

# 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.**

# PITCHING ACCESS TO JUSTICE APPS

## Primary Authors:

**Amy Salyzyn, Associate Professor**

**University of Ottawa Faculty of Law, Common Law Section**

**Funding support provided by the Government of Ontario's Early Researcher Awards Program**

**Amy.Salyzyn@uottawa.ca**

**Ocean Avriel, JD Candidate**

**University of Ottawa Faculty of Law, Common Law Section**

**Conor Leggott, JD Candidate**

**University of Ottawa Faculty of Law, Common Law Section**

**Version: Fall 2021**



"Access To Justice Legal Apps Challenge Modules" are licensed under CC BY-NC-SA 4.0 Attribution-NonCommercial-ShareAlike 4.0 International. To view a copy of this license, visit <https://creativecommons.org/licenses/by-nc-sa/4.0/>

## Contents

<b>Module 5 Introduction: Legal App Poster &amp; Presentation</b>	<b>3</b>
<b>Module 5: Lesson Plan</b>	<b>4</b>
Part 1: Team Art Project Warmup OR Superhero Warmup (10 minutes)	4
Part 2: Legal App Pitching (45 minutes)	4
Part 3: Conclusion & Debrief (15 minutes)	5
<b>Module 5: Superhero Warmup Handout</b>	<b>6</b>
<b>Module 5: Dragon's Den Questions and Feedback</b>	<b>6</b>
<b>Module 5: App Development Toolkit</b>	<b>8</b>
<b>Appendix 1: Background Information</b>	<b>9</b>

# **PITCHING ACCESS TO JUSTICE APPS**

# PITCHING ACCESS TO JUSTICE APPS

## Module 5 Introduction: Legal App Poster & Presentation

In Module 3, students prepared a poster to present their access to justice app design and practised good presentation techniques.

In Module 5, students pitch their app idea to a developer, "Dragon's Den" style, in the hopes of turning their app design into a reality. Students' will use the posters and presentation techniques from Module 4 to persuade their audience. The group will also explore how they can make their apps a reality by learning about development strategies and resources.

Depending on the number of groups presenting their project, you may want to take two sessions to complete this module with your class.

### Learning Objectives

- To gain practice using persuasive presentation techniques in front of an audience.
- To practice giving constructive feedback and asking questions of their peers in order to learn about the role of communication in teamwork.
- To learn about resources and supports for to make the access to justice app a reality.

### Materials

- Team art project warmup supplies: Bristol board, masking tape, 10 pipe cleaners, 10 re-useable straws, 20 paper clips, 5 feet of yarn, 5 sheets of coloured paper  
OR Superhero Warmup Handout
- Dragon's Den Questions and Feedback Handout
- App Development Toolkit Handout

# PITCHING ACCESS TO JUSTICE APPS

## Module 5: Lesson Plan

Total Time: 1 hour 10 minutes

### Part 1: Team Art Project Warmup OR Superhero Warmup

10 minutes

#### Option 1: Team Art Project Warmup

- This activity will get students thinking about teamwork, creativity, and communication.
- Divide students into groups. Students can go into their app design groups or different groups. Each group should sit at a table.
- Set up supplies on each table: Bristol board, masking tape, 10 pipe cleaners, 10 re-useable straws, 20 paper clips, 5 feet of yarn, 5 sheets of coloured paper.
- Instruct students that you will set a 5 minute timer. During that time, students are not allowed to speak out loud and only one student can touch the supplies at their table at once. Their goal is to create something using the supplies at their table while following the rules.
- Ask students about their experience with the activity to debrief. How did they communicate? What team roles did they observe?

