

Chapter Two

To what extent is the justice system fair and equitable for youth?

CHAPTER OVERVIEW

In Chapter 2, students explore and evaluate concepts of fairness, justice and equity in response to issues related to government legislation and decision making, youth justice, and the role that citizens and organizations play in Canada's justice system. This teaching resource outlines activities, readings and explorations to help students draw conclusions about how government legislation and the Youth Criminal Justice Act impact individual and collective citizenship and identity and quality of life for all Canadians.

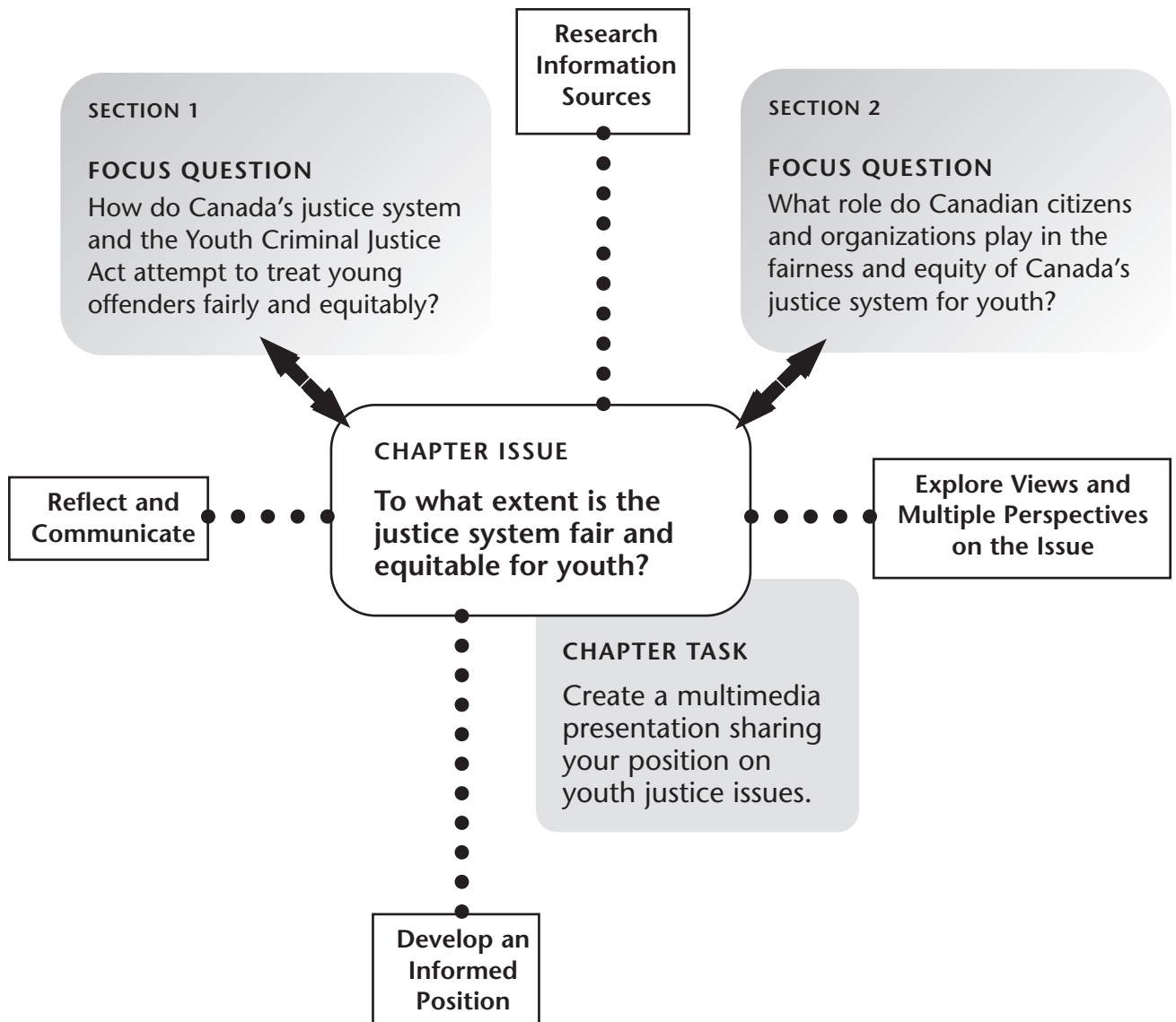
Using the student book as a primary source and the teaching resource for added ideas and support, teachers will guide students as they develop a multimedia presentation that reflects an informed response to the chapter issue question, *"To what extent is the justice system fair and equitable for youth?"* The focus questions, key questions and activities in the resources will guide this inquiry.

The readings and related activities in the teaching resource and student book will introduce and develop these skills:

- Determining the validity and authority of information reflected in different views, information and perspectives about youth justice.
- Evaluating the fairness and equity of issues, case studies and illustrative examples of justice for young offenders.
- Proposing and applying decision-making strategies or options for dealing with youth justice issues in a way that meets the needs of all individuals.
- Accessing, assembling and organizing different viewpoints and perspectives on issues related to the YCJA and the role of advocacy groups.
- Reflecting on and articulating a change of views or opinions based on information and research conducted about issues related to youth justice.
- Using informal debate to persuasively express differing viewpoints regarding the fairness and equity of the YCJA.
- Communicating and sharing an informed position on the chapter task and chapter issue using different formats, such as essays, oral reports and multimedia presentations.
- Analyzing and creating political cartoons illustrating issues related to the criminal justice system and youth justice.

