The Justice System

Grade Three Multimedia Resource

Teacher's Guide

The Justice System Teacher's Guide
Table of Contents

The Justice System Teacher's Guide
Introduction

The Objective

This resource has been developed by Alberta Justice, in cooperation with Alberta Education, to provide an introductory overview of the justice system and its key participants, while addressing outcomes from the grade three social studies curriculum. By using this resource, grade three students should be able to **gain a general understanding of how different people in the justice system work together to maintain peace in their community**. The concepts developed in this resource can be used as a basis for the students' exploration and comparison of communities in other countries.

Alberta Justice and Alberta Solicitor General

Alberta Justice and Alberta Solicitor General work together to ensure that communities are safe for people living, working and raising families in Alberta and to educate the public about their rights and role in the justice system.

The Justice System in Alberta:

- allows the federal and provincial governments to establish laws that help provide order and structure to our society
- determines how the police and other peace officers can enforce these laws
- sets out how the courts and judiciary can interpret and uphold the laws after determining facts
- works with partners and the community to determine the best ways to rehabilitate and punish wrongdoers

The Benefits of Technology in the Classroom

The following list is adapted from "Effects of Technology on Classrooms and Students" (accessed 2005) http://www.ed.gov/pubs/EdReformStudies/EdTech/effectsstudents.html

Using computer technology in the classroom can:
- help students develop positive cooperative learning relationships
- enhance student engagement and productivity, as it increases the complexity of the tasks that students can perform successfully, raises student motivation, and leads to changes in classroom roles and organization
- stimulate motivation and self-esteem
- give students the confidence and skills in using technology that they will need in the future
- increase inclination on the part of students to work cooperatively and to provide peer tutoring, even when each student has a computer

Resource Overview

This resource is divided into three parts:

1. **The Justice System in Your Community**
2. **Just to be Safe**
3. **People Don't Always Agree**

These three parts can be accessed from the main menu of the resource.

Part 1: The Justice System in Your Community

Time: 30 minutes

Activity

This part of the resource delivers important information about the various roles within the justice system and how they work together to make our communities safe and peaceful. The students are invited to explore an Albertan community by clicking various buildings to learn more about the lawyers, police officers and judges who work there. As the students explore the community, they collect tokens that show them where they have been and remind them of the key information learned.

Time: 20 minutes

Activity Sheets

After finishing their exploration, students can complete printed activity sheets that help to reinforce what they learned and help them make connections between the justice system and their own quality of life. The activity sheets also describe how the justice system works in both criminal and civil matters.

Part 2: Just to be Safe

Time: 30 minutes

Story

This part of the resource contains a narrative about a 9 year old boy's understanding of how the justice system works to keep him, his family, his friends and his belongings safe (criminal law). Throughout the story, students are asked to make connections to their own experiences and knowledge through "thinking bubbles".

Time: 20 minutes

Activities

After reading the story, the students can complete two activities in which they are quizzed about the material covered. Students must click on the correct answers to various questions and drag objects to complete a rebus cloze activity.

Time: 20 minutes

Activity Sheets

There are also printed activity sheets that the students can complete to reinforce their learning and to draw connections to the role of the justice system in maintaining peace and thereby improving their quality of life.

Part 3: People Don't Always Agree

Time: 30 minutes

Story

This part of the resource contains a narrative about a 9 year old girl's understanding of how the justice system works to help people resolve disagreements in a peaceful way (civil law). Throughout the story, students are asked to make connections to their own experiences and knowledge through "thinking bubbles".

Time: 20 minutes

Activities

After reading the story, the students can complete two activities in which they are quizzed about the material covered. Students must click on the correct answers to various questions and drag objects to identify a correct answer.

Time: 20 minutes

Activity Sheets

There are also printed activity sheets that the students can complete to reinforce their learning and to draw connections to the role of the justice system in maintaining peace and thereby improving their quality of life.

Resource Navigation

The multimedia stories and activities are generally navigated in a linear way by clicking the forward and backward arrows at the bottom of the screen. In some cases, students are required to click or drag an object onscreen and they will not be able to advance using the forward arrow. Students can close the activities and stories at any time by clicking the X close button at the top right of the screen. The students' progress in an activity or story will not be saved.

