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public legal education association of saskatchewan
youth and schools program



elementary justice

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



a teacher's guide
kindergarten - grade one



credits

Version 1.1 (2002)

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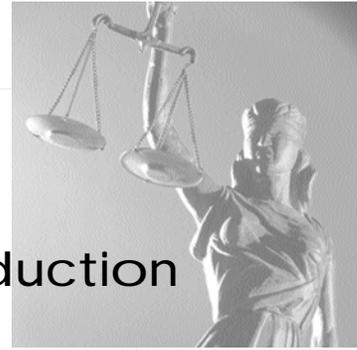
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introduction

executive summary

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

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.

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

background

the Youth Justice Renewal Initiative

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

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

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

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

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

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

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

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

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

the Youth Criminal Justice Act (YCJA)

The Preamble to the *YCJA*³ 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.
- 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.

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

the role of schools in the YJRI

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

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.

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

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

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

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

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

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

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

what does LRE in the elementary school classroom look like?

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

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

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

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

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

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

curriculum connections

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

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

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

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

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

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

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SCIENCE⁵

Factors in the dimensions of scientific literacy:

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

SUGGESTED INSTRUCTIONAL APPROACHES/
ACTIVITIES: Flowcharts

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

MATH⁶

- 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.

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

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

ARTS
EDUCATION⁷

- 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?

HEALTH⁸

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

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

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

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SOCIAL STUDIES⁹

- 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 ARTS¹⁰

- 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

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

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



teaching foundations

the learning process

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

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

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

interdependence

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

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

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

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

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

images and perceptions

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

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

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

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

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

social justice

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

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

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

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

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

conflict and conflict resolution

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

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

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

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

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

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change and the future

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

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

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

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

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

moral development

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

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

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

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

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

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

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

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

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

MORALITY OF COOPERATION: Generally from age 10 or 11

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

classroom context

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

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

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

building self-esteem and social community

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

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

cooperative learning and helping relations

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

moral reflection

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

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

participatory decision making

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



instructional approaches

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

Kindergarten and Grade One students are learning what is and what is not appropriate in their encounters with each other and the school community. The day is filled with situations involving rules, respect, and responsibility. The curriculum covers aspects such as:

- family life
- communication skills
- conflict resolution
- exploring options
- fairness
- values
- similarities and differences in people
- respect
- listening
- cooperation
- making friends
- relationships in the classroom
- avoiding dangerous situations
- using sources of support such as parents and teachers
- making and keeping promises

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 that have been included represent good teaching practices and are ways of 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.

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

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

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

author studies

Many authors write books that deal with justice issues. There are many series appropriate for K-1 students in which the authors deal with such issues. The *Franklin* series involves Franklin in situations such as where he lies, takes something that belongs to someone else, or doesn't play fair. Lio Lionni's stories deal a lot with cooperation, sharing, getting along. Brian Wildsmith's books also deal with issues such as cooperation, similarities and differences, and relationships.

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

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

bill of rights and responsibilities

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

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

Although this process was carried out with Grade Four students, the aspects of it that could be done with Kindergarten to Grade One students are included here.

- on the first day of school, students share their thoughts regarding the meaning of community. Together, with the teacher, they prepare a list of class rules.
- the teacher introduces the words: *rights*, *respect*, and *responsibility* (the 3 R's) and creates conditions for students to understand that each "R" cannot stand alone. Group sharing follows.
- students interview parents for their understanding of the 3 R's (this could be a letter sent home)
- after sharing, discussing, and revising their understandings of the 3 R's, students 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.

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- students draw themselves demonstrating respect and taking action in the larger school setting. This could become a bulletin board display.

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

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. For example, students could be asked to brainstorm ideas about topics such as what it means to be fair, what a rule or law is, what they think a lawyer does, or what they think the consequences should be for a crime or wrong-doing.

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

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 to others, for example, *The Berenstain Bears to the Rescue* or *The Berenstain Bears Don't Pollute (Anymore)*. Discuss how the main 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 to 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.