| CURRICULUM OUTCOME CORRELATION CHART | |
|---|--|
| Values and Attitudes | |
| 9.2.1 | appreciate the values underlying economic decision making in Canada and the United States (C, ER) |
| 9.1.2 | appreciate the various effects of government policies on citizenship and on Canadian society (C, I, PADM) |
| 9.1.3 | appreciate how emerging issues impact quality of life, citizenship and identity in Canada (C, I, PADM) |
| Knowledge and Understanding | |
| 9.1.4 | examine the structure of Canada’s federal political system by exploring and reflecting upon the following questions and issues: <ul style="list-style-type: none"> • To what extent do political and legislative processes meet the needs of all Canadians? |
| 9.1.5 | analyze the role that citizens and organizations play in Canada’s justice system by exploring and reflecting upon the following questions and issues: <ul style="list-style-type: none"> • How do citizens and organizations participate in Canada’s justice system (i.e., jury duty, knowing the law, advocacy, John Howard Society, Elizabeth Fry Society)? (C, PADM) • What are citizens’ legal roles and their responsibilities? (C, PADM) • What is the intention of the Youth Criminal Justice Act? (C, PADM) |
| 9.2.3 | appreciate the impact of government decision making on quality of life (C, CC, PADM) |
| 9.2.5 | critically assess the relationship between consumerism and quality of life in Canada and the United States by exploring and reflecting upon the following questions and issues: <ul style="list-style-type: none"> • What are the indicators of quality of life? (PADM, ER) |
| Skills and Processes | |
| See the detailed skills and processes chart on pages 22–24 of the Overview of this teaching resource. Choose the skills you wish to emphasize for each chapter. | |
| Grade 9 Benchmark Skills—see the detailed Benchmark Skills chart on page 30 of the Overview of this teaching resource | |
| 9.S.1 | Critical Thinking and Creative Thinking <ul style="list-style-type: none"> • Determine the validity of information based on context, bias, source, objectivity, evidence or reliability to broaden understanding of a topic or an issue. |
| 9.S.9 | Media Literacy <ul style="list-style-type: none"> • Examine techniques used to enhance the authority and authenticity of media messages |

CHAPTER INQUIRY AT A GLANCE



SUGGESTED LESSON SEQUENCE

| LESSON ACTIVITIES | STUDENT BOOK REFERENCES | INSTRUCTIONAL TIME | LESSON MATERIALS | ASSESSMENT TOOLS | SUPPORT MATERIALS |
|-------------------------------------|-------------------------|----------------------|--|---|-------------------|
| CHAPTER OPENER ACTIVITIES | | | | | |
| Introduction | Page 56 | 1–2 periods | | Handout 2–1: Teacher Assessment Checklist for Student Learning: Knowledge and Understanding Handout 2–2: Teacher Assessment Checklist for Student Learning: Skills and Processes | |
| Introduce the Chapter Issue | Page 56 | 1 period | Handout G–1: Exploring the Chapter Issue | | |
| Chapter Opener Visual | Pages 56–57 | 1 period | Chart paper, markers, scissors | | |
| Exploring the Questions | Page 57 | Ongoing | Handout G–3: Learning Log | | |
| Explore the Vocabulary | Pages 56, 64, 70, 72 | Ongoing | Handout 2–3: Personal Glossary | | |
| INTRODUCE THE CHAPTER TASK | | | | | |
| Setting Up the Task | Pages 58–59 | 1 period and ongoing | Handout 2–5: Chapter 2 Task—Let’s get started! | Handout 2–4: Self-Assessment Checklist: Determining Validity and Authority of Information | |
| Researching the Task | Pages 76–77 | 3–5 periods | Handout 2–6: Determining Validity and Authority of Information | | |
| Creating and Reflecting on the Task | Page 86 | 3–5 periods | | Handout 2–7: Assessment Rubric: Chapter 2 Task: Create a Multimedia Presentation Handout 2–8: Reflecting on the Task | |

| LESSON ACTIVITIES | STUDENT BOOK REFERENCES | INSTRUCTIONAL TIME | LESSON MATERIALS | ASSESSMENT TOOLS | SUPPORT MATERIALS |
|---|-------------------------|--------------------|--|------------------|--|
| SECTION 1: HOW DO CANADA'S JUSTICE SYSTEM AND THE YOUTH CRIMINAL JUSTICE ACT ATTEMPT TO TREAT YOUNG OFFENDERS FAIRLY AND EQUITABLY? | | | | | |
| SETTING UP THE SECTION Getting Started | Page 60 | 1 period | | | |
| EXPLORING THE SECTION | | | | | |
| Inside the Justice System | Pages 61–63 | 1 period | | | Teacher Backgrounder B–8: The Criminal Code Teacher Backgrounder B–9: Juvenile Delinquents Act Teacher Backgrounder B–10: Young Offenders Act Teacher Backgrounder B–11: Youth Criminal Justice Act |
| How are youth justice and adult justice different in Canada? | Page 64 | 1 period | | | Skills Centre, Page 340: Comparing and Contrasting |
| Connect to the Big Ideas | Page 65 | 1 period | | | |
| What consequences do young people face when they break the law? | Pages 66–68 | 1 period | | | |
| Inside the YCJA | Pages 69–70 | 1 period | | | |
| How has the YCJA affected the number of youths charged with crimes? | Page 71 | 1–2 periods | | | Skills Centre, Page 348: Interpreting and Constructing Graphs |
| Connect to the Big Ideas | Page 71 | 1–2 periods | | | |
| Spot and Respond to the Issue | Pages 72–73 | 1 period | Handout G–4: Spot and Respond to the Issue Organizer | | |
| Connecting with Citizenship, Identity and Quality of Life | Pages 72–73 | 1 period | | | |

