

CANADIAN  
CIVIL LIBERTIES  
ASSOCIATION



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CANADIENNE DES  
LIBERTES CIVILES

## A Teacher's Guide to the Learning Unit: The Right to Protest

### Introduction to the Canadian Civil Liberties Association

The CCLA fights for the civil liberties, human rights, and democratic freedoms of all people across Canada. Founded in 1964, we are an independent, national, non-governmental organization, working in the courts, before legislative committees, in the classrooms, and in the streets, protecting the rights and freedoms cherished by Canadians and entrenched in our Constitution.

Each year the CCLA's education arm leads thousands of young Canadians from kindergarten to postgraduate levels through explorations of rights, freedoms, and civil liberties, building students' critical thinking skills, and their ability to engage in hard conversations on the controversial topics that arise in a diverse democracy such as Canada. The CCLA also develops teaching resources suitable for classrooms across Canada, including this Learning Unit.

### Overview: The right to protest

This Learning Unit is designed to introduce students to protections for the right to protest found in the Canadian Charter of Rights and Freedoms, and discusses why this right is necessary in democracies. Examples of laws that limit the right to protest are also provided, along with a case study illustrating the conflict between protest rights and a municipal bylaw created in response to the 2012 student protests in Quebec. The Learning Unit ends with an opportunity for students to discuss what, in their opinion, is the appropriate balance between the right to protest and public order.

## Curricular Links

The unit touches on many expectations of the Canadian-wide curriculums such as:

British Columbia and the Yukon - Law Studies 12

Alberta - Canadian History 20 and 30, Social Sciences 20 and 30

Saskatchewan - History 10, 20, 30, Social Studies 10, 20, 30 and Law 30

Manitoba - Grade 11 History of Canada, Grade 12 Law

Ontario - Canadian History Grade 10 and 12, Civics Grade 10, Law Grade 11 and 12

Newfoundland - Social Studies 1202, 2201, 2202

Nova Scotia - Canadian History 11

PEI - Canadian Studies CAS 401A, Canadian History HIS621A, Intro to Law LAW521A, and Canadian Law LAW531A

New Brunswick - Canadian History 122, Law 120, Political Science 120, Social Studies 9 and 10.

Northwest Territories - Social Studies 10, 20 and 30

Nunavut - Social Studies 10, 20, and 30

## Learning Outcomes

Students will learn about the Charter provisions that protect the right to protest, namely the freedoms of expression, association and assembly. They will be introduced to examples of legal limits on the right to protest. Students will have an opportunity to examine a case study on Quebec student protests as well as discuss and explore their own views on the right to protest.

## Unit Components

- The Right to Protest Teachers Guide (this document)
- [The Right to Protest Prezi slide deck](#)
- [The Right to Protest Prezi video](#) with voice over (10 minutes)
- [The Right to Protest Prezi guide](#)
- [CCLA's Know Your Rights Guide to Protesting](#)
- [The Right to Protest Student Worksheet](#)

## Unit Length

This unit, including classroom discussions, can be completed in 1 classroom period (1 hour and 15 minutes).

## Online Teaching Strategies

If you work in an online or blended learning environment this Learning Unit presentation can be posted on your Learning Management System (LMS). The Prezi slide deck cannot stand alone and we recommend making it available to students along with the Prezi guide. A guided video presentation of the Prezi with audio is also available to allow for asynchronous learning when an online teacher-led presentation is not possible. It is approximately 10 minutes.

## In Class Teaching Strategies

If you are presenting the Learning Unit using the Prezi slide deck in a traditional classroom setting the first thing to do is familiarize yourself with the Prezi video and/or guide. The discussion questions on the worksheet can be incorporated as a written component or a classroom discussion. Some ideas for structuring conversations are below:

### Teaching Strategy #1: Think-Pair-Share

Think-Pair-Share is a simple strategy to facilitate. The question is posed to the class. Each student thinks independently about their response to the question. After a period of time, students share and discuss their responses with a classmate. The teacher then elicits responses to the question from the class, taking care that all salient points to the discussion are heard.

### Teaching Strategy #2: Concentric Circles

Arrange the students in two groups according to initial beliefs on the subject. One group sits in a circle and the second group forms a circle around them. The inner circle begins the discussion while the outer circle listens. After a period of time, the circles switch positions and the second group leads discussion of their opinions. After all salient points have been explored the teacher summarizes the two positions.

### Teaching Strategy #3: Journalling

This strategy is less public than the other two. The question is posed to the class and students write down their initial reaction to the question. Then the Concentric Circles exercise takes place (Teaching Strategy #2). After the first round of discussion, students return to their journals to write down if and how their thinking has changed. A third period of journaling takes place after the second round of discussion. The teacher gathers the journal entries at the end of the class for review.

## Complement this Learning Unit with other CCLA resources and programs:

### Information Sheets

[Equality Rights](#)

[Freedom of Expression](#)

[Freedom of Religion](#)

[How to Disagree](#)

### Chernos Contest

Each year the CCLA facilitates the nation-wide, high school Chernos Contest that explores civil liberties issues we are currently working on. Students select one of four questions, analyse rights and freedoms from multiple perspectives, apply *reasonableness* analysis, then conclude. Entries can be submitted as essays or video rants. The Chernos Contest makes a great ready-made assignment for a wide range of courses and offers cash prizes of up to \$500 for the top submissions.

<https://ccla.org/education/student-contests>

### Workshops

Each year we facilitate engaging, interactive classroom rights and freedoms workshops for 11,000+ elementary to post-graduate level students. Online workshops with a CCLA facilitator can also be arranged. [Request a workshop here](#)

### Advocacy Toolkit

Our comprehensive Advocacy Toolkit helps student activists develop skills needed for effective advocacy. <https://ccla.org/29725-2/>

## Feedback and Queries

Your feedback is welcome, appreciated and can be submitted using our [feedback form](#). If you have any questions or concerns about the material presented please contact [education@ccla.org](mailto:education@ccla.org).