

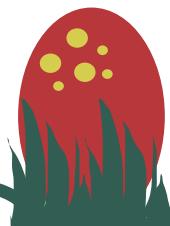


LawCentral/Schools

Looking at Conflict



with
Lex
the Dinosaur



Law*Central* Schools

Resources for Alberta Classrooms
www.lawcentschools.ca



Centre for
Public
Legal
Education
Alberta

Centre for Public Legal Education Alberta
800, 10050 -112 Street
Edmonton AB T5K 2J1
Web: www.lawcentschools.ca
Email: info@cplea.ca

- Find all the videos referenced in this resource on CPLEA's YouTube channel:
www.youtube.com/CPLERALberta



- Funding provided by:

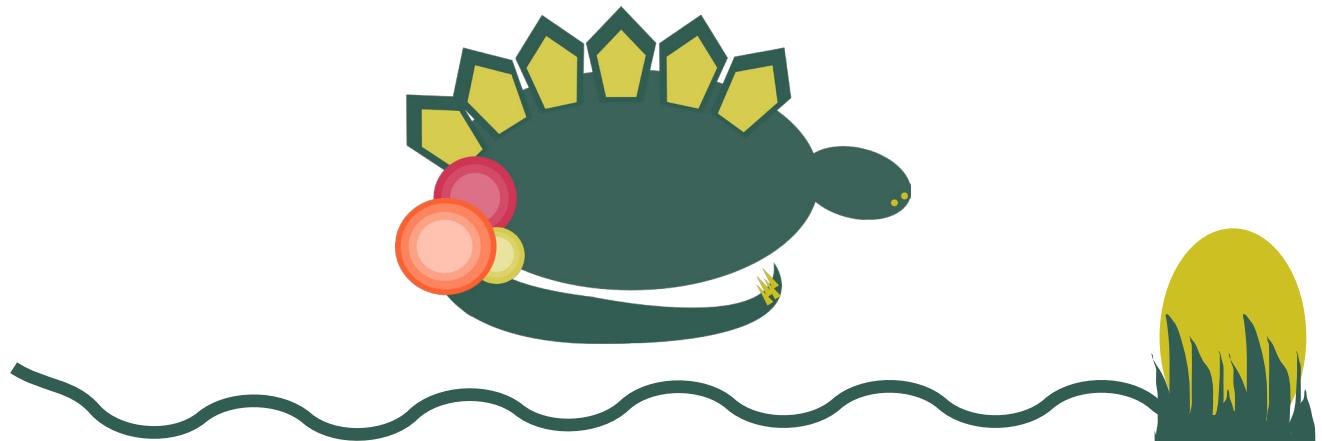
**Alberta LAW
FOUNDATION**

Table of Contents

Looking at Conflict	1
Lesson 1: What is Conflict?	8
Lesson 2: Why Do We Have Rules?	13
Lesson 3: Empathy in Conflict	16
Lesson 4: Cooperation & Compromise in Conflict	20
Lesson 5: Resolving Conflict	23
Lesson 6: Going to Court	26

Appendix

What Rules Do You See Everyday?	2-A
What Would You Say?	3-A
Dinosaur Foot Template	3-B
Inquiry Model	5-A
Conflict Resolution Scenario Cards	5-B
Student Reflection and Self-Evaluation	5-C
Jobs in a Courthouse	6-A
Mock Trial Script	6-B



Introduction

This package contains several cross-curricular lessons for teachers to use when introducing law to the early elementary classroom. Specifically, this package addresses the definition and resolution of conflict. Using age appropriate vocabulary and context, the lessons are designed to teach students methods of conflict resolution. Each lesson can be used on its own or as part of the package.

Conflict and the Law

Conflict is central to life and the need for law arises naturally out of this conflict. Over time, our society has developed a body of legal rules that defines our rights and responsibilities. These rules are used to resolve actual court cases involving conflict, but they are also used by us to guide our behaviour. Students will learn about some of the basic features and functions of the court system and other conflict resolution methods.

While it is true that the courts have devised a formal method for resolving disputes, it should also be noted that very few conflicts ever reach a courtroom. Most types of social conflict can be resolved informally; even the legal system uses methods such as negotiation, mediation, and arbitration. Through a cross curricular approach students will be encouraged to consider alternative ways of resolving conflicts.

Curriculum Connections

The lessons in this package cover a variety of subjects and learning outcomes. The package can be easily adapted to a range of early elementary grade levels.

Language Arts

Many of the Language Arts learning outcomes are met through the reading, writing, listening, and presenting activities that incorporate children's literature. The activities provide with students the opportunity to express themselves in different ways.

Social Studies

The lessons provide students an introduction to basic ideas about the justice system and how Canadians cooperate in order to live peacefully together. The lessons also reflect curricular values and attitudes about cooperation and the nonviolent resolution of conflict.



• Health and Life Skills

- The conflict theme found throughout the lessons directly addresses the “Relationship Choices” learning outcomes found in the Health and Life Skills curriculum.

• Art

- The craft activities included in the lesson plans are an excellent opportunity to explore concepts identified in the Art curriculum.

Lesson Overviews

	Topic	Activities
Lesson 1	What is Conflict?	<ul style="list-style-type: none"> • Discuss conflict • Brainstorm how to resolve conflict • Create dinosaur costumes
Lesson 2	Why Do We Have Rules?	<ul style="list-style-type: none"> • Read <i>17 Things I'm not Allowed to Do Anymore</i> • Discuss laws and rules • Complete a web of laws found at home, school, and outside • Play hooting owl game
Lesson 3	Empathy in Conflict	<ul style="list-style-type: none"> • Read <i>Hey, Little Ant</i> • Discuss empathy • Write a poem about trading places
Lesson 4	Compromises and Cooperation	<ul style="list-style-type: none"> • Read <i>Mr. Gumpy's Motorcar</i> • Discuss compromise • Play cooperation games
Lesson 5	Resolving a Conflict	<ul style="list-style-type: none"> • Plan and act out a conflict resolution for a scenario • Reflect on the role play activity
Lesson 6	Mock Trial	<ul style="list-style-type: none"> • Watch a mock trial • Discuss what happened in the mock trial • Write about the different jobs found in court

- Each lesson follows a basic structure. Usually a story followed by a discussion and an activity. Books with similar themes can be easily be substituted into the lesson plans. An inquiry based activity is included which requires students to incorporate what they have learned to resolve real life conflicts that they find meaningful.

Creating a Theme

Introducing Lex the Dinosaur Lawyer

- All of the lessons have a short introduction from Lex the Dinosaur Lawyer available to stream from the CPLEA YouTube channel (www.youtube.com/CPEAlberta). The purpose of these introductions is to build a theme and help students connect the lesson to legal concepts. The dinosaur theme is continued throughout the lessons to engage children and make the experience more memorable.

*If a projector is not available the teacher can recreate these introductions using the scripts found in the package and a puppet of their own. The teacher can also choose to introduce the lesson on their own using the script as guidance.

Extending the Theme

- Teachers can extend the dinosaur theme into other subjects using the templates found in this package.
- For example teachers can create number lines in the classroom for math and to decorate the room.
- Students can count dinosaurs in math or do math problems that include dinosaurs.
- The crafts included in this project are an excellent opportunity to explore the Creating Colour unit in the science curriculum.
- The dinosaur theme can also be extended into Physical Education by playing dinosaur themed games.

