

processes we went through in determining how to approach these cases, so that deep and substantive learning occurred with students.

What kinds of instructional strategies are engaging for students and result in meaningful learning? Professor Kieran Egan, a Canada Research Chair and one of my colleagues at SFU, has written extensively about the role imagination plays in learning (see www.ierg.ca), as well as the themes that engage children and youth at various stages of

#1

p.4

their development. For example, younger children see dilemmas as binary opposites (good/bad; fair/unfair; just/unjust), and are intrigued with talking animals and fantasy characters. This is one reason why mock trials and role-plays based on fairy-tales and other fantasy characters work well for children in grades 2 through 5 (see, for example Cassidy and Yates' book entitled *Once Upon a Crime: Using Stories, Simulations, and Mock Trials to Explore Justice and Citizenship in Elementary School*.) Professor Egan wrote a chapter in this book, providing the theoretical underpinnings for our choice of scenarios. According to Egan, as children grow older they identify with different approaches to learning. Students in the upper grades, for example, can deal with irony and more complex philosophical discussions.

Egan's conceptualization is one of many educational theories that should be considered in the development of effective and engaging programs. [See also the work of theorists: Lev Vgotsky, John Dewey, Benjamin Bloom, Paulo Freire as well a numerous prominent academics who work in curriculum and pedagogy -- Lee Schulman, Elliott Eisner, Nel Noddings, Linda Darling-Hammond, Howard Gardner, Parker Palmer, Alfie Kohn, Michael Apple, Maxine Greene, Philip Jackson, only a mention a few.]

Another important factor is to engage youth in inquiry-based projects that promote learning in depth rather than covering a topic in a superficial way. The inquiry model provokes students to ask questions and then to seek out answers to solve the problems they have identified. The teacher acts as the facilitator of the discovery process, rather than dictating a set body of knowledge. The focus is on issues and "big ideas" rather than on discreet, sometimes unconnected, bits of knowledge. The process of learning is as important, or more important, than the product. It is through the process of investigation and discovery that learning occurs; or to use a visual, the pieces of the puzzle are put together by students into a whole picture, or if some pieces of the puzzle are still missing the students ask "why" and "where do I go to obtain this information."

Of course, there are many other educational principles to consider when deciding on which instructional strategies to use to teach a concept or theme. It is important that LRE

#2

p.5

In addition, students living in different regions of the province may have some specific law-related education needs that should be considered; for example, the concerns of students in Alert Bay or Burns Lake may be different than in Vancouver. Schools that have many refugee families, or where multiple languages are spoken may have different priorities than classrooms that are more homogeneous. Usually "one-size fits all" programs are not applicable to the diversity of classrooms found in British Columbia schools. Some tailoring of programs to meet the specific needs of students in local

#3

p.5

regions is desirable.

Because of these and other needs and expectations, it is important that LRE program developers work closely with their stakeholder groups in the planning, development and implementation of all materials, services and resources. Since curriculum materials that support courses are now decided almost entirely by local school districts, rather than at the provincial level, it is even more important for LRE providers to work at the local level with school district staff, teachers, and other educational bodies, to ensure that what is produced is approved for school use.

Further, local school district staff and teachers are much more aware of the needs of their

#4

p.6

goal (from the **Chart**) is to develop the Practical Law Strand, then the other dimensions of the Cube should support and contribute to this goal. Questions like the following need to be carefully thought through:

- What is the target audience?
- How do we determine the needs?
- How can we involve stakeholders in determining the needs and in collaborative work at all levels (planning, implementation)?
- How might we better engage other educational partners in our efforts, to build on their work, networks, and knowledge (e.g. universities, social justice teachers)?
- How might we work in-depth with particular constituency/target groups?
 - o What is the rationale for working in-depth with this group?
 - o In what ways will "working in depth" with this group be more effective in the long run than working with a wider number of participants?
- What pedagogy is appropriate in relation to our long and short-term

#5

p.10

- objectives?
- How does educational research inform what do we (which theorists in particular undergird our work and in what ways?)
- What formative and summative evaluation measures will we put in place to help guide us as we plan and implement this program?
 - o If these measures involve children and teachers, have we received ethics approval?
 - o What research questions do we need to ask to provide this reflectivity?
- How might we better engage our partners in being "ambassadors for LRE"?
 - o How might we facilitate an exchange of ideas among our "ambassadors" and create a community of LRE educators?
- How might we continue to grow in our knowledge of educational theories and be challenged in our thinking?
 - o Should we set up staff focus groups to examine and discuss key readings?
 - o In what ways can the ideas and experiences of other LRE/PLE agencies internationally inform our thinking (e.g. the Law for Life group in the UK, the LRE agencies in the USA coordinated by the American Bar Association, Public Education Division)?
 - o What is our plan for continued professional growth?

These are only a few of the questions that need to be asked as any agency seeks to move forward and meet the legal literacy needs of youth.

#6

p.11

**THIS IS AN EXCERPT FROM A LARGER REPORT WRITTEN BY WANDA
CASSIDY (OCTOBER 2014)
FOR THE LAW FOUNDATION OF BRITISH COLUMBIA**

NOTE TO EDUC 816 CE STUDENTS: To be used as an example of some of the key dimensions of educational program development: whether the focus is legal literacy or contemplative education

A. THE LEGAL LITERACY THEORETICAL MODEL

Introduction to the Chart: Legal Literacy Approaches

This chart draws on two previously developed schemas of legal literacy. The first is *A Continuum Towards Literacy in the Law* developed by myself, Dr. Manley-Casimir, and Dr. Suzanne de Castell in 1990 and later published in an book chapter I wrote entitled: “Law-related education: Promoting awareness, participation and action” (see Cassidy, 2000). The second is *Legal Capability: The four key domains for evaluation* developed by the University of Bristol (2011) for the Public Legal Education Evaluation Framework in the UK and currently being used by Law for Life UK (see p. 12: <http://lawforlife.org.uk/wp-content/uploads/2011/12/core-framework-final-version-nov-2011-v2-370.pdf>) or <http://lawforlife.org.uk/wp-content/uploads/2011/12/capabilities-table-in-colour-372.pdf>

I amalgamated ideas from each model since I felt that the *Continuum Towards Literacy* needed some updating and the *Legal Capability* approach was geared to adults and designated marginalized groups outside of the school system. Since the focus of this report was on youth and schools in particular, it was also important to situate the notion of legal literacy within the expectations of K-12 education.

In developing the content of this chart, I also drew on the work of Dr. Isidore Starr, who is known as the Father of LRE in the United States. Dr. Starr is a lawyer, teacher and professor who published and lectured widely on the need for youth to learn about law: the concepts and principles behind law, law’s relationship to those values society holds dear, as well as those practical aspects of law that impact our daily lives. Dr. Starr is a month shy of 103 and is still making public presentations. When I published a chapter in Case and Clark’s *Social Studies Anthology* (elementary school version and secondary school version), I focused on these two dimensions of Starr’s work: the conceptual approach and the practical approach, and also added the participatory approach, which stressed students’ engagement with the community or in role plays and simulations, as well as the learning that occurs through the informal curriculum, or what is being modeled and practiced (see Cassidy and Ferguson, 2013).

These three approaches, then, are outlined horizontally across the chart, with examples provided in each cell.

The vertical portions of the chart reflect the three dimensions of learning, from knowledge acquisition, to skill development and critical judgment, to the development of citizenship attributes and self-efficacy. All three dimensions (from top to bottom) are important to include in any program; that is, it is not sufficient merely to address content, but one must also attend to the development of skills, as well as the cultivation of citizenship attributes. This is the reason why the arrow flows in a solid line from top to bottom down the left hand side of the chart.

In summary, then, program developers might primarily focus on the conceptual approach, or the practical approach, or the participatory approach (or two of the three); however, each of these approaches needs to incorporate knowledge and understanding, skills and critical judgment, and citizenship attributes and self-efficacy.


Explanatory Note

It should be noted that the themes outlined in each cell are examples of what the goals might be for this cell. Also, they are outlined in very general terms and need to be more fully articulated prior to any program being undertaken.

