



17TH ANNUAL BERNARD CHERNOS CONTEST

Submit an essay or a video
for a chance to WIN \$500!



CANADIAN
CIVIL LIBERTIES
EDUCATION TRUST



LE FIDEICOMMIS
CANADIEN D'EDUCATION
EN LIBERTES CIVILES



CONTEST HISTORY

CCLET's 17th annual Bernard Chernos Contest is open to students enrolled in grades 9 to 12 across Canada. This contest is funded by a generous donation from the Chernos family, and is held in memory of the late Bernard Chernos, a civil libertarian, lawyer, and a lover of lively debate.

PRIZES: 1st place: \$500 + book
2nd place: \$150 + book
3rd place: \$100 + book

INSTRUCTIONS

Choose ONE of the three questions provided and discuss how a democratic society should balance the conflicting rights and freedoms at issue.

You have the option to submit your response in ONE of the following formats:

WRITTEN ESSAY: 750 to 1000 words, double-spaced, size 12 font.

VIDEO (WITH SCRIPT): 3 – 4 minute rant in the style of Rick Mercer, one of Canada's most famous political humorists.
NOTE: The following link is provided as an example of the style of the video only, NOT the length or substance of the content.
<https://goo.gl/XuvRhn>

Contest rules and content requirements for both the essay and video can be found on pages 4 – 7.

QUESTIONS

1. In response to increased gun violence in Toronto, city councilors voted to purchase new technology called “ShotSpotter”. The technology detects loud noises resembling gunshots and sends the approximate location to police for investigation and intervention. While some believe this technology will help combat gun violence, others are concerned that it will normalize increased surveillance in Toronto neighborhoods and impact privacy rights. Is the use of ShotSpotter technology a reasonable response to gun violence? Why or why not? What rights and freedoms are at issue?
2. A Canadian province wants to pass a law creating ‘safe zones’ around medical clinics and hospitals in order to “facilitate women’s access to abortions”. In the safe zones, which extend 1 block around these facilities, any type of anti-abortion activity would be illegal (e.g. protests, signs, speeches or pamphlets). Penalties would include fines and in some cases, jail time. A religious group who believe that it’s their religious duty to stop abortions and share their beliefs is strongly opposed to the passing of the law. Is the law fair? Why or why not? What rights and freedoms are at issue?
3. A municipality in Canada has installed a new digital directory at City Hall which provides visitors with a list of available services (e.g. where to pay your property taxes, apply for a marriage license, or access social support services etc.). It was recently discovered that a secret camera was installed behind the directory and the images captured were being analyzed using facial recognition software, without visitors’ knowledge or consent. The city claims this analysis helps them better understand who visits City Hall. Is it reasonable for the City to collect information about visitors in this way? Why or why not? What rights and freedoms are at issue?

RULES

ELIGIBILITY: Students currently enrolled in grades 9 through 12 in a Canadian school are eligible to participate.

DEADLINE: All submissions must be received by no later than May 3, 2019. Winners will be notified by no later than June 30, 2019.

HOW TO SUBMIT: Email all of the checklist items below to education@ccla.org with the subject line **Chernos Contest**.

SUBMISSION CHECKLIST

- COVER PAGE:** DO NOT include any of the following information in the content of your essay or video. Instead submit this information on a separate cover page:
- Your first and last name
 - Your age and current grade level
 - Full mailing address (so we can send your prize if you win!)
 - Telephone number
 - School name and mailing address
 - Teacher or principal name and email address

ESSAY

- Written Essay:
750–1000 words.
PDF or MS-Word
(.pdf or .doc)
format

OR

VIDEO + SCRIPT:

- Video: 3–4 minutes long.
MOV, MP4(MPEG4), AVI, or WMV
format. Upload your video
file to either a Dropbox or
Google Drive account and
submit the shareable link.
DO NOT email the actual
video files.
- You must also submit your
written script in PDF or MS-
Word Format

- ❑ **WORKS CITED LIST:** Cite secondary sources within your essay or script and provide full references to your sources in a works cited list.
- ❑ **SIGNED MEDIA CONSENT FORM:** CLEET may publish select contest entries on its website or other communications channels. Download and complete the media consent form below and include a scanned copy with your submission.

