


## Equity of Rights and Freedoms for Youth CARC Social Studies

Please note, all support materials are after the lesson plan template and begin on page 6. Each support page is linked in the lesson plan. Click on the red push pin (  ) in each support page to return to the lesson plan template.

<b>Grade Level</b>	9	<b>General Outcome</b>	9.1 Students will demonstrate and understanding and appreciation of how Canada’ political processes impact citizenship and identity in an attempt to meet the needs of all Canadians
<b>Time Frame</b>	4 - 6 classes	<b>Enduring Understanding (purpose of the lesson)</b>	To what extent is the justice system fair and equitable to youth?
<b>Developed By</b>	Mandy Reed, Hans Huizing, Kelly Brand		
<b>Critical Challenge/ Big Idea</b>	<b>Students will participate in a role play scenario in which they will justify their decisions on a criminal case.</b>		
<b>Values and Attitudes Outcomes</b>	<b>Knowledge and Understanding Outcomes</b>	<b>Skills and Processes Outcomes</b>	
<p><b>9.1.1 appreciate the impact of the Canadian Charter of Rights and Freedoms on rights and governance in Canada (C, I, PADM)</b></p>	<p><b>9.1.5 analyze the role that citizens and organizations play in Canada’s justice system</b></p> <p><b>9.1.5.1</b> - How do citizens and organizations participate in Canada’s justice system (i.e., jury duty, knowing the law, advocacy, John Howard Society, Elizabeth Fry Society)?</p> <p><b>9.1.5.2</b> What are citizens’ legal roles and their responsibilities?</p> <p><b>9.1.5.3</b> What is the intention of the <i>Youth Criminal Justice Act</i>?</p>	<p><b>develop skills of critical thinking and creative thinking</b></p> <p><b>9.S.1.1</b> - determine the validity of information based on context, bias, source, objectivity, evidence or reliability to broaden understanding of a topic or an issue</p> <p>9.S.1.4 evaluate, critically, ideas, information and positions from multiple perspectives</p> <p>9.S.1.5 re-evaluate personal opinions to broaden understanding of a topic or an issue</p> <p><b>demonstrate skills of decision making and problem solving</b></p> <p>9.S.4.4 take appropriate action and initiative when required in decision-making and problem-solving scenarios</p> <p>9.S.4.4 propose and apply new ideas and strategies, supported with facts and reasons, to contribute to problem solving and decision making</p>	

**demonstrate skill of cooperation, conflict resolution and consensus building**

9.S.5.1 demonstrate leadership in groups, where appropriate, to achieve consensus and resolve conflicts peacefully and equitably  
9.S.5.2 demonstrate a positive attitude regarding the needs and perspectives of others

**apply the research process**

9.S.7.1 reflect on changes of perspective or opinion based on information gathered and research  
9.S.7.2 conduct, integrate, and synthesize concepts to provide an informed point of view on a research question or an issue  
9.S.7.3 develop a position supported by information gathered during research  
9.S.7.4 draw conclusions based upon research and evidence  
9.S.7.5 determine how information serves a variety of purposes and that the accuracy or relevance may need verification  
9.S.7.6 organize and synthesize researched information  
9.S.7.7 formulate new questions as research progresses

**demonstrate skill of oral, written and visual literacy:**

**9.S.8.1** communicate in a persuasive and engaging manner through speeches, multimedia presentations and written and oral reports, taking particular audiences and purposes into consideration  
9.S.8.2 use skills of informal debate to persuasively express differing viewpoints regarding an issue  
9.S.8.3 elicit, clarify and respond appropriately to questions, ideas and diverse points of view presented in discussions  
9.S.8.4 make reasoned comments relating to the topic of discussion  
9.S.8.5 listen to others to understand their perspectives

**Note: This challenge involves a great deal of constructivist learning and formative structures. The rubric below, therefore assesses only a few of the outcomes, whose numbers are in bold above. If students have had sufficient practice in research and scenarios similar to the ones in this activity, the rubric can be modified to evaluate many more of the outcomes.**

