

Slide: Welcome

Facilitator Notes:

KIDS acronym:

- Knowledge
- Issues
- Decisions
- Supports

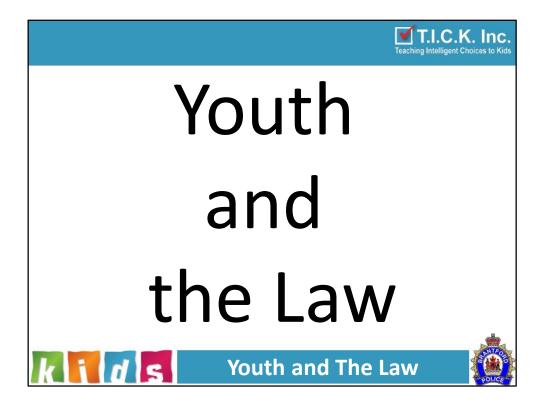
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Slide: Outline

Facilitator Notes:

Learning expectation of current class:

The KIDS program is comprised of 5 one hour lessons. Each module is focused on a different topic, all related in the overall goal of building skills and knowledge.



Slide: Youth and The Law

Facilitator Notes:

Tell the Students: "We will begin with a focus on Youth and The Law."

Our goals are to learn about:

- why we have Laws
- Canadian judicial system
- criminal offenses
- criminal Records
- Youth criminal Justice Act
- Problem solving activates

Students will explore why we have laws Describe that:

- we will learn to understand the basics of the Canadian legal and judicial system.
- we discuss and learn what are offenses.
- we will learn about and discuss the various forms of legal consequences and the impact of having a criminal record.
- have an understanding of the Youth Criminal Justice Act.

Definitions:

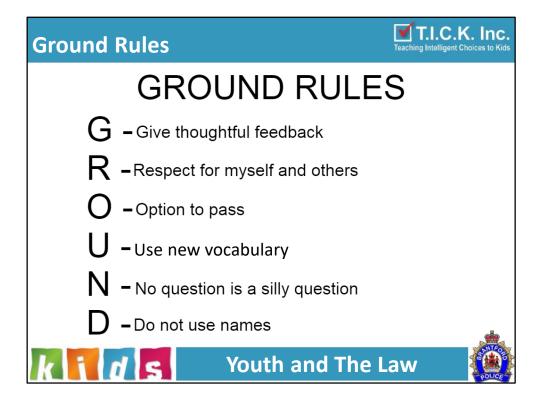
Laws: The system of rules which a particular country or community recognizes as regulating the actions of it's members and which it may enforce by the imposition of penalties.

Judicial System: The system of courts that interprets and applies the law in Canada

Criminal Offenses: When someone breaks the law in a way that society deems as offending not just the specific victim, but also the sensibilities of society as a whole.

Criminal Record: A list of a person's previous criminal convictions.

Youth Criminal Justice Act: The Act governs the application of criminal and correctional law to those 12 years old or older, but younger than 18 at the time of committing the offence.



Slide: Ground Rules

Facilitator Notes:

Lets begin by establishing some common courtesy ground rules.

Review slide contents with class. Ask class if there are any other ground rules.

Lets all keep in mind with these Ground Rules you:

- share your ideas and not personal stories or names so that people's privacy is respected;
- please raise your hand to ask questions or share a comment
- respect that everyone has different life experiences and levels of knowledge and all questions are welcome



Slide: Why do we have laws in our society?

Facilitator Notes:

Facilitator Lead Stimulus Question - Pre-Activity (Think Pair Share) 10 min Introduce the topic and explain the activity.

Topic of discussion: We are going to explore the concept of the laws and why they exist in our community.

Activity:

- With a partner, identify all the reasons why you believe we have laws.
- When we are close to the time allowed I will start counting down from 3...2...1.
- You will have 3 minutes. to do this task. Begin!

Facilitator Role:

Circulate with students listening and observing conversations, provide directions and guidance as needed.

