Elementary Justice is appropriate in content, learning objectives, and pedagogy for Grade Four - Five Students. It contains a variety of teaching strategies, suggested activities, and resources for teachers to use with students to learn about common justice themes.

Part of a series of guides to assist Kindergarten to Grade 5 teachers in introducing the principles of the Canadian Justice System as reflected in the Youth Criminal Justice Act, Elementary Justice has been developed by the Public Legal Education Association of Saskatchewan in conjunction with the Youth Justice Renewal Initiative, Department of Justice Canada.

Contents

- Law-related education
- Teaching foundations
- Instructional approaches
- Classroom visits by lawyers
- Teacher resources
- Self-reflection
credits

Version 1.2 (2006)

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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.”

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.

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.”

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

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2Department of Justice Canada. (2001). Youth Justice Renewal Initiative. What is the Youth Justice Renewal Initiative?.
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 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.

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:

- 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.

elementary justice: a teacher’s guide - grades 4-5

• 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.

**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.”

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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notes
what is law-related education?

Law is more than a body of rules and can be viewed in different ways, depending on one’s philosophical perspective or political persuasion. Law-related education (LRE) is the process of making the law better known and understood so that it can be seen as part of everyday life. Cassidy & Yates (1998) describe it as the addressing of issues such as:

- the relationship of law to fundamental human values, to democratic principles, to societal goals and aspirations
- the nature and importance of the rule of law to a democratic society
- the role law plays (or should play) in the family, school, community and the nation
- the roles, rights and responsibilities of citizens in law-making, law-enforcing, law-changing
- how, why and when laws change, and how to effect change; the role of law and its limitations in conflict resolution and problem solving

The long-term goal of LRE, according to Cassidy and Yates (1998), is to produce people who are responsible citizens that see the importance of the rule of law in maintaining stability and see themselves as active participants in that process. The ideal is for people to become reflective decision makers and problem solvers, who are knowledgeable about the law and related issues.

Law-related education promotes the following principles of the YCJA:

- 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 of parents and victims

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

<table>
<thead>
<tr>
<th></th>
<th>The Law</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children appreciate the need to tell the truth</td>
<td>Reflected in libel and slander laws or perjury penalties</td>
</tr>
<tr>
<td>Children value personal safety</td>
<td>Reflected in assault laws or traffic regulations</td>
</tr>
<tr>
<td>Children want to be respected as special individuals</td>
<td>Reflected in human rights laws or special individual family and child legislation</td>
</tr>
<tr>
<td>Children value fairness</td>
<td>Reflected in the right to be heard by an impartial adjudicator and the right to express one’s point of view</td>
</tr>
<tr>
<td>Children appreciate the need to keep promises</td>
<td>Reflected in contract law</td>
</tr>
</tbody>
</table>

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”
- 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 curricula includes ideas and concepts that are directly related to law-related education. The following overview points out some of these connections.

> "The inability of elementary school children to comprehend and apply general principles in varied situations and their desire to do what they think will please or impress authority figures may partly explain the ineffectiveness of moral instruction that stresses the memorization of abstract principles" (Biehler, 1999, p. 81).

Moral concepts must also be modelled by the teacher so that children see them as part of everyday life. "If you model the behaviour, you don’t have to post the rules" (Peyton Williamson in Norfolk, 1999, p. 152).

**SCIENCE**

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

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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®

• 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.

ARTS EDUCATION®

• 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®

• 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: Mock Trials, What’s Fair?, Brainstorming, Discussion Webs.

SOCIAL STUDIES

• 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

• 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

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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.

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).


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.

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.
This section lists instructional approaches and activities that can be adapted and used for Grades Four and Five. The classroom teacher can make the decision on how to use them with the teacher 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 Learning Curriculum Bibliographies for the different subject areas are a good source to investigate.

Grade Four and Five students continue to learn about rights, rules and responsibilities in their encounters with each other and the school community. The curriculum covers aspects such as:

- family relationships
- communication skills
- conflict resolution
- exploring options
- fairness
- values
- similarities and differences in people
- respect
- cooperation
- making friends
- relationships in the classroom
- relationships in the community
- avoiding dangerous situations
- using sources of support such as parents and teachers
- stereotyping, discrimination and prejudice
- 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
- interpreting information
- decisions resulting in change
- the justice system

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.

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 lists include 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.

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.
• 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-taking 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
SUGGESTIONS OF BOOKS TO BE USED FOR THEME OF TOLERANCE:

(See Teacher Resources for full publication listings)

- Holocaust
  

- Homelessness
  

- Black History
  
  Toronto, ON: Scholastic.

- Chinese Immigration
  
  Kite, L. (2000). _We Came To North America: The Chinese_. St. Catherines, ON:
  Crabtree Publishing Co.

- First Nations
  

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)?

An additional resource for this topic is *Teaching Human Rights*, published by PLEA in 1997.

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

**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 values

SUGGESTIONS FOR BOOKS ON THE THEME OF CIVIC RESPONSIBILITY AND SOCIAL ACTION, INCLUDING THAT OF CHILDREN: (See Teacher Resources for full publication listings)

  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
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

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

This book is based on the true story of the children of the barrio of San Jose de la Urbina, who through cooperative effort, make their dream of a playground a reality. Involve students in role-play or story drama. Have them work through various approaches of handling the situation presented in this story. For example, the children in the story are thinking of ways to convince the city officials that they need a playground. Students could come up with their own ways. They would then assess the issue, recognize the consequences, weigh the consequences, render a decision, and finally, articulate reasons for supporting it.

<table>
<thead>
<tr>
<th>ISSUE</th>
<th>Alternatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choice #1</td>
<td>Choice #2</td>
</tr>
<tr>
<td>Reasons</td>
<td>Reasons</td>
</tr>
<tr>
<td>Consequences</td>
<td>Consequences</td>
</tr>
<tr>
<td><strong>Decision</strong></td>
<td><strong>Support</strong></td>
</tr>
</tbody>
</table>

Relate this to the court system where decisions are made and presented in a court of law.

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

collepeative/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. 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)
• Individual accountability (students are accountable both as individuals and as a group)
• Reflection (an opportunity is created for students to give and receive feedback)11


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 the class in a mock legislative orlobbying 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

**Critical Analysis of Books**

Students can be taught to think about what they read and evaluate what they hear and/or read. Teachers may have the opportunity to evaluate resources for their provincial Department of Education, and this process can also include the students. When students read books individually or collectively, they can be guided to consider the following points:

- Is the book visually appealing?
- Is the language descriptive?
- Is it easy or hard to understand or just right?
- Is the speech and behaviour of the characters believable?
- Are people of different races treated respectfully?
- Are people’s customs made fun of?
- Are there people of different ages in the book?
- Are males and females represented in the book?
- Are there any stereotypes?
- Do the main characters work for goals for themselves or do they work to change situations to help other people?
- What is the message of the book?

Students can also be helped to understand how the cropping of images, as may be done in newspapers, may distort or manipulating one’s perception of reality, and to make them more aware of the importance of seeing the whole picture (literally and metaphorically) before making a judgment about it. Books that can be used for this are *Seven Blind Mice* by Ed Young and *The Blind Men and the Elephant* by Karen Backstein. Students can also look at advertising and the images portrayed in them.

YJRI AND YCJA PRINCIPLES: respect for values, respect for differences
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

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.\(^\text{12}\) 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\(^\text{13}\)
- an attempt to change a bylaw regarding the playing of street hockey in Hamilton, ON.\(^\text{14}\) (This would tie in well with the book *You Can’t Do That in Canada* by Bev Spencer.)

decision-making strategies

- Direct Voting is 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 is 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.

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\(^{13}\)The *Saskatoon Star Phoenix*, November 30, 2001, D2.

\(^{14}\)The *Saskatoon Star Phoenix*, January 8, 2002, D4.
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?)

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. Another excellent resource that can be used for the discussion of how laws are made and who makes them is the book, *The Composition*, by A. Skarmeta (see Classroom Resources for full publication listing). This book illustrates the difference between a democracy and a dictatorship.

YCJA PRINCIPLES: respect for differences, due process rights

dialogue journals

Dialogue journals are like “written conversations”. Students write down one open-ended question about a book they have read. Another student responds to this question in the same notebook. The dialogue can continue back and forth several times. Look for the students’ use of clues and evidence from the text to draw conclusions, how students enter into the text to confront problems, and to what extent they revise and deepen earlier interpretations.

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

discussion webs

Use a graphic “web” to organize student thinking. In the centre of the web is a question that is central to the reading of a text or perhaps a question the teacher has posed. The left and right hand sides of the web are columns that reflect the pros and cons of the issue being discussed. Students first contribute pros and cons to the columns, then meet in groups to draw a conclusion based on the evidence gathered. They follow up the discussion by individually writing their responses to the discussion web question. This approach works well with justice issues. It encourages students to express their point of view, give reasons for their thinking, and consider different sides of an issue before drawing conclusions.


