



Designing and delivering public legal education programs for youth

PLEAC Conference • October 25, 2022



JUSTICE
FOR CHILDREN
AND YOUTH

Want these slides?

ojen.ca/download/2022PLEACconference

Agenda

Introductions

Using a youth rights framework

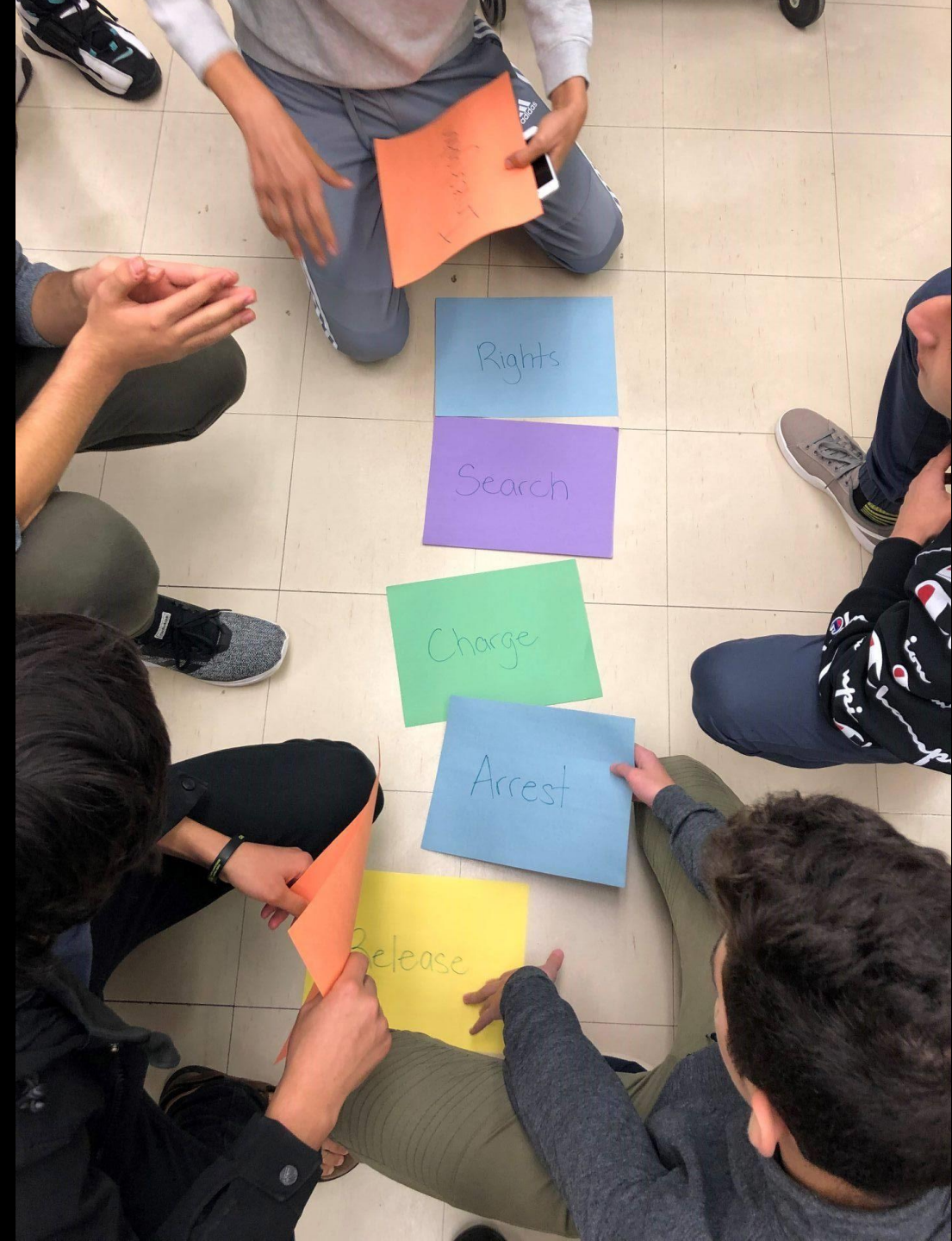
Guidelines for better legal workshops

Know your audience

Let them apply what that they have learned

Provide take-away resources

Questions? Ideas to share?