Technical Requirements

To run the resource you will need the following **minimum** requirements:

- a dedicated 33.6 Internet connection
- Internet browser, e.g., Netscape Navigator 4 or Internet Explorer 4
- Flash Player plug-in (available free from the Macromedia Web site: www.macromedia.com link: Download Flash player)
- Pentium 90 processor
- 800x600 monitor resolution at 16-bit colour depth

The Justice System Teacher's Guide
Links to Curriculum

Social Studies Outcomes and Skills Addressed

Curriculum Outcomes	How They Are Addressed in Resource
examine the social, cultural and linguistic characteristics that affect quality of life in communities in other parts of the world by exploring and reflecting upon the following: • How do the individuals and groups in the communities maintain peace? (GC, PADM) • How do the individuals and groups in the communities cooperate and share with other group members? (C, CC) • What determines quality of life? (CC)	The Justice System in Your Community describes various roles within the justice system and how they work together to maintain peace. These themes are further developed in the stories as the characters explore how their communities are kept safe and peaceful. Students are asked in the Activity Sheet for The Justice System in Your Community to relate the concepts of safety and peace to their own quality of life.
3.S.1 develop skills of critical thinking and creative thinking: • evaluate ideas and information from different points of view **3.S.4 demonstrate skills of decision making and problem solving:** • support proposed ideas, strategies and options with facts and reasons	Activity Sheet for People Don't Always Agree asks students to evaluate two sides of a dispute and decide on a fair solution. Students must also justify their solutions.

3.S.7 apply the research process:
• evaluate whether information supports an issue or a research question
   o develop questions that reflect a personal information need
   o process information from more than one source to retell what has been discovered
	Activity Sheet for Just To Be Safe asks students to complete a KWL Chart in which they write questions to guide their research and explain their findings (what they learned).

3.S.5 demonstrate skills of cooperation, conflict resolution and consensus building: • demonstrate cooperative behaviour to ensure that all members of the group have an • opportunity to participate • consider the needs and points of view of others • work and play in harmony with others to create a safe and caring environment	If the teacher chooses to have the students work in groups while using this resource (see Suggestions for Implementation), these skills can be fostered and developed.

Cross-Curricular Outcomes and Skills Addressed

English Language Arts

Curriculum Outcomes	How They Are Addressed in Resource
1.1 Discover and Explore **Express ideas and develop understanding** • connect prior knowledge and personal experiences with new ideas and information in oral, print and other media texts • explain understanding of new concepts in own words	In the Activity Sheets, students are asked to related what they learned in the resource to their own prior knowledge and personal experiences through written response.
Use comprehension strategies • use grammatical knowledge to predict words and sentence structures when reading narrative and expository material	In the activity for Just to Be Safe, the students are asked to complete a cloze paragraph. Grammatical knowledge could be used as a strategy for this activity.
Construct meaning from texts • summarize the main idea of individual oral, print and other media texts	In the Activity Sheet for The Justice System in Your Community, students are asked to summarize the main idea of the expository text included in the multimedia.
5.2 Work within a Group **Cooperate with others** • work cooperatively with others in small groups on structured tasks • identify others who can provide assistance, and seek their help in specific situations	If the teacher chooses to have the students work in groups while using this resource (see Suggestions for Implementation), these skills can be fostered and developed.

Information and Communications Technology (Division I)

Curriculum Outcome	How It Is Addressed in Resource
F.6 - Students will demonstrate a basic understanding of the operating skills required in a variety of technologies. **Specific Outcomes** • perform basic computer operations, which may vary by environment, including powering up, inserting disks, moving the cursor, clicking on an icon, using pull-down menus, executing programs, saving files, retrieving files, printing, ejecting disks and powering down	Using a multimedia resource such as this one will help students develop and demonstrate an understanding of basic computer operating skills.

Health and Life Skills

Curriculum Outcome	How It Is Addressed in Resource
W ELLNESS CHOICES *Students will* make responsible and informed choices to maintain health and to promote safety for self and others. **S AFETY AND RESPONSIBILITY** W–3.7 identify strategies to avoid being bullied in different case scenarios; e.g., communicate whereabouts, get away, say no firmly, avoid dares W–3.9 describe, apply and analyze appropriate safety behaviours in the local community; e.g., street, railway crossings, dugouts, farm equipment, waterfront	In the story Just To Be Safe, the main character describes how to avoid bullying situations. The character also describes general safety around his neighbourhood (not accepting rides from strangers, locking the house). These ideas could be used as jumping off points for class discussion.
R ELATIONSHIP CHOICES *Students will* develop effective interpersonal skills that demonstrate responsibility, respect andcaring in order to establish and maintain healthy interactions. **IN TERACTIONS** R–3.7 examine the effects of conflict on relationships	In the story People Don't Always Agree, the main character describes various conflicts in different types of relationships (family, friends, neighbours, parents) and peaceful solutions are found for these conflicts. These examples could be used as jumping off points for class discussion.

The Justice System Teacher's Guide
Suggestions for Implementation

Organizing for Instruction

Due to the interconnectedness of the concepts covered in the various parts of the resource, it is suggested that it be accessed in its entirety within a short period of time (e.g., using it daily for a week). Once students are familiar with the resource, it could be re-accessed periodically through the year, for students' interest or to make further connections with other units of study.