Assessment

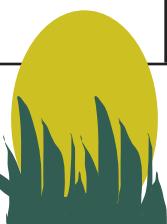
- Sample assessment rubrics are included in this package. The unit is built upon the inquiry learning method. The initial lessons require students to generate ideas and information that they will later use in their assessment at the end of the unit.



Preparation

- It is a good idea to gather the required materials before starting this package. Below is a checklist of supplies and books required.

General (All Lessons)	<ul style="list-style-type: none"> ✓ Projector and Internet Connection (optional) ✓ Lex the Dinosaur Introduction Videos (www.youtube.com/CPLEAlberta)
Lesson 1	<ul style="list-style-type: none"> ✓ Crayons or Paint ✓ Paper Bowls ✓ Various Materials to Decorate (feathers, constructions paper, buttons) ✓ Glue
Lesson 2	<ul style="list-style-type: none"> ✓ <i>17 Things I'm Not Allowed To Do Anymore</i> ✓ Empty large pop bottle ✓ Blindfold ✓ Type of Rules Worksheet
Lesson 3	<ul style="list-style-type: none"> ✓ <i>Hey, Little Ant</i> ✓ Camera or Webcam ✓ Speech Bubble Worksheets ✓ Dinosaur foot template
Lesson 4	<ul style="list-style-type: none"> ✓ <i>Mr. Gumpy's Motorcar</i> ✓ Rubber Band ✓ Hula Hoop ✓ Large Empty Pop Bottle ✓ String ✓ Ball
Lesson 5	<ul style="list-style-type: none"> ✓ Dinosaur costumes (these are constructed in Lesson 1) ✓ Conflict Scenario Cards ✓ Conflict Resolution Inquiry Worksheet
Lesson 6	<ul style="list-style-type: none"> ✓ Learning About Court Worksheet ✓ Mock Trial Videos



Lesson 1: What is Conflict?

Introduction

Objectives

- What is conflict?
- How can we resolve a conflict?

Background Information

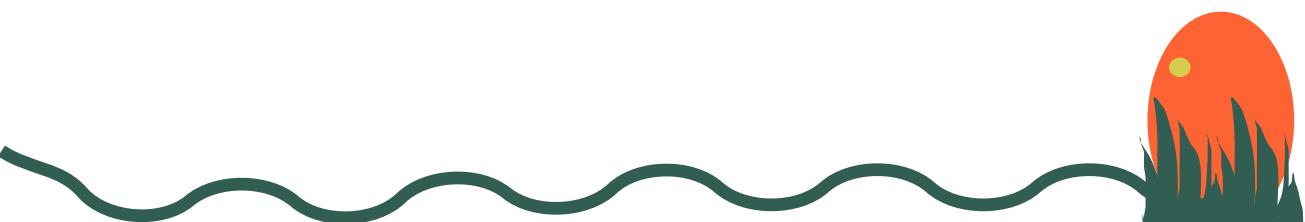
Conflicts are normal, natural, and we can't escape having them. The challenge is for us to learn how to handle or manage these conflicts. Conflict can be positive and healthy, making people look for new and better ways to do things.

It is important that children learn how to manage conflict in a productive and healthy manner. The purpose of this lesson is to study every day conflict and identify its sources and effects. When discussing ways to resolve conflict with the class get students to think about some of the conflict resolution methods outlined in the table below. It is not necessary to use the terms negotiation, mediation, arbitration, and adjudication to communicate the ideas.

Negotiation	Two people discuss the problem with each other and come up with a solution without any help. Ex) Two friends want to play on the computer after school. They talk and decide to take turns every 15 minutes.
Mediation	Two people involved in a conflict call in a third person (mediator) to help them, a person who won't take sides. Ex) Two sisters are mad at each other. They sit down with their parents and talk to each other.
Arbitration	Two people involved in a conflict call in a third person (arbitrator) who will make the final decision Ex) Two children cannot agree on who won a race. They get a friend to tell them who crossed the finish line first.
Adjudication	The party who feels wronged has the dispute settled in court by a judge (or jury). This is reserved only for formal settings and will be introduced in later lessons.

Materials

- Video Projector (optional)
- Crayons or Paint
- Paper Bowls
- Glue
- Scissors
- Various Materials to Decorate (feathers, construction paper, buttons)



Lesson Plan

Lex Introduction



Hi everybody, I am Lex the dinosaur lawyer. I am 150 million years old and my favorite colour is green. I was born in Drumheller and went to law school in Edmonton. I work as a lawyer in Calgary.

Today you are going to talk about “conflict”. That’s a big word! But what does it mean?

A conflict is when we don’t agree or get along with someone. For example, my friends Alkarim and Petra had a conflict when they could not agree who should have the first turn when playing a game. I want you to think about a time you had a “conflict” with someone. How did you feel about it?

Conflicts can be big or small. Sometimes people can resolve or fix a conflict by themselves but sometimes they need help. For example when there is a big conflict people might get help from lawyers. I want you to think about other ways that people can resolve or end a conflict.

Discussion



Conflict is another word for not getting along with someone or not agreeing. Please think of a time when you did not get along with someone. How did you feel?

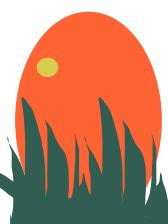
What are some things that might cause a conflict between two people?

Popcorn Brainstorm



For this activity a student must stand up before he or she are allowed to speak. Only one person can stand up at a time. This means that students must wait until they can stand up and speak. The students will generate ways to solve a conflict. Try to guide the discussion to include negotiation, mediation, arbitration.

- Record the student’s ideas on a large sheet of paper that can be saved. Students will refer to this list of ideas in future activities.





After finishing this activity ask every student to pick the best way to resolve a problem from the list. Have them share with a partner or write it down on a piece of paper. Ask students to explain why they chose this method.

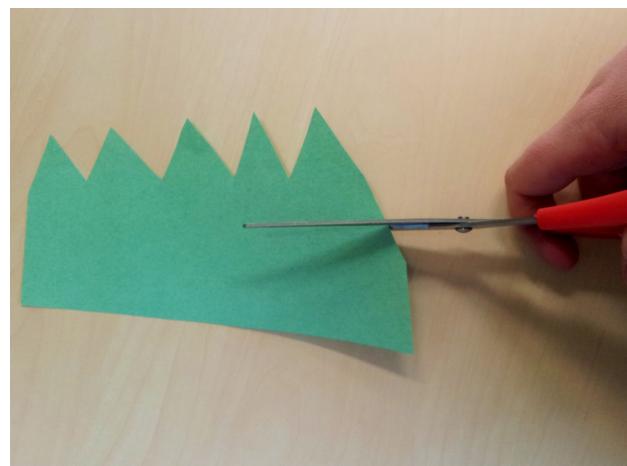
Creating Dinosaur Costumes

Step 1:



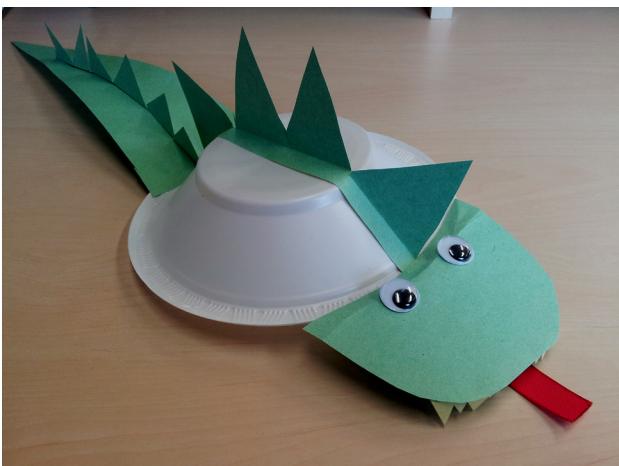
- Gather materials listed or be creative! You can use whatever you have on hand: construction paper, buttons, markers, paint, fabric, etc.