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

cooperative/collaborative learning

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

Cooperative learning is not simply putting students into groups to complete a task. 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 cooperative learning, the goal is not necessarily consensus.

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.

An example of cooperative/collaborative learning is literature circles, an approach discussed later in this section. Problem solving tasks in Math can also involve students in cooperative/collaborative thinking.

Law-related example: Set up 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.

YCJA PRINCIPLES: respect for differences, involvement of community, extra-judicial measures

flow charts

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

1. Make a chart for each book read.

TITLE	BULLY	VICTIM	METHOD OF DEALING	OUTCOME

2. Place six or seven sentences summarizing the action of a book on movable strips of paper. Move them around until they fit the proper sequence of events. Use arrows to show how one event leads to others and highlight the climax in some way. Adjust the number of sentences to the age group you are working with.

¹¹Saskatchewan Professional Development Unit, *Opening the Door to Cooperative Learning*, 1991.

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3. Keep adding books and discuss which of those ways of dealing with bullies have ever worked for students. Is the resolution in the books believable? What would be some alternatives? What might be some outcomes, good or bad?

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

habits of mind

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

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

Art Costa has identified the following habits of mind:

- 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.

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- Thinking Independently: Cooperative humans realize that all of us together are more powerful, intellectually and/or physically, than any one individual.
- The Humility of Continuous Learning: Insanity is continuing to do the same thing over and over and expecting different results.

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

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

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

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

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

EXAMPLE: TEACHING "PERSISTENCE"

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

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

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

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

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

interdependence

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

Take photographs of the various people who have roles in the school, for example, student, librarian, caretaker, teacher, and so on. Label each picture with the person’s name and role. Next, have the students work in pairs to 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 and other students guess who the helper is. Discuss with students the interdependency of these roles and how the school functions well when everyone follows the same rules.

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

YCJA PRINCIPLES: involvement of community, respect for values

journals

Writing entries in a journal helps students become 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. Kindergarten and Grade One students can keep a journal. They can draw a picture and write a sentence or the teacher can print what the student dictates.

Law-related example: draw a picture or write a sentence telling how someone has helped you solve a problem on the playground.

YCJA PRINCIPLE: involvement of community

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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 the 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.

Literature circles can be carried out with K-1 students. One way is to choose books by a particular author or a specific theme, and have the students work with a partner. As they browse through the books, have them talk to each other about such things as:

- How do you think the people (you could name a specific character) are being treated in this story?
- How are people helping each other in this story?
- How are the children being safe in this story?
- How did a particular character change his/her behaviour or solve a problem?

Children in this age group are quite capable of coming up with philosophical questions at their level. They will need to be taught what one does in carrying on a discussion (what good listeners and speakers do), but with practice this will become more natural.

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

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. Students need background information on the situation. To begin with, the teacher should model this type of activity, preferably with another adult, and then with another student.

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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, restorative conferencing

storytelling

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

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

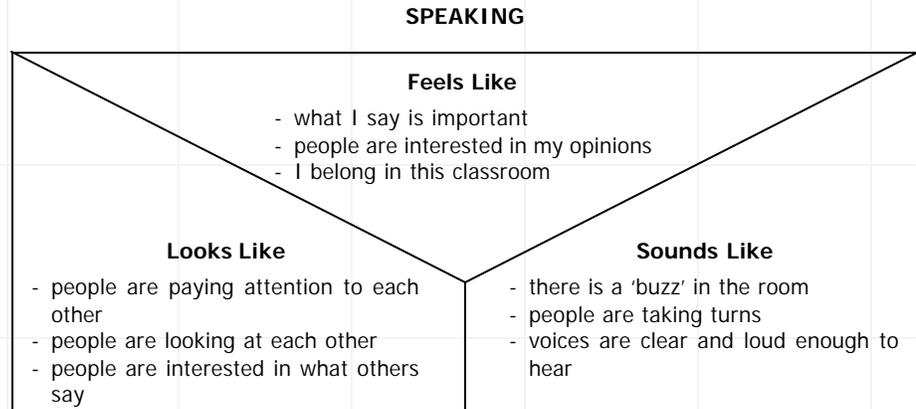
For more information on storytelling, see the book *Tell Me Another* by Bob Barton.

