

ACCESS TO JUSTICE LEGAL APPS CHALLENGE MODULES



MODULE 1: What is Access to Justice?

Introduces students to the concept of access to justice by defining a legal problem and exploring barriers that prevent people from getting help for their legal problems.



MODULE 2: Access to Justice & Technology

Students brainstorm ideas for their own apps to address access to justice after learning about the benefits and risks of using technology to address access to justice needs.



MODULE 3: Access to Justice App Design

Students learn about how to apply a "human-centered" design approach to their own access to justice apps.



MODULE 4: Legal App & Poster Presentation

Students develop persuasive speaking skills while they prepare posters and presentations outlining their app design.



MODULE 5: Pitching Access to Justice Apps

Each student group pitches their app idea to the class with a goal of persuading the class that their app technology will help users address access to justice issues.

CURRICULUM LINKS

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CURRICULUM LINKS

Ontario Secondary Curriculum Links

These Access to Justice & Technology modules demonstrate links between the following Ontario curriculums:

1. Civics and Citizenship, Grade 10 (CHV20)
2. Understanding Canadian Law, Grade 11 (CLU3M)
3. Understanding Canadian Law in Everyday Life, Grade 11 (CLU3E)
4. Canadian and International Law, Grade 12 (CLN4U)
5. Legal Studies, Grade 12 (CLN4C)
6. Equity, Diversity, and Social Justice, Grade 11 (HSE3E)
7. Equity and Social Justice: From Theory to Practice, Grade 12 (HSE4M)
8. Exploring Technologies, Grade 9, Open (TIJ10)
9. Computer Technology, Grade 10, Open (TEJ20)
10. Communications Technology, Grade 11, University/College Prep (TGJ3M)
11. Communications Technology, Grade 12, University/College Prep (TGJ4M)
12. Computer Technology, Grade 11, Workplace Prep (TEJ3E)
13. Introduction to Business, Grades 9 and 10 (BBI10)
14. Information and Communication Technology in Business, Grades or 10 (BTT10, BTT20)
15. Career Studies, Grade 10, Open (GLC20)
16. Leadership and Peer Support, Grade 11 (GPP30)

Below is a detailed description of the specific curriculum objectives that this Mini-Course meets.

1. Civics and Citizenship, Grade 10 (CHV20)¹

A2. Developing Transferable Skills

- apply in everyday contexts skills developed through investigations related to civics and citizenship education, and identify some careers in which civics and citizenship education might be an asset

B1. Civic Issues, Democratic Values

- describe beliefs and values associated with democratic citizenship in Canada, and explain how they are related to civic action and to one's position on civic issues

¹ Ontario Ministry of Education, "The Ontario Curriculum Grades 9 and 10: Canadian and World Studies" (2018) at 155, online (pdf): *Ontario Ministry of Education* <
<http://www.edu.gov.on.ca/eng/curriculum/secondary/canworld910curr2018.pdf> >.

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B3. Rights and Responsibilities

- analyse key rights and responsibilities associated with citizenship, in both the Canadian and global context, and some ways in which these rights are protected

C1. Civic Contributions

- analyse a variety of civic contributions, and ways in which people can contribute to the common good

C3. Personal Action on Civic Issues

- analyse a civic issue of personal interest and develop a plan of action to address it

2. Understanding Canadian Law, Grade 11 (CLU3M)²

A2. Developing Transferable Skills

- A2.1 describe ways in which investigations related to law can help them develop skills, including the essential skills in the Ontario Skills Passport.
- A2.2 apply in everyday contexts skills and work habits developed through and relevant to the study of law.
- A2.3 use the concepts of legal thinking when analysing current events related to legal issues in order to enhance their understanding of these events and their role as informed citizens.

B1. Legal Principles

- B1.1 explain categories of law (e.g., public versus private, substantive versus procedural), areas of law, and the role of law in Canadian society.

3. Understanding Canadian Law in Everyday Life, Grade 11 (CLU3E)³

A2. Developing Transferable Skills

- A2.2 apply in everyday contexts skills and work habits developed through law-related inquiries.

B1. Legal Principles

- B1.1 explain the legal significance of the term law.

