



Department of Justice Ministère de la Justice

Canada

Canada

WORKING DOCUMENT

**YOUTH LAW-RELATED
EDUCATION SURVEY**

**Legal Services Society
of British Columbia**

**Sadie Kuehn, Ruth Yates,
France Mainville, Genevieve Fortin**

**Report #3
The Youth Justice Education Partnership
Research Series**

August, 1995

**WD1995-9e
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The present study was funded by the Research and Statistics Section,
Department of Justice Canada. The views expressed herein are
solely those of the author and do not necessarily
represent the views of the Department of Justice Canada.

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EXECUTIVE SUMMARY

This national inventory of law-related educational resources with its description and evaluation of programs and services designed to help young people understand their legal rights and responsibilities was contracted by the Department of Justice to the Legal Services Society of British Columbia. It was conducted from August, 1994 to March 1995.

Objectives

The goal of the project was to conduct a national survey to determine how young Canadians are being informed about their legal rights and responsibilities; which provincial governmental ministries assumed responsibility for law-related education (LRE); and, how this mandate is carried out in each province and territory.

Methodology

It was determined that there were three ministries or departments in each province or territory that would have some responsibility for providing information about the law and legal system to young Canadians. Departments of education, social services and justice were contacted, and referrals to individuals within each of the departments whose responsibilities included the production and dissemination of legal information were made. These individuals provided references to organizations or agencies within their jurisdiction that delivered legal and law-related educational services. Contacts were asked to describe the services provided by their organization, indicating their target group and overall objectives. They were asked for samples of materials and resources which they produced or used in fulfilling their mandates. Resources and materials were included in an inventory with other available documents, published works, videos and supplementary resources. The inventory is limited to publications developed since 1988 and the program descriptions to those that are currently in operation.

For the purposes of this study, young Canadians were divided into three categories determined by the kind of legal information that seems most appropriate to their needs. They are: youth in school; youth at risk; and, youth in custody. The first group are primarily served by provincial and territorial ministries of education, school district boards and administrators, and classroom teachers. The second group are most often youth in foster care or young people whose actions have brought them to the attention of social service agents or the police. The needs of this group are primarily served by provincial and territorial ministries of social service and their agencies. A number of private service agencies also intervene on behalf of high need youth. The third group includes those who have been charged or convicted under the *Young Offenders Act*, are in custody, diversion or transition programs. In most provinces, this group comes under the jurisdiction of ministries of justice and their agents. Throughout Canada legal information and service providers have also addressed the need to inform and assist young people with regard to the law. An effort has been made to present the information collected about current resources and programs according to these groupings. Because there are great differences in the way each province and territory deals with law-related education and the production of law-related

resources for youth, a comparative evaluation of the most effective programs is included. Each section of the evaluation concludes with some suggestions as to what might be done to improve the production and dissemination of information about legal rights and responsibilities to young people.

Organization

The first section includes a brief look at the history of law-related education and some of the literature that has influenced its development in Canada. The second section is a description of the programs offered in each Province and Territory, beginning in Eastern Canada and moving west. Divided into ministries of education, social services and justice for each jurisdiction, this section lists the name, position and telephone number of each person contacted and briefly describes the program or services with which they are associated and the group their program is designed to serve.

The third section is an inventory of the materials published by each ministry or agency which inform or instruct young people directly or are designed for educators and service providers who work with youth. Within each province, the documents are categorized according to the governmental ministry, department and agencies which produced the resource. The inventory provides the title and author, when written by a specific individual, the date of publication, and the kind of material. This is followed by a brief description of its content and for whom it is intended. Key symbols indicate when more information about the agency or resource is included in Sections 2.0 and/or 4.0. The Province of Quebec is treated separately in the document. Data was collected and prepared by France Mainville and are incorporated at the end of the third section. Resource documents produced in Quebec describe specific programs and so each reference to a document also includes a description of the program it supports as well as a list of the people contacted.

The final section of the report is a comparative evaluation of the most effective programs in place, and is organized according to the areas and categories set out in Sections 2.0 and 3.0. There are great variations in the organization and approach to law-related education in each province and the evaluation highlights the best programs in each of the three categories. Following descriptions of exemplary programs and resources, recommendations are offered which are based on comments from contacts, responses from the Youth Justice Education Partnership (YJEP) Committee and findings of the present researchers which people working in the field may want to consider.

The appendix includes samples of survey questionnaires, a list of people contacted along with their addresses and telephone numbers and a list of reference literature.

1.0 HISTORY AND LITERATURE REVIEW

Books and articles that inform the field of law-related education (LRE) come from a variety of academic disciplines and offer different perspectives on the value, form and function that it should serve. Interest in the field began in the United States in the early 1970s, when it was perceived that a new approach to civics education was needed to address increasing incidents of civil unrest and school violence. Youth crime had become a serious problem, the effects of which were being felt in schools and communities across the country. In a recent report to the Department of Justice entitled, *Charter Literacy and the Administration of Justice in Canada* the researchers concluded that:

"...it is not clear from survey or other data that the actual rate of youthful offending or violence has increased in recent years, although official reports on the charging of youths have increased. Even if the level of youth crime is not rising, considering the extent of under-reporting, youth crime is clearly a serious problem. In addition, a disproportionate number of victims who fail to report are other adolescents who may be growing up as fearful victims of violence." (Case and Daniels, 1992)

Perhaps because of the increasing attention paid to this problem by the media, legal professionals and educators are turning their attention to early intervention strategies that might help deter youth crime. Empirical research on factors contributing to youth violence and studies using law-related materials suggest that LRE may be effective in reducing criminal behaviour by young people.

A study conducted by the United States Office of Juvenile Justice and Delinquency Prevention (OJJDP) reports that having members of the legal system portray difficulties involved in law enforcement is a factor in reducing juvenile delinquency (American Bar Association, 1982, p. 2). The most encouraging overall findings of the OJJDP study of LRE programs were reductions in frequency of offences. Classes where the program was successfully implemented showed decreases in thefts, acts of violence against other students, index offences (motor vehicle thefts, gang fights, breaking and entering, strong-arming teachers), and instances of avoiding payments for goods and services. Control groups in the same schools either showed slight improvement or increased commission of offences over predicted results. These modest, yet statistically significant, improvements in behaviour as a result of LRE programs are important when one considers that "most evaluations of diversion programs have found no reductions in delinquency among diverted youth" (Hunter & Turner, 1981 p. 21).

School districts across the country are responding to the call to do something about violence in the schools. "Zero tolerance" approaches have gone some way to deal with the problems, and ongoing research into the most effective strategies has been undertaken by the Department of Justice Canada. The British Columbia Teachers Federation formed a commission to study the problem and made the following recommendation:

"While we recognize the importance of strong interventions for dealing with violent incidents, we believe that a focus on violence prevention, particularly with young children, through a variety of means, holds greater promise for addressing the problem." (1994, p. 4)

There is also the acknowledgment that violence prevention is a shared responsibility.

"Schools are not isolated; they are part of the community and reflect the society around them ... and violence is not just a school problem, and that solutions, as well, will involve the broader community." (p. 4)

Roland Case documents the growth of the LRE movement in both the United States and Canada in his book entitled *On The Threshold: An Introduction to Law-Related Education* (Revised, 1994). The educational goal during the early movement in Canada was to educate the public generally and it has only been in the last decade that there has been a more concerted effort to integrate legal concepts in the curriculum of the schools. Another collection of articles in the field has been edited by Case entitled *Ends in View* and provides a theoretical justification and some practical suggestions for implementing law-related learnings in the schools.

It is difficult to clearly delineate between the goals and objectives of moral philosophers, socialization theorists, and civics educators. In addition, the confusion over whether or not morals and values should be part of the school curriculum has had the effect of reducing the positive socializing role of the school. Much has been written about the need for culturally sensitive strategies to promote socially responsible attitudes and behaviours. It appears that there is now some consensus that introducing legal principles, reinforcing legal concepts and setting expectations for law-abidingness may be the most acceptable way to achieve the goals of all three disciplines. Apart from overt curriculum content, many educators have written about the opportunity that the hidden or informal curriculum provides to teach socially appropriate behaviours. Among them are Robert Dreeben (1968) in *On What is Learned in School*, Michael Apple (1971) in *The Hidden Curriculum and the Nature of Conflict*, and Overley's collected articles (1970) entitled *The Unstudied Curriculum*. A useful, but now out-of-print book for educators, by Lynda Falkenstein (1980) offers the best theoretical and practical guidance for teachers trying to implement law education in their elementary classrooms.

"Children ought to have an opportunity to make rules, study them, amend them, and live by them. They ought to analyze why a move from the classroom to a ball diamond changes the 'rules' and the expectations about noise and movement. They are able very early to understand the 'system of rules' and can be helped to view that system in terms of the need for order and, therefore, justice." (Falkenstein, 1980, p. 229)

It is apparent, however, from a review of the indexed references to law-related education that the bulk of the research, theorizing and commentary that has been done occurred in the 1970s and early 1980s and reviews of them are available in books like the one by Roland Case. The current emphasis in education on a "back-to-basics" style of teaching may also have contributed to a decline in the information that is being produced on law-related education.

The two other disciplines that have produced books and articles about young people and the justice system are, of course, sociology and criminology. They are generally designed to inform the professional service-provider of the societal conditions that are giving rise to youth problems, the effects they are having on young people and how the justice systems deal with youthful

offenders. One recent Canadian book that addresses the first and second concerns is entitled *Children in Crisis* (1993). Written by a school teacher who has observed firsthand the needs of children, this book describes some of the realities of children's lives and comments on the effects they have had. In her introduction the author cites a *Toronto Star* article pointing to an increase in home violence that has led to increased violence in schools.

"Whatever the reasons, more and more children seem to lack the basic social know-how we used to take for granted, and teachers struggle to teach students who seem unreachable and unteachable. The *Star's* conclusion: teachers have not been trained to help kids deal with such sweeping trauma!" (Newman, 1993, p. 3)

The author contends that teachers, parents and other professionals need to have much support and new tools to help children survive and progress. She includes lists of resources, and helps for both children and care-givers at the end of each chapter.

A source book that examines the justice issues for young people is entitled *Juvenile Justice in Canada* (Corrado et al., 1992). In this up-dated version of a 1983 text, the contributors assess the impact of the *Young Offenders Act* and describe the roles of all the players who deal with youth in the criminal justice system. The authors provide a substantial bibliography on the topic.

This brief history and literature review merely points to some of the directions that law-related education has taken over the last three decades. More information can be obtained by referring to the books listed here or to the references found at the end of the document. It is clear, however, that there has been a limited amount of either qualitative or quantitative research done in the area. The subject generally has not received adequate attention from educators or service providers. Most effort is regional and addresses local and present needs. The lack of a national perspective and collaboration between concerned individuals and agencies has resulted in the duplication of efforts by groups working in isolation and without adequate resources. In many areas of the country the failure to develop a comprehensive theoretical foundation, a well-conceived plan for dealing with the problem, and coherent strategies for implementation has meant a failure to address the need to make young Canadians aware of their legal rights and responsibilities.

2.0 PROGRAMS AND SERVICES FOR YOUTH

2.1 Newfoundland

2.1.1 Youth in School

Ministry of Education

Contact: Chris Wright, Curriculum, (709) 729-6953

Grade 5 Social Studies: judicial system is taught at rudimentary level. Contact doesn't think enough is being done at this grade. With appropriate resources, legal concepts would be integrated in social studies courses which introduce basic human and legal rights and responsibilities.

Canadian Law 2104: Grade 11 also open to level 12 and 13 students. Content: history, moral foundations, rights and freedoms of citizens, civil law, criminal law, personal property, consumer and business, family, legal system in action, problems of legal system.

2.1.2 Youth at Risk

Ministry of Social Services, Office of Child Welfare

Contact: Cathy Whitten, Social Worker, (709) 729-3243

The role of Social Services is to assign a social worker to each child in care. Training is conducted in the home. Social workers and police work jointly to refer clients to private counselling agencies.

Ministry of Social Services, Children's Protection Services Unit

Contact: Elizabeth Noseworthy, District Manager, (709) 729-2863

This program deals with child abuse and neglect and is operated under Child Welfare Legislation.

St. John's Centre District Office of the Department of Social Services

Contact: Rosalind Pratt, District Manager, (709) 729-5815

This office oversees such social services as social assistance and family rehabilitation services, as well as the youth diversion program.

2.1.3 Youth in Custody

Department of Justice, St. John's Youth Diversion Program

Contact: Sandra Quinton, Diversion Coordinator, (709) 729-0364

Receives referrals from Police and Crown Attorney. Diversion referral is the option available to laying a charge which would require the young person to appear in Court. Provides mediation services between offender and victim and three educational programs to help prevent reoffending (Described in Section 3.0). This is one of 18 similar offices located in Newfoundland/Labrador communities. They do not produce written materials and rely heavily on volunteer help to support the program. A self-study of the program indicated that 86% of the youth that went through the program did not reoffend.

2.1.4 PLEI

Public Legal Information Association (PLIA) of Newfoundland

Contact: Heidi Wells, Director, (709) 722-2643

Goal of the organization is to provide information on the law and the legal system through written materials for teachers and other groups, and pamphlets for the general public. PLIA has published a text entitled *Know the Law: The Nature of Law in Society*, co-authored by Linda M. Phillips and Peter Ringrose LL.B. It is used to supplement law and democracy courses, to increase awareness of the law. The Association does community outreach, provides speakers and information to increase awareness of services available to citizens, but does not have a particular focus on youth issues.

2.2 Prince Edward Island

2.2.1 Youth in School

Ministry of Education, English Programs and Services

Contacts: Vince Warner, (902) 368-4600; Perley MacNeill, (902) 368-4692

Courses Offered: Canadian Law 521- Grade 11 academic students. It is offered as an elective; it meets graduation requirements, and receives academic credit. It is one of two required courses and is also offered in French.

Ministry of Education

Contact: Cathy Parsons, Elementary Coordinator, (902) 368-4691

Contact is unaware of any programs or courses that deal with legal topics in elementary grades. She knows of no workshops or courses that encourage or prepare teachers to incorporate them into their classroom curricula. Rule-making and conflict resolution strategies may be part of social studies programs at the discretion of individual teachers, but they are not mandated by the Ministry.

Colonel Grey Senior High School, Charlottetown

Contact: Ms. Kathleen MacDonald, Teacher, (902) 368-1177

She teaches 90 to 100 students per year (Law 521-Grade 11 Academic Course). Text used is *All About Law* (published by Prentice-Hall). The topics covered include: introduction to law; criminal law, including the *Young Offenders Act*; family law; and, if time permitting, torts, contracts and property law.

2.2.2 Youth at Risk

Ministry of Social Services, Health and Community Services

Contact: Donna Frissel, Child and Family Services, (902) 368-6512

She doesn't believe there is anyone specifically responsible for educating young people in this department. The office is working in conjunction with the Department of Justice on a policy paper regarding legal services for minors, which will introduce them to the court system and make it more user friendly. There is no child advocat system in PEI but they are looking at how it works in other jurisdictions. They are in the process of trying to move out into the communities and do longer range planning.

2.2.3 Youth in Custody

Ministry of Social Services, Provincial Adolescent Unit

Contact: Brenda MacDonald, Director of Group Home, (902) 368-6420

This is a residential care facility for youth (12 - 18 years of age) who are on probation or have exhausted other care options. There are up to nine residents at a time whose stays vary from three months to one year. Educational program focus is on family reunification, coping skills, conflict management. They have a day school program, using a modified provincial curriculum and employing two teachers from the Department of Education. It is the only alternate school in Charlottetown. They work closely with staff of the young offenders facility in Summerside teaching rights and responsibilities, decision-making, problem solving. A special block program operating one night a week includes visits from police and probation officers. The facility has been operating for one year. Self-assessment suggests that their approach to youth rehabilitation has been successful and positively received by the community.

2.2.4 PLEI

Community Legal Information Council

Contact: Ann Sherman, Director, (902) 368-4098

Professional development workshops for law teachers are held annually in conjunction with the Department of Education. Twenty law teachers usually attend. Teachers are provided with a package of resources. The Society also coordinates speakers from the Department of Justice to talk in classes upon a teacher's request. They operate a toll free legal information line; a Resource Centre (which is well used by youth); are involved with youth groups; and, have participated in joint projects, given presentations, and developed publications. They have done a number of presentations directed to youth at risk.

2.3 Nova Scotia

2.3.1 Youth in School

Department of Education

Contact: Barry Fox, Acting Director of Curriculum, English Services, (902) 424-7454

Courses Offered: Law 12 (341, 441). Topics include: The Canadian legal system; crimes and crime control; injuries and wrongs; human rights' property rights; promises and agreements; business relations; family relations; and, courts and trials. Law 341 is a senior elective, and is not highly subscribed. It is an introductory level course which does not satisfy university entrance requirements. Law 441 is the university admittance credit. Business law courses seem identical to 341 but are offered in different departments. Consumer courses have some legal components.

Department of Education

Contact: Planning and Research, (902) 424-5474

Indicated that other courses are available including a course for Grades 7, 8 and 9 which is offered only when students express interest.

Nova Scotia Teachers Union

Contact: Sonia Partridge, Social Studies Teachers Association, (902) 477-5621

Grade 12 History has a government component. A Social Studies conference is held annually. It includes a workshop for law teachers offered by the Public Legal Education Society of Nova Scotia.

Community Education, Extensions Division - Youth Symposium

Contact: Gordon Michael, Community Education Consultant, (902) 424-5636

Teams of youth from seven regions of Nova Scotia attended a symposium at Liverpool Regional High School on October 28, 1994. The symposium was organized on a model designed by the National Center for Community Education in Flint Michigan. The symposium was an effort to bring youth from a variety of communities together to talk about their communities: what things were working to help young people and what needs they saw in their communities. The content was not specifically law-related but may demonstrate the process for bringing young people together and getting their input into how they might improve attitudes toward the law and legal system.

RCMP - Tantallon Detachment

Contact: Brian Carter, School Liaison Officer, (902) 826-3100

As part of the School Liaison Program, two officers are assigned to every junior and four to every senior highschool. The program provides more positive contact with youth since the officers are available to staff or students to talk or play ball with them. They do not use printed resources, but let youth know they can get more information at the government bookstore. Most detachments are doing School Liaison programs now. Their practice is to visit grade 8 classes when the school calls for a presentation. They talk to teachers beforehand to help them prepare their classes and encourage parents to reinforce the message. All Staff Sergeants have Crime Prevention Service Coordinators working on a full time basis. Some of them emphasize drug awareness while others expand the program to meet the needs of their own communities. They provide special interests sessions at the Annual Social Studies Conference.

2.3.2 Youth at Risk

Phoenix House

Contact: Leslie Dunn, Director, (902) 422-7656

Phoenix House is an organization founded in 1984 to assist homeless youth between the ages of 16 to 24 in the Halifax/Dartmouth area. Phoenix House is a full-time residence with ten beds. The residents are either working or in school, and stay up to three months. Once they have entered into the Phoenix House program and have stabilized, residents may "graduate" to a supervised apartment where a counsellor and three residents live in a house setting for periods up to one year. Residents then participate in the fourth part of the program, which is independent living with follow-up by case workers, as well as access to resources, counselling and health care. Young people can be referred by a social service agency, friend, teacher, counsellor, or parent. Services are based on voluntary participation and are usually for youth who come in off the street for counselling, nursing care or to the emergency centre. Clients may have had some previous contact with the law.

2.3.3 Youth in Custody

Ministry of Justice

Up until August 1st, 1994, services to youth were divided between Social Services and Justice. They are now all handled by the Justice Department. Youth Corrections are divided into two groups, ages 12-15 and 16-17. The Shelburn Youth Centre treats youth ages 12-15 and the Nova Scotia Youth Centre in Waterville is for youth ages 16-17.

Department of Social Services, Child and Adolescent Services

Contact: Trevor Townsend, Acting Administrator, (902) 424-3204

Office has produced an information booklet for children in care entitled *Your Rights and Responsibilities while you are in Care*. It is a guide for children and youth in care in Nova Scotia and is designed for young people who come into care as a result of neglect and abuse.

2.3.4 PLEI

Public Legal Education Society (PLES) of Nova Scotia

Contact: Maria Franks, Director, (902) 423-7154

A recent survey of law teachers asked what PLES should be doing for them. It was suggested that they have a conference; build up the law resource library; and, provide a bibliography of holdings. PLES is in the process of planning a conference and are producing one-page bibliographies of materials in the library on different topics. They are currently conducting a poster competition in the public schools on what law means to them. The object is to raise awareness in the schools, particularly with younger students. They are presently exploring the possibility of hiring a local alternative theatre group to work on law issues. A Law Courts Education Committee arranges speakers to speak to classes at schools in the metro area. A list of speakers is given to teachers who request talks on specific topics of interest to their students. They do not develop publications, although they do plan to produce a court wall chart for Nova Scotia and will be up-dating the *Court Watchers Guide*. A student was hired last year to conduct outreach with groups that work with black youth. She produced two pamphlets on the YOA. The first is entitled *Hanging out at the Mall* and another discusses what to do when a young black person finds him or herself in trouble with the law. They have produced three pamphlets in conjunction with Children and Family Services, regarding rights and responsibilities while in care. The one for youth tells young people what happens when they do go into care. Resources for the curriculum are very limited and what is there comes from other parts of Canada. Teachers have no access to law courses specifically designed for them.