| LESSON ACTIVITIES | STUDENT BOOK REFERENCES | INSTRUCTIONAL TIME | LESSON MATERIALS | ASSESSMENT TOOLS | SUPPORT MATERIALS |
|--|-------------------------|--------------------|--|---|---|
| How to Read a Political Cartoon | Page 74 | 1–2 periods | Handout 2–9: How to Read a Political Cartoon | Handout 2–10: Assessment Rubric: Creating a Political Cartoon | Skills Centre, Page 373: Creating Political Cartoons |
| Connect to the Big Ideas | Page 75 | 1 period | | | |
| LOOKING BACK ON THE SECTION | | 1 period | Quick Write | Evaluate student’s Quick Write Task | Skills Centre, Pages 353–355: Age-Appropriate Behaviour for Social Involvement |
| SECTION 2: WHAT ROLE DO CANADIAN CITIZENS AND ORGANIZATIONS PLAY IN THE FAIRNESS AND EQUITY OF CANADA’S JUSTICE SYSTEM FOR YOUTH? | | | | | |
| SETTING UP THE SECTION Getting Started | Page 78 | 1 period | | | |
| EXPLORING THE SECTION | | | | | |
| What responsibilities do jurors have? | Page 79 | 1 period | | | |
| Exploring the Questions | Page 79 | 1 period | | | |
| On Jury Duty | Pages 80–81 | 1 period | | | |
| What do justice advocacy groups do? | Pages 82–83 | 1–2 periods | | | |
| Exploring the Questions | Pages 82–83 | 1 period | | | |
| Connect to the Big Ideas | Page 83 | 1–2 periods | | | |
| What role do Elders have in the justice system? | Pages 84–85 | 1 period | | | Teacher Backgrounder B–11: Restorative Justice Teacher Backgrounder B–12: Sentencing Circles |
| Connect to the Big Ideas | Page 85 | 1 period | | | Teacher Backgrounder B–22: Protocol for First Nations, Métis and Inuit Elders |
| LOOKING BACK ON THE SECTION | | 1 period | Exit Cards | Evaluate Student’s Exit Card | |
| CHAPTER 2 REVIEW | | | | | |
| Summarize the Big Ideas | | 1 period | | | |
| Chapter Review Activities | Page 87 | 2–4 periods | | Handout G–6: Assessment Rubric Template | |

ADDITIONAL COMMENTS

- The instructional time for each lesson is an estimate based on a 50-minute period.
- Choose from suggested activities, making decisions based on the needs of students; teachers do not need to attempt every activity in order to complete the outcomes from the program of studies.
- Refer to the Curriculum Congruence Chart on pages 18–24 for a complete list of general and specific outcomes, and skills and practices, for this chapter.
- Suggested student responses to the blue, Critical Thinking Challenge, Think Critically, and Connect to the Big Ideas questions can be found in the Appendix on page 369 of this teaching resource.
- Check out the “**Links@Nelson**” Student and Teacher Centres at the Nelson website for resources to support the chapter activities. The site includes modifiable versions of all the handouts.
- Activities in the teacher notes in each chapter walk you through one way of approaching teaching the contents of the student book.

CHAPTER OPENER ACTIVITIES

SECTION OVERVIEW

Chapter 2 introduces the key concepts of justice, fairness and equity, and how they relate to governance. The opening section activates students’ prior knowledge about the justice system and what happens when individuals break the law. Choose one or more of the section opener activities to provide a context for exploring key concepts in the chapter.

Introduction (Page 56)

- Use a **role-play** strategy (page 55 of this teaching resource) to introduce the ideas of fairness, equity and justice. In small groups of three or four, students role-play an ending to the scenario (page 56, first paragraph) of a young person at risk of being charged with vandalism.
- Emphasize that their ending should demonstrate an understanding of the viewpoints/perspectives of the people involved, and what they think would be a fair and equitable conclusion. As they plan their role-play, have them consider what’s fair and not fair, and whose view/perspective of a just conclusion should prevail.
- Afterwards, debrief with students and ask, “What challenges and opportunities did you encounter when deciding on a fair and equitable conclusion?” Have students share their ideas with the class.
- Explain that the youth justice system is part of Canada’s justice system, which, in turn, is part of our country’s governance. Emphasize that this chapter will examine fairness and equity in the youth justice system.

CONSIDERATIONS AND CAUTIONS

Some students may have personal or family experiences in the justice system. If you know of these students, talk with them beforehand, and approach the discussions with sensitivity.

ASSESSMENT OPPORTUNITY

Conduct ongoing assessment for learning as students work through the chapter. Use the checklists on **Handout 2-1** and **Handout 2-2**. You may also choose to create student-friendly self-assessment versions of the forms to involve students in their own assessment. Conference with students to discuss areas of strength and areas to improve upon.

Introduce the Chapter Issue (Page 56)

- As students work through Chapter 2, they analyze views, perspectives and other information to develop an informed response to the chapter issue question, ***“To what extent is the youth justice system fair and equitable?”*** They examine case studies, legislation, views and perspectives to determine if the system is fair and equitable, and whether the YCJA should be changed.
- Have students develop a rating scale to evaluate the system, like the one found on page 71 of the student book. Have them brainstorm the criteria they will use to evaluate the youth justice system. Students should be comfortable with developing criteria from their experience in the Introduction and Chapter 1. Ask, “What things would you look for? What factors would determine what’s fair and equitable?” Some possible criteria are:
 - The system strives to include all individuals, including victims and their families.
 - The system upholds basic rights of individuals.
 - Individuals are judged equally according to the law.
- As students work through the chapter, they gather information towards developing an informed response.



Why do you believe justice is often portrayed as blind?



What challenges to the justice system do you think Justice McLachlin is referring to?



In a just society, laws are applied fairly and consistently. Do you agree with Justice McLachlin’s statement that “nothing is more important than justice and a just society?” Why or why not?

Chapter Opener Visual (Pages 56–57)

- Begin by using the blue question and caption information to analyze the photograph on page 57. Have students discuss why the woman is holding scales and how this relates to upholding justice.
- Then, have students design a **symbol** or create a **metaphor** (see page 56 of this teaching resource) for what justice means to them. Encourage them to be creative and use different types of paper and lettering. Students can also create their symbols/metaphors using electronic drawing or writing tools. Create a bulletin board displaying students’ symbols/metaphors in the classroom.