<b>Summative Assessment Strategies</b>	<b>YCJA Verdict Justification (see <a href="#">rubric</a> below)</b>
<b>Introductory Activity/ The Hook</b>	<p><b>Activity 1: Fair and Equitable Justice</b></p> <p>Teachers will introduce students to the idea of fair and equitable justice through scenarios one and two.</p> <ol style="list-style-type: none"> <li>1. Individually, students are to read and answer questions from <a href="#">scenario one</a>. (10 minutes) <ol style="list-style-type: none"> <li>a. Have students discuss their answers in groups of 2-3 with the goal of reaching consensus. (3 minutes)</li> <li>b. Have students then form groups of 4 to 6 to discuss their answers. (3 minutes)</li> <li>c. Finally, conduct a full class discussion of their answers to the questions. (10 minutes)</li> </ol> </li>   <li>2. Individually, students are to read and answer questions from <a href="#">scenario two</a>. (10 minutes) <ol style="list-style-type: none"> <li>a. Have students discuss their answers in groups of 2-3 with the goal of reaching consensus. (3 minutes)</li> <li>b. Have students then form groups of 4 to 6 to discuss their answers. (3 minutes)</li> <li>c. Finally, conduct a full class discussion of their answers to the questions. (10 minutes)</li> </ol> </li> </ol> <p>An option for more collaborative thinking is also to have students participate in a horseshoe/U shaped discussion. For more information see <a href="http://www.learnalberta.ca/content/sssm/html/u-shapeddiscussion_sm.html">http://www.learnalberta.ca/content/sssm/html/u-shapeddiscussion_sm.html</a></p>
<b>Teaching/ Learning Strategies and Activities</b>	<p><b>Activity 2: Introduce students to the Youth Criminal Justice Act.</b></p> <ol style="list-style-type: none"> <li>3. View Try Judging - (<a href="http://www.tryjudging.ca/">http://www.tryjudging.ca/</a>). Enter the "Student Resources" section for the Backpack Scenario (scenario 1) video and support materials (<a href="http://www.tryjudging.ca/student.htm#scenarios">http://www.tryjudging.ca/student.htm#scenarios</a>). <ol style="list-style-type: none"> <li>a. Assign witness roles to individual students (Devon, Friend, Arresting Officer, Security Guard, Mom, Dad, Mary (witness in line), character witness (principal, etc....add more as your class needs). It may be helpful to create a profile for Devon to give to the individuals who will be witnesses to ensure some background information to allow them to "get into character" and answer the questions.</li> <li>b. View video a second time to allow witnesses to gather information and non-witnesses to create questions for the witnesses.</li> <li>c. The rest of class without a role card will be divided into groups of 4 -6. They will be asking questions of the witness pool. They need to gather as much evidence as possible from the discussions with the witnesses. The witness will rotate through the groups, allowing each witness group to ask questions for 10 minutes of each witness group. This will be the initial collection of evidence before the mock trial begins.</li> </ol> </li> </ol>

### Activity 3: Mock Trial

4. Those students who are not witnesses will be assigned role (see [Role Cards](#) below) within the British Trial System: Judge, Prosecution Team (numbers to fit your class), Defense Team (numbers to fit your class), Jury (must be 12). Other possible roles: court reporter, clerk of the court, sketch artist, sheriff, social worker, expert witnesses, AADAC Representative etc.... Ensure roles are assigned to everyone.
5. Once roles are assigned these groups need to meet together to discuss their role, their actions, their responsibilities, and their understanding of the scenario.

**Defense Team:** you need to convince the jury that the crown prosecutor has not developed enough evidence to convict your client; the crown prosecutor did not meet the burden of proof. You may never ask your client if he is innocent or guilty.