2.4 New Brunswick

2.4.1 Youth in School

Department of Education, Social Studies

Contact: Ava Spitten, Curriculum, (506) 453-2772

There is an opportunity to discuss legal justice matters in the Social Studies course, which includes a segment called "Law in Society". There is a resource manual for educators, entitled *School Law and the Charter*, which is primarily designed to educate teachers about their legal responsibilities with regard to children.

Department of Education, Social Studies

Contact: Marie Claire Pitre, Social Studies Consultant of New Brunswick French Schools Program, (506) 453-2750

Grade 4 Social Studies contains a unit on how the provincial government works. Grade 9 Science Politique is compulsory and is a modular curriculum that covers such topics as: the purpose of governments, constitutions, and political structures. Grade 11 or 12 students choose from a History course or Institutions: Politique, Economic, Juridiques. The course is structured on modules dealing with fundamental rights, courts, the correctional system, the YOA, and the Charter of Rights and Freedoms. Grade 11 Personal Life is an elective course which deals with the personal life problems that young people may be dealing with as individuals in society. The Three Maritime Provinces Education Foundation is developing a pedagogical guide targeted to all grade levels. It will prepare teachers to implement democratic principles in their classrooms, and experiment with exercising basic human rights strategies in public school.

2.4.2 Youth at Risk

Department of Health and Community Services

Contact: Alex Dingwall, Interdepartmental Committee on Youth, (506) 453-2816

Other than participating on the Interdepartmental Committee, the Department handles casework but does not offer educational programs. This is the role of private Family Enrichment and Counselling Services and organizations such as the YMCA. The Government in New Brunswick does not conduct outreach projects.

Interdepartmental Committee on Youth

Contact: Ann Rigby, Ministry of Health and Community Services, Ministry of State for Youth, (506) 453-3830

The Department of Labour, Ministry of State for Youth, the Ministries of Education and Health, and Community Services have introduced an initiative to address the needs of youth at high risk, called the Interdepartmental Committee on Youth. The justice system

refers young people to this program. This is a new project which has only been implemented for six months, the object of which is to build linkages between the various service agencies in the larger urban centres of Moncton, Fredericton and St. John. Social workers are centred in access centres which are street-front operations that do outreach work through emergency shelters, hospitals and schools in an effort to reach fringe youth. They provide help first to meet basic needs, do crisis intervention and afterwards connect them to other services including income assistance. Emergency shelters consist of community run houses which are privately funded. They also refer young people to health clinics and mental health services. Law-related education is provided on a case-by-case basis when there is a need for information. The Interdepartmental Committee on Youth also works with the schools and assists in the provision of such safety programs as *Feeling Yes, Feeling No*. In addition, it has published a pamphlet for Junior High entitled *Dating Violence*.

New Brunswick Youth Council

Contact: Beverly Barnes, Executive Director, (506) 453-3271

The Youth Council of New Brunswick publishes a quarterly *Bulletin*, the most recent of which contains a *Snapshot of New Brunswick Youth* which is a report on a recent survey of the youth population and includes information about population in urban and rural communities, family life, ethnic diversity, proportions of aboriginal youth, number of young offenders, statistics regarding education and training, and employment. It also provides information regarding the occurrences of sexually transmitted diseases among young people, teen pregnancy and suicide rates, and drug use among the age group 15-24.

Youth Connexions Jeunesse (YCJ)

Contact: Ivan Corbett, Director, (506) 444-4656

Located in the Regent Mall Shopping Centre, YCJ is a branch office of the Youth Council. It opened in November, 1993 and is sponsored by the "Stay in School" program, the Fredericton Access Centre, School District, and Tritor Developments, among others. YCJ provides information about the local Access Centre, the labour market, resume writing, public education, "Stay in School" initiatives, post-secondary education, and provides assistance in contacting governmental and non-governmental groups and agencies with services aimed at youth. This is an information centre for youth aged 15-24. The Centre is open seven days a week from 10 am - 10 pm. Three full-time staff members, on job creation programs, operate the centre. Seven thousand young people have come in for employment-based information/job listings in the past year. They have also been referred to other agencies (e.g., Access Centres which help youth to make the transition from education to the work environment). The staff does personal follow-up to find out if the young people have gotten the help they were looking for. Numerous brochures, published by the Public Legal Education and Information Service of New Brunswick, the Department of Education and Health, and Community Services are available at the Centre. There has been some discussion about broadening the age range of young people they serve to include 12 to 14 year olds. YCJ, in cooperation with Fundy

Cable, produce *This Generation*, a bi-weekly live talk television show which features a panel of guests and is directed by two young hosts. The topics dealt with are contemporary and youth-related.

2.4.3 Youth in Custody

Department of Solicitor General

Contact: Ron Bagnell, Court Social Worker, Correctional Services, (506) 453-2015

The Unified Family Court does not deal with children. It has published a series of pamphlets designed to assist in the understanding of the *Young Offenders Act* and how it affects young people in New Brunswick. These are 8-10 page explanations, in terms young people can understand, in French and English, of the YOA and its implications for them. Within the court system in New Brunswick, the Family Court provides a Counsellor and Court Social Worker. They deal with custody matters, but do not deal with the children themselves.

2.4.4 PLEI

Public Legal Education and Information Service (PLEIS) of New Brunswick

Contact: Deborah Doherty, Executive Director, (506) 453-5369

While PLEIS of New Brunswick has no specific directives concerning youth education, it did conduct a survey of high school teachers to determine what law-related products and materials they would like to have available for the classroom. They have responded to many of the identified needs, particularly with the production of two videos available through the audio visual services of the Department of Education. The first deals with marital breakdown and custody of children, while the second looks at "rights" and how youth find out about their rights. They occasionally send lawyers into classrooms to speak to students. They have also worked closely with the Department of Education on particular projects. When preparing the pamphlet on "Dating Violence", they used a focus group of teens to test the mock up and comment on the design, graphics, information, tone and readability. PLEIS has collected mock trials from various jurisdictions and lend them to teachers on request and find lawyers to participate in preparation for the mock trials. They are working on a booklet on the "Rights and Responsibilities of Parents and Children".

2.5 Quebec²

² Only English programs are included in this Section. French programs are incorporated in Section 3.0.

2.5.1 Youth in School

Ministry of Education

Contacts: Curriculum, (418) 643-8610; Education Activities Department, (418) 643-7411; Personal and Social Education, (514) 873-4630; Ron Reinblatt, Teacher, Rosemere High School

There are no law courses offered at the Anglophone high schools in Quebec. Those that are available have a business orientation covering topics such as: Civil and Commercial Law, Laws on Person, Obligation. Trips to the courthouse have been discontinued for financial reasons. Contact believes that federally-produced materials aimed at 14-18 years would be helpful since there are no funds for producing them in English in Quebec. Interest level in course is high.

2.5.2 Youth at Risk

Ministry of Social Services

Contact: Carol Kimmis, Ville Marie Society, (514) 989-1885

Ville Marie used to be a social service centre. Under reform in Health and Social Services, they became a child and youth protection centre. They are linked with three centres: Shawbridge Youth Centres, Youth Horizons and Mount St. Patricks.

School Social Service Program CLSC

Contact: Rosemary Steinberg, Director of Professional Services, (514) 934-0354

The role of this program is to assist children to maximize their potential. Office deals with psycho-social issues, work with families, behavioural problems. Social workers provide direct interventions and peer mediation. Committee Youth Protection Network in Quebec - CLSC provides health and social services adapted to meet the needs of the community. Many of their social workers do youth protection programs. These programs help a child understand their legal and personal rights. There is no established training program.

2.5.3 Youth in Custody

Bathshaw Social Service

Contact: Lew Lewis, Director, (514) 483-7309

Residential treatment program for young offenders and youth protection cases, for children and adolescents up to 18 years of age. They are identified as needing protection or care by social workers, teachers, etc. Bathshaw Youth and Family Centre now handles all four agencies' reception centres.

2.6 Ontario

2.6.1 Youth in School

Ministry of Education, Curriculum and Assessment

Contact: Leora Stipelman, (416) 314-3817

History and Contemporary Studies - Ontario Academic Course Curriculum Guidelines for Grades 11 and 12 contains a one-credit course on law. It is an optional part of the Contemporary Studies Program. The Common Curriculum for Grades 1-9 (Working Document, February, 1993) does not refer specifically to law in its program descriptions.

Thornlee Secondary School

Contact: Michael Liepner, (416) 889-9696

Teachers have long been concerned with the lack of Ministry direction in the area of law-related education. Teachers are left on their own to develop and implement programs. Unless there is support from the Ministry there will continue to be much duplication of effort as teachers work in isolation. There is a need for lobby groups to petition the Ministry for more time in the curricula devoted to law. The only professional development opportunity is a course offered at the University of Toronto, Faculty of Education each summer taught by Liepner designed to prepare teachers for the one semester course in Grade 11 or 12 or the two credit course in the OAC. The courses are offered in almost every high school in Ontario and are very popular electives. Teachers use materials from Legal Services Society in B.C. and the Law Resource Centre in Alberta, as well as the T.V. Ontario video series, *A Question of Justice*.

VIP Program (Values, Influence and Peers)**Contact: Windsor Police Force, Community Services, (519) 255-6691**

The Windsor police force offers a 24 week program in which a police officer goes into grade 6 classrooms and talks about law-related concerns. This program is now only given to selected schools in Windsor. It is funded through the police force's mandated crime prevention programs.

2.6.2 Youth at Risk**Family and Children's Services - Renfrew****Contact: D. Slater, Program Coordinator, Independence Preparation, (613) 432-4821**

This is a child protection agency which provides adoption services, unmarried parent services, foster care, respite care, psychological and legal services in order to protect children under the age of 16 and older children who are wards of the system.

Community Youth Support Groups**Contact: Kim Way, Provincial Coordinator, Youth in Care Connection, (416) 366-8115**

This organization serves transition-aged youth who are either receiving service from the Ministry or are wards of the Crown. Youth in Care Networks are funded partially through Social Service foundations. One of its mandates is to inform youth under its care about their rights and responsibilities. It links young people with support services. It uses provincial conferences, newsletters, plan of care meetings, advocates, parents, social workers in its work with children. Reinforces the right to know a reasonable time after initial contact.

Child and Family Advocacy Service**Contact: Judy Finlay, Joanne Theobald, Advocacy Officers, (416) 325-5989**

This agency works under the *Family Services Act* which crosses with Ministry of Attorney General. Every child admitted to a residential setting must be informed of the existence and role of this office. Their job is to make sure that rights are protected, and they deal with complaints from youth/parents. Serves hard to serve youth with special needs, the vulnerable and the isolated. Ten advocates for the province respond to calls for help. When a child calls they first deal with the problem by phone, then depending on the severity (abuse gets immediate personal response), notify child welfare authorities, mediate between youth and facility and follow up. The agency is not mandated to work in the general school population. They serve to link children with the appropriate authorities. Try to connect with natural systems of advocacy. A new project involves peer mentors who go into the correctional facilities to speak to youth.

Pape Adolescent Resource Centre**Contact: Brochure, (416) 462-1010**

A joint project of the Children's Aid Society of Metropolitan Toronto and the Catholic Children's Aid Society. It is a preparation for independence program for young people leaving child welfare care. They provide help in finding housing, employment, returning to school, personal problems, relationship skills, and substance abuse.

Justice for Children and Youth**Contact: Brian Weagant, (416) 920-1633**

Activities are funded through Community Legal Education Ontario (CLEO) - and they are closely associated with the Youth Justice Office. Their mandate is primarily justice education within the school system. They produce information cards and pamphlets and conduct workshops for young people. They serve Community Legal Aid Clinics Local Bar Associations which may respond to educational needs.

Justice for Children and Youth**Contact: David Michaelburg, Legal Aid Lawyer, (416) 920-1633**

Mandate is to provide legal services to classrooms. They provide four week sessions for senior law courses with a plan to bring in lawyers, police, and court personnel to the classroom. While it is not a part of the formal curriculum, teachers with particular interests call on local justice services to supplement information. Visits 50 to 75 schools a year and makes presentations on any youth-related legal issue. Project began with his initial calls to schools offering his services as a presenter on legal topics. Now he gets calls from the schools who have incorporated his presentation as part of their law programs.

2.6.3 Youth in Custody**Ministry of Social Services****Contact: Paddy Colfer, Youth at Risk, (416) 325-5315**

This office deals with Young Offenders between 12 and 17. It is the policy branch responsible for overall policy regarding provision of service - includes youth resources, directions, legislative framework within which services are provided. They are looking at legal issues. There are thirteen area offices and a management support branch.

Ministry of Social Services, Program Management Branch**Contact: Hugh Robinson, (416) 325-5530**

This office is responsible for the "Safeguard Project", which responds to children's legal issues and provides services to young people in care across children's services. The

Office of Family and Child Service Advocacy originated as an office governed by the Social Services Ministry. It serves youth up to age 18 only. This is an inter-ministerial advocacy office. Base funding comes from Social Services but advocacy staff may be funded by other Ministries. They operate a Kid's Help Phonenumber. This is a Ministry-licensed facility for the disabled, young offenders, or neglected children. The staff are required to inform young person of their rights and responsibilities under the Act.

Department of Justice

Contact: Family Court, (416) 327-6883; Young Offenders Office, (416) 327-6876

Duty counsel lawyer explains court procedures, not many services offered through the court system. The Youth Link Office deals with street kids.

Department of Justice

Contact: Dale Elliott, (416) 325-5526

Offers training in the YOA system generally. Pamphlet has been produced to promote a training program for all front line staff in custody facilities regarding the delivery of information about rights and responsibilities.

Office of Youth Justice

Contact: Barbra Krever, (416) 325-4915

Office established by three justice ministries - Ministry of Attorney General, Ministry of the Solicitor General and Correctional Services, and the Ministry of Community and Social Services. The office addresses young offender issues in Ontario. It coordinates the integration of service delivery practices in youth corrections, develops Ontario positions on the *Young Offenders' Act* and provides accurate information on youth crime and the youth justice system.

Corrections Office

Contact: Corrections Officer, Perth

Counselling services used by Corrections Officers in Ontario include Community Work Projects, Alcoholics Anonymous, Huron Addiction Research Centre, Huron Perth Centre for Kids, Nova Group (anger management), Spectrum Group (grief counselling).

Suggestions: that youth receive a mandatory course on legal rights and responsibilities (one officer suggested that youth know their rights but fail to understand their responsibilities), more life skills training and education on the Canadian justice system. Discharge planning done prior to release of young offender regarding re-integration problems and assistance programs.

Reaching Out

Contact: Eileen Forshaw, Executive Director, (519) 254-5441

This is an independent, locally based program for Phase 2 Young Offenders (16 and 17 year olds) and adults. Three separate programs are offered. The first two are funded by the Provincial Department of the Solicitor General, and include Community Service arrangements for youth on probation. The bail supervision program is a pre-trial program which provides some counselling on finding work, staying in school, non-association and other conditions, legal advice comes from lawyers. Reaching Out has been conducting an anti-vandalism program for grades 3 to 6 for the past ten years. This focus has been scaled down because of changing needs of older students.

2.6.4 PLEI

Community Legal Education Ontario (CLEO)

Contact: Jane Price, Staff Lawyer, (416) 408-4420

CLEO does not produce curriculum materials. They focus on poverty law issues and do not work in the area of youth law-related education.

2.7 Manitoba

2.7.1 Youth in School

Ministry of Education, Curriculum - Social Studies

Contact: John Lohrenz, (204) 945-6873

In grades 5-6, the course covers five areas including government systems and geography. A minimal amount of law-related principles are taught in grades 7-8. *Canada Today* is the text used in grade 9. It has a legal education component. Political and legal processes are covered in Unit III. It covers the YOA by using a sample case. There is a need for good, up-to-date resource materials to support these curriculum areas. Some interministerial protocols are being expanded to better support services to young people. In grade 11, the focus is on rights and responsibilities of citizens, government and laws. Canadian history textbook *Our Canada* is being updated. In grade 12, 500-600 students province-wide take the Canadian Law course. About 1,600 take a vocational or business law course.

St. Johns Ravenscourt School

Contact: John Einarson, Teacher, (204) 477-2424

The law course that used to be part of the social studies curriculum has now been moved to business and is not highly subscribed. The other significant area for law is in the Grade 9 Canadian Studies course which has a major law component. There is also a law

component in the Grade 11 social studies course on legal rights and responsibilities. He thinks that nationally-produced materials will be used if a law component is put into various courses in the curriculum, but the lobbying often begins with teachers. Youth in his classes are particularly interested in criminal law and cases, and the YOA. He still does courtroom visits and brings in guest speakers from the judiciary. He thinks that students should be taught about their legal rights and responsibilities beginning in Grade 6 when they begin to study Canadian history. He feels that if more resources were made available to teachers, they would be more willing to add legal concepts in their programs. He suggested that a compulsory course in law be taught in grades 10 or 11.

Manitoba Teachers Society

Contact: Linda McDowell, Social Studies Consultant, Winnipeg 1 School Division, (204) 788-0203

The Teachers Society does little in the way of developing materials or resources (they have a teachers' welfare mandate). Academic program requirement options have reduced enrollment in law courses. Legal concepts are not likely being taught in any courses other than Social Studies 9. Human Rights units are taught in grades 7 to 12 because they are mandated by the Board and are implemented in Language Arts and Social Studies.

Bureau de L'Education Francaise

Contact: Gilbert Rosset, Director, Development and Implementation Branch, (204) 945-6028

Grades 6 and 11 social studies uses French materials from the federal government, but that material is now dated and laws have changed. There is a need for up-to-date, quality resources in French. Grade 9 materials were developed in the 1980s and are out of date. The focus is on government systems and elections.

2.7.2 Youth at Risk

Program Support Services

Contact: David Osborne, Director, Winnipeg School District, (204) 788-0203

Youth Entry Program - working in cooperation with an Asian Gang program developed in Vancouver, the Association has participated in the development of a program which provides youth at risk education and support to enable the transition to post-secondary education and employment.

Multi Agency Program (MAP)

Contact: Bob Swayze, Brandon School Division, (204) 729-3104

The City of Brandon, Police and Probation Services, in conjunction with Brandon Youth Services Committee has developed a program to assist youth at risk. One of their projects

is to team up university students with high needs children to offer, support, companionship and encouragement in an ongoing relationship.

2.7.3 Youth in Custody

Department of Justice, Youth Corrections

Contact: Terry Remple, (204) 945-7893

This office has produced a handout for youth in institutions. It outlines procedures for reviews, and rights to an ombudsman. Focus of rehabilitative programming is on cognitive restructuring, victim awareness, anger management, and relapse prevention.

Agassiz Youth Centre

Contact: Adrian De Rouyck, (204) 239-3027; (204) 239-3436

The standard Manitoba curriculum is used for youth in custody. No special attention is paid to legal education. The focus is on life skills.

2.7.4 PLEI

Manitoba Community Legal Education Association (CLEA)

Contact: Alan Diduck, Executive Director, (204) 943-2382

CLEA conducts an annual in-service conference for law teachers and provides law-related educational resources to schools. They conduct workshops for students and teachers.

2.8 Saskatchewan

2.8.1 Youth in School

Ministry of Education

Contact: Margaret Lipp, Curriculum and Instruction, (306) 787-6053

Law is taught in grades 11 and 12. The curriculum is in the process of being revised. The ministries of education, justice, health, and youth have an inter-governmental protocol to address the needs of youth at risk. They haven't discussed the need for a holistic approach to having young people aware of their rights and responsibilities. There is a Western Canadian Protocol committee including Manitoba, Saskatchewan, Northwest Territories and the Yukon which has discussed which areas might share a common curriculum and how to systematize the process. They have been collaborating since 1993. Teachers in Saskatchewan would like clear information about where the materials

that are available fit in the curriculum. Additional materials that are needed include information on the Canadian Judicial System; drugs, and alcohol and the law.

2.8.2 Youth at Risk

Ministry of Social Services, Family and Youth Services Division

Contact: Neil Yeates, Young Offenders Program, (306) 787-3637

Social Services has responsibility for *Young Offenders Act* in Saskatchewan. It is responsible for young people in trouble with the law. They take an holistic approach in protecting communities and supporting young people in trouble with the law.

Ministry of Social Services

Contact: Rick Bereti, (306) 787-9137

Police inform individuals about their rights under the system. Judges inform families and youth about their rights and responsibilities. This office provides personnel in the court on a daily basis to protect the rights of young people. They also deal with youth who are under supervision orders. Staff go through order and outline expectations for youth. Youth workers spend considerable time explaining the process. Contact thinks that this should be the role of the police officer making the arrest. Youth worker visits schools several times a month to teach principles of the YOA. They have produced a "Workers Guide" for presentations. Workers are proactively involved in liaising with schools, usually Grade 11 and 12 Career Classes and some Social Studies Classes. They present a video produced by Birdsong Developments entitled *Not Bad Kids*, in cooperation with the Department of Social Services. It features YOA programs in place in the Province using people in the system. It is used for orienting new staff as well as community group presentations. It summarizes what the Department does but it is done simply enough for use with youth. They distribute PLEA and Department pamphlets regarding dispositions, probation and custody.

Native Friendship Centre

Contact: (403) 875-6558

Tribal Councils are now operating child welfare services, but are not yet into the preventative or educational role.

John Howard Society

Contact: (306) 757-6657

Personnel are assigned to diversion programs. They have developed a program called "Stop Lift" which their workers will present to groups requesting the program.

2.8.3 Youth in Custody

Department of Justice**Contact: (306) 787-8954**

YOA matters are handled by Department of Social Services in Saskatchewan.