4. Canadian and International Law, Grade 12 (CLN4U)⁴

A2. Developing Transferable skills

- A2.1 describe ways in which investigations related to law can help them develop skills, including the essential skills in the Ontario Skills Passport.

² Ontario Ministry of Education, “The Ontario Curriculum Grades 11 and 12: Canadian and World Studies” (2015) at 449, online (pdf): *Ontario Ministry of Education* <<http://www.edu.gov.on.ca/eng/curriculum/secondary/2015cws11and12.pdf>>.

³ *Ibid* at 463.

⁴ *Ibid* at 477.

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- A2.2 apply in everyday contexts skills and work habits developed through and relevant to the study of law.

B1. Principles of Law

- B1.4 explain how different types of law affect people's everyday lives.

C4. Contemporary Issues

- C4.1 analyse from a legal perspective contemporary circumstances in which individual or group rights and freedoms are threatened.

5. Legal Studies, Grade 12 (CLN4C)⁵

A2. Developing Transferable Skills

- A2.1 describe ways in which investigations related to law can help develop skills, including the essential skills in the Ontario Skills Passport, that can be transferred to postsecondary opportunities, the world of work, and everyday life.

B3. Law and Diversity

- B3.3 analyse the ability of the justice system to respond equitably to various challenges (e.g., language barriers, high costs, accessibility for people with disabilities, limited access to or ineligibility for educational and government services) faced by people in potentially vulnerable groups (e.g., people with low income, people with mental illness, immigrants, refugees, racialized groups, people in the LGBT community).

C2. Rights and Responsibilities

- C2.3 describe some harmful effects that people can experience when governments and the legal system do not recognize and protect rights and freedoms.

C3. Influences on Human Rights Issues

- C3.2 evaluate from a legal perspective the impact of advances in technology on human rights protection in Canada and in the world.

D1. Law and Society

- D1.3 explain the role of law in responding to various contemporary social issues.
- D1.4 explain the role of law in responding to various contemporary financial issues.

D2. Legal Structures and Processes

- D3.3 describe the influence of new technologies on various law-related professions.

⁵ *Ibid* at 493.

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6. Equity, Diversity, and Social Justice, Grade 11 (HSE3E)⁶

A1. Exploring

- A1.1 explore a variety of topics related to equity, diversity, and/or social justice (e.g., stereotypes in textbooks, newspapers, and magazines; gender discrimination in sports) to identify topics for research and inquiry.

A2. Investigating

- A2.1 create appropriate research plans to investigate their selected topics.
- A2.2 locate and select information relevant to their investigations from a variety of primary sources.

A3. Processing Information

- A3.3 analyse and interpret research information.
- A3.5 synthesize findings and formulate conclusions.

A4. Communicating and Reflecting

- A4.1 use an appropriate format (e.g., oral presentation, graph, brochure, flyer, poster, report, multimedia presentation, web page) to communicate the results of their research and inquiry effectively for a specific purpose and audience.

B1. The Social Construction of Identity

- B1.2 demonstrate an understanding of how a variety of factors (e.g., race, socio-economic status, sexual orientation, ability) intersect in individuals to create diverse experiences of identity and social roles.

B2. Power Relations

- B2.1 explain how power and privilege operate in various Canadian social, economic, and political contexts.

B3. Social Awareness and Individual Action

- B3.4 identify career and volunteer opportunities that could help support equity and social justice objectives.

C1. Ethnocultural Diversity in Canada

- C1.1 describe the ongoing challenges and struggles facing various racial, cultural, or national minority groups in Canada, including Aboriginal people and newcomers.

D3. Social Action and Personal Engagement

- D3.1 identify a specific need related to an equity or social justice issue, and design an initiative to address this need.

⁶ Ontario Ministry of Education, "The Ontario Curriculum Grades 9 to 12: Social Sciences and Humanities" (2013) at 70, online (pdf): *Ontario Ministry of Education* <<http://www.edu.gov.on.ca/eng/curriculum/secondary/ssciences9to122013.pdf>>.

CURRICULUM LINKS

7. Equity and Social Justice: From Theory to Practice, Grade 12 (HSE4M)⁷

A1. Exploring

- A1.1 explore a variety of topics related to equity and social justice to identify topics for research and inquiry.