Exploring the Questions (Page 57)

- Use a **Four Corners Strategy** (see page 51 of this teaching resource) to discuss the questions on page 50. Afterwards, debrief the activity and have students write a personal response to a quote or statement from the discussion that they found meaningful, striking or surprising.

Explore the Vocabulary (Pages 56, 64, 70, 72)

- Teachers can assign students the vocabulary in the chapter before, during or after reading. Students can create a personal glossary list and write a definition for each term in their own words, draw an illustration, and add an example using the organizer on **Handout 2–3**. Later, they can use this as a study tool to review the key terms of the chapter.

INTRODUCE THE CHAPTER TASK

SETTING UP THE TASK

In this task, students demonstrate their understanding and appreciation of Canada's youth justice system and issues related to the Youth Criminal Justice Act. The goal is to have students evaluate their thinking and compare their positions before and after research. They will research, create and communicate a multimedia presentation that answers the chapter task question, *"Should the justice system be harder on youths who commit crimes?"*

These multimedia presentations should reflect:

- An understanding of the legislation that affects young offenders.
- Knowledge of views and perspectives on justice for young offenders.
- A statement of their position before and after their research.

Introducing the Task (Pages 58–59)

- Explain that students will participate in a forum. Teachers may need to clarify that a forum is a public meeting for open discussion about issues that affect the community, and is usually held in a public space such as a school or a community hall. Emphasize that they will evaluate the validity and authority of information they collect. In their multimedia presentations, they will also articulate their initial position on the issue question and explain how it may have changed as a result of their research.
- Introduce **Handout 2–4** to help students self-assess the skills required for the task. Before they do the task, students should evaluate how they currently use and apply each skill.

Let's get started! (Page 59)

- Page 59 provides an activity to help students get started with researching their task. Introduce **Handout 2–5**, which includes a template of the chart on page 59. Give students a few minutes to write their initial reaction on part A to the chapter task question, *"Should the justice system be harder on youths who commit crimes?"* Students can begin their research by gathering responses from their classmates, determining their validity, and adding them to their research.
- Students are to complete part B after they research and collect information that supports their initial response. Explain that their initial responses may change as they collect and evaluate new information.

TIP FOR DIFFERENTIATED INSTRUCTION

Challenge more advanced or gifted students to organize an actual forum or town hall meeting to raise awareness about youth justice issues. Students can invite members of the media, the police department or individuals who work with youth justice advocacy groups to share views and perspectives on contemporary youth justice issues. They can then apply what they learned to the chapter task.

TIP FOR DIFFERENTIATED INSTRUCTION

Some students may require more direct modelling of gathering and analyzing validity of information. Teachers can select one of the activities in the chart on page 77 to model, or complete the chart as a whole-class activity.

RESEARCHING THE TASK***Task Alert! Determining Validity and Authority of Information (Pages 76–77)***

- Introduce the chart on **Handout 2–6**, which models the chart on page 77. Students will use this handout to help organize research evidence to support a position on the task. Students can work in pairs or small groups to complete the activity in each column.
- The goal is to have students conduct different types of research activities for their task, determine the validity and authority of information they uncover, and decide if the information supports or changes their initial position.

CREATING AND REFLECTING ON THE TASK***Task Alert! Wrapping Up Your Task (Page 86)***

- Page 86 helps students wrap up and prepare the final product for the task. Students will need **Handout 2–5**, which they began on page 59. Using the handout, students re-evaluate their position on the chapter task question, ***“Should the justice system be harder on youths who commit crimes?”***
- Give them time to summarize the information in their chart and compile their evidence. Students can share their conclusions with the class or in small groups. Encourage them to reflect on whether or not their positions have changed, and to explain why. Then, they choose a multimedia presentation format that will most effectively communicate their ideas. They can refer to Tips for Creating Successful Multimedia Presentations on page 86.

Creating the Product (Page 86)

- Introduce the assessment rubric on **Handout 2–7** so students will know what to aim for as they create their multimedia presentations.
- Have students develop, electronically or by hand, a plan and draft of their multimedia presentations. Students can work in pairs or small groups to give feedback on each other’s ideas. The teacher can also conference with students to provide feedback and check for understanding. Students should be prepared to edit and revise two or three drafts of their presentations, taking feedback into consideration.