2.8.4 PLEI**Public Legal Education Association (PLEA) of Saskatchewan****Contact: Doug Surtees, (306) 653-1869**

PLEA Saskatchewan provides a wide variety of law-related educational resources to young people. It publishes a newspaper (PLEA) for teachers and students four times a year. It has produced a number of brochures on bicycle safety; dating for mid-teens; careers - becoming a lawyer or information about other legal careers. A booklet entitled *Rights of the Child* is to be published next month. As well there are four youth-oriented booklets for Law and Social Studies focusing on criminal law, and the law related to education, health, sports, drugs and family. A recent curriculum resource has been produced entitled, *Aboriginal Youth: Dealing with the Youth Justice System in Canada*. It provides teachers with a unit plan and activity guide on topics related to the law including conflict resolution, human rights and criminal law.

2.9 Alberta**2.9.1 Youth in School****Department of Education, Curriculum Branch****Contact: Sharon Prather, (403) 427-2984; Merv Thornton, (403) 427-2939**

Alberta has developed a new comprehensive Legal Studies Guide for high school students. It consists of modules designed for introductory, intermediate and advanced level students. Each module requires 25 hours of class work. The first required module focuses on consumer and family law and the second required module focuses on: the nature of crime, legislation related to young offenders, differences among federal, provincial and municipal statutes and the related courts, various offences and the consequences for each. Twelve other optional modules cover most of the traditional areas of substantive law. One of these modules, Criminal Law, deals with the criminal justice system, including the criminal process, and the roles and responsibilities of the participants. This legal studies program will be in place throughout the province by 1997. The Law Faculty at the University of Alberta offers two courses designed for teachers: The Legal Process and School Law. The Extensions Division has offered methods

workshops. Courses designed and offered by Law Faculties tend to focus on legal philosophy with an overview of substantive law.

2.9.2 Youth at Risk

Department of Social Services, Woods Homes Residential Treatment Centre

Contact: Randy Diddams, Exit Program, (403) 270-4102

Partially funded by Ministry of Social Services, Woods runs the Exit Program which is a community outreach service for children between the ages 11-24 , primarily in Calgary and other smaller communities (including Yellowknife). They arrange for lawyers to find and talk to street youth who need legal advice. They distribute *Street Survival Guide* (published by the Calgary Information Centre), a pamphlet providing information regarding legal services, referrals, as well as health and housing information. They refer youth to adult continuing education programs; the Calgary Achievement Centre for Youth and a variety of other educational facilities.

Edmonton City Centre Church Corporation

Contact: Brad Madill, (403)-474-7547

Serves young people as part of their mandate. This non-profit agency was formed in 1970 by five downtown churches that serve the inner city. Crossroads is its outreach program that serves young people on the street. It has a one-to-one legal education component. Their Youth Housing Project provides twenty housing units for young people on the street.

Calgary John Howard Society (JHS)

Contact: Jim Beaton, (403) 266-4566

The Society has produced a *Guide to the Young Offenders Act in Alberta*. The Lethbridge chapter has produced a booklet and video entitled *The Law of the Land* for Grade 5 students. JHS in Edmonton has a school program for all grade levels and has produced a number of videos, for example, *Playing for Keeps*; information sheets; *What happens next* - a guide for parents of youth who have been charged. The general feeling of those who work within the court system in Alberta is that it is not the court's responsibility to give young people instructions regarding the law. They are referred instead to Public Defender Lawyers or organizations such as the Elizabeth Fry Society.

Native Counselling Services Association (NCSA)

Contact: Keith Purves, (403) 423-2141

This is an extensive system of agencies and offices serving Native people, but not restricted to work with specific bands or groups. Funding comes from Provincial and

Federal Departments of Justice, Social Services and the Alberta Law Foundation. The Legal Education Media Department has become its chief legal information centre. It produces videos for young people designed to assist agency staff in their presentations to families and youth. Several programs are offered by NCSA: 1. Crisis Intervention - staff work closely with Social Services and RCMP and when an apprehension is imminent they will intervene with the family to try to avert arrest. The Society is involved in all parts of the criminal justice system. 2. Family Life Improvement Program - deals with families in conflict. Program works on self-esteem, self-development issues or family problems including alcoholism and abuse. Programs have many applications at all levels. 3. Classroom presentations: Popular Native entertainers team up with RCMP officers to visit classes in remote and small communities to discuss legal issues.

Student Legal Services

Contact: Rana Jagdal, (403) 492-2226

Conducts a summer law camp for inner-city youth. Produces mock trials for schools; distributes *Under 18, You and the Law*, and other publications.

2.9.3 Youth in Custody

Department of Justice, Young Offenders Program

Contact: Brent Doney, (403) 422-5019

The interministerial protocol only deals with child protection issues for young people to age 16. In the near future, provision of services will be under the new Commissioner of Services for Children.

Calgary Legal Guidance

Contact: Nancy Frayn, (403) 234-9266

Provides a Dial-A-Law service which has some responses aimed specifically at young offenders. It provides a roster of lawyers willing to do school presentations. This organization has produced a video entitled *The Law and You - Where do You Stand?* It is designed for youth learning to live on their own. Another video entitled *The Law in Alberta* is designed for new Canadians. Both videos include viewer's guides.

Elizabeth Fry Society

Contact: Gloria Tone, (403) 422-4775

Elizabeth Fry has a program for young offenders called the Court Work Program which employs one staff person, volunteers and placement students who are present at the court every day. They talk to all youth appearing in court, help them understand their options, tell them where to get legal counsel and then follow them through the system to make sure they understand what has happened to them. They have no printed materials at this

time. They have developed a "Kids in Court" program for Grade 8 students. Another part of their program is their association with the "Edmonton Inter-Agency Youth Services Association" which meets once a month to share resources and hear speakers on issues related to youth in the justice system. A description of alternative educational programs has been put in a brochure and a Resource Manual has been produced.

Alberta Seventh Step Society

Contact: (403) 233-0090

Arranges for ex-convicts to speak in schools.

2.9.4 PLEI

Legal Resource Centre, Faculty of Extension, University of Alberta

Contact: Lois Gander, (403) 492-5732

The centre has developed a wealth of quality resource materials for educators and young people on law-related issues. They provide workshops for teacher development and to supplement law for teacher courses at the University of Alberta. The *Law Now* magazine provides up-to-date information on changes to laws and discusses emerging law-related issues. The *Law Pac* Series of tipsheets produced by the Centre with funding from the Alberta Law Foundation are good stand-alone materials. The series which deals with assault, unfair dismissal, sexual harassment, etc. are designed for young people between the ages of 13 and 17. The Legal Resource Centre has produced a criminal code poster and Court System Kit as well as numerous mock trial kits.

2.10 British Columbia

2.10.1 Youth in School

Ministry of Education, Curriculum Development Branch

Contact: Valerie Garnet, French Program, (604) 356-2403; Yusky Wallace, (604) 356-2527

B.C. Social Studies curriculum is under reform. Legal concepts appear in the social studies curricula from primary to grade 3, as well as in the intermediate and graduation programs. The areas covered are: government, citizenship, Canadian law, family, human rights, privacy, criminal, civil, ethics, contract, medieval, landlord/tenant, assault, and the YOA. Legal concepts are also covered in Business Education and Consumer Education courses at the high school level. Students attending alternative education programs are exposed to legal concepts in life skills courses. Law 12 is also offered by the Ministry through distance education and as a French Immersion course.

British Columbia Teachers Federation

Contact: Rob Sandhu, Teacher

Worked on the Law 12 Curriculum Guide and Field Response before its final adoption in 1992. The new course meets many of the needs of teachers who want to decrease business emphasis of previous course and address the content of the Social Studies curriculum. Because Law 12 is not a provincially examinable course and because it has not been accepted for University acceptance credit, the number of enrollments have declined substantially in the last few years. Most senior high schools offer it as a social studies elective.

Post Secondary - Law Related Education Courses

Contact: (604) 822-2211

The Faculty of Education at the University of British Columbia offers two courses for law teachers. Law 497 - Introduction to Legal Process and Law 498 School Law. They are offered on campus and as distance education courses. The Faculty of Education offers a methods course for teachers: Social Studies Education 361 - Introduction to Curriculum and Instruction in Law-Related Education. This course is also offered both on campus and through distance education.

The Centre for Education, Law and Society

Contact: Wanda Cassidy, Co-Director, (604) 291-4484

The Centre is a law-related teacher educational program. It also does research designed to benefit educators and students and develops materials to support law-related education in the classroom. Through Simon Fraser University, Faculty of Education, the Centre offers a number of courses to teachers. The first, Education 446 - Law for Classroom Teacher, is an overview of the law and legal institutions of Canada and the second, Law 448 - Law in the Curriculum, is a methodology course for both elementary and secondary teachers. Both of these courses are offered on campus and through distance education. Over the years, the Centre has been involved in curriculum revision work with the Ministry of Education, conference planning and consultations with school districts on law-related issues. It has developed resource materials such as *A Case for Canada*, and *Cons and Capers: Youth Justice Simulations and Case Studies for Secondary Schools*. New publications include *Let's Talk About Law - In Elementary School* and *Storybook Mock Trials: Learning Law Through Participation*.

Vancouver Police Department

Contact: Fiona Weller, School Liaison Officer, School Safety Patrol, (604) 257-3790

Fifteen constables are assigned to 25 inner-city elementary schools. Offer "How to be Safe" programs; "Officer Friendly" visits elementary schools speak to classes; Street

Smart and Physical Safety. Mounted officers are assigned to visit schools and they have a big impact. The Program has been effective in establishing positive community relations. The office does consulting work with other school liaison officers in the lower mainland. A week long training program is provided for officers at the Justice Institute of B.C. Officers have also undertaken some training programs with the Vancouver School Board on how to teach children and prepare classroom strategies and resources. At the Junior Secondary level, the officers offer a program to help students understand their rights and responsibilities under the *Young Offenders Act*, as well as the criminal legal process that applies to young people aged 12 - 17. *Right from the Start* is a video produced and distributed by the Victoria Women's Transition House, 1992. This is a dramatic educational package to help teenagers, both male and female, define abuse and prevent violence in dating relationships. The objective of the video is to prevent young people from developing abusive and dangerous dating attitudes and habits.

2.10.2 Youth at Risk

Gang and Youth Crime Prevention Program

Contact: Wendy Taylor, Coordinator, (604) 660-2524

This is an Inter-ministry Committee on Criminal Gangs organized by the Community Justice Branch which addresses the growing concern about youth gang-related crime by sponsoring a range of community projects and workshops, providing a forum for information exchange and developing a number of youth at risk prevention and enforcement programs. The goals of the program are: to reduce the incidence of crime and violence by criminal gangs and youth; to divert young people from recruitment into criminal gangs and youth crime activity; and, to encourage community partnerships. "Youth Against Violence - Gang and Youth Contact Line" is a front line response to youth violence which has been developed and co-ordinated by the Ministry of Attorney General, Gang and Youth Crime Prevention Program. The purpose of the line is to reach young people to let them know that: "people care about the pressures facing young people from gangs and youth violence; together, youth, the community and police can take a stand to address youth violence; and that the ...Contact Line is a safe and confidential way to get help and share information about violence." *841-KOZ* (Eight for One Cause) is a youth drama group which performs presentations and workshops for youth and adults around the province. The drama group promotes positive alternatives to gang and youth violence.

B. C. Crime Prevention Association

Contact: (604) 592-1552

This group serves many communities in British Columbia and encourages numerous crime-related organizations to participate. Its primary mandate is to inform people of ways to avoid becoming victims of crime. They work with local police to find alternative

venues and activities for youth. They organize an annual conference and workshops for members, operate a resource centre and produce crime prevention publications.

2.10.3 Youth in Custody

Ministry of the Attorney General, Corrections

Contact: Alan Markwart, (604) 660-3986

Young people who get into trouble don't know what their responsibilities and rights are. Young people in custody in British Columbia are taught the curriculum with the main focus on life skills, math, English and career planning. Concerned about the misinformation in the public about the YOA and the level of violence in society. Recommendation: the popular media should be used to help change that perception. All of the players need to be involved in finding solutions. Crime prevention and education should be the focus.

Focus Foundation of British Columbia

Contact: Robert Kissner, Executive Director, (604) 435-8991

Focus Foundation is a non-profit organization which runs a number of innovative programs for youth who are referred by the courts. The Metro Vancouver Intensive Supervision Program and the Fraser Intensive Supervision program provide community-based supervision of youth on bail. Youth Futures is a new provincial residential and day attendance program for youth aged 13-17 which addresses the youth's needs in context of the family, school and community. The school is operated jointly with the Centre for Education, Law and Society in the Faculty of Education at Simon Fraser University and the Langley School District.

2.10.4 PLEI

Legal Services Society of British Columbia

Contact: Carol McEown, Director, Schools Program, (604) 660-4600

Elementary and secondary schools in British Columbia have depended on materials produced by the Schools Program of Legal Services Society of B.C. to support the law-related areas of the B.C. curriculum. Legal Services Schools Program has produced mock trials for elementary and secondary levels as well as material on labour law, housing, legal concepts, trial, consumer, family, contract law, assault, etc. It has produced limited materials in French.

Law Courts Education Society of British Columbia

Contact: Rick Craig, Director, (604) 660-9870

The Law Courts Education Society has produced a variety of materials to support the social studies curriculum at the elementary level. *Legal Safari* for grades 5, 6, 7 is available in French and English. *Journeys of Justice*, an aboriginal resource for grades K-7 has been produced recently. Law Courts Education Society is beginning to produce materials in French for elementary and secondary immersion programs. It has an extensive court-watchers program which supports young peoples' understanding of the court structure in Canada through its five regional offices. Another resource is a video called *Come On In*, from arrest to trial under the YOA for 13 years of age and up.

2.11 Northwest Territories

2.11.1 Youth in School

Ministry of Education, Culture and Employment

Contact: Jean-Marie Beaulaue, Curriculum, (403) 873-7674

The Ministry is committed to taking a holistic approach in educating young people. The Alberta curriculum is used for grades 10-12. A new locally-developed curriculum is taught in K-9. Civics is taught in primary school with a focus on family and community. Aboriginal and municipal government is covered from grades 3-6. Government is covered in a limited way in grades 7-8. Canadian Government is the major focus in grade 9 Social Studies.

2.11.2 Youth at Risk

Department of Social Services, Community Development

Contact: Rick Trembly, (403) 920-3485

The Territory has just amalgamated Health and Social Services. They are focusing now on getting out information to women about their health rights. There was no reference in the government directory to people working in the area of law-related educational programs for youth. Corrections was part of Social Services until recently. The Northwest Territories takes an issues-based approach to social services. In April 1995, a part of the Social Services area of responsibility will be transferred to Education, Culture and Employment.

Dene Cultural Institution (DCI)

Contact: Phyllis Nault, Interim Director for Healing Program, (403) 874-8480

This is a new program now developing workshop modules which offer a traditional healing program to groups upon request. Teams of trained facilitators go to communities and present workshops customized for the audience. DCI cooperates with Arctic College

to train students in a one-year program for treating addiction problems. The Institution also offers cross-cultural and cultural-awareness training workshops in schools, communities and to groups upon request. Program based on extensive research within Dene culture. A recent study describing the traditional justice system is contained in *Dene Justice Report - Lac La Martre*, recently submitted to the Department of Justice.

2.11.3 Youth in Custody

Department of Justice

Contact: Corrections, (403) 873-7200

The RCMP provides some pamphlets on shoplifting, vandalism, the YOA, etc. These items were produced centrally. They have also distributed some brochures locally regarding young people appearing in court as witnesses. The RCMP does a number of school presentations with videos and give "Safety Bear" colouring books to students in kindergarten to grade three. There are three youth detention facilities in the Northwest Territories. Their educational focus is on basic life skills, math and English. A new initiative on youth justice is in process, called "Youth, Justice and Community", but no further information was available.

2.11.4 PLEI

Arctic Public Legal Education and Information Services (APLEIS)

Contact: Pearl Benyk, (403) 920-2360

The APLEIS does see providing educational resource material to young people and educators as a part of its mandate. It provides mock trial kits in two languages - English and North Slavey. The speakers bureau sends speakers to schools. It also provides comic books on the Young Offenders Act, *Jake and Leroy*, which are available in Inuvialaktun/English, Inuinnaqtun/Inuktitut, and French/Inuktitut.

2.12 Yukon

2.12.1 Youth in School

Ministry of Education, Curriculum Branch

Contact: Sheila Rose, (403) 667-5605

The British Columbia curriculum K-12 is used in Yukon schools. The legal educational component in grades 11-12 is a part of the Challenge Program. No other mandated curriculum.

F.H. Collins Senior High School, Whitehorse

Contact: Paul Deuling, David Sloan, (403) 668-3885

Grade 12 courses use the text *Take Notice*. Students have access to Law Line, Legal Aid and People's Law School. Teachers feel that schools have good support from lawyers. They bring in resources from the United States Yukon Legal Education Association is an important resource. Classes visit the courthouse and participate in Circle Sentencing simulations. Thirty per cent of high school graduates take Law 12.

2.12.2 Youth at Risk

Ministry of Social Services, Yukon Health and Social Services, Youth Probation

Contact: Jon Gaudry, Youth Worker

Distribute information brochures about Yukon social services. OME are published by the Yukon Public Legal Education Association.

Ministry of Social Services

Contact: Carson Schiffkorn, Youth Achievement Centre, (403) 667-3799

Provides a series of programs for young people. Topics covered in various evening courses include: vandalism, shoplifting prevention, understanding anger and aggression, reconnecting youth and elders, job readiness, and living on your own.

Kwanlin Dun Community Justice

Contact: Rosemary Couch, Project Director, (403) 667-4803

The mission statement is "To empower the community to assume greater responsibility for justice issues". This two year pilot project is supported by YTG Justice, the Federal Justice Aboriginal Directorate, and the Kwanlin Dun First Nation. This is a working experiment in Circle Sentencing.

2.12.3 Youth in Custody

Department of Justice

Contact: Chuck Bertrand, RCMP, (403) 667-5507

The RCMP provide support to schools on law-related issues. The PACE program covers safety issues in primary with the "Safety Bear." The YOA and community/social responsibility is covered in the intermediate grades. Family, criminal and civil law is covered at the high school level.

2.12.4 PLEI

Yukon Public Legal Education Association

Contact: Susan Dennehy, Staff Lawyer, (403) 667-4305

The Association does not develop materials for young people. The Law Line is the Association's main function. The Association is an information resource for schools. It participates in Career Days and makes available legal educational materials from Alberta.

3.0 INVENTORY OF CANADIAN LAW-RELATED EDUCATIONAL RESOURCES FOR YOUTH³

3.1 Newfoundland

3.1.1 Youth in School

Phillips, L.M. and Ringrose, P. (1994). *Know the Law: The Nature of Law in Society*. Newfoundland P.L.E.A.

Contents: book which supplements law and democracy courses in Newfoundland high schools.

Phillips, L.M., Ringrose, P., and Winter, M. (1990). *Ask Me No Questions*. Toronto: Prentice-Hall Canada, Inc.

Contents: novel for young teens about sexual abuse. Teachers guide accompanies novel.

3.1.2 Youth at Risk

No separate listings.

3.1.3 Youth in Custody

St. John's Youth Diversion Program (undated). *Diversion: Helping Young Offenders in Conflict with the Law*.^{##+}

Contents: pamphlet describing services offered.

3.2 Prince Edward Island

3.2.1 Youth in School

³ Key: # Resource on File

* Service described in Program Descriptions (Section 2.0)

+ Program evaluated in Program Evaluation (Section 4.0)

Department of Education, Curriculum Guides:

- (1989). *Family Life Education: Grade One* #
- (1991). *Health/Family Life Education, Junior High* #
- (1992). *Health-Family Life: Grades 4-6* #
- (1993). *Health and Family Life Education: Grade 3* #

Contents: law-related topics are not dealt with in the primary grades. The only relevant topic in the Junior High Guide is about family and dating violence (p. 157).

Department of Education (1993). *Canadian Law 521A: Introductory Law Program Senior High.* #*

Contents: includes the typical areas of substantive law: criminal, tort, and family. Optional topics include: contract, consumer, aboriginal, immigration, and environment. Text used: *All About Law* (1990). Toronto: Wiley.

3.2.2 Youth at Risk

Community Legal Information Association, Under 18 Series (1988): #

- You and School*
- You and Your Money*
- You and the Police*
- You and Vehicles*
- You and Work*
- You as a Citizen*
- You and Your Health*
- Child Abuse and Neglect*
- You and Your Parents*
- On Your Own*

Contents: three by nine inch cards, designed for young people with answers to legal questions.

3.2.3 Youth in Custody

No separate listings.

3.3 Nova Scotia

3.3.1 Youth in School

Department of Education (1994). *Community Education Youth Symposium, Liverpool Regional High School, October 28.* ^{#*}

Contents: conference agenda, activities, student handbook and summary of conference.

Department of Justice (undated), *The YOA: Purpose and Application.*

Contents: information brochure designed for highschool students.

3.3.2 Youth at Risk

Public Legal Education Society, Under 18 Series (1988):

You and School
You and Your Money
You and the Police
You as a Citizen
You and Work
You and Your Health
You and Your Parents
Child Abuse and Neglect
You and Vehicles
On Your Own

Contents: three by nine inch cards, designed for young people with answers to legal questions.

3.3.3 Youth in Care

Department of Community Services (undated). *Your Rights and Responsibilities While You Are in Care - A Handbook for Children.*

Contents: a guide for children and youth in care in Nova Scotia.