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

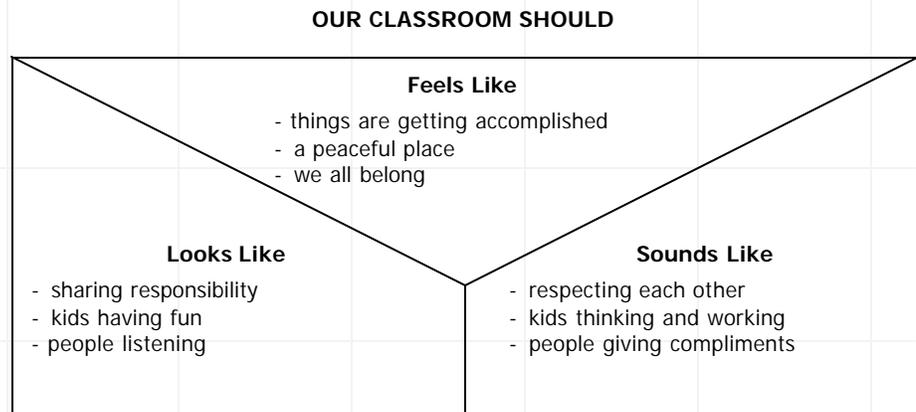
t and y charts

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

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



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



Or a T Chart:

CONFLICT

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

YCJA PRINCIPLES: respect for values, respect for differences

elementary justice

think aloud

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

the virtues project

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

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

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

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

LAW-RELATED EXAMPLES:

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

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

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

what's fair?

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

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

YCJA PRINCIPLE: due process rights

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 PRINCIPLE: involvement of family and community



classroom visits by lawyers

introduction

Interaction with a variety of adult role models who work within our legal system adds credibility and reality to the curriculum and is a powerful influence on development of positive student attitudes toward the law. Appropriate use of resource persons in the classroom (e.g. lawyers, judges, police officers, legislators, etc.) is strongly associated with increased student interest in LRE, positive responses to teachers and the school, and shifts from delinquent to non-delinquent peer associations. Of course, these adult role models should exhibit behaviors sought in students and be prepared in advance to make contributions to the courses that are consistent with the objectives of LRE.¹²

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.

¹²Carolyn Pereira, *Law-Related Education in Elementary and Secondary Schools*, ERIC Digest, 1988-06-00 (http://www.ed.gov/databases/ERIC_Digests/ed296948.html).

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

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

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

visiting the classroom

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

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

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

things to remember for scheduling the visit:

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

suggested lesson plans

lesson one

BOOK

Franklin Fibs

By Paulette Bourgeois (Kids Can Press, 1991)

Franklin's habit of telling his friends lies leads him into real trouble. He tells his friends that he can swallow seventy six flies in the blink of an eye. He knows that he can't do it, and now he must deal with the situation. He talks to his parents who listen, but don't tell him what to do. Eventually he realizes that telling his friends the truth is the best solution.

LAW-RELATED CONCEPTS

- truth
- sources of support
- honesty

YCJA PRINCIPLES

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

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

Other Franklin books could be read by the teacher. Franklin learns about honesty when he finds a camera and uses it before he finds out who it belongs to in *Finders Keepers for Franklin*. His parents help him to come to a solution to the problem. In *Franklin is Bossy*, Franklin learns that it is okay to apologize if you have a disagreement with a friend. Franklin's parents play a supportive role in this story as well. By listening to and discussing these stories, children will be introduced to concepts such as honesty and telling the truth. They will also learn that adults can help them to work through a problem.

