Skills such as problem-solving are learned in context.			
1	2	3	4	5		
Content is most important.			The process of thinking is the most important.			
1	2	3	4	5		
Students master knowledge through drill and practice.			Students evaluate, decide and are responsible for their own learning.			
1	2	3	4	5		
Content to be learned is decontextualized.			Content is learned in context.			
1	2	3	4	5		
Someone other than the student is responsible for student learning.			Students are responsible for their own learning and constantly self-evaluate.			

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Consider your total number of points, and then consider to what extent you agree with corresponding general teacher profile below!

- |         |   |
|---------|---|
| Over 70 | You are most comfortable working within a collaborative classroom, where the teacher's role is that of "the guide on the side," facilitating, rather than directing learning within a more open-ended learning environment.   |
| 53 - 70 | You are comfortable working within both traditional and less traditional learning environments. You recognize the potential within student-directed learning; you try to empower students in their endeavours, although you also see a place for more traditional teacher-directed instruction. |
| 35 - 52 | You are comfortable working within both traditional and less traditional learning environments. Although you recognize the potential within student-directed learning, you are not ready to let go of your role in the class as the resident "expert".  |
| 17 - 34 | You are most comfortable working within a more traditional, "directed environment," where the teacher's role is that of "the sage on the stage."  |