3.4 NEW BRUNSWICK

3.4.1 Youth in School

Department of Education and Youth (1985). *Curriculum Guide (Grade 12) Law 122.*
#

Contents: general introduction to the legal system and contains units on Criminal Law, Human Rights, Tort Law, Contract Law, Family Law, Estate Law, Real Property and Labour Law. Guide contains a bibliography of materials published prior to 1985.

3.4.2 Youth at Risk

The Youth Council of New Brunswick (1993, 1994). *Youth Council Bulletin*, Vols. 5 and 6.

Contents: *Snapshot of New Brunswick Youth* - newspaper articles regarding the Youth Council. Subject matter - *This Generation* (1994).

The Youth Council of New Brunswick (1992/93, 93/94). *Annual Report*. #

Contents: mission statement, organization chart. Description of publications and activities.

Youth Connexions/Connexions Jeunesse (1993). *What is YCJ?* *+

Contents: pamphlet describing program.

Youth Connexions/Connexions Jeunesse (1993). *Youth Services Directory*.

Contents: phone list of services for youth in New Brunswick.

Department of the Solicitor General (undated). *Series of 5 Pamphlets*: #

Young Offenders Act
Alternative Measures Program
Youth Justice Process
Community-Based Programs
Open and Secure Custody

Contents: photocopies of first three pamphlets responding to questions about the justice system in New Brunswick designed for young people.

Department of the Solicitor General (undated). *Law Enforcement Career Opportunities*.

Contents: pamphlet outlines qualifications needed to work in the police force in New Brunswick.

Public Legal Education and Information New Brunswick (PLEINB) (1990). *The Law, the Police and You*. Booklet Series:

*Search and Seizure
Suspects and Detainees
Under Arrest
Drinking and Driving*

Contents: provides general outline of rights when a person comes into contact with police.

PLEINB (1990). *The Legal Side of Drug Use. Co-produced with the Community Services Division.*[#]

Contents: pamphlet with definitions and descriptions of various drugs and the laws relevant to them.

PLEINB (1992). *Keys.*[#]

Contents: video and user's guide. Curriculum resource on Human Rights and the *Charter of Rights and Freedoms* for high school students and new immigrants.

PLEINB (1992). *Assault.*[#]

Contents: pamphlet with information regarding nature of assault, victims rights and the law.

PLEINB (1993). *No Means No - Sexual Assault Law.*[#]

Contents: pamphlet which outlines the law and where to go for help.

PLEINB (1994). *School Law and The Charter: Balancing Interests.*[#]

Contents: booklet provides teachers and students with an overview of how the *Canadian Charter of Rights and Freedoms* applies to public education.

PLEINB (1994). *Dating Violence.*

Contents: glossy brochure designed for young readers providing information about what constitutes dating violence and how to deal with it.

PLEINB (undated). *Helping New Brunswickers Know the Law.*[#]

Contents: pamphlet on where to find information about the law.

3.4.3 Youth in Custody

No separate listings.

3.5 Quebec

3.5.1 Youth in School

Association des institutions d'enseignement secondaire. (1986) *Des droits à connaître - Activités d'apprentissage*. Centre de documentation du CADRE, (514) 381-8891.

Contents: activity book for secondary school educators. Proposes 15 activities, developed to encourage students to take charge of themselves and their lives. Each activity is intended to meet predetermined objectives and makes reference to a specific conceptual content. Through the activities, young persons are made aware of the *Charter of Human Rights and Freedoms*. This activity book focuses on personal growth, respect and equality for all. Deals with discrimination, freedom of expression and association, legal rights, etc.

Barreau du Québec in co-operation with "La Cour en direct" (1990). *Guide pédagogique du jeu: La Cour en direct - Soyez juge*. Barreau du Québec, (514) 954-3400.

Contents: teaching guide and game for persons working with students in second cycle secondary, inspired by the television series of the same name produced by Radio-Canada. The guide is designed to introduce young persons to concepts that will enable them to understand the workings of a trial in small claims court by playing an active role in a dispute. Document tells persons working with young people about small claims court and proposes that they carry out a knowledge assimilation activity (*La Cour en direct*). Guide has been designed in light of the objectives of the "community living skills" component of the Personal and Social Education Program at the secondary level. The guide and the game relate to Theme 9 of the Program. Objective of this theme is to learn about the functioning of legal aid and small claims court.

Barreau du Québec with the co-operation of the Ministère de l'Éducation, and the Ministère de la Justice et de sécurité publique du Québec (1993). *La Loi et les jeunes en difficulté - Document pour l'organisation d'une séance de perfectionnement*. Ministère de l'Éducation Centre de documentation, (418) 643-6363.

Contents: information document on the *Youth Protection Act* and the *Young Offenders Act*, designed to meet the professional development needs of staff members, educational agencies and educators, who are all faced in their daily work with fairly ambiguous situations relating to these Acts. Objective is to

strengthen participants' skills with respect to the two Acts. There are three modules: the first two examine specific aspects of the Acts, while the third provides a bibliography and useful information. Module 1 presents ten training objectives relating to the *Youth Protection Act*, including: describe the foundations of this Act, state its underlying basic principles, identify the rights of the child, analyze grounds for reporting a situation, etc. Module 2 deals the *Young Offenders Act*, and participants must meet 12 training objectives: describe the foundations of the YOA, describe adolescent's rights and responsibilities, describe police officer's powers and duties, determine the importance of files and information, etc.

Commission des droits de la personne du Québec (1988). *Pour mieux vivre ensemble - La Charte des droits et libertés de la personne du Québec expliquée aux jeunes*. Modulo éditeur, (514) 738-9818.

Contents: study guide designed to lead secondary students (12-18) to an understanding and acceptance of the purpose and provisions of the Quebec *Charter of Human Rights and Freedoms*. Through simulation exercises, young persons are made aware of the Quebec concept of human rights and freedoms. Guide presents situations that young persons often face at school or in their relationships with those close to them, in which the *Charter* may come into play. Chapter one stresses the recognition of individuals' basic needs, protected under human rights and freedoms. The second chapter lists four categories of rights and freedoms, explained in terms of students' life experience: basic rights and freedoms, political rights, economic and social rights and legal rights. The third chapter examines 14 grounds of discrimination and harassment and defines many terms related to discrimination. In the fourth chapter, students are asked to fill out a questionnaire evaluating the situation that exists in their school. In the fifth chapter, they explore different courses of action available to them to remedy situations in which rights are jeopardized.

Commission des écoles catholiques de Montréal (1986). *L'école et les jeunes en difficulté - Lois et ressources*, (514) 596-6000.

Contents: brochure for managerial staff of schools in CECM. For young persons in a school setting, the helping relationship is greatly influenced by the *Youth Protection Act* and the *Young Offenders Act*. The first chapter describes the *Youth Protection Act* and situations in which a young person's safety and development is jeopardized. It also discusses the school's responsibilities under this Act to protect children and bring their situation to the attention of the appropriate authorities. The second chapter is devoted to youths who have committed an offence. It sets out the principles and objectives governing the *Young Offenders Act*, states the school's responsibility with respect to these young persons, and provides a few explanations regarding the *Summary Convictions Act*. The third chapter concerns

young persons with social problems other than delinquency and the need for protection.

Commission des écoles catholiques de Montréal (1986). *Vous connaissez un jeune en besoin de protection? (ne le laissez pas souffrir en silence)*, (514) 596-6000.

Contents: study program for teachers and other educational professionals to detect situations in which youths are victims of negligence or violence. First chapter is devoted to the grounds for reporting. Second chapter interprets the at-risk situations most observable by school personnel: serious behavioural problems, sexual abuse, physical abuse, lack of appropriate care and absenteeism. Third chapter reviews the topic of reporting in the school environment.

Directeur général des élections du Québec (Direction des communications) (1991). *Les élections à l'école primaire - Un avant-goût de la démocratie*, (418) 528-0422.

Contents: teaching document for second cycle primary students to acquaint them with the Quebec electoral system and the rights and duties associated with it. Document sets out the following objectives: identify main features of the Quebec electoral system; become acquainted with the different procedures involved in an election; become aware of observance of democratic principles in the classroom, the school and society. Part three is devoted to learning activities, two of which are intended to inform young persons of their democratic rights and freedoms: *Living with the laws* (enable the child to recognize the existence and raison d'être of the *Election Act* - a direct link may be made with terminal objective 10 of the "community living skills" component of the Personal and Social Education Program: recognize the existence and raison d'être of the laws); *Rights and freedoms for all* (enable student to understand the need to respect democratic rights and freedoms).

Directeur général des élections du Québec (Direction des communications) (1991). *Les élections à l'école secondaire - Un avant-goût de la démocratie*, (418) 528-0422.

Contents: teaching document in which Quebec's chief electoral officer attempts to acquaint the secondary level with the Quebec electoral system and the rights and duties associated with it. General objective of the document is for the student to understand the mechanisms of the electoral system and his/her role as a citizen in a democracy. Part 1 is an informational chapter intended for teaching personnel and for students. Part 2 is a practical guide for holding an election at secondary school. Part 3 describes various learning activities, within which it is possible to see a close link with the Personal and Social Education Program, for these activities tie in with two objectives of that program: to enable the student to understand his or her rights and responsibilities as a citizen and the need for commonly accepted standards in a democratic society; to foster in students a

better knowledge of their social dimension and encourage them to specify their personal role as free and responsible citizens.

La Soupape, Maison des jeunes, Rouyn-Noranda (1994). *Les jeunes, la loi, leurs droits*, (819) 762-3682.

Contents: brochure to help young people throughout their adolescence by enabling them to become aware of their rights and the responsibilities surrounding them. A number of subjects from the *Civil Code* are examined: parent-child relationship, marital status, family, property, medical care, etc. Young persons are introduced to legal language that particularly affects them. Brochure explains the right to vote, guardianship, support obligations, parental authority, sexual assault, etc. Also explains various aspects of the *Youth Protection Act*, the *Young Offenders Act* and the *Labour Standards Act*. The living environments - family, school and work - of adolescents are examined in relation to their rights and responsibilities.

Ministère de la Justice. Direction des communications (1993). *Jeunesse - Le Code civil te dit quelque chose*, (418) 643-5140.

Contents: leaflet for adolescents on topics relating to youth and their rights: business matters, the search for a biological parent, and health. On health, young persons aged 14 and over are told of their rights relating to medical care, being a donor of a body part and medical experimentation. For adolescents aged 16 and over, the topic of the right to vote is dealt with.

Ministère de l'Éducation du Québec (1990). *L'éducation aux droits et aux responsabilités au secondaire - Recueil d'activités*, (418) 643-6363.

Contents: collection of teaching activities to build awareness, among students in the first and second cycles of secondary school, of the different aspects of human rights as defined in the *Quebec Charter of Human Rights and Freedoms* and accompanying responsibilities. This collection is inspired by the study guide *Pour mieux vivre ensemble*, produced by the Commission des droits de la personne du Québec (it is strongly recommended that users obtain that document as an information supplement). The document proposes 25 activities relating to the many facets of young persons' academic and social life. Through these activities, young persons learn the extent of their rights, with a focus on respecting the rights of others. These activities fall into four main categories: recognition of the individual's basic needs from the perspective of human rights and freedoms; rights and freedoms defined in the *Quebec Charter of Human Rights and Freedoms*; forms of discrimination and grounds prohibited by the Charter; and, action strategies for ensuring that rights and freedoms are observed.

Ministère de l'Éducation du Québec (1984). *Programme d'études - Formation personnelle et sociale (Primaire)* ; *Guide d'activités - Formation personnelle et sociale (Primaire)*, (418) 643-6363.

Contents: curriculum and activities guide for primary teachers. The Personal and Social Education Program seeks to enable young persons to acquire knowledge, attitudes and behaviours essential to their fulfilment both as individuals and as members of society. "Community living skills" component connects with the legal sphere in making students understand their rights and responsibilities as citizens and the need for commonly accepted standards in a democratic society. Objective is to encourage students to develop knowledge, attitudes and behaviours that will enable them to strike a balance between their expectations and those of society, to express themselves fully as individuals and participate actively in the life of their community. Presents different social dimensions of a young person's personality, shows what services to the community are and encourages young persons to think about how society is organized. Proposes a number of subjects to bring up with young persons at the primary level. Each subject must meet a specific terminal objective and several enabling objectives. Themes touching on the legal sphere are (Second cycle of primary level): *My Rights and Responsibilities* (young persons recognize that they have rights and responsibilities as individuals and as members of society - takes the place of activities in the fourth, fifth and sixth years of primary school); *The Laws* (for young persons to recognize the existence and purpose of laws).

Ministère de l'Éducation du Québec (1984). *Programme d'études - Formation personnelle et sociale (secondaire)* et le *Guide d'activités - Formation personnelle et sociale (secondaire)*, (418) 643-6363.

Contents: curriculum and activities guide for secondary teachers. Objective of the "community living skills" component is to encourage students to develop knowledge, attitudes and behaviours that will enable them to strike a balance between their expectations and those of society. Proposes a number of subjects to bring up with young persons in the first and second cycles of the secondary level. Each subject must meet a specific terminal objective and several enabling objectives, as described in the curriculum and activities guide. The subjects touching on the legal sphere are as follows: *First cycle of secondary level (Secondary 1 and 2): Rights and responsibilities* (young persons assimilate various concepts relating to the *Charter of Rights and Freedoms* and basic rights); *Legislative process* (students are asked to determine what laws and regulations are, also made aware of the respective processes by which these two instruments are adopted : *Young Offenders Act* and *Youth Protection Act*. Young persons learn that they are responsible for their acts, but that because of their vulnerability and youth, the lawmakers have provided for measures to protect them). *Second cycle of secondary level* - In this subject, young persons learn why laws and regulations are necessary for the well-being of the majority and for a better quality

of life); *Young Persons and the Law* (focuses on two laws that especially concern young persons *Secondary 3, 4, and 5: Young persons and the Law* (objective is for young persons to become familiar with the main laws that concern them and the remedies associated with those laws); *Judicial System* (objective for students in Secondary 3 is to learn about the functioning of Quebec courts, the types of courts, the organization of the courts of justice, etc. Secondary 4 students, for their part, will be made aware of the functioning of Legal Aid and small claims court).

Ministry of Education, Curriculum Guides:

Civil Law and Criminal Law (Grade 11/12) Outline[#]
Activity Guide[#]

Contents: teachers guide and resource book outlining the Personal and Social Education and Life in Society components of the Quebec curriculum.

Ministry of Education, Activity Guide Bibliography (selected titles):

Contents: selected titles from the activity guide bibliography include: *On Nom de la Loi* (1990); *Sharing a Better Life Through Human Rights: The Quebec Charter of Human Rights Explained to Young People* (DeMassy, 1989); *You, Equal in Rights and Responsibilities: An Interpretation Guide to the Quebec Charter of Human Rights and Freedoms* (Leduc, 1982).

Office de la protection du consommateur and Commission des Ecoles catholiques de Montréal, (514) 873-3701.

(1985). *La vente itinérante* :

Contents: comic book - story of Paul, who buys a food processor from a door-to-door saleswoman at an astronomical price. His companion Paule teaches us that it is possible, under certain conditions, to cancel the contract of sale, and tells how to go about it.

(1985). *Les garanties* :

Contents: comic book - when her television set breaks down, Paule receives a crash course on warranties and the repair of various goods. For example, she learns that any warranty is either legal or conventional and has quite specific content. As to repairs, it is essential to ask for a written estimate of the work, as well as a detailed invoice once the work is done.

(1985). *Les voitures d'occasion* :

Contents: comic book - Paul and Paule take the advice of the Office de la protection du consommateur in shopping for a used car. Among other things, we are shown the importance of a descriptive label being present on the used car.

Our two consumers also tell us what the purchase warranty covers and remind us that the price of a used car is negotiable.

(1987). *A l'école du magasinage* :

Contents: comic book showing things that any good consumer should know. We learn to pay special attention to any clause in writing, to inform ourselves, where applicable, about the store's policy on refunds, exchange and layaway and to properly assess the quality/price relationship for any consumer item.

(1987). *Se taire ou se plaindre* :

Contents: comic book - Paul and Paule are buying a new couch that has certain defects. The book explains the procedure to follow, going through the Office de la protection du consommateur, to lodge a complaint against the merchant and induce him or her to correct the defect.

National Film Board of Canada and Canadian International Development Agency (1992). *Rights from the Heart - Volume 1*, (514) 283-9000.

Contents - video which is a collection of animated short subjects inspired by the values promoted by the United Nations Convention on the Rights of the Child. First part consists of seven films intended for children 5-8 years of age: 1, 2, 3 COCO; Papa; TV Tango; The Orange / L'Orange; Door to Door / Porte à porte; A family for Maria / Une famille pour Maria; and, To see the world / Voir le monde. A teaching guide is available on request.

National Film Board of Canada (1986). *Feeling Yes, Feeling No*, (514) 283-9000.

Contents: three-part film program designed to protect children against sexual abuse. Part 1 teaches children the foundations of self-esteem and good judgment and introduces the concepts of positive touching and negative touching. Part 2 pursues the above concepts in greater depth, gives a simple definition of sexual abuse that children can understand and explains how to respond to advances from strangers. Part 3 tackles the question of sexual abuse committed by a relative or friend, teaches the child how to use the techniques and vocabulary shown and to ask an adult for help.

Office de la protection du consommateur (1990). *Osez vous plaindre: ça porte fruit*, (418) 643-1484.

Contents: activities list drawn up to promote the fulfilment of various objectives of the curriculums of the Personal and Social Education, Home Economics and Economic Education programs; to provide young persons with arguments to overcome their reluctance to lodge a complaint; to help young persons become familiar with a procedure for lodging a complaint; to enable young persons to experience a procedure to be followed in order to assert their rights in relation to

merchants or professionals. Three activities relating to the "community living skills" component of the Personal and Social Education Program are proposed. Young persons at both the primary and secondary levels will examine their rights and responsibilities through activities dealing with consumer matters: when I am dissatisfied with a product or service, I have the right to complain (students recognize that they have rights and responsibilities as individuals and as members of society); Amélie is disappointed with her purchase (make students realize that they have rights and freedoms at school. Also enables them to assess the possibility of exercising these same rights and freedoms in the school environment); I know my responsibilities and I assert my rights (for students in the first cycle of the secondary level, seeks to achieve substantially the same objectives as the preceding activity).

Regroupement des Maisons de jeunes du Québec (1992). *Carte santé et guide d'accompagnement*, (514) 725-2686.

Contents: information card to inform young persons (12-18) of their rights in health matters. Has the following objectives: to encourage young persons to develop new health habits; to make information accessible; to involve young persons in the choices and decisions that they must make regarding their health. Lists the main rights of young persons regarding health, and provides some information concerning their sexuality. A learning activity packet is provided for persons working with the young to supplement the information on the card and to propose ways in which the card may be used with groups of young persons in the places frequented by them.

Regroupement des Maisons de jeunes du Québec (1992). *Droits des jeunes à l'école*, (514) 725-2686.

Contents: brochure for students in the second cycle of secondary school, to inform them of their rights and freedoms in the school setting according to the *Quebec Charter of Human Rights and Freedoms*. Young persons are told of the right to instruction, the right to privacy, the right to confidentiality, the right to information, etc. For each section of the *Charter*, a brief definition is given, as well as several examples applying the section to the school setting.

Regroupement des Maisons de jeunes du Québec (1994). *Tes droits dans le Code civil du Québec*, (514) 725-2686.

Contents - brochure to make young persons aware of their rights under the *Civil Code of Quebec* that came into force in January 1994. Introduction to the *Civil Code* - young readers are told what the *Civil Code* is, where it comes from, what its purpose is, what it looks like and what it contains. The heart of this document deals with the rights of young persons, in terms of medical care, medical

experimentation, parental authority, the right to vote, acts of minors, the possibility of sitting on a board of directors, etc.

Salon international de la jeunesse in co-operation with the Ministère de l'Éducation and the Ministère de la justice du Québec (undated). *Le Magazine jeunesse - Tu as des droits, tu es responsable*, (514) 274-6124.

Le Code civil, savez-vous ce que c'est?

Contents: special issue which lists the rights of young persons under the new *Civil Code of Quebec*. Simulation game to help young persons to better relate to this legal topic which includes ten examples of adolescents facing problems or issues of a legal nature. Each situation will be resolved by the *Civil Code of Quebec*. After the brief description of the situation, legal answers are given. This procedure enables young readers to gain a brief overview of their civil rights and liabilities. The following subjects are dealt with issue: confidentiality of a consultation with a medical professional; medical care; injury to a minor; inheritance; civil liabilities of minors; adoption; support payments, etc.

Contents: special issue deals with youth and labour law. Simulation game with ten examples of adolescents in work situations. Each situation is different and raises questions in the mind of the young reader. After the situation is described, legal answers are given, with continual references to a law that is of great relevance to this topic: the *Labour Standards Act*. The following subjects are dealt with: minimum wage; the standard work week; leave; coffee breaks; meal breaks; remedies under the *Labour Standards Act* for dismissal without just and sufficient cause or for having exercised a right under that Act. Throughout the brochure, young people are given practical tips, such as what questions to ask during an interview, what to watch out for when working for a company and what to do if problems arise.

Société de l'assurance automobile du Québec (undated) *Plus loin que la limite*, (418) 528-4092.

