

Section 1: The Law and You

Lesson Plan 3: *Canadian Charter of Rights and Freedoms*

SNAPSHOT

Grade Level	8-10
Duration	1-2 periods

Introduction

The *Canadian Charter of Rights and Freedoms* (*Charter*) is a document that affects the everyday lives of Canadians. Students will take a look back to why the *Charter* was created and how it became part of our Constitution. They will also explore different sections of the *Charter* and will focus on understanding the fundamental freedoms that Canadians enjoy as well as the limits that may be put on our freedoms in order to protect our society. Lesson 4 and 5 will focus in more detail on specific sections of the *Charter* such as democratic rights, equality rights and legal rights

Objectives

At the end of this lesson students will:

- Understand the process by which the *Charter* became part of our Constitution
- Demonstrate a basic understanding of the *Charter's* content
- Recognize how the *Charter* affects our daily lives
- Defend a position on a contemporary issue
- Demonstrate an understanding of the *Charter* fundamental freedoms including rights and responsibilities that protect everyone in society
- Understand that our fundamental rights are protected and guaranteed under the *Charter* only within reasonable limits
- Learn how to apply the principles of rights and responsibilities to their lives and to cases

Focus Questions

1. What is the Canadian Charter of Rights and Freedoms (Charter)?
2. What is a freedom?
3. What is a right?
4. How did the Charter become part of our Constitution?

5. What are some rights all Canadians have under the Charter?
6. What are the fundamental freedoms under the Charter?
7. How have cases interpreted the freedoms granted under the Charter?

Teaching Summary

Topic 1: Overview of the Canadian Charter of Rights and Freedoms

For this topic, students will read about the *Charter* and complete a short worksheet on the basics.

Topic 2: Fundamental Freedoms

For this topic, students will discuss orally with the class what freedoms and responsibilities are in the context of their own lives and then will look at our fundamental freedoms set out in the *Charter*. These activities use group discussion and two question sheets will guide that discussion.

CONTENT

Topic 1: Overview of the *Canadian Charter of Rights and Freedoms*

Introduction

The *Canadian Charter of Rights and Freedoms* (*Charter*) was enacted in 1984 and it effectively replaced the *Bill of Rights* of 1960. Although many of the same rights and freedoms are protected by the *Charter* as by the *Bill of Rights*, the *Charter* enhances the protections provided to Canadians by increasing the number and the extent of our rights and freedoms. In addition, the *Charter* now forms part of our Constitution, making it difficult for future governments to decrease or limit the rights and freedoms we currently enjoy. It applies when the government tries to infringe upon the rights of Canadians.



Why was the *Charter* Enacted?

A look back: In the 1960's and 1970's, Canadian political issues often focused on discontent in Quebec over language and social policy and the concern in the western provinces over natural resources. By May 1980, it seemed apparent to Prime Minister Pierre Trudeau that a renewed effort for constitutional change was needed – Quebec had issued a referendum on sovereignty-association. Many in the province wanted Quebec to become a separate country.

To keep Quebec within Confederation, Prime Minister Trudeau assured the province its rights would be protected under a new constitutional arrangement. In October of 1980, without the support of eight provinces, Prime Minister Trudeau requested that the British government amend the *BNA Act* by adding an amending formula and a *Canadian Charter of Rights and Freedoms*. By November 1981, the Prime Minister had brought nine provinces on board. Quebec, still not happy, held out. In April of 1982, the amendments were signed off by Queen Elizabeth I and the constitution of Canada officially became our own. The process of “bringing home” the Constitution from Britain is called patriation.

The constitution of Canada contains the *Canada Act, 1982*, which has two parts: the *Constitution Act, 1982* and the *British North America Act, 1867* (later renamed the *Constitution Act, 1867*).