Begin by introducing and providing an overview of the resource and the accompanying activity sheets that the students will be using. Provide students with the parameters for using the resource (e.g., you have decided to have the student work individually on the multimedia component but cooperatively on the activity sheets). Discuss the order in which you want students to access the various parts of the resource and give them an approximate time frame.

Show students how to log on and provide basic navigation instructions. Make sure that all students are very clear on the instructions for working with the computers, and that all students understand the steps for working through the multimedia component and related activity sheets.

Single Computer Classrooms
Classrooms with only one computer, admittedly, present the greatest challenge when involving students in e-learning. In this situation, teachers are best to introduce students to the resource collectively – either by hooking up the single computer to a projector or by gathering students around a computer with a single monitor. It may seem unrealistic to have thirty students looking at a single screen, but it is not much different than sharing a picture book with your class.

Multiple-Computer Classrooms
Classrooms with three or more computers provide an ideal situation for cooperative learning. Students can rotate through the computers in groups while the rest of the students work on related activities – e.g., activity sheets, pre and post reading activities, extension activities.

Computer Labs
In computer labs, students typically work in a self-directed manner on individual computers. In these instances, students should be well-prepared prior to accessing the online resource.

Your classroom or lab computer may have a media (AUI) adapter that allows you to project from your computer station to a television monitor or a large screen. If you are going to review the resource as a class, it is important to ensure that all students can easily see the screen. One classroom arrangement that works well is to arrange the desks in a large **U** shape. The computer station sits to the side of the "U" and the screen or TV sits in the centre and front of the **U**. In this way, both the teacher and student have a clear view of the screen, and of each other. Activity sheets corresponding to the online activity could also be projected on the screen, and the students could discuss and/or record their individual answers on sheets of paper.

Note: Even if students will be working through the resource independently, if you have access to a projection screen, consider running through the resource (in whole or in part) as a class before students begin working independently.

In a lab setting, though students are working through the resource simultaneously and may or may not be communicating and working along with their neighbours, they will still be working at their own pace. Ideally, the lab should be configured so that you can move easily between the stations to monitor and assist the students. Labs are usually located in a room separate from the regular class, so you may want to store the accompanying resources (i.e., activity sheets) in easy-to-carry boxes. These can be brought to the lab with you. As the student completes the required elements of the multimedia component, they can carry on with the related printable(s). This allows for a staggered finish without unnecessary down time for students.

Independent and Cooperative Learning

You may want to allow some students to work individually so they do not feel rushed or over-powered by a more capable partner. Individual work can also occur with the assistance of a program aide, volunteer parent or an older student if there are opportunities for extra support of some type.

Students can benefit from working through the multimedia resource cooperatively, as the shared reading experience will be helpful and students are able to help each other with navigation. If students are working cooperatively, it is most effective to establish groups of no more than three students, with group members alternating control of the mouse. Things to consider when grouping students are: technology skills, reading levels, personality types and behaviours.

Note:
- It's a good idea to place technologically-skilled students together, as this avoids having them take over the group and ensures that the lesser-skilled students have the chance to develop their own skills because they can't sit back and wait for someone else to take control.
- It's important to place struggling readers with stronger readers, but the gap between reading levels should not be too great. Group lower readers with readers slightly more advanced. Where possible, have very capable readers work together.
- Strong leaders can learn improved cooperation skills by working with other strong leaders, whereas natural "helpers" can thrive in situations where they work with less able students. It is important, however, to mediate situations in which strong leaders are involved in turn-taking situations and where "helpers" become used by their partners and the partners develop learned helplessness.
- Students with poor behaviours often thrive when allowed to work alone.

To ensure that all students have access to the computers during the specified time you need to identify the following:

- the number of computers
- the number of class periods
- the total number of students who will work cooperatively
- the total number of students who will work independently
- approximate time required to work through the assigned part(s) of the resource (session)

To calculate the number of students per group, follow these steps:

Calculation Steps	Sample Figures	
divide the number of minutes in each class by the length of each session	60 minutes in a class / 30 minutes per session	2
multiply this number by the number of class periods	2 blocks x 4 class periods	8
multiple this number by the number of computers available	8 blocks x 2 computers	16
subtract the number of students working independently	16 blocks – 3 independents	13
divide total number of students by available sessions	30 students / 13 sessions	2.3

In this situation, the class could be divided into:

- 12 groups of 2 and 2 groups of 3, with three students working independently
- 13 groups of 2 and 1 group of 4, with three students working independently

When using a rotation system, it helps to have a schedule posted that identifies students' names and their allotted session time.