Contents: educational project designed for secondary students to make them aware of the dangers of driving a vehicle while impaired. A real educational tool kit, it contains six components, each with a video and a choice of activities to elicit thinking and learning. Among the topics dealt with: the effects of alcohol and other drugs on behaviour; each individual's responsibility in any decision-making; social, human and legal consequences of impaired driving. Each of the six videos presents a scenario involving a group of adolescents faced with a dramatic situation arising from impaired driving. Two videos deal specifically with the legal sphere: "*Je sais où t'en vas*" (*I know where you're headed*) and "*Marie ne vit plus ici*" (*Marie doesn't live here anymore*). These two videos deal with the legal consequences of impaired driving. A logbook is provided along

with the video clip and can be used by the student to complete what is described in the scenario.

Société de l'assurance automobile du Québec and Compagnie de production SDA Ltée (Undated). *Projet Alternative - Chauffeur... ce soir t'es toute ma vie*, (418) 528-4092.

Contents: educational project to make secondary students understand the risks involved in impaired driving. This project is intended to help adolescents make the right choice about drinking and driving. To achieve this objective and encourage students to assimilate what they have learned, the educational project proposes a concrete action: a safe graduation ball! Made up of a series of activities carried out in co-operation with persons working with secondary 5 students. Two learning activities are set up: "L'alcool et ses effets sur la conduite d'un véhicule" (alcohol and its effects on driving) and "Les conséquences juridiques de la conduite avec les facultés affaiblies" (the legal consequences of impaired driving). The first activity suggests that students view the video "*Chauffeur... ce soir t'es toute ma vie!*". This video presents three scenes, each lasting roughly five minutes. The second scene shows the arrest of a teenager and enables young persons to begin thinking about the legal aspect of the social problem of impaired driving. The second learning activity basically concerns the legal consequences of the act. The video "*Le temps d'y penser*" (*the time to think about it*) deals with the legal aspect and the physical and social consequences of drunk driving. This video is accompanied by user's guide which the teacher can use to achieve some objectives of the "community living skills" component of the Personal and Social Education Program. The project "*Alternative - chauffeur... ce soir t'es toute ma vie!*" is made up of various documents, and they can be ordered: the videos for \$9.95 each, the theatre project "*La fin d'un rêve*" (*the end of a dream*), a proposed informal contract, etc.

3.5.2 Youth at Risk

Civil Liberties Union in co-operation with the Centrale de l'enseignement du Québec (CEQ) (1985). *Les jeunes face à la police*, (514) 527-8551. (currently being updated).

Contents: brochure for young persons wishing to learn about their rights with respect to the police and the justice system. Young people are told about various rights recognized in the *Charter of Human Rights and Freedoms*, such as the right to counsel and the right to communicate with next of kin in the event of arrest and detention. Adolescents will be able to learn more about arrest, identification, warrants, court appearances, detention, records maintenance, searches, etc. Tells young persons what to do when arrested or detained and explains their rights in

these situations. Provides them with several addresses that might be useful in some cases.

La Maison de jeunes de Drummondville (1991). *On m'interroge, on m'arrête, j'ai des droits*. Regroupement des Maisons de jeunes du Québec, (514) 725-2686.

Contents: information card to tell young persons (12-18) about their rights on arrest. States what police officers must do in order to comply with law and what young persons are entitled to request.

Mainville, F.(undated). *La Loi et les Jeunes en Difficulte*.

Contents: curriculum resource. Le Barreau du Quebec.

Ministère de la Justice du Québec (1989). *Fini le secret*, (418) 643-5168.

Contents: video docudrama designed to reassure young victims (aged 8-10) of sexual abuse, by explaining to them how the justice system works and persuading them to confide in an adult when faced with such situations.

Ministère de la Justice du Québec. Direction des communications and Direction générale des affaires criminelles et pénales (1989). *Je me prépare pour la Cour*, (418) 643-5140.

Contents: brochure for young victims of sexual abuse who may have to appear in court to testify to acquaint them with the court process and answer some of their questions. Short sections explaining the importance of the meeting between the young person and his/her lawyer, role of participants in the court process, difference between a trial and a preliminary inquiry, etc. Young persons are given advice on how to properly prepare for court and give valid and credible testimony.

Ministere du Soliciteur General (1987). *Swiping? That's Stealing*.

Contents: pamphlet.

Ministere du Soliciteur General (1987). *Trouble with the Law*. National Film Board of Canada.

Contents: video for pre-teens highlighting some common criminal justice situations that young people encounter.

Salon international de la jeunesse in co-operation with the Ministère de la sécurité publique du Québec and the Ministère de la justice du Québec (undated). *Droits d'ados ... Stop à l'agression sexuelle*, (514) 274-6124.

Contents - guide offers adolescents information about sexual assault (for victims of assault, friend of a victim, a young person who has committed an assault or an adolescent seeking information). Through the fictional story of a sexual assault victim: sexual assault is defined, reader is told who potential attackers are, various quizzes are presented, concept of consent is explained, etc. This guide encourages victims to bring a complaint against the perpetrator while telling them the possible legal consequences of doing so. Tells young readers about the sex offences covered by the Criminal Code; that they might have to testify against the perpetrator; indicates persons who are likely to be present at court and describes their respective roles in the process; and, describes the new Quebec legislation in force since August 1993 on sexual harassment.

3.5.3 Youth in Custody

Commission de protection des droits de la jeunesse with the co-operation of the panel of youth protection directors of the Association des centres des services sociaux du Québec (undated). *Les droits de l'enfant et de ses parents*, (514) 873-5435.

Contents: brochure to satisfy Section 5 of the *Youth Protection Act* concerning parents' and child's right to information. All persons on whom the law confers responsibilities toward the child (i.e., staff of child and youth protection centres, reception centres, local community social service centres, etc.) have a duty to inform the child and his/her parents. Brochure deals with the information to be transmitted, from the reporting of the child's situation to the director of youth protection to the closing of the file. Both the child and the parents must be informed of: reporting, emergency measures, assessment, direction the case is taking, measures taken, and possibility of reviewing the case. For each stage, information to be given to parents and the child is: their general and specific rights, their rights with respect to confidentiality, and the remedies available to them.

Commission de protection des droits de la jeunesse with the co-operation of the Association des centres d'accueil du Québec (1990). *Tu as des droits*, (514) 873-5435.

Contents: brochure to inform adolescents about some their rights under the *Youth Protection Act* and the *Young Offenders Act*. Through short articles and amusing illustrations, young persons are made aware of their basic rights, such as the right to be informed, right to be heard, right to counsel and the right to privacy. Text calls upon young persons to see themselves as being covered by the law and encourages them to exercise their rights as appropriate.

Commission de protection des droits de la personne (undated). *Droits devant*. Radio-Québec Service de distribution, (514) 521-2424.

Contents: video intended for young persons in reception centres, but also addressed to secondary students and teachers. Sheds new light on the life of children taken into protective custody under the *Youth Protection Act* and the *Young Offenders Act*. This video meets two objectives of the "community living skills" component of the Personal and Social Education Program in the first cycle of the secondary level, namely "to identify the components of the *Youth Protection Act* and the *Young Offenders Act*". Also valuable for the second cycle, where it meets the objective "to know the main elements of the laws that concern them".

3.6 Ontario

3.6.1 Youth in School

Ministry of Education (1987). *Curriculum Guideline - History and Contemporary Studies*.[#]

Contents: Part C: Senior Division Law is an optional topic under Contemporary Studies in Grades 11 and 12. Part D: Ontario Academic Courses: Law is an optional topic under Contemporary Studies in Grade 13.

Ministry of Education (1993). *The Common Curriculum - Grades 1-9* ^{##}

Contents: there are no specific references to law-related concepts in this Guide.

Schwartz, G. (1993). *My City/ Ma Ville*. Ministry of Education. [#]

Contents: an Interactive Multimedia CD-ROM on the Rights of the Child. Educational curriculum promoting interactive learning. The program user becomes a Mayor for the day in a town and country of choice. The Mayor's mandate is to provide a healthy environment in which children can understand the responsibilities of managing a city, build new facilities and resolve conflicts.

Schwartz, G. (1994). *Peacemaker*. Ministry of Education. [#]

Contents: an Interactive Multimedia CD-ROM on Conflict Resolution. Software places the child at the centre of the decision-making process providing him/her the communication tools to mediate and roleplay various animated cross-curricular scenarios.

3.6.2 Youth at Risk

Church Council on Justice and Corrections (CCJC) (1987, under revision).
Watching Youth in Court, An Invitation to Community Involvement Under the Young Offenders Act.

Contents: guide to the YOA and youth justice for youth and general public. It provides basic information on the Act, the court processes and the options for sentencing.

CCJC (1989). *Dialogue on Crime Prevention: Focus on Youth.*

Contents: community education program designed for adults and youth which explores the reality of youth crime, the role of the justices system and the responsibility of the community in crime prevention.

CCJC (Periodical). *Update.*^{#+}

Contents: a periodical newsletter in english and french addressing matters in justice and corrections. Each issue focuses on one subject (e.g., dangerous sexual offenders, the cry for Native Justice, and Reconciliation).

CCJC (Monthly). *Decision: The Law Journal of Teachers of Canadian Law.*⁺

Contents: appropriate for high school classrooms, this journal is published monthly from September to June. Kingston, Ontario: Spetz Publishing. This journal gives brief summaries of interesting court decisions and the impact they may have. It features a significant recent case usually from the Supreme Court of Canada and details the issues surrounding it and the reasons for the decision. Recent issues have featured such topics as the correlation between television violence and criminal behaviour, affirmative action, legal aid, wrongful dismissal, dangerous driving, search and seizure, and assault.

CCJC (Periodical). *Advocat.*

Contents: published five times a year focuses on a single legal issue. Kingston, Ontario: Spetz Publishing.

CCJC (Quarterly). *Just in Time.*

Contents: published in Toronto by IPI Publishing Limited, focuses on cases heard by the Supreme Court - classroom resource.

CCJC (1993). *A Question of Justice. TV Ontario Video Series.*⁺

Contents: this seven part series designed for public television is an excellent resource for highschool classrooms featuring legal scenarios that capture the attention of young people.

Farrell, J. (1993). *Workshop on Shoplifting: A Prevention Program*. National Crime Research Centre.

Contents: designed for presentation by correctional officers to students between the ages of 7 and 15.

Justice for Children and Youth (1992). *Know Your Rights*.

Contents: a legal guide to rights and responsibilities for young people under 18.

Ontario Association of Children's Aid Societies Services (Undated). *Youth Con-X-Ont*.^{##}

Contents: pamphlet outlines background, goals and achievements of Youth Con-X-Ont.

Pape Adolescent Resource Centre (1992). *Annual Report*. "The PARC Program".[#]

Contents: describes programs and services.

Pape Adolescent Resource Centre (1992):

Home Free[#]
Newsletter[#]
Youth Mentoring[#]
Power in Partnership[#]

Contents: four pamphlets describing services offered by Pape in Toronto.

Ministry of Justice (undated), *Under 18? Read This!*[#]

Contents: pamphlet in english and french. Alternative measures program for young offenders who commit a minor criminal offence. Co-produced by Ministry of Community and Social Services and Ministry of Correctional Services.

3.6.3 Youth in Custody

Office of Child and Family Service Advocacy, Ministry of Community and Social Services:

(1992). *Reducing the Risk of Abuse in Foster Care* #

Contents: a study completed for the review of safeguards in Children's residential programs.

(1993). *On the Outside* #

Contents: facilitators' guide to a unit on independent living for youth in care in Ontario.

(1994). *If It's Wrong, Right It!* #+

Contents: video (english and french) and pamphlet which describes the role of child advocats for young offenders, children and youth living in foster homes and children's mental health settings, group homes, etc. and young people with special needs because of physical, mental or learning disabilities. Also, a poster produced by ONTCHILD describings the rights of children.

(1994). *You Have a Right to be Heard* #

Contents: booklet produced by ONTCHILD.

(undated). *Preferred Practices for Investigating Allegations of Child Abuse in Residential Care Settings* #

(undated). *Information on Your Rights and Responsibilities as a Young Person in a Custody or Detention Program* #

Contents: handbook for youth in custody English and French.

(undated). *Orientating Children and Youth to Foster Care - A Resource Guide.* #

Contents: for organizations providing foster care orientation for children and youth.

3.7 Manitoba

3.7.1 Youth in School

Jordan, K. (1986). *Jack and the Beanstalk.*

Contents: mock trial activity kit for grades 4 - 7. Teacher's guide and student script included.

3.7.2 Youth at Risk

Hoh, Y. and Osborne, D.W. (1990). *Reaching Out to Asian Youth: The Winnipeg Experience and School Policy.*

Contents: paper reporting experiences in alternative education programs for youth at risk or Asian young offenders.

Ministry of Justice (1994). *Street Peace: The Gang and Youth Contact Line.* #

Contents: poster.

Community Legal Education Association (CLEA) (1993/94). *Annual Report.* #

Contents: mission statement, program goals and services are outlined in document.

CLEA (1994). *Criminal Law and Procedure. (in English and French).* #

Content: booklet, Understanding the Law Series. A review of basic legal rights, criminal offences, sentencing, criminal records, parole, and pardons.

3.7.3 Youth in Custody

No separate listings.

3.8 Saskatchewan

3.8.1 Youth in School

Public Legal Education Association (PLEA). (1987). *Youth and the Law - No More Victims.* #

Contents: deals with the issues of child abuse, neglect and victimization. Intended for use with Division 11 students.

PLEA. (1987). *Youth and the Law - Crime Prevention (Instructor's Guide).* #

Contents: four teaching units designed to expose young persons, from approximately eight to fourteen years of age, to the concept of "crime prevention".

PLEA. (1988). *Legal Education for Saskatchewan Youth.*

Contents: a report by the Prairie Justice Research in cooperation with Public Legal Education In Saskatchewan, on the impact of a law-related curriculum on the legal literacy and attitudes of Grade 8 students.

PLEA. (1989). *Drugs, Alcohol and the Law - A Guide.*[#]

Contents: booklet provides background information about the criminal law as well as an overview of drug related offences.

PLEA. (1989). *The Development of the Canadian Justice System.*[#]

Contents: booklet on the history of Canadian judicial system, intended for general legal information.

PLEA. (1990). *In Search of Human Rights.*[#]

Contents: booklets which describes basic human rights and the laws that protect them.

PLEA. (1991). *R. v. Wylar: A Mock Trial Kit.*[#]

Contents: kit provides step-by-step lesson plans to allow teacher to conduct a mock trial with middle school students.

PLEA. (1992). *Young Offenders Act: How It Works.*

PLEA. (1992). *Whose Right? Whose Responsibility? A Guide to the Young Offenders Act.*

Contents: booklet - supplements Youth and the Law Series.

**PLEA. (1993). *Youth and the Law. Booklet Series:*[#]
Law-Making and Courts
Criminal Justice
Families, Education, Health and Sports, Driving
*Buying and Selling, Torts, On the Job, Renting an Apartment***

Contents: a teacher's manual accompanies this series designed for students from grades 7 through 10 in various curriculum areas, particularly the social sciences.

**PLEA. (1993). Youth and Schools Program:
Learn about the Law
*Tips for Arranging Court Visits***

Contents: pamphlets describe services offered to schools by PLEA.

PLEA. (1994/95). *Rights of the Child Project.*

Contents: resource manual - pilot workshops for children in grades 5 and 6 Social Studies Curricula.

PLEA. (1995). *Aboriginal Youth: Dealing with the Youth Justice System in Canada.*

Contents: resource manual for teachers and students - Grades 6 through 9 - supplement for social science courses. Deals with such topics as The Law-Past and Present, Conflict Resolution, Criminal Law, and Human Rights. Addresses traditional Aboriginal approaches to justice as well as modern legal systems in Canada.

PLEA. (Quarterly). *The Plea.* #

Contents: quarterly newsletter distributed to every elementary and high school in Saskatchewan - features classroom teaching strategies. Each issue is devoted to a specific legal issue. Recent issues have been concerned with such topics as Aboriginal peoples' access to justice, vacation getaways, and crime prevention. It includes information about other useful services provided to youth and schools in Saskatchewan.

3.8.2 Youth at Risk

No separate listings.

3.8.3 Youth in Custody

No separate listings.

3.9 Alberta

3.9.1 Youth in School

Ministry of Education (undated). *Law 20/30 (Grade 12).* #**

Contents: flowchart of modules within law subject strand.

Ministry of Education (1994). *Legal Studies - Draft.* ^{##+}

Contents: a program to replace current Law 20/30 course in Alberta's senior secondary schools.

Ministry of Education (undated). *Ethics Course of Studies. Grade Eight/Nine Module - Fairness and the Law.* ^{##}

Contents: grade eight ethics course, helping students become contributing, responsible and ethically mature persons.

Ministry of Education (1990). *Social Studies 13-23-33 Senior High.* ^{##}

Contents: law-related components - Rights and Responsibilities and Citizen Participation.

Ministry of Education (1992). *IOP Social Studies 16-26 Senior High.* [#]

Contents: law-related component - Being a Citizen and You and the Law.

Ministry of Education (1980). *Career and Life Management 20 Senior High.* [#]

Contents: law-related component - Independent Living.

Legal Resource Centre, University of Alberta (Periodical). *Law Now.* ^{##+}

Contents: news magazine published ten times a year features landmark legal cases and provides commentary on issues facing the judicial system for law teachers and students. Regular columns review legal publications and responds to readers questions.

Legal Resource Centre, University of Alberta (Undated). *Legal Education Directory - Alberta.* [#]

Contents: refers to agencies and programs that provide legal information and speakers on legal topics.

Ferguson, M. (1994). *Did the Grinch Steal Christmas?* [#]

Contents: Mock Trial based on a Christmas story.

Ferguson, M. (1994). *The Co-ed Hockey Game.* [#]

Contents: Mock Trial Kit with Case Notes designed for high school students.

Mildon, M. (1991). *Mock Civil Trial Kit. Rasmussen v. Donnelly.*

Contents: accompanied by Student Trial Book.

3.9.2 Youth at Risk

Student Legal Services (1991). *Guide to the Law Regarding Under 18 in Alberta.* Edmonton: University of Alberta.

Contents: brochure.

Legal Education Society of Alberta (1992). *Representing Young Offenders: Youth Court Practice.* Edmonton.

Contents: brochure.

Edmonton City Hall (1994). *Street Survival Guide.*

Contents: brochure.

John Howard Society of Grande Prairie (undated). *Crime Prevention in the Community and Justice for All.*^{#*}

Contents: brochure.

Calgary Legal Guidance Centre (1991). *Where do You Stand?*

Contents: a video for young people learning to live on their own: Viewer's Guide.

Calgary Legal Guidance Centre (1992). *The Law and You - What Happens Next?*

Contents: video and viewers guide. Designed for young people.

Calgary Legal Guidance Centre (1992). *The Law in Alberta.*

Contents: video and viewers guide. Designed for new Canadians but appropriate for youth as well.

Native Counselling Services of Alberta (1994). *Legal Education Media.*[#]

Contents: pamphlet and catalogue which describes the structure and lists resources and services of the Native Counselling Services, an organization funded by the Alberta Law Foundation.

Native Counselling Services of Alberta (1994). *History, Programs and Services.*^{#+}

Contents: brochure explaining services offered.

Native Counselling Services of Alberta (1990-91). *Annual Report.*[#]

3.9.3 Youth in Custody

Alberta Law Reform Institute (1984-1994). *Young Offenders Materials - Bibliography*[#]

Contents: bibliography.

John Howard Society of Alberta (1991). *Do I have to go to Court?.* Edmonton.

Contents: Information sheets.

John Howard Society of Alberta (undated). *What Happens Next?*

Contents: Information sheets.

John Howard Society of Alberta (1991). *Going to Jail.* Edmonton.

Contents: Information sheets.

Leigh, Thomas Gordon. (1991). *Law of the land: A Criminal Code for Kids.* John Howard Society of Alberta, Lethbridge.

Contents: video and handbook.

Sapers, Howard (1991). *Guide to the Young Offenders Act in Alberta.* (3rd ed.). John Howard Society of Alberta.

Contents: guide.

Scott, Marilyn. (1992). *It's So Easy.* John Howard Society of Alberta, Edmonton.

Contents: video.

John Howard Society of Alberta (1994). *A Review of the Literature on the Effectiveness of Criminal Justice Education.*

Snowball, Nancy (1991). *Law and You: Where do you stand?.* Calgary Legal Guidance Centre.

Contents: one video, two viewer's guides, two pamphlets.

Edmonton City Centre Church Corporation (bimonthly). *Envoy.* #

Contents: bimonthly newsletter which discusses legal issues and describes programs which provide information to the community including young people.

3.10 British Columbia

3.10.1 Youth in School

Ministry of Education (1991). *Law 12 Curriculum Guide.* #

Contents: Outlines the required and optional components of the Law 12 course in British Columbia including Constitutional Law, Criminal Law, Torts, Contracts, Women and the Law, Environmental Law, Native Law and Achieving Independence.

Simon Fraser University, Faculty of Education (1994). *Centre for Education, Law and Society.*

Contents: brochure which describes course offerings and research projects.

British Columbia Social Studies Teachers' Association (1993). *Horizon, 31 (1).* #

Contents: Special issue on law in the social studies classroom.

British Columbia Social Studies Teachers' Association (1988). *Law vs. Learning Conference. Newsletter.* #

Contents: Report of Conference held in Vancouver. Contains instructional strategies for highschool law teachers.

Kissner, R., Cassidy, W., and Morrison, J. (1994). *Cons and Capers: Youth Justice Simulations and Case Studies for Secondary Schools.* Simon Fraser University Press.
*

Contents: A classroom resource for teachers using the case study method to educate young people about the *YOA* and the *Criminal Code*.