Step 2:



- Cut the materials into shapes for dinosaurs - spikes, tails, teeth, etc.

Step 3:



- Assemble the pieces using glue or tape.

Step 4:



- Wear your costume! They can be attached with string, ribbon, or elastic to stay on.



Adaptations and Extensions

- The dinosaur costume activity can be adjusted to accommodate available time, materials, and student skill level. Here are some possible alternatives:
 - Paper Mache Dinosaur Hats - Papier-mâché a balloon. After the paper has dried pop the balloon and cut it into two pieces creating two hats. Decorate the hats to look like dinosaurs.
 - Dinosaur Feet - Trace and cut out the outline of a large dinosaur foot onto cardboard. Attach the cardboard feet with a string or tape to student's shoes.
 - Dinosaur Sock Puppets - Create a sock puppet by taking a coloured sock and adding googly eyes and felt pieces for spikes and a tongue.

Alberta **LAW**
FOUNDATION

Centre for Public Legal Education Alberta
800, 10050 -112 Street
Edmonton AB T5K 2J1
Web: www.lawcentschools.ca
Email: info@cplea.ca





Lesson 2: Why Do We Have Rules?

Introduction

Objectives

- How are laws and rules the same?
- What are rules or laws at home, school, and outside?

Background Information

This lesson introduces students to the idea that laws can help prevent and resolve conflict. Children might already have a basic understanding of what laws are. They have probably heard someone say "you can't do that, it's against the law." To help students understand law in a context that has meaning to them, classroom rules can be used as an analogy for the legal system.



17 Things I'm Not Allowed to Do Anymore by Jenny Offill is an excellent tool to discuss why rules are important. When leading the discussion encourage your students to think about how rules can be a good thing and can prevent conflict.

Materials

- Video Projector (optional)
- *17 Things I'm Not Allowed to Do Anymore* by Jenny Offill
- Empty Large Pop Bottle
- Blindfold
- Types of Rules Worksheet (Appendix 2-A)

Lesson Plan

Lex Introduction



Hello again! Today you're going to learn about rules. I want you to listen very carefully and think about why we have rules in school and in our homes. Are rules a good thing? Lawyers know a lot about the law and different types of rules. When people need to know about the law or rules they might ask a lawyer to help them.

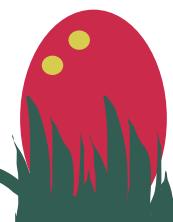
When I was... (interrupted) When I was... (interrupted) I don't like it when people interrupt me! It really bugs me. I wonder if there is a rule that can help us avoid a conflict everytime we both want to speak. Can you think of a rule that could help us?

Story and Discussion



Read the story and pause on the pages where a rule is made. Ask why this rule was made. For example, how would you feel if someone gave you ice with a fly in it? After finishing the book continue the discussion.

- I. What are laws?
- II. Can you think of examples of laws?
- III. Why do we have laws?
- IV. Rules and laws are very similar. What are examples of rules we have in the classroom?
- V. Sometimes laws or rules can help keep us safe, what are some examples?
- VI. Sometimes rules can help keep us from getting into a conflict with a friend. For example if we didn't line up for things like the water fountain how would we know who was first? Do you think if people did not line up there would be more conflict?



Making Rules to Prevent a Conflict



Each student alone or with a partner will create three webs using the Types of Rules Worksheet (Appendix 2-A) provided. The first web should be rules or laws at school, home, and outside.

*Alternatively this could be a teacher directed class brainstorm activity.

Hooting Owl Game (Optional)



The purpose of this game is to teach students why we have rules about being quiet. Have the class sit in a circle on the floor. Blindfold a volunteer and have them sit in the middle of the circle. The class is going to pass a bottle around the circle. When the teacher winks the person holding the bottle should blow over the top to make a hooting sound. If this is difficult for students to do they can instead tap the bottle to make a sound. The child with the blindfold will then try to point at the person who blew into the bottle. If he or she is right they switch places. The game continues. Make a rule that the students must be as quiet as possible when playing this game.

After playing the game for a few rounds discuss with your students why you made the rule about being quiet. Ask if the game would be fun if people were noisy while playing.

Adaptations and Extensions

This lesson is a good opportunity to develop a class set of rules or reinforce existing ones. This lesson can also be referenced in future health and life skills lessons that involve safety rules and equipment.



Centre for Public Legal Education Alberta

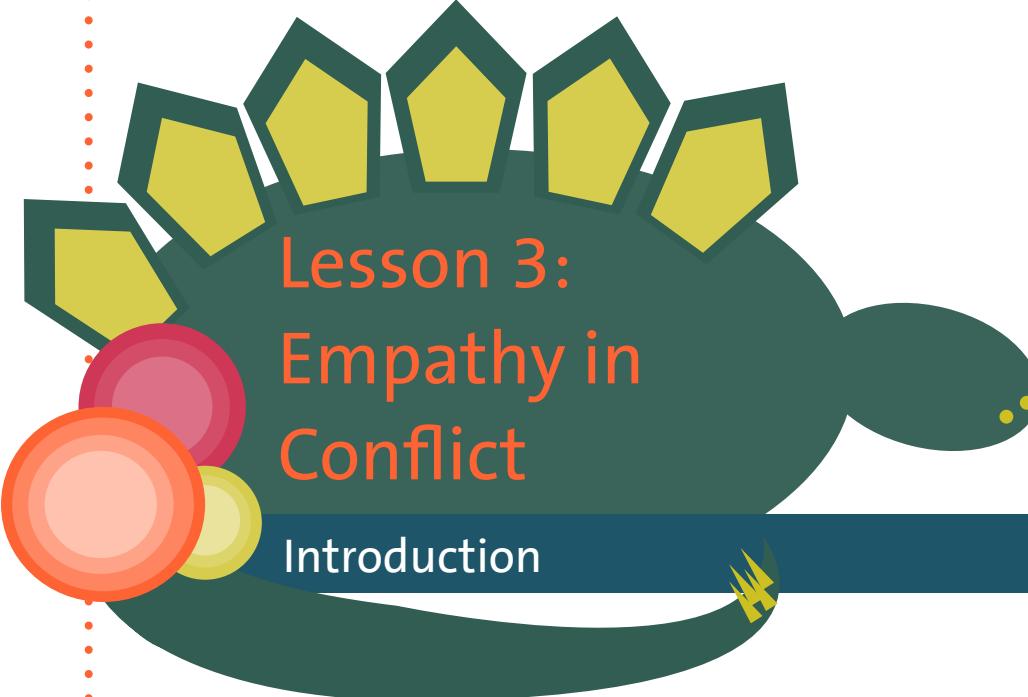


800, 10050 -112 Street

Edmonton AB T5K 2J1

Web: www.lawcentschools.ca

Email: info@cplea.ca



Lesson 3: Empathy in Conflict

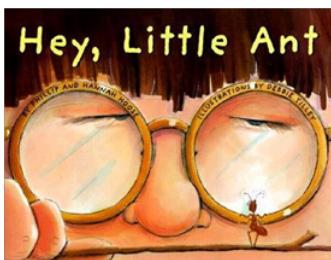
Introduction

Objectives

- How can seeing another person's perspective help in conflict resolution?