<table>
<thead>
<tr>
<th>NO</th>
<th>YES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Because she is a stranger.</td>
<td>Because she needs help.</td>
</tr>
<tr>
<td>Because they don’t know if they can trust her.</td>
<td>Because she is cold and hungry.</td>
</tr>
<tr>
<td>Because they don’t have their mother’s permission.</td>
<td>Because the shop owner is being mean to her.</td>
</tr>
</tbody>
</table>

CONCLUSION

YJRI AND 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.

<table>
<thead>
<tr>
<th>TITLE</th>
<th>BULLY</th>
<th>VICTIM</th>
<th>METHOD OF DEALING</th>
<th>OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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?

BOOKS ON THE THEME OF BULLYING:
(See Teacher Resources section for full publication listings)


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

forensic science

Grade Four and Five students can be involved in activities related to crime detection, although activities can be adapted to include younger students as well. Science objectives include:

- observing and describing
- classifying
- questioning and hypothesizing
- interpreting data
- properties and characteristics of substances

Other objectives related to the humanities include:

- interpreting evidence
- gathering information
- making judgments
- critical thinking
elementary justice: a teacher’s guide - grades 4-5

- interviewing and reporting
- preparing and defending a case in a mock trial

There are several excellent resources available which have all procedures laid out for a classroom teacher to follow. These include:


**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 issues and concepts 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, these areas contribute greatly to that end because they are concerned with finding solutions to problems that range from theoretical to concrete. In fact, they create the context for many personal and community issues. These values, attitudes, and skills required 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.

• 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 Foundation For Research Into Teaching Project was done (2002) which looks at teaching the Habits of Mind in an elementary school. This project is available through the Dr. Stirling McDowell Foundation For Research Into Teaching. For more information contact:

Dr. Stirling McDowell Foundation
2317 Arlington Avenue
Saskatoon, Saskatchewan S7J 2H8
Telephone: 1-800-667-7762
http://www.mcdowellfoundation.ca

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.

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.

Interdisciplinary themes are enhanced by allowing students to choose from a selection of several novels on a related topic. For example, novels that deal with immigration can enhance the “Heritage” aspect of the Social Studies curriculum.

At times, a portion of a book may be used for literature circles. An example of this would be *Morning Girl* by Michael Dorris. In this story, Morning Girl, a young Taino girl, witnesses the arrival of the first Europeans to her island. Pages 68-72 can be used alone for reading, response, and discussion.

YCJA PRINCIPLES: respect for differences, extra-judicial measures, restorative conferencing, involvement of family and community, parents’ and victim’s input

**mock trials**

*The Judge* by Harve and Margot Zemach is a humourous 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

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

**novel studies**

Students should be given a choice of books to read that fit into a particular theme or unit that is being studied in their classroom. (See Literature Circles section.) However, there are also times when reading the same novel can lead to meaningful discussions. It is suggested that a “literature circle” approach to a novel study be taken rather than what is often promoted in commercial packages – assigned questions for each chapter. There are numerous novels dealing with law-related issues. Two are described here.

**BOOK:** *Flying Solo* by Ralph Fletcher

**CONCEPTS:** social responsibility, child/adult relationships, peer pressure, multiple perspectives.

This is a story of what happens when a substitute teacher doesn’t show up and the Grade Six class decides that they will run things by themselves for the day. They maintain most of the usual routine so that no one discovers their secret. However, there is a lot going on. Rachel, who hasn’t spoken since the death of their classmate Tommy six months ago, confronts Bastian about his cruelty to Tommy while he was alive. The conflict and emotions that result make Karen, who masterminded a few lies to keep their day of self-governance secret, wish that Mr. Fab were there after all. At the same time, the class talks and writes about things they probably wouldn’t have with the teacher there. It’s only at the end of the day that the principal discovers the deception.

When Mr. Fab returns, he is concerned and very serious when he brings up what the class did. But he also wants to know what each of them thinks, and asks each student to write to him with his or her version of what happened. The varying responses allows for great discussions on taking responsibility and on how school practices can both inhibit and empower kids.

YJRI AND YCJA PRINCIPLES: extra-judicial measures, respect for values, respect for differences, due process rights, victim’s input

**BOOK:** *On My Honor* by Marion Dane Bauer

**CONCEPTS:** peer pressure, responsibility, justice

During a bicycle trip, Joel dares his best friend, Tony, to a swimming race in the dangerous Vermillion River. The boys have been warned never to go near the river, but Tony can’t let Joel think he’s scared. Both boys jump in. When Joel reaches the sandbar he turns and looks for Tony and finds that he is gone. Now Joel has to face his parents and the truth. At first he lies to his parents and Tony’s parents, but admits the truth to the police. Joel’s father later reminds him that they all made choices, and have to live with those choices.

The story can lead to discussion about taking unreasonable risks, peer pressure, dares, and choices.

YJRI AND YCJA PRINCIPLES: restorative conferencing, involvement of family and community, parents’ and victim’s input
probable passages

This approach is used for the pre-visit activity for Sample Lesson 1 from Elementary Justice: A Lawyer’s Guide. It could be developed with other books as well.

“Probable passages” is a strategy for writing that combines knowledge of story grammar with the ability to make predictions. It enhances comprehension by making students aware of their expectations for the story. It gives the teacher useful information about students’ prior knowledge, both of story grammar as well as the content of the book. Besides giving students the opportunity to work together in writing a passage, it familiarizes them with the elements of story grammar and builds their understanding of others’ viewpoints.

PROCEDURE

1. Select key terms from a reading passage (picture books work well). The words should be a combination of characters’ names, quotes, actions, places. Your Move is a story of ten-year-old James and his six-year-old brother Isaac. James’ gang initiation endangers his younger brother’s life. Finally, he finds the courage to say, “Thanks, but no thanks”. The suggested key words for the book Your Move (Sample Lesson 1) are:

   Isaac nervous K-Bones hang out
   spray paint tagging freeway sign
   club climbing take it Snakes
   “Thanks. But no thanks.” Mom frowns “You’re in James.”

2. Working in small groups, the students categorize the terms into story grammar elements.

   CHARACTERS SETTING PROBLEM
   EVENTS/RESOLUTION ENDING

3. Their choices may be shared with the other groups to see the diversity.

4. Each group writes a story line and inserts the categorized term into the story frame. The story line has to follow the categorization made originally.

5. When all the stories are completed, they are shared with the class.

6. The teacher then reads the original story to the students. (In Sample Lesson 1, this would be the activity of the lawyer who visits the class.)

   Students generally focus intently on the story that the teacher reads as they compare their own to this one, and see how the story elements can be combined in different ways.

   YCJA PRINCIPLE: respect for differences

process drama

“Process drama is a method of teaching and learning that involves students in imaginary, unscripted, and spontaneous scenes” (Schneider & Jackson, 2000, p. 38). Meaning is made from the engagement and transactions among the students and teacher. It allows students to use language, movement and visualization to express their learning. It provides a context within which students write for imaginative as well as functional purposes. The Reading
Teacher, Vol. 54, No. 1, contains an article describing process drama and the way it was used in a Grade Two and Three classroom, but could certainly be used with older students as well. The following is an outline of the procedure that was used.

SAMPLE DRAMA 1: PEACE BEGINS WITH ME

Day 1:

- Teacher should choose a technique for going in and out of role.
- Teacher pretends to place an advertisement in a newspaper that calls for recruits for a peace mission. “Close your eyes and imagine that you are answering an advertisement in the newspaper. The ad says that you want to join us as we go to a new peaceful place... Now before we go any further, I want to tell you about the journey.”
- Students take on role and ask questions about the trip.
- Details of the trip are discussed and the class is divided into travelling groups.
- Teach students about their multiple intelligences. During the creation of travelling groups, refer students to a chart that lists the multiple intelligences. Ask them to think of ways that their personal strengths would help them overcome the challenges of the trip. Relaxation time (15 minutes) – students imagine obstacles they would overcome on their journey. (Relaxation serves to build students’ background knowledge as well as a context for increasing their use of visual imagery.)

Day 2:

- “Welcome to the journey-to-peace meeting. Yesterday, when we met, we made our groups that would be traveling together. The reason we don’t all travel in one large group is that there are many, many obstacles along the way that can cause us dangers. We don’t want everybody to encounter those same obstacles so that we’ll have a better chance of having a large community once we get there. There are things that could happen, and we’re hoping that everyone will be safe, but you’ve all agreed that peace is worth it... Your first assignment is to introduce yourselves to each other because we didn’t actually get started yesterday. I’m going to go out of role to say to use your real name because we don’t want to have to try to remember new names... OK, I’m back in drama. After you introduce each other, have someone write down what your strengths are.”
- Students work in small groups to identify their roles and strengths.
- Peace diaries are introduced. “All right, I’m going to hand you your diary... Then I want you to write about what you’re feeling about this journey right now. (Go out of role.) I want you to make sure you write in role. That means you write as the character you are. Don’t write as a kid in this room who’s telling me about what we’re doing. No. You are a doctor, you’re a lawyer, whatever you are, you are writing in role about the trip.”