OR

#### Option 2: Superhero Warmup

- This activity will help students identify their own personal strengths and gain practice receiving positive feedback from others.
- Divide students into pairs. Give each student a copy of the Superhero Warmup Handout.
- Students will take 3 minutes to look at the Superhero Warmup Handout by themselves to find at least three words on the sheet that they identify with.
- After 3 minutes is up, each student will take turns sharing their words with their partner. While one partner is sharing, the other partner's role is to listen while drawing or writing a visual representation of the sharing partner as a superhero with the qualities shared. Each partner should take 3 minutes to share and 1 minute to look at each other's drawings.
- It is difficult to hear positive feedback about ourselves, and can be even more difficult to talk positively about ourselves. This activity helps students practice giving and receiving positive feedback as preparation for the Dragon's Den pitch and working as part of a collaborative team.

### Part 2: Legal App Pitching

45 minutes

#### 1. Preparation

- Ask students to recall public speaking and storytelling tips from Module 4:
  - I. Know the Content
  - II. Don't read from a script
  - III. Use facts and statistics
  - IV. Tell a story

# PITCHING ACCESS TO JUSTICE APPS

- V. Keep eye contact
- VI. Be aware of body language

- Invite any questions or concerns students may have about giving their pitch.

## 2. Active listening: asking questions and giving feedback

- Give students each a copy of the Dragon's Den Question and Feedback handout. This will provide guidance to students on asking good questions and giving constructive feedback to their peers.

## 3. Pitching the app

- Each group will have 5-10 minutes to make their pitch to the class. All group members should have an opportunity to speak.
- Invite feedback from groups in the audience. Over the course of the presentations, each student should ask a question or provide feedback at least once, but do not need to do so for every presentation.

## Part 3: Conclusion & Debrief

**15 minutes**

- What persuasive speaking techniques did you try to use? What techniques did you see used effectively in your group?
- How did your team work together? Did you see different roles emerge? Can you imagine the different team roles that would be part of developing a professional app?

## Next Steps

- Participants who are interested in taking their apps further can take advantage of resources, funding, and support programs. These are detailed in the App Development Toolkit Handout.

# PITCHING ACCESS TO JUSTICE APPS

## Module 5: Superhero Warmup Handout<sup>1</sup>

Choose at least three words from this list that you personally identify with. Share the words you have chosen with a partner, who will draw a superhero image with those qualities, then do the same for them.

- Sister
- Brother
- Mother
- Father
- Grandmother
- Grandfather
- Aunt
- Uncle
- Niece
- Nephew
- Cousin
- Companion
- Teammate
- Co-worker
- Person
- Rival
- Friend
- Coach
- Mentor
- Partner
- Passerby
- Teacher
- Counselor
- Matriarch
- Way Maker
- Architect
- Planner
- Lost One
- Deconstructor
- Island
- Love Spreader
- Gift Noticer
- Guardian
- Stone Builder
- Barrel Jumper
- Blender
- Instinct Digger
- Mediator
- Dreamer
- Guide
- Fly on the Wall
- Bird
- Gate Keeper
- Instigator
- Traditionalist
- Scholar
- Artist
- Flag Holder
- Speaker
- Harvester
- Singer
- Dancer
- Leader
- Musician
- Healer
- Warrior
- Butterfly
- Protector
- Interrogator
- Line Crosser
- Recruiter
- Historian
- Accountable
- Inventor
- Visionary
- Storyteller
- Seer
- Homing Pigeon
- Flood Swimmer
- Gatherer
- Communicator
- Joy Bringer
- Emotion Delver
- People Watcher
- Joker
- Mover
- Logic Wielder
- Thinker
- Grounder
- Risk Taker
- Groaner
- Manager
- Counter
- Gold Digger
- Brass Touch
- Host
- Amphibian
- Down Beat
- Blacklight
- Culture Crawler
- Sponge
- Plucker
- Marathoner
- Presenter
- Fiddler
- Wrangler
- Surgeon
- Camera
- Crafter
- Platformer
- Adventurer
- Compass
- Promoter
- Wanderer
- Sundial
- Lover
- Fractal
- Broken
- Chocolate Heart
- Paper Crane
- Polisher
- Cheerleader
- Doodler
- Supporter
- Sharpener
- Broker
- Chameleon
- Squirrel
- Puddle Jumper
- All-Weather
- Mythologist
- Oathkeeper
- Sunrise Watcher
- Wizard
- Role Model
- Toolmaker
- Bell Ringer
- Cat
- Shovel
- Welder
- Mechanic
- Writer
- Illustrator
- Athlete
- Journalist
- Personality
- Roughneck
- Martian
- Cartoonist
- Paper Carrier

<sup>1</sup> Activity and list originally designed by Lyric.