LAWYER'S ACTIVITY

1. After introductions and discussion about your job as a lawyer, tell the students that you have been told that their teacher has been reading *Franklin* books to them, and that you would like to hear about some problems that Franklin had and how he solved them. (If a Franklin puppet or stuffed toy is available, introduce Franklin.) Guide the students in their discussion so that they focus on Franklin's initial dishonesty and bossiness and then the change in him. Ask questions about how he solves the problem: he talks it over with his parents and comes up with a solution. Discuss how at times people come to lawyers for help if they run into a problem. Sometimes they need help because they have done something they shouldn't have done and they are in trouble, and sometimes it is because someone did something wrong towards them. Give concrete examples of situations that are appropriate for this age group.

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2. Tell students that you are going to read another Franklin story called *Franklin Fibs* and you would like them to think about what he does that is wrong and how he changes that. As you read the story, stop periodically to ask questions such as:
 - Why do you think Franklin would tell such a big lie?
 - What do you think Franklin should do now that he's in this situation?
 - What do you think his parents should do?

When the book is finished ask students what happened to Franklin when he told a lie (he was worried and lonely). Reassure students that all of us make mistakes because we want to impress our friends or just because we don't think before we act, but it's never too late to change our behaviour. Sometimes people come to see lawyers when they have made a mistake, and a lawyer will give them advice and help them figure out a way to make a change in their behaviour.

FOLLOW-UP ACTIVITY

Ask the students to draw a picture that you could either take to your office now or that the teacher could send at a later date. Some suggestions:

- Draw Franklin's face showing how he felt when he told a lie and when he told the truth (this could be done on a page titled "Before/After")
 - Draw a picture of your favourite part of the story (an adult could print a sentence about the picture)
3. As the students are working, mingle with them and comment on their pictures. Thank the students for your visit.

lesson two

BOOK

Tops & Bottoms

By Janet Stevens (Scholastic, 1995)

Hare takes advantage of Bear's laziness to embark on a business venture. He promises to do the planting and harvesting and share the profits. He asks Bear whether he would like the tops or bottoms. When Bear answers "tops", he plants carrots. Bear is left with the tops and Hare gets the bottoms. Next time, Bear chooses bottoms, and Hare plants lettuce, broccoli and celery. Bear of course feels cheated and chooses both tops and bottoms for the next planting. Hare responds by planting corn. Bear gets the roots and tassels, and Hare gets what is in the middle: the ears of corn. Bear finally learns that laziness does not pay and plants his own crop. The two become friends, but never business partners.

LAW-RELATED CONCEPTS

- justice
- honesty
- stereotyping
- fairness
- responsibility

YCJA PRINCIPLES

- respect for values
- due process rights
- victim's input
- respect for differences
- restorative conferencing

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

Read and discuss the book *The Lazy Bear* by Brian Wildsmith (Oxford: Oxford University Press. 1973.). Bear finds a wagon and enjoys riding down a big hill. Eventually he gets tired of pushing the wagon up the hill. He convinces his animal friends to push him up the hill, with the promise that they can ride down with him. Bear learns his lesson when his friends get tired of being bullied by him, and send him down the other side of the hill into a pool of water. They help him out, but now it is his turn to push them up the hill. Bear finally apologizes, and the friends all help push the wagon together.

LAWYER'S ACTIVITY

Ask students what Bear did that was unfair to his friends in *The Lazy Bear*. Read and discuss *Tops & Bottoms*. Compare the two stories. This would also be a good opportunity to discuss stereotypes. In both books, the bears are described as 'lazy'. Ask students if they think this is fair. In these stories, some of the characters did something that was not fair. Sometimes people come to lawyers for business advice so that things will be fair when they are buying or selling something.

FOLLOW-UP ACTIVITY

Create a mural showing Bear and his animal friends cooperating by pushing the wagon up the hill or one showing all the animals riding down the hill in the wagon. A large wagon could be constructed by the teacher. Students would then place their animals in the wagon.



teacher resources

classroom and teacher resources

Aardema, Verna. Why Mosquitoes Buzz in People's Ears. New York, NY: Scholastic. 1975.
This story's theme: Willingness to be accountable for your own actions without blaming others.

