

# TEACHER'S GUIDE

## ABOUT THE ONTARIO JUSTICE EDUCATION NETWORK (OJEN)

The Ontario Justice Education Network is a charitable organization dedicated to promoting public understanding, education and dialogue to support a responsive and inclusive justice system. OJEN's programs bring together leading justice and education sector representatives to collaborate on initiatives designed to foster understanding of the justice system. As a result of the efforts of hundreds of volunteers including judges, justices of the peace, lawyers, court staff, educators and community representatives, OJEN is able to facilitate public legal education opportunities for youth, adults and professional groups throughout Ontario. All of OJEN's classroom resources are available for free in French and English. To find out more about OJEN's programs and resources, visit [www.ojen.ca](http://www.ojen.ca).

## ABOUT THIS RESOURCE

This resource provides strategies for dealing with a range of ideas, opinions and critiques about various approaches to policing. It includes interactive activities on the responsibilities of the police, police discretion and global policing systems. Students are encouraged to examine controversial aspects of policing, including perceptions of police, racial profiling and police oversight. Students will analyze the critical role police play in maintaining safety and learn about their rights when dealing with police and how to make a complaint against the police. The aim of this set of activities is to expand discussion about policing and to give teachers the tools to help students think critically about this aspect of our justice system.

## GOALS OF THIS RESOURCE

- To encourage students to think critically about policing in society, both domestically and internationally.
- To encourage students to consider multiple perspectives and to articulate well-founded opinions about controversial issues.
- To enhance students' understanding of their rights in relation to the police.
- To introduce students to policing career options and oversight systems.
- To provide opportunities for students to develop and demonstrate advocacy skills, oral and written communication skills and active citizenship.

## USING THIS RESOURCE

Designed for students in grades 9 through 12, this resource is divided into eight distinct modules. Each module can be used as a stand-alone resource and the modules do not need to be taught in sequential order. Teachers should note, however, that a more holistic understanding of the concepts will be achieved by doing so.

Within a particular module, teachers may select individual activities based on the prior knowledge, skills and needs of their students. Your expertise as an educator will be an invaluable tool for adapting the content of the activities to correspond to your subject areas, grade levels and students' backgrounds.

Please note that although the guide refers to teachers and students, the activities are adaptable and would be equally useful in many learning environments, and not only formal learning settings.

## Module 1 - Introduction to Policing

### Focus Question - What is policing and why do we need it?

#### Overview

This module invites students to examine why policing is useful by considering the role that police play in society and what our society would look like without the police. Students are then introduced to formal definitions of policing which are analyzed and critiqued in the context of their own personal conceptions of the police. Students are invited to reflect on the different attributes of the police and to consider which attributes are most valued in society. This is further explored by challenging students to consider their conception of an ideal police officer.

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## Module 2 - Police Discretion

### Focus Question - What is discretion and how is it used by the police?

#### Overview

This module introduces students to the concept of discretion and in particular, to the discretion bestowed upon police officers. Students are invited to identify discretionary factors in real-life scenarios and to reflect on the possible reactions by police officers in these scenarios. Students then compare and contrast the range of possible reactions from actual police officers with those in an ideal society.

## Module 3 - Perceptions of Policing

### Focus Question - What are our perceptions of police and where do they come from?

#### Overview

This module invites students to examine their perceptions of police and where these perceptions come from. Media portrayals of the police are explored as a source of these perceptions and analyzed as to their accuracy. Personal perceptions are also explored and compared to ideal conceptions of policing. Ultimately, this module encourages students to compare and contrast their perceptions of the police with the reality of policing, and to think critically about their perceptions.

## Module 4 - Comparative Systems of Policing

### Focus Question - What does policing look like in other parts of the world? How does it compare to policing in Ontario?

#### Overview

In this module, different international systems of policing are explored and compared to policing in Ontario. Students will consider a set of real-life scenarios and the range of possible reactions on the part of an officer – depending on the system of policing s/he belongs to. Students are then invited to determine how our system of policing compares to others around the world and encouraged to consider different possibilities for policing.

## Module 5 – Stereotypes: A Challenge for Policing

### Focus Question - What are some of the challenges posed by stereotyping in policing and how can we address them?

#### Overview

In this module, students will explore how we as a society all make use of stereotypes which are often inaccurate. Students are asked to consider the different kinds of profiling which exist in our society and to determine whether profiling is ever appropriate or fair – taking into account the perspectives of those profiling and those being profiled. Students are then invited to examine racial profiling by police officers as a challenge in policing and as an example of inappropriate profiling in society. Students will learn the factual underpinnings of racial profiling and consider the seminal case of *R v Brown*. Students will also be encouraged to reflect how the police force can move past some of the challenges with which it is faced.

## Module 6 - Careers in Policing

### Focus Question - Why does someone consider a career in policing and what does a career in policing really look like?

#### Overview

This module invites students to consider the different reasons for choosing a career in policing. Students will prepare questions and scenarios for a police guest speaker and will be encouraged to consider policing as a possible career option.

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## Module 7 - Your Rights When Talking to the Police

### Focus Question - What are our rights when talking and interacting with the police?

#### Overview

In this module, students are invited to consider their constitutional rights and how these rights are engaged when speaking to the police. Different scenarios will be discussed in order to ensure that students understand what rights are exercised and when. Students will also learn which resources are available to them when they are unsure of how to exercise or engage their rights.

## Module 8 - Police Oversight

### Focus Question - What is an oversight system and why is it needed for policing?

#### Overview

In this module, students will consider why oversight systems are needed in policing. Students will also examine the current complaints system in Ontario while being introduced to the formal procedures that are used to make a complaint. Students will then be invited to analyze and to research multiple incidents in Ontario, including the Toronto police response to the 2010 G20 protests, when the public demanded police accountability. Students will examine whether oversight was actually exercised in those incidents, and if not, reflect on how better police accountability can be ensured.