Day 3:

- Students are asked to think about the physical obstacles they might encounter on their journey. “Right now, outside the drama, I want you to create the obstacles on the journey... For example, if you say that there is quicksand, you will draw the quicksand, write underneath, “quicksand”, and then turn it in. All those obstacles will be put together in a map form. I’ll shape it like a map, and then we will choose which route to go on.”
- Obstacles are created. Teacher assembles the pictures into a large collage.
- This ‘map’ could be portrayed in dance form. Students can depict their journey through motifs (written symbols) and perform it through symbolic body movements.
Day 4:

- Teacher helps groups chart their travelling course. Each group selects a starting point for the journey and determines which path to take. Mark selections with coloured yarn. Remind students of their ‘multiple intelligences’.
- Provide a planning sheet to help students record and remember their journey routes. (Route/dangers/action/the motif). These planning sheets can be used to assess the students’ ability to write information clearly and concisely.

The following days:

- The performance: The groups silently move from imaginary obstacle to imaginary obstacle. When they arrive in the new land (their classroom), they call it Peace Valley. (Teacher reads script describing journey.)
- Get ideas from the students as to how they could spread peace from this far-away land (e.g. create a business that manufactures peace toys).
- Publish a newspaper to advertise the toys.

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

SAMPLE DRAMA 2: THE IMMIGRATION DRAMA

(This drama works well with a study of immigration to Canada, research on Pier 21, and the settlement of the west.)

- a study of immigration, ancestry, and diversity
- a way to present facts about immigration as well as incorporate fiction, imagination, and drama
- requires teacher research on these topics.

Day 1:

- Ask students to discuss their definitions and perceptions of immigrants and develop a list of questions they would ask an immigrant.
- Students select a country to study and create a name for his or her prospective immigrant. Teachers prepare a packet containing information relevant to the immigrants from the selected countries.

Day 2:

- “You are the reporters and I am the head reporter who is working with you to make this research possible... Locate an immigrant from the following countries and interview them. Obtain artifacts such as visas, clothing, diaries, objects brought from the homeland, and please photograph the immigrants. This information will supply our government with necessary research for helping and understanding future immigrants.”
- Build the students’ related knowledge of immigration by focusing on something like Pier 21. For more information on Pier 21, visit their website at: www.Pier21.ns.ca.

Other activities:

- Tell students that some immigrants wrote to their families in the homeland, telling them the truth about the hardships of coming to Canada. Others exaggerated about the wonderful lives they were leading. Have students choose a role and write a truthful or an exaggerated letter.
When letters are completed, have each student select one sentence from their letter. Divide class into two groups: those who wrote truthful letters and those who exaggerated. Turn off the lights and have each student read the sentence out loud. This allows students to create a collaborative text. When combined, these different perspectives form an image of the immigrants’ experiences. This is an opportune time to talk about parts of history that are usually ignored or inaccurately presented in textbooks.

Students create a photo essay on immigration. Share an actual sample. Students form groups and collaborate in order to make tableaux of their selected immigrant scenes. They determine a scene to present, how to represent the immigrants, and create costumes using shawls, jackets, and small props. Before students re-create their tableaux, talk to them about the ways they should think about writing captions for a photo essay. Focus on feelings. Then students re-create the scene and teacher takes pictures. (Students write before they see the photograph.)

Create a timeline that reflects the dates of immigrant waves as well as other events that occurred when they arrived. Mark the location of the immigrants’ homelands on a world map.

Use relaxation times to focus on the immigrants and the conditions in which they lived.

Return to the ‘reporters’ and ask them to create immigrant booklets. The packets can require each student to complete tasks such as creating a passport for the immigrant, describing the immigrant’s family, and outlining the immigrant’s travel route to Canada. In the role of reporter, each student compiles information about an immigrant. As an immigrant, each student creates his or her own information and life history. To ease the transition, create a time machine for the ‘reporters’ to use to go back and forth in time.

Conclusion:

Students present the immigrant study to the “Canadian Department of Immigration” and parents can function as the “government officials”. Display the packets and other artifacts. Plan a movement activity to symbolize the immigrants’ journey to Canada and to Saskatchewan. To end the walk, direct the students to portray their first walk on the prairie. When they are there, they freeze in position.

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

**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

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.

EXAMPLE 1: A STUDY OF ENDANGERED ANIMALS.

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.

EXAMPLE 2: IMMIGRATION AND REFUGEE BOARD

The study of immigration to Saskatchewan and the rest of Canada is part of the Heritage strand of the Social Studies curriculum. A simulation activity in which students experience the decision-making process that determines whether a refugee claim and applicant should be admitted into Canada can be found at the following web site: http://www.educ.sfu.ca/cel. In this activity, students role-play the parts of claimants, lawyers, advocates and Refugee Board members.

For another approach to learning about immigration, please see Process Drama in this section.

YJRI AND YCJA PRINCIPLES: extra-judicial measures, restorative conferencing, targets for custody, rehabilitation and reinstatement, community-based sentences, involvement of family and community, due process rights, respect for differences

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 into 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: You are offered a $400 bike for $50. You know that it’s a stolen bike. 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

An excellent resource for discussing “Law’s Limitations” is the book *Mr. Lincoln’s Ways*, by P. Polacco (see Classroom Resources for full publication listing). The story illustrates how there are sometimes better ways of dealing with problems than the law or court system, and how other organizations might be better to meet these needs.

YJRI AND YCJA PRINCIPLES: extra-judicial measures, rehabilitation and reinstatement, restorative conferencing, parents’ and victim’s input

**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

**story ladders**

This is a strategy to expose students to multiple perspectives and to encourage an appreciation of diversity (Lindquist, 1995, p. 175).

PROCEDURE

1. Ask students to fold a piece of 12” x 18” construction paper into four equal rectangular panels.
2. Draw a black line with a felt marker between each panel, on the fold.
3. Retell a story through pictures and words in the four descending panels. They must identify the four most important parts of the story.

4. Give the students a single panel, 4.5 x 12", and ask them to create a different ending to the story and attach it to the story ladder with tape, at the left-hand side of the last panel, folding it back so it doesn’t show or hinging it like a door.

5. Ask each student to display the story ladder with the new ending hidden, then "walk" the class down the ladder, revealing the new ending.

6. Discuss whether any of the new endings change the power or impact of the story.

YCJA PRINCIPLE: 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, for example, 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.
### SPEAKING

**Feels Like**
- what I say is important
- people are interested in my opinions
- I belong in this classroom

**Looks Like**
- people are paying attention to each other
- people are looking at each other
- people are interested in what others say

**Sounds Like**
- there is a ‘buzz’ in the room
- people are taking turns
- voices are clear and loud enough to hear

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

### OUR CLASSROOM SHOULD

**Feels Like**
- things are getting accomplished
- a peaceful place
- we all belong

**Looks Like**
- sharing responsibility
- kids having fun
- people listening

**Sounds Like**
- respecting each other
- kids thinking and working
- people giving compliments

Or a T Chart:

### CONFLICT

<table>
<thead>
<tr>
<th>LOOKS LIKE</th>
<th>SOUNDS LIKE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hitting</td>
<td>Yelling</td>
</tr>
<tr>
<td>Pushing</td>
<td>Calling names</td>
</tr>
<tr>
<td>People left out</td>
<td>Squabbling</td>
</tr>
<tr>
<td>Mad people</td>
<td>Swearing</td>
</tr>
</tbody>
</table>

YCJA PRINCIPLES: respect for values, respect for differences

**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.
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...”

**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 website 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


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
interaction

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.\textsuperscript{15}

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.

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.

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: grades four - five

BOOK


Ten-year-old James’ gang initiation endangers his six-year-old brother Isaac. He finds the courage to say, “Thanks, but no thanks”.

LAW-RELATED CONCEPTS

- gangs  
- theft
- vandalism  
- crime prevention

YCJA PRINCIPLES

- youth separately dealt with  
- respect for values
- involvement of family and community  
- respect for differences

PRE-VISIT ACTIVITY (DONE BY CLASSROOM TEACHER)

The teacher will have done an activity called “Probable Passages” with the class. In this activity the students have been given a list of about twelve words or phrases from the book *Your Move*. They have then categorized the terms into story grammar elements (characters, setting, problem, events/resolution, and ending) and composed a story with these. (The teacher has not read this book to the students.) This activity will give the teacher useful information about the students’ prior knowledge, and this could be shared with you before your visit. With this activity, students are usually very intrigued with the story because they see the similarities and differences with their own.