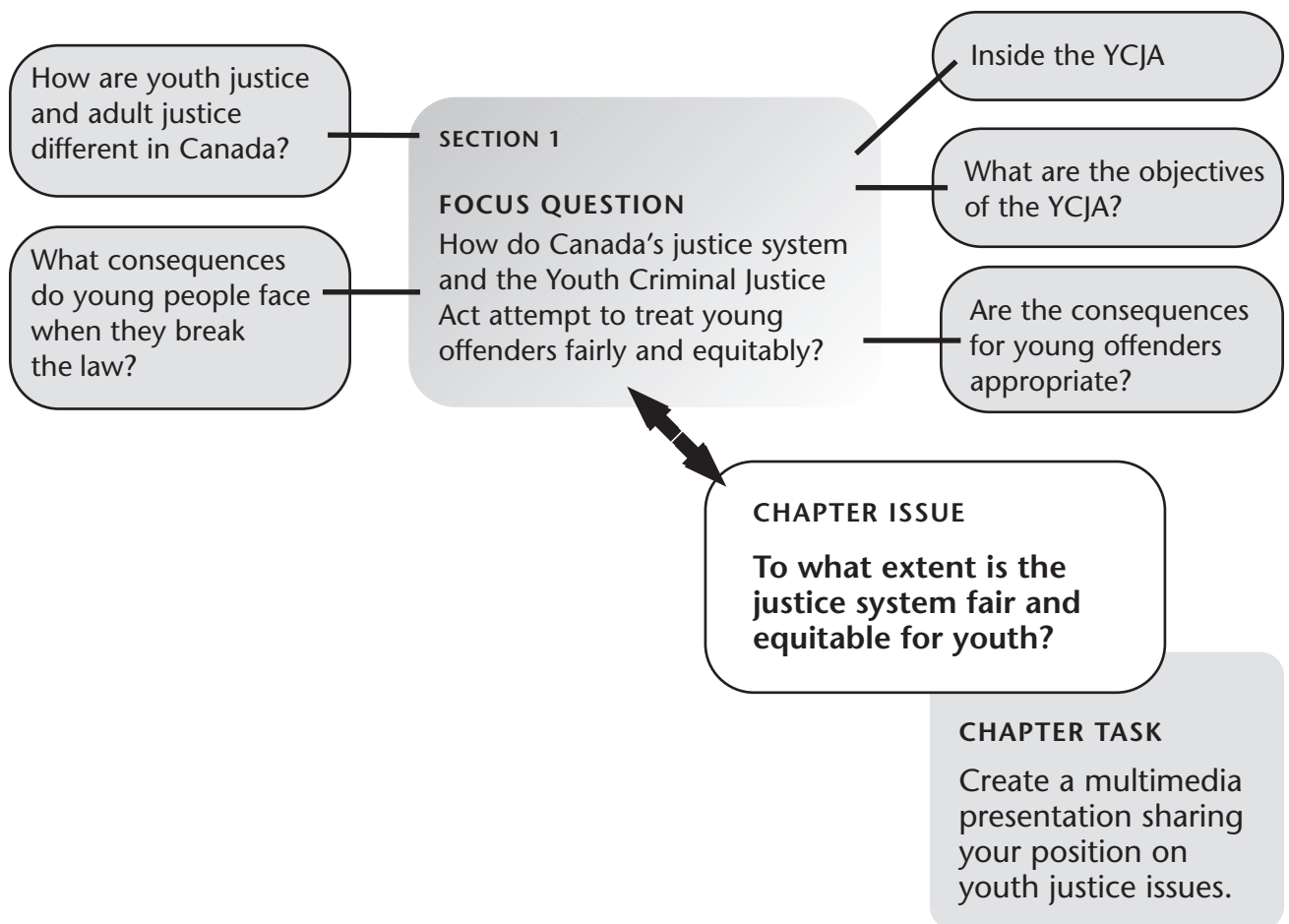
Sharing and Reflecting on the Task

- Give students time to practise rehearsing their multimedia presentations. They can share their presentation in pairs, in small groups, or with the whole class. Later, have students reflect on the task and set goals for learning. They can use **Handout 2–8** to help formulate their thoughts. Students can also refer back to the self-assessment they began on **Self-Assessment Rubric 2–4** to reflect on the skills they practised and applied for this task.
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SECTION 1—HOW DO CANADA’S JUSTICE SYSTEM AND THE YOUTH CRIMINAL JUSTICE ACT ATTEMPT TO TREAT YOUNG OFFENDERS FAIRLY AND EQUITABLY?

SECTION OVERVIEW

Section 1 introduces students to Canada’s youth justice system and legislation. Teachers can use primary sources in the student book—interviews, quotes, news articles and charts—to help students evaluate the Youth Criminal Justice Act (YCJA) and how it impacts young people. Students will draw conclusions about the overall fairness and equity of the system and apply their judgements towards developing an informed response to the chapter issue.



LINKS@NELSON

Department of Justice
Canada
Youth Criminal Justice Act
Youth and the Criminal
Justice System



SETTING UP THE SECTION

Getting Started (Page 60)

- Have students create a web of what they already know about the justice system. Extend the discussion by having them work in small groups to brainstorm plot lines of television court dramas. Ask them to consider what process of justice these plots portray, and whether or not they are accurate interpretations. Have them identify whether these examples have fair, just or equitable conclusions.
- Then, in pairs, have them analyze the photograph on the bottom of page 60, which illustrates a man in an act of vandalism, and create a list of appropriate consequences. Conclude by reading page 60 to clarify what students will be looking for in determining the fairness and equity of the youth justice system.

TIP FOR DIFFERENTIATED INSTRUCTION

Some students may become frustrated while processing and synthesizing the critical thinking questions. To begin building student confidence, decrease the number of questions and allow shorter responses.



CRITICAL THINKING CHALLENGE Why do you think it might be hard for an offender and a victim to face each other?



CRITICAL THINKING CHALLENGE Do you agree that the consequences this young offender faced were not fair for her and for the person she wronged? Why or why not? What other consequence might she have faced?



CRITICAL THINKING CHALLENGE In your opinion, what factor had the biggest impact on this young offender's change of attitude? Why? What life lessons can you learn from her story?

How are youth justice and adult justice different in Canada? (Page 64)

- Using a **comparison chart** from the examples on page 45 of this teaching resource, have students compare the similarities and differences between adult justice and youth justice. With partners, have students write and share personal responses to the blue questions.

LINKS@NELSON

Criminal Code of Canada



CRITICAL THINKING CHALLENGE Why do you think a separate justice system is needed for young offenders?



CRITICAL THINKING CHALLENGE Based on the information on this page, how would a criminal record affect your quality of life? How might it affect your identity?

TIP FOR DIFFERENTIATED INSTRUCTION

Students can perform online research of the Criminal Code of Canada and the role of citizens in the adult justice system. Have them compare and contrast their research with what they know about the youth justice system. They can use the tips on comparing and contrasting information on page 340 of the Skills Centre.

Connect to the Big Ideas (Page 65)

- Choose one of the activities from Connect to the Big Ideas on page 65 to summarize and extend student learning.

What consequences do young people face when they break the law? (Pages 66–68)

- To engage students with the text, consider having them work in small groups to create a **board game** (see page 57 of this teaching resource) or a **computer animation** (see page 56 of this teaching resource) illustrating what happens to youth when they break the law and enter into the justice system. Then, they can write and share responses to the Critical Thinking Challenge questions on pages 66–68.