It should also be noted that this chart, viewed as a whole, represents a conception of the long-term goals of LRE, or what all agencies should aim for in their work with youth over time. But, as we know, to accomplish long-term goals, we also need to tackle shorter-term goals. This is why an agency would likely focus on one of the horizontal strands, or a few of the cells to begin with, and then move to other strands or cells, if demonstrated “success” has been achieved in a strand and other needs or priorities arise.

Further, I would like to point out that no one strand or cell of the chart operates in isolation from another. They are not totally discreet, in that there is overlap and cross-pollination. For example, the Participatory Approach cannot be addressed without paying attention to some of the themes from the Conceptual Approach and/or Practical Approach and vice-versa. Or, one can see that themes from the Conceptual strand may also be appropriate when taking the Practical Approach. The chart is designed more as a guide or visual schema to help articulate overarching LRE goals and to provide greater direction to LRE program planning.

LEGAL LITERACY APPROACHES
(© W. Cassidy 2014)



Learning Goals	Conceptual Approach	Practical Approach	Participatory Approach
Knowledge + Understanding	Examples of themes: "The big ideas" of law, justice. Role of law in democratic society. Importance of the rule of law. Charter of Rights & Freedoms + relevant UN documents. Law + societal values (fairness, equality, authority, privacy, the common good, etc). Principles of justice. Role/responsibilities of the citizen. Competing rights. The courts & legal processes. How, why and when laws change and how to effect change.	Examples of themes: Understanding that law guides/impacts everything we do in our lives. Basic understanding of those laws that affect our daily lives + major decisions (housing, work, family, consumer, etc.) Knowing where to find information + how to access appropriate information. Learning about different processes used to solve disputes. Understanding the limitations of law in resolving disputes. Understanding the purpose + function of resources, services, agencies.	Examples of themes: Achieves understanding of legal process decision-making, dispute resolution through participation in simulated or actual (real life) events. Engages in community-based project Employs the inquiry approach to investigate a community-based law-related issue and to solve the problem jointly. "Hands-on" knowledge acquisition. The classroom/school models the real processes and law-related understandings (students learn through what is practiced-- "informal curriculum")
Skills + Critical Judgment	Examples of themes: Critically examining the impact of legal system on different groups. Majority vs. minority rights. Critically judging the morality of a given law or legal process. Assessing the application of the Charter + UN documents. Judging how best to reform a law. Recognizing bias, self-interests.	Examples of themes: Recognizing the legal dimensions of an issue + able to apply relevant law. Assessing which resources are most appropriate to help resolve an issue. Critically assessing the pros and cons of possible solutions. Knowing when to consult a lawyer. Knowing when to apply different courses of action to a problem.	Examples of themes: Investigates each issue in depth, as well as potential solutions. Stresses divergent thinking + creativity Each option is analyzed before applying Questioning is valued over giving answers The process is as important as the product Students hone oral as well as written communication skills. Cooperative learning.
Citizenship Attributes + Self-Efficacy	Examples of themes: Being able to debate social/legal issues effectively. Valuing complexity. Embracing the citizenship role. Using the democratic process effectively to bring about reform. Being confident and empowered to effect change.	Examples of themes: Developing the confidence to ask good questions to get the answers needed. Able to identify + access helpful sources of information and/or gain access to appropriate groups. Able to make better life decisions based on knowledge of practical law.	Examples of themes: Students take ownership of a problem and weigh options for the best solution Students are responsible for effecting change in a law or policy. Work collaboratively with others in real life (or simulated) settings. Knowledge is put into action, and action is assessed for impact.

B: THE LEGAL LITERACY MODEL REDESIGNED AS A CUBE

There are other important dimensions to planning legal literacy programs, other than establishing the learning goals, or the approach--that is, the Chart. If I could prepare a 3D model of legal literacy, I would re-design it as a Cube. The front side of the cube would be the chart, which represents the content of the LRE program.

The remaining three sides would be labeled as:

- Pedagogy
 - o Engaging, content-appropriate instructional strategies
- Target audience
 - o Age level, curriculum match, location, needs, diversity, focus
- Evaluation strategies and research
 - o Needs assessments, formative and summative evaluation measures

The top of the Cube would state:

- Stakeholder input
 - o Students/youth, teachers, universities (academics, researchers), school districts, PLEI/LRE colleagues

The bottom of the Cube would state:

- Application of relevant educational research
 - o Keeping up to date with the literature in LRE
 - o Applying relevant educational research to program development

Each of these five sides of the cube is discussed in the next sections of the report. I encourage readers to visual a cube when planning LRE programs.

The Importance of Choosing the Right Pedagogy (Side 2)

When developing educationally sound LRE programs for youth, it is not sufficient to merely articulate the learning goals. It is also important to choose appropriate instructional strategies that support the goals and engage learners with the material.

For example, when our Centre for Education, Law and Society received funding in the early 1990s to develop a three-volume set of books based on precedent-setting legal cases that shaped Canadian history, we had to carefully think through which pedagogical approaches might be best suited for each case that had been recommended by a panel of senior judges and law professors from across Canada.

Several educational principles guided our decision-making:

- The materials should be interactive and engage students with the materials;
- The materials should hone higher level thinking skills;
- The materials should link with designated curriculum objectives and grade levels;
- There should be opportunities for learners of different aptitudes and abilities to thrive;
- The learning should be in-depth rather than superficial;
- The focus should be on cooperatively learning rather than individual competition.

We ended up with a different instructional strategy for each case. Examples included:

- A mock trial
- A moot appeal
- A case study (using the legal case study method)
- A debate
- A document analysis
- A mediation
- A role play where students assumed the roles of “real-life decision-makers”
- A cross-disciplinary analysis involving literature, history and law.

If we were re-doing these books today (25 years later), we would also add media and digital strategies to the list. I mention these books as an example of the thinking processes we went through in determining how to approach these cases, so that deep and substantive learning occurred with students.

What kinds of instructional strategies are engaging for students and result in meaningful learning? Professor Kieran Egan, a Canada Research Chair and one of my colleagues at SFU, has written extensively about the role imagination plays in learning (see www.ierg.ca), as well as the themes that engage children and youth at various stages of

their development. For example, younger children see dilemmas as binary opposites (good/bad; fair/unfair; just/unjust), and are intrigued with talking animals and fantasy characters. This is one reason why mock trials and role-plays based on fairy-tales and other fantasy characters work well for children in grades 2 through 5 (see, for example Cassidy and Yates' book entitled *Once Upon a Crime: Using Stories, Simulations, and Mock Trials to Explore Justice and Citizenship in Elementary School*.) Professor Egan wrote a chapter in this book, providing the theoretical underpinnings for our choice of scenarios. According to Egan, as children grow older they identify with different approaches to learning. Students in the upper grades, for example, can deal with irony and more complex philosophical discussions.

Egan's conceptualization is one of many educational theories that should be considered in the development of effective and engaging programs. [See also the work of theorists: Lev Vygotsky, John Dewey, Benjamin Bloom, Paulo Freire as well as numerous prominent academics who work in curriculum and pedagogy -- Lee Schulman, Elliott Eisner, Nel Noddings, Linda Darling-Hammond, Howard Gardner, Parker Palmer, Alfie Kohn, Michael Apple, Maxine Greene, Philip Jackson, only a mention a few.]

Another important factor is to engage youth in inquiry-based projects that promote learning in depth rather than covering a topic in a superficial way. The inquiry model provokes students to ask questions and then to seek out answers to solve the problems they have identified. The teacher acts as the facilitator of the discovery process, rather than dictating a set body of knowledge. The focus is on issues and "big ideas" rather than on discreet, sometimes unconnected, bits of knowledge. The process of learning is as important, or more important, than the product. It is through the process of investigation and discovery that learning occurs; or to use a visual, the pieces of the puzzle are put together by students into a whole picture, or if some pieces of the puzzle are still missing the students ask "why" and "where do I go to obtain this information."