LAWYER’S ACTIVITY

1. After introductions and discussion about your job as a lawyer, tell the students that you are going to be reading a book that is about someone around their age. (Do not let on that the activity they did previously has anything to do with this book. Let them discover that on their own.)

2. As you read the book, take time to stop and listen to the students’ comments or questions. Ask questions such as:
   - Why do James and Isaac have to thump on their neighbour’s wall?
   - What is tagging?
   - What do they mean by the “take-it” game?

3. This story should elicit much discussion from the students. They have probably all seen evidence of graffiti, and perhaps taken part in it. Discuss what the laws are about graffiti, and why these laws exist.
In the story, Kris describes the “take-it” game as a game, not stealing. Discuss who is affected by this “game”.

Ask the question, “What do you say to friends who try to persuade you to do something you know you shouldn’t do?”

4. End by saying that we also have rules in our country. They are called laws. What happens when someone breaks a law? Responses from this question may provide an appropriate segue into a general discussion about the *Youth Criminal Justice Act* and its new approach.

**FOLLOW-UP ACTIVITY**

5. Have the students compare their stories from the “Probable Passage” activity to the book *Your Move*. Stress that their stories were not ‘wrong’, but just a different way of using the ideas. Students could write their reflections in journals on:
   - What they learned from comparing their stories to the one that was read or
   - What they learned about laws

If possible have the classroom teacher mail their comments to you. Their comments will be helpful feedback for you if you prepare to do this lesson in a different classroom.

**lesson two: grades four - five**

**BOOK**


It is wintertime and a homeless woman lives in a box. Two children pass by her each day and decide to help. However, they remember their mother’s words about not talking to strangers. This is possible for only a short time and then they must confront their mother with the issue. They learn the value of sharing and the essence of community and find out that their mother really does support them in what they are doing.

**LAW-RELATED CONCEPTS**

- homelessness
- community
- support
- responsibility

**YCJA PRINCIPLES**

- involvement of family and community
- respect for differences
- respect for values
- parents’ and victim’s input

**PRE-VISIT ACTIVITY (DONE BY CLASSROOM TEACHER)**

Read *Fly Away Home* by Eve Bunting (New York: 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 get noticed. The boy wonders if they will ever have their own home. He is given hope when he sees a trapped bird find its way out of the building to find its freedom.
Have the students write down their own responses to this story and then have them discuss these with a small group. Then have the class as a whole talk about any of their questions and comments. There will be many issues: Why are the boy and his father homeless? What would happen if they got caught? Are there laws against ‘living’ in public places like an airport? Is there anything that could be done to help them?

Tell the students they will be visited by a lawyer. Brainstorm specific questions that relate to the previous discussion or other law-related questions the students may have. Send the lawyer a copy of these so that he/she can be better prepared for the visit.

**LAWER’S ACTIVITY**

1. After introductions and discussion about your job as a lawyer, tell the students that you are going to be reading a story to them called *The Lady in the Box*. Show the front cover of the book and ask them who they think the ‘lady in the box’ is. They may come up with the fact that she is homeless immediately or it might require some more prompting. Continue asking questions about why they think she would live in a box, wouldn’t it be too cold in winter since the illustration on the cover shows that it is winter, etc.

2. Begin reading the story. Be sure that the students have ample time to look at the illustrations. Some suggestions for questions during the reading are:
   - Why would the children be told not to talk to strangers?
   - Should the children tell their mother right away? What do you think she would say?
   - Do you feel it is fair for the Deli owner to chase the woman away?
   - Were the children being dishonest by taking the soup without their mother knowing?

3. Ask the students if this story reminds them of another one they’ve heard (*Fly Away Home* or they may come up with others). Discuss laws concerning living on the street, panhandling, etc. Are the laws fair?

4. End by reading the “Note From the Author” at the end of the book.

**FOLLOW-UP ACTIVITY**

Have the students work in small groups of about four to brainstorm ways in which they think homeless people could be helped. Although some of their suggestions may appear unreasonable, it gets them thinking about the issues involved. This activity could lead to a project that could be carried out in their own community. In fact, that would be the most meaningful!
notes
teacher resources

  - This story’s theme: willingness to be accountable for your own actions without blaming others.

  - This book provides a powerful environmental lesson – Alejandro learns a lesson about nature and friendship.

  - The Jolly Postman delivers letters to and from fairy tale characters.

  - Life is hard for the three Stone children. The death of their mother has left them bereft and grieving. Their father tries hard to make things better, but he is busy trying to keep their farm going. Then Moses Waters comes to teach at the black school at Cedar Corners. More than anyone else, he seems to have a special understanding of the Stone family. There are some folks in town who don’t approve of the friendship between the white Stone family and the new black teacher. And it looks like they will go to dangerous lengths to stop it. (Novel)

  - Poppy, a mouse, is determined to lead her family to a better life. Mr. Ocax, the bully and a great horned owl, is equally determined to keep them just where they are. (Novel)

  - Six blind men each get a limited understanding of what an elephant is by only feeling part of it.

  - A young girl becomes a Canadian and takes part in a citizenship ceremony.

  - A Morningstar quilt becomes central to a plan to resist the redevelopment of an apartment building.
- "On your honor?" Joel’s father said. "You won’t go anywhere except the park?" "On my honor," Joel repeated. During a bicycle trip to the state park, Joel’s best friend Tony dares him to a swimming race in the dangerous Vermillion River. The boys have been warned never to go near the river, but Joel can’t let Tony think he’s scared. Both boys jump in. When Joel reaches the sandbar, he turns and looks for Tony and finds that he has vanished. Joel is stunned. How can he face their parents and the terrible truth? (Novel)

- 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.

- 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.

- 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.

- Ruby Bridges tells the story of her involvement in the integration of her school in New Orleans in 1960.

- Fourth-grader Danny Bigtree is having trouble adjusting to his big-city school – he’s homesick for the Mohawk reservation where his family used to live, and he wishes he could make a friend. (Novel)

- Refugees from a Caribbean island embark on a dangerous boat trip to America where they have a special reason to celebrate Thanksgiving.

- A boy and his father come from far away to visit the Vietnam Memorial in Washington and find the name of the boy’s grandfather, who was killed in the conflict.

- 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.

- 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.
- In the late 1880s, a Cheyenne boy named Young Bull is taken to a boarding school to learn the white man’s ways.

- Ten-year-old James’ gang initiation endangers his six-year-old brother Isaac. He finds the courage to say, “Thanks, but no thanks”.

- 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.

- A homeless family’s luck changes after they help an old woman who has even less than they do at Christmas.

- Armand was a hobo back in the days when hoboes threw Christmas parties – and were Parisian! This charming, wonderfully human story recounts the Parisian adventures of Armand and the three homeless children who made him shed his grumpy ways. (Novel)

- Ever since preschool, Jake Drake has been a magnet for bullies. He is the perfect size for them. He doesn’t have a big brother or big sister to protect him. But he has a good head on his shoulders, and in the second grade he finally figures out how to use it to his advantage. (Novel)

- Six-year-old Ruby Bridges becomes the first African-American girl to integrate an elementary school in New Orleans in 1960.

- The life of Nelson Mandela, told in picture book form. Theme: standing up for what you believe to be fair and right.

- 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 our that the entire village is watching out for him, too because it is a close-knit community.

- Thirteen-year-old Salamanca Tree Hiddle’s mother has disappeared. While tracing her steps on a car trip from Ohio to Idaho with her grandparents, Salamanca tells a story to pass the time about a friend named Phoebe Winterbottom whose mother vanished and who received secret messages after her disappearance. One of them read, “Don’t judge a man until you have walked two moons in his moccasins.” Despite her father’s warning that she is “fishing in the air,” Salamanca hopes to bring her home. By drawing strength from her Native American ancestry, she is able to face the truth about her mother.
  • 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.

  • Through the alternating voices of twelve-year-old Morning Girl and her younger brother Star Boy, we step into the extraordinarily rich lives of an indigenous family on a Bahamian Island in 1492 – just as their paradise is about to be discovered and a new world order begins to take shape.

  • This is a collection of stories and poems by well-known authors that portray the wisdom of peace and the absurdity of war.

  • A young boy realizes that his neighbour is very friendly in spite of the rumours that he has heard.