Cassidy, W., & Gascoigne, H. (eds.) (in press). *Storybook Mock Trials; Learning Law through Participation*. *

Contents: book for elementary teachers which provides theory and methodology for using fairy tales to teach children about the law. It is accompanied by a video of a fairytale mock trial.

Cassidy, W., & Yates, R. (eds.) (in press). *Let's Talk About Law in Elementary School*. Centre for Education Law and Society, Simon Fraser University. *

Contents: Demonstrates a variety of ways to introduce legal concepts and principles in the elementary classroom by integrating legal topics into regular subject areas.

Yates, R.W. et al. (eds.) (1991). *A Case for Canada: Key Issues in Canadian Law and Society* (3 Vols). Mississauga, Ontario: Copp Clark Pitman Ltd.

Contents: A variety of instructional strategies are used to help highschool students become familiar with Canadian law by examining 13 of Canada's most significant trials.

Burnaby School District (1992). *Youth Pages*.

Contents: Pocket size resource directory of information, resources and services for young people.

Law Courts Education Society of British Columbia (1994). *Courtlink: Connecting the Courts and the Community*. #*

Contents: Newsletter which is a resource for teachers and students outlining the services of the Society and describing the role of the courts in British Columbia.

Law Courts Education Society of British Columbia (1992). *Court Charts*.

Contents: Classroom wall charts illustrating the British Columbia courts and procedures.

Law Courts Education Society of British Columbia (1994). *Youth Justice Education Program*. #

Contents: Information Sheet which describes summer law camps available for 10 to 14 year old students.

Law Courts Education Society of British Columbia (1991). *Drinking and Driving: What's Fair?*[#]

Contents: Curriculum resource package produced in conjunction with the Insurance Corporation of British Columbia consisting of Teacher's Guides, Student Resources and a Mock Trial Kit.

Craig, R. (1987). *Learning Law Through Mock Trials*. Law Courts Education Society of British Columbia.^{#*}

Contents: Teachers' Guide and Student Resource for Grades 5-7.

Hinkle, A., Dragman, J., & Trebble, M. (1991). *Learning about the Law: British Columbia's legal System*. (2nd ed.). Law Courts Education Society of British Columbia.[#]

Contents: Booklet designed for secondary students in British Columbia.

Law Courts Education Society of British Columbia (1990). *Legal Safari*.[#]

Contents: A curriculum resource for Grades 5, 6 and 7 including a Teachers' Guide, Student Resources and Activity Guide. Includes: Part 1: *A Legal Journey*; Part 2: *Law of the Jungle*; and, Part 3: *Adventures in Justice*.

Law Courts Education Society of British Columbia (undated). *Knockin' on Heaven's Door*.[#]

Contents: A Mock Trial based on the ICBC Video of the same name.

Legal Services Society of British Columbia (1993). *A la Recherche d'une Cause: Une Piece sur la Justice Medievale* (Revised and translated into French).[#]

Contents: Teachers Guide and Resource Book for French Immersion Social Studies programs. Grades 8 - 11.

Legal Services Society of British Columbia (1991). *In Whose Best Interest? Family Law in B.C.*[#]

Contents: Teachers resource manual for Law 12 courses.

Legal Services Society of British Columbia (1990). *Introduction to the Corrections System in British Columbia and Canada.* #

Contents: Classroom resource for Law 12 courses.

McGee, R., Schweitzer, P., & Onstad, G. (1977). *Exploring Legal Concepts Through Puppetry.* Legal Services Society of British Columbia. #

Contents: Curriculum resource for elementary classrooms.

Black, W. (revised 1990). *Tort Law - Part 2.* Legal Services Society of British Columbia. #

Contents: booklet which is a Grade 12 resource.

Legal Services Society of British Columbia (1990). *Working: Your Rights on the Job.* #

Contents: A Teacher's Guide and Lesson Resource for Law 12.

Legal Services Society of British Columbia (periodical). *Legal Perspectives.* #*+

Contents: News magazine published five times a year by the Schools Program of the Legal Services Society. It is designed for teachers and students and provides supplementary resources for classroom use. Topics covered in most recent issues include: Peace, Forensics, Lesbian and Gay Rights and Concerns, Labour, Management, Government - British Columbia's New Social Contract, Hate Comparative Law.

Legal Services Society of British Columbia (undated). *Source File.* #

Contents: Booklet which uses articles from Legal Perspectives and develops them as resources for Achieving Independence section of Law 12.

People's Law School (1986). *The Legal Tree.* The Public Legal Education Society. #

Contents: A law-related education program for students at the elementary and junior high school level about law and Canadian legal system.

B.C. Council of Human Rights (1989). *Human Rights: A Responsibility We All Share.* #

Contents: A Curriculum Unit for Grade 11 Social Studies and Grade 12 Law.

3.10.2 Youth at Risk

B.C. Youth Council (1993). *Linking Youth: A Directory of Youth Serving Organizations in B.C.* #

Contents: Note particularly, Legal Services Section p. 42-43. which includes references to Elizabeth Fry Society services in several communities, the Native Courtworker and Counselling Association of British Columbia and the West Coast Women's Legal Education and Action Fund (LEAF).

Ministry of Attorney General (1994). *Gang and Youth Crime Prevention Program.* #*+

Contents: Information sheets describing projects developed within the program.

Law Courts Education Society of British Columbia (1995). *First Nations Journeys of Justice.* #*+

Contents: Curriculum resource for Kindergarten to Grade 7 students containing progressive learning units to educate about First Nations peoples, comparing their response to the Canadian justice system and traditional approaches to justice.

Gordon Hardy (undated). *Law Talk Series.* People's Law School, The Public Legal Education Society. #

People's Law School (1994). *Learning about the Law: British Columbia's Legal System* (4th Edition). The Public Legal Education Society. #

Contents: booklet which provides information for new residents, immigrants and young people (also available in the Chilcotin language).

Cook, D. (1989). *Where's Winston?.* People's Law School, The Public Legal Education Society. #

Contents: video and guide for educating new Canadian youth about the dangers of gang involvement.

B.C. Self-Advocacy Foundation (1993). *This book is about your rights.* People's Law School, The Public Legal Education Society. #

Contents: booklet.

People's Law School (1992). *Youth in Gangs.* The Public Legal Education Society. #

Contents: Activity guide and video designed to educate young people about gang activity and help them avoid involvement.

Macdonald, K.A. (1994). *Human Rights, My Rights: A Handbook for First Nations People*. B.C. Council of Human Rights. #

Contents: booklet.

B.C. Council of Human Rights (undated). *Our Community Diverse and Strong/Notre Communauté Diverse et Forte*. #

Contents: booklets.

B.C. Council of Human Rights (periodical). *Wet Graffiti*. British Columbia's Teen Magazine. Published by a non-profit, volunteer organization of youth. #

Contents: Special Issue on the law.

B.C. Council of Human Rights (undated). *Growing up Black: A Resource Manual for Black Youth*. #

Contents: booklet.

British Columbia Crime Prevention Association (Undated). *Youth and Crime Prevention* #

Contents: A collection of articles and research data promoting the development of community crime prevention strategies.

3.10.3 Youth in Custody

Ministry of Attorney General (Aug 1994). *Youth Futures*. Correctional Tech Quarterly. #

Contents: Description of a new program providing residential, recreational and educational services to youths aged 13 and up who need more than probation supervision but not custody. The school component of the program is jointly run with the Centre for Education Law and Society and Langley School District.

Justice Institute of British Columbia (1994). *Proposed Amendments to the Y.O.A.* #

Contents: Summary of relevant changes for British Columbia Corrections.

3.11 Northwest Territories

3.11.1 Youth in School

Ministry of Education (1994). *Career and Technology Studies.*[#]

Contents: draft curriculum document from and described under Alberta Education.

Ministry of Education (1993). *Legal Studies - Course of Studies Draft.*[#]

Contents: Alberta Education Curriculum Branch. This curriculum will be implemented in the Northwest Territories in the near future.

Arctic Public Legal Education and Information Society (1989). *The Mad Trapper: A Mock Trial.*[#]

Contents: manual and resource kit based on the trial of Albert Johnson produced in conjunction with the Department of Education and intended for high school students.

Arctic Public Legal Education and Information Society (1989). *Sinnisiak & Uluksuk: A Mock Trial.*[#]

Contents: manual and resource kit. The trial of two Inuit accused of murdering two priests. Designed for upper elementary and junior high students.

Arctic Public Legal Education and Information Society (undated). *Theft under \$1000.*

Contents: teaching resource for Junior High students.

Arctic Public Legal Education and Information Society (undated). *Assault.*

Contents: teaching resource for highschool students.

Arctic Public Legal Education and Information Society (undated). *Trouble with the Law.* National Film Board.

Contents: video with a number of skits showing a young person's rights and responsibilities when in conflict with the criminal law.

Arctic Public Legal Education and Information Society (1986). *A Matter of Promise.* PLEA Manitoba.

Contents: video which could be used as a starter for a mock trial.

Arctic Public Legal Education and Information Society (undated). *Sour Candy.*

Contents: a puppet show video about stealing and its effects for elementary age students.

Arctic Public Legal Education and Information Society (undated). *Getting Serious.*

Contents: video on drinking and driving for teenage students.

3.11.2 Youth at Risk

Department of Justice (Undated). *Know your Rights: The Young Offenders Laws for Young People.*

Contents: pamphlet in English and Inuktitut.

Dene Cultural Institution (1993). *Dene Justice Report - Lac La Martre. The Department of Justice.*

Contents: a report describing community justice initiatives.

Arctic Public Legal Education and Information Society (1993). *Jake & Leroy: The Case of the Stolen Video Game.*[#]

Contents: comic book in four languages - English/North Slavey, French/Inuktitut, Inuinnaqtun/Inuktitut, Inuvialaktun/English.

3.11.3 Youth in Custody

No separate listings.

3.12 Yukon

3.12.1 Youth in School

No separate listings.

3.12.2 Youth at Risk

Department of Social Services (undated). *Surviving in Whitehorse.* #

Contents: pamphlet which describes services available in Whitehorse for people living on their own.

Department of Social Services (undated). *Yukon Family Services Association Brochure.* #

Contents: brochure which describes services offered by the agency which provides a range of counselling and support services to families and individuals.

Department of Social Services (1995). *Calendar of Programs. Youth Achievement Centre.* #*

Department of Social Services (1993). *Information Sheet. Northern Network of Services.* #

Department of Social Services (undated). *Dating Violence Prevention. Yukon Division of the Canadian Red Cross Society.* #

Contents: pamphlet.

Department of Justice (undated). *Circle Sentencing.* #*+

Contents: information booklet which describes how the sentencing circle operates and the role of the Kwanlin Dun Community Justice.

Yukon Public Legal Education Association (undated). *Information for Parents about the Young Offenders Act.* #

Contents: Information Sheet.

Yukon Public Legal Education Association (undated). *Has your child left home?* #

Contents: information for parents and teens.

Yukon Public Legal Education Association (undated). *A Criminal Charge, Diversion, You and the Police, Vandalism, Shoplifting, Assault, Drunk Driving, Drugs, Sex and the Criminal Law, Drinking under Age.* #

Contents: a series of information sheets for young people.

3.12.3 Youth in Custody

No separate listings.

3.13 Publications by National Organizations

Church Council on Justice and Corrections (1987). *Watching Youth in Court, An Invitation to Community Involvement Under the Young Offenders Act (under revision).*

Contents: Guide to the YOA and youth justice for youth and general public. It provides basic information on the Act, the court processes and the options for sentencing.

Church Council on Justice and Corrections (1980). *Dialogue on Crime Prevention: Focus on Youth.*

Contents: Community education program designed for adults and youth which explores the reality of youth crime, the role of the justices system and the responsibility of the community in crime prevention.

Church Council on Justice and Corrections (periodical). *Update.* (in French and English).^{#+}

Contents: A periodical newsletter addressing matters in justice and corrections. Each issue focuses on one subject (e.g., "dangerous sexual offenders", "the cry for Native Justice", and "Reconciliation").

Bala, N., Hornick, J., McCall, M.L., & Clarke, M. (1994). *State Responses to Youth Crime: A Consideration of Principles.* [#]

Statistics Canada (1992). *Violent Youth Crime. Canadian Social Trends, 21.*

Clarke, M. (1990). *On the Right Side: Canada and the Convention on the Rights of the Child.* Ottawa: Canadian Council on Children and Youth.

Getting our Message Across: A Guide for Federal Government Departments and Agencies Developing Educational Material for Use in the Classroom (Undated). Booklet. [#]

Mathews, F. (1993). *Youth Gangs on Youth Gangs.* Report for the Solicitor General Of Canada.

Department of Justice (1993). *Objectif: Suite Communautaire: Lutte Contre La Violence et La Recidive Jeunes Canada*. Ottawa.

Department of Justice (1990). *The Prevention of Crime and the Treatment of Offenders: A Source Book of Canadian Experiences*. Ottawa.

Solicitor General of Canada & Alberta Law Foundation (1986). *Willful Blindness: The Trial of Chris Jones*.

Contents: Video which is an introduction to the *Young Offenders Act* for young people. Includes arrest, detention, bail hearing, and court sentencing.

Canadian Association of Chiefs of Police (1989). *Mr. Finley's Pharmacy*.

Contents: Video which is basically "Medicine Cabinet Safety," for Grades 2 - 4. Although it does not specifically get into illicit substances, it does discuss how drugs can harm a person and the theme song is a strong positive reinforcement on self image.

Shopper's Drug Mart & Solicitor General (1991). *You Be Safe*

Contents: Animated video for Kindergarten to Grade 4 regarding drug awareness. Replaces *Mr. Finley's Pharmacy*.

Canadian Association of Chiefs of Police (1989). *Choose. Canadian Offensive on Drug Abuse*.

Contents: Video for Grades 5-6. Developed from a conference on Drug Education, this video has a fantasy theme where two teenagers end up inside a video game where they are faced with very real life situations.

Canadian Association of Chiefs of Police (1989) *Open Flame. Canadian Offensive on Drug Abuse*.

Contents: Video for grades 7,8,9.

Federation of Canadians Municipalities (1994). *Youth Violence and Youth Gangs: Responding to Community Concerns*. #

3.14 General Publications

Barnhorst, S. & Mather Zetzi, J. (1990). *The Law in Canada*. Scarborough, Ontario: Prentice-Hall Canada Inc.

- Bolton, M.P. (1989). *Civil Rights: The Law, The Police and You*. Vancouver: International Self-Counsel Press.
- Canadian Coalition for the Rights of Children (1991). *Workshop Kit on the U.N. Convention on the Rights of the Child for Youth Serving Organizations*.
- Case, R. (1994). *On the Threshold: An Introduction to Law-Related Education*. (Rev. by Charlotte Coombs). Centre for Education Law and Society, Simon Fraser University and Centre for the Study of Curriculum and Instruction, University of British Columbia.
- Case, R., et al. (1990). *Thinking About Law: An Issues Approach*. Toronto: I.P.I. Publishing.
- Case, R., Gregory, E.A., La Bar, L., Berry, M., Bolotta, A., Murphy, T.G., & Gibson, D. (1990). *Law: Criminal Justice*. Toronto: I.P.I. Publishing.
- Corrado, R.R., Bala, N., Linden, R., & LeBlanc, M. (1992). *Juvenile Justice in Canada*. Toronto: Butterworths.
- Deibert, K., & Wesfield, S.L. (1987). *Criminal Law*. Toronto: I.P.I. Publishing.
- Gibson, D.L., & Murphy, T.G. (1990). *All About Law: Exploring the Canadian Legal System*. (3rd ed.) Toronto: John Wiley & Sons Canada Ltd.
- Hartnagel, T., & Baron, S. (1994). *It's Time to Get Serious: Public Attitudes Toward Juvenile Justice in Canada*. Edmonton. University of Alberta.
- Hinkle, A., Dragman, J., & Trebble, M. (1991). *Learning about the Law: British Columbia's legal System* (2nd ed.). Vancouver: Law Courts Education Society of British Columbia
- Attorney General of British Columbia (1982). *Inventory of Early Intervention Program Models for the Prevention of Juvenile Crime*. Juvenile Crime Prevention Project Report.
- Leschied, A.W., Jaffe, P.G., & Willis, W. (1991). *The Young Offenders Act: A Revolution in Canadian Juvenile Justice*. See especially Chapter 4 by Nicholas Bala and Mary-Anne Kirvan, "The Act and Its Implications".
- Leschied, A.W., Jaffe, P.G., & Willis, W. (eds.) (1991). *Young Offenders Act - A Revolution in Canadian Juvenile Justice*.
- Liepner, M., & Griffith, B. (1990). *Applying the Law* (3rd edition). Toronto, Ontario: McGraw-Hill Ryerson Ltd.

- Long, M., & Mainville, F. (1984). *Inventory of Materials, Research and Programs on the YOA*. Prepared for CLIC.
- Marron, K. (1992). *Apprenticed in Crime: Young Offenders, the Law and Crime in Canada*. Seal Books, McClellan Bantam, Toronto.
- Mathews, F., Banner, J., & Ryan, C. (1993). *Youth Violence and Dealing with Violence in Our Schools*. Proceedings of the Youth Officers Training Seminar, Ontario Police College. Aylmer, Ontario: Queen's Printer.
- Mathews, F. (1993, Mar.). *Understanding youth gang/group violence: an interactional mode*. Paper presented in keynote address to Violence and Youth Conference, Ottawa, Ontario. Sponsored by Ottawa Youth Services Bureau, the Ottawa Board of Education, and community partners.
- Newman, F. (1993). *Children in Crisis: Support for teachers and parents*. Toronto: Scholastic.
- Community Legal Education of Ontario (1990). *Au Nom De La Loi* (1990). Toronto.
- Peterson, M. (1993). Children's Understanding of the Juvenile Justice System: A Cognitive-Developmental Perspective. In O'Reilly-Fleming, Thomas & Barry Clark (eds.) *Youth Injustice: Canadian Perspectives*. Toronto: Canadian Scholars' Press Inc.
- Riekes, L. & Jenkins, S. (1991). *The Law in Action Series: Juvenile Responsibility and Law* (3rd ed.). Teachers Manual, Resource Guide.
- Spetz, S.N., & Spetz, G.S. (1989). *Take Notice: An Introduction to Canadian Law* (3rd edition). Mississauga, Ontario: Copp Clark Pitman.
- Sullivan, T. (1992). *Sexual Abuse and the Rights of Children: Reforming Canadian Law*.
- Teenage Information Series. (1986): *Leaving home; So you want to try drugs; All about drinking; All about smoking; What's in it for you; When Parents split up; How to handle your parents; So you are adopted; When people die; Who do you think you are; What about the law; Personal relationships*. Healthy body book.
- Watson-Russell, A., & Harvey, W. (1989). *So, You've Been Busted: A Guide to Court Procedures for Adolescents charged under the Young Offenders Act*. Toronto: Butterworths.
- Webber, M. (1991). *Street Kids: The Tragedy of Canada's Runaways*. Toronto, University of Toronto Press.

Yates, R. A & Yates, R.W. (1992). *Canada's Legal Environment: Its History, Institutions and Principles*. Toronto, Ontario: Prentice-Hall Canada Inc.

Yates, R., et al, (eds). (1991). *A Case for Canada: Key Issues in Canadian Law and Society* (3 Vols). Mississauga, Ontario: Copp Clark Pitman Ltd.

Zuber, T.G., et al. (1991). *Canadian Law* (5th edition). Toronto. Ontario: McGraw-Hill Ryerson Ltd.

3.15 International Publications

American Bar Association (periodical). *Update on Law-related Education.*

Contents: Published three times yearly in Chicago, and is designed to help classroom teachers and law-related education program developers educate students about the law and legal issues. Although the cases and issues are American, some of the ideas and strategies promoted in the journal could be helpful to Canadian teachers.

Office of Juvenile Justice and Delinquency Prevention (1994). *What Works: Promising Interventions in Juvenile Justice.*

Contents: A Program Report consisting of descriptions of 425 programs in the United States selected on the basis of being effective intervention strategies for young offenders.

4.0 EVALUATION OF YOUTH LAW-RELATED EDUCATION SERVICES AND MATERIALS

The goal of the current research project commissioned by the Department of Justice was to determine how young Canadians learn about their legal rights and responsibilities. The first product is a description of the various programs and services in place across the country that address the law-related educational needs of youth in school, at risk and in custody. An inventory of the documents that have been produced by agencies which aid in this process was developed as the second deliverable and the final product is a comparative evaluation of some of the exemplary programs in each province. This evaluation report includes more detailed descriptions of the most effective programs that have had an impact on young people in school, youth on the street and those in custody. Each section of the report concludes with some suggestions as to what might be done to improve the production and dissemination of information about the law to young people.