It is the *Constitution Act, 1982* that contains the *Canadian Charter of Rights and Freedoms* (*Charter*). Because the *Charter* is part of the constitution, no part of it can be changed by a federal or provincial government. The House of Commons, the Senate

and two thirds of the provinces representing over 50 percent of Canadians must approve any changes to the *Charter* or any part of the constitution.

What is the *Canadian Charter of Rights and Freedoms*?

It is a document that protects the interests of Canadians and provides a way to challenge perceived abuses of basic rights and freedoms through our court system.

The *Charter* falls into seven distinct categories: fundamental freedoms, democratic rights, language rights, mobility rights, minority language educational rights, legal rights and equality rights.

Section 25 protects the rights, customs, traditions, and land claim agreements of the Aboriginal peoples, which includes Indian, Inuit and Métis. This section, however, confers no new rights but does recognize Aboriginal Rights as distinct from the *Charter* provisions.

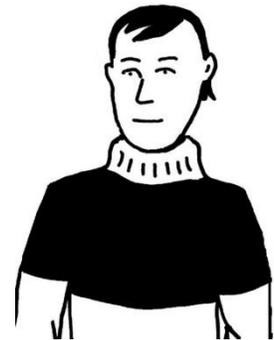
Definitions of a Right and a Freedom

A right is a legal, moral or social expectation that Canadians are entitled to from the government. For example, a person accused of committing an offence is entitled to a lawyer and a fair trial within a reasonable amount of time.

A freedom is a right to live your life without interference from the government unless you impinge on the freedoms of others.

Fundamental Freedoms: Section 2

- Freedom of conscience and religion
- Freedom of thought, belief and expression
- Freedom of peaceful assembly
- Freedom of association



Rights and freedoms are not without limits. Sometimes they have to be limited in order to protect the rights and freedoms of others. For example, prisoners have some of their rights and freedoms taken away because they have broken the law. An example occurred during the Stanley Cup Riots in downtown Vancouver in 2011. People gathered to celebrate (protected under "freedom of peaceful assembly") with other hockey fans (protected under "freedom of association"). However, when the assembly turned into a riot the freedoms of others (such as those of shopkeepers whose windows were broken) were compromised. The police had to arrest some rioters who were then charged with breaking the law. Freedoms are guaranteed only to such reasonable limits as can be justified in a free and democratic society.

Democratic Rights: Section 3

- Every Canadian citizen of age has the right to vote

- Every Canadian citizen of age has the right to run for public office
- Elections, both federal and provincial, must be called every five years
- Parliament and legislatures must sit at least once every 12 months

Right to Vote

Throughout much of history, people have been willing to fight and die for the right to vote in order to hold the government accountable for its actions. Today, countries voting in "free elections" for the first time (where an election has a true opponent) often invite representatives from other countries to oversee the administration of their polling booths in order to ensure that the votes are counted accurately. In Canada, our right to vote is a birthright or an automatic right when a person obtains citizenship status and becomes of age.

Mobility Rights: Section 3

Canadians are allowed to move freely within the country and they also have the right to enter and remain in Canada. Mobility rights affect those wanting to move from one province to another in order to seek employment. Wide mobility rights allow people to go anywhere to seek opportunities in their field of expertise. In some professions such as teaching and law, the applicant must meet the required standards of the province they are moving into in order to work there.

Some provinces had previously tried to limit these rights in order to guarantee that local residents would get available jobs first. They were concerned that people would move to provinces where there was easier access to social services, thereby increasing the tax burden on local residents.

Legal Rights: Section 7-14

Everyone has the right to be secure against unreasonable search and seizure.

The police must have reasonable grounds for searching you or your home and any evidence that is unlawfully obtained may be excluded at trial.

Everyone has the right not to be arbitrarily detained or imprisoned. A person must be held in custody on reasonable grounds and must be brought before a judge or justice as soon as possible or within 24 hours of detention to decide if the detention is lawful (*habeas corpus*).



Everyone has the right on arrest or detention to be informed promptly of the reasons and to consult counsel without delay and to be informed of that right. The police use the *Charter* warning to provide this information.