Background Information

Conflict often arises when people are unwilling to understand the perspective of others. Empathy is a valuable trait to reinforce in children and can be used to defuse conflict. This lesson will reinforce that there are many informal ways to resolve a conflict outside of a legal setting.



In today's lesson you will read the story *Hey, Little Ant* by Phillip M. Hoose. In this book an ant tries to persuade a boy not to squish him. The ant asks if the boy would want to be squished. The last page of the story asks the reader should the ant go free. There is music that accompanies this book. If you visit the author's website <http://www.heylittleant.com> you can download the song for free.

Materials

- Video Projector (optional)
- *Hey, Little Ant* by Phillip M. Hoose
- Camera or Webcam
- Speech Bubble Worksheet (Appendix 3-A)
- Dinosaur Foot Template (Appendix 3-B)

Lesson Plan

Lex Introduction



Hi everybody. Have you ever squished an ant? Eww! I have question for you, if you were an ant would you want someone to squish you?

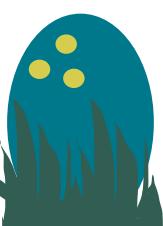
When you disagree with someone you should try to imagine if you were that person how would you feel? If you both think about how the other person feels maybe you can fix your problem without having to get help from a grown up. This is a great way to resolve a conflict!

Story and Discussion



Read the story and play the song. After finishing the book start the discussion.

- I. Think about what you would do to the ant. Would you squish him? Share with a neighbour.
- II. How would you feel if you were the ant?
- III. If you don't agree with someone do you think it would help to think about how they might feel?
- IV. If everyone in this class really understood how everyone felt, what class rules or laws could be eliminated?
 - a) If I understood how someone might get hurt, I might not _____.
 - b) If I understood how much work a caretaker has to clean our classrooms I might not _____.
 - c) If I understood that some children and teachers can't work when it is noisy I might not _____.
 - d) If I understood that some students don't get a chance to answer questions very often I _____.



might not _____.

Trading Places Writing Assignment



Students will write what they would say to a dinosaur that is about to squish them using the Speech Bubble template (Appendix 3-A) provided.

The teacher will write on the board:

Hey little kids, don't say no
I'm gonna squish you with my toe!

What Would You Say?

What would you say if a dinosaur was about to squish you? Write it below!

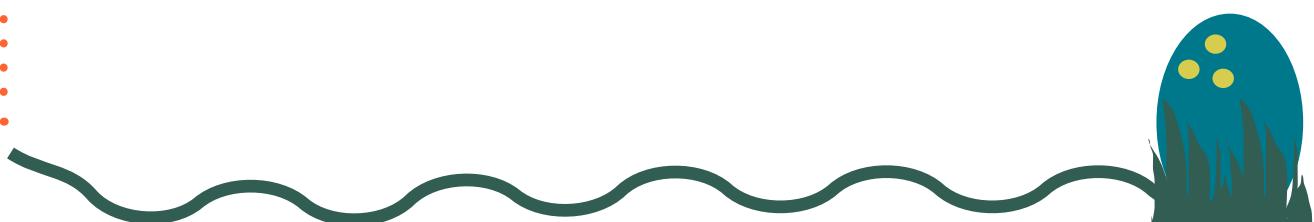
3-A

© Centre for Public Legal Education Alberta 2013
www.cplea.ca

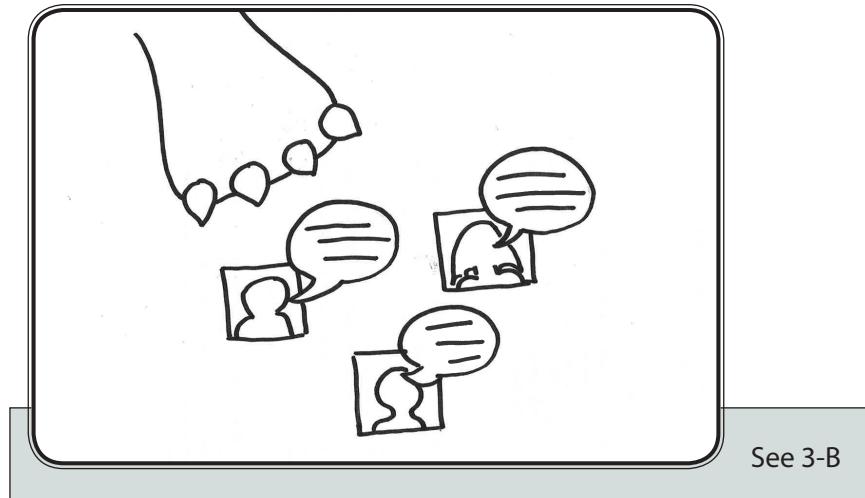
See 3-A



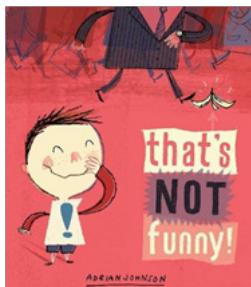
The student's story will be in response to the dinosaur. As the students write their story ask them to come to the front of the class to take a picture. Have them make the face that they would make if they were going to get squished. After their photos have been taken print them and the Dinosaur Foot Template (Appendix 3-B). Print the Dinosaur Foot on coloured paper and use it to build a bulletin board display like the one on the next page.



Sample Bulletin Board Set Up



Adaptations and Extensions



Another story with a similar message called *That's Not Funny!* By Adrian Johnson is a great alternative book if *Hey, Little Ant* is not available. The story is about a boy who likes to laugh at others and learns it is not so funny when people are laughing at him.

Alberta **LAW**
FOUNDATION

Centre for Public Legal Education Alberta



800, 10050 -112 Street

Edmonton AB T5K 2J1

Web: www.lawcentschools.ca

Email: info@cplea.ca



Lesson 4: Cooperation & Compromise in Conflict

Introduction

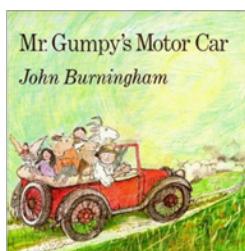
Objectives

- How can cooperating and compromising solve and prevent conflict?
- How can we make compromises?

Background Information

The ability to compromise is a valuable skill. If two parties can make a compromise they can avoid using a more formal legal setting to resolve their disputes.

A problem with going to court is that there are “winners” and “losers”. This means that one of the parties will probably be unhappy with the decision. Making a compromise during negotiation or mediation is an excellent opportunity for both sides to “win”.



In this lesson you will read *Mr. Gumpy's Motor Car* by John Burningham. The story is about a group of friends that get their car stuck in the mud. No one wants to help push the car out of the mud. During this lesson emphasize to the students that making a compromise can make both sides in a conflict happy.