About us



Provides legal services for young people under 18 and homeless youth under 25 in Ontario.

Emily Chan (she/her)

Gnanushan Krishnapillai (Na-nu; he/him)



Provides youth-focused public legal education in schools and community spaces in Ontario.

Jess Reekie (she/her)

Enisoné Kadiri (she/her)

Time for an ice-breaker!

Using a youth rights framework

1. Are a child's or young person's rights engaged?
2. What are the views and wishes of the child or young person?
3. What obstacles may they face?
4. What resources can you share or refer them to?

Handout available online at:

<https://cleoconnect.ca/trainers-guides-ontario-legal-clinics/training-materials-youth-rights>

A Youth Rights Framework



This framework consists of four key questions that act as a guide to ensuring that young people's rights are recognized and protected.

Community workers can ask themselves these questions in every situation that involves a young person.

- 1 Are a child's or young person's rights engaged?
- 2 What are the views and wishes of the child or young person?
- 3 What obstacles may they face?
- 4 What resources can you share or refer them to?

JFCY youth rights video

This video is available online at: www.youtube.com/watch?v=3kqyBMYzkwc



OJEN guidelines for better legal workshops

<https://ojen.ca/en/training/facilitator-training/guidelines-for-better-legal-workshops>

The screenshot shows the OJEN website with a blue navigation bar containing 'OJEN • ROEJ', 'About us', 'Our work', 'Resources', 'Training', 'Get involved', and a 'DONATE' button. The main content area features the title 'Guidelines for Better Legal Workshops' and an introductory paragraph. A sidebar on the right lists various training resources under the heading 'Training', including 'For Teachers', 'Webinars', and 'For Justice Sector Volunteers'. A 'To do:' list is visible at the bottom of the main content area.

OJEN • ROEJ About us ▾ Our work ▾ Resources ▾ Training ▾ Get involved ▾ DONATE

Guidelines for Better Legal Workshops

These guidelines drawn on the practical experience of public legal education (PLE) workshop facilitators and staff at the Ontario Justice Education Network. They are intended for legal professionals who are providing PLE workshops to the community.

1. Know your audience.

Assess what the community needs before you prepare your content. Talk to community members or local community workers to identify relevant topics.

↓ To do:

- Put the audience first; follow their needs and interests.
- Expect a range of starting points. Some audience members will know almost nothing about your topic while some may have extensive personal or professional experience.

Training

For Teachers

Law Institutes for Teachers – Summer Law Institute (SLI)

Webinars

New and Upcoming Webinars for Teachers

Webinar Archive

Judge Shadowing

For Justice Sector Volunteers

Privacy - Terms



OJEN guidelines for better legal workshops

1. Know your audience

2. Use or adapt existing resources

3. Make the content practical

4. Explain your role and its limits

5. Be a good host

6. Use clear and simple language

7. Define your legal terms early and often

8. Let the audience apply what they've learned

9. Connect the audience with free or low-cost legal services

10. Provide take-away legal information resources



Want to learn more?

<https://ojen.ca/en/webinar/guidelines-better-legal-workshops-webinar-2021>



Guidelines for better legal workshops: best practices for effective PLE ...



Guidelines for Better Legal Workshops: Best Practices for PLE Presentations



Barreau
de l'Ontario



MORE VIDEOS



Presented on October 28, Access to Justice Week 2021

0:12 / 1:31:26 • We...





1st guideline: know your audience

What are their legal information needs?