  • Fifth grader Charlie, nicknamed Chubs, earns the name Chubby Champ when he finally stands up to Rose and is rewarded with the friendship of her brother, Andy, who even likes people who are crazy about chocolate chip cookies. (Novel)

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

  • Bobby loves spiders and is called “Spider Boy from Illinois” by a bully at his new school. Then he’s stuck working on a school project with Lucky, another student. Bobby finds that Lucky’s not bad for a girl, and things look even better when he sees a chance to get revenge on Chick Hall, the school bully. But Bobby’s not ready for Chick’s retaliation. (Novel)

  • When the substitute teacher doesn’t show up in a grade six class, the students take a vote and decide to run the class by themselves. (Novel)

  • Eleven-year-old Clay Garrity is on his own. His father lost his job and left the family. Now Clay’s mother is gone from their welfare hotel. Clay is homeless and out on the streets of New York. If Clay leaves the streets he may never find his parents again. But if he stays on the streets he may not survive at all. (Novel)

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

This series of books by Dr. Alvin Granowsky, 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:


- While the three bears are away, Goldilocks helps herself to the baby bear’s porridge, breaks his chair, and sleeps in his bed. When the bears return home, they discover the damage and their unexpected guest. When Goldilocks awakes, she flees their home and vows never to return. In *Bears Should Share!* Goldilocks explains how she was tricked by the baby bear. He claimed that since “Bear rhymes with share”, she was welcome in his family's home any time, whether they were there or not. Goldilocks takes him up on his offer, but finds that his parents are not aware of or pleased with the baby's invitation. What's worse, the little bear has a problem telling the truth when questioned by his parents.


- One by one, three billy goats named Gruff must cross a bridge to reach a grassy hillside. The two smaller goats convince the mean troll living under the bridge not to eat them, but to wait for their bigger brother who is not far behind. When Troll meets Big Billy Goat Gruff, he finds out that this meal is much too big. In *Just a Friendly Old Troll*, Troll tells how he went out of his way to be hospitable to the three billy goats, who mistake an invitation for dinner as a statement that they are to be dinner. Troll's attempt to be neighborly lands him in the hospital.


- While on his way to town to sell his family’s last cow, Jack trades the cow for some magic beans. Jack’s mother, upset by Jack’s foolishness, tosses the beans out the window. What results is a towering beanstalk, an adventure with a giant, and newfound fortune for Jack. In *Giants Have Feelings, Too*, the kind giant's wife describes how she befriended Jack. She is repaid with meanness, though, as she discovers that Jack stole the giants' life savings. To add insult to injury (and Jack did injure her husband), the boy hurts them just because they are giants.


- *Henny Penny* is the tale of a hen who mistakes a falling acorn for a piece of the sky. Along with her friends, Henny Penny anxiously sets out to warn the king of the danger that surrounds them. An unexpected encounter with a sly fox prevents Henny Penny from ever reaching the palace. In *Brainy Bird Saves the Day!* Henny Penny attempts to set the record straight. She asserts that it was she and her friends who outwitted the fox, rather than the other way around. Because he was humiliated, the fox spread that ridiculous “The sky is falling” tale about Henny Penny. In reality, she is a savvy reporter for the king who did her duty by warning everyone of the acorn danger.

- *The Little Red Hen* is the tale of a hard-working hen who asks for help from her barnyard friends and gets none. On her own, then, the hen starts with a grain of wheat and ends up with a loaf of bread. When it's time to reap the rewards of the hen's hard work, the other animals find out that the hen no longer needs their assistance. In *Help Yourself, Little Red Hen*! Mr. Pig divulges that he and the other barnyard animals intentionally did not help the hen in an attempt to teach her to be self-sufficient. Under the other animals' guidance, the hen blossoms into an independent worker. Mr. Pig's next project will be to teach the hen to share.

Granowsky, A., Dr. (1996). *The Tortoise and the Hare/Friends at the End*. Austin, TX: Steck-Vaughn.

- In this retelling of an Aesop fable, a haughty hare, boasting of his great speed, challenges a tortoise to a race. When the hare sees that he has taken the lead, he stops to catch up on his sleep. But he sleeps too long, and the tortoise's persistence takes him past the hare and on to victory. In *Friends at the End*, Hare tells how he won something more valuable than a race - friendship. In an attempt to make friends, Hare challenges Tortoise to a race. After losing the race, Hare finds out that what wins friends in the end is caring about others.


- In the future where the Population Police enforce the law limiting a family to only two children, Luke has lived all his twelve years in isolation and fear on his family's farm, until another ‘third’ convinces him that the government is wrong. (Novel)


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


- When Kofi’s father, an Ashanti chief, is killed, Kofi is sold as a slave and ends up in Massachusetts, where his fate is in the hands of Paul Cuffe, an African American shipbuilder who works to return slaves to their homeland in Africa. (Novel)


- 13-year-old Arthur has been sent to Canada from England because his sickly mother can no longer care for him. A scrummy, undersized kid from the cobblestone streets of London, Arthur could not be more ill-suited to the demands of an Ontario farm near the turn of the twentieth century. But he has no choice, for he is indentured to the Wilsons for a year. (Novel)


- Concepcion must move to the barrio in the city when her grandmother dies. She takes seeds with her, but other homeless children in the barrio offer to teach her how to steal food from the merchants’ stalls. She decides to grow a garden in the barrio so that she can teach the others how to grow food so they won’t have to steal.

- 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.


- Zach is in grade five. His impulsiveness gets him into trouble. When everyone roots for him to succeed, things turn around for him. (Novel)


- At age twelve, Ji-li Jiang had everything to look forward to - especially continued success in junior high school. However, in 1966, the start of the Cultural Revolution changed all that. Ji-li Jiang and her family were persecuted and humiliated when the old ways and ideas were suddenly deemed undesirable, and anyone with ties to them became suspect. Ji-li Jiang is forced to choose between her family and her future in Communist China. (Novel)


- 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.


- This narrative of a family’s brave journey from Germany to Canada is accompanied by photographs and maps that help readers understand the story’s historical and geographical context.


- This book examines the history, traditions, and contributions of Chinese immigrants who have come to live and work in North America.


- 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.


- 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.


- Mrs. Moscovitz 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 resulting publicity works and the tree is saved.
• Three frogs can’t stop fighting. They learn a lesson in a storm when cooperation saves their lives.

• Seven-year-old Anna has her first encounter with racism in the 1960s when an African-American nun comes to teach at her parochial school. The teacher, Sister Anne, turns a negative incident into a “teachable moment” about the systems of oppression and opposition in our society, when a paper airplane is thrown at her. On it is a note saying, “Roses are Red. Violets are Blue. Don’t let Sister Anne get any black on you!”.

• Sam doesn’t agree with his family’s rule of no violent toys. In a humourous 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.

• “What a sweet child”, says a newcomer in town about Goldilocks. “That’s what you think”, a neighbour replies. For Goldilocks is one of those naughty little girls who does exactly as she pleases – even if that means sampling the three bears’ porridge, breaking Baby Bear’s chair, and sleeping in his bed.

• Through real and mental pictures, a Jewish man recalls his childhood during the Nazi Holocaust. (Novel)

• 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.

• 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.

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

• In the bleak winter of 1940, Nazi troops parachuted into Peter Lindstrom’s tiny Norwegian village and held it captive. Nobody thought the Nazis could be defeated – until Uncle Victor told Peter how the children could fool the enemy. It was a dangerous plan. They had to slip past Nazi guards with nine million dollars in gold hidden on their sleds. It meant risking their country’s treasure – and their lives. (Novel)
- 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, and helps students understand how connotations in our language perpetuate racism (How many “black” words have positive connotations? How about “white” words?).

- 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.

- 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.

- This is the true story of Sugihara, a Japanese diplomat, who aided hundreds of refugee Jews by issuing visas to them so that they could travel through the Soviet Union to Japan and then on to other countries.

- 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.

- 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.

- Because he spends his time dreaming, the villagers are convinced that Appelemando will never amount too much, but in time his dreams change the village and all the people in it.

- 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.

- 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.

- 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.

- 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.


- 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.


- The students of Diffendoofer School celebrate their unusual teachers and curriculum that emphasize learning how to think.


- This student and teacher resource looks at government, law and citizenship. It is a very helpful resource for learning about such issues as the Canadian court system, civil law, criminal law.


- This book presents correspondence between Rosa Parks and various children with which she answers questions and encourages young people to reach their highest potential. Theme: Conduct of life.


- 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?


- Picture book telling the story of the Underground Railroad.


- One summer after the Second World War, Etienne visits his beloved grand-father near the French town of Mont Brulant. Etienne soon discovers children living in the woods. Grand-père says he’s imagining things. As Etienne unravels the truth of what happened to the children of Mont Brulant, he and Grand-père must together confront an unspeakable tragedy. (Novel)


- Based on the life of young Harriet Tubman, this is the story of her dream of escaping slavery.


- Mr. Wolf feels that he has been framed and treated unfairly by the media and so tells his side of the story.

- The Sneetches and Other Stories is a collection of stories by Dr. Seuss (Theodor Seuss Geisel). It is composed of four separate stories, unrelated except in the fact that most of the stories have important morals.


- The Yooks and the Zooks develop more and more sophisticated weaponry as they attempt to outdo each other.


- A small community changes because it loses its post office, the center of its community. This story shows the interdependence of a community.


- Thembi and her great-grandmother, who has not left the house in many years, go together to vote on the momentous day when black South Africans are allowed to vote for the first time.