**Prosecution Team:** You need to convince the jury. The burden of proof lies on you. Your job is to collect as much incriminating evidence as possible. Your job is to discover the truth about the accused and help the judge with sentencing if the suspect is convicted. Your sentencing recommendation must fit legal and societal expectations. The punishment must fit the crime.

**Judge:** Listen to all evidence objectively. Write notes, ask powerful questions, and discuss case with open mind without rushing to judgment. Examine bias. (Are they lying to you?) If convicted, you need to work with the crown prosecutor to determine an acceptable sentence.

**Sheriff:** Maintains order and swears in witnesses. It is recommended that the teacher takes on this role.

**Media:** Collect what you have heard and create a headline story for your local media outlet (does not have to be print).

**Jury Members (12):** Listen to evidence objectively. Write notes, ask powerful questions, and discuss case with open mind without rushing to judgment. Examine bias. (Are they lying to you?)

### Hold the mock trial

Following the allotted preparation time (15-20 minutes), the prosecution will make an opening statement, followed by defense. The prosecution calls up the first witness, who is then cross examined by defense. Continue this order with all prosecution witnesses until prosecution feels they have established burden of proof (That is DEVON IS GUILTY OF CRIME). The defense will call their witnesses to refute the prosecution evidence, and cast doubt on the burden of proof.

	<p><b>Once the defense has presented their case, closing arguments.</b></p> <p>During the questioning, the jury members should be making notes and writing questions that have not been answered. They will be expected to complete a <a href="#">Verdict Justification</a> at the end of the trial. The jury will present the verdict to the judge.</p> <p>IF GUILTY: the judge will meet with CP in determining adequate sentence for defendant. IF NOT GUILTY: Devon will be released to his parents.</p> <p>The judges need to complete a sentencing and closing statement.</p> <p><b>Activity 4: “Developing a Judgment” Questions</b></p> <ol style="list-style-type: none"> <li>6. If two young people of the same age commit the same crime, would you expect them to face the same consequences? Under the YCJA, they may or may not. To what extent is this approach to justice equitable?</li> <li>7. In your opinion, to what extent should the law apply equally to everyone, no matter what their circumstances? Why?</li> </ol>
<p><b>Resources</b></p>	<p>Learn Alberta. (2008). <i>Support material: u-shaped discussion</i>. Retrieved March 26, 2010 from <a href="http://www.learnalberta.ca/content/sssm/html/u-shapeddiscussion_sm.html">http://www.learnalberta.ca/content/sssm/html/u-shapeddiscussion_sm.html</a></p> <p>Lychak, P., D. Gerrits, A. Nogue, J. Parsons. (2008). <i>Issues for Canadians</i>. Toronto, Ont.: Nelson Education Ltd., Pages 65 – 70.</p> <p>Try Judging. (2007). Retrieved March 26, 2010 from <a href="http://www.tryjudging.ca/">http://www.tryjudging.ca/</a></p> <p><b>Materials for this challenge:</b></p> <ul style="list-style-type: none"> <li>□ www.Try Judging.ca</li> <li>□ Initial Activities Scenario handouts</li> <li>□ Role Cards</li> <li>□ “Verdict Justification” handout</li> </ul>
<p><b>Formative Assessment Strategies</b></p>	<p>Fair and equitable justice discussions U-shaped discussion</p>

Adapted from: Wiggins, Grant and J. Mc Tighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development  
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## Verdict Justification Rubric