A2. Investigating

- A2.1 create appropriate research plans to investigate their selected topics.
- A2.2 locate and select information relevant to their investigations from a variety of primary sources.

A3. Processing Information

- A3.1 assess various aspects of information gathered from primary and secondary sources.
- A3.2 record and organize information and key ideas using a variety of formats.
- A3.4 demonstrate academic honesty by documenting the sources of all information generated through research.

A4. Communicating and Reflecting

- A4.1 use an appropriate format (e.g., oral presentation, written research report, poster, multimedia presentation, web page) to communicate the results of their research and inquiry effectively for a specific purpose and audience.

B1. Approaches and Perspectives

- B1.5 analyse how legislation, the courts, and public policy approach equity and social justice issues.

B2. Power Relations

- B2.1 analyse the dynamics of power relations and privilege in various social settings, both historical and contemporary.

C1. Historical and Contemporary Issues

- C1.2 analyse a broad range of current equity and social justice issues in Canada.

C3. Policies, Strategies, and Initiatives

- C3.1 compare challenges facing various equity seeking groups.

D1. Promoting Equity and Social Justice

- D1.2 describe how education can help promote equity and social justice.

D3. Opportunities for Participation

- D3.1 identify a specific need related to an equity or social justice issue, and design an initiative to address this need.

⁷ *Ibid* at 81.

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8. Exploring Technologies, Grade 9, Open (TIJ10)⁸

A1. Planning and Development

- A1.1 describe a design process or other problem-solving process for planning and developing products and/or services.

A2. Communication

- A2.1 use a variety of appropriate methods to communicate information or ideas and concepts during the planning and production stages of a project.

B1. Problem Solving and Project Management

- B1.5 demonstrate the ability to work cooperatively in a group environment to solve problems.

C2. Technology and Society

- C2.1 describe some of the effects that technological innovations of the past have had on society (e.g., effects on health, on people's ability to travel and communicate, on living standards, on education) and the economy.
- C2.2 describe how society is being affected today by various new and emerging technologies.
- C2.4 demonstrate an understanding of, and respect for, cultural and social diversity as they develop and create various products or services.
- C2.5 describe how social and economic factors influence the development and use of technology.

9. Computer Technology, Grade 10, Open (TEJ20)⁹

C2. Technology and Society

- C2.1 identify some of the effects of the development of computer technology on society.

10. Communications Technology, Grade 11, University/College Prep (TGJ3M) ¹⁰

A1. Core Concepts, Techniques, and Skills

- A1.1 demonstrate an understanding of design principles.
- A1.2 demonstrate an understanding of the concepts required to produce effective media products or services.

⁸ Ontario Ministry of Education, "The Ontario Curriculum Grades 9 and 10: Technological Education" (2009) at 43, online (pdf): *Ontario Ministry of Education* <<http://www.edu.gov.on.ca/eng/curriculum/secondary/teched910curr09.pdf>>.

⁹ *Ibid* at 57.

¹⁰ Ontario Ministry of Education, "The Ontario Curriculum Grades 11 and 12: Technological Education" (2009) at 48, online (pdf): *Ontario Ministry of Education* <<http://www.edu.gov.on.ca/eng/curriculum/secondary/2009teched1112curr.pdf>>.

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A4. Teamwork

- A4.1 explain the benefits of listening, encouraging participation, and sharing information, resources, and expertise when working in a team setting
- A4.2 describe and apply concepts and techniques that facilitate effective collaboration in a team environment.

B2. Problem Solving

- B2.1 define a problem or challenge precisely and in adequate detail, taking into account relevant contextual or background information.
- B2.3 use a variety of information sources and research techniques to help identify possible solutions.
- B2.4 use idea-generating techniques such as brainstorming or clarification techniques such as situation analyses to help identify possible solutions.
- B2.6 evaluate possible solutions to identify those that most effectively meet the objectives and criteria within the existing constraints.

C2. Technology and Society

- C2.1 demonstrate an understanding of social standards and cultural sensitivity and use appropriate and inclusive content, images, and language in communications media productions.
- C2.2 describe the effects of current trends in communications technology on society and different cultures within society.