Facilitator Prompts:

What is the law? The law is the system of rules which a particular country or community recognizes as directing the actions of its members and which it may enforce by the using of penalties; rules a particular county or community uses to keep order. When you chose to beak a law you face consequences.

Facilitator Answers - Why do we have laws?

- so we have order and not chaos (disorder and confusion)
- laws apply to all people within Canada
- laws create safety for all
- · laws help those in need by protecting their rights
- laws require us to be honest
- laws require us to take responsibility for our actions
- those who break laws are fined or arrested and may go to court
- breaking laws could involve consequences of fines or punishment



Slide: Why do we have laws?

Facilitator Notes:

Ask students to share their thoughts and ideas with the class.

With the ideas shared before ask the students to fit them into the following categories. Point out that ideas will overlap and new ones are always welcome.

The following 8 slides will appear as you click next and appear:

- Safety
- Protection
- Order
- Organized
- Peace
- Responsibility
- Positive Behavior
- Health and wellness



Slide: Laws Promote: safety

Facilitator Notes:

Students respond by raising their hands and sharing their thoughts. When you have sufficient participation go to the next topic (slide).

Safety

Facilitator Prompts:

Ask students to share areas of safety

- bicycle
- traffic
- cell phones
- fire
- criminal activity
- cross walks



Slide: Laws Promote: Protection

Facilitator Notes:

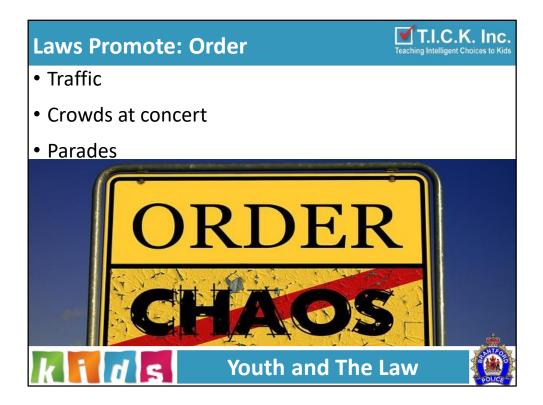
Students respond by raising their hands and sharing their thoughts. When you have sufficient participation go to the next topic (slide).

Protection

Facilitator Prompts:

Ask students to share areas of protection in places like school, work or home

- helmets
- workplace
- playgrounds
- assault
- threatening behaviour
- theft



Slide: Laws Promote: Order

Facilitator Notes:

Students respond by raising their hands and sharing their thoughts. When you have sufficient participation go to the next topic (slide).

Order

Facilitator Prompts:

Ask students to share areas of order:

- traffic
- crowds at concert
- parades
- maintaining public behaviour



Slide: Laws Promote: Organization

Facilitator Notes:

Students respond by raising their hands and sharing their thoughts. When you have sufficient participation go to the next topic (slide).

Organized

Facilitator Prompts:

Ask students to share areas of organization in places like school and in public

- let's line up for class
- we raise our hands to speak
- we take turns
- no butting in line
- traffic
- littering
- driving
- voting



Slide: Laws Promote: Peace

Facilitator Notes:

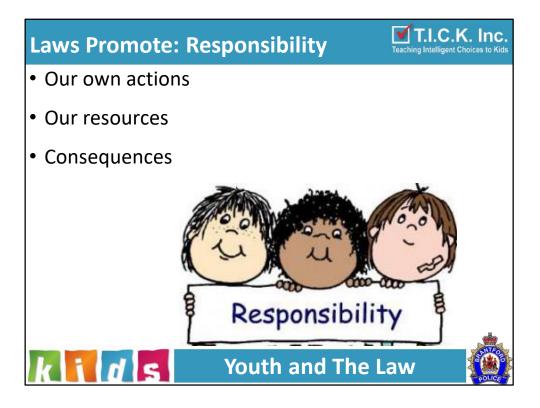
Students respond by raising their hands and sharing their thoughts. When you have sufficient participation go to the next topic (slide).

