

CCLET & OJEN LAW AND SOCIAL JUSTICE CONFERENCE FOR ELEMENTARY TEACHERS 2016

August 16, 2016

Ryerson University, International Living and Learning Centre - 133 Mutual St, Toronto

Tuesday, August 16

8:30^{AM}	REGISTRATION (coffee and tea provided) Location: <i>Ryerson University, International Living and Learning Centre</i>
9:00^{AM} - 9:15^{AM}	<p>Welcome</p> <p>April Julian, Director of Education, Canadian Civil Liberties Education Trust Nat Paul, Acting Director Educator Support, Ontario Justice Education Network</p>
9:15^{AM} - 10:15^{AM}	<p>Deepening Knowledge: Understanding our responsibilities of teachers with respect to Indigenous content</p> <p>Teachers are being called upon to increase the representation of Indigenous histories and contemporary issues in their classroom. I am excited to address the following questions and answer any that the audience might have in addition: What are the roles and responsibilities of all teachers with respect to Indigenous content in their curriculum? What sorts of lessons can you try, and what should you avoid in your classroom? How can you fill the gaps in your own knowledge? How can we face and overcome our own guilt and shame and embrace a new path forward in relationship with Indigenous communities?</p> <p>Dr. Angela Nardozi, Ontario Provincial Advocate for Children and Youth</p>
10:20AM-11:20AM	<p>KAIROS: Living Out ReconciliACTIONS: Bringing the KAIROS Blanket Exercise to Your Classrooms</p> <p>This interactive workshop will explore ways teachers can incorporate Indigenous content into their curricula and lesson plans, particularly through the KAIROS Blanket Exercise. Participants will be introduced to the major themes and ideas explored in the Blanket Exercise, as well as KAIROS' new Edu-Kit, which is a resource for teachers, by teachers, to continue learning about Indigenous issues after experiencing the Blanket Exercise. There will also be opportunities for collaborative brainstorming on how participants can take part in ReconciliACTIONS in their classrooms and broader school communities.</p> <p>Alfredo Barahona, Indigenous, Migrant & Network Relations Coordinator</p>
11:20^{AM} - 11:30^{AM}	BREAK

<p>11:30^{AM} -12:25^{PM}</p>	<p>Elementary Civil Mock Trial Program and Resource (OJEN)</p> <p>Turn your elementary classroom into a courtroom with the Ontario Justice Education Network (OJEN)'s Elementary Civil Mock Trial (ECMT)! This mock trial scenario, designed for grade five students, flips the traditional Hansel and Gretel story on its head when Wendy Witch sues Hansel and Gretel for defamation after they post mean comments about her online. Teachers will be guided through this comprehensive resource, gaining an understanding of how to introduce legal concepts such as defamation and civil procedure to elementary students. The resource includes a broad range of interactive teaching strategies and activities, and culminates in an experiential mock trial where students simulate a real court hearing, taking on the roles of lawyers, witnesses, the accused, and court staff.</p> <p>Martin Ejidra, Project Leader Children's Programs, OJEN</p>
<p>12:30^{PM} -1:30^{PM}</p>	<p>LUNCH (provided)</p>
<p>1:30^{PM}-3:00^{PM}</p>	<p>"That's Not Fair!" Strategies for engaging students in critical thinking for social justice from JK - Gr. 8 (CCLET)</p> <p>Children who think critically about their rights and responsibilities are better prepared to live in a diverse community. Understanding that different views are acceptable and that we can disagree with one another respectfully are important aspects of democratic and civic engagement. There are even indications that schools where these ideas are alive and at work may observe reductions in bullying. Teachers will be introduced to a range of resources and strategies to assist them in engaging young learners in critical thinking about rights and freedoms.</p> <p>April Julian, Emma McAuliffe, Education Coordinator, CCLET</p>
<p>3:00^{PM} -3:20^{PM}</p>	<p>TRAVEL TO OLD CITY HALL</p>
<p>3:20PM-3:50PM</p>	<p>Courtrooms and Classrooms Old City Hall Courthouse Visit (OJEN)</p> <p>This session will introduce teachers to the Courtrooms and Classrooms (C&C) program currently offered at Old City Hall by court staff and members of the judiciary in partnership with OJEN. Teachers will be provided with important information for organizing a courthouse visit for their class. After a review of the C&C resource teachers will be taken to Old City Hall where they will speak with Justice Katrina Mulligan of the Ontario Court of Justice and be able to view live court.</p> <p>Martin Ejidra, OJEN</p>

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SPEAKERS

ALFREDO BARAHONA

Alfredo Barahona, originally from El Salvador moved to Canada as refugee in the mid-eighties. Alfredo works with KAIROS Canadian Ecumenical Justice Initiatives. On behalf of Canadian churches, Alfredo works on Indigenous Rights issues focusing on the development of meaningful relationships and mutual support between Indigenous peoples and newcomers to Canada. Alfredo collaborates with colleagues from labour, grassroots organizations, academics and migrant workers themselves, to unite, coordinate and strengthen advocacy efforts in Canada. Facilitating the effective and meaningful participation of affected communities in advocacy and solidarity work is a key principle in Alfredo's work.

DR. ANGELA NARDOZI

Dr. Angela Nardozi is a guest on Turtle Island, whose family came to this land from Italy. She has just completed her Ph.D. at the Ontario Institute for Studies in Education, with a focus on Indigenous content in teacher education. She has worked in and in solidarity with Indigenous communities in Ontario since 2008. For some of that time, she was the Project Manager of the Deepening Knowledge Project, which gave her and her colleagues the opportunity to work with over 6000 teacher candidates around Indigenous histories and current communities. She currently works as a Community Development Advisor at the Office of the Ontario Provincial Advocate for Children and Youth, and as a coach with groups and individuals who want to (re)vision their current and future realities with respect to graduate studies and/or their work with Indigenous communities.

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