Materials

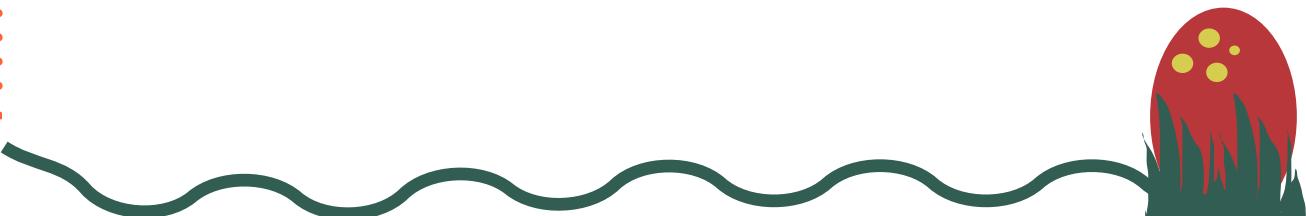
- Video Projector (optional)
- Hula hoop
- Rubber Band
- Empty bottle
- Strong
- Ball

Lesson Plan

Lex Introduction



Hello again! Have you ever had trouble deciding who will be "it" in a game of tag? 1-2-3 not it! People usually don't want to be "it" in a game of tag, but what would happen if everyone agreed to take a turn once a week? Then the problem would disappear. That's called making a compromise. A compromise is when people agree to fix a problem in a fair way that makes everyone happy. A compromise is a great way to resolve a conflict. The next time you find yourself in a conflict, think of how a compromise might help.



Story and Discussion



Read the story Mr. Gumpy's Motor Car. While reading pause to ask questions.

- I. Why did the car get stuck?
- II. Do you think if people helped earlier the car would have been easier to push out?
- III. How could they have decided who should push? Share with a friend.
 - a. Discuss some of these ideas as a class and weigh the positives and negatives of each idea. Record these on a piece of paper to save and refer back to in future lessons.
- IV. A soccer team has won a trophy in a competition. Everyone on the team wants to keep the trophy. How can they make a compromise?

Cooperation Games



a. Pass the Hoop – Students hold hands in a long line. A hula hoop is passed from one end of the line to the other. Students must step through the hoop and pass it along the line without releasing hands. The game is over when the hoop has been passed from one end of the line to the other without any mistakes. Alternatively, two lines can race each other.

b. Team Bottle Pick Up – Tie five strings equal distances around a rubber band. Each student holds an end of the string. Together students manipulate the rubber band to attach to the pop bottle and place it in the recycling bin.

Adaptations and Extensions

This lesson can continue with a variety of team building games to develop social skills and a positive class atmosphere.

Alberta **LAW**
FOUNDATION



Centre for Public Legal Education Alberta

800, 10050 -112 Street

Edmonton AB T5K 2J1

Web: www.lawcentschools.ca

Email: info@cplea.ca



Lesson 5: Resolving Conflict

Introduction

Objectives

- How can we apply previous lessons about rules, empathy, and cooperation and compromise to real life situations?

Background Information

- This lesson will discuss the application of thoughts and ideas from earlier this week. This lesson contains the main assessment for the unit. Students are given a conflict scenario and must devise a plan to solve it.
- This assessment is based on the inquiry model learning method (Appendix 5-A).

Materials

- Video Projector (optional)
- Conflict Scenario Cards (Appendix 5-B)
- Conflict Resolution Reflection and Self-Evaluation Sheet (Appendix 5-C)

Lesson Plan

Lex Introduction



Hello again friends! So far we've talked a lot about conflict, including ways to avoid or resolve a conflict. Let's use what we've learned so far. I want you to take a problem that could lead to a conflict and come up with a solution to the problem. You have a lot of choices. You could talk with the other person and come up with a solution together. You could get a friend to help you talk to each other. You could ask an adult to decide on a solution for you. For a really big problem you could even get a lawyer like me to help you. There are many ways to resolve a conflict! Think very carefully about the best way to resolve your conflict.

Conflict Resolution Scenarios



Divide the students into groups of three. Give each group a scenario card (Appendix 5-B) and reinforce that they should use what they learned this week in the lessons in their role play. Put up any brainstorming sheets or student work from this week around the room for inspiration. Students will quickly act out their problem and solution to the class.

Sample Cards

A group of friends are having a water fight. One person is upset because he or she thinks all the other people are only throwing water balloons at him or her.

A person brings cookies to school to share with friends. There is one extra cookie. What should happen with the extra cookie?

See 5-B

- After a group has presented ask them questions to encourage self-evaluation and reflection. The students may also complete a self assessment and reflection sheet.



Student Reflection and Self-evaluation



After presenting the conflict resolution scenarios, have the students complete the Student Reflection and Self-evaluation (5-C).

5-C Student Reflection and Self-evaluation				
After presenting your conflict resolution scenario, complete this self-evaluation.				
Name: _____	Date: _____			
<input type="checkbox"/> Our skit showed the problem. <input type="checkbox"/> Our skit had a good ending to the problem. <input type="checkbox"/> I worked well with my group.				
How could you use what you've learned this week in a conflict with another classmate? <hr/> <hr/> <hr/>				
See 5-C				

Assessment

	One Point	Two Points	Three Points	Four Points
The presentation was clear and connected to concepts from previous lessons	Very hard to follow and did not refer to any of the concepts from previous lessons	Sometimes hard to follow with vague references to concepts from previous lessons	Easy to follow with a few good connections to concepts from previous lessons	The presentation was clear with many solid connections to concepts from previous lessons

Adaptations and Extensions

Change the scenario cards to reflect problems that students often see in their own classroom. For example if sharing the swings at recess is a common problem include as a scenario for the role playing exercise.



Centre for Public Legal Education Alberta



800, 10050 -112 Street

Edmonton AB T5K 2J1

Web: www.lawcentschools.ca

Email: info@cplea.ca



Lesson 6: Going to Court

Introduction

Objectives

- What are courts?
- What are some of jobs performed in court?

Background Information

- Some conflicts are not resolved until they are taken to court. Although courts can offer a final and binding decision in a conflict, they are not a perfect solution. Some of the disadvantages of going to court to resolve a conflict include:
 - going to court is expensive;
 - usually one person does not want to be there;
 - the outcome results in “winners” and “losers”;
 - the process is slow; and
 - the process does not allow people to deal with their feelings.
- Students will learn about how courts work and how they are used to solve conflict. They will also understand some of the disadvantages to this conflict resolution method.

- The teacher should try to highlight that it is a good idea to resolve a conflict without going to court when the parties feel safe and capable of doing so.

Materials

- Video Projector (optional)
- Jobs in a Courthouse Worksheet (Appendix 6-A)
- Dinosaur costumes from Lesson 1 (optional)

Lesson Plan

Lex Introduction



Hello friends! Today I thought it would be fun to take you to work with me. I work in a place called a courthouse. Everyone has an important job in court. Watch carefully and try to figure out what each person does.

Courts are used for different reasons. Sometimes people must go to court if they break the law. For example, they might have to go to court if they steal something.

Today we are just going to talk about when two people in a conflict go to court.

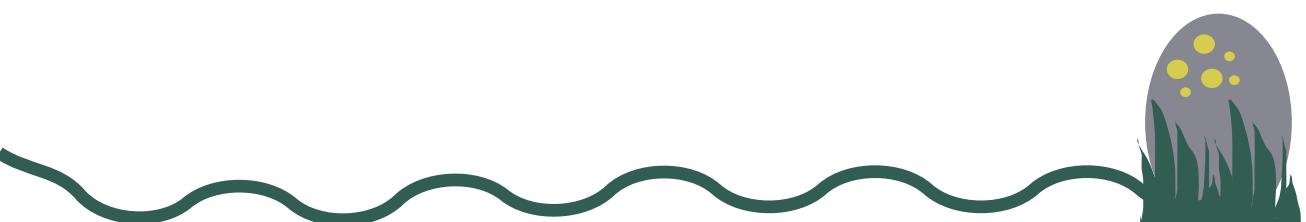
Court should be the last place people go when they absolutely cannot work out an agreement.