Level Criteria	Excellent	Proficient	Adequate	Limited
<b>Demonstrates understanding of intent of YCJA</b> (9.1.5.3)	Demonstrates an <b>insightful</b> understanding of the intent of the YCJA.	Demonstrates a <b>meaningful</b> understanding of the intent of the YCJA.	Demonstrates a <b>general</b> understanding of the intent of the YCJA.	Demonstrates a <b>trivial</b> understanding of the intent of the YCJA.
<b>Justifies Verdict</b> (9.S.1.5)	Offers a <b>compelling</b> explanation based on evidence.	Offers a <b>convincing</b> explanation based on evidence.	Offers a <b>believable</b> explanation based on evidence.	Offers a <b>weak</b> explanation based on evidence.
<b>Communicates information</b> (9.S.8.1)	Communicates information in a <b>compelling</b> manner to <b>engage</b> the audience.	Communicates information in a <b>purposeful</b> manner to <b>interest</b> the audience.	Communicates information in a <b>straight-forward</b> manner that <b>generally holds the attention</b> of the audience.	Communicates information in an <b>ineffective</b> manner that <b>does little to sustain attention</b> of the audience.

Comments:

## Initial Activities for Criminal Justice

### Scenario 1

Jack was caught cheating on a unit exam by his English teacher. Jack is in Grade 11 and has been skipping this class lately. He has been seen off of school campus by several of his teachers with questionable associates. While he has not been caught with breaking any school rules until now, he has been suspected before for vandalism and cheating on assignments.

He was suspended, and then expelled, from another school for breaching their Student Code of Conduct. His classroom teacher also suspected that Jack was under the influence of alcohol during the exam. The teacher has escorted Jack to the principal's office to be dealt with while the other students are under the supervision of the vice-principal.

- a. What do you believe his teachers would suggest as a suitable punishment for his actions?
- b. What do you believe his classmates would suggest as a suitable punishment for his actions?
- c. If you were the principal, what would you suggest? How would you balance the code of conduct with circumstances of the situation?

## Initial Activities for Criminal Justice

### Scenario 2

Anne is a grade twelve high school student in Red Deer. Yesterday, she was caught by her math classroom teacher stealing an upcoming exam off the teacher's desk. In an interview with her principal, when asked why she did this, Anne disclosed that the situation at home has been less than ideal. Her mother and father divorced over 3 years ago. She now lives at home with her mom, and 3 sisters. Her mom is working 2 jobs to make ends meet. However, Anne has taken a job in order to financially contribute to her household. Anne is involved in school athletics, namely volleyball, student council and this year's drama production. She is well regarded and respected by her classmates and teachers. In fact, Anne has been given conditional acceptance into the University of Calgary and offered an athletic scholarship for her participation on the Dino's volleyball team. This is her first serious breach of the school code of conduct. Her marks have been slipping from grade 11 to 12. Anne has stated that she is feeling stretched thin between home, academics and extracurricular activities.

### Questions for discussion:

- a. What do you believe her teachers would suggest as a suitable punishment for her actions?
- b. What do you believe her classmates would suggest as a suitable punishment for her actions?
- c. If you were the principal, what would you suggest? How would you balance the code of conduct with circumstances of the situation?

## Role Cards for Non-Witnesses

<p><b>Defense Team:</b> you need to convince the jury that the crown prosecutor has not developed enough evidence to convict your client; the crown prosecutor did not meet the burden of proof. You may never ask your client if you are innocent or guilty.</p>	<p><b>Prosecution Team:</b> You need to convince the jury. The burden of proof lies on you. Your job is collect as much incriminating evidence as possible. Your job is to discover the truth about the accused and help the judge with sentencing if the suspect is convicted. Your sentencing recommendation must fit legal and societal expectations. The punishment must fit the crime.</p>
<p><b>Judge:</b> Listen to all evidence objectively. Write notes, ask powerful questions, discuss case with open mind without rushing to judgment. Examine bias. (Are they lying to you?)If convicted, you need to work with the crown prosecutor to determine an acceptable sentence.</p>	<p><b>Sheriff:</b> Maintains order and swears in witnesses. It is recommended that the teacher takes on this role.</p>
<p><b>Jury Members (12):</b> Listen to evidence objectively. Write notes, ask powerful questions, discuss case with open mind without rushing to judgment. Examine bias. (Are they lying to you?)</p>	<p><b>Media:</b> Collect what you have heard and create a headline story for your local media outlet (does not have to be print).</p>