## CURRICULUM CONNECTIONS

This resource has been developed for use in courses that deal with issues such as public regulation, constitutional rights, police investigations, careers in policing, stereotyping and prejudice, human rights, social justice and ethics, among others.

### CANADIAN AND WORLD STUDIES

#### Civics

Civics, Grade 10, Open (CHV2O)

#### History

Canadian History Since World War I, Grade 10, Academic or Applied (CHC2D/2P)

Canadian History and Politics Since 1945, Grade 11, College Preparation (CHH3C)

Canadian History and Politics Since 1945, Grade 11, Workplace Preparation (CHH3E)

World History Since 1900: Global and Regional Perspectives, Grade 11, Open (CHT3O)

Canada: History, Identity and Culture, Grade 12, University Preparation (CHI4U)

World History: The West and the World, Grade 12, University Preparation (CHY4U)

World History: The West and the World, Grade 12, College Preparation (CHY4C)

Adventures in World History, Grade 12, Workplace Preparation (CHM4E)

#### Law

Understanding Canadian Law, Grade 11, University/College Preparation (CLU3M)

Understanding Canadian Law, Grade 11, Workplace Preparation (CLU3E)

Canadian and International Law, Grade 12, University Preparation (CLN4U)

#### Politics

Canadian Politics and Citizenship, Grade 11, Open (CPC3O)

Canadian and World Politics, Grade 12, University Preparation (CPW4U)

### SOCIAL SCIENCES AND THE HUMANITIES

#### Family Studies

Living and Working with Children, Grade 11, College Preparation (HPW3C)

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## CURRICULUM CONNECTIONS (Cont'd)

### SOCIAL SCIENCES AND THE HUMANITIES (Cont'd)

#### **Family Studies (Cont'd)**

Managing Personal and Family Resources, Grade 11, College Preparation (HIR3C)

Parenting, Grade 11, Open (HPC3O)

Individuals and Families in a Diverse Society, Grade 12, University/College Preparation (HHS4M)

Issues in Human Growth and Development, Grade 12, University/College Preparation (HHG4M)

Parenting and Human Development, Grade 12, Workplace Preparation (HPD4E)

#### **General Social Science**

Introduction to Anthropology, Psychology and Sociology, Grade 11, University/College Preparation (HSP3M)

Challenge and Change in Society, Grade 12, University/College Preparation (HSB4M)

#### **Philosophy**

Philosophy: Questions and Theories, Grade 12, University Preparation (HZT4U)

### GUIDANCE AND CAREER EDUCATION

Career Studies, Grade 10, Open (GLC2O)

Designing Your Future, Grade 11, Open (GWL3O)

Leadership and Peer Support, Grade 11, Open (GPP3O)

Advanced Learning Strategies: Skills for Success After Secondary School, Grade 12, Open (GLS4O/GLE4O/GLE3O)

Navigating the Workplace, Grade 12, Open (GLN4O)

### INTERDISCIPLINARY STUDIES

Applied Journalism, Grade 11, Open

Issues in Human Rights, Grade 12, University Preparation

Utopian Societies: Visions and Realities, Grade 12, University Preparation

Information and Citizenship, Grade 12, Open

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## ASSESSMENT AND EVALUATION

The use of an extensive range of assessment strategies, both reflective and traditional, allows for ongoing feedback to students and teachers to ensure that intended learning outcomes are met. Assessment strategies should reflect the full range of student learning, and therefore must incorporate a variety of assessment activities. In so doing, the diverse backgrounds, needs and learning styles of individual students may be taken into consideration as students are given a variety of opportunities to demonstrate their knowledge and skills.

Performance assessment may include, but is not limited to, the following:

- Formal and informal observations
- Teacher-made and other tests
- Oral and written communication tasks
- Self-assessments
- Learning logs/journals (What I did, What I learned, What questions I still have)
- Reflective writing
- Questionnaires
- Student-Teacher interviews
- Peer Feedback/Assessment (Perhaps ask what students think their friends who have not taken the curriculum would do in a particular situation vs. what they would do.)
- Activity-based tasks/problems
- Observations of what students do and say, making anecdotal records
- Development and application of specific criteria to assess student performance (e.g., rubrics, rating scales, checklists)
- Examination of students' work and application of criteria in assessment

Source: Cape Breton University Children's Rights Centre



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## ADDITIONAL RESOURCES

OJEN Resources

[www.ojen.ca/resources](http://www.ojen.ca/resources)

Canadian Civil Liberties Association

<http://ccla.org/>

Community Legal Education Ontario

<http://www.cleo.on.ca/>

Justice for Children and Youth

[www.jfcy.org](http://www.jfcy.org)

Office of the Independent Police Review Director

[www.oiprd.on.ca](http://www.oiprd.on.ca)

Ontario Association of Chiefs of Police

<http://www.oacp.ca/>

Ontario Association of Police Service Boards

<http://www.oapsb.ca/>

Ontario Civilian Police Commission

<http://www.ocpc.ca/english/index.asp>

Ontario Ombudsman

<http://www.ombudsman.on.ca>

Ontario Provincial Police

<http://www.opp.ca/>

Public Safety Canada

<http://www.publicsafety.gc.ca/index-eng.aspx>

RCMP First Nations Community Policing Service

<http://www.rcmp-grc.gc.ca/pubs/abo-aut/fncps-spcpn-eng.htm>

Royal Canadian Mounted Police

<http://www.rcmp-grc.gc.ca/>

Special Investigations Unit (SIU)

<http://www.siu.on.ca/en/index.php>

Toronto Police Service

<http://www.torontopolice.on.ca/>

Your Legal Rights

<http://yourlegalrights.on.ca/>