Mock Trial Simulation



The mock trial is presented as a video that can be streamed from <http://youtube.com/cplealberta>. In the mock trial the students will perform the role of jury. Students must listen carefully to the trial to deliver a verdict at the end of the video.

- * The script for the video is provided in appendix 6-B for students to re-enact the mock trial if a projector is not available.



Discussion



- I. How could Tanya and Terry resolve their problem without going to court?
- II. Do you think Tanya was happy after going to court?
- III. Do you think Terry was happy after going to court?
- IV. How could they have compromised so that they were both happy?

Learning About Court Activity Sheet



After watching the mock trial instruct students to complete the Jobs in a Courthouse Worksheet (Appendix 6-A). Working in groups, describe the job of each person.

Jobs in a Courthouse		
Describe the job of each person who works in a courthouse.		
Lawyers		
Judge		
Jury		
Court Clerk		

See 6-A

Adaptations and Extensions

- Collaborate with other teachers and create a mock trial day with student performing various mock trials.



Centre for Public Legal Education Alberta



800, 10050 -112 Street

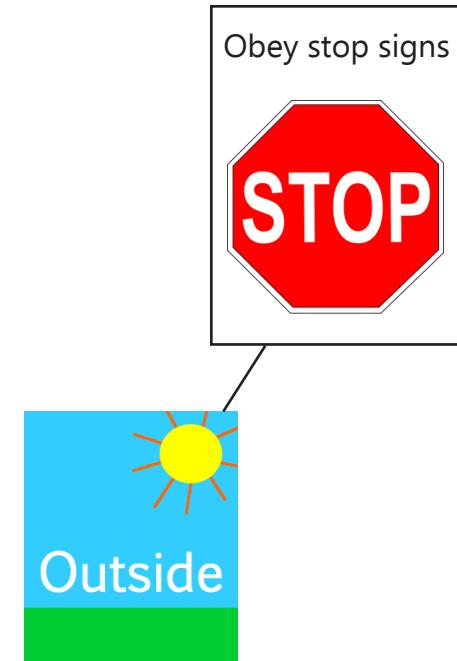
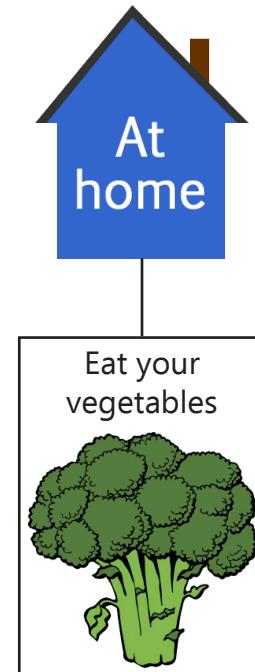
Edmonton AB T5K 2J1

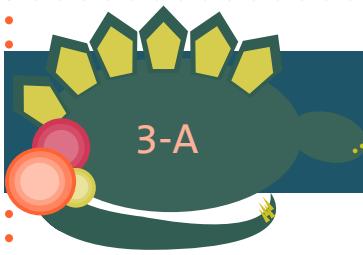
Web: www.lawcentschools.ca

Email: info@cplea.ca

What rules do you see everyday?

Add your own pictures and words to the webs below.





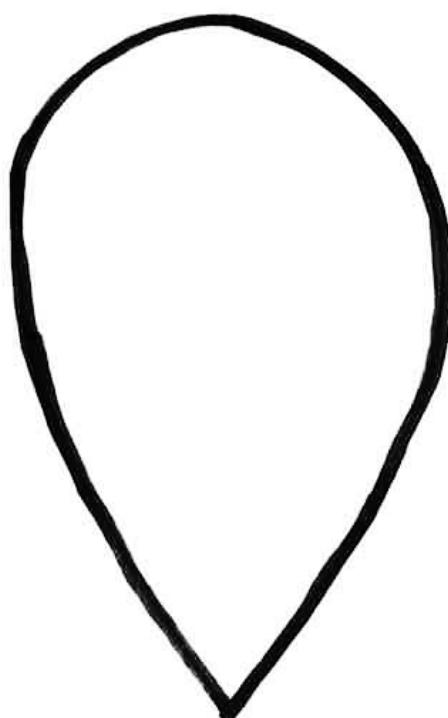
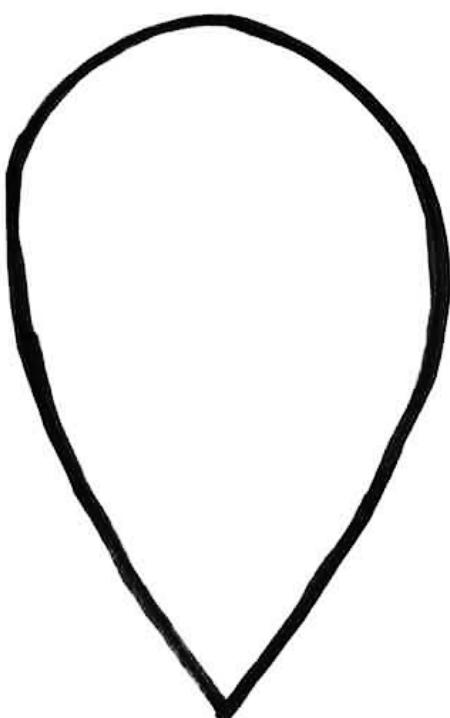
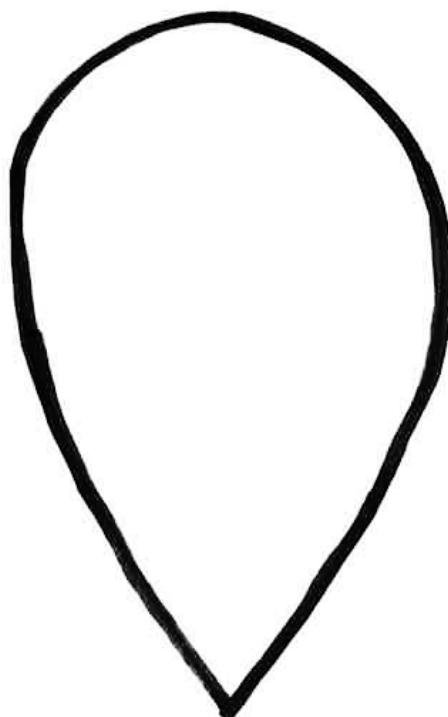
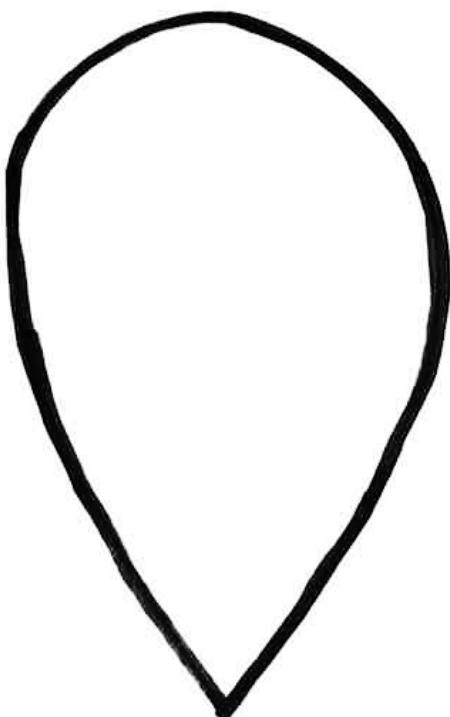
What Would You Say?