Of course, there are many other educational principles to consider when deciding on which instructional strategies to use to teach a concept or theme. It is important that LRE program developers have a good background in pedagogy and instructional design, or be willing to turn to the educational literature for guidance [For example, there are dozens of excellent books, journal articles, and web-based academic resources on pedagogy, instructional strategies, interactive learning, etc.]

The Target Audience (Side 3)

It is obvious that program developers need to identify and keep the target audience in mind while developing their programs. With LRE programs, this includes the age and grade level of the students as well as the curriculum area being targeted. For example, a program designed to support the Social Responsibility curriculum for intermediate level students would have a different emphasis than a law-related unit of study for Social Studies 8 or Civics 11.

In addition, students living in different regions of the province may have some specific law-related education needs that should be considered; for example, the concerns of students in Alert Bay or Burns Lake may be different than in Vancouver. Schools that have many refugee families, or where multiple languages are spoken may have different priorities than classrooms that are more homogeneous. Usually "one-size fits all" programs are not applicable to the diversity of classrooms found in British Columbia schools. Some tailoring of programs to meet the specific needs of students in local

regions is desirable.

Because of these and other needs and expectations, it is important that LRE program developers work closely with their stakeholder groups in the planning, development and implementation of all materials, services and resources. Since curriculum materials that support courses are now decided almost entirely by local school districts, rather than at the provincial level, it is even more important for LRE providers to work at the local level with school district staff, teachers, and other educational bodies, to ensure that what is produced is approved for school use.

Further, local school district staff and teachers are much more aware of the needs of their students and of the gaps in resources, and therefore provide the partnership LRE agencies need to ensure that their services and resources are appropriate and useable.

Quality over quantity: Substance over numbers

One of the best ways to effect change in the school system is to work closely with a few schools or school districts, and to work in depth, rather than attempt to reach all schools in the province in a superficial way. Since the resources of PLS and JES are limited (perhaps even more so with the pending amalgamation), I recommend that this approach be given careful consideration.

Let me first give an example. About 20 years ago, Global Education was touted as an important focus for schools. CIDA sponsored programs in most provinces in Canada, including British Columbia. A provincial program director was hired, workshops for teachers took place, curriculum materials were developed, and a buzz was created about the importance of global education for students. The concept, though, while educationally worthwhile, and appropriate for all grade levels and curriculum areas, never really took hold in schools and little or no change occurred. The provincial office closed after a couple of years due to lack of funding and lack of impact. Five years ago, a few of us in the Faculty of Education decided to see if we could embed global education into schools in a different way. We set up two-year graduate level program for teachers interested in Global Education and then worked with these 16 teachers in their classrooms over the two years to see change happen. As the teachers proceeded through the program they applied what they were learning to their own classrooms. The graduate program setting allowed them to come together to share their frustrations and successes, but also to build a community of like-minded practitioners who supported each other in their efforts. As each teacher began to have success with implementing global education, they became ambassadors in their school, encouraging other teachers to do likewise.

Many of these teachers went on to become curriculum coordinators in their school districts, and to share their experiences and knowledge to even wider network of educators. This network and its impact in schools is still strong, as demonstrated by the research my graduate student recently completed for her doctoral degree (see Young, 2014).

Sixteen educators committed to global education does not seem to be a sufficient number to influence change, but sustained work with them resulted in long-term impact in classrooms. As committed global educators, they became the “teachers of other teachers” and these new teachers then took up the cause.

We employed the same model with our work in the Ethic of Care in Schools, again with similar longer-term and in-depth results. Similarly, we used the same model with our

Legal Literacy for Youth project (2008-12); here we worked closely with teachers at eight schools, helping them develop local LRE projects that fit with their classroom needs and interests. These projects were then re-worked by staff at CELS and posted on our website for others to see. The teachers and their students also participated in the research associated with this project, and in conferences, and these teachers continue to be ambassadors for LRE in their schools and school districts.

Of course, we have the benefit of being at a university, and being able to develop courses and graduate-level programs that support and give substance to this model. However, I believe that LRE agencies could adapt this model of in-depth work in schools to deepen students' learning.

Evaluation Strategies and Research (Side 4)

[See Part C.]

Stakeholder Input (Side 5)

I've already talked about the importance of stakeholder input throughout this document, so won't devote a separate section here to this discussion.

Application of Educational Research to Guide Practice (Side 6)

[See Part D]

C: EVALUATION STRATEGIES AND RESEARCH

Effective evaluation strategies not only demonstrate to funders that their money is well spent, and that the goals and objectives outlined at the start of a project are being met, the information that is collected from evaluation measures gives useful feedback to providers.

Evaluation is a form of honest reflection regarding how well a program or project is meeting expectations. It should not be used as a form of "spin doctoring", or as a way to convince others of the merits of a program. Well-designed evaluation measures help to answer the questions the program developer needs to answer, such as:

- Is the program meeting identified needs?
- Are the learning goals being achieved?
- Do the instructional strategies selected engage the targeted age group?
- Have the best pedagogical tools been chosen?
- How might the program be improved?
- What are the challenges to effective implementation and
- How might these challenges be overcome in the future?

Every evaluation should be linked back to the program design, goals and implementation methods, or to the Legal Literacy Chart and Cube. Evaluation research is fundamental to any educational program and should be conceptualized from the outset, at the planning stage. Evaluation ties together the other five dimensions of the LRE Cube discussed above.

Types of Evaluation Measures

Needs Assessments

This is a term that is used to describe research that helps to identify the needs of a given audience or target before the program is developed. A needs assessment helps form the base line of knowledge, which is then used as the foundation for planning. Needs assessments can be complex and time consuming or they can be less so. For example, LRE staff can draw upon the tacit knowledge of stakeholder groups in helping to determine the needs. This can be done informally through focus group discussions or more formally through survey research, interviews or other means.

LRE staff can also draw on existing research that has been done in the field of LRE. For example, as part of the Legal Literacy for Youth project (2008-12) , we (CELS) undertook:

- An extensive review of the mandatory curriculum in grades 6 through 10 to determine links and inroads for LRE. A summary report of this study is attached as Appendix I. I will also provide a copy of the full report if requested. Although this study was done at the start of our Legal Literacy project in 2008, very little change to the BC curriculum has taken place since then, so this report would be useful to those planning programs in schools.

- A study of students', teachers' and prospective teachers' understanding of law, with a stress on conceptual understandings as well as practical legal issues. This study involved surveys (of students, teachers and prospective teachers) as well as teacher interviews. The findings from this study are currently being prepared as a peer-reviewed journal article; however, a summary of these findings is found in Appendix II. These findings add to our understandings of the needs of youth and teachers, and help form the foundational knowledge needed for building useful programs.

Formative and Summative Evaluation

Formative evaluation involves data that is collected as a project unfolds, and is used to help guide the project. Summative evaluation is done at the end of a project and looks back on the successes, challenges and outcomes. Both are valuable approaches to shaping effective educational programs.

Samples of Evaluation Methods

- "Before and after" surveys to assess knowledge, skill acquisition or attitudinal change.
- Case studies – for example, a focus on one or more classrooms to document the growth of students. Might involve informal observations (field notes), interviews with teaching staff and with selected students, student journals or notes.
- Action research -- Collaborative research where, for example, participating

- teachers collect the data as requested, and document the learning that takes place. This has also been labeled “empowerment research”.
- Interviews and focus groups.

Evaluation methods can be both quantitative and qualitative. Quantitative methods usually involve larger data sets and focus on numbers and quantities (for example a student survey, involving 500 students, designed to measure students’ knowledge of practical legal issues). Qualitative methods usually involve a smaller number of participants, with a focus on in-depth interviews, focus groups, analysis of open-ended written responses, and other interpersonal interactions.

An excellent book, which explains various evaluation methods and provides helpful suggestions, is: John Cresswell (2012, 4th Edition). *Educational Research: Planning, conducting and evaluating quantitative and qualitative research*, Boston: Pearson Publishers.