Albert, Richard. Alejandro's Gift. San Francisco, CA: Chronicle Books. 1994.
This book provides a powerful environmental lesson - Alejandro learns a lesson about nature and friendship.

Ahlberg, Janet & Allan. The Jolly Christmas Postman. Great Britain: William Heinemann Ltd. 1991.
The Jolly Postman delivers letter to and from fairy tale characters.

Asch, Frank. Moonbeam's Dream. New York, NY: Simon & Schuster Books for Young Readers. 1999.
This book demonstrates that just because we would like to think our behaviour will not cause us problems and that all we have to do is pretend that we are "dreaming", the truth is that our behaviour does have consequences, even if someone else "cleans-up" after our behaviour.

Backstein, Karen. The Blind Men and the Elephant. Toronto, ON: Scholastic. 1992.
Six blind men each get a limited understanding of what an elephant is by only feeling part of it.

Bannatyne-Cugnet, Jo. From Far and Wide. Toronto, ON: Tundra Books. 2000.
A young girl becomes a Canadian and takes part in a citizenship ceremony.

Berenstain, Stan & Jan. The Bear Detectives and the Case of the Missing Pumpkin. New York, NY: Random House. 1975.
The bears solve the mystery although Papa Bear is quick to blame.

Berenstain, Stan & Jan. The Berenstain Bears to the Rescue. New York, NY: Random House. 1983.

Berenstain, Stan & Jan. The Berenstain Bears Forget Their Manners. New York, NY: Random House. 1985.
The bears learn a lesson about the consequences of rudeness and the importance of making a plan.

Berenstain, Stan & Jan. The Berenstain Bears Don't Pollute (Anymore). New York, NY: Random House. 1991.
The Bears form The Earthsaver's Club because of their concern for pollution and the waste of natural resources.

Berenstain, Stan & Jan. The Berenstain Bears and Too Much Teasing. New York, NY: Random House. 1995.
The Berenstain Bears learn that teasing is part of life, but is not desirable.

- Berenstain, Stan & Jan. The Berenstain Bears and the Blame Game. New York, NY: Random House. 1997.
Members of the Bear family try to solve their problems without playing the blame game of arguing over who is responsible for every disaster.
- Bogart, Jo Ellen. Jeremiah Learns to Read. Richmond Hill, ON: North Winds Press. 1997.
Jeremiah, an elderly man is taught to read by children. He, in turn, teaches them many life skills such as how to whittle and how to make applesauce.
- Bourgeois, Paulette. Franklin Fibs. Toronto, ON: Kids Can Press. 1991.
Franklin learns a lesson about telling lies.
- Bourgeois, Paulette. Franklin is Bossy. Toronto, ON: Kids Can Press. 1993.
- Bourgeois, Paulette. Franklin Plays the Game. Toronto, ON: Kids Can Press. 1995.
Franklin learns that teamwork is important and that winning isn't everything.
- Bourgeois, Paulette. Finders Keepers For Franklin. Toronto, ON: Kids Can Press. 1997.
Franklin finds something and uses it before it is returned.
- Brett, Jan. The Wild Christmas Reindeer. Toronto, ON: Scholastic. 1990.
Teeka helps Santa get the reindeer ready to fly. When they get all tangled up, she discovers that patience and a calm attitude is much more effective than a loud, yelling voice.
- Brett, Jan. Christmas Trolls. Toronto, ON: Scholastic. 1993.
Two trolls steal Treva's Christmas toys and decorations, and when she gives them these things as gifts, they return her kindness by giving her a gift.
- Brown, Marc. Arthur's Computer Disaster. Toronto, ON: Little, Brown and Company. 1997.
Arthur learns a lesson about taking responsibility for his actions when he touches the computer that his mother asked him not to touch.
- Cosgrove, Stephen. Hucklebug. Los Angeles, CA: Price/Stern/Sloan Publishers. 1980.
If a mistake teaches a lesson, the mistake will go away.
- Cowen-Fletcher, Jane. It Takes A Village. New York, NY: Scholastic. 1994.
The story is based on the African proverb, "It takes a village to raise a child". On market day in Benin, Yemi tries to watch her little brother and finds out that the entire village is watching out for him, too because it is a close-knit community.
- Crary, Elizabeth. I Want It. Seattle, Washington: Parenting Press, Inc. 1996.
This is a children's problem-solving book. Children make choices and think of consequences for different alternatives.
- Crary, Elizabeth. Amy's Disappearing Pickle. Seattle, Washington: Parenting Press, Inc. 2001.
Another problem-solving book.
- DiSalvo-Ryan, DyAnne. City Green. New York, NY: Morrow Junior Books. 1994.
A torn down building in the city leaves a vacant lot that fills with trash. Then Marcy has a wonderful idea and with the help of her neighbours turns a useless lot into a garden for everyone.
- Durell, Ann & Sachs, Marilyn. (Eds.) The Big Book For Peace. New York, NY: Dutton Children's Books. 1990.
This is a collection of stories and poems by well-known authors that portray the wisdom of peace and the absurdity of war.
- Eyvindson, Peter. Red Parka Mary. Winnipeg, MB: Pemmican Publications Inc. 1996.
A young boy realizes that his neighbour is very friendly in spite of the rumours that he has heard.