# PITCHING ACCESS TO JUSTICE APPS

## Module 5: Dragon's Den Questions and Feedback

### Asking Questions

Think of follow-up questions to get more details on why and how the group addressed the six requirements. Examples of follow-up questions might include:

- A. Name of their app
  - Why did you choose the name of your app?
  - How does the name reflect the app's purpose?
- B. A drawing or sketch of their app's logo
  - How does the app's logo relate to its purpose?
  - How does the app's logo connect to its target users?
- C. A drawing or sketch of the home screen of their app
  - What are the accessibility requirements you considered when designing the home screen?
  - How will the home screen make it easy to access your app's key functions?
- D. What problem their app will solve
  - Why is this problem necessary to address?
  - Why is an app the answer to solve this problem?
  - How can a user learn more about the legal problem that the app will solve?
- E. How their app will solve this problem
  - How will the app have a sustainable business model?
  - Will the app be free or paid?
  - Will the app direct users to other legal services?
- F. Who the app's target users are
  - How will the target users find out about the app?
  - Are there competitor apps that offer the same service to the same group of target users?
  - Does this target group have specific needs from an app?

### Brainstorm Questions to Ask Your Colleagues Below:



# PITCHING ACCESS TO JUSTICE APPS

## Giving Feedback

Some general guidelines on giving feedback include:

- Focus on the student's behaviour, not their character: what they do, not who they are
- Be specific in asking for and giving feedback: what is the behaviour or skill shown that was effective and why
- Position your feedback with you as the speaker: "It sounds to me like..." or "My reaction is..."
- Recognize, reinforce, and refine the positive skills you see other students demonstrate

INSTEAD OF	TRY
Can I give you some feedback?	Here's my reaction.
Good job!	Here are three things that really worked for me. What was going through your mind when you did them?
Here's what you should do.	Here's what I would do.
Here's where you need to improve.	Here's what worked best for me, and here's why.
That didn't really work.	When you did x, I felt y or I didn't get that.
You need to improve your communication skills.	Here's exactly where you started to lose me.
You lack strategic thinking.	I'm struggling to understand your plan.
You should do x [in response to a request for advice].	What do you feel you're struggling with, and what have you done in the past that's worked in a similar situation?

**Brainstorm Ways to Phrase Your Feedback to Your Colleagues Below:**

# PITCHING ACCESS TO JUSTICE APPS

## Module 5: App Development Toolkit

To make your access to justice app idea into a real product, it is helpful to have resources, support, and a development platform. Here are a few tools to get you started; there are many more out there.

### Resources

Resources include funding, equipment, and supplies that make a project possible. Equipment such as computers or software helps you develop your app while funding can cover your development costs.

- **#RisingYouth** - <https://risingyouth.ca/>  
Get funding from TakingITGlobal for youth projects that help out their communities.
- **The Law Foundation of Ontario** - <https://lawfoundation.on.ca/news/responsive-call-for-applications/>  
Partner with a non-profit organization to make your access to justice app a reality.
- **Ontario Trillium Foundation** - <https://otf.ca/our-grants/youth-opportunities-fund>  
Apply through the Youth Opportunities Fund to develop an inspiring access to justice solution.

### Support

Support can come in many forms, from a supportive team to encouraging teachers and family members. Support can also be useful as training and information on how to build an app, how to be an entrepreneur, and what access to justice issues you can help solve.

