

## TIPS FOR CONTESTANTS

To help you assess the fairness of each measure, ask and answer the following three questions:

- ◆ Why? What is the purpose of the intended measure?
- ◆ Will it work? Will the measure achieve its purpose?
- ◆ What else will it do? What might be some of the side-effects of the measure, intended or unintended?



### TIPS FOR TEACHERS

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

## VISIT US ON THE WEB

To download this contest flyer in .pdf form, please go to [www.ccla.org/essay](http://www.ccla.org/essay)

For more information about our student contests, in-class presentations, and educational resources please visit [www.ccla.org/education](http://www.ccla.org/education).

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# The 11th Annual CCLET Bernard Chernos Essay Competition

Take the Challenge and WIN \$500!



## COMPETITION HISTORY

The CCLET's **11th Annual Essay Competition** is open to high school students across Canada. In memory of the late Bernard Chernos, a civil libertarian, lawyer, and a lover of lively debate, a **prize of \$500.00** and a signed copy of *When Freedoms Collide* by A. Alan Borovoy will be awarded to the student whose essay is chosen.

An additional contribution of **\$250.00** and a copy of *When Freedoms Collide* will go to the department of the teacher submitting the entry. This competition will be of special interest to teachers and students in such courses as Civics, History, Law, Politics, World Issues, and other social studies subjects.

## THE RULES

Submit an essay of three or four double-spaced typed pages (750 to 1000 words) to be written by a student who is currently enrolled in a secondary school. The essay must address ONE of the questions on the opposite page. For assistance, please see *The Fundamentals of Our Fundamental Freedoms*, by A. Alan Borovoy. Copies can be downloaded from the CCLET website at [www.ccla.org/in-the-schools/resources](http://www.ccla.org/in-the-schools/resources).

The author's name, age, full mailing address, telephone number, school, and school address should appear on the cover sheet, but **NOT on the essay pages**. Submissions must be post-marked or e-mailed no later than **APRIL 21, 2012**. The essays will be judged by a panel of three, chosen by the CCLET. The winner will be notified by the end of **JUNE 2012**.



## SUBMIT YOUR ENTRIES

### By Mail:

Director of Education  
Canadian Civil Liberties  
Education Trust  
506 - 360 Bloor Street West  
Toronto, ON M5S 1X1

### By Fax:

416-861-1291

### By E-mail:

[education@ccla.org](mailto:education@ccla.org)

# THE QUESTIONS

Each question deals with one or more rights as referred to in the *Canadian Charter of Rights and Freedoms*. Choose ONE question and write an essay of 750 to 1000 words (3 to 4 pages double-spaced) discussing how, in your view, a democratic society should balance the conflicting values at issue.

1. ABC Tanks, a Canadian company, manufactures armoured vehicles primarily for the United States Military. An international agreement between Canada and the US provides that certain nationalities are prohibited from having access to "sensitive security information" in the manufacturing of military goods. Lebanon is a country whose citizens are prohibited from having access to the information. Mr. Zahir is a dual Canadian-Lebanese citizen and has worked for ABC for 20 years. On a routine inspection of workers at the plant by a US official, it was discovered that Mr. Zahir had Lebanese citizenship. He was dismissed because his Lebanese citizenship violates the agreement. Is this fair? Why or why not? What rights and freedoms are at issue?
2. A student is caught texting in class and has his phone confiscated. School policy states that any mobile devices confiscated are sent to the office, where they can be retrieved at the end of the school day. When the student goes to pick up his phone, the principal calls him into her office. She has found "questionable photographs" on his phone, and has called the police. Is this fair? Why or why not? What rights or freedoms are at issue?
3. Because of persistent, racist graffiti in the boy's washroom on the third floor of a high school, all washrooms have been locked. All students who need to use the facilities must now proceed to the main office, sign a "washroom" sheet, receive a key, and use one of the washrooms on the first floor, near the office. Students have been made aware that this will continue until the vandals have been identified. Is this fair? Why or why not? What rights or freedoms are at issue?
4. At a Canadian public school where 80% of students are Muslim, those who choose to do so may take part in prayer service led by an imam in the school cafeteria every Friday, during school hours. According to Islam, prayer is mandatory on Fridays. During this service, the boys sit at the front of the cafeteria, while the girls must sit at the back and enter through a separate door. These students are excused from class time during the services, but are required to make up any work missed. Recently, a complaint was made by other religious and secular groups who argue that the school should not allow any religious services to be held during school hours on school property. Is this fair? Why or why not? Which rights and freedoms are at issue?