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- Fair, Sylvia. The Bedspread. New York, NY: Morrow Junior Books. 1982.
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.
- Falconer, Ian. Olivia Saves The Circus. New York, NY: Atheneum Books for Young Children. 2001.
Olivia recounts her summer vacation to her class. After she has finished telling how she saved the circus when all the performers were ill, the teacher questions the truth of her story. This is an excellent discussion starter about fact and fiction and about what we wish for and what is.
- Granowsky, Dr. Alvin. Austin, TX: Steck-Vaughn. 1996.
This series of books features fairy tales that present another point of view by having children flip over the book to read the story from a different viewpoint. The following are some of these stories:
- *Goldilocks and the Three Bears/Bears Should Share*
 - *The Three Billy Goats Gruff/Just a Friendly Old Troll*
 - *Jack and the Beanstalk/Giants Have Feelings, Too*
 - *Henny Penny/Brainy Bird Saves the Day*
 - *The Little Red Hen/Help Yourself, Little Red Hen*
 - *The Tortoise and the Hare/Friends at the End*
- Graves, Keith. Pet Boy. San Francisco, CA: Chronicle Books. 2001.
After having been kidnapped and taken into space to become a pet for an alien creature, Stanley finally learns to be responsible for his many pets at home.
- Henkes, Kevin. Chrysanthemum. New York, NY: Greenwillow Books. 1991.
Chrysanthemum loves her name until she goes to school and other children make fun of it. Her teacher helps her to feel good about it again.
- Hoban, Russell. Best Friends For Frances. New York, NY: Harper & Row. 1969.
When Francis is not allowed to play with the boys because of a no-girls rule, she makes up her own rule of no-boys. The story is one of friendship and how some rules just don't make sense.
- Hoffman, Mary. Amazing Grace. Toronto, ON: Scholastic. 1991.
Grace finds out that being a girl shouldn't stop her from doing what she wants.
- Jennings, Sharon. Franklin Runs Away. Toronto, ON: Kids Can Press. 2001.
Franklin finds out that his family really is supportive.
- Klamath County YMCA Family Preschool. The Land of Many Colors. New York, NY: Scholastic. 1993.
Preschoolers present their views on conflict resolution and solving problems. The book is a celebration of differences and shows that working together really is better.
- Lionni, Leo. Little Blue and Little Yellow. Toronto, ON: Scholastic. 1959.
Theme: cooperation.
- Lionni, Leo. Six Crows. New York, NY: Alfred A. Knopf. 1988.
Six crows and a farmer are at odds. Theme: Simple solutions can work magic.
- Lionni, Leo. Swimmy. New York, NY: Pantheon. 1968.
A fish learns that teamwork is important. A group of fish makes a plan to protect themselves in a peaceful way.
- Lionni, Leo. It's Mine! New York, NY: Alfred A. Knopf. 1986.
Three frogs can't stop fighting. They learn a lesson in a storm when cooperation saves their lives.