Everyone has the right to a fair trial within a reasonable time.

Everyone is innocent until proven guilty beyond a reasonable doubt. Crown counsel must present evidence to an unbiased judge or jury in an open court to prove the accused's guilt. The accused does not have to prove anything or call any evidence.



Everyone has the right to be tried by a judge and jury where the punishment for the offence charged is over five years imprisonment. This provision guarantees the right to be judged by one's peers and it keeps our justice system in touch with the opinions of ordinary people and with changing community standards.

Everyone has the right not to be compelled as a witness and to remain silent when accused of a crime.

Everyone has the right not to be subjected to any cruel and unusual treatment or punishment. The punishment should fit the crime and it should meet with the broad public standard of acceptability.

Equality Rights: Section 15

The *Charter* guarantees equality rights.

Every individual is equal before and under the law and has the right to equal protection and benefit of the law without discrimination based on race, nationality, or ethnic origin, color, religion, sex, age or mental or physical disability.



It may be surprising to note that this clause was one of the more controversial issues of the constitutional debate. Some provinces did not see the need for equality rights to be written into the *Charter*, since provincially human rights codes were seen as protection enough.

The phrase "before and under the law" is significant because it means that not only do people have equal access to the courts and to equal administration of justice (the "before" part) but that the laws that are discriminatory will be struck down by the courts (the "under" part).

Language Rights: Section 16-22

- Either English or French may be used in Parliament
- All documents of Parliament must be published in both languages
- Members of the public can communicate with the federal government in either language
- The federal government must provide services in English and French
- Either language can be used in court

Minority Language Education Rights: Section 23

Canadians have a right to have their children educated in French if:

- Their first language is French
- They received their own primary education in French
- They have a child already receiving education in French

Topic 2: Fundamental Freedoms

Rights and freedoms are not without limits. Sometimes they have to be limited in order to protect the rights and freedoms of others. For example, prisoners have some of their rights and freedoms taken away because they have broken the law.

An example occurred during the Stanley Cup Riots in downtown Vancouver in 2011. People gathered to celebrate (protected under "freedom of peaceful assembly") with other hockey fans (protected under "freedom of association"). However, when the assembly turned into a riot the freedoms of others (such as those of shopkeepers whose windows were broken) were compromised. The police had to arrest some rioters who were then charged with breaking the law.

Another example would be if a white supremacy group gathered to spout out hate messages against Jews, African Canadians and other minority groups. They may gather under the freedom of association but their message is not protected under the *Charter* as hate crimes are illegal under the constitution. Freedoms are guaranteed only to such reasonable limits as can be justified in a free and democratic society.

Some recent cases on the fundamental freedoms follow and are in *Handout 2: A Closer Look Fundamental Freedoms and Equality Rights*.

Fundamental Freedoms: Section 2

- Freedom of conscience and religion
- Freedom of thought, belief and expression
- Freedom of peaceful assembly
- Freedom of association

Conscience and Religion

- You have a right to practise your religion's beliefs and to declare them without fear
- No one can be forced to act in a way contrary to one's beliefs or conscience

Focus Case 1

In 1985, a landmark case, *Regina v. Big M Drug Mart Ltd. [1985] 1 S.C.R. 295*, tested the *Lord's Day Act* which prevented stores from opening on Sunday because it was supposed to be a day of rest. The *Act* was struck down because it went against the *Charter's* right of freedom of religion and conscience. The *Act* essentially forced people of other religions to observe Sunday in a Christian context. Other Canadian courts have also held up employee's rights to take days off to observe religious holidays.

Note: Sometimes the Court must weigh one *Charter* freedom against another. An example is the issue of blood transfusions. While the Court recognizes parents' rights to

worship freely, it will not support this right if parents refuse to approve a life-saving blood transfusion on religious grounds.