Set Up and Preparation

One suggestion for physical set-up is to create learning centres that house all of the resources and instructions needed for students to complete the learning activities in a self-directed manner. Learning centres are particularly useful when teacher-guided work is occurring simultaneously with other students. Keep a table(s) in the centre area for students to work on follow-up activities (i.e., progress sheets, response activities and other activities of your own choice). If possible, keep the table near the computer(s) to lessen classroom traffic. Keep a basket of pens, pencils, erasers and paper on the tables. Again, this should help eliminate unnecessary interruptions.

If possible, keep the centre area near shelves and a bulletin board. The shelves can store needed resources. The bulletin board is a good place to display instructions or rotation charts. To further accommodate self-directed and/or independent work, you may wish to have copies of the activity sheets stored in the centre. One way to minimize printing costs is to print only one or two copies of each printable. These can be put in plastic covers or laminated for durability, and the sheets can be shared by all. One way to keep the sheets organised is to use file folders, baskets or boxes that are specific to each group or that are specific to each part of the resource. Students should know what material they are responsible for covering, how they should record their progress, when and where they should submit their work and what testing procedures are in place.

If you have a number of classroom computers at your disposal (i.e., two, four, six, etc.), group the computers together, back-to-back or in a circle, with the screens facing outwards. This takes little space, adds to the centralised feel of the area, and provides space for more than one student to work around a single monitor. Back-to-back or circular set-ups work well

e.g.
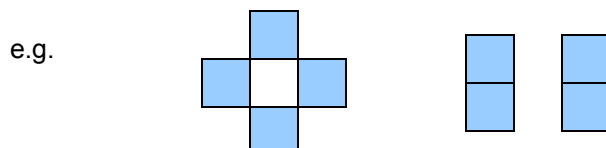
Regardless of the exact configuration, make sure each student in a group can sit comfortable, access the mouse, and clearly see the screen. Students should take turns sitting at the 'mouse' side of the computer.

Students with Special Needs

Creating individual plans for special needs or academic challenge students based on their abilities is a good organizational tactic. You may come up with a unique combination of pairs and individuals, devise a computer schedule that gives extra time to those who are likely to need it, and pre-assign response and supplemental activities based on the anticipated progress of student through the printed work.

Students Who Struggle

- Make sure the student knows how to operate the computer.
- Provide support — have the student work alongside a more capable student or an adult.
- Schedule extra computer time to allow the student to work at his/her own pace.
- Select printable activities carefully — omit sections where appropriate.
- Modify expectations — the pupil may be capable of working through the multimedia component but not the activity sheets.

Students Who Need a Challenge

- Provide opportunities for the student to work on independent projects related to [name resource].
- Use the student as a mentor to work with others.
- Be flexible in scheduling and allow the student to move on to other tasks as soon as he/she is ready.

Using the Resource at Home
Computers should always be located in a part of the house where parents can monitor their child's Web access and interact with them as they learn.

Independent Learning
Have your child work independently and at his or her own pace. Establish a routine for accessing the resource and related activities. Your child should know what resources are available to her and how you expect her to use the resources.

Working Together
Provide opportunities for your child work through the resource and related activities with other children (friends, siblings or cousins) as well as with a parent or caregiver. Establish a routine that is similar to the one for independent learning.

Tips for Use:
- Store all of the materials and supplies your child will need to complete the resource and activity sheets in an area that is easily accessible.
- Create a folder in which your child can store printed materials.
- Create a suitable workspace, a display area for completed work and tracking charts to monitor your child's progress.

Mediation and Teacher Direction

Student-directed Learning
It is important to provide mediation even with a self-directed approach. Teachers should introduce and discuss the resource with the whole class and have students participate in pre-reading activities. Teachers could provide mediation and support while moving from student to student monitoring progress and behaviour. As mentioned previously, teachers are advised to establish a learning centre environment if students are to work through the multimedia resource and related activity sheets in a self-directed manner.

Teacher-directed Learning
The teacher-directed model provides the best environment for dealing with the complex issues that may arise as students work through the resource. A teacher-directed approach to the resource does not necessarily mean that the teacher will stand at the front of the room and walk the students through the resource screen by screen and then follow up with working through the activity sheets page by page.

Teachers are encouraged to involve students in pre-reading activities and begin working with students as a group, to promote inquiry process thinking by having students generate questions they would like to find answers to as they learn. Activities should alternate between whole class, small group, and individual work to provide opportunities for the teacher to provide mediation to ensure clear understanding of concepts and vocabulary, for students to share ideas and work together to construct knowledge and make connections between new and prior knowledge, and for students to reflect on their own understanding.