Peace

Facilitator Prompts:

Ask students to share areas where laws promote peace:

- · society functions more smoothly
- people know to expect how to behave in a public space like a park, playground
- playground;
- at the mall



Slide: Laws Promote: Responsibility

Facilitator Notes:

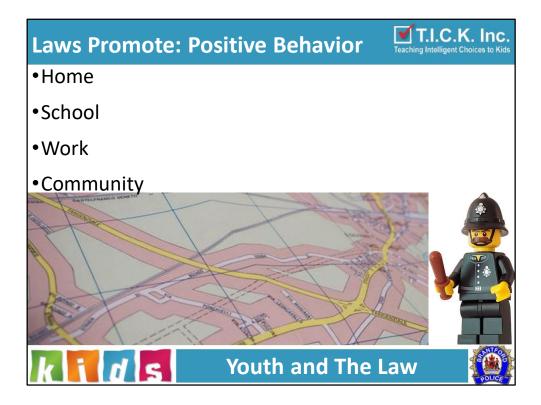
Students respond by raising their hands and sharing their thoughts. When you have sufficient participation go to the next topic (slide).

Responsible

Facilitator Prompts:

Ask students to share areas of responsibility:

- With laws we know we need to be responsible for our own actions and behavior
- · there are consequences for those that don't follow the law



Slide: Laws Promote: Positive Behavior

Facilitator Notes:

Students respond by raising their hands and sharing their thoughts. When you have sufficient participation go to the next topic (slide).

Positive Behaviour

Facilitator Prompts:

Ask students to share areas where positive behavior is encouraged:

- home
- School
- work
- community



Slide: Laws Promote: Health and Wellness

Facilitator Notes:

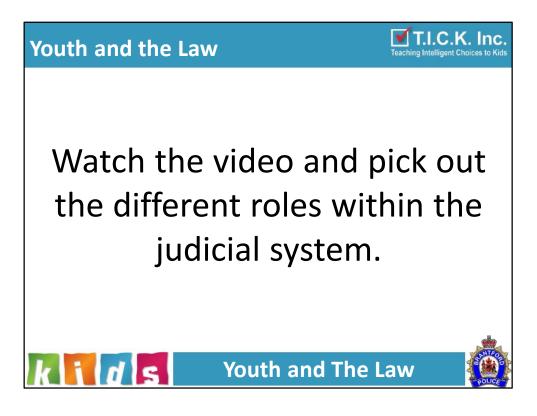
Students respond by raising their hands and sharing their thoughts. When you have sufficient participation go to the next topic (slide).

Health and Wellness

Facilitator Prompts:

Ask students to share areas of health and wellness

- smoking and alcohol age restriction
- cannabis
- vaccination
- environment



Slide: Youth and The Law

Facilitator Notes:

Activity:

We are going to see a short video on Criminal Justice System. While you are watching please note the role of people within the judicial system. We will talk about them together following the video.

IMPORTANT NOTE:

Please prepare students to see in the video an act of physical violence. If a student doesn't want to see this or would find it upsetting they can leave the room. Students are directed to see their teacher if you have concerns about this afterwards.

"See if you can identify the main players that have roles within the judicial system" Present or Show: Video (3-5 min)



Slide: Youth and the Law video

Facilitator Notes:

Play Video





What are the main roles within the judicial system?

Youth and The Law



Slide: Youth and The Law

Facilitator Notes:

Post Video Activity:

Facilitator Ask Class: "What are the 7 Roles as shown in the video?"

Give the student who identifies each role correctly a Role Card, have them stand and hold up the card.

Student holding the card asks other students: What do I do? The remaining students are encouraged to provide a description of the role shown on the card.

Student holding the card flips the card over to show and reveal the definition printed on the other side when the correct answer is given or 3 tries have been given.