Useful Evaluation Documents from the United Kingdom

Law for Life UK partnered with the Personal Finance Research Centre at the University of Bristol to develop two excellent reports on evaluation that are useful to our discussion here. Both reports are extensive and include helpful examples of the types of research questions that could be asked to examine given objectives, as well as the forms of evaluation that might be chosen. Links are provided to both reports:

Public Legal Education Evaluation Framework (November 2011)
<http://lawforlife.org.uk/wp-content/uploads/2011/12/core-framework-final-version-nov-2011-v2-370.pdf>

Guidance for Evaluating Public Legal Education (November 2011).
<http://lawforlife.org.uk/wp-content/uploads/2011/12/guidance-final-version-nov2011-v2-371.pdf>

Readers may also wish to review the *Evaluation report of the Law for Life program, Legal Capability for Everyday Life* (January 2013). This is one example of how evaluation strategies were applied to the review of their Legal Capability program.
<http://lawforlife.org.uk/wp-content/uploads/Law-for-Everyday-Life-Evaluation-report.pdf>

Ethics

One important consideration that should not be neglected in this discussion is the need to obtain ethics approval from schools and school districts if any evaluation is to be undertaken with students or with teachers. Because students are minors, extra precaution must be given to developing appropriate evaluation measures that do not harm the children in any way and (in most cases) that ensure anonymity.

Sometimes obtaining ethics approvals can be time consuming and the procedures may vary from school district to school district. This is another reason why it may be worthwhile to obtain the help of university personnel for this research component, as they are typically experienced in ethics protocols.

Limitations of Evaluation Measures

It should be said that evaluations typically fall short in providing a complete picture of a program's impact. There are always other factors that come into play that cannot be measured or that influence the outcome. However, this doesn't mean that evaluations should be ignored or discounted. They still play a valuable role in helping LRE providers develop effective and beneficial programs that meet identified outcomes.

D: RELEVANT EDUCATIONAL RESEARCH & REFERENCES

In the same article I wrote with Pat Pitsula (2005), we argued that PLE/LRE providers needed to more carefully attend to current research as well as undertake their own research. In this report I have mentioned a number of sources of information that may be helpful to those working in LRE. I have also recommended a few of the many educational theorists who have much to say about curriculum development, pedagogy and teaching.

Law-related education and legal literacy are about education, therefore the field needs to draw on educational sources to provide fresh ideas and to help shape the programs. Tacit knowledge (or experience) plays a role in program development, but one must blend (and challenge) this tacit knowledge with knowledge that comes from research and peer-reviewed publications. I placed "relevant educational research" at the base of my Legal Literacy Cube, as it provides the foundation for work in LRE: work that is grounded in educational theory and research.

E: SUMMARY AND CONCLUDING COMMENTS

Any agency working in LRE needs to conceptualize their goals over the long term (a 10 year plan) as well as develop more immediate plans (5 years, 2 years, one year) and provide connections between these **short and long term goals**. I suggest that this visioning involve all of the staff, rather than just the senior players. This is because everyone in the newly formed agency needs to be committed to the vision and play a part in how the vision is applied in practice.

The planning that is done should revolve around the **six dimensions of the Legal Literacy Cube**, with linkages made between the dimensions. For example, if a priority goal (from the **Chart**) is to develop the Practical Law Strand, then the other dimensions of the Cube should support and contribute to this goal. Questions like the following need to be carefully thought through:

- What is the target audience?
- How do we determine the needs?
- How can we involve stakeholders in determining the needs and in collaborative work at all levels (planning, implementation)?
- How might we better engage other educational partners in our efforts, to build on their work, networks, and knowledge (e.g. universities, social justice teachers)?
- How might we work in-depth with particular constituency/target groups?
 - o What is the rationale for working in-depth with this group?
 - o In what ways will "working in depth" with this group be more effective in the long run than working with a wider number of participants?
- What pedagogy is appropriate in relation to our long and short-term

- objectives?
- How does educational research inform what do we (which theorists in particular undergird our work and in what ways?)
- What formative and summative evaluation measures will we put in place to help guide us as we plan and implement this program?
 - o If these measures involve children and teachers, have we received ethics approval?
 - o What research questions do we need to ask to provide this reflectivity?
- How might we better engage our partners in being “ambassadors for LRE”?
 - o How might we facilitate an exchange of ideas among our “ambassadors” and create a community of LRE educators?
- How might we continue to grow in our knowledge of educational theories and be challenged in our thinking?
 - o Should we set up staff focus groups to examine and discuss key readings?
 - o In what ways can the ideas and experiences of other LRE/PLE agencies internationally inform our thinking (e.g. the Law for Life group in the UK, the LRE agencies in the USA coordinated by the American Bar Association, Public Education Division)?
 - o What is our plan for continued professional growth?

These are only a few of the questions that need to be asked as any agency seeks to move forward and meet the legal literacy needs of youth.

REFERENCES CITED IN THIS REPORT (see also web links in the text)

- Battiste, M. (2000). *Reclaiming Indigenous voice and vision*. Vancouver: UBC Press.
- Battiste, M. (2002). *Indigenous knowledge and pedagogy in First Nations Education: A literature review with recommendations*. Ottawa: Indian and Northern Affairs Canada.
- Cajete, G. (1999). *A people's ecology: explorations in sustainable living*. Sante Fe: Clear Light Publishers.
- Cassidy, W. (2000). Law-related education: Promoting awareness, participation and action. In T. Goldstein & D. Selby (Eds.) *Weaving connections: Educating for peace, social and environmental justice* (pp. 297-322). Toronto: Sumach Press.
- Cassidy, W. & Ferguson, M. (2008, revised 2013). Law-related education: Cultivating informed and empowered citizens. In R. Case & P. Clark (Eds.), *The anthology of social studies: Issues and strategies for elementary teachers*. Vancouver: Pacific Educational Press.
- Cassidy, W. & Ferguson, M. (2008, revised 2013). Law-related education: Preparation for citizenship and for life. In R. Case & P. Clark (Eds.), *The anthology of social studies: Issues and strategies for secondary teachers*. Vancouver: Pacific

Educational Press.

- Cassidy, W. & Marsden, D. (2009). Aboriginal “ways of being”: Educational leaders, students and traditional Aboriginal knowledge. *Values and Ethics in Educational Administration* 7(2), 1-8.
- Cassidy, W. & Pitsula, P. (2005). Forging a new pathway: Learning from experience and research to shape practice in public legal education efforts in Canada, *Education and Law Journal*, 15(2), 113-138.
- Cassidy, W. & Yates, R. (2005). *Once upon a crime: Using stories, simulations, and mock trials to explore justice and citizenship in elementary school*. Calgary: Detselig Enterprises.
- Cresswell, J. (2012, 4th Edition). *Educational Research: Planning, conducting and evaluating quantitative and qualitative research*, Boston: Pearson Publishers.
- Manley-Casimir, M., Cassidy, W., & de Castell, S. (1990). Legal literacy: Towards a working definition. In J. Coombs, S. Parkinson, & R. Case (Eds.), *Ends in view: An analysis of the goals of law related education* (pp. 13-18). Vancouver: University of British Columbia.
- Young, J. M. (2014). *Systems thinking and global education: Towards a framework for transformative global education*. Unpublished doctoral dissertation, Simon Fraser University.

APPENDIX I:

Legal Literacy for Youth Curriculum Review Summary, 2008 Review conducted by Patrick Clarke, CELS Coordinator

This is the shorter summary version of “Legal Literacy for Youth: Curriculum Review” written as part of the broader Legal Literacy for Youth project. This project is being undertaken by the Centre for Education, Law and Society at SFU and funded by The Law Foundation of British Columbia.

Purpose

The curriculum review is to determine the extent to which the grade 6 to 10 curriculum in British Columbia permits or encourages teachers to focus important elements of student learning on the basic legal concepts of the rule of law and the just society. **Specific areas of interest are, citizenship, human rights, identity, language and culture and environmental sustainability.**

The curriculum review identifies elements of the various IRPs that invite or support the application of one or more of these aspects of legal literacy.

Scope

The review is of Integrated Resource Packages for grades 6 to 10 in English and Language Arts, Social Studies, Science and Career and Personal Planning. Social Responsibility, although not an IRP, is also reviewed and student leadership programs are considered.