The content of the multimedia components can be used as springboards for class discussions, as can the scenarios listed in the appendix. The activity sheets can be used along with other suggested post-reading activities to further students' understanding by working on them together. Activity sheets could also be used as assessment pieces, along with other assessment tools (see appendix for examples).

Mediation Options
Consider each of the following mediation options and chose the one that best fits with your teaching style and the nature of your students and the learning environment (e.g., computer access).

Scripted Walk-Through
In a scripted walk-through, the teacher guides the students through the resource (reading aloud or having student volunteers read to the class) asking questions and leading students to clarify understanding and make connections. Higher-order thinking skills and metacognitive behaviour are best fostered through this approach.

Stop and Go
In the stop-and-go approach, teachers have students work through the resource in chunks, stopping them at key points and having them share ideas through discussion or in response activities. This allows the teacher to guide students' conceptual understanding while still providing students the freedom of self-directed work.

Pre-reading Activities
Consider completing one of the following pre-reading activities before using the resource.

Establish Context
Especially for more advanced students, it can be beneficial to begin by discussing the overarching themes the resource is intended to teach. Students then approach the resource from an analytical point of view – seeking to determine where and how the resource makes

connections between ideas such as how providing personal safety provides improved quality of life, etc.

Anticipation Guides
An anticipation guide prepares students to interact with the text as they read. Begin by identify major concepts, themes, issue or events in the reading and write three to five statements that students can respond to by saying they agree or disagree. Write the statements on the board or on a flipchart have students jot down whether they agree or disagree with each statement. Have students share their responses and discuss reasons behind different responses.

Establish Guiding Questions
In accordance with the inquiry process approach to learning, have students establish and record what they already know about the justice system, peace and quality of life. Have students consider and discuss ideas they would like to know more about and lead them to generate questions to guide their learning. Questions should be discussed and answered (when possible) throughout the use of the resource, and new questions should be generated as broader ideas are brought into the conceptual frame.

The Justice System Teacher's Guide
Further Activity Suggestions

The following is a list of ICT and Social Studies curricular outcomes and related activity suggestions. These activities can be completed before, during a break or after finishing their work with the resource.

Outcomes	Activity Suggestions
• demonstrate courtesy and follow classroom procedures when making appropriate use of computer technologies • work collaboratively to share limited resources • demonstrate appropriate care of technology equipment • use appropriate communication etiquette • demonstrate cooperative behaviour to ensure that all members of the group have an opportunity to participate • demonstrate proper posture when using a computer	**Getting Started** • Introduce students to the rotational system devised for sharing classroom computers, post the schedule, and discuss expectations and the need for flexibility (e.g., when times don't work out exactly as shown, when schedule changes are necessary, etc.). • Have students come with a list of tasks each student/group is responsible for as part of setting up and tidying up the computer area. Discuss safety tips related to the care of equipment and appropriate ways of working cooperatively around a single computer. • Discuss the theory of ergonomics and demonstrate proper posture and use of the mouse.
• How are the rights, responsibilities and roles of citizens in communities around the world the same or different than those of Canadian citizens?	**Venn Diagram** • Have the students create a Venn diagram to show similarities and differences between the rights guaranteed by the justice system and the responsibilities of the parts of the justice system in Alberta to one in another country (e.g., the United States).
• What determines quality of life? o Create visual images for particular audiences and purposes.	**Collage** Discuss how active and responsible citizenship and maintaining peace affect peoples' quality of life. Have the students create collages using words and graphics cut from magazines to show how the justice system protects and enhances their quality of life.
o How does access to public services affect the communities?	**Cause and Effect Chart** • Have students complete a chart to show how each part of the justice system affects our communities.

Outcomes	Activity Suggestions
o How are the various leaders chosen in the communities?	**Flow Chart** • Provide students with information (available on the Internet) about how police chiefs are chosen and have students work together to summarize the information in a flow chart.
o How do the individuals and groups in the communities cooperate and share with other group members?	**Graphic Organizer** • Have students create a web or other organizer to show how the people in the justice system share information and cooperate.
o How is cultural diversity expressed within each community?	**Graph** • Have students research and create graphs to represent the cultural diversity that exists in the city police force and the RCMP force.
o Choose and justify a course of action. o Generate original ideas and strategies in individual and group activities. o Apply new ideas and strategies to contribute to decision making and problem solving. o Support proposed ideas, strategies and options with facts and reasons.	**Case Studies** • Using the scenarios in section x, or current issues in the media, discuss and consider the situations, identifying appropriate actions and the roles of people in the justice system. Encourage students to discuss and debate ideas. **Drama** • Have students work in groups to plan and present short skits to depict scenarios and the subsequent path through the justice system.
o Participate in projects that improve or meet the particular needs of their school or community. o. Organize and present information … taking particular audiences and purposes into consideration.	**Posters** • Discuss the underlying idea in [name story] that shows that, even though there are laws and a justice system put in place to keep communities safe and peaceful, it is important to choose safe behaviours and to maintain an awareness of appropriate responses to crimes. Have students create posters to advertise safe behaviours and what children should do if they are ever involved in a specific unsafe situation.