- This book helps to distinguish between a dictatorship and democracy. Government officials try to trick children into telling on their parents’ secret meetings by offering a prize for writing the best composition. One boy realizes what happens and writes a composition detailing very ordinary things that his family does.


- This is a story of Ivan and Anna, two newly-weds who emigrate from Ukraine to Canada. During World War I, Ivan is imprisoned in a concentration camp.


- Ian befriends his neighbour, an elderly Chinese man and discovers in himself the courage to accept change.

Spencer, B. (2000). *You Can't Do That in Canada! Crazy Laws From Coast to Coast*. Markham, ON: Scholastic.

- This book looks at some laws that are very outdated, but are still laws. This book is a springboard for discussion about why certain laws are made in the first place, and why they sometimes need to be changed.


- The book deals with prejudice, love, home, baseball, fear, and understanding. It's about Jeffrey Lionel Magee, sometimes known as Maniac Magee, a 12-year-old orphan who is homeless, is a baseball superstar, can run very fast on railroad tracks, and is able to soothe racial tensions in his town of Two Mills. (Novel)
  • This story takes place in Mississippi in the 1930s, and is told by Cassie, a young Black child. An elderly black man and a white store owner test their friendship against a backdrop of racism and peer pressure. (Novel)

  • This is a picture book telling the history of the RCMP.

  • The son of a North Carolina sharecropper recalls the hard times faced by his family and other African Americans in the first half of the twentieth century and the changes that the civil rights movement helped bring the slaves.

  • 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.

  • 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.

  • 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.

  • When Belle Prater disappears, Belle’s boy, Woodrow, comes to live with his grandparents in Coal Station, Virginia. Woodrow’s cousin Gypsy is the town beauty, but she has hidden sorrows and secrets of her own. She wonders how Woodrow can accept his mother’s disappearance when she’s never gotten over her father’s death. That’s when Woodrow tells Gypsy the secret about his mother. (Novel)

  • Korrina is 13 years old, and an active member of her local Nazi youth group. In her youth group she is indoctrinated on Hitler’s goals; she accepts their beliefs without question and knows she must turn in anyone who is “un-German”, particularly anyone who helps the Jews, the enemies of Germany. Korrina discovers that her own parents are hiding a Jewish woman and her five year old daughter behind the wall of Korrina’s bedroom. Now Korrina must wrestle with truth - with what she’s been told to believe and what her conscience tells her. (Novel)

- Search for evidence, gather clues, and discover how science can help solve a mystery. From dusting for fingerprints to analyzing handwriting, these easy, fun-filled activities give you a firsthand look at how detectives and forensic scientists use science to solve real-life crimes.


- 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.


- 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.


- Dominic Cantori has a painful secret. He’s an orphan, and he doesn’t want anyone to know it. During a class trip to the Ellis Island museum, he’s transported back in time – to Italy in 1908! (Novel)


- Levi and his friend Jupiter (who had been born a slave) head south on a poorly planned mission of mercy; Jupiter’s sister Darcy has been captured by slave traders! Follow along as Levi records his adventures in letters to his brother Austin in Oregon, letters which, considering the danger, may never be sent. (Novel)


- Choon-yi travels to North America from China to visit her father only to discover that he has been killed while building the railroad. She is filled with the urge to paint the railway and the train engines and through a magical journey, comes to terms with what has happened to her father and other Chinese railway workers.


- This is a novel that tells the story of a young Chinese boy who sails from China to America to find his father. It is a tribute to the courage and industry of the Chinese-American people.


- A privileged son flees China to work as a labourer on the transcontinental railroad during the 1860s and learns of identity, family loyalty, and ethnic conflict. (Novel)


- A young boy hears the story of how his ancestors came to America to have a better life and build the transcontinental railroad.

- A Taino boy recounts the landing of Columbus and his men in 1492. This book is excellent to discuss the ideas of having different perspectives. (Novel)


- 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.


- 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?


- This story shows how just one little thing that goes wrong can throw everyone’s day off. The opposite holds true too.

**french resources**


- Pauvre Elliot ! C’est ce soir le spectacle, tout est prêt mais le voilà couvert de peinture, des pattes aux oreilles. Seule solution possible : prendre un bain, évidemment ! Espérons que le spectacle commencera à l’heure.


- Elliot l’orignal en peluche s’est fait une échancrure à la patte. Tous veulent l’aider: ruban adhésif, gaze, colle, pince...Castorus a la solution: du fil et une aiguille. Elliot retombe sur ses pattes.


- Elliot et ses amis décident de faire un gâteau pour la fête de Lionel. Mais ce n’est pas aussi simple que ça en a l’air!


- Elliot et Bab construisent un merveilleux bateau à deux places, partent en haute mer et font naufrage. Mouflette n’a pas pu les accompagner, faute d’espace. Viendra-t-elle quand même leur porter secours?


- La ville est envahie de taupinières. La situation devient catastrophique. Heureusement, une solution est trouvée pour faire cohabiter en harmonie hommes et bêtes.


- Comment deux lapins qui étaient voisins devinrent amis sans cesser de se disputer.

- Par bravade, Benjamin la petite tortue se dit capable d’avaler 76 mouches en un clin d’œil. Cette vantardise l’ennuie un peu, mais il gagne son pari en faisant une tarte aux mouches.


- Benjamin trouve un appareil photo. Il l’utilise, photographie ses amis. Son père lui explique qu’il n’avait pas le droit de s’en servir et qu’il doit s’efforcer d’en trouver le propriétaire. Une gentille leçon d’honnêteté.


- Benjamin aime bien mener, mais ses amies n’apprécient guère. Une excellente présentation d’un comportement répandu.


- Benjamin aimerait avoir un petit animal. Lequel? Un texte parsemé de réflexions pertinentes sur le choix d’un animal et les obligations qui l’accompagnent.


- Emeline est aveugle, elle voit à sa façon, elle reconnaît ses amis par divers indices, mais "On ne voit bien qu’avec le cœur". Le texte sobre et sensible est rédigé en braille sur page blanche et, en regard, en caractères cursifs blancs sur fond noir. Un petit album, un grand message.


- Cette histoire raconte le début de l’année scolaire, alors que les enfants reviennent à l’école après les vacances d’été. Malheureusement, l’atmosphère de la classe se dégrade rapidement, laissant place à des commentaires désagréables émis à propos de certains élèves. L’enseignante décide de changer la disposition des pupitres et de les placer en cercle, comme un soleil. C’est un succès. Cette ressource est un excellent point de départ pour une discussion sur l’estime de soi. Elle permet aussi aux élèves de prendre conscience des conséquences de la méchanceté. Toutefois, l’enseignant ou l’enseignante doit s’investir constamment dans cette activité pour en assurer la réussite.


- Cet album réunit deux grands classiques, La Fontaine et Rabier. La présentation est jeune; les illustrations de Rabier sont accessibles à tous, ce qui n’est pas le cas de toutes les fables.

• Une petite fille curieuse comme une belette et trois ours grognons. C'est l'histoire d'une étonnante rencontre qui se prolongera en une belle amitié.


• Un roi qui adore le fromage se trouve envahi par les souris qui l'apprécient aussi... mais vivre avec des souris envahissantes n'est pas du goût du roi. Les conseillers du roi trouvent une ribambelle d'animaux qui délogent les uns et les autres... mais c'est toujours l'envahissement... Seule une idée plus réfléchie et plus sociale permet au roi de retrouver la paix chez lui.


• Gonzague est un loup différent des autres, principalement parce qu'il est végétarien. Roméo, le grincheux au gros nez, en fait sa victime favorite. Gonzague réussit à devenir l'ami des lapins. Son détracteur et ses sbires comptent bien profiter de cette amitié pour croquer quelques lapereaux. Voyant ses copains menacés, Gonzague montre les crocs et met en déroute Roméo et sa bande. La différence de Gonzague n'altère en rien son courage. D'autant que sa démarche est peut-être la bonne! Cette leçon peut s'appliquer à bien des situations de la vie. Les grincheux, les jaloux et les railleurs ont toujours tort. Un récit dont le fond dépasse la forme.


• Une petite fille envie ses petits camarades qui ont toute sorte de choses qu'elle n'a pas. Mais sa maman trouve une chose que seule elle a.


• Six corbeaux picorent la récolte de blé d'un brave fermier. De part et d'autre, ils installent épouvantails et cerfs-volants de plus en plus menaçants. Un hibou entre en scène et instaure la paix entre les deux partis.

- D’après les frères Grimm. Adaptation modernisée d’un conte traditionnel. Les illustrations réalisées avec de la pâte à modeler sont très réussies.


- Un ami du frère de Myriam est insulté par la caricature de Raphaël, l’ami de celle-ci. Ils font tout pour se faire pardonner, encore faut-il que le grand Sam accepte lui-même ses grandes oreilles.