Thoughts and Expression

Under s. 2(b) you are free to think and believe what you want and to publicly express your opinions through writing, speech, art, music or photography.

Focus Case 2

In 2009, in *Greater Vancouver Transportation Authority v. Canadian Federation of Students* [2009] 2 S.C.R.295, the Supreme Court of Canada ruled that BC's two transit agencies TransLink and BC Transit violated the *Charter* by rejecting ads on the sides of buses from the BC Teachers' Federation and the Canadian Federation of Students. The ads were to encourage students to vote in the 2005 provincial election, but the bus companies argued that the ads would create an unwelcome environment for bus patrons. The Court's decision was unanimous, but that does not mean that TransLink would not be well within its rights "to ban ads that do threaten the safety or welfare of the public, such as ones that incite or condone violence or include discriminating violence," opined Peter McKnight in his op-ed column in the *Vancouver Sun*.

Focus Case 3

The RCMP planned to set up free speech areas during the 2010 Olympic and Paralympic Winter Games in Vancouver. Many questions were being asked. Does this mean that there was not free speech at any other Olympic sites? Does it mean that the RCMP think the public would be safer if the *Charter* right to freedom of speech was restricted to certain areas only? Craig McInnes, writing in the *Vancouver Sun*, said, "But legitimate free speech, no matter how stupid, must be allowed anywhere and anytime it doesn't unduly impinge on the equally important rights of others."

Peaceful Assembly and Association

- You may gather with friends to celebrate an event or to demonstrate a point-of-view as long as it is lawful and peaceful
- If, however, you break a law in the Criminal Code, your group could be dispersed and arrested

Focus Case 4

In the 1990's, people gathered to celebrate (protected under freedom of peaceful assembly) with other hockey fans (protected under freedom of association) a Vancouver Canucks' win during the Stanley Cup hockey playoffs. However, when the assembly turned into a riot in 2011, the freedoms of others (such as those of shopkeepers whose windows were broken and of bystanders who felt a threat to their personal safety) were compromised. The police had to arrest some rioters who were then charged with breaking the law. Freedoms are guaranteed only to such reasonable limits as can be justified in a free and democratic society.

ACTIVITIES

Activity 1: Overview of the Canadian Charter of Rights and Freedoms

Ask your students to read *Handout 1: Overview of the Canadian Charter of Rights and Freedoms* or go over it with them. Have them complete *Handout 2: Learning About the Charter*.

To see the answer key for *Handout 2*, see the Assessment section.

Activity 2: Freedoms and Responsibilities

Distribute *Handout 3: Freedoms and Responsibilities* to your students. Ask students to brainstorm answers to the question, “What freedoms do you have at school and in the classroom?” Write down students’ answers on white board. This lesson is focusing on the fundamental freedoms we have as Canadians. We also have rights under the *Charter* but those are not being dealt with in this lesson.

1. Ask students to create a definition for “Freedoms.” (You may give the actual definition after hearing student responses.)
2. Ask students, “What are your responsibilities at school and in the classroom?” Write down students’ responses on whiteboard.
3. Ask students to come up with a definition for “Responsibilities.” Write down students’ responses. (You may also want to put up the actual definition for the students.)
4. Divide students into groups of 2-4. Ask “What is the connection between ‘freedoms’ and ‘responsibilities’?” Give examples. (For example: I have the freedom to practice any religion I want. I must be responsible and accept and protect the right for others to practice their religious beliefs.)

Activity 3: Fundamental Freedoms in the *Charter*

Go over *Handout 4: Fundamental Freedoms in the Charter* with your students or hand out a copy of the *Canadian Charter of Rights and Freedoms* to each of your groups. Have students answer the questions on the back of *Handout 3: Freedoms and Responsibilities*. Have each group share their answers with the class.

To see the answer key for *Handout 3*, see the Assessment section.