Projects and Extension Activities

- Have students research one of the professions and create an oral presentation or Power Point™ that overviews education, job requirements, job availability, place in the justice system.
- Research a famous or local crime and identify the steps in the process through the justice system through a flowchart.
- Student could show city police and RCMP boundaries on a map of Alberta.

- Invite guest speakers from the justice system to the class to provide a form for students to ask questions generated as the class worked through the resource.
- Have students research and share examples of crests found on law enforcement officers' uniforms. Discuss and analyze the crests, noting common features, and then have students design their own crests.
- Discuss other things that build safe and peaceful communities and identify the people involved. Consider home, school and community settings. (e.g., playground supervisors/referees, neighbourhood watch, block parents, security guards, military peacekeepers, etc.).

The Justice System Teacher's Guide
Scripts

The Scripts section is a screen-by-screen print out of the resource and includes:

- relevant vocabulary
- key ideas
- questions to ask during the walkthrough

Teachers can use this section to:

- plan their walkthrough
- note discussion points
- note content to use as a springboard for extension activities
- note content that may require mediation and further explanation

Note: This section cannot be completed until the scripts have been signed off. Placeholders will be used for the screenshots until the final version of the resource is signed off. The following page shows a sample of the layout and content of this section.

Vocabulary:
Justice system

Key Ideas:
- There are different people in the justice system
- The people of the justice system work together
- These people help keep the community safe and peaceful

Walkthrough Questions:
- What do you think you are going to learn about the justice system?
- How is this community the same as ours?
- How is this community different than ours?
- What types of buildings do you see here?
- Where would you like to go first?

Notes: _____

_____

Vocabulary:
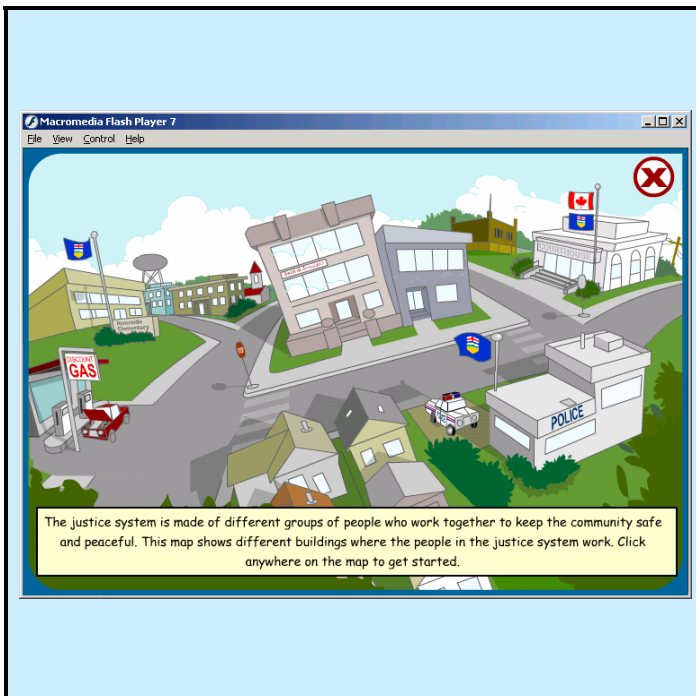Justice system

Key Ideas:
- There are different people in the justice system
- The people of the justice system work together
- These people help keep the community safe and peaceful

Walkthrough Questions:
- What do you think you are going to learn about the justice system?
- How is this community the same as ours?
- How is this community different than ours?
- What types of buildings do you see here?
- Where would you like to go first?

Notes: _____

_____

Note: This will need to be updated once the resource is finished and it is known where it will be housed on the Web site.

1. Go to the Web page www.justice.gov.ab.ca .

2. Find and click the link for Education and Learning.

3. Find and click the link for The Justice System and Your Community.

4. Click the icon for _____.

Forward arrow icon	Click the forward arrow to move forwards.
Back arrow icon	Click the back arrow to move backwards.
Exit button icon	Click the Exit button to close the activity or story. A box will appear that asks you if you are sure you want to close the story or activity. Click OK or Cancel. When you click the Exit button and want to start again, you will have to start from the beginning.
Thinking icon	Click the Thinking icon to read a thinking question.
Picture illustrating rollover	As you read, look for things to roll over to find hidden Easter eggs.