Identify relevant topics from:

- the young people themselves
- the adults who work with them and have relationships of trust

Some things to keep in mind:

- Range of starting points
- Manage youth disclosures
- Duty to report
- Anticipate how you will manage misinformation



Know your audience: use a hook

The importance of a good hook


Some examples:


- A scenario or short story
- Recent news item
- True/false activities
- Four corners and other “vote with your body” activities
- Demonstration
- Video



Know your audience: hooks continued


To find these resources online: <https://ojen.ca/en/steps-to-justice>


FACILITATOR'S PACKAGE: EMPLOYMENT LAW WORKSHOP 

 Facilitator's Package: Employment Law
TRUE OR FALSE


1. **If your job requires you to wear a uniform, your employer can make you pay for it without your consent.**
F – You must agree in writing, or else your employer cannot make you pay for your uniform.
2. **I really can't function without caffeine in the afternoon. Good thing employers have to give me a paid lunch break and a coffee break!**
F – In Ontario, most employees are entitled to an unpaid meal break of at least 30 minutes for every 5 hours of consecutive work. Employers are not required to give other breaks beyond that.
3. **I work at McDonalds and I accidentally ruined 6 Tiny Macs. I'm glad they can't make me pay for those!**
T – An employer can't deduct your pay due to faulty work. However, if the problem is consistent, they may decide to fire you.
4. **I'm so tired today! But at least tomorrow is Remembrance Day, so my boss has to give me the day off.**
F – Remembrance Day is not a statutory holiday in Ontario, so they do not have to follow the *Employment Standards Act* guidelines for holiday pay and time off.
5. **I work at Lulumelon, and they want me to wear only Lulumelon clothes to work. I think they have to give me a discount.**
F – The employer is allowed to decide whether employees get a discount on products the employer makes or sells, or on services the employer provides. The employer is also the one who determines how much the discount will be.

ONTARIO JUSTICE EDUCATION NETWORK OJEN/CA © 2022

FACILITATOR'S PACKAGE: EMPLOYMENT LAW WORKSHOP 

Facilitator's Package
Scenarios 

Start on the Steps to Justice question, "Does my employer have to pay me for public holidays?" under **Getting Paid**. Follow the steps from the landing page to answer the questions. The relevant steps are listed in brackets following the question.

 **Scenario 1: Demonstration**

My boss told me that I need to work on Good Friday. He said that because I don't celebrate Easter, he doesn't have to give me holiday pay like the other staff.

Start on the Steps to Justice topic, "Getting Paid" with the question, "Does my employer have to pay me for public holidays?"

- In general can employers force their employees to work on public holidays? (Landing page)
- How much is "holiday pay"? (Landing page)
- What is the name of the law that covers most jobs in Ontario? (Landing page, Step 1)
- What are some jobs that are not covered by this law? (Link from Step 1)
- Is there a human rights issue in this scenario?

Discussion
Most workplaces in Ontario are covered by the *Employment Standards Act* (ESA). Holiday pay is pay that you receive for a public holiday, and it is calculated by dividing an employee's total pay over the previous four weeks by 20 – so it is roughly the same as an "average" day's pay. Some employment sectors are exempted from this, such as emergency services and tourism, in which taking time off can be dangerous or unrealistic.

There is a clear human rights violation in this scenario as the employer is attempting to treat this employee differently than others on the basis of the employee's religious beliefs, which is a protected ground under the *Ontario Human Rights Code*.

ONTARIO JUSTICE EDUCATION NETWORK OJEN/CA © 2022



Know your audience: hooks continued

Exceptionalities:
Categories of special needs that affect how a student learns

Play (k)