CRITICAL THINKING CHALLENGE

If two young people of the same age commit the same crime, would you expect them to face the same consequences? Under the YCJA, they may or may not. To what extent is this approach to justice equitable?



CRITICAL THINKING CHALLENGE

Consider all the people involved in the flow chart. What does it tell you about Canadians' concerns in providing fair and equitable justice for youth?



CRITICAL THINKING CHALLENGE

If you do something wrong, how important is it to receive consequences quickly? Why? How important is it to make up for wrong actions that affect others?



CRITICAL THINKING CHALLENGE

In your opinion, to what extent should the law apply equally to everyone, no matter what their circumstances? Why?

Inside the YCJA (Pages 69–70)

- Students can use a **donut chart** (see page 42 of this teaching resource) to summarize the main points from the interview with Anne McLellan. Then, have them use the chart to help prepare a **lecturette** (see page 56 of this teaching resource) to teach a partner or small group about youth justice. Encourage them to support their lessons with charts or other visuals. Have them consider the blue questions when preparing the lesson.



CRITICAL THINKING CHALLENGE

Anne McLellan makes some suggestions about how young people can get involved with youth justice. In your opinion, how might this make the justice system work better?



CRITICAL THINKING CHALLENGE

Do you agree that young people do not understand their actions in the same way as adults? Why or why not?



CRITICAL THINKING CHALLENGE

How does each objective of the YCJA strive to achieve justice for young people? For victims? For the community?

How has the YCJA affected the number of youths charged with crimes? (Page 71)

- Using the line graph on page 71, invite students to share their opinions on how the YCJA has affected crime rates. Students can use computer applications to create their own graphs reflecting crime rates and other

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Statistics Canada



aspects related to young offenders, using sources such as Statistics Canada. Possible research topics include:

- Comparing urban and rural crime rates.
 - The total number of offences committed by youths, by age.
 - The total number of offences committed by youths, by crime.
- Students can then analyze their findings to draw conclusions about the justice system to support a position on the chapter issue. Refer to the **Skills Centre** on page 348 for ideas on creating graphs.

Connect to the Big Ideas (Page 71)

- The two Connect to the Big Ideas questions can consolidate student learning, giving them an opportunity to pause and add information to their research for the chapter task and chapter issue.

Spot and Respond to the Issue (Pages 72–73)

- Use a **Meeting of the Minds** (see page 38 of this teaching resource) strategy to explore the Spot and Respond to the Issue activity. First, have students read the articles and list the issues they present. Then, have them discuss their findings in small groups. Possible issues include:
 - Harsher consequences for youth could impact their future rehabilitation.
 - Aboriginal youth may experience discrimination.
 - The needs of victims might not be taken into account.
 - The public may be at a disadvantage because names of young offenders are not released.
- Have students choose an issue from their discussion to research and develop an informed response. They can use **Handout G-4** to organize their ideas.

Connecting with Citizenship, Identity and Quality of Life (Pages 72–73)

- Use the blue and Critical Thinking Challenge questions on pages 72–73 to help students make connections with the core outcomes of the program. Coach students to reflect on how these questions reflect their own ideas of active and responsible citizenship and sense of belonging in society. Have students write responses to each of the questions. In small groups, have them share their responses round-robin style.



CRITICAL THINKING CHALLENGE

How should respect for identity shape the youth justice system?



CRITICAL THINKING CHALLENGE

In your opinion, which is more important: the privacy of young offenders or public safety? Why?



CRITICAL THINKING CHALLENGE

What makes youth justice fair, in Mr. Long's opinion?



CRITICAL THINKING CHALLENGE

How do lobbyists see their role?



CRITICAL THINKING CHALLENGE

How do crimes affect the quality of life and identity of victims? To what extent are these important factors in determining consequences for young offenders?

HOW TO READ A POLITICAL CARTOON

Introduce the Skill (Page 74)

- Invite students to think about how the cartoon relates to youth justice issues. Challenge students to explain the strategies they used to figure out the meaning of the cartoon (e.g., looked at the symbols, caption, etc.). Read *How to Read a Political Cartoon* on page 74. Stop and pause to discuss the key points of each step, and compare it to students' earlier ideas.

Model and Practise the Skill

- Invite students to collect two to four political cartoons from print or online news sources. In groups of three or four, have them share and discuss what issue each cartoon represents, practising the steps on page 74. They can compile their ideas using the organizer on **Handout 2–9**. Students can refer to page 373 of the **Skills Centre** for guidance on interpreting and creating political cartoons.
- Extend the learning by having the groups categorize their cartoons according to topic or issue. They can create a collage or other visual of the cartoons, and incorporate titles, subtitles, and lists of important symbols or key issues represented. Post their visuals in the classroom.

Use Your Skills

- Refer students to the *Use Your Skills* activity, which asks them to create hand-drawn or computer-generated political cartoons. Emphasize that this activity will demonstrate their understanding of the way political cartoons communicate views and perspectives on issues. Introduce the assessment rubric for the activity on **Handout 2–10** and review the criteria with students. Teachers may want to collect exemplars that illustrate student work at different levels of achievement for this activity (proficient, very good, emerging and limited).
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CONSIDERATIONS AND CAUTIONS

Teachers can introduce a new political cartoon every week or few weeks. Teachers or students can be responsible for bringing in a cartoon to share. Project the cartoon on an overhead or slide, and have students analyze it in pairs or small groups.

Teachers can extend the learning by facilitating an instructional conversation on the issue the cartoon represents. Help students make connections between the issue and what they are learning about in the chapter. Keep a display of the cartoons you collect.



CRITICAL THINKING CHALLENGE

What do you think of the message of this cartoon?

CONSIDERATIONS AND CAUTIONS

Emphasize that students' political cartoons or comics must be respectful and not denigrate any individual or group.