aboriginal	A person who has lived in a country from the earliest times before any other group of people. For example, First Nations (Cree, Blackfoot) and Inuit.
argument	1. The reasons someone gives to prove that their idea is right or to prove that something happened the way they say it did. 2. A disagreement between two people.
arrest	When the police they think someone has broken the law and he or she is taken to the police station.
bully	To scare, upset, or hurt someone by hitting them, making fun of them, or teaching other people to dislike them.
courthouse	A building with courtrooms where lawyers present arguments and where judges decide on sentences.
courtroom	The room where lawyers present arguments and where judges decide on sentences.
crime	Something that someone does to another person, place or organization that is against the law and that they can be punished for.
crown prosecutor	The lawyer who has the job of using arguments and evidence to prove that the person on trial is guilty.
defence lawyer	The lawyer who has the job of using arguments and evidence to prove that the person on trial is not guilty and who makes sure the person on trial is treated fairly.
disagreement	When two people or groups have different opinions or ideas about something.
evidence	The information used to prove whether something happened, how it happened and who was responsible.
fair	A decision or sentence that is a good compromise or that fits the crime.

First Nations community	A community in Alberta made up of aboriginal people who have lived on the land since the earliest times.
guilty	When a person is responsible for committing a crime or breaking the law.
innocent	When a person is not guilty of committing a crime or breaking the law.
investigate	To look carefully, ask questions and find information, usually to prove how, when, or where something happened and who did it.
judge	(**noun**) The person who hears the arguments, looks at the evidence and then makes decisions and gives out sentences. (**verb**) When someone forms an opinion or makes a decision after a lot of thought about arguments and evidence.
justice	What people agree is an honestly fair situation according to the group's beliefs and the law.
justice system	The group of people that works together to make sure communities are safe and peaceful, that people follow the laws, and that people who break laws are punished.
law	The rules that have been made to keep people in a community safe and that people must follow. The rules that the justice system enforces.
lawyer	A person whose job is to give advice based on the law and to tell a client's side of the story in court.
mediation	When people work together to come up with a peaceful way to solve a disagreement.
mediator	A person who is not on either side of an argument and who helps people work together to come up with a peaceful way to solve a disagreement.
patrol	Moving around in an area and watching for signs of trouble or danger.
peaceful	A situation without argument or disagreement where everyone is calm.

police officer	A policeman or policewoman.
police services	All of the people who work in or for the police department.
police station	The headquarters of a police force and the place where people who are arrested are first charged.
prison	A place where people who have committed serious crimes must stay for as long as a judge decides.
quality of life	The level of how well the needs of a person (food, shelter, safety, etc.) are met.
RCMP	Canada's police force. The police officers responsible for keeping people peaceful and safe in places that don't have city police.
resolve	To find a solution to solve an argument.
safe	To keep away from danger.
sentence	A decision a judge makes about what should happen to someone who is guilty of a crime.
settle	A decision that everyone agrees to and solves a disagreement without going to court.
solution	The answer to a problem or how a disagreement is solved.
trial	When lawyers present arguments and judges make decisions and give out sentences. When a person is proved guilty or not guilty of committing a crime.
tribal officer	A police officer who works on the police force of a First Nations community.

Provincial Minister of Justice and Attorney General is the senior law officer of the Crown in Alberta. This minister is responsible for legal proceedings under the *Criminal Code*, the *Youth Criminal Justice Act* (formerly known as the *Young Offenders Act*) and provincial laws, including property and civil law. The minister does not become involved in civil matters unless the government is a party to the action. The minister is also responsible for the administration of all three levels of court in Alberta.

Provincial Solicitor General is responsible for provincial policing issues and the provincial *Police Act*. This minister is also responsible for provincial correctional facilities, community corrections and release programs, as well as crime prevention, victims and young offenders programs.

Federal Minister of Justice and Attorney General is responsible for legal proceedings under federal laws, other than the *Criminal Code* and the *Youth Criminal Justice Act*, and for civil proceedings under federal laws in Alberta. The minister is responsible for all federal laws including the *Criminal Code*, the *Divorce Act* and the *Youth Criminal Justice Act*, and for the administration of the Supreme Court of Canada.

Federal Solicitor General contracts with Alberta Solicitor General to provide an RCMP provincial police service, First Nations police services, and some municipal police services. This minister is also responsible for federal correctional facilities and the National Parole Board, which has jurisdiction to grant parole for all offenders sentenced to a federal penitentiary and offenders held in Alberta provincial jails.

Judges represent the independent branch of government that presides over the courts. They interpret laws, develop the common law, determine the validity of laws, determine the facts, and render decisions in a fair and impartial manner. Judges are appointed by federal or provincial governments, depending on the level of court.