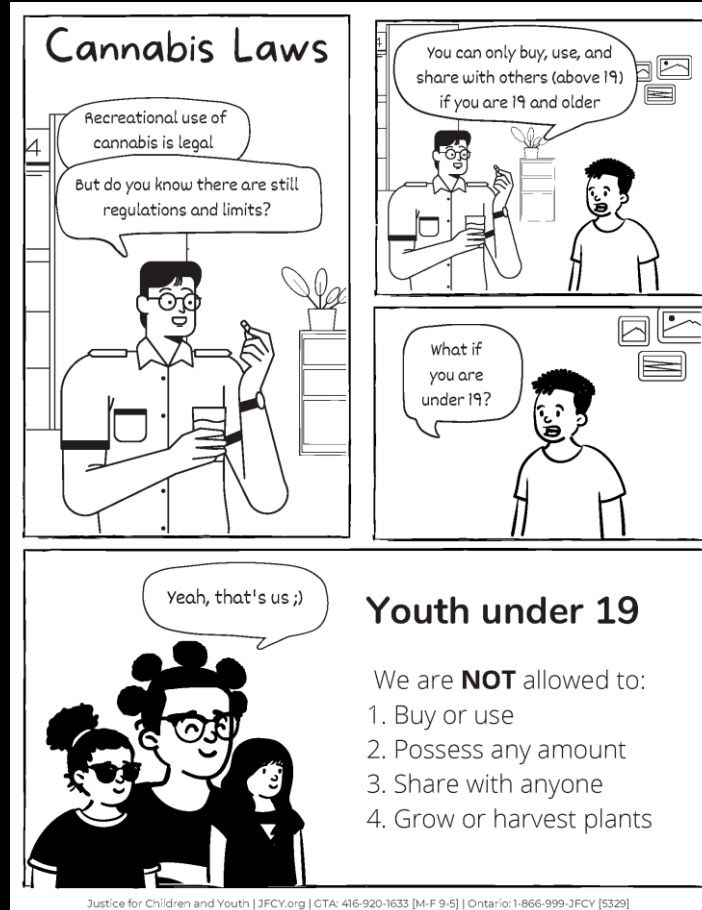
0:11 / 1:34

Enhancing Access to Special Education
Special Education 4: Exceptionalities and Placements

JFCY's [special education video series](#) on YouTube



Know your audience: hooks continued



JFCY's comic series, available online:

<https://jfcy.org/en/online-resources/print-publications/>

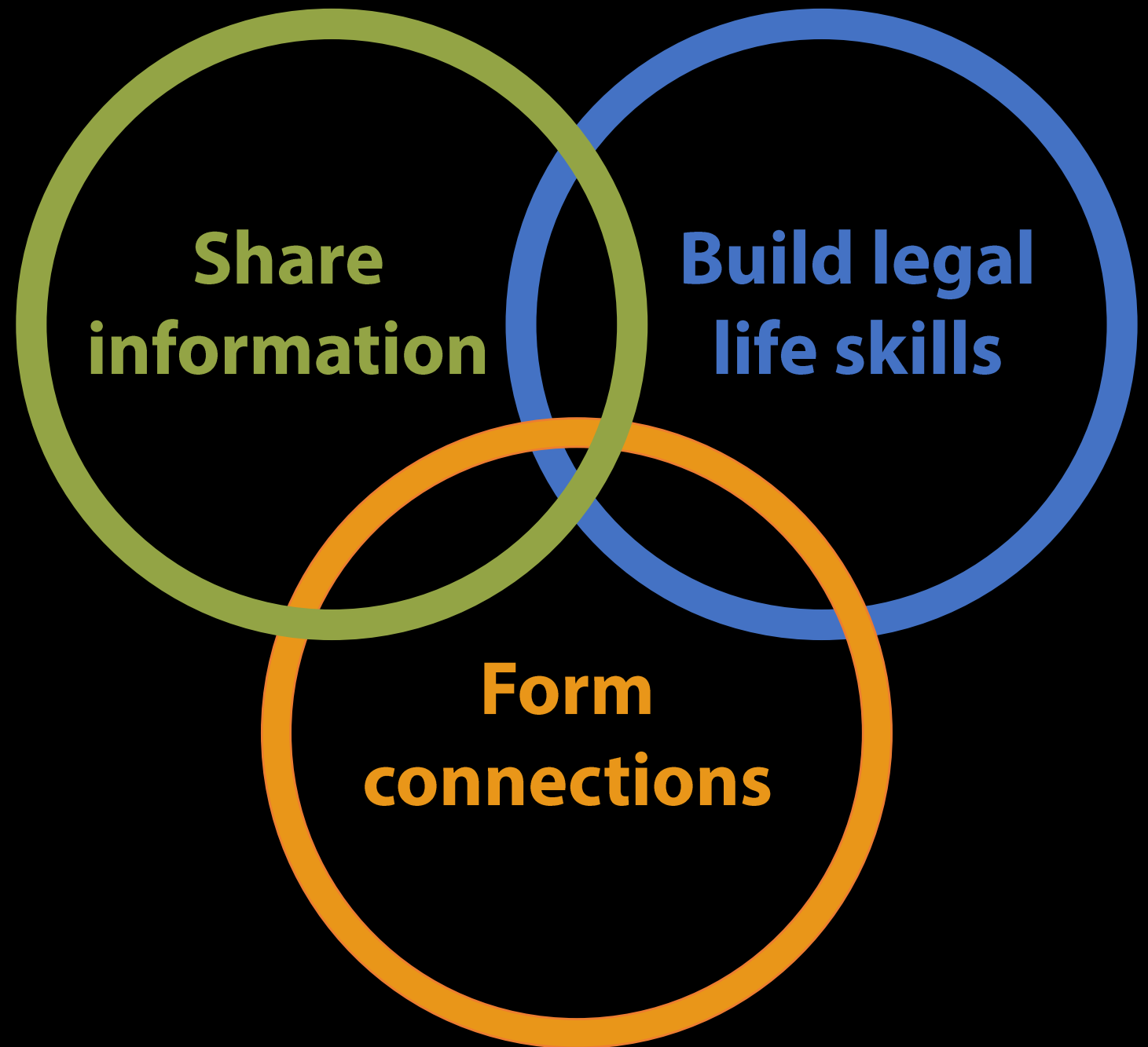


2nd Guideline: let them apply what they've learned

- ✓ Encourage people to internalize what they've learned by applying it to a concrete exercise.
- ✓ Consider using:
 - ✓ a discussion scenario
 - ✓ a series of questions
 - ✓ a mock interview/phone call
 - ✓ filling in a form
 - ✓ A role play

