

## Additional Activities

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| <b>Title of Activity</b>            | Mock Trial  |
| <b>Type of Activity</b>             | Kinesthetic, possibly multi-grade   |
| <b>Suggested Subjects / Courses</b> | Best suited for gr.12 Law but can be adapted for other senior courses<br>Language senior courses (English, French) - written preparation, written follow-up and oral language<br>Senior Drama   |
| <b>Description of activity</b>      | <ol style="list-style-type: none"> <li>1. As an introductory lesson, use legal case presented in the biographies (eg. Lavell case) as an example as you explain to the class that they will be participating in a mock trial - it is at this point where you would discuss what students could do if they begin to feel uncomfortable (due to a trigger)</li> <li>2. As a class, develop the list of different roles for the students. A possible list of roles are: 1 defendant (or person presenting case) 2 lawyers (for/against); 2 lawyer assistants (1 per side); 1 judge; 6 jurors; 5-7 witnesses (for both sides); 1 court reporter</li> <li>3. Depending on class size, a class can be split into 2 with two mock trials</li> <li>4. Once the groups have been created, groups are to choose their court case from the list provided</li> <li>5. Provide support to students while the students choose their roles - based on student interest and also what the student is comfortable with (taking the role of 'witness' or 'defendant' may be triggering to some students)</li> <li>6. Provide students 3+ periods to prepare for the court case; meeting as often as possible with students to provide ongoing descriptive feedback</li> <li>7. As a class decide on how best to set up the classroom - specific places for 1) judge 2) both sides of case 3) jurors 4) witness area 5) spectators<br/>*If available, you could consider requesting use of an alternative room, such as the library</li> </ol> |
| <b>Notes</b>                        | <p>Although the original activity is created by basing the mock trial on an actual legal case that has occurred in Ontario, a teacher may adapt this to a variety of scenarios based on student interest. For example, students may choose a topic or theme (ie. gender based violence) then create a legal case around a fictional event.</p> <p>Also important to note is that depending on the subject matter, it may be a trigger for one or more students, therefore it is essential that there be an introductory discussion to the activity allowing students time to reflect and reach out to you for support. A teacher would benefit from having an alternative activity for students who would be unable to participate.</p> <p>If students choose a legal case from over a decade ago (ie. marital rape law</p>   |

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|  | change 1983), they need to be instructed to take into considerations today's realities in their mock trial. |
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| <b>Title of Activity</b>            | Women creating social change using the legal system   |
| <b>Type of activity</b>             | Inquiry based learning, multi-grade   |
| <b>Suggested Subjects / Courses</b> | <p>General Social Sciences: HSP3UC; HSB4U;<br/>Equity Studies: HSG3M; HSE4M<br/>English/French: use as a writing assignment<br/>History: looking back at how women have used the legal system to create change in the past</p> <p>With adaptations, this activity could be used with gr.7&amp;8 students as part of their language unit</p> <p>This could be one period or it can be a summative assignment requiring several periods.</p>  |
| <b>Description of activity</b>      | <ol style="list-style-type: none"> <li>1. As a possible introduction, the teacher could provide a series of headlines indicating major equity changes in law (eg. pay equity law, new stalking laws, changes in maternity leaves etc...)</li> <li>2. Have students brainstorm list of issues that women in society face today - encourage as many topics as possible (eg. pay equity, gender inequality in the workforce, different medical treatment based on gender, discrimination of Black, Indigenous, and Women of colour etc...)</li> <li>3. Remind students how to create a good inquiry question             <ol style="list-style-type: none"> <li>a. Invitation to think</li> <li>b. Encourages deep thinking</li> <li>c. Leads to more questions</li> <li>d. Open-ended; typically no final, correct answer</li> <li>e. Requires support and justification</li> </ol> </li> <li>4. At this point, you can have students work independently or in small triads to develop at least one good inquiry question that is based on women's issues in society. An example of an inquiry question is: <i>Why does it seem that it is only women who have fought for equity and equality rights in Canada?</i></li> <li>5. Conference with the student/groups to provide feedback on their inquiry question.</li> <li>6. Provide sufficient periods for researching and note taking while meeting with students regularly to provide ongoing feedback.</li> <li>7. Once the information is gathered, students choose a method (oral</li> </ol> |

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|              | <p>presentation, video, essay, seminar) to communicate their research findings - including a well supported answer to their inquiry question.</p> <p>8. Provide sufficient periods for students to complete their final product for evaluation/assessment (ensure that you have co-created the success criteria for their final product).</p>   |
| <b>Notes</b> | <p>It is assumed that the teacher and students have been exposed to Inquiry-Based learning prior to this activity. If this is not the case, it will be necessary to build in a couple of lessons to provide students with the tools to proceed.</p> <p>This activity was created to be a summative evaluation, however, with modifications it can also be used as a class activity.</p> |