TIP FOR DIFFERENTIATED INSTRUCTION

Challenge more advanced or gifted students by having them research where they might publish their political cartoons. For example, they could submit them to a local newspaper, the school website, or a youth advocacy group or organization. Have students approach these groups requesting permission to submit their cartoons.

ASSESSMENT OPPORTUNITY

Review students' Quick Writes to see how well they articulate the outcomes in the section.

Connect to the Big Ideas (Page 75)

- Summarize and extend student learning with one of the activities from Connect to the Big Ideas. Guide activity 3 with caution, as students might skim and scan articles about their own communities, or people they know.

LOOKING BACK ON THE SECTION

- Have students complete a **Quick Write** (see page 37 of this teaching resource) of what they know about the YCJA and the justice system. Allow enough time for students to read and compare their ideas.

Differentiating Instruction

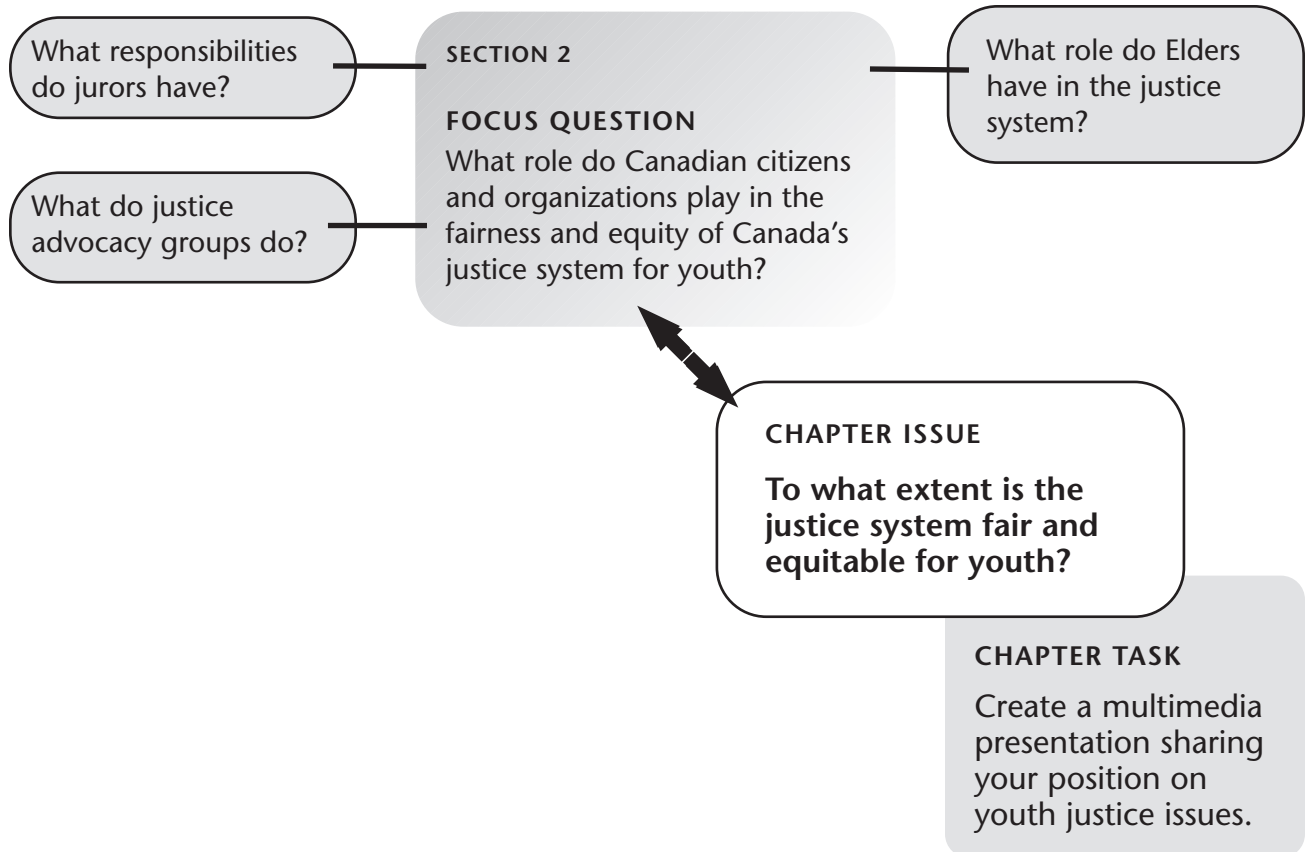
Consider these activities for students who require additional enrichment or may benefit from an alternative approach.

- Create a musical rap illustrating your feelings about the fairness and equity of youth justice in Canada and the YCJA. Integrate sound effects or download music clips to support your ideas.
- Write a short fictional story about a young offender. Integrate and apply what you know about the YCJA and what happens when youth enter the justice system. You can use word processing tools to format and illustrate your story.
- Take action by researching and organizing a campaign to raise awareness about discrimination and youth in the justice system. Refer to the **Skills Centre** on page 353 for more ideas on social involvement.

SECTION 2—WHAT ROLE DO CANADIAN CITIZENS AND ORGANIZATIONS PLAY IN THE FAIRNESS AND EQUITY OF THE YOUTH JUSTICE SYSTEM?

SECTION OVERVIEW

In Section 2, students will research and reflect on the roles and responsibilities of citizens in the justice system. They will evaluate how organizations and individuals work together to ensure the system is fair and equitable to youth, and will apply this understanding to the chapter issue. Students will become more aware of multiple perspectives on justice by reading about the important role Elders play in justice in Aboriginal communities.



SETTING UP THE SECTION

Getting Started (Page 78)

- Have students use a spider web, list or sketch to summarize what they know about citizen roles and responsibilities in the justice system, and share with a partner or the whole class. Have them continue to add ideas as they read the section.