- **Futurpreneur** - <https://www.futurpreneur.ca/en/>  
Aspiring business owners age 18-39 can get financing, resources, and mentoring.
- **Actua Codemakers** - <https://www.actua.ca/en/programs/codemakers/>  
Learn about STEM, with resources for schools and kids. The Codemakers program can help youth learn about coding and computer science.
- **Apps for Good** - <https://www.appsforgood.org/>  
Take free online courses to learn more about app development.

### Development Platform

To build an app you need a development platform. This doesn't mean you have to be knowledgeable in coding: there are plenty of platforms out there that offer no-code or "click" coding.

- **Appypie** - <https://www.appypie.com/>  
Use a free trial of this no-code platform to build the first version mobile apps.
- **AppSheet** - <https://www.appsheet.com/>  
Build prototype apps for free using Google or Excel spreadsheets to manage data.
- **Coding**  
Use Python, Swift, JavaScript, or any other programming language to develop your mobile app.

# PITCHING ACCESS TO JUSTICE APPS

## Appendix 1: Background Information

The background information for this module provides context for how students can give feedback and ask questions of their colleagues to help develop both their apps and positive team communication. The background information also offers suggestions for tools that can help students turn their apps into real projects with resources, support, and platforms.

### 1. Giving Feedback

When giving feedback on someone's performance, it is important to “focus on behaviour, not character”.<sup>1</sup> Critiquing character involves making assumptions about why someone is behaving in a certain way, such as criticizing work ethic, while focusing on behaviour lets the recipient know exactly what they did that was effective or ineffective without the feedback turning into a personal attack.<sup>2</sup> Specific language “framed in the language of behaviour” can lead to a plan forward for the recipient to improve or maintain their performance.<sup>3</sup>

The value of being specific extends to the recipient of feedback as well. Rather than asking “Do you have any feedback for me?” try asking “What's one thing I could improve?” or “What's one thing I could have done better in that presentation?” to make clear what a speaker is being asked to give feedback on.<sup>4</sup> The type of feedback might be appreciation and acknowledgement, evaluation of performance on a specific task, or general coaching about how to improve and learn.<sup>5</sup>

Some researchers suggest that negative critical feedback is not as useful to recipients; they point out that all feedback is filtered through the speaker's personal biases and understanding.<sup>6</sup> Positioning your feedback as coming from your personal feelings and emotions—“it sounds *to me* like...”—rather than as an objective standard—“this is no good”—helps the recipient parse through the personal bias to find something useful and applicable to themselves.<sup>7</sup>

“Recognizing, reinforcing, and refining” the skills someone already has tends to be more useful to a recipient's learning than identifying a perceived lack of skill.<sup>8</sup> This ability of a speaker to reinforce good behaviour is expressed by Dr. Ivan Joseph with the phrase “catch them when they're good”.<sup>9</sup>

---

<sup>1</sup> Achieve Centre for Leadership & Workplace Performance, “How to Give Fair Feedback”, online: *Achieve Centre* <<https://ca.achievecentre.com/blog/how-to-give-fair-feedback/>>.

<sup>2</sup> *Ibid.*

<sup>3</sup> *Ibid.*

<sup>4</sup> Carolyn O'Hara, “How to Get the Feedback You Need”, (15 May 2019) *Harvard Business Review*, online: *Harvard Business Review* <<https://hbr.org/2015/05/how-to-get-the-feedback-you-need>>.

<sup>5</sup> *Ibid.*

<sup>6</sup> Marcus Buckingham & Ashley Goodall, “The Feedback Fallacy”, (March-April 2019) *Harvard Business Review*, online: *Harvard Business Review* <<https://hbr.org/2019/03/the-feedback-fallacy>>.

<sup>7</sup> *Ibid.*

<sup>8</sup> *Ibid.*

<sup>9</sup> Ivan Joseph, “The Skill of Self Confidence”, (13 January 2012) *TEDxRyersonU*, online: *Youtube* <<https://www.youtube.com/watch?v=w-HYZv6HzAs>>.