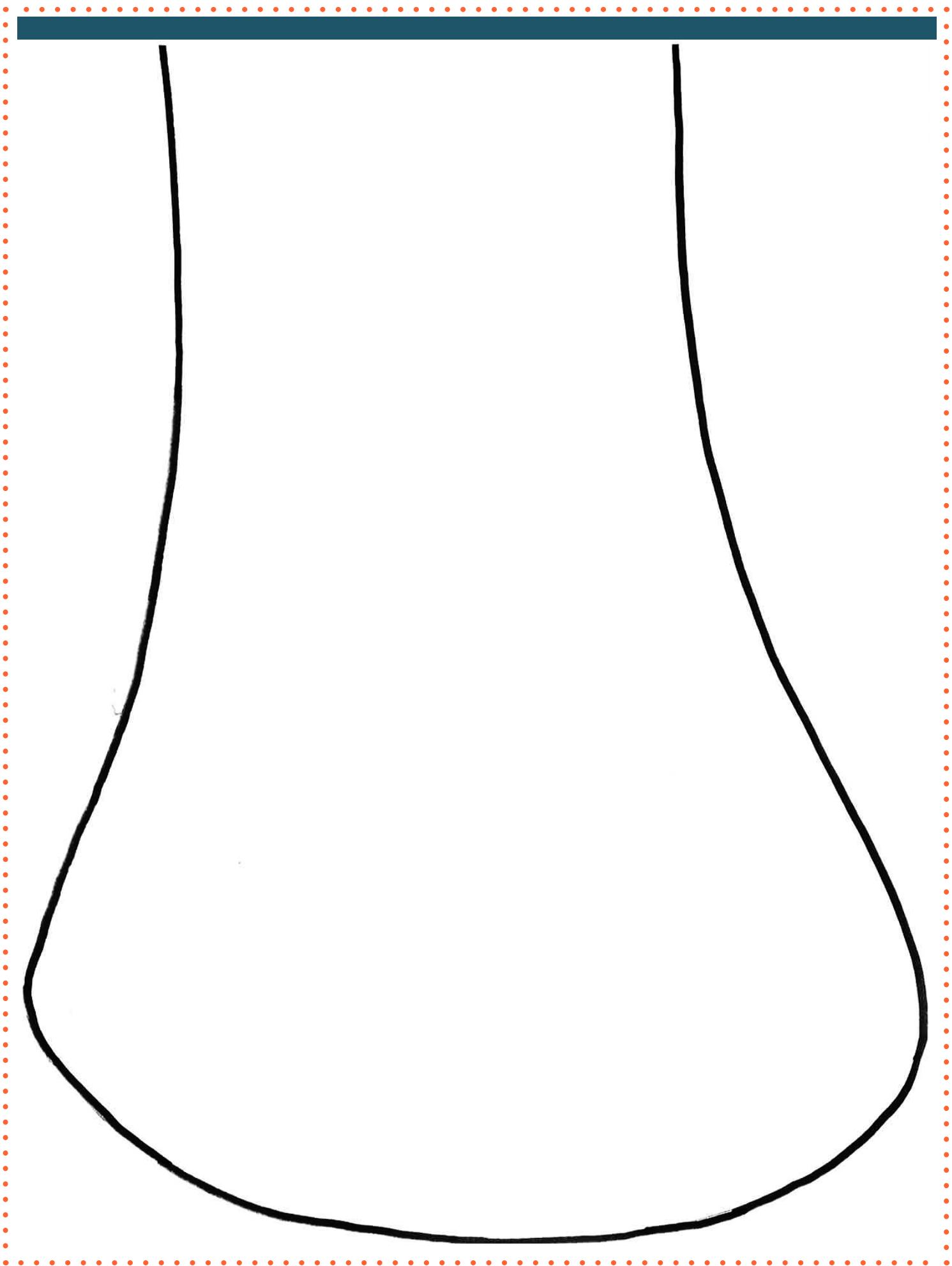
What would you say if a dinosaur was about to squish you? Write it below!

Three horizontal lines for writing inside the oval.

Dinosaur Foot Template

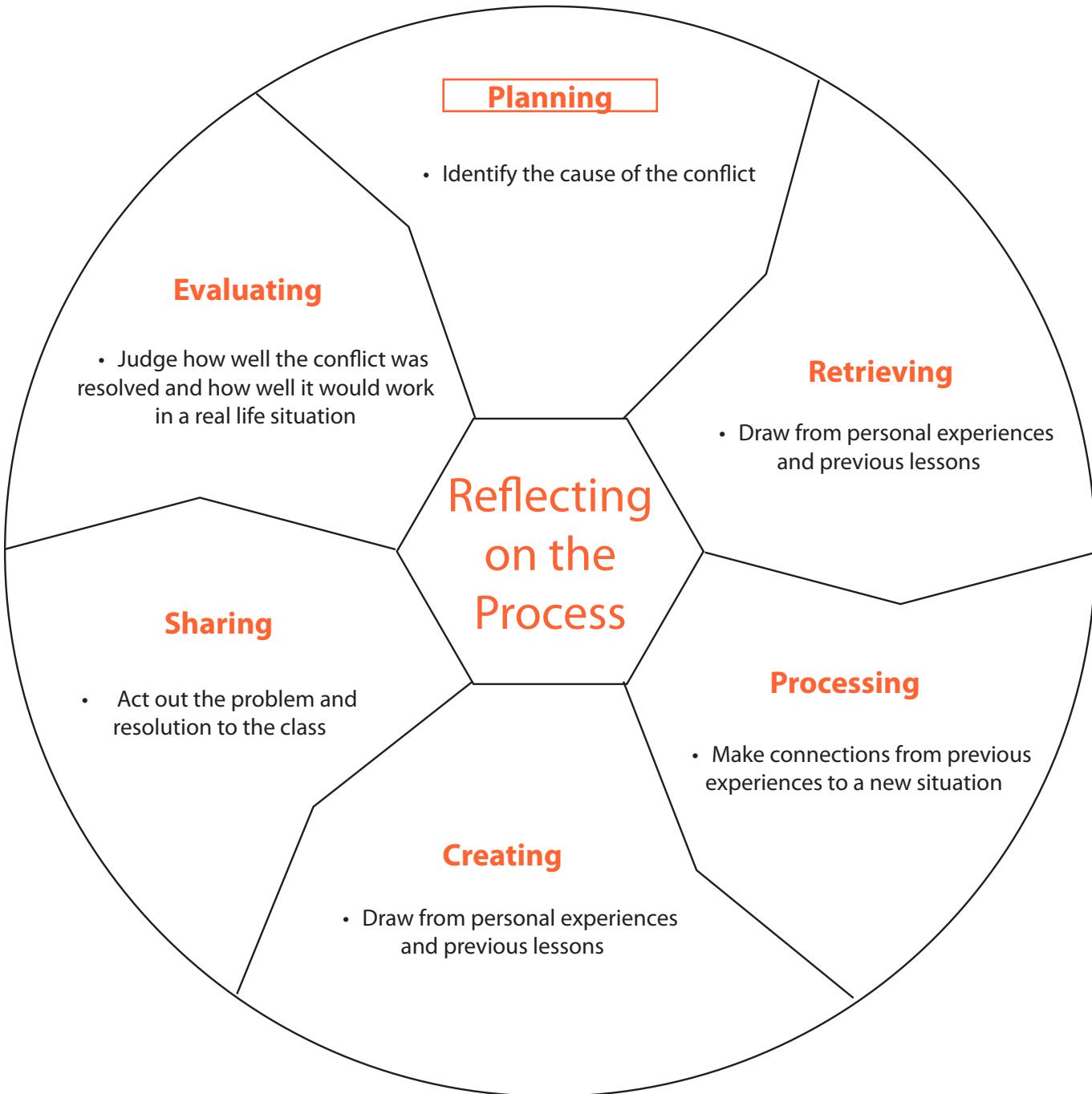
Print this template on colored paper, then assemble pieces on the bulletin board.