**professional resources**


- In these “fingers-on” activities, students explore the similarities and variations of fingerprints. They take their own fingerprints (using pencil and transparent tape), devise their own classification categories, and apply their classification skills to solve a crime.


- Arthur N. Applebee discusses his study and its conclusions based on “what shapes teachers’ curricular decisions, how these decisions play out in the classroom, and the nature of the curriculum that evolves”.


- In *Crime Lab Chemistry*, students play the part of crime lab chemists to solve a mystery. They discover which of several black pens was used to write a ransom note. This guide capitalizes on students’ enthusiasm for solving mysteries to develop such skills as analyzing data and making inferences. They use the process of paper chromatography to separate the pigments contained in the ink on the ransom note. This same technique is then used to analyze the ink in several pens. Students compare the chromatograms to determine which pen was used to write the note.


- Storytelling and Reading Aloud at Home, at School, and in the Community


- This guide features two imaginative and compelling mysteries, one for younger and one for older students. *Mystery Festival* uses a classroom learning-station format; students study the “crime scene”, then conduct crime-lab tests on the evidence, analyze the results, and try to solve the mystery. Each mystery allows for layers of detection, from the simplest to the more involved, to allow for several grade levels’ participation.

resources

- Within these pages, teachers from first grade through high school detail how they have used picture books in reading and writing classrooms, enriching the literate lives of their students. Professional writers and illustrators like Ruth Councell, Bijou LeTord, and Ann Turner provide an inside glimpse of their creative processes, while poet Georgia Heard examines the close relationship between poetry and picture books. Throughout, experts in children’s literature explore the wealth of picture books for older readers and writers, from the works of Maurice Sendak and Dr. Seuss to David Macaulay and Chris Van Allsburg.


- *Psychology Applied to Teaching* makes sense of educational psychology by demonstrating how complex psychological theories apply to the everyday experiences of in-service teachers. More than one-third of the text is devoted to “Suggestions for Teaching in Your Classroom”, which provide concrete examples of how teachers can use psychological research in real-world teaching situations.


- Bette Bosma and Nancy DeVries Guth have gathered success stories, real stories from classroom teachers who have integrated their schools’ curricula, including science, social studies, and other content areas, as well as accounts of teachers working with at-risk learners and multiaged groups of students.


- From the data collected from students and teachers, the researchers identified numerous themes that indicated why picture books are useful in teaching and learning across the curriculum.

Department of Justice, Canada. (2000). *Canada’s Youth Justice System: A New Approach*.


- Paul Carreiro describes how he has constructed a workable framework for approaching any topic or curriculum in a way that accommodates a range of intelligences.


- This excellent teacher resource provides theory and philosophy regarding law education, and provides many practical ideas such as setting up a mock trial, examples of role plays, specific literature that could be used. McKinnon, A., & Williams. P. (1998). *Exploring the Law Through Forensic Science* is also included in this resource.

- Discover 16 habits of mind and understand the significance of developing these habits as part of lifelong learning.


- Explore real-life examples of how to design units, lessons, and tasks that help students learn and apply academic concepts, including specific tips for core subject-area classes such as math and reading.


- Covers a history of children’s literature.


- Strategies, structures, tools, and stories to help you launch and manage literature circles effectively.


- In *Teaching the Best Practice Way*, Harvey Daniels and Marilyn Bizar present seven basic teaching structures that make classrooms more active, experiential, collaborative, democratic, and cognitive, while simultaneously meeting “best practice” standards across subject areas and throughout the grades. Fully updating and expanding *Methods that Matter* (Stenhouse, 1998), *Teaching the Best Practice Way* adds the stories of twenty more celebrated teachers, including James Beane, Donna Ogle, Franki Sibberson, and others from around the country.


- This resource shows early childhood educators how to examine biases, learn how they influence children, and explore ways to reduce, handle, or even eliminate them. The guide moves beyond multicultural education to creating an anti-bias environment that is developmentally appropriate. Includes a comprehensive bibliography as well as sections on learning about disabilities, gender identity, racial and cultural differences, and how to resist stereotyping.


- This inspiring, practical and highly usable activity book shows how to create peaceful, productive classrooms from the first day of school. Teach students respect, acceptance and conflict resolution skills while also improving writing and language skills – important with today’s emphasis on academics and accountability.
- Available on loan from the University of Saskatchewan Library, call number Theses Educ. E655.

- An interdisciplinary teaching unit available from the Stewart Resources Centre, STF.

- Provides teachers with exciting and practical classroom activities, which can be integrated into the existing curriculum. The handbook is divided into five sections, which explore the global concepts central to education for development: interdependence; images and perceptions; social justice; conflict and conflict resolution; and change and the future. Packed with photographs, drawings and photocopiable materials for use with pupils, this book will help teachers harness the immense pupil motivation generated by global issues.

- Reinforces and expands cooperative learning practices found in *Circles of Learning: Cooperation in the Classroom*, to include the school and district. With thorough descriptions of cooperative learning and its supporting research, the authors explain why cooperation must strengthen schooling at every level.

- The Box City Curriculum teaches how cities are planned, or unplanned; what makes a quality city, and how citizens (yes, kids too!) can participate in the improvement of the built environment. Occupancy permits, role playing name tags, building assignments – all are included and reproducible in this 160-page document.

- *Democracy & Education* is a quarterly journal celebrating, enhancing and reflecting upon the teaching and learning of democracy.

- *Language Arts* is a professional journal for elementary and middle school teachers and teacher educators. It provides a forum for discussions on all aspects of language arts learning and teaching, primarily as they relate to children in pre-kindergarten through the eighth grade. This article focuses on texts that have the power to engage students in “critical” conversations about issues of power and social justice.

- This is an excellent resource for law-related ideas and strategies. It promotes a value-based social studies curriculum.


- This is a comprehensive text about the beliefs, issues, and practices at the forefront of literacy education – language, ethnic, and academic diversity; authentic assessment; social construction of meaning and knowledge – explored through the lens of a cohesive instructional design, the Book Club Program. As such, it provides a well-researched pedagogical model.


- In *Life in a Crowded Place*, Ralph Peterson helps teachers see what it is they do when they bring students together to make a community. The hope here is to show teachers what is going on – to identify and name – so that they can exercise greater control over their work and understand the kind of learning community they are making (or need to make) and how that community functions to influence the quality of learning and life in elementary and middle school.


- Promote cooperation, respect for others, self-esteem, and literacy with these meaningful writing and art activities. This practical resource is brimming with easy and fun ideas for fostering a harmonious classroom community including: Autobiographies in a Bag, “Quilt of Many Faces”, Class Compliments Book, PLUS dozens of great strategies.

Public Legal Education Association of Saskatchewan, Inc. (1996). *Teaching Human Rights*. Saskatoon, SK.

- Human rights areas covered are: rights and responsibilities; stereotyping and discrimination; human rights laws; and student’s rights. The guide includes the Charter, the Saskatchewan Human Rights Code, the Universal Declaration of Human Rights, and the Declaration of the Rights of the Child. (Grades 1-12)


- In *Literature as Exploration*, Rosenblatt presents her unique theory of literature and focuses on the immense, often untapped, potential for the study and teaching of literature in a democratic society.


- The Instructional Strategies Series is a set of 18 documents on a variety of instructional approaches. Each document is practical, inviting and reflective of the day-to-day experiences of classroom teachers. *Opening the Door to Cooperative Learning*, number five in the series, is available from Saskatchewan Instructional Development and Research Unit, Faculty of Education, University of Regina.

- The series, Diversity in the Classroom, consists of seven documents on the themes of multicultural education, teaching pro-social skills, creating positive classroom environments, First Nations and Métis education, gender equity, the integration of special needs students and a foundational document for the series. A practical and research-based resource for educators dealing with classroom management and student discipline. Planning Together: Positive Classroom Environments, number four in the series, is available from Saskatchewan Instructional Development and Research Unit, Faculty of Education, University of Regina.


- Every issue of The Reading Teacher includes a host of practical, hands-on ideas for the classroom, each one based on sound theory. Regular columns on such topics as struggling readers, family literacy, urban education, and technology give you insight on important issues in literacy teaching and learning. Process drama is an instructional tool that supports literacy development and fosters students' imaginative capabilities.


- While focusing on discrimination based on race, gender, class, and age, the second edition also addresses bias based on religion, mental and physical ability, sexual orientation, and language. It provides educators an inclusive framework for thinking about diversity and responding practically to all these forms of difference in their classrooms.


- This item is available from The Stewart Resources Centre, Saskatchewan Teachers’ Federation.


- This is a good resource to integrate Math activities into a Mystery theme. Suggested use: Grade 2-5.


- Uses literature discussion as a vehicle for encouraging fourth-grade students to reflect critically on injustice in their own lives. Notes that reflection is a basic skill and an important reading strategy all too often ignored or unacknowledged. Suggests that reflection is the very core of learning rather than an extra or supplementary reading activity provided exclusively for good readers.