(make/print the 7 Roles cards 3" x 8" with information on front and back)

Role Card Content

Content and definition written on the back.

Judge:The person who is in charge of the courtroom and decides whathappens to the accused.

Crown Attorney: The lawyer who is working with the police to build a case to support the accuser's

charges.

Defense Lawyer: The lawyer who is representing the accused and providing a defense.

 Victim:
 The person who has been affected by the actions of the accused.

 Witness:
 A person who tells the court and the judge what he/she saw. The witness can share facts but not opinions.

Court Security Officer:The person who makes sure that everyone is safe in court.Accused:The person who has been charged.

Police Officer: The sworn police officer responsible for enforcement of the laws of the community who provides factual information regarding any charges.



Slide: Summary

Facilitator Notes:

Share this slide with the class.

Explain how we have different law governances: Provincial, Federal, Municipal.

Explain that the purpose of laws is to protect people, property and animals from harm.

When laws are broken there is a process to determine guilt or innocence.

When guilt or determination of fault is decided, consequences are imposed.



Slide: Myths and Facts Game!

Facilitator Notes:

Pre-Activity: Introduce the topic and explain the activity.

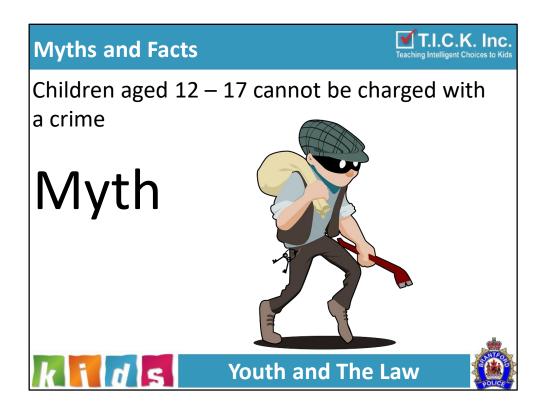
Topic of discussion:

We are going to explore together what we know about Youth and the Law, by playing a game of myths and facts, myths are things that people may believe that are incorrect or not exactly true.

Activity Description:

I will give you a series questions on the screen and you will indicate when prompted by me to raise your hand if you think the answer is true.

The following 16 slides will contain the myth and fact questions and answers.



Facilitator Notes:

Myth: Children aged 12 – 17 cannot be charged with a crime

Fact:

They can be charged with a crime but the punishments are limited to what is outlined in the Youth Criminal Justice Act.

Punishment will depend on the type of crime committed. This is decided by the Judge.

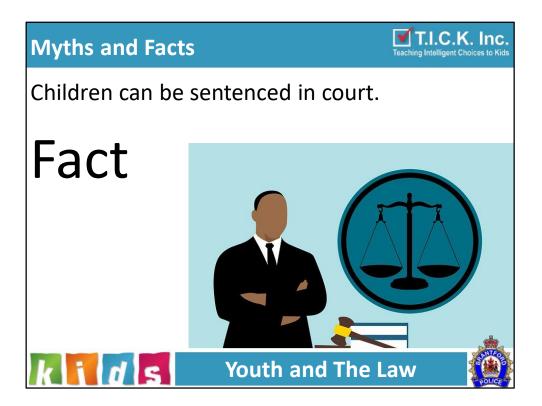


Facilitator Notes:

Myth: Children under the age of 12 can be arrested.

Fact:

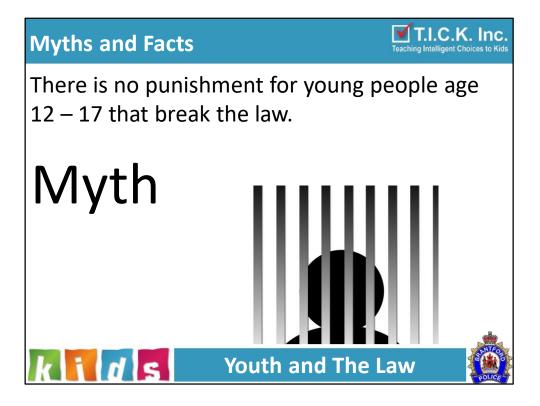
Children under the age of 12 cannot be charged with a crime.