D3. Career Opportunities

- D3.3 identify groups and programs that are available to support students who are interested in pursuing non-traditional career choices in the communications technology industry.
- D3.4 demonstrate an understanding of and apply the Essential Skills that are important for success in the communications technology industry as identified in the Ontario Skills Passport

11. Communications Technology, Grade 12, University/College Prep (TGJ4M)¹¹

B2. Problem Solving

- B2.1 define a problem or challenge precisely and in adequate detail, taking into account relevant contextual or background information.
- B2.3 use a variety of information sources and research techniques to help identify possible solutions.
- B2.4 use idea-generating techniques such as brainstorming or clarification techniques such as situation analyses to help identify possible solutions.
- B2.6 evaluate possible solutions to identify those that most effectively meet the objectives and criteria within the existing constraints.

¹¹ *Ibid* at 62.

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C2. Technology and Society

- C2.1 describe how cultural diversity can be reflected in media products.
- C2.2 evaluate the societal and cultural effects of converging and emerging technologies.

12. Computer Technology, Grade 11, Workplace Prep (TEJ3E)¹²

C2. Technology and Society

- C2.1 describe the benefits of computer technology for society.
- C2.2 describe the drawbacks of computer technology for society.

13. Introduction to Business, Grades 9 or 10 (BBI10, BBI20)¹³

Business Fundamentals

- Demonstrate an understanding of ethics and social responsibility in business.

Functions of a Business

- demonstrate an understanding of the importance and role of information and communication technology in business.

Entrepreneurship

- describe characteristics and skills associated with successful entrepreneurs and demonstrate an understanding of the contributions to Canadian business of selected entrepreneurs.
- analyse the importance of invention and innovation in entrepreneurship.

14. Information and Communication Technology in Business, Grades 9 or 10 (BTT10, BTT20)¹⁴

Digital Literacy

- demonstrate an understanding of the terminology associated with information and communication technology.
- apply effective techniques when conducting electronic research.

Design Software

- demonstrate an understanding of the uses and design of effective websites, and develop their own web pages.

¹² *Ibid* at 83.

¹³ Ontario Ministry of Education, "The Ontario Curriculum Grades 9 and 10: Business Studies" (2006) at 27, online (pdf): *Ontario Ministry of Education* <<http://www.edu.gov.on.ca/eng/curriculum/secondary/business910currb.pdf>>.

¹⁴ *Ibid* at 34.

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Ethics and Issues in Information and Communication Technology

- demonstrate an understanding of legal, social, and ethical issues relating to information and communication technology.
- analyse privacy and security issues relating to information and communication technology.

15. Career Studies, Grade 10, Open (GLC20)¹⁵

A2. Decision-Making Strategies and Goal Setting

- A2.2 reflect on and document the process of developing and revising goals, commenting on the effectiveness of the strategies they have used in the process and identifying areas where more work may be needed.

B1. Exploring Work Trends and the Importance of Transferable Skills

- B1.1 identify some recent and evolving technological, economic, and social trends that have influenced the world of work, both locally and globally, noting their impact on the kind of work we do and how we do it as well as on workers' rights and responsibilities, and analyse the possible impact of those trends on their own choices now and in the future.

B2. Preparing for Future Opportunities

- B2.3 explain how digital media use and a social media presence can influence their education and career/life opportunities, while at the same time demonstrating an understanding of the importance of managing their personal information and protecting their privacy online

16. Leadership and Peer Support, Grade 11 (GPP30)¹⁶

Interpersonal Knowledge and Skills

- use strategies that promote positive interpersonal relationships as they pertain to leadership and/or peer support.
- demonstrate effective use of communication skills in a variety of settings.

¹⁵ Ontario Ministry of Education, "The Ontario Curriculum Revised Course: Career Studies" (2019) at 13, online (pdf): *Ontario Ministry of Education* <<http://edu.gov.on.ca/eng/curriculum/secondary/career-studies-grade10.pdf>>.

¹⁶ Ontario Ministry of Education, "The Ontario Curriculum Grades 11 and 12: Guidance and Career Education" (2006) at 34, online (pdf): *Ontario Ministry of Education* <<http://www.edu.gov.on.ca/eng/curriculum/secondary/guidance1112currb.pdf>>.