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

For more information about our student contests, in-class presentations, and educational resources please visit www.ccla.org/education.
The CCLET’s 14th 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.

### COMPETITION HISTORY

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### THE QUESTIONS

Each question deals with a civil liberties issue and/or rights 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 double-spaced pages) discussing how, in your view, a democratic society should balance the conflicting values at issue.

1. It has been a tradition at a high school to hold a year-end prom at a non-school venue. While there have been no incidents of drunkenness at proms in the past, this year the principal decided that, in the interest of safety, all students who attend the prom will have to blow into a Breathalyzer as a condition of admission to the prom. Is this fair? Which rights and freedoms are at issue?

2. For decades, the federal government prevented Aboriginal communities from practicing their traditional forms of governance. Following a change in Canadian law, Aboriginal communities are permitted to design their own systems for choosing leaders. Recently, an Aboriginal community in Saskatchewan introduced a new rule: all candidates who want to run for office of Chief must have a high school diploma. A community elder who never finished high school wants to run for this office. As a child, she was forced to attend a residential school where she was abused. That traumatic experience has prevented her from ever completing her formal education. Is the requirement to have a high school diploma fair for this purpose? Who should make the rules about running for office in such communities? Which rights and freedoms are at issue?

3. A religious male student taking an on-line university course refused to work with women on the one group assignment in which the class would be required to meet together in person. He explained he had chosen to take the course on-line because his religious beliefs require him to avoid contact with women who were not in his family. When the professor told the other students in the course about the request, some of the women in the class were upset. Should these religious beliefs be accommodated? If so, why? If not, why not? Which rights and freedoms are at issue?

4. A teenager of First Nations descent was diagnosed with a rare form of cancer. After going through one round of chemotherapy, she decided to end her treatment. She wanted instead to be treated by healers in her community who use traditional medicines and methods. The safety and efficacy of these treatments have never been studied. While she has the support of her parents in her choice, the hospital is concerned for her health. Who should decide which treatment should be used? Which rights and freedoms are at issue?