Facilitator Notes:

Fact:

Children can be sentenced in court.



Facilitator Notes:

Myth:

There is no punishment for young people age 12 – 17 that break the law.

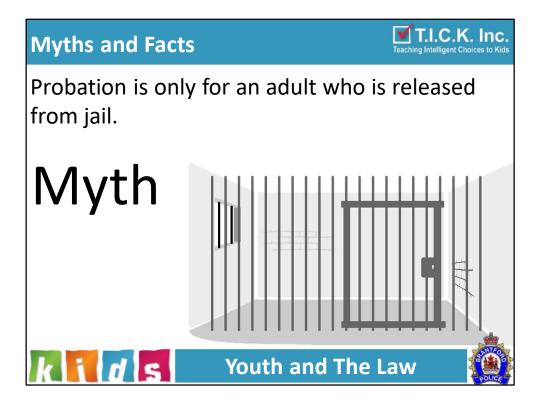
Fact:

The punishments are laid out in the Youth Criminal Justice act for 12-17 year olds. Those age 18 and older are subject to adult law.

Possible penalties under the Youth Criminal Justice Act

- return property
- custody or supervision order
- an absolute or conditional discharge
- fine up to \$1,000
- restitution (changing to repair, replace or make up for damage done to the victim)
- probation for up to two years

Penalties may be recorded on a criminal record.



Facilitator Notes:

Myth:

Probation is only for an adult who is released from jail

Fact:

Probation is also part of the Youth Criminal Justice Act and can be for as long as 2 years.



Facilitator Notes:

Myth: Court is only for adults

Fact:

Court is for anyone being charged with a crime.

Myths and Facts



Police will inform your parents or guardians if they have concerns about you or suspect that you have been involved in criminal behaviour.



Slide: Myth and Facts

Facilitator Notes:

Fact:

Police will inform your parents or guardians if they have concerns about you or suspect you have been involved in criminal behavior.



Facilitator Notes:

Myth:

Only adult suspects have fingerprints and mug shots taken.

Fact:

Finger prints and mug shots are taken for anyone being charged with or suspected of a crime.



Facilitator Notes:

Myth:

Youth court cannot take away your electronic devices as punishment

Fact:

This is another possible punishment laid out in the Youth Criminal Justice Act.

Myths and Facts



Children committing crimes can be removed from their home and placed elsewhere by Family and Children's Services.

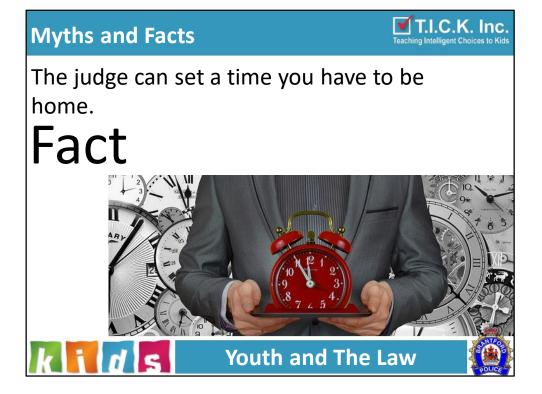


Slide: Myth and Facts

Facilitator Notes:

Fact:

Children committing crimes can be removed from their home and placed elsewhere by the Children's Aid Society



Facilitator Notes:

Fact:

The judge can set a time you have to be home. This is called a curfew.