Crown prosecutors are lawyers who represent the Crown (i.e. the province) in relation to the prosecution of offences. The prosecutor is not the lawyer for the police, victims or complainants. Prosecutors have a duty to ensure that legal proof of the facts is presented to the court and to pursue just outcomes in the cases they prosecute.

Lawyers may represent a person in a civil matter, or act as defence counsel or prosecutor in a criminal matter. Persons who are arrested or detained have a constitutional right to speak to a lawyer. The Law Society of Alberta regulates lawyers. Lawyers have a duty to ensure that all legal issues bearing on a case are fully explored and properly settled by law even for those persons who may appear guilty.

Police services are responsible for protecting life and property, preventing and detecting crime, keeping the peace, and enforcing laws within their jurisdiction. They fulfill these duties through law enforcement and a variety of community services including crime prevention, education programs, assisting in locating missing persons, dealing with lost property, traffic control, victim assistance and accident investigation. In Alberta, policing is provided by municipal police services, the RCMP and First Nation police services.

Correctional services are responsible for supervising offenders in prison and while on probation in the community. They also assist offenders in becoming law-abiding citizens.

Legal Aid Society of Alberta provides lawyers to people who cannot afford to pay for legal services. Legal Aid makes assistance available to anyone who requests it in most criminal courts of first appearance. In other courts, a person must be financially eligible and have the type of legal problem that the Legal Aid Society is allowed to cover. In most cases, recipients are required to repay the assistance they receive.

Non-government organizations (NGO's) provide a variety of services and programs in the community and at various stages of the justice system.

The Public has an interest in and is affected by the justice system. The public includes accused persons, witnesses, family or friends of victims or the accused, parties in a civil dispute and the community at large.

Scene(s):		Main Ideas
Key Words	**Questions/Prompts**	**Concept(s) to Highlight** ☐ active and responsible citizenship ☐ relationship between peace and quality of life ☐

Scene(s):		Main Ideas
Key Words	**Questions/Prompts**	**Inferences/Conclusions to Draw** ☐ active and responsible citizenship ☐ relationship between peace and quality of life ☐

Scene(s):		Main Ideas
Key Words	**Questions/Prompts**	**Concept(s) to Highlight** ☐ active and responsible citizenship ☐ relationship between peace and quality of life ☐

1. The picture is too small.

If the text or images are too small, you can increase them by maximizing the size of the browser window. In the upper right hand corner of your open browser you'll find three small boxes. The middle of these is the **maximize** button.   Click on it and you will increase the browser size so that it fills the whole of your computer screen.

You may also increase the image and text sizes by reducing the number of open toolbars on the browser. In **Internet Explorer 4.0** or higher, click on **View** from the menu bar at the top of the screen, then click the **Full Screen** option. If you are running **Netscape Communicator**, click on the small textured boxes on the extreme left side of the toolbars.

2. The colour looks strange or poor quality.

These resource was designed using 16-bit colour, which can show thousands of different colours. If your computer is set to a lower colour depth, such as 8-bit or 256 colour, the image will be poor. **Setting colour depth to 16 bit or more** will correctly display all colours and improve the quality of images and text.

To do so, click on the **Start** menu on the bottom left-hand corner of your screen. When the menu appears, click the **Settings** option. Another menu will appear with items on it. Click on **Control Panel.**

A window will open that includes a number of icons. Click on the **Display** icon to open the **Display Properties**. When the icon opens, click on the **Settings** tab to view the current settings for colour and screen resolution. Change the screen resolution by dragging the slider to the left or right under the Screen area. **Set the resolution to 800x600 pixels**. To change the colour setting, click the **colors** (colours) dropdown menu and then click on **High Color (Colour) 16 bit.** Before closing the **Display Properties**, make sure you click **Apply** to save the changes. Some computers may need to restart before the changes take place.

3. The activities are taking a long time to load.

There might be a delay in loading if too many students log on at the same time. This delay may be shortened by waiting a few minutes between logging on each computer. Logging on before students arrive in class can help alleviate delay time, too.

Also check with your IT Support or Internet Service Provider to see if your Internet connection is slow due to technical problems or an abnormally high amount of traffic.

4. I click the forward arrow but nothing happens.

At various times in the activities the students may be directed to click or drag something specific onscreen. During these times, the forward arrow will not be active until the required action has been completed.

5. I clicked the Exit button and had to start again at the beginning.

When you click the Exit button and close the story or activity, your progress will not be saved.

Use the following scenarios for discussion with the students and have them come up with resolutions and describe the process of the justice system. As an extension, ask the students how these scenarios would be resolved in another country.

[The following scenarios will be described in short paragraphs]

Vandalism of pop machine

School lockers broken into

Traffic accident

Lottery ticket disagreement

Shoplifting

Illegal downloading of music/movies