Opportunities for Legal Literacy

Language Arts 6 and 7

Oral language (speaking and listening)

- Important aspects of proactive citizenship specifically, learning to develop consensus and resolve problems.
- There are references to strategies for interacting such as learning to develop effective questions, clarifying for understanding, considering alternative points of view and learning to summarize and synthesize.
- Students are to be able to present ideas and defend their validity based on evidence and develop criteria for assessing the value of ideas and information.

Reading and viewing:

- Most significant and promising is a reference to “making judgments supported by reasons and explanations”, “discriminating between fact and opinion” and “making inferences and drawing conclusions”.
- Reference to “unfamiliar contexts” and to literary examples from a variety of cultures. The intent is clearly to have students develop empathy or understanding and be appreciative of cultural differences.

Writing and representing:

- Communicate ideas and persuade through writing.
- Connect supportive details, analysis and explanations.
- Use writing to express and refine their own thoughts and develop explanations and explore new ideas.
- Issues related to law, human rights, environmental law and more general questions of values and ethics can be undertaken as material to engage and motivate students in developing skills in informational writing.

English language Arts 8,9,10

Grade 8:

- Analyses of stereotypes and identifying bias and false reasoning.
- Popular media as a means to acquaint students with stereotyping, bias and false reasoning.
- Within what is effectively media literacy are opportunities to use specific topics such as environmental sustainability and human rights to investigate the topics identified here.
- “Use language to demonstrate respect and value for cultural diversity.” The language of human rights and the meanings and significance of identity are

relevant here.

Grade 9:

- “Identify how different cultures and societies are portrayed in media”, is a learning outcome applied to critical analysis. This topic offers significant opportunity to introduce issues of multiculturalism, identity and inclusion and human rights.
- Students are to analyze the influence of language and cultural diversity on themselves and their communities.

Grade 10:

- Media portrayal of various identity specific groups is listed as a learning outcome in grade 10.
- “Evaluate how... socio economic groups are portrayed in media”.
- Respect for cultural differences.
- Acknowledge and paraphrase views that differ from their own and reassess their own viewpoints.

Science 6 and 7

Note on the new grades 6 and 7 Science IRPs;

The grade 6 science program was revised recently and a new IRP has been in effect since the start of the 2007/08 school year. Grade 6 and 7 science has also been revised and the new IRP will be in effect for 2008/09. The content of these IRPs has not been significantly changed from earlier versions. The most significant and evident change has been in the accelerated emphasis on student achievement. The prescribed learning outcomes are briefly stated and then followed with fairly detailed descriptions of how teachers should plan for and determine student achievement. Indeed the actual content of the courses appears secondary to determinations of achievement. What students are learning and doing seems less important than being able to demonstrate some form of continuous improvement.

- “Developing inquiry, problem solving and decision making abilities as citizens.”
- “Understand the relationship between science and technology and the social and environmental context of science and technology.”
- Differentiate between renewable and non-renewable methods of producing electricity. This learning outcome could lend itself to a consideration of sustainability and related environmental concerns.
- “Evaluate human impacts on local eco systems”

Science 8

- The introduction to the IRP emphasizes the importance of open mindedness, honesty, fairness and willingness to question.
- The effect of science and technology on individuals, society and the environment.
- The grade 8 science course further alludes to environmental issues in the achievement indicators when it calls for students to relate human activities to the distribution of aquatic species with specific reference to First Nations.
- Unfortunately there is no connection what so ever between these attitudes or habits of mind as set out in the learning outcomes to the achievement indicators. In other words in terms of the day to day teaching of this course it is not at all clear how or

why any of these attitudes or even the specified learning outcomes would arise from the pages of the IRP.

Science 9

- The science 9 course presents scant opportunity for legal literacy mainly because virtually all of the reference to environmental issues, ethical issues in science and technology and any orientation beyond “pure” science has been stripped out. The document provides almost no encouragement or direction for teachers to venture beyond acquisition of science content.

Science 10

- The Science 10 course currently mandated is to be replaced by a new IRP written in the same format as those for science 8 and 9, which are now in place. We perhaps should expect that it will follow the pattern of stating a broad notion of scientific literacy which encompasses ethical, social and environmental issues but provide virtually no direction or incentive for teaches to address those matters and like the 8 and 9 IRPs focus almost exclusively on the acquisition of “hard” science content.

Health and Career Education, Planning

Health and Career Education 6 and 7

- “Identify school, local, provincial, national and international strategies for preventing and responding to discrimination, stereotyping and bullying.”
- Mention is made of the BC human rights code, the Charter and the UN Declaration of Human Rights.
- Students are to “demonstrate behaviours that contribute to the prevention of stereotyping, discrimination and bullying.

Health and Career Education 8 and 9

- “Describe effective and appropriate responses to bullying, discrimination and harassment.
- “List and discuss effective, appropriate and socially responsible responses to a variety of discrimination, harassment and intimidation scenarios.
- “Skills for avoiding or responding to unhealthy, abusive or exploitive relationships”.
- “Demonstrate understanding that sexual assault and exploitation are criminal offences”. Examples of the knowledge component of this achievement indicator are, the legal definition of rape, obscenity and sexual harassment. Students are to be aware of the legal consequences of these offenses.

Planning 10

- “Prevent and respond to harassment and intimidation” and act to “promote diversity”.
- “Identify and describe characteristics of a safe and caring school and critique individual and school strategies for preventing and responding to harassment, intimidation, bullying and discrimination.”
- “Propose appropriate individual and school strategies to promote respect for diversity.
- “Distinguish among legislation governing employment. The Human Rights Act, Employment Standards, Workers Compensation Act and Labour Relations Code

are all cited, as examples of legislation students should understand with respect to this learning outcome.

- “Identify where information related to the legal rights of employees and employers can be found” and “identify the rights and responsibilities of employers and employees relating to overtime pay, statutory holidays, breaks and minimum wage.

Social Responsibility

Social Responsibility holds a unique position in the British Columbia school program. It is not a curriculum and therefore does not have an Instructional Resource Package attached to it. Social responsibility is presented in the form of performance standards through which “teachers, students and families can examine aspects of social responsibility in schools”.

Social responsibility for BC schools as it is presented in the performance standards is really a set of suggestions and as the document states, “for voluntary use”. It does however have potential which to date may be largely untapped. If the performance standards are viewed as a resource supporting existing programs as the document suggests and as a means of integrating social responsibility into existing curriculum areas, then there may well be potential for legal literacy.

On the surface the performance standards are quite rich in their application to legal literacy.

The opportunities for legal literacy in social responsibility are likely in the form of enhancing the suggestions for social responsibility presented in the performance standards document. On the surface the performance standards are quite rich in their application to legal literacy. The categories described within the framework for social responsibility are set out as follows:

- Contributing to school and community: Sharing responsibility for the social and physical environment.
- Solving problems in peaceful ways: managing conflict, using problem-solving strategies.
- Valuing diversity and defending human rights: Showing a sense of ethics, recognizing and defending human rights.
- Articulating and working for a preferred future.

Grades 6 to 8

The social responsibility performance standards document has two features intended to assist teachers in planning for and assessing social responsibility. These are, first, suggested activities, and second, specific indicators of social responsibility that can help teachers determine student’s acquisition of a sense of social responsibility.

Activities:

- Responding to situations in literature that involve social responsibility and provide students the opportunity to consider alternative action
- Learning about rights and responsibilities through examples such as the UN charter of human rights
- Analyzing current issues from a social responsibility perspective.

Indicators:

- Ability to identify examples of stereotyping
- Recognize basic human rights
- Identify positive aspects of diversity
- Show altruism and elaborate ways to make the world a better place”.

Grades 8 to 10

The primary difference at the secondary level from the elementary is that students at this level are, “invited to broaden their perspectives to consider national and global issues and concerns.”

Activities:

- analyze case studies related to environmental and bio ethical issues.
- consider scenarios about realistic situations
- prepare solutions or courses of action to resolve pressing problems such as environmental degradation.
- Relevant to human rights is activity that involves analyzing and responding to human rights issues and proposing courses of action.