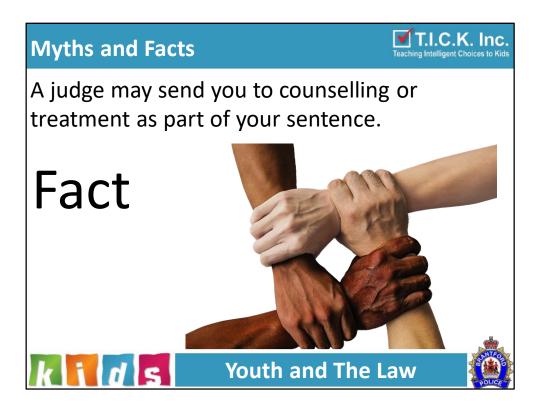
Facilitator Notes:

Myth:

Youth court cannot tell you with whom you can spend time. The judge can prohibit you from socializing with specific people or groups.

Fact:

This is another possible punishment laid out in the Youth Criminal Justice Act.



Facilitator Notes:

Fact:

A judge may send you to counselling or treatment as part of your sentence.

Myths and Facts



You cannot be told you are banned from entering businesses like the mall, movie theater, restaurants, or stores.



Slide: Myth and Facts

Facilitator Notes:

Myth:

You cannot be told you are banned from entering businesses like the mall, movie theater, restaurants, or stores.

Fact:

This is another possible punishment laid out in the Youth Criminal Justice Act. Owners of private businesses may also choose to exclude you from their store for a period of time or forever.



Slide: Myth and Facts

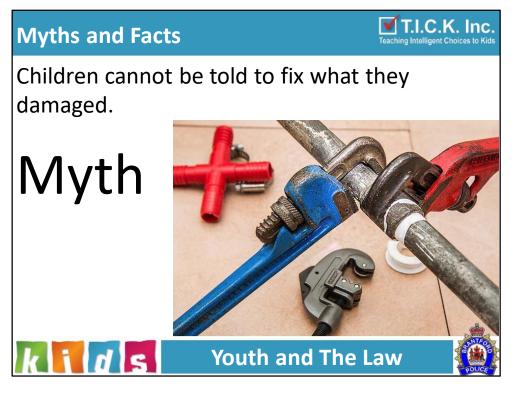
Facilitator Notes:

Myth:

Children cannot receive cash fines if convicted of a crime.

Fact:

This is another possible punishment laid out in the Youth Criminal Justice Act, but \$1,000 is the limit.



Slide: Myth and Facts

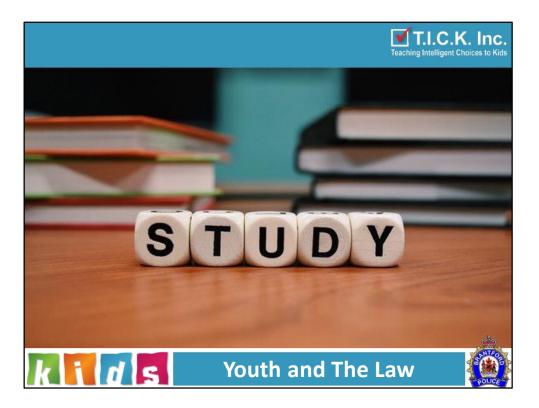
Facilitator Notes:

Myth:

Children cannot be told to fix what they damaged.

Fact:

This is another possible punishment laid out in the Youth Criminal Justice Act. It is called restitution.



Slide: Case Studies

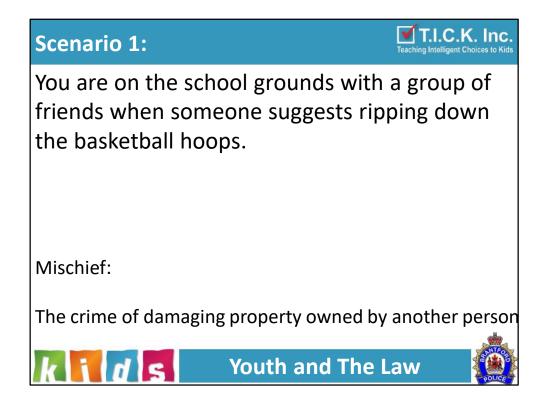
Facilitator Notes:

Divide the class into groups of 7 to make teams to compete for a high score. As an option,

This activity can be done as a whole class without the competitive component.