# PITCHING ACCESS TO JUSTICE APPS

Strong negative feedback can in fact impair learning because our brains learn best based on our own sense of what we are doing well.<sup>10</sup>

The Right Way to Help Colleagues Excel <sup>11</sup>	
INSTEAD OF	TRY
Can I give you some feedback?	Here's my reaction.
Good job!	Here are three things that really worked for me. What was going through your mind when you did them?
Here's what you should do.	Here's what I would do.
Here's where you need to improve.	Here's what worked best for me, and here's why.
That didn't really work.	When you did x, I felt y or I didn't get that.
You need to improve your communication skills.	Here's exactly where you started to lose me.
You need to be more responsive.	When I don't hear from you, I worry that we're not on the same page.
You lack strategic thinking.	I'm struggling to understand your plan.
You should do x [in response to a request for advice].	What do you feel you're struggling with, and what have you done in the past that's worked in a similar situation?

## 2. Asking Questions

For students to ask good questions of their colleagues, it is helpful to remember the six requirements from Module 4 each group had to address with their poster presentation:

1. Name of their app
2. A drawing or sketch of their app's logo
3. A drawing or sketch of the home screen of their app
4. What problem their app will solve
5. How their app will solve this problem
6. Who the app's target users are

Think of follow-up questions to get more details on why and how each group answered the six requirements in the ways that they did. Examples of follow-up questions might include:

1. Name of their app
  - Why did you choose the name of your app?
  - How does the name reflect the app's purpose?
2. A drawing or sketch of their app's logo
  - How does the app's logo relate to its purpose?
  - How does the app's logo connect to its target users?

<sup>10</sup> Buckingham & Goodall, *supra* note 4.

<sup>11</sup> *Ibid.*

# PITCHING ACCESS TO JUSTICE APPS

3. A drawing or sketch of the home screen of their app
  - What are the accessibility requirements you considered when designing the home screen?
  - How will the home screen make it easy to access your app's key functions?
4. What problem their app will solve
  - Why is this problem necessary to address?
  - Why is an app the answer to solve this problem?
  - How can a user learn more about the legal problem that the app will solve?
5. How their app will solve this problem
  - How will the app have a sustainable business model?
  - Will the app be free or paid?
  - Will the app direct users to other legal services?
6. Who the app's target users are
  - How will the target users find out about the app?
  - Are there competitor apps that offer the same service to the same group of target users?
  - Does this target group have specific needs from an app?

### 3. App Development for Youth

Mobile app development is a means through which youth can use digital skills to develop solutions to local community challenges.<sup>12</sup>

#### A. Resources

TakingITGlobal is a Canadian charity that offers programs, grants, and mentorship to youth by bringing “technology and world issues to the classroom”.<sup>13</sup> One of TakingITGlobal's initiatives is the #RisingYouth Community Service Grants. These grants are designed to help youth create projects that give back to their communities.<sup>14</sup> The #RisingYouth Take Action Guide provides a useful walkthrough for students who want to develop their mobile app to address an access to justice issue.

The Law Foundation of Ontario provides small non-profit organizations with grants for projects that will improve access to justice.<sup>15</sup> While the Foundation does not fund individuals, students can partner with a non-profit organization to apply for funding to develop their app. In the course of researching their legal problem, students will learn about local organizations working to improve access to justice in their area of work. Pitching a plan to collaborate with these organizations to develop an access to justice app is a good extension of the skills developed in this module.

---

<sup>12</sup> UNESCO, “YouthMobile 2018 Report”, online: *UNESCO* <[https://en.unesco.org/sites/default/files/youthmobile\\_report\\_2018.pdf](https://en.unesco.org/sites/default/files/youthmobile_report_2018.pdf)>.

<sup>13</sup> TakingITGlobal, “About TakingITGlobal”, online: *TakingITGlobal* <<https://www.tigweb.org/about/>>.