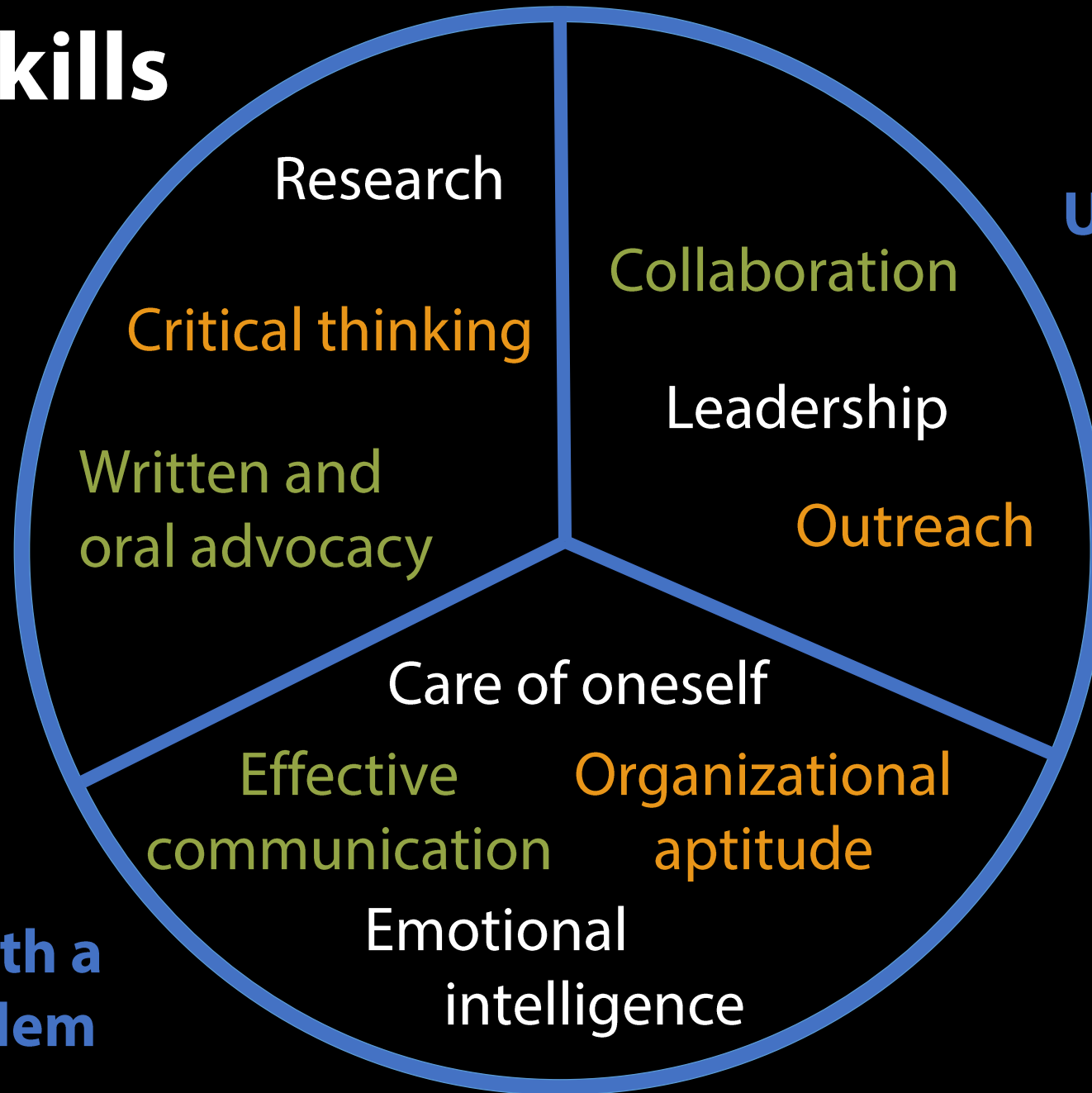
A chance to
practice some
legal life skills

How we build legal capability



Legal Life Skills

Applying
legal thinking



Using the law for
social change

Dealing with a
legal problem



Shall we demonstrate?

(We're going to need 3 volunteers.)

Role playing exercise: Eni (the narrator) will read the scenario, pausing at the end of each sentence so that the volunteers (the young people) can play their parts. Emily (the officer) will interact with the volunteers.

Three friends, Kai, Jamie and Remy (all 17 years old), decide to walk to the park. On their way, they see two police officers on the sidewalk. One of the officers immediately approaches them and asks them a question.

- Kai responds first.
- The officer replies.

- Let's say, Jamie responds first
- The officer replies.

- Let's say, Remy responds first
- The officer replies.

Also an opportunity to address **different learning styles**

Learning Style	Description	Engagement Tips
Visual spatial	Processes information best when it is seen Pictures over words Images of ideas	Use slides and videos to illustrate legal concepts Provide paper and pens/crayons Ask participants to draw an answer, then share
Social interpersonal	Learns best with others Likes communication and feedback Enjoys group discussions	Small and large group discussions Circle set-up for discussion
Kinesthetic (Physical)	Finds success with hands-on opportunities	Use activities that require movement, like: "Line up," "4 corners," or a "Build a mock courtroom"
Logical	Learns best through logical reasoning Likes steps and systems Thinks and plans before acting	Map out steps to a solution Provide ample time to reflect and organize thoughts, before sharing
Verbal linguistic	All about written and spoken words Writes notes and outlines Enjoys group discussions	Small and large group discussions Activities that require writing and then presenting



Provide take-away legal information

Bring copies of:

- fact sheets,
- promotional materials for services you mentioned,
- glossaries,
- links to helpful websites, or
- anything else that will help them after the workshop is over.

Visit our Legal Rights Wiki - www.jfcy.org

Youth Criminal Justice Act
The YCJA provides unique rights and procedures for young people between the ages of 12 - 17 who are charged with a criminal offence in Canada.