Activity:

Show the slide with the case studies to the whole class. In their small groups discuss what the crime is, which law is being broken and what options they have to deal with the situation.



Slide: Scenario 1

Facilitator Notes:

Ask the class: What is the name of this crime? What are your options?

Reveal answers with the buttons by clicking show.

Mischief: The crime of damaging property owned by another person.

- 1. Share your concerns about why you don't want to do this.
- 2. Share your concerns for being caught and charged by the police.
- 3. Leave the area.
- 4. Talk to a trusted adult.
- 5. Call crime stoppers and report anonymously to police.
- 6. Call 911 and report.

Scenario 2:



Your friends encourage you to take a chocolate bar. You stuff the candy into your backpack and leave the store without paying for it.

Theft:

The crime of taking property belonging to another without that person's consent



Slide: Scenario 2

Facilitator Notes:

Ask the class: What is the name of this crime? What are your options? Question? ~ Why is it not right to call 911 and report it?

Reveal answers with the buttons by clicking show.

Theft: The crime of taking property belonging to another without that person's consent.

- 1. Share your concerns about why you don't want to do this.
- 2. Share your concerns for being caught and charged by the police.
- 3. Leave the area.
- 4. Talk to a trusted adult.

Scenario 3:



Your friends are upset with a classmate. They start sending threatening messages on social media posts and following him around the playground at breaks and home from school. They know that he is afraid of them and probably won't tell anyone what is happening. That makes them laugh.

Harassment:

The crime of repeated conduct, over time, that causes victims to fear for their safety



Slide: Scenario 2

Facilitator Notes:

Ask the class: What is the name of this crime? What are your options?

Reveal answers with the buttons by clicking show.

Harassment:

The crime of repeated conduct, over time, that causes victims to fear for their safety. Understand that harrassment can be a one time occurrence.

- 1. Do not participate what they are doing.
- 2. Share your concerns about why you don't want to do this.
- 3. Support the student being targeted.
- 4. Inform your teacher/Principal and share with your parents.

Scenario 4:



At the park, there are two kids arguing over who cheated in a game. One of the kids gets so worked up they raise their fists and yell "I am going to punch you!".

Threatening:

The crime of intentionally or knowingly putting another person in fear of imminent bodily injury.



Slide: Scenario 4

Facilitator Notes:

Ask the class: What is the name of this crime? What are your options? Question? ~ Why is it not right to call 911 and report it?

Reveal answers with the buttons by clicking show.

Threatening:

The crime of intentionally or knowingly putting another person in fear of imminent bodily injury.

Understand that threatening as a criminal offence can happen in one instance of a verbal or physical action insinuating harm will happen to the person.

- 1. Do not participate what they are doing.
- 2. Get out or away from the situation.
- 3. Share your concerns about why you don't want to do this.
- 4. Inform a trusted adult or parent.

Scenario 5:



You just did something that you felt really embarrassed about. Another kid in the class laughed at you and made a big deal about it to everyone around you. It made you really mad and you punched them.

Assault:

The crime of applying force, directly or indirectly to another person without their consent



Slide: Scenario 5

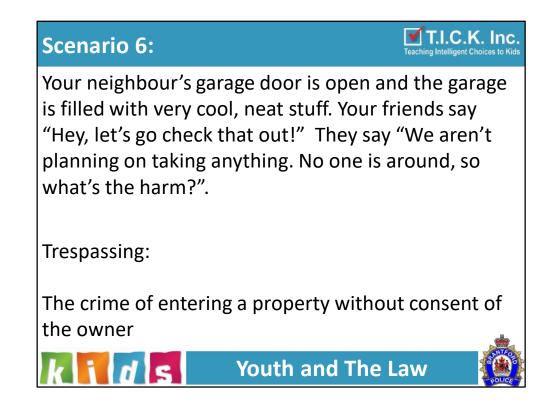
Facilitator Notes:

Ask the class: What is the name of this crime? What are your options? Question? ~ What would happen if the injured person hit back? Reveal answers with the buttons by clicking show.

