

Virtual Field Trip: Art and the Courts and the OJEN Poster Challenge – The Big Reveal!

Intended Grade	5
Materials	Computers or tablets and Teacher Resource.
Technology	Computer or tablets and internet access – access to artandthecourts.ca
Learning Objectives	Become acquainted with Osgoode Hall courthouse and grounds; Understand roles of officials in the justice system; Understand role and function of courts; Develop greater understanding of Charter values; Develop greater understanding of how concepts can be expressed through art.
Ties to Grade 5 Ontario Curriculum	Responds to Social Studies B3 – “Demonstrate an understanding of the roles and key responsibilities of citizens and of the different levels of government in Canada, including First Nations, Métis, and Inuit governments.”

Before Field Trip - Suggested Activities

Time	Goal	Activity	Materials
Depending on time available and experience of students, select appropriate activities from the list below.			
Depends on activities selected.	Students to complete activities that build knowledge of justice system in advance of virtual field trip.	See Teacher Resource for additional instruction for each activity below. <ol style="list-style-type: none"> 1. A Look at the Law (30 min) 2. Introduction to the Courts (30 min) 3. Roles and Traditions of the Justice System (30 min) 4. Courtroom Etiquette (20 min) 5. Question Preparation (10 min) 6. Visit www.ontariocourtdates.ca to learn about the matters being heard on the day of the field trip. (15 min) 	Teacher Resource. Computers/ tablets and internet access.

Virtual Field Trip - Osgoode Hall Tour and Art Unveiling

Time	Goal	Activity	Materials
10	Introduce students to Osgoode Hall and provide an overview of the visit.	<ul style="list-style-type: none"> ● Begin on webpage: artandthecourts.ca/en/courthouse/grounds-of-osgoode-hall/ ● Explain to students that today they are taking a virtual field trip to Osgoode Hall in Toronto. ● Explain that first the class is going to explore a courtroom together and meet a special guest. Next, the students will have an opportunity to visit the McMurtry Gardens of Justice. 	Computers/tablets and internet access.
40	Provide students with a justice volunteer led tour of the Osgoode Hall courthouses ¹ .	<ul style="list-style-type: none"> ● Begin on webpage: artandthecourts.ca/en/courthouse/courtroom-1/ ● Justice volunteer will begin by introducing themselves. ● Justice volunteer to discuss the following with students: <ol style="list-style-type: none"> a. Justice volunteer's role in the justice system. b. Customs and expectations for visiting courthouses. c. Different people who work in the courthouse and the roles they fill. ● The Justice volunteer will move through Courtroom 1 with students and explain elements of the courtroom to them. 	Computers/tablets and internet access. Access to Website - artandthecourts.ca/en/courthouse/courtroom-1/

¹ Teachers can contact OJEN to request a justice sector volunteer to support this activity. Please visit ojen.ca/en/our-work/classroom/form or contact info@ojen.ca to learn more.

Time	Goal	Activity	Materials
		<ul style="list-style-type: none"> The Justice volunteer will explain the type of cases that a judge would hear in the courthouse. The Justice volunteer will explain how Charter issues come up and are addressed in the courthouse 	
15	Opportunity for students to ask justice volunteer questions and to receive answers.	<ul style="list-style-type: none"> Students to ask justice volunteer prepared questions. 	Students' questions that were prepared in advance of field trip.
5	Introduce students to the McMurtry Gardens of Justice.	<ul style="list-style-type: none"> Review with students the "Intro" page on the McMurtry Gardens of Justice website. 	Computers/tablets and internet access. Access to Website - artandthecourts.ca/en/garden/intro/
30	Provide students with an opportunity to explore the public works of art in the McMurtry Gardens of Justice.	<ul style="list-style-type: none"> In small groups, invite students to explore the public works of art in the McMurtry Gardens of Justice. Ask groups to choose one piece of art and answer the following questions: <ol style="list-style-type: none"> What is the name of the piece of art that you have selected? Why did you select this piece of art? What are two things that you can share about this piece of art? Ask each group to present their findings to another group. 	Computers/tablets and internet access. Access to Website - artandthecourts.ca/en/garden/intro/