RESOURCES

Activity 1: Overview of the Canadian Charter of Rights and Freedoms

Handout 1: Overview of the Canadian Charter of Rights and Freedoms

Handout 2: Learning About the Charter

Activity 2: Freedoms and Responsibilities

Handout 3: Freedoms and Responsibilities

Activity 3: Fundamental Freedoms in the Charter

Handout 4: Fundamental Freedoms in the Charter OR

Actual copy of Canadian Charter of Rights and Freedoms

Enrichment

Handout 5: Enrichment Case Study 1

Handout 6: Enrichment Case Study 2

Handout 7: Enrichment Case Study 3

ASSESSMENT

Activity 1: Overview of the Canadian Charter of Rights and Freedoms

Collect Handout 2: Learning About the Charter for marks.

Answer Key: Handout 2: Learning About the Charter

1. Give 2 reasons why the freedom of expression is important to you as a grade 7 student.
Answers may vary.
2. Why is it important to have provincial and federal elections every 5 years?
It gives voters a chance to elect a new government if they are unhappy with the policies of the present government.
3. Name 3 types of legal rights.
A right to a lawyer, the right to a fair trial, the right to remain silent when you are arrested.
4. If there were no mobility rights, how might that affect your parents if they were looking for a job?
They would not be able to apply for a job in another province.
5. Name 3 minority language education rights.
Children can be educated in French if their first language is French, if their parents received education in French and if there is another member of the family receiving their education in French.

True or False:

6. You can be held under arrest for as long as the government wants.
False. The Charter states that you must be brought before a judge within 24 hours of detention.
7. Evidence obtained without a search warrant is not admissible in court.
Generally true but must look at section 24 of the Charter.
8. In a court of law, the accused has to prove he or she is innocent.
False. The Crown has to prove the accused's guilt.
9. You must be read your *Charter* rights if you are arrested.
True.

10. Your freedoms are guaranteed as long as you don't interfere with the freedoms of others.

True.

Activity 3: Fundamental Freedoms in the Charter

Give participation marks for the students doing work in their groups.

Answer Key: Handout 3: Freedoms and Responsibilities

Part A: Instructions: Answer the following questions to the best of your ability.

1. What *freedoms* do you have at school and in the classroom?
Students will have a variety of answers but some may fall under their freedom to express their beliefs, freedoms to express their ideas in appropriate ways and freedom to be themselves.
2. What is the definition of *freedom*?
The condition of being free; the power to act or speak or think without externally-imposed restraints or actions.
3. What are your *responsibilities* at school and in the classroom?
Students will have a variety of answers but some may fall under the following: be on time to class, do all their homework, participate in class, not disrupt others, attend all classes or do well.
4. What is the definition of *responsibility*?
An obligation to consider right from wrong; something that is normally required to do.
5. What is the connection between *freedoms* and *responsibilities*?
The connection between freedoms and responsibilities is that you cannot have one without the other. For example, I have the freedom to practice the religion I want, but it is my responsibility to accept and protect the rights of others to practice their religious beliefs.

Part B: Instructions: Using the *Canadian Charter of Rights and Freedom* chart, answer the following questions.

1. What do you feel are the most important freedoms for Canadians and why?
These answers are going to be dependent on students' answers. Remember to evaluate them by looking at the response - does it exist in the Charter and do they explain why they choose those freedoms?

2. What other freedoms would you add to the *Charter* and why?
This response again will be dependent on students' opinions. Remember to evaluate answers by looking at their appropriateness and the explanations as to why the students have chosen these new freedoms.