Indicators:

- “speaking up in support of human rights, initiating activities in support of human rights” “speaking out against racism and stereotyping.”
- “describe ways individuals and groups can influence the legal and political systems
- “display long term thinking regarding stewardship and sustainability ... developing a coherent vision of a preferred future for their community, nation and world.”

Social Studies

Grade 6:

The curriculum emphasis stated in the IRP for elementary social studies is on active citizenship. As demonstrative of active citizenship students are expected to:

- Understand and prepare to exercise their roles, rights and responsibilities within the family, the community, Canada and the world
- Demonstrate respect for human equality and cultural diversity
- Develop the skills and attitudes necessary to become thoughtful, active participants in their communities and as global citizens.

Curriculum organizer: “identity, society, culture” learning outcomes:

- Students learn about characteristics that define self, cultures and societies and the similarities and differences within and across cultures over time
- Emphasis on cultural awareness, cultural difference and diversity
- Interest in having students acquire that essential aspect of legal literacy, a broad understanding of citizenship.

Curriculum organizer: “identity, society and culture”

- Assess diverse concepts of Canadian identity
- Compare Canadian society to the society of another country.

The curriculum topics for grade 6 include the Canadian system of government, the justice system and the concepts of equality, fairness, rights and responsibilities. The IRP assigns these learning outcomes for governance:

- Describe key characteristics of the justice system
- Assess equality and fairness in Canada with reference to the Charter of Rights
- Compare individual and collective rights and responsibilities in Canada with those in other countries.

Achievement Indicators of note to legal literacy:

- Demonstrate awareness that their actions may have consequences local and global.
- Identify opportunities for civic participation and implement a plan of action related to a civic or social concern.
- Identify a range of ways in which individuals experience cultural influences and describe characteristics of Canadian culture and identity.
- Describe examples of different approaches to cultural diversity in Canada and other cultures and societies.
- Consider the question of cultural identity not only in a context of events such as the Holocaust or apartheid but also such Canadian events and policies such as the internment of Japanese in Canada in world war 2 and the Chinese head tax.
- Comparison of Canada's federal government with one or more other countries in terms of decision making structures and forms of rule.
- Differentiate between the roles of law enforcement and law administration and through learning experiences such as mock trials identify rules and procedures within provincial and federal courts
- Describe the role of the Charter in establishing equality and fairness for all Canadians and provide examples of past incidents of inequality in Canada.
- Provide examples of how belonging to a community can involve limitations on personal freedom for the sake of collective well being. Students should also be able to give examples of how the exercise of power and authority can affect individual rights and compare specific examples of individual rights and responsibilities in Canada with those in selected other countries.
- Identify factors such as environmental ones that influence the movement of people.

Assessment Models:

- The Horn of Africa unit has students apply the UN Declaration of the Rights of the Child to the situation and also to compare children's rights internationally.
- The suggested unit on Canadian identity has students addressing human rights, identity and governance issues.

Grade 7:

The grade 7 social studies course is focused on ancient civilizations and as a result the opportunities for legal literacy do not stand out as they do in grade 6. There are however some interesting references in the IRP that invite application to legal literacy.

- With reference to the rule of law for example there is a learning outcome that has students describing the evolution of laws and rules of governance in ancient civilizations. Students are also asked to assess how ancient systems of law and government have contributed to current Canadian political and legal systems.
- There are also opportunities in the grade 7 course on the issue of sustainability. The

impact of human activity on the physical environment in ancient times is identified as a learning outcome.

Achievement indicators of note to legal literacy:

- Compare how a person would be treated under different legal systems, ancient and present day for the same offense of the law.
- List and describe aspects of current Canadian laws and government structures that have evolved from ancient civilizations and also describe individual rights in ancient civilizations and compare them to individual rights in contemporary Canadian society.
- Features of civic life such as voting, human rights should be compared and related to our concept of citizenship in present day Canada.
- Relating ancient human practices that affected the environment to modern counterparts. Examples of over fishing, deforestation and dam building are given.

Assessment models:

- A simulation exercise on social structures that has students engaging in issues of human rights, gender roles and identity.
- The environmental impact of various civilizations.
- “Social roles and hierarchies”: relevant to the rule of law as it has students compare the deliberation and application of laws in crime scenarios using different cultures’ codes of law.

Social Studies 8:

Topics of particular relevance to legal literacy include:

- Development and decline of civilizations
- Cultural transmission
- Power and authority
- Evolution of legal systems and government
- Rights and responsibilities, collective and individual
- Impact of physical environment on culture.

Curriculum organizer: “society and culture”

- How societies preserve identity, transmit culture and adapt to change. There would seem to be an opportunity here to insert material pertinent to legal literacy particularly on the matter of identity.

Curriculum organizer: “politics and law”

- Students are to demonstrate understanding of the tension between individual rights and the responsibility of citizens in a variety of civilizations.
- Describe various ways individuals and groups can influence legal systems and political structures and explain the development and importance of government systems.

Curriculum organizer: “environment”

- analyses of how people interacted with and altered their physical environment in terms of population, settlement patterns, resource use and cultural development.
Note: A very ambitious learning out come that is not at all assisted by the assessment strategies suggested which make no reference to this PLO and in fact turn entirely to physical geography with an emphasis on mapping and ignore

obvious environmental questions.

Social Studies 9

Topics of relevance to legal literacy:

- Aboriginal issues
- Evolution of Canada's laws from Britain and France

Curriculum organizer: "society and culture"

- Analyze the relationships between Aboriginals and Europeans and consider the advantages and disadvantages of contact.
- Consider the roots of current issues and what changes in events could have avoided the rise of some of these issues. (The IRP refers to identity in the context of Aboriginal contact with Europeans.)
- There is also a general reference in the learning outcomes to identity and how it is affected by family, gender, ethnicity, and nationality and belief systems. (There are no assessment strategies presented that are related to this outcome.)

Curriculum organizer: "politics and law":

- Analyze the contributions of the English, French and American revolutions in the development of democratic concepts in Canada. (No assessment strategy provided)
- Investigate the roots of Canada's political and legal systems. The assessment strategy suggests students dramatize different ways that various legal systems would deal with the same issue. They are to present the issue using appropriate legal terms, refer to relevant roles and responsibilities and present a decision that is consistent with the evidence and relevant codes or precedents.
- The same learning outcome also has an assessment strategy that suggests students compare historical and modern penalties for stealing silverware and in so doing define "crime" in terms appropriate for each time, describe relevant due process in terms of the Young Offenders Act and compare key features of society then and now in terms of crime, punishment, prevailing views of good and evil and public perceptions of adolescence.
- The curriculum organizer for environment is focused on physical geography and appears to present little opportunity to pursue issues from a legal literacy perspective. The one possibility lies in a reference to students demonstrating an understanding of the ways in which Aboriginal peoples interacted with the environment and how this compares to European attitudes. This specific learning outcome is not elaborated upon in the assessment strategies.

Social Studies 10

The grade 10 course is primarily about Canadian and British Columbia history. The curriculum organizers, including governance, are all framed in the historical period 1815 to 1914. The assessment indicators accompanying the curriculum organizers are almost entirely concerned with historical knowledge and have virtually no references that would encourage teachers to connect that knowledge to current issues.

That said the course does have significant content dedicated to issues of legal literacy albeit in an historical context, and as such does present opportunities for legal literacy. The curriculum organizer for governance, for example, is mainly concerned with the development of Canada's system of government and the structure and function of government.

The other curriculum organizers with possibilities for legal literacy are:

Identity, society and culture: Canada 1815-1914:

- The status of ethnic minorities is to be related to the social attitudes of the times.
- Contributions of Aboriginal people and the role of Aboriginal women in the fur trade.
- The impact of treaties and the Indian Act on Aboriginal people.
- The Asian Exclusion league and the Continuous Passage Rule are cited as examples of Canadian immigration policy and certainly leave open an opportunity for a legal literacy oriented inquiry.
- How immigration has influenced Canada in terms of ethnic diversity, and being a “land of opportunity” and “safe haven”. The contemporary connections to refugee policy, multiculturalism and issues of religious accommodation, while not stated in the IRP would seem to be most relevant to any such analysis.