- Lorbiecki, Marybeth. Sister Anne's Hands. New York, NY: Dial Books For Young Readers. 1998.
Seven-year-old Anna has her first encounter with racism in the 1960's when an African-American nun comes to teach at her parochial school.
- Mahy, Margaret. Beaten By a Balloon. New York, NY: Viking. 1997.
Sam doesn't agree with his family's rule of no violent toys. In a humorous story, Sam helps to catch a bank robber in the middle of a holdup in a peaceful way, which contrasts sharply with his friend's method of trying to scare the robber with a toy gun.
- Marshall, James. Goldilocks and the Three Bears. New York, NY: Puffin Books. 1988.
- McGovern, Ann. The Lady in the Box. New York, NY: Turtle Books. 1997.
A woman lives in a box and two children try to help her although they are in a dilemma about whether or not to tell their mother.
- McKissack, Patricia. The Honest-to-Goodness Truth. New York, NY: Atheneum Books for Young Readers. 2000.
Ever since Libby started telling the truth, everyone is mad at her. She learns the right and wrong way to tell the truth.
- Morrison, Meighan. Long Live Earth. Toronto, ON: Scholastic. 1993.
This book is about preserving the environment and what children can do.
- Munsch, Robert. We Share Everything. Markham, ON: Northwinds. 1999.
- Norfold, Bobby & Sherry. The Moral of the Story: Folktales for Character Development. Little Rock: August House, Inc. 1999.
This book includes many folktales as well as ways to use them and introduce the concept of justice. There is also an extensive bibliography included at the end of the book.
- Pfister, Marcus. The Rainbow Fish. New York, NY: Scholastic. 1992.
Theme: cooperation and sharing.
- Pinkwater, Daniel. The Big Orange Splot. New York, NY: Scholastic. 1977.
One person on a street where all the houses look alike, paints his house to reflect his dreams. His neighbours rebel at first, but then get carried away by his vision.
- Polacco, Patricia. Thank You, Mr. Falkner. New York, NY: Philomel Books. 1998.
Trisha's reading difficulty makes her feel dumb. A new teacher helps her overcome her problem and also helps deal with a situation of bullying from another student.
- Polacco, Patricia. Welcome Comfort. New York, NY: Philomel Books. 1999.
A lonely foster child who is being bullied is assured by his friend the school custodian that there is a Santa Claus and discovers the truth one surprising Christmas Eve.
- Polacco, Patricia. Mr. Lincoln's Ways. New York, NY: Philomel Books. 2001.
Mr. Lincoln, the principal in a school, discovers that Eugene, the school bully, knows a lot about birds. He uses this interest to help Eugene overcome his intolerance.
- Popov, Nikolai. Why? New York, NY: North-South Books Inc. 1996.
A frog sits peacefully in a meadow when suddenly, he is attacked by a mouse in a confrontation that quickly turns into a full-scale war.
- Prelutsky, Jack & Smith, Lane. Dr. Seuss: Hooray for Diffendoofer Day. New York, NY: Alfred A. Knopf. 1998.
The students of Diffendoofer School celebrate their unusual teachers and curriculum that emphasize learning how to think.
- Reitano, John. What If Zebras Lost Their Stripes? Mahwah, NJ: Paulist Press. 1998.
If the zebras lost their stripes and became different from one another, some white and some black, would they turn and fight each other and stop living life as loving friends?