Assault: The crime of applying force, directly or indirectly to another person without their consent. Discuss why "they started it" is not a reason or excuse.

Instead:

- 1. Leave the space.
- 2. Find a safe space to become calm.
- 3. Do deep breathing.
- 4. Count to 10 very slowly.
- 5. Find a trusted adult to talk to about it and assist you to deal with it in a positive way.



Slide: Scenario 6

Facilitator Notes:

Ask the class: What is the name of this crime? What are your options?

Reveal answers with the buttons by clicking show.

Trespassing: The crime of entering a property without consent of the owner.

- 1. Share your concerns about why you don't want to do this.
- 2. Share your concerns for being caught and charged by the police.
- 3. Leave the area.
- 4. Talk to a trusted adult.

Scenario 7:



A high school teenager you know and you think is awesome gives you a package with some pills in it. You don't know what kind of pills they are. They ask you to keep it for them until another time when they ask for it back. They tell you to hide it in your house somewhere safe.

Possession:

The crime of possessing illegal drugs for personal use, distribution or sale



Slide: Scenario 7

Facilitator Notes:

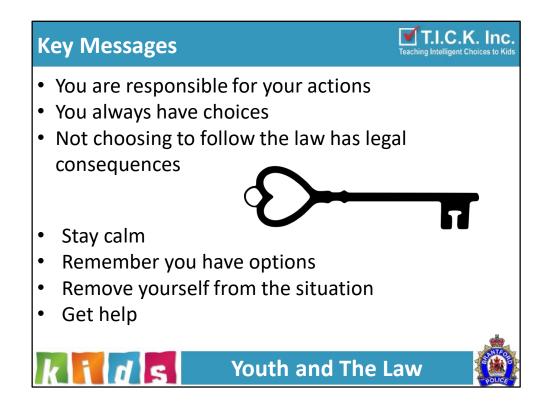
Ask the class: What is the name of this crime? What are your options? Question? ~ What would happen if you took the package?

Reveal answers with the buttons by clicking show.

Possession:

The crime of possessing illegal drugs for personal use, distribution or sale. Other elements are knowledge, consent, and control.

- 1. Refuse to take the package.
- 2. Tell teen that your parents are really neat and tidy, always cleaning and looking around for things and they would find it.
- 3. Go home.
- 4. Tell your parents about what just happened.
- 5. Talk about ways to not see this person alone in the future.



Slide: Key Messages

Facilitator Notes:

Key Messages:

- You are responsible for your actions,
- You always have choices,
- Not choosing to follow the law has legal consequences,

Skills/Strategies:

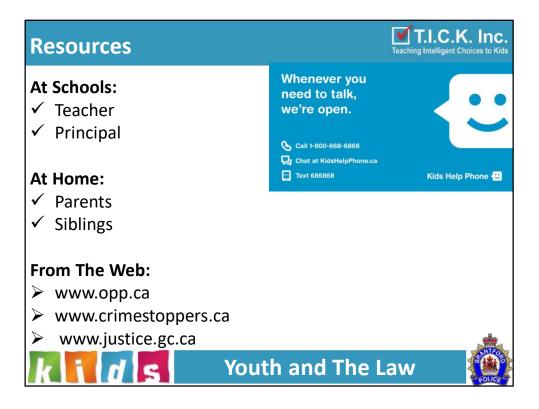
- Stay calm,
- Remember you have choices and options,
- Remove yourself from the situation,
- Get help,



Slide: Questions

Facilitators Notes:

Ask the students if they have any further questions that are unanswered.



Slide: Resources

Facilitators Notes:





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Slide: Credits

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