- In this contributed collection, twenty-three teachers explain their successful strategies for teaching the social studies disciplines in a whole language context. *If This Is Social Studies* covers contemporary subjects (the Gulf War), traditional topics (students as historians), well-known projects (Scottish Storyline), social studies in the community, and multicultural matters.


- In *Teaching With Picture Books in the Middle School*, author Iris McClellan Tiedt explores the wonderful possibilities of the picture book for middle school teachers. Teachers who may not have considered using these books with students in grades 6-8 will learn how picture books stimulate thinking, speaking, listening, reading, writing, and media literacy in the classroom, and provide exciting information about all kinds of subjects that cross the curriculum. Throughout the book the author suggests various methods for engaging older students with specific books and presents many teaching suggestions, including a section of reproducible lesson plans.


- This book presents a unique selection of Vygotsky’s important essays, most of which have previously been unavailable in English. Vygotsky applies his theoretical framework to the development of perception, attention, memory, language, and play, and he examines its implications for education.


- This resource gives an account of language acquisition, talk in the classroom, narratives, and responses to literature. It gives the teacher an initial look at the research of language learning. Each chapter includes objectives, reflection boxes, scenarios, and samples of students’ language. The author emphasizes the cultural diversity of western Canada.


- *Educational Psychology* offers an unparalleled blend of the most current theory, research and practice in this updated and refined third Canadian edition. The new edition also features increased and expanded Canadian content along with new and updated pedagogical aids. The text presents the student with a well-rounded, focused perspective on the subject of educational psychology. The author team illustrates concepts and theories with examples and analogies, and then explores the implications for practice in real life.

- This theory-into-practice book presents Writing and Sharing Connections, an instructional methodology for grades 3-5 which provides a way to hear students’ voices, view students as individuals, assess and learn from students, promote content area learning, and encourage creative thinking.


- In order to construct opportunities for differentiating between tolerant and intolerant actions, two teachers utilize practices of inquiry that echo a quotation from the Talmud that learners learn to see and make visible certain phenomena in order to understand and learn from what is made visible, and to take action individually and collectively on what is learned.

**web sites**

www.civiced.org (Center for Civic Education)
- Has curricular materials.

www.helpingbooks.lib.oh.us (Helping Books Connection)
- Contains excellent book lists with the theme of social issues.

www.educ.sfu.ca/cels (Centre for Education, Law & Society (CELS))
- This CELS site contains articles, lesson plans, links to other lesson plans as well as numerous other legal connections.

www.carolhurst.com (Carol Hurst’s Children’s Literature Site)
- Author and book searches.

www.philosopher.org
- Ideas for how to start Socratic dialogue in your classroom.

www.edlawcanada.com (Education Law Infosource Ltd.)

**french professional resources**


- Voici donc un excellent guide d’accompagnement qui vous permettra d’identifier, de nourrir et de soutenir les aptitudes de chacun de vos élèves, dans leurs forces particulières.

- Ce guide pratique . . . vous propose de nombreuses feuilles reproductibles et diverses avenues et méthodes pour organiser votre classe au quotidien et créer des centres d’apprentissage; lancer un programme fondé sur les intelligences multiples; initier vos élèves et les parents à cette nouvelle approche; élaborer des plans de cours et des modes d’évaluation et d’autoévaluation de l’élève.


- Il existe deux volumes remplis d’idées et de conseils. Le premier volume est un guide sur la gestion de classe participative. En plus de nous éclaircir sur ce style d’apprentissage, on nous explique comment développer une approche centrée sur l’élève et comment créer un climat motivant dans notre classe. D’autres sujets y sont également abordés. Dans le volume deux, on retrouve des outils organisationnels très concrets. Des grilles de travail, des modèles d’intervention, des contrats de travail.


- Les jeux coopératifs favorisent le travail d’équipe, l’harmonie, la collaboration et le partage. Ces valeurs fondent une philosophie de la vie basée sur la participation de tous et la réussite collective. Le recueil d’activités ludiques est classé en 5 chapitres : jeux pour faire connaissance, jeux pour entrer en contact, jeux actifs, jeux pour moments plus calmes et jeux de parachute.


- Cet ouvrage s’adresse à tous ceux (éducateurs, animateurs, enseignants,...) qui ont décidé d’intégrer les principes de l’apprentissage coopératif à leur pratique éducative. Pour y parvenir, ce livre propose de multiples ressources en vue d’aider les enfants et les adolescents à développer leurs capacités de travailler ensemble à la résolution de problèmes, à mettre leurs forces à contribution pour accomplir une tâche, à s’ouvrir à la différence et à prendre leurs responsabilités en tant que membres d’un groupe, en tant qu’apprenants.


- Ce document donne des conseils pratiques pour enseigner la culture dans les classes d’immersion. On offre aux enseignants un exemple d’enseignement et des activités basées sur une démarche de pédagogie interculturelle qui encourage la communication et la connaissance de soi et des autres. Plusieurs activités s’intègrent très bien au programme d’études pour le niveau élémentaire. Les activités suggèrent les objectifs, la durée, le déroulement, etc. Ce livre a une bibliographie annotée. L’appendice contient les fiches reproductibles des activités.
  • Destiné aux enfants de 4 à 7 ans.

**teacher self-reflection**

Consider the following pairs of statements in the context of your classroom and teaching styles. Decide which technique best reflects your teaching methods and circle the appropriate number.

On the first pair of statements, for example, if you never require your students to take risks, you would circle 1; if you always require your students to take risks, you would circle 5; or if the amount of risk taking falls somewhere in between, you would circle either 2, 3, or 4 depending on the balance in your classroom between these two statements.

Add up your results and compare the total score to the teacher profiles at the end of this activity.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students take few risks.</td>
<td></td>
<td></td>
<td></td>
<td>Students must take risks.</td>
<td></td>
</tr>
<tr>
<td>2. Students listen, observe, and contribute to discussions.</td>
<td></td>
<td></td>
<td>Students actively solve problems and take notes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Often students are not expected to prepare much for class.</td>
<td></td>
<td></td>
<td>Students must be prepared to actively contribute and as a result there are high expectations for preparation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Students may remain anonymous in the class without having to communicate with anyone.</td>
<td></td>
<td></td>
<td>Students must participate in a very public forum.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Attendance is determined by individual choice.</td>
<td></td>
<td></td>
<td>Attendance is mandated by membership in the group.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Competition is the focus. Students collaborate.

Students learn independently. Students learn interdependently.

Students determine their own responsibilities. Responsibilities are determined by the membership in a community.

Students identify who they are. Identity is determined through membership in a group.

The primary sources of knowledge are the 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.

Students’ efforts focus on reaching external objectives. Students focus on relevant, complex meaningful and authentic problems.

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.

Knowledge is structured as it is taught, for example, the skills of problem-solving. Skills such as problem-solving are learned in context.

Content is most important. The process of thinking is the most important.

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.

1 2 3 4 5
Content is learned in context.

1 2 3 4 5
Someone other than the student is responsible for student learning.

1 2 3 4 5
Students are responsible for their own learning and constantly self-evaluate.

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”.
notes
notes
Elementary Justice (Grades 4-5) 
Resource Evaluation Form

Your opinion matters! Please take a few minutes to complete this form and return it to PLEA by mail or fax, or visit www.plea.org/feedback to submit your opinion electronically.

Please indicate your agreement with the following statements...

Learning Outcomes

1. The handouts and activities were at an appropriate reading and interest level for students.
   - Strongly Agree
   - Agree
   - Neutral
   - Disagree
   - Strongly Disagree

2. The lessons in this publication engaged students in learning about law.
   - Strongly Agree
   - Agree
   - Neutral
   - Disagree
   - Strongly Disagree

3. The questions and activities were an appropriate means of evaluating learning objectives.
   - Strongly Agree
   - Agree
   - Neutral
   - Disagree
   - Strongly Disagree

4. My students know more about this area of the law than they did before I used this resource.
   - Strongly Agree
   - Agree
   - Neutral
   - Disagree
   - Strongly Disagree

Teaching Outcomes

1. The background information and lesson procedures were appropriate for my teaching needs.
   - Strongly Agree
   - Agree
   - Neutral
   - Disagree
   - Strongly Disagree

2. This resource was relevant to my class and unit of study.
   - Strongly Agree
   - Agree
   - Neutral
   - Disagree
   - Strongly Disagree

3. How would you rate this material compared to other law-related teaching resources?
   - 1 2 3 4 5 6 7 8 9 10
   - Poor
   - Average
   - Excellent

4. Overall, how satisfied were you with this resource?
   - 1 2 3 4 5 6 7 8 9 10
   - Not Very Satisfied
   - Satisfied
   - Very Satisfied

Other Comments?

_____________________________________________________________________
_____________________________________________________________________

Thank you for assisting us today!

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