Some general observations about the current state of youth law-related education should preface the evaluation that follows. The limitations imposed by a survey conducted on a national basis and without the researchers having direct experience in each of the Provinces and Territories are great. Names of people to contact and program information was gathered over the telephone and so it was often a matter of good luck if we found someone who understood the concept of law-related education and could direct us to appropriate people with responsibilities in the area. Use of the term 'education' almost invariably got us a reference to people working in that Ministry or Department. The term 'law' would direct us toward offices that dealt with social studies or business programs. Education about the law is not recognized as a distinct program offering anywhere in Canada. While a few courses are offered at the senior high level, few educational administrators have considered it an important component of their course offerings at any other grade. The senior level high school course is most often taught by a social studies teacher who has a free block. Most often they have no special training to teach the course, nor are they consistently assigned to teach the course, which would give them opportunities to increase their knowledge and skills in the area. There are a few exceptions to this rule and many of them gathered at the national law-related education conference, "Law v. Learning" held in Vancouver in 1988. Many of those in attendance at the conference indicated that this was the only opportunity that they had had for professional development and sharing of ideas and resources. Most were enthusiastic about the knowledge content and conceptual possibilities that a course in law offered to young people and they left the conference with renewed vigour and packets of resource material to pursue their interest in teaching about law. In only a few provinces has there been additional opportunities to develop teacher awareness and skills in this area. While law education has a very low priority among school administrators, teachers have consistently expressed high interest in the subject area and indicate that their students have likewise demonstrated a keen interest in knowing more about the law.

Our attention is drawn to the need for young people to understand their legal rights and responsibilities when their social behaviours become disruptive and destructive. This factor led to our next source of information--the people who work with youth at risk of breaking the law. In most Provinces, these matters are handled by Social and Family Service Departments or

Ministries. Here again, we found that there was no person or office designated as having a responsibility to teach young people about their legal rights. We talked to children's advocates, welfare and housing providers, social workers and family counsellors. Every community has a group of agencies and individuals who look after the physical and emotional needs of young people who have come under their care, but few recognized that education about the law could or should be part of their mandate. Generally, they deal with children on a case-by-case basis. They are not provided with information about the law and most frequently refer questions about the law to legal aid lawyers or legal information helplines. Most of the social service providers we spoke to acknowledged that their clients need and want legal information and their efforts to provide such information would benefit from printed brochures and fact sheets that could be given to the youth they work with.

Once a young person has been charged with an offense, the need for legal information becomes most pressing. Invariably personnel in Justice Ministries suggested to us that giving them legal information was not their prerogative. They depended on lawyers, public defenders, probation officers and private community agencies such as the Elizabeth Fry Society and the John Howard Society to inform the young offenders about his/her legal rights. Police and probation officers often suggested to us that the young people they worked with understood their rights under the *Young Offenders Act* too well, what they didn't understand was their legal responsibilities.

A number of young people completed a questionnaire as part of our survey. Almost without exception, students, high risk youth and offenders alike, said that they had no opportunities to learn about the law; that their only source of information came at the time of their arrest or from the probation officers after sentencing. Many suggested that if they knew more about the law, they would be more likely to stay out of trouble. They understood that they needed to have this information when they were 10 and 11 years old and at the stage where they looking outside of their families for new role models and following the examples of older youth in their neighbourhoods.

While these general reflections are derived from our experience conducting this survey, and hampered by a lack of first-hand knowledge about what is happening in individual communities, it is important to indicate that there are many people throughout the country working very hard for and on behalf of young people. They are a dedicated and committed group, but they most often work in isolation, with few resources and uncertain funding. There is no coherent, or consistent program in place for them to follow; few publications to give them direction; little resource sharing among professionals; and burgeoning problems to deal with. This study does not claim to be comprehensive. It has scratched the surface of a social problem that demands attention. What follows are comments about some of the programs and services offered in different parts of the country that have begun to meet the needs of young Canadians. Perhaps they can serve as models that others may wish to follow.

4.1 Youth in Schools

A discussion paper entitled "Law-related Education in Alberta Schools," prepared by the Legal Resource Centre at the University of Alberta in Edmonton, raises many of the factors that must be considered if we are to successfully educate young people about their legal rights and responsibilities. The first is to recognize that school is the best place to undertake this task and that the goals of law-related education must be compatible with other curricular aims and couched in terms and strategies appropriate to teachers and students at all grade levels. The second is that there must be a concerted effort on the part of interested parties, including government, legal professionals, educators and youth caregivers, to support such a school program. Next, this interest must be supported up by well-developed curricular materials which employ engaging learning strategies as well as resources that keep current information available to all. Another important area of concern is the need to prepare teachers to teach legal concepts by university course offerings and ongoing professional development. Justice-related and social service agencies in the community need to provide information to schools so that young people can be made aware of the services they offer.

4.1.1 Public School Curricula

A 1980 Department of Justice survey of school-based projects found that law courses were non-existent at the elementary level, and restricted to elective courses in the senior grades at the secondary level. Although it was generally held that the social studies curriculum allowed for introducing rules, values and authority, useful materials with law or law-related content were chronically absent. If, as the report suggested at the time, little else in the way of LRE was happening in the schools, then each year only about two percent of the school population received any systematic LRE instruction (Canada, Department of Justice, 1980).

At the present time there are still no law programs or courses offered in primary or intermediate schools in Canada. The only provincially mandated law courses are taught in Grades 11 or 12. Some social studies curriculum guides contain references to legal concepts, such as the role of rules/laws in society, conflict management, citizen participation, and the function of government. The guides may provide opportunities for teachers to discuss foundational legal principles, but there are few structured units that would guide a teacher through a series of lessons or activities for primary and intermediate students. It is left up to districts, schools and individual teachers to determine the scope or content of such a unit. There are likely some teachers who take it upon themselves to integrate the discussion of legal concepts into either the informal or formal curriculum of their classrooms, but neither the education ministry personnel nor district administrators could direct us to specific schools or teachers who were doing this on a regular basis.

4.1.2 Provincial Curriculum Initiatives

What is clear from the survey is that there is no consistent approach to legal studies across the provinces. In provinces where a law course has been mandated at the senior level, there may be only passing reference made to legal concepts in other areas of the curriculum. In social studies, for example, where there has been a widespread trend to reform the curriculum, some provinces have made an effort to include legal rights and responsibilities. The programs may begin with a look at government and how it works at the local, provincial and federal levels and then move on to examine such legal institutions as the courts, corrections and the police. Some provinces do incorporate such legal principles as rule-making, personal safety, and conflict resolution. More likely if these topics are covered at all, it is at the discretion of individual teachers or may be found in the area of classroom life that has become known as the hidden curriculum. Many teachers convey these ideas in the way they organize their classrooms, handle conflict situations and in the subtle messages that accompany their language arts or life skills lessons. Some teachers invite resource people from the community into their classrooms and these visitors may include police officers or lawyers who talk to students about specific aspects of the legal system.

- **A possible follow-up to the current study would be to survey elementary and intermediate teachers randomly to determine if they incorporate legal ideas into their teaching routines.**
- **Educational modules should be developed that fit the curriculum at every grade level and designed to be integrated into the range of subject areas already established for classrooms.**
- **A teacher from British Columbia suggests that there be more coordination between education ministry personnel and young people about what is taught in school. Young people need to be involved in the development of materials and in the way they are presented. Law-related materials need to be more visual, colorful and relate to the contemporary realities of young people.**

The Alberta Ministry of Education has developed the most innovative and comprehensive curricula in the area of law-related education. This is likely due in large part to the work of the Legal Resource Centre in the Extensions Division of the University of Alberta at Edmonton. This organization houses the largest collection of legal resources for teachers in Canada since it acquired the holdings of the Canadian Legal Information Centre (CLIC) when it was disbanded in 1992. Its staff has also been active in developing new materials for teachers such as mock trial kits, courtwatching guides and strategies for teaching law through literature. They have also conducted workshops for teachers and otherwise encouraged teacher development. Of major importance has been the publication of a news magazine five times a year. *Law Now* keeps teachers as well as the public in general abreast of current legal trends and issues.

The Ministry of Education has recently developed a new curriculum for the Senior Law course. Although it is not scheduled to be fully implemented before 1997, the draft

documents indicate that a comprehensive legal studies program will be available to senior highschool students in Alberta. The primary goal of the new program is "to develop in students the knowledge, skills and attitudes required to respond appropriately to the impact of law on their daily lives. A secondary goal is to equip students with the capabilities and confidence required to participate in the evolution of our laws." It is the flexibility of the proposed program which encourages schools to design their law programs based on the "needs and interests of their students and circumstances in the school and community" that makes it particularly notable (Alberta Education Curriculum Branch, February, 1994).

The Grade 10 Social Studies course concentrates on responsible citizenship in Canada and acquiring the knowledge and skills necessary for participation in the Canadian political process. An ethics course has been offered to grade eight students in Alberta since 1989. Its objectives are "to develop an understanding of community values; to foster student commitment to common ethical values such as respect, responsibility, fairness/justice, tolerance, honesty, kindness, forgiveness, commitment to democratic ideals, loyalty; and to develop the ability to recognize consequences of making ethical decisions." This course reflects the overriding objectives of Alberta Education's Social Studies Programs. Alberta Education has gone far toward developing the programs and resources to help these courses meet their objectives.

- **A more thorough examination and evaluation of the social studies program in Alberta may provide a model for other provincial ministries of education.**

Most other provinces offer only a single law course at the senior level and often these have a business orientation. At the same time we were noting the lack of learning opportunities, most of the educators we spoke to acknowledged that it was an important topic, that the lack of student knowledge in this area was a concern to them and that they sensed that students would be interested in knowing more about the law and its institutions. It was also felt that while learning more about the substantive areas of law was important at the senior high level, this is a stage when the major outcome is the transfer of information and would have little impact on attitudes and behaviours. By this time young people have already established their attitudes toward the justice system and alligned their behaviours accordingly. Many teachers suggested that this is an area that students are interested in, and most would benefit from exposure as early as Grade 5.

- **A teacher proposed that a 2 to 3 week unit in law be taught every year from Grade 5 on.**
- **Making widely available information and methods for incorporating legal learnings in elementary and intermediate classrooms would improve the chances that children would develop the attitudes and behaviours of responsible citizens.**

4.1.3 Training Opportunities for Teachers of Law

Teachers across the country expressed interest in taking courses on law, both to introduce them to the legal system and to learn ways to implement legal concepts in the classroom. Faculties of education in universities in Ontario, Alberta and British Columbia are the only ones to offer courses for high school law teachers. While legal studies courses are offered at other universities, they most frequently are oriented toward criminology, economics or business. The University of British Columbia and Simon Fraser University offer the only courses especially designed to help teachers at all grade levels teach legal concepts.

The Faculties of Education at University of British Columbia and Simon Fraser University have developed teacher resources including *On The Threshold* (Revised 1994) by Roland Case; *Ends in View* (1990) a collection of articles about implementing and integrating law-related educational strategies in the classroom; a three volume publication entitled *A Case for Canada* which provides teaching strategies and resources for classes to do simulation activities, mock trials and moot appeals based on the twelve most significant trials in Canadian history. New texts about to be published are specifically designed for the primary teacher. *Let's Talk about Law in the Elementary Classroom* is a step-by-step guide to help elementary teachers implement law-related learning in their classrooms. Another text features fairy tale and story dramas and outlines how to use them to teach legal concepts. Another pro-active learning unit for older students is entitled *Cons and Capers: Youth Justice Simulations and Case Studies for Secondary Schools* published by the Focus Foundation of British Columbia and the Centre for Education Law and Society at Simon Fraser University. This resource teaches teenagers about the *Young Offenders Act* and the justice system by involving them in realistic scenarios based on *YOA* offenses and then following the cases through the legal system. Another section simulates the organization of a community effort to prevent youth crime and requires young people to participate in strategies to resolve some of the problems created by inappropriate social and criminal behaviour. These publications were supported in part by funding from the Department of Justice, Canada, the B.C. Law Foundation and the B.C. Bar Association and it is clear that such work cannot be undertaken without continued financial support from interested organizations.

- **A credit-transfer arrangement between universities would enable teachers to enroll in distance courses from those institutions which provide law-related education programs for teachers.**

4.1.4 Law-Related Education Lobby Groups

Only two provinces have had interest groups actively lobbying their ministries of education to implement law courses, and develop resources. British Columbia had an influential law-related education group comprised of university educators, curriculum developers, legal professionals and teachers which functioned between 1986 and 1992. The group encouraged and assisted the education ministry in revising and up-dating the Law 12 curriculum guide. It petitioned the universities to grant Law 12 credit for

university entrance; sponsored a national law-related education conference, promoted and helped to develop a summer institute, and enabled cooperative ventures between the Legal Services Society, the Law Foundation, the universities and schools.

- **On-going support from provincial law foundations and bar associations for research and the development of curricular resources is essential.**

4.1.5 Public Legal Education Associations

Crucial to the success of educational programs has been the services provided by public legal education organizations across the country. They are often the driving force behind getting courses into the schools, they establish resource libraries and make their holdings available to teachers. They encourage legal professionals to play a mentoring role with students. They cooperate with ministries and community organizations in the publication of information brochures. They conduct research into local needs and serve the general public with information about the law and legal services. Both of the nationally based organizations serving this function have been disbanded or merged into other organizations since 1990 but before then they were the major repositories of public legal information for Canada. The objectives of the Public Legal Education Associations of Canada were to support and advance communication among people interested in public legal education, encourage cooperation among its provincial counterparts, and further opportunities for professional development in public legal education. The Canadian Law Information Council collected and distributed law-related resources and supported national law-related conferences, the last of which was held in Vancouver in 1988. These organizations did much to draw attention to law-related educational issues. Since the demise of these two Associations, provincial bodies have modified their services to meet recent funding restraints. Some have reduced their commitment to youth-related issues. Not all of the provincially-based organizations have a particular mandate to educate youth, but of those that do the Legal Services Society of British Columbia and the Legal Resource Centre at the University of Alberta are notable.

The Schools Program of the B.C. Legal Services Society has played a formative role in law-related education in the province since 1975 when it was known as the Schools Legal Education Project. It prompted the revision of the Law 12 curriculum, and encouraged the 25 percent law component in the Social Studies 11 course. It developed a substantial library of teacher resources, provided workshops for teachers throughout the province, published "Legal Perspectives" and spearheaded a group of academics, lawyers and teachers to lobby for increased activity in the area. A summer institute for teachers and the "Law vs. Learning" National Conference were among the programs designed to support educators.

The Legal Education Resource Network is a unique learning strategy developed in British Columbia with the support of the B.C. Legal Services Society and the Faculty of Education at Simon Fraser University. In this project legal professionals and students

were linked via modem and computer to enable students to ask lawyers questions about the law and receive detailed up-to-the-minute answers. Questions and answers are stored in a data bank and can be retrieved when similar questions arise. The network provided an opportunity for law classes to communicate with one another, sharing ideas for law-related activities and information about current cases and new statutes. It went a step further to provide video-taped discussions of particular issues covered in the law classroom by lawyers who then were available to participate in teleconferences with groups of students from a number of locations throughout the province. This effort caught the attention of students and made a positive impact on them.

The Legal Services Society is now in the process of reorganizing its goals and services and has put the Schools Branch under moratorium. An evaluation of the program has been commissioned and will be conducted during the spring of 1995.

An organization that has contributed significant resource materials is the Law Courts Education Society of British Columbia. Many of its publications are designed for teachers and others are for immigrants and multi-cultural groups. The three part series entitled *Legal Safari* (1990) provides a model for how other curriculum materials might be developed. They are intended for use in grades 5, 6 and 7 and are each comprised of several units in which there are up to four hour long lesson plans. A recent publication entitled *First Nations Journey of Justice* consists of teaching units for each grade from kindergarten to seven. It highlights four justice concepts: being safe, being responsible, being fair and getting along, and uses them to build a bridge of understanding between cultures. The Law Courts Education Society has facilitated student visits to courthouses throughout British Columbia for which orientation sessions are provided. Wall charts outlining the justice system and legal procedures have been made available to teachers. As in other provinces the B.C. Society hosts a law day at the courthouse one of the highlights of which is a fairy tale mock trial staged by groups of elementary students.

Because information about the law must be updated frequently, standard textbooks are not enough. They must be supplemented with regular publications like British Columbia's *Legal Perspectives*, Saskatchewan's *PLEA* and Ontario's *Decisis* and its companion, *Advocat*, which provide teachers and students alike with reference materials on current issues and stimulate thought and discussion in the classroom. Wider distribution of such publications would also have the effect of encouraging teachers to incorporate legal topics in their teaching agendas. Having this kind of contemporary and readable publication available in custody and care residences and drop-in centres would also do much to promote awareness of legal rights and responsibilities.

- **Public legal education organizations in each Province and the Territories must be encouraged to continue to produce youth-oriented and visually appealing pamphlets and brochures for widespread distribution in schools and service agency offices to alert young people to their legal rights and responsibilities.**

4.1.6 Broadcast Media

In order to reach a wide range of youth it is important to take advantage of the opportunities offered by the popular media. New Brunswick's bi-weekly talk television program, "This Generation" which is produced and hosted by young people on a local cable station has the potential of delivering information to young people who might not otherwise have access to it. TV Ontario has produced a series of videos on the law for young people that has been used in classrooms across the Province. Wider access to such programs would provide a valuable information source for students and high risk youth as well. The current Canadian Heritage series sponsored by Canada Post and the national anti-smoking campaign have sent powerful messages that have had an effect on young people. Similar kinds of exposure to important legal issues may inspire young people to learn more about the law and its role in their lives.

- **A nation-wide information network should provide service-givers with access to resources that have been produced by others. Such information should be part of a widely-available network such as Internet.**
- **Materials should be developed in popular forms and for the broadcast media that draw their audience from among young people, for example, contemporary music radio stations, Much Music T.V. and commercial spots during prime-time television.**

4.1.7 Summary

There is a clear and pressing need for schools to provide children with information about the law and the legal system and it is also apparent that there are few schools in Canada providing such learning opportunities on a structured and consistent basis. Educators, aware of the need, are hard-pressed to get the training or find the resources that would help them integrate legal understandings in their classrooms. Organizations that have traditionally produced materials to assist teachers are cutting back on those efforts because of a lack of direction from education ministries, a lack of support from groups who should be interested in promoting legal education and a lack of funding sources. Besides assisting teachers, it is important to utilize the popular media to bring the law to the attention young Canadians.

4.2 Youth at Risk

Social Services Ministry personnel are primarily concerned with young people who come under their care and the focus of their educational efforts is primarily to advise children in care of their rights. Generally, they consider the delivery of information about legal responsibilities to be the obligation of jurisdictions other than their own. Ontario has a multitude of agencies and groups dedicated to helping children find and adapt to foster

care including organized peer support (Youth in Care Connections); advocacy services which insures that their rights in care are protected (Child and Family Advocacy Service); protection for at risk and youth with special needs. Among other services, they help young people find housing, employment, enable them to return to school and provide programs for substance abuse problems. Each community seems to initiate and develop programs that address their own needs and there is little apparent networking or sharing of information between agencies or service groups.

4.2.1 Cross-Cultural Services

The Northwest Territories offers a unique program that serves the special needs of smaller communities. The Dene Cultural Institution located at Hay River in the North West Territories has recently begun a program tailored to cross cultural lines in adjacent communities. In cooperation with the Arctic College adult students are being trained to design and present workshops to any group requesting their services. They have organized mobile teams to visit isolated communities and deal with such matters as substance abuse, dysfunctional families and young offenders. This group is still in the process of developing programs and their goal is to remain open and flexible in their approach to a wide variety of social issues. They base their programs on the traditional native approaches to personal and community healing and justice.

4.2.2 First Nations Services

The Youth Achievement Center in the Yukon offers an educational program for young people where an enthusiastic staff has developed workshops for young people in Whitehorse. Course topics include how to manage on your own, preparing to work and basic first aid. A personal development program is designed to "enhance pride and understanding in youth regarding their First Nations identity." Another program provides youth with the "skills and knowledge that will assist them to connect with elders, their teachings and traditional values." Law-related programs are offered which focus on vandalism, shoplifting and aggression (Youth Achievement Center, Winter, 1995 Calendar of Programs).

4.2.3 Young Offenders Treatment Programs

In some provinces (e.g., PEI, Nova Scotia and Saskatchewan) Social Services Ministries also assume responsibility for those young people who are required to receive treatment or custodial care by the justice system. The Provincial Adolescent Unit in Charlottetown is a group home that provides residential care for youth on probation. There is a strong educational component in this program which employs two teachers and incorporates courses which promote family reunification, teach coping skills and discuss conflict management. They also teach their residents about legal rights and responsibilities,

decision-making and problem solving and encourage information presentations from the local police force and probation office. The director suggested that their clients know their rights but not their responsibilities, so the focus is on making better choices and being responsible for them. The twelve step program of Alcoholics Anonymous has influenced some of the strategies employed in this program.

The Nova Scotia Department of Social Services has developed a cohesive response to youth at risk. Part of its program is centred in the Halifax area which provides a service that has counterparts in Montreal, Toronto and Vancouver and is highly recommended by its staff and clients. Phoenix House is a full-time care facility founded in 1984 to assist homeless youth between the ages of 16 to 24. Residents either work or attend school and stay for periods up to three months. A resident may "graduate" from the Phoenix House Program to a supervised apartment where a counsellor and three residents live in a house setting for periods up to one year. The fourth part of the program is independent living with assistance from case workers and continued access to resources, counselling and health care. The program is voluntary and usually serves youth who come in off the street for counselling, nursing or to the emergency centre.

Of the similar organizations in other Canadian cities, Phoenix House is the only one to provide follow up care. The basic philosophy at work is to be there for the long term--to become a family to youth in their care. It is funded 2/3 by municipal and provincial governments 1/3 by fund raising. It handles about 140 referrals per year. The educational programs offered include "You and the Law" and "Rape Crisis." Particular issues are resolved by case workers but are basically determined on a client need basis. There is some liaison with police officers and other community agencies including information sessions with school guidance counsellors, orientation for new police officers, presentations to church organizations and community groups. Printed resources come from Provincial Ministries and Nova Scotia Legal Aid. They have contact with and pattern working strategies after Covenant House in Toronto and use their Survival Guide entitled "Streetsmart."