Time	Goal	Activity	Materials
10	Invite students to reflect on the virtual tour.	<ul style="list-style-type: none"> Invite students to answer the following questions either individually or in small groups: <ol style="list-style-type: none"> 1. What is one thing that the student learned during the virtual tour? 2. What is one question that the student has after the tour? 	None.
20	Explore previous Poster Challenge winner(s) and provide artist(s) an opportunity to discuss their work.	<ul style="list-style-type: none"> As a class, visit the “Art Projects” website. Briefly review different Charter values that students have captured in their artwork. Teacher can ask students to identify the elements of the art that express these values and how they do so. Invite comparisons between the statues in the Gardens of Justice, the art displayed in Osgoode Hall and the work by Poster Challenge participants. If Poster Challenge winners are with the class, teacher can ask them questions like <ol style="list-style-type: none"> a. What Charter value they chose? b. Why they chose it? c. What does the value mean to them specifically? d. Why did the student create the artwork that they did? 	Computers/tablets and internet access. artandthecourts.ca/en/art-projects/

TEACHER RESOURCE

This resource suggests educational activities to support a real or virtual field trip to courthouses in Ontario. While many of these activities are appropriate for any court visit, this resource also provides support for classes using OJEN's Art and the Courts website² or taking part in OJEN's annual Grade 5 Poster Challenge³. Teachers are encouraged to select activities best-suited for the purpose of their engagement with the courts.

Before Virtual Field Trip - Potential Activities

1. A Look at the Law

- Divide students into small groups.
 - If students are meeting in person: Distribute a newspaper to each group.
 - If students are meeting virtually: Ask students to explore [CBC.ca](https://www.cbc.ca).
- Ask students to skim through the paper or website and circle or record all items that are related to the law.
- As a class, discuss some of the items that students found and which type(s) of law they involve. Ask students:
 - What are the different types of law that you found?
 - What are other types of law?
 - Were you surprised by how many events are influenced by the law?
- Draw the students' attention to items that they may have missed:
 - The front section is a good place to identify criminal, international, environmental, and commercial law.
 - Sports section: Sports teams and athletes are dependent on contract law, employment, labour law. Also look for possible criminal issues (e.g. doping cases; athletes charged in criminal matters).
 - Entertainment or Celebrity News: Most media productions rely on commercial law, intellectual property law, and employment law. Consider that movie ratings are defined by regulatory law. Celebrity news is a good place to find family law, contract law, and criminal law.

² artandthecourts.ca

³ ojen.ca/en/program/poster-challenge

- Classified Section: Job listings (employment law); for sale ads (commercial law).
- Business Section: Commercial and employment; environmental; and international law.
- Real Estate/Homes: Condo reviews or real estate listings are regulated by real estate law and contracts.

2. Introduction to the Courts

Review *The Jurisdiction of Ontario Courts* and *Structure of the Courts in Canada* in the OJEN resource, *In Brief: Canadian Courts** with students. Ask students, either individually or in small groups, to answer the following:

- Which type of court will you be visiting?
- Is it a provincial or federal court?
- What kind of cases does this court hear?

Ask students to select 3-4 of the legal cases identified in the newspaper activity and have students identify which court in Canada would handle the case.

3. Roles and Traditions of the Justice System

Review *Roles in the Justice System* and *Traditions of the Courts* in the OJEN resource, *In Brief: Canadian Courts** with students. Ask students, either individually or in small groups, to answer the following:

- Who from the justice sector works in the courthouse you are visiting?
- What do the different justice roles do?
- What are some of the traditions of the courts in Canada?
- Where do the traditions come from and what purpose do they serve?

4. Courtroom Etiquette

Review *Protocol for Courtroom Visits* in the OJEN resource, *Courtroom Visits: A Guide for Teachers** with students. Ask students, either individually or in small groups, to answer the following:

- What are some things that you are not permitted to do in a courtroom or courthouse?
- Why do we have rules for courtroom behaviour?



- Who do you think enforces these rules?
- What are the consequences of breaking the rules?

5. Question Preparation

Ask students to prepare at least one question for the justice sector volunteer they will meet on their visit to the courthouse.

*Resources available in the resource section of the OJEN website at www.ojen.ca