<sup>14</sup> TakingITGlobal, “#RisingYouth Community Service Grants Take Action Guide”, online: *TakingITGlobal* <[https://risingyouth.ca/files/Rising-Youth\\_Take-Action-Guide.pdf](https://risingyouth.ca/files/Rising-Youth_Take-Action-Guide.pdf)>.

<sup>15</sup> The Law Foundation of Ontario, “Responsive Call for Applications” (20 December 2019), online: *Law Foundation of Ontario* <<https://lawfoundation.on.ca/news/responsive-call-for-applications/>>.

# PITCHING ACCESS TO JUSTICE APPS

The Ontario Trillium Foundation has a Youth Innovations Stream through their Youth Opportunities Fund that funds youth-led initiatives.<sup>16</sup> The Youth Innovations Stream priorities projects that support marginalized populations and other goals that also promote access to justice.<sup>17</sup>

## **B. Support**

Futurpreneur is a Canadian non-profit organization that supports young entrepreneurs with financing, mentoring, and business tools.<sup>18</sup> While the organization only works with entrepreneurs age 18-39, high school students can keep Futurpreneur in mind if they want to turn their app idea into a successful business.<sup>19</sup>

Actua's *Codemakers* or Digital Skills program provides resources for teachers to bring coding education into the classroom.<sup>20</sup> Classes who want to pursue their access to justice mobile app development as a group can find helpful resources here. Individuals can also participate in Actua's camps or online activities at home, such as learning about AI.<sup>21</sup>

Apps for Good has resources for teachers to use in the classroom and students to use at home on topics ranging from app development to machine learning.<sup>22</sup> The organization is based in the UK, but has resources available for anyone to use.<sup>23</sup>

## **C. Development Platforms**

Appypie offers a mobile application builder, among other tools, that do not require knowledge of coding to use.<sup>24</sup> The platform can help students create a variety of functions to get their access to justice app into the Apple App Store or Google Play Store using a free trial.<sup>25</sup>

AppSheet lets users start with a familiar platform, such as Google Sheets or Microsoft Excel, to create an app without using code.<sup>26</sup> AppSheet is free to use to develop a prototype app.<sup>27</sup>

Students who are familiar with coding may want to design their app in a coding language, such as Python, Swift, JavaScript, or others, that is familiar to them for greater flexibility.<sup>28</sup>

---

<sup>16</sup> Ontario Trillium Foundation, "Youth Opportunities Fund", online: *Ontario Trillium Foundation* <<https://otf.ca/our-grants/youth-opportunities-fund>>.

<sup>17</sup> *Ibid.*

<sup>18</sup> Futurpreneur Canada, "About", online: *Futurpreneur* <<https://www.futurpreneur.ca/en/about/>>.

<sup>19</sup> *Ibid.*

<sup>20</sup> Actua, "Digital Skills Program", online: *Actua* <<https://www.actua.ca/en/programs/codemakers/>>.

<sup>21</sup> Actua, "Activities", online: *Actua* <<https://www.actua.ca/activities/>>.

<sup>22</sup> Apps for Good, "Courses", online: *Apps for Good* <<https://www.appsforgood.org/courses>>.

<sup>23</sup> *Ibid.*; Vanessa Rhinesmith, "Fostering Innovation and Creativity in Youth Through App Development" (2011), online: *NetSquared* <<https://netsquared.org/blog/vanessa-rhinesmith/fostering-innovation-and-creativity-yout>>.

<sup>24</sup> Appypie, "Appmaker", online: *Appypie* <<https://www.appypie.com/app-builder/appmaker>>.

<sup>25</sup> *Ibid.*

<sup>26</sup> Appsheet, "How to Create an App", online: *Appsheet* <<https://solutions.appsheet.com/how-to-create-an-app>>.

<sup>27</sup> *Ibid.*

<sup>28</sup> AppyPie, "Top Programming Languages for Mobile App Development" (26 May 2020), online: *Appypie* <<https://www.appypie.com/top-programming-languages-for-mobile-app-development>>.