<https://goo.gl/SfNH2M>

AN IMPORTANT NOTE ABOUT PROTECTING YOUR PRIVACY:

Video participants: DO NOT film in locations where it might be easy for viewers to identify your home address or include any other personal information in your video that you do not wish to be shared publicly. If you wish, you may refer to yourself using a pseudonym in your video.

CONTENT REQUIREMENTS

Your essay or video should include at least the following basic elements:

INTRODUCTION:

- ❑ Start by letting your audience know what is the problem, incident, or case you intend to address.
- ❑ Identify what is at stake and why people should care about what you're about to say. What rights and freedoms are engaged by the case and why is it important to consider the issues involved?
- ❑ Introduce at least two strong counter-arguments against your point of view that you will later refute in the body of your essay/video script.
- ❑ State your thesis: Tell your audience where you stand on the issue.

CONTENT REQUIREMENTS (CONTINUED)

BODY:

- Now it's time to convince your audience to adopt your position by providing your supporting arguments.
- Remember, when rights and freedoms conflict, there are many positions one can take. Different stakeholders may be affected by the issue(s) differently. In providing your arguments, be sure to demonstrate you have thought about the problem from multiple perspectives and explain clearly why you are on the side you are on.
- Recall the counter-arguments you offered in the introduction and provide your arguments to refute them. Addressing counter-arguments helps convince your audience that you have carefully considered and ultimately resolved possible weaknesses in your arguments and thesis.
- Where possible, support your arguments with evidence from secondary sources. Secondary sources must be cited within your essay or in your written video script, and the complete reference for the source should be provided in a works cited list. Citations are required whether you are including direct quotes or statistics, paraphrasing or adopting someone else's idea. Here are some useful guides on how and when to cite and document work:
 - <https://guides.library.utoronto.ca/citing>
 - https://web.williams.edu/wp-etc/acad-resources/survival_guide/CitingDoc/CitingContents.php

CONCLUSION:

- Reinforce your thesis by re-stating the position you advocated for in your essay or video.

- You may wish to briefly paraphrase the main arguments you have made in support of your thesis. Do not simply re-state your previous arguments verbatim.
- To leave a lasting impact, consider concluding with one or two of your own ideas about compromises that might be made to bring the opposing sides closer together and resolve the issues.
- You may also wish to close with some food for thought: provide a statement that will remind your audience about the importance of the problem discussed and keep them thinking.

TIPS AND HELPFUL RESOURCES

- Download this tip sheet for helpful guidelines on how to create an engaging and persuasive script for your video: <https://goo.gl/rAdceg>
- The Fundamentals of our Fundamental Freedoms, by A. Alan Borovoy is an excellent primer to help you understand and think about conflicts of rights and freedoms:
<https://ccla.org/education/high-school/high-school-learning-tools/>
- The Oakes Test is a legal analysis established by the Supreme Court of Canada to assess the reasonability of limits to rights or freedom found in the *Canadian Charter of Rights and Freedoms*. CCLET's *Acorn Test* is a simplified version of the Oakes Test, which can be found here: <https://goo.gl/DkMpyE> and here: <https://ccla.org/cclanewsites/wp-content/uploads/2018/07/Section-1-and-the-Acorn-Test.pdf>
- Learn more about your rights through CCLET's Remote Rights project: <https://ccla.org/rights-101/>
- Consider asking your teacher or another person to review your work to check for errors and provide feedback before submitting.

TEACHERS: This contest makes for a great ready-made classroom project. Consider assigning it to students and submitting the best selections to our contest!

DOWNLOAD: This contest flyer in .pdf form:
www.ccla.org/education/student-contests/

FOR MORE INFORMATION: About CCLET's FREE in-class workshops and educational resources please visit:
www.ccla.org/education

Special thanks to the Chernos family whose generous funding and support have made this contest possible.

CANADIAN
CIVIL LIBERTIES
EDUCATION TRUST



LE FIDEICOMMIS
CANADIEN D'EDUCATION
EN LIBERTES CIVILES

education@ccla.org | Tel: 416-363-0321 | Fax: 416-861-1291