Application of the YCJA The Police Right to a Lawyer Detention EJM & EJS Court Process
Sentencing Process Sentences Youth Records Appeals

Education
Going to school is a legal requirement for young people between the ages of 6 and 17. The Education Act gives parents and children specific rights in the publicly funded school system.

Attendance Rights Special Education Suspensions Expulsions Exclusions

Leaving Home
In Ontario, you can choose where you live when you are 16 years old. The decision to leave is often not easy and can lead to difficulties in getting all your belongings, having enough money to support yourself and attending school.

Leaving Home Rights Child Support & Social Assistance Shelters Tenants

Hot Topics
These are some of the common issues that JFCY lawyers are asked about.

Sexual Activity Shoplifting Demand Letters Marijuana Police Stops & Searches Police Complaints
Security Guards Streets & Sidewalks

Health & Mental Health
Become informed about your legal rights when it comes to decisions about your health and mental health care treatment.

OHIP and IFHP Consent & Privacy Decisions and Capacity Psychiatric Facilities Secure Treatment

Discrimination and LGBTQI2S Rights
The Ontario Human Rights Code protects you from discrimination on many grounds and in many social areas. Specific legal concerns raised by youth identifying in LGBTQI2S communities are about GSAs, Trans and Gender Inclusive Spaces and changing their ID.

Legal Rights Wiki

Youth Criminal Justice

- The Police
- Bail
- Right to a Lawyer
- Detention
- EJM & EJS
- Court Process
- Sentencing Process
- Sentences
- Youth Records
- Appeals

Education

- Attendance Rights
- Special Education
- Suspensions
- Expulsions
- Exclusions

Leaving Home

- Rights
- Financial Support & Social Assistance
- Shelters
- Tenants

Health & Mental Health

- OHIP & IFHP
- Consent & Privacy
- Decisions & Capacity
- Psychiatrist Facilities
- Secure Treatment

Discrimination & LGBTQI2S Rights

- Human Rights & making a claim
- Legal Rights
- GSA & LGBTQ-Specific School Groups
- Trans-Inclusion & Gender Segregated Spaced
- Government-Issued ID

Provincial Offences

- Tickets
- Trespassing
- Panhandling
- Parks
- Alcohol

Hot Topics

- Age Based Laws
- CICB
- Cannabis
- Police Stops & Searches
- Police Complaints

- Security Guards
- Shoplifting Demand Letters
- Sexual Activity
- Streets & Sidewalks

Child Discipline, Protection & Custody

- Corporal Punishment "Spanking"
- Children's Aid Society
- Child Protection Court
- Custody & Access

Homeless Youth Over 18

- Warrants
- Criminal Court
- Adults Records
- Record Suspensions
- Immigration
- Victims of Crime
- Small claims court
- Mental health





Provide take-away legal information

A partnership led by CLEO

Steps to Justice
Your guide to law in Ontario

Legal Topics ▾ Guided Pathways ▾ Latest Updates 🔍

Français

Glossary

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

abandoned
In [Refugee Law](#)

The Refugee Board can decide at a special hearing that a refugee claimant has “abandoned” their claim. This means that the claimant loses the right to make their claim. This could happen if a claimant does not follow all the rules about making a refugee claim. For example, if they do not file their Basis of Claim Form on time, do not show up for a hearing, or do not contact the Refugee Board when asked to do so.

Glossary topics

- COVID-19
- Abuse and Family Violence
- Criminal Law
- Debt and Consumer Rights
- Education
- Employment and Work
- Family Law
- French Language Rights

Print

Share

LIVE CHAT

Where to find reliable legal info

Where to find good legal help in your neighbourhood

Find the Steps to Justice glossary online:

<https://stepstojustice.ca/glossary-all/>

Questions?

Ideas to share?

Want these slides?

ojen.ca/download/2022PLEACconference

Stay in touch!

emily.chan@jfcy.clcj.ca

jreekie@ojen.ca

ekadiri@ojen.ca