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- Roche, P.K. Plaid Bear and the Rude Rabbit Gang. New York, NY: Dial Press. 1982.
There are consequences for the rude rabbits who break all sorts of rules.
- Schertle, Alice. Down the Road. San Diego, CA: Browndeer Press. 1995.
Hetty tries to be careful with the eggs she has been entrusted to bring home, but when they break she has to figure out how to tell her parents. The story depicts the friendly world that awaits a child's first steps toward independence.
- Scieszka, Jon. The True Story of the Three Little Pigs. New York: Scholastic. 1989.
Mr. A. Wolf feels that he has been framed and treated unfairly by the media and so tells his side of the story.
- Sharmat, Marjorie. A Big Fat Enormous Lie. New York: Trumpet Club. 1978.
A lie that turns into a monster follows a young boy around until he decided it's better to tell the truth.
- Spalding, Andrea. Me and Mr. Mah. Victoria, BC: Orca. 1999.
Ian befriends his neighbour, an elderly Chinese man and discovers in himself the courage to accept change.
- Stevens, Janet. Tops & Bottoms. New York: Scholastic. 1995.
Hare goes into a business venture with Bear with the intention of tricking him so he himself will have the advantage.
- Tetro, Marc. The Royal Canadian Mounted Police. Richmond Hill, ON: Scholastic. 1994.
This is a picture book telling the history of the RCMP.
- Wildsmith, Brian. The Owl and the Woodpecker. New York: Franklin Watts Inc. 1971.
The owl and the woodpecker have a problem. The owl likes to sleep during the day, but the woodpecker's tapping keeps him awake. The animals of the forest try to help them come to a solution so that everyone can live together in harmony.
- Wildsmith, Brian. The Lazy Bear. Oxford: Oxford University Press. 1980.
Bear is too lazy to push a wagon up the hill for his ride down and orders his animal friends to push him up in the wagon if they want a ride down. He learns a lesson about cooperation.
- Wildsmith, Brian. Professor Noah's Spaceship. Oxford: Oxford University Press. 1980.
The forest is being destroyed by pollution. The animals need to find a way to work together to save their world.
- Wood, Audrey. The Red Racer. New York, NY: Simon & Schuster Books For Young Readers. 1996.
Nona's bicycle is old and she doesn't like it. She has a wicked thought - what if it disappeared? She makes up stories, but in the end her parents surprise her.
- Wood, Audrey. Jubal's Wish. New York, NY: Blue Sky Press. 2000.
Everyone is too busy to enjoy a beautiful day. Jubal sets out to enjoy it and discovers that you never know how dreams and wishes will turn out.
- Wood, Douglas. Old Turtle. Duluth, MN: Pfeifer-Hamilton Publishers. 1992.
Several animals and objects in nature argue about who God is. The wise Old Turtle helps them to see that God is all of those things.
- Young, Ed. Seven Blind Mice. Toronto, ON: Scholastic. 1992.
Seven blind mice all have a different perspective on a strange thing they meet and learn that true wisdom comes from seeing the whole and not just one part.
- Zolotow, Charlotte. The Quarelling Book. New York, NY: Harper & Row, Publishers. 1963.
This story shows how just one little thing that goes wrong can throw everyone's day off. The opposite holds true too.

french resources

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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- Applebee, A.N. Rethinking Curriculum in the English Language Arts. English Journal, 86 (3), 25-31. 1997.
- Barton, Bob. Tell Me Another. Markham, ON: Pembroke. 1986.
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web sites

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

www.helpingbooks.lib.oh.us/booksearchresults.cfm
Contains excellent book lists with the theme of social issues.

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

www.carolhurst.com (Carol Hurst's Children's Literature Site)
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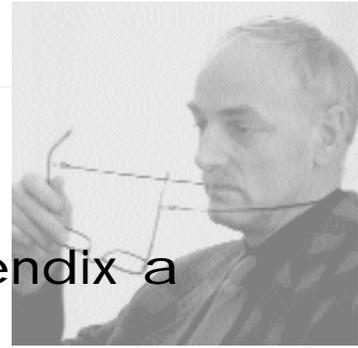
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appendix a

teacher self-reflection

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

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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."