Environment: Canada 1815-1914:

- Resource development issues in BC. Students defend a position on a resource development issue. Students are also to define sustainability and stewardship with regard to environmental considerations and social responsibility.

Leadership

There is reference to leadership in several IRPs. Typically the intent is to encourage students to develop leadership skills by assuming responsibilities (e.g., leading warm-up or cool-down activities, setting up and taking down equipment, working with ESL students). In other words the term leadership is closely related to social responsibility and is usually an aspect of the social responsibility performance standards particularly in the younger grades.

An example is in the Social Responsibility performance standards for grade 7. Students are to set two goals related to some aspect of personal or social responsibility listed under prescribed learning outcomes. For example, they may wish to develop or improve on self-confidence, co-operative behaviour, fair play, leadership, respect for others of different abilities or backgrounds, or knowledge about careers related to physical activity. The reference to leadership here is clearly tied to the broader social responsibility objectives in the BC school program with a concomitant emphasis on positive attitudes and good behaviour.

APPENDIX II

From Legal Literacy for Youth Report: The Research (2012)

Wanda Cassidy and Özlem Sensoy, Centre for Education, Law and Society, SFU

APPENDIX: Overview of Research Findings

This overview is a summary of findings from the Legal Literacy for Youth Study conducted by the Centre for Education, Law and Society, Dr. Wanda Cassidy and Dr. Özlem Sensoy, Investigators. The report was prepared for The Law Foundation of British Columbia in 2012. The findings from this study are being prepared for publication in a

As researchers who work in the fluid contexts of schools, we are very aware of the shifting landscapes, concerns, and issues that exist in these social spaces. As such, our goals with the legal literacy project were to embed research activities as appropriate and relevant to emergent conversations in the schools.

Our observations during the early phases of this project were directed at identifying trends in conversations occurring at the various public fora, focus group discussions, individual conversations with teachers and administrators, and school-based activities related to legal literacy that we observed. These observations informed our decisions and the pace at which data collection was implemented.

We designed a survey and interview guide that served as the foundation for the data from which findings were drawn. These data sources included:

- surveys administered to students throughout the Greater Vancouver region
- surveys administered to preservice and inservice teachers throughout the Greater Vancouver school districts as well as universities
- in depth interviews with inservice teachers at schools throughout the GVRD

Re: Surveys

Students (n = 328) and teachers (n = 95) completed a survey designed to tap their knowledge of the law and its manifestation in communities. There were four types of questions in the survey: multiple choice (a,b,c,d), yes/no, likert scales (1-5) and blanks in which students were requested to fill in supplemental information. Students completed a form designed to gather demographic information on grade, sex, age, language and ethnicity, number of books in the home, grades in school and extracurricular activities.

The survey data was gathered in order to answer two broad research questions:

- *What do students and teachers know about the law?*
- *Are there differences between teachers and students on what they know about the law?*

Using SPSS software, we examined how students fall into categories of perspectives on a number of legal issues. By using frequency counts for membership in each of these categories, descriptive analysis of this data set offers a profile of these perspectives.

Below, we offer details on findings and suggestions for future work in legal literacy of BC students and teachers based on the research findings.

Demographics

The mean age of students was 13.63 (SD = 2.6). The sample was comprised of 138 males (42.1 per cent) and 178 females (54.3 percent) who were in grades 6 to 11. The majority of students were in grade 10 (37.5 per cent) followed by grade 9 (25 per cent). The majority of students learned to speak English first (54.6 per cent) and speak English as the main language in their homes presently (62.8 per cent). 66.2 per cent of students were born in Canada and 22 per cent have lived in Canada for 5 years or longer. The majority of students were Asian (36.9 per cent) or Caucasian (30.2 per cent). 89.9 per cent of students had ten or more books in their homes and 86.3 percent of students had mainly As and Bs on their report cards. Participation in extracurricular activities outside school happened for most students either 1-2 times or 3-4 times per week while participation in extracurricular activities during school hours happened once a week (29 per cent) or not at all (37.8 per cent).

Findings Related to Legal Literacy of Students & Teachers

Surveys section 1: The purpose of specific legislation & laws (multiple choice)

A range of questions in the surveys was designed to tap knowledge of the purpose and function of specific legislation and law such as the Canadian Charter of Rights and Freedoms and environmental policy. Generally, each item for this section had a majority of students with the same response. For instance, 67.1 per cent of students responded that the Canadian Charter of Rights and Freedoms gives us unlimited freedom of speech while 91.8 per cent of students responded that reduce, reuse, recycle are the three Rs of environmental sustainability. This pattern suggests there is high consensus among students on legal issues.

There were two questions on which student responses showed a higher degree of division. On the issue of what the Canadian Charter of Rights and Freedoms does NOT give us, 52.7 per cent of students responded "freedom of employment" while 34.5 per cent responded with "freedom of peaceful assembly". On the issue of which statement is found in the Charter, 24.1 per cent responded "people can do what they want" while 49.7 per cent responded "people are protected from illegal search" and a further 18 per cent responded "people must vote in elections". This latter pattern of response demonstrates a lack of consensus among students since responses are more evenly distributed across items.

In teacher interviews, teachers expressed a great deal of work in their classroom with specific laws. For example, one teacher reported that:

- "...in grade 12 certainly we did a lot of environmental issues and with my grade 8's this week we'll be looking at kind of change as a current event as a physical geography unit and impact humans under environment and that relationship, the positive and the negatives. So we'll be looking at some of the laws and the rules and regulations and what could be changed, what needs to be changed..." (D)

Another teacher said:

- "...[in] Comp Civ we do it [study laws] in terms of the ancient civilization so we look at like the laws of Hammurabi, right, we look at the start of codified laws...we look at the riots of 1907 in Vancouver {I: Right} and we look at the discriminatory practices of the South Asians, the Chinese and the Japanese, and so we look at how legally the rights were curtailed..." (EB)

And another teacher explained that because so much of the formal curriculum is rooted in US content, teaching about the legal system in Canada often happened hand-in-hand with teaching about US laws. This teacher said:

- "...[for example we studied] To Kill A Mockingbird and so we've just done a whole trial and we've compared, tried to compare the legal system in Canada to the United States, yeah. You know, as much as I know about it I sort of drag that in and those good questions come up around, you know, how the two systems are different and where our system came from and where those terms came from." (LR)

Surveys section 2: Understanding of law regulating our lives (yes/no)

The 15 items in the Practical Law section of the survey attempted to gauge understanding

of the areas of our lives regulated by laws. Students and teachers checked under "Yes" or "No" to identify whether an aspect of their life (e.g., taking the bus, writing on Facebook) was regulated by laws.

For students, Yes/No answers had a roughly even distribution for seven items: courses you study in school, what you write on Facebook, what you buy in the supermarket, the water you drink, what you watch on TV, your cell phone and the sports you participate in. **This shows that students were divided over their yes/no answers rather than sharing consensus.** The majority of students agreed (YES) that laws regulate taking bus or transit (75.6 per cent), looking after a pet (63.7 per cent), the jobs their parents have (70 per cent) and the home they live in (70.1 per cent). The majority of students disagreed (NO) that laws regulate the dreams while you sleep (87.8 per cent), the clothes you wear (68.3 per cent), the music you listen to (75 per cent) or the paper you write on (69.8 per cent).

The majority of teachers answered YES to every item on the list of what laws regulate except for the "dreams while you sleep" for which a majority answered NO (94.7 per cent).

In teacher interviews, many expressed a desire for supporting students with materials that were relevant to students' lives. Like popular culture -- Charlie Sheen suing his employer, Lindsay Lohan going to court, and Gordon Campbell's drinking and driving charges, the rape of a girl in Pitt Meadows -- all came up in interviews. Similarly, teachers described student leadership initiatives (such as urban farm project, water issues and privatization, and Earth Week) as an entry point into legal literacy.

It is clear that in the context of legal literacy, teachers often use pop culture and other examples from students' lives as an entry point into the curriculum and into law-related education.