Inquiry Model





Conflict Resolution Scenario Cards

Cut along the dotted line to create your scenario cards.

A person brings cookies to school to share with friends. There is one extra cookie. What should happen with the extra cookie?

Three friends both want to play video games but the game is only for one player. Who gets to go first?

A group of friends want to play a game of tag but no one wants to be “it”. Who should be “it”?

Friends forgot to bring in the soccer ball at recess. Who should go get it?

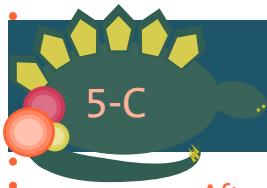
A group of friends are working on their art project but there is only one glue stick? Who should get to use it?

A group of friends want to sit at the back of the bus on a school trip but there is only room for two people. Who gets to sit in the back?

A group of friends are playing a game of cards. Who should shuffle the cards?

A group of friends are having a water fight. One person is upset because he or she thinks all the other people are only throwing water balloons at him or her.





Student Reflection and Self-evaluation

After presenting your conflict resolution scenario, complete this self-evaluation.

Name: _____

Date: _____

Our skit showed the problem.			
Our skit had a good ending to the problem.			
I worked well with my group.			

How could you use what you've learned this week in a conflict with another classmate?



Student Reflection and Self-evaluation

After presenting your conflict resolution scenario, complete this self-evaluation.

Name: _____

Date: _____

Our skit showed the problem.			
Our skit had a good ending to the problem.			
I worked well with my group.			

How could you use what you've learned this week in a conflict with another classmate?





Jobs in a Courthouse

Describe the job of each person who works in a courthouse.

Lawyers



Judge



Jury



Court Clerk





Mock Trial Script

- Narrator: Stacey was going away on vacation. She needed someone to water her garden while she was gone. She asked Daryl to water her flowers and vegetables. When Stacey came back from vacation, all of her plants had dried up. Stacey was very mad at Daryl. They decided to go to court to solve their problem.
- Clerk: Order in Court, The Honourable Judge presiding (class stands up)
- Judge: You may be seated (everyone sits down)
- Clerk: The case of Stacey Stegasaurus and Daryl Pterodactyl
- Judge: Is everybody here?
- Blogosaurus Lex (BL): I am Blogosaurus Lex and I am the Lawyer for Stacey Stegasaurus
- Betty Bronto (BB): I am Betty Bronto and I am the lawyer for Daryl Pterodactyl
- Judge: Thank you. Good day, ladies and gentlemen of the jury. (That's you, kids) I am the judge and it is my job to help you understand the law. Your job is to decide what should happen to Stacey and Daryl. The law says that when you make a promise to someone, you must follow through with that promise. You must decide if Daryl broke his promise to water the garden. Maybe: If you think that Daryl broke his promise, then you must decide what you think Daryl should have to do to make it up to Stacey.
- BL: I am going to prove that Daryl Pteradactyl broke his promise to Stacey. This means that he owes Stacey Stegasaurus money to plant more carrots. I have brought carrots from the garden as evidence.
- BB: I am going to prove that Daryl Pterodactyl kept his promise to water the garden. This means that he owes Stacey Stegasaurus nothing! Stacey Stegasaurus did not tell Daryl everything he needed to know to keep her garden alive.
- BL: My first witness will be Stacey
- Judge: Before witnesses can tell their story, they must promise that they will only tell the truth.
- Judge: Do you promise to tell the truth?
- Stacey: I do
- Judge: You may be seated

• BL: Stacey, please tell the judge and the jury what happened.

• Stacey: Every year I plant a beautiful garden. I grow all of my favourite vegetables such as spinach, peas, and carrots. It gets very hot in the summer and I have to water my plants or they will die. This year I went on vacation and asked my friend Daryl Pterodactyl to water my plants. When I got home all my plants had died!

• BL: Why did your plants die?

• Stacey: Because, Daryl didn't water them!

• BL: How did this make you feel?

• Stacey: ANGRY!

• BL: Could you tell the court what this is? [carrot]

• Stacey: Those are my dried up carrots. (starts crying)

• BL: I have no more questions

• Judge: Does Daryl's lawyer want to ask questions?

• BB: Yes thank you. Stacey did you have a good time on your vacation?

• Stacey: Yes it was the best! [pictures of her surfing, etc] I met a lot of new friends. I had so much fun I stayed an extra week!

• BB: You stayed an extra week? Did you tell Daryl you were going to be gone for an extra week?

• Stacey: Well no...

• BB: Well how was Daryl supposed to know he should keep watering your garden?

• Stacey: Well... he should have just kept watering it until I told him to stop.... a good neighbour should just know these things....

• BB: No further questions

• Judge: You can go back to your seat now Stacey. Thank you for telling us your side of the story. Betty Bronto you may now call your witness

• BB: My witness will be Daryl

• Judge: Do you promise to tell the truth?

• Daryl: I do



Judge: You may be seated

BB: Daryl, did you agree to water Stacey's garden?

Daryl: Yes, I did. Stacey told me that she was going away for one week. I watered her garden the whole week and did not miss a day.

BB: But if you watered the garden every day, why did the plants die?

Daryl: I stopped watering the garden after the week was over. The plants died the second week, because I didn't know that she wasn't coming home so I didn't keep on watering the garden. Stacey didn't call to tell me to keep watering her plants.

BB: No further questions

Judge: Does Blogasaurus Lex wish to ask Daryl questions?

BL: What did your neighbour Stacey Stegasaurus ask you to do while she was on vacation?

Daryl: She asked me to water her garden while she was on vacation.

BL: Did you water her garden?

Daryl: Of course!

BL: Then how do you explain these dried up carrots?

Daryl: Well I didn't water her garden the whole time she was gone...

BL: No Further Questions

Judge: Daryl, you may go back to your seat. Thank you. Can the lawyers please give their closing statements

BL: Daryl broke his promise by not watering Stacey's garden the whole time she was gone. Stacey's garden dried up and it's his fault! Daryl should give Stacey money to help pay for her to replant her garden.

BB: Daryl did exactly what Stacey asked him to do. Stacey should have told Daryl she was going to be gone for an extra week. It's not Daryl's fault the garden died. Daryl kept his promise and watered the garden for the week that Stacey said she would be gone.

Judge: Hello ladies and gentlemen of the jury! You have a very important job to do. You must decide what happens next. The law says that people must keep their promises. You must think about what you heard today in court and decide if the law was broken. Did Daryl break his promise to water the garden? If he did break his promise, should he give Stacey money to pay to replant her garden? Talk it over and let me know your decision. The jury (your class) gets to decide what happens.