EXPLORING THE SECTION

What responsibilities do jurors have? (Page 79)

- Using the information on page 79, students can create an online advertisement or brochure that communicates to others the responsibilities of juries and the jury system.

Exploring the Questions (Page 79)

- Use a **Think-Pair-Share** (see page 49 of this teaching resource) strategy to discuss and respond to the Critical Thinking Challenge and blue questions on page 79. Have students apply their responses to the chapter task.



CRITICAL THINKING CHALLENGE

What advantages and disadvantages might a jury have for an accused person?



CRITICAL THINKING CHALLENGE

To what extent are the rules for jury duty fair and equitable, in your opinion? What factors do you need to consider?

On Jury Duty (Pages 80–81)

- Students can use a **reciprocal questioning** technique (see page 50 of this teaching resource) to engage with the firsthand account of being a juror. Then, assign one or both of the Connect to the Big Ideas activities on page 81 to help students process and connect to the reading.

What do advocacy groups do? (Pages 82–83)

- Write this question on the board: “What does it mean to be an advocate?” Give students a few minutes to reflect and write down their ideas. Afterwards, discuss and compile their ideas on the board. Invite students to provide examples of advocacy groups, or situations where they have personally advocated for a person or cause.
- Students can conduct more in-depth research about the philosophy and goals of the Elizabeth Fry and John Howard Societies. Specifically, have them conduct an inquiry about how individuals within these groups provide leadership for crime prevention and reintegration. Teachers can assist students by inviting a member of one of these groups to make a class presentation. Students can share their research with the class.

LINKS@NELSON



Elizabeth Fry Society
John Howard Society
Restorative Justice

Exploring the Questions (Pages 82–83)

- Give students an opportunity to reflect and write a personal response to the Critical Thinking Challenge and blue questions on pages 82–83. Encourage students to apply their responses to the chapter issue and/or chapter task.



CRITICAL THINKING CHALLENGE

More than 2500 people volunteer with the John Howard Society across Canada. How do you think volunteering with an advocacy group might help you influence the fairness and equity of the youth justice system?



CRITICAL THINKING CHALLENGE

To what extent do Brad Odsen and Jacqueline Biollo agree on what goals the justice system should have?

Connect to the Big Ideas (Page 83)

- The Connect to the Big Ideas activities help students make connections to citizenship and identity and the chapter issue. They can also be an opportunity to pause and add information for the chapter task.

What role do Elders have in the justice system? (Pages 84–85)

- Use a **reflective journaling** technique (see page 46 of this teaching resource) to help students make connections with the information about Aboriginal perspectives on justice. For example:

| Quote, Phrase, or Key Word | Reflection |
|--|--|
| Page 84 says, “Culture is the root of our identity.” | I can identify with this statement. My culture is a big part of who I am. |



CRITICAL THINKING CHALLENGE

How do Elders contribute to the fairness and equity of youth justice?

Connect to the Big Ideas (Page 85)

- Teachers should do both activities listed in the Connect to the Big Ideas on page 85, as they will both help students make connections with identity and Aboriginal perspectives on youth justice. Refer to the **Teacher Backgrounder B–22** for inviting Elders into the classroom.

LOOKING BACK ON THE SECTION

- Student can create an **exit card** (see page 52 of this teaching resource) summarizing the section’s key ideas.

Differentiating Instruction

Consider these activities for students who require additional enrichment or may benefit from an alternative approach.

- Have students work in small groups to create **tableaux** (see page 56 of this teaching resource) that reflect ideas of fairness, justice and equity. Have them consider a scenario similar to the one on page 60, the comic on pages 61–63, or another example in the chapter or currently in the news. The tableaux should also represent the individuals involved (e.g., victim, accused, etc.).
- Have students create an **interest centre** (see page 31 of this teaching resource) in the school library or foyer that includes literature, brochures, videos or other materials that raise awareness about youth justice. They can contact advocacy groups or the Supreme Court of Canada to have them contribute educational materials.

ASSESSMENT OPPORTUNITY

Review students, exit cards to see how well they articulate the outcomes in the section.

CHAPTER 2 REVIEW

Summarize the Big Ideas

- In pairs or small groups, have students create an **Artifact Box** (see page 56 of this teaching resource) that illustrates the main concepts of the chapter. They can include items such as:
 - Scanned photos from the book with captions in their own words.
 - Pictures from news sources or magazine that illustrate the main themes of justice, equity and fairness.
 - Meaningful quotes they encountered in the chapter.
 - Symbols or metaphors for justice.
- Have students include a title for the box and a written explanation of each item's significance. Have each group present their Artifact Box to the class. Keep them displayed as reminders of the learning.

What to Look For

- When reviewing Chapter 2, look for how well students demonstrate their knowledge and understanding about:
 - The intention of the Youth Justice Act.
 - The factors that determine the consequences young people face when they break the law, including the YCJA.
 - The roles citizens play in the justice system as jurors, advocates and volunteers.

Chapter Review Activities (Page 87)

- Assess student learning of the chapter outcomes by assigning, or having students choose, one of the chapter review activities listed on page 87.

CHAPTER 2 VOCABULARY

colonialism: the process of establishing colonies, in which a region is claimed and governed by a country from another part of the world

community service: help in the community performed as part of a sentence, such as assisting with a community clean-up or food bank

criminal record: a permanent record of breaking the law, which is public information. A criminal record can bar you from some jobs, volunteer positions and travel to other countries.

fair and equitable: governed by rules that apply to everyone, taking into account individual needs and circumstances

justice: applying laws

justice system: the institutions and procedures for applying laws in a society

legislation: laws created through the legislative process

rehabilitate: to instill positive behaviours and attitudes

reintegrate: to make part of again

sentence: a consequence for a crime, such as imprisonment, determined by a court of law

validity: reliability, based on a critical assessment of source, facts and bias