SURVEY section 3: Knowledge of individual vs group rights (multiple choice)

This range of questions gauged knowledge of individual rights for specific groups of people (e.g., lawyers, homeless people, people with disabilities).

Out of 10 survey questions, 8 questions showed a high degree of consensus among students. For instance, 92.1 per cent of students thought that lawyers should have exactly the same rights as everyone else; 84.5 per cent thought that homeless people should have the same rights as everyone else and 91.5 per cent thought that gay, lesbian and transgendered people should have the same rights as everyone else. The majority of responses across the 8 questions were distributed in the "exactly the same right as everyone else" category.

Student responses for 2 of the 10 survey questions showed that **students were divided on whether people in prison should have the same rights as everyone else** (46 per cent thought they should have the same rights while 51.2 per cent thought that they should have fewer rights than everyone else). On the issue of whether people over the age of 75 should have the same rights as everyone else, 30.2 per cent responded they should have more rights than everyone else and 65.2 responded that they should have exactly the same rights as everyone else.

For the teacher sample, the majority of teacher responses showed that they think that each group of people should have exactly the same rights as everyone else. There was a slightly more even distribution in the children and teenagers category (more rights = 9.5 per cent, exactly the same rights = 69.5 per cent, fewer rights = 21.1 per cent) which differed marginally from the student sample (more rights = 10.1 per cent, exactly the same rights = 73.2 per cent, fewer rights = 16.5 per cent) but for both groups, there was a clear response majority showing that both students and teachers think that children

and teenagers should have exactly the same rights as everyone else.

In teacher interviews, teachers expressed a desire for greater support exploring the dynamics between individual versus group rights. One teacher expressed it this way:

- “...at the grade 12 level we looked a lot at obviously the Charter of Rights and freedoms, human rights in Canada, international law, the role of and responsibility of laws to uphold people’s human rights which, it’s complicated when you start trying to gauge responsibility and whose responsibility it is, and also the complexities of the rights of the individuals’ legal rights and human rights of an individual versus the whole group.” (D)

And:

- “...as [a group], children their rights are infringed upon, ...[but] I think that they need to know that there are laws that protect, that protect, especially children So I think that they need to know first and foremost, you know, maybe even at the young age how they’re protected individually so that people don’t exploit them.” (J)

And:

- “...[for example] Julius Caesar is a dictator who takes over and he’s murdered because of it, so we look at ... very deep questions for grade 10, like when does it warrant breaking the law? You know, when should a group of people get together and overthrow a dictator?” (LR)

These comments suggest that teachers tackle the dynamics between an individual’s rights and group rights.

SURVEY section 4: Frequency of discussions and actions on law-related issues (likert scale)

This range of questions attempted to tease out the frequency with which students and teachers talked about human rights, environmental concerns, and responsibilities to help others and change laws. The second half of the questions focused on how often students and teachers take action to change situations.

The majority of both teachers and students rated knowledge of *specific* rights and laws (e.g., rights as a student, laws about marriage, rights as a citizen) as extremely important with some variation between teachers and students. Where teachers rated knowledge of rights and laws as important to extremely important, student ratings ranged from moderately important to extremely important. Interestingly, when students and teachers were asked generally about the importance for young people to learn about legal issues the majority of students thought it was important while teachers thought it was extremely important. The fact that there is an incongruence in importance ratings between the general item and specific items suggests that a more nuanced study of student attitudes towards the importance of legal knowledge is warranted.

There was some interesting variation in the responses on the degree to which students and teachers discuss laws and rights. The majority of responses ranged from 'hardly ever' to 'sometimes' for human rights violations overseas, human rights violations in Canada and marginalized people. Likert ratings were also low for discussions around changing laws and helping with suffering. For environmental issues, the majority of both students and teachers ratings were frequent, ranging from 'sometimes' to 'a great deal'. Interestingly, taking action to reduce environmental footprint was rated high as well (ranging from sometimes to very often). This suggests that either that talking about environmental issues and taking action on environmental issues go hand in hand or that

there may be a causal relationship that requires further investigation. The potential relationship between discussion and taking action is bolstered by the fact that little discussion of laws and rights on items on human rights violations and marginalized people was matched with ratings of never/hardly ever on taking action on the same issues for *both* students and teachers.

In teacher interviews, the theme of connecting the real lives of students and current events to discussions of law and law-related ideas (such as justice, human rights, environmental sustainability) were often mentioned. For example, many teachers talked about violent crimes in their local communities, and the importance of talking about those with students. They mentioned current events like the protests in Egypt and helping student understand when a group of people come together and protest against a government and laws that are deemed unfair.

Teachers believe it is very important to talk about the law in school. Sample responses from teachers include:

- “I think it’s really important especially as a Social Studies teacher. It is at the core of what we study in terms of the history of society and the relationship between people and communities and their government.” (D)

When asked what topics, themes, or issues related to law should be included in the K-12 curriculum, teachers made comments like:

- “I’m teaching Social Studies 8 and ancient civilizations so you study the rise and fall of civilization and then the role of government and the daily life of people so taking the step back from that curriculum and making the connections to what’s happening today...” (D)

These comments and other teacher disclosure in interviews imply that many teachers find multiple creative curricular opportunities to infuse talk about the law and law-related concepts into the daily discussions (not just the formal curriculum) of school.

Implications & Recommendations

Our findings reveal that several aspects of the CELS Legal Literacy for Youth project were in line with supporting the development of legal literacy among students and teachers. The findings also point to some suggestions for future work on the part of CELS, the Law Foundation, and other actors committed to supporting the legal literacy of youth. We have summarized a few concrete recommendations below. More detailed recommendation will be forthcoming in peer reviewed journal publications by the primary investigative team at CELS.

Recommendation 1:

Many teachers gave examples where they connected the law to the formal curriculum and welcomed the development of more materials to support them in this regard.

Therefore, it is strongly encouraged that the Law Foundation continue supporting research and curriculum development to provide educators with materials and analyses (similar to the reports on the CELS website) that are a) written in a manner that is teacher and student-accessible and that b) examine specific laws and statutes as relate to the specifics of *existing* curricula at each grade level, which can at times include content from or about the US.

Recommendation 2:

Given the prevalence of current events and popular culture in teaching strategies, it would

be advisable to see more research examining the utility and effectiveness popular culture and student-led initiatives in the school as entry points into legal literacy and law-related concepts with youth. Too often, educators work too closely on the mandated curriculum and textbook materials. Teachers' responses indicate that strategies, guidance, and materials that fall within the realm of the informal curriculum can guide students to the substance of the curriculum.

Recommendation 3:

When asked explicitly what sorts of supports they would choose to help them incorporate law related content into their teaching, teachers asked for more professional development with like-minded peers, and assistance understanding the law themselves:

- "...hands on professional development with some other people that were interested in the same kind of idea, sharing their ideas and you know if resources come along, but I think just an active participation in seeing how we can use this information. For me that would be a big help." (EL)
- "...breaking down the barriers between the legality and the tie into a lesson ...if you can understand the legal rules, you can understand or see how it ... relates but it's just integrating the two together is sometimes difficult [because] you're not being an expert with the legal side of it, it's just, *okay I see how they're connected*, but what would be a good connection to actually [be able to see how to] tie it in that's gonna make it meaningful..." (BW)
- "I think I would need maybe a bit more knowledge..." (LV)

Teachers, predictably, always welcome more practical tools such as worksheets and "good blackline masters," and "rubrics" (EB).

Given the thirst among teachers for more tutelage on the law and strategies for incorporating legal concepts into their teaching, it is recommended that more teacher-friendly guides and opportunities for professional development be supported; and that research be undertaken to gauge the effectiveness of those resources and Pro-D opportunities.

In conclusion, the findings of the research portion of the Legal Literacy for Youth project affirm that developing materials and strategies to support legal literacy in schools is a valuable and practical investment. The themes this research group focused on (human rights, citizenship, social justice, sustainability) are ongoing concerns for teachers and would be welcomed topics for further support by the Law Foundation. That said, it's clear that at least some teachers feel constrained by their own lack of knowledge about the law.