4.2.4 Interdepartmental Committee on Youth

The three ministries, education, social services and justice have worked together in New Brunswick to develop a number of strategies that stand out as promising ways to assist and educate young citizens. New Brunswick began its initiative to help young people in the Province by creating the post of Minister of State for Youth within the Ministry of Education and the Ministry of Health and Community Services. The Minister of State for Youth is responsible for an Interdepartmental Committee on Youth. The justice system refers young people to this initiative. The object is to build linkages between the various service agencies in the larger urban centres of Moncton, Fredericton and St. John. Social workers are employed in Access Centres which are street-front operations that do outreach work through emergency shelters, hospitals and schools in an effort to reach young people experiencing difficulties in their home environments. They provide help

first to meet basic needs, crisis intervention and afterwards connect youth to other services including income assistance. Emergency shelter consists of community run houses which are privately funded. They also refer young people to health clinics and mental health services. Law-related education is provided on a case-by-case basis when there is need for information and the Access Centres rely on the legal educational brochures published by the Department of Justice.

The Interdepartmental Committee on Youth also works with the schools and assists in the provision of such safety programs as "Feeling Yes, Feeling No," a program offered to every child in school in New Brunswick. In addition they have published a pamphlet for junior high entitled "Dating Violence." There is an opportunity to discuss legal justice matters in the Social Studies course, "Law in Society." A resource manual for educators entitled "School Law and the Charter," informs teachers of their legal responsibilities with regard to children.

The Youth Council of New Brunswick is the provincial body representative of youth which voices the interest, needs, concerns and perspectives of young people aged 15-24." It "is an advisory body which has a mandate to undertake consultation and research and to advise the government and the public on matters concerning youth in New Brunswick. The Council reports directly to the Premier." The Council has encouraged youth involvement in the decision-making that concerns them, recommended the open discussion of cultural and linguistic issues. They have suggested changes in school curricula and in literacy intervention initiatives. The Council made a number of recommendations regarding young offenders in the 92-93 Annual report including one that, all government departments and agencies undergo extensive review in order to coordinate the provision of services to young people through Mental Health, Health and Community Services, correctional institutes, justice, Foster Care, alcohol and drug treatment, public schools, and in particular, to reduce the number of social workers and foster care placements that young people receive [Quotations from 1992-93 Annual Report].

The Youth Council of New Brunswick also publishes a quarterly, "Bulletin" directed to young readers and which reflects youth issues. Youth Connexions Jeunesse, located at the Regent Mall Shopping Centre is a branch office of the Youth Council of New Brunswick which first opened in November of 1993 is sponsored by the "Stay in School Program, the Fredericton Access Centre, School District, and Triton Developments among others. Y.J.C. provides information about the local Access Centre, the labor market, resume writing, public education, Stay in School Initiatives, post-secondary education, the New Brunswick Community College network and assistance in contacting government and non-government groups and agencies with services aimed towards youth. This is an information centre primarily geared to youth 15 - 24 years of age. The Centre is open 7 days a week from 10 am - 10 pm. It has three full-time staff who are on 5 month work programs. Seven thousand young people have come in for employment based information/job listings in the past year. They have also been referred to other agencies including Access Centres which help youth make transitions from school to

work. The staff does personal follow-up to find out if the young person has gotten the help he or she was looking for. There has been some discussion about broadening the age range of young people they serve to include 12 to 14 year olds.

The Centre in cooperation with the local cable outlet produces, "This Generation" a biweekly live talk television show which features a panel of guests and is directed by 2 young hosts. The topics dealt with are contemporary and youth-related. The youthful staff are very enthusiastic about their program and there is a strong sense that they were well-supported in their endeavour to reach and educate young people. They feel that their easy access to youth in a shopping mall has been an important factor in their success. This program is by far the best organized, and supported and seems to be the most effective in reaching mainstream youth. Because much of their work is directed at referring young people to other services, it seems likely that they would benefit at-risk youth as well. They have available in the Centre numerous brochures published by the Public Legal Education and Information Service of New Brunswick, The Department of Education and Health and Community Services and the Department of Justice.

- **Young people who can no longer live at home should be informed that there are safe places for them to go and that those facilities offer the care, training and support necessary to prepare them for independent life. Such information should be distributed through the schools, in shopping areas and in the popular broadcast media. Part of the education provided should deal with the YOA and the Criminal Code as well as family law and legal process.**

4.2.5 Summary

Ontario and Quebec have recently passed legislation requiring the provision of advocacy services for young people who come under the care of social services. Young people in those provinces are given written information about their rights while in care and are directed to agencies that will help them if they encounter difficulties. Such services should also be available to young people still living at home and to those who are not living at home. Interministerial organizations have the best chance of reaching the greatest number of youth. Offices located in places where young people gather, in schools, malls and recreation centres could distribute brochures and pamphlets which outline legal rights and responsibilities and direct young people in need of assistance to the agencies designed to help them. When such offices are staffed by knowledgeable young people, they are more likely to attract youth at risk. General information about the law and the *Young Offenders Act* would reach more youth at risk if it were broadcast on contemporary music radio and television stations.

4.3 Youth in Custody

In general we found that provincial ministries of justice do not consider it within their mandate to provide information about the law to young people who come into the justice system when charged with an offence. Young offenders are notified of their right to legal counsel, are referred to legal aid and may be assisted through the court process by agencies such as the Elizabeth Fry and John Howard Societies. Once they move on to alternative measures or diversion programs, probation, or custody, these agencies provide a wide range of services to the young offender. Such programs are usually designed by the staff of the service organization directly involved with the youth. The Office of Youth Justice is the product of Ontario's three justice ministries and its mandate is to coordinate the delivery of services to young offenders. Here again there are many diverse programs established to deliver such services and in each case funding is sporadic, and many rely heavily on volunteer help. Another aspect of this kind of service is the provision of a roster of names of lawyers who are willing to make presentations on legal topics to classes and youth groups.

4.3.1 YOA Awareness

Crime prevention is a major focus of programs like "Reaching Out" in Windsor, Ontario. Part of their service is a YOA awareness program directed to junior and senior highschool students. Coordinators have gained the support of local school boards who inform teachers of the agency's services. They provide three one hour presentations which begins with an introduction to the *Young Offender's Act*, review crime statistics, and discuss current events. In the second hour the presentors introduce YOA case studies; inform students on how youth justice system functions; and lead a group discussion. The third hour deals with the alternative measures program. They show the video, "Hey, I've Got Rights" followed by a discussion and the distribution of handouts. The curriculum is developed by coordinators of the program in conjunction with school boards. Schools have been responsive, perhaps because they are under direction from the provincial government to deal with the problem of violence in the schools. This aspect of the program is funded under a Section 25 grant from Canada Employment and Immigration but uncertain continued funding puts the program in jeopardy.

4.3.2 YOA Diversion Programs

A diversion program specifically designed to meet the needs of youth in Newfoundland communities stands out as a model for other areas. The St. Johns Youth Diversion Program is under the jurisdiction of Newfoundland Department of Justice and the YOA. The program began as a pilot project in 1979 before the YOA was enacted and it has since been modified to comply with the requirements of Section 4 of the *Act*. The office explained the process by which young people come into their program as follows:

Offence Committed

Police Investigation

Police Report - Court Brief Prepared

Referral from Police to Crown Attorney's Office

Choices for Crown Attorney

Accused Withdrawal Charge

Diversion Court

The diversion referral is made rather than laying a charge which would require the young person to appear in Court. Once a referral is received, it is screened and the matter is assigned to a social worker. Letters notifying the offender and his or her parents of the program options are sent out. An appointment with the social worker is scheduled. Once a young person accepts responsibility for the offence and freely agrees to participate in the program, a letter is sent to the victim requesting his or her participation in the program. If the victim chooses to become involved, the matter is referred to a mediation process. The mediator's objective is to allow the offender and victim time and opportunity to discuss the incident and to assist them to come to a solution to the problem that is agreeable to both parties. Any agreement or contract, whether through mediation or other forms of interaction, can include many things, some of the more common terms are:

1. an apology either verbal or written;
2. education specific to the type of offence committed;
3. work for the victim (personal service);
4. community work;
5. monetary compensation;
6. any other reasonable terms the youth and victim may agree to.

Three standard educational programs have been developed by the St. John's staff and are offered in the program. The primary offence dealt with is shoplifting or theft under \$1000. This program attended by both the offender and his or her parents is administered by the Royal Newfoundland Constabulary with the assistance of program staff and consists of four steps in which participants:

1. discuss aspects of the legal system relevant to the YOA, the rights of the accused and the process for arrest and disposition of the case;
2. watch a video entitled "Trouble with the Law";
3. separate into parent and youth groups for discussions with officers; and
4. offenders are presented with four scenarios that require them to respond to a "what if" situation. For example, If you are in a mall with a friend, see something

you like, but have no money to buy it and your friend tells you to take it, what would you do?

The second program deals with alcohol and drug offenses. It is a three part program developed and revised by the Drug Dependency Services Division of the Department of Health and is administered by professional addictions personnel. The third program is for assault offences which are a growing concern in the community. It consists of large and small group sessions for 5 or 6 offenders. Ice-breakers begin each session. Because most of their clients have poor reading and writing skills, the sessions involve activities calling for other modes of expression. One is an exercise called "windows of your soul" in which participants draw a window divided into four panes. In each pane of the window they are asked to draw responses to the following questions: 1) What would you do if you won a million dollars?, 2) What have you done that you are really proud of?, 3) What would you like to be?, and 4) What would you take to a deserted island? The youth are also shown a National Film Board video from the "Wednesday's Child" series entitled "Alex". The group divides and discusses how they relate to what happens in the film. Information about assault, aggravated assault, sexual assault, with a weapon, etc., is presented. Scenarios of assault are set up and discussed. Youth are asked for suggestions about how they would handle the next time such a situation arises. In another session participants are asked to draw how a criminal record will affect their life. In the final session participants work through some communication exercises, anger management strategies and techniques to divert aggressive behaviour.

The St. John's Youth Diversion staff completed an evaluation of their services in 1991 and determined that 86 percent of the youth who completed the program did not reoffend. They did a cost analysis of their services and found that it was substantially less costly to put a young person through the program than it is to send him or her through the court system and into custody. The office processes 800 young offenders in a year with 200 ongoing at any given time.

The paid staff consists of one supervisor and two social workers; all other workers in the program are volunteers. The constantly changing staff of volunteers are a challenge to administer and train. These pressures jeopardize the effectiveness and survival of the program. There are 18 other programs like this one in Newfoundland run by the Director of Youth Corrections but all suffer from the lack of long-term staff support. In the past staff members have made some presentations in the schools, but they do not have the personnel to fulfil this function now. The contact person suggested that there were few law-related education opportunities in either the community or the schools and this was a major concern. They made several observations and recommendations about how schools might help young people improve their understanding of their legal rights and responsibilities.

- **Dealing with the problems of illiteracy would go a long way toward preventing youth crime. Often youth who break the law are functionally illiterate. They are**

unable to keep up with their peers in school and eventually they act out their frustrations.

- **Many youth commit crime because they have a fatalistic view of their own future. We need to provide an appropriate environment where youth can be taught skills in various areas and are encouraged to succeed. The skills required need to be determined with the involvement of the business community**
- **Work opportunities need to be provided for youth. Many young people commit crimes because they do not have any money and thus see no legitimate ways to make any due to their lack of skills and education.**
- **People working in isolated communities need the support of both provincial and national organizations with similar goals. Printed resources and teaching ideas would greatly assist them in their efforts and allow them to better train, support and encourage their primarily volunteer staff.**

4.3.3 Native Programs

Native Counselling Services of Alberta was established in 1970 as a court service program administered by the Metis Association of Alberta. A year later it increased its range of services to include legal education workshops offered throughout the province. An independent and regionally representative board of directors then assumed responsibility for expanded services in the area of family juvenile court work, alcohol education, homemaker support, and suicide prevention. They established a minimum security forestry camp, and a research department. The Program has continued to grow and fulfil its goal which is to "contribute to the holistic development of the Aboriginal individual, family and community by working in partnerships to provide culturally sensitive programs and services and by promoting the fair and equitable treatment of Aboriginal people." Among their legal services for young people, the organization now offers a province-wide program which assists young offenders both in and out of court by "ensuring that the youth and their families understand the offenders legal rights and responsibilities".

The young offender courtworker provides counselling and support, makes referrals to local helping agencies and presents legal alternatives and sentence options to the court." NCSA also operates a group home for young offenders sentenced to open custody facilities as well as transition houses to help them move back into community life. Programs include education/employment readiness, Native awareness, self-development, independent living skills, alcohol and drug abuse aid and recreational programming. Probation supervision is also provided to maintain relations between the young offender and community agencies. The NCSA has helped set up Youth Justice Committees comprised of young people who have input into the creation and direction of other youth-related legal services. Their Legal Education Media Department promotes the

development of audio/visual presentations on legal topics that are relevant to Native people [Quotations are from "History, Programs and Services" NCSA Brochure].

4.3.4 Circle Justice

Yukon Territory has taken another innovative approach in dealing with Native justice issues. The Kwanlin Dun Territorial Circle Court conducted its first proceeding in the spring of 1992. In cases where a Native offender has entered a guilty plea, he or she may apply to have their sentence determined by a Circle Court. Circle proceedings are conducted in the Kwanlin Dun First Nations Potlatch House and all community members are encouraged to attend and participate. Seated in the justice circle are a judge, the defence and Crown Counsel, the offender, the victim(s), community-based justice representatives, and community members, which may include family members and friends of the offender. Each participant is given an opportunity to speak to the matter in a way that fairly addresses the underlying conditions leading to the criminal behaviour and how it should be resolved. When all have been heard, the Keeper of the Circle helps to bring the group to consensus on a sentencing plan that involves commitments from both the offender and the community and which will be supervised by a probation officer. Post-sentencing support provides for a positive reintegration of the offender as well as healing and support for the victim and community. "Circle sentencing is a community-based community-driven process which encourages participation from the community and forges a partnership with the formal justice system and other agencies" [Quotation from "Circle Sentencing" Kwanlin Dun Community Justice Information Booklet].

- **The success of the NCSA program and the very effective Circle Sentencing initiative attests to the power and capacity of agencies who serve their own community. Programs initiated and supported by the people it will effect has the greatest potential of effectively serving community needs.**
- **Support, funding and a large measure of independence would provide Native communities with the resources and will to resolve many of their own law-related issues.**

4.3.5 Gang and Youth Crime Prevention

The Gang and Youth Crime Prevention Program developed by the British Columbia Ministry of the Attorney General together with other government ministries, police, public agencies and community-based organizations to address criminal gang and youth crime activities in their communities. "The goals of the program are: to reduce the incidence of crime and violence by criminal gangs and youth; to divert young people from recruitment into criminal gangs and youth crime activity; and to encourage community partnerships."

The Interministerial Committee on Criminal Gangs Action Plan has identified 40 projects and intervention programs to address issues on gang and youth criminal activities. Many of these suggestions have been put in place including a youth drama group which writes and stages performances, and gives presentations and workshops which promote positive alternatives to violence. School liaison officers are trained and provided with materials and resources for school presentations. Two videos entitled "Where's Winston" and "Youth in Gangs" have been produced to supplement presentations. The program works in conjunction with British Columbia teachers and school administrators to implement strategies in many regions of the province. A province-wide telephone contact line has been established which provides assistance for young people who feel threatened or intimidated by gang violence. With the inauguration of this new service 150,000 brochures, wallet cards and posters with contact line information were distributed to all grade 7 - 12 students.

- **Provincial ministries be encouraged to develop protocols that take an integrated approach to law-related educational issues for young people**

4.3.6 School Liaison

Municipal police forces in a number of urban centres have initiated programs that bring officers in contact with young people on an informal basis. The Tantallon Detachment of the RCMP which serves a Halifax suburb have established a new education program based on the premise that the legal system is for everyone and requires everyone's participation. The police role is to gather evidence and present it in court but victims and witnesses must cooperate in order for the process to work. The education liaison officer in the Tantallon Detachment focuses on the need to inform young people about the law and encourage them to become involved in positive ways. While deterrence is an aspect of his presentations to schools it is not emphasized. Junior high students need education, he suggests, because there seems to be less teaching at home now and by senior high it is too late. He tries to reinforce the idea that the best way to avoid getting involved in criminal activity is to develop self-esteem and resist the pressure of peers. The practice of this program is to assign two or four officers to each school who visit regularly, chat with students in the halls, play ball with them, and encourage their questions. They visit all grade eight classes in the district and will arrange for special presentations upon request. They talk to teachers in advance to prepare classes and encourage parents to help reinforce their message. Most detachments in Nova Scotia are participating in a school liaison program that is tailored to fit the needs of individual communities.

Vancouver City Police have a school program that is geared toward elementary age children. Fifteen constables are assigned to 25 inner-city elementary schools. They run and support a variety of "how to be safe programs." Officer Friendly regularly visits elementary schools and speaks to classes. Street Smart and physical safety presentations are given to older students. Mounted officers are called in to help in the school program and they have a big impact on the children. While there is greater demand than there is

staff to provide the service, the program has been effective in establishing positive community relations. The Vancouver Police conduct a week long training seminar at the Justice Institute of B.C. for officers assigned to this beat and each have undertaken some training programs with Vancouver School Board on how to teach children. The officers design their own presentations for each grade level and in fact have assumed full responsibility for this aspect of the curriculum for Vancouver Schools.

- **School liaison programs would benefit from having available printed brochures and booklets about the law appropriate to hand out to elementary age students.**
- **Increased communication between Ministries of Education and Justice would facilitate the work of liaison officers.**

4.3.7 Summary

All the other recommendations made in this report point to one essential ingredient and the area which we feel most in need of our attention. That is to the development and nation-wide distribution of resource packages that give specific instruction for teachers at each grade level on what should be taught, and how it should be presented as part of their regular curricula. This combined with a promotion campaign on a national scale designed to perk the interest of young people will be the most effective way of educating for responsible citizenship.

4.4 Survey Questionnaires

When we undertook to produce an inventory of law-related resources and programs, we anticipated that a second phase of the project would be necessary that would consist of a survey questionnaire to be sent to all contacts. As part of this phase, we decided to send out some questionnaires to test the level and value of responses. We developed a series of questionnaires, (copies attached) customized for groups within each ministerial jurisdiction, and sent them to individuals contacted by phone who indicated a willingness to complete the form and others to whom we had been referred but with whom we were unable to establish telephone contact. Of approximately 60 surveys sent to educators, social service workers and corrections personnel approximately 20 were returned (Samples are included in Appendix 1). One teacher returned 30 surveys that she had required her students to fill out. Another teacher from Quebec returned 6 student surveys. A Manitoba teacher returned eight student surveys. Six young offenders also responded to our questionnaire when we sent them to corrections officers and asked them to pass them along to youth they were working with. When adults did respond to the survey questions, the information provided was clear and succinct. In most instances it lacked the detail that was elicited during telephone conversations. The responses from youth were less helpful. Young people generally give simple yes or no answers and are less inclined to provide reasons or explanations. One conclusion that we could safely come to

from their responses was that they had few opportunities to learn about the law except perhaps from corrections officers after they had been arrested or charged with an offence.

As a result of this preliminary effort, we would question the value of conducting a large scale written survey. Responses are low even from people committed to work in the field. Those who do respond provide more helpful information over the telephone. Young people, and particularly those we are most anxious to reach, often do not have skill at expressing themselves in writing.

The most productive method of getting information from workers in the field is to contact them by telephone.

In order to get information from young people, it is necessary to talk to them in their own environment. The strategy suggested by a number of youth workers was to have the investigator arrange to meet with youth in schools, care residences, drop-in centres, recreational centres or other places where young people gather.

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APPENDIX A

SUMMARY OF YOUTH RESPONSES TO SURVEY QUESTIONNAIRES

Although no focused effort was made to contact a representative group by way of a written survey, a number of questionnaires were sent out to people who were difficult to contact by telephone, or others who agreed to give the forms to young people they worked with. Among those returned were a number of responses from students in Charlottetown, PEI, an English high school in Quebec, and a private high school in Manitoba. A number of young people in residence at a youth treatment facility in Quebec also responded as did a number of young offenders in custody in Ontario. A sample of the responses are appended but a brief summary of them points to the fact that few of the young people surveyed had received any formal education or training about the law and the legal system except from probation officers after they had been charged and convicted of an offence.

Students - Rosemere, Quebec

Business Law course is the only opportunity they had in school to learn about the law and justice system.

Areas they would like to learn more about include: Students' Rights, Criminal Law, Family Law, Individual Rights.

All feel that there is not enough information available to them.

Youth in Treatment Centre - Montreal, Quebec

"I think that it is very hard to get access to legal rights information because the information is not available without research." None of the youth responding to our questionnaire said that they had received any information about legal rights and responsibilities in school.

Young Person in Custody - Ontario

This grade 10 student does not know anything about the YOA, and he does not know of any program in school that would teach him about it. "Nobody really talks to us about the law or justice and you only learn about it after you have done something wrong." Three youth who had served time in custody for offenses ranging from 1st degree murder to break and enters all said the only information they got about the law and legal experience was through first hand experience with the courts, jail and their lawyers.

Young person on probation - Ontario

Learned about the YOA in a law class. His social worker and the Children's Aid Society have provided him with most of his information about the law.

APPENDIX B

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