3. In your groups, using the *Charter* chart, identify the fundamental freedoms. When you have identified the fundamental freedoms, come up with two responsibilities required of Canadian citizens for each fundamental freedom.
 - *Freedom of conscience and religion: Protect others beliefs, defend other peoples' rights to believe what they do, do not try to convert others to my beliefs, open-mindedness.*

 - *Freedom of thought, belief and expression: I can say what I want as long as I am not offending anyone's culture, heritage, ethnicity or religion, defend against intolerant speech or actions, call people on their mean or inappropriate comments and how they affect others.*

 - *Freedom of peaceful assembly: I can protest but I must do so peacefully without riots or violence.*

 - *Freedom of association: I can belong to any groups as long as it does not discriminate or is offensive to others gender, religion, heritage or culture.*

4. Why is it important to maintain and protect the rights and responsibilities associated with the fundamental freedoms in our *Charter*?
It is important to maintain and protect the freedoms and responsibilities because they protect all of us from ill treatment, inequality and allow us to not be taken over by a corrupt government that may imprison us for our beliefs, ideas or the groups we associate with. They protect against corrupt governments or people.

Enrichment

Answer Key: [Handout 5: Enrichment Case Study 1](#)

1. Was the Crown justified in accusing Keegstra of hate crimes under the *Criminal Code* or did doing so violate his freedom of speech and expression as guaranteed under the *Canadian Charter of Rights and Freedoms*?
You will have a variety of answers for this question. The law was right in violating Keegstra's freedom of speech and expression because his actions were violating the rights of others.

2. Should freedom of expression be limitless? Why or why not?
It should only be limitless to the point that it does not hurt or damage others or infringe on other people's rights in society.

3. Was Keegstra justified in spouting hate about Jews to his class and penalizing students who did not repeat his teaching if he truly believed what he said? Why or why not? Do you think he was justified in going to court to have the charges quashed because his rights had been violated?
You will have a variety of answers for this question. Keegstra has the right under section 2(b) under the Charter but he does not have the right to punish others who do not believe his view point – especially children. He is in a position of authority and is abusing that authority to push his own agenda and goals. He was justified in trying to quash the charge under the Charter but again his freedom of expression and speech was infringing on other rights and freedoms.

Answer Key: Handout 6: Enrichment Case Study 2

1. Do you believe that the CFS and the BCTF were right in taking the Greater Vancouver Transit Authority to court for breaching s 2(b) freedom of expression by not putting their political ads on the sides of buses?
You may get a variety of answers on this question. Those who say yes might say that the organizations were having their fundamental freedom to express their views restricted and that the Transit authority was not allowing them to express them. Some would also say that because the Transit authority is part of the "government" then freedom of speech was being violated as the government did not want these views expressed to the public. These views as expressed by the BCTF and CFS are not inappropriate or against any specific group. Those against the BCTF and CFS might say that transit buses are no place to express political views. Many people take buses because they have no other choice and should not be forced to look at and read other people's political views. There are other places for political expression around the city.

2. Why did the Greater Vancouver Transit Authority not put the BCTF's advertisements on the buses (Hint: look at their policy)?
Their policy states that they cannot accept any advertisements that may go against communities' beliefs, be offensive to people or cause any controversy. They also have a policy that they cannot put up anything related to political issues, points-of-view or information on political meetings.

3. What reason was given by the one judge that did not vote with the majority at the Court of Appeal for BC to grant the BCTF's and CFS's claims that the Charter had been violated?
Political views should not be protected under the Charter especially if they are

printed on the side of what is seen as a neutral arena, in this case buses. The judge's argument was that many people are forced to take public transportation as their only means of getting around Vancouver and that they should not be forced to see political expression.

4. Why do you think that the Greater Vancouver Transit Authority eventually went to the Supreme Court of Canada?

The Greater Vancouver Transit Authority took the CFS and the BCTF to Supreme Court because they did not like the ruling made by the Court of Appeal for BC.

5. Why was the ruling by the Supreme Court so important when it comes to *Charter* cases and freedom of expression cases?

This is an important decision because it found that political expression as long as it is not offensive is protected under the Charter under s 2(b).

Answer Key: Handout 7: Enrichment Case Study 3

1. Was the government justified in taking the child away from the parents, thus violating the *Charter* to protect the child? (The courts violated section 2(a) but because of section 1 of the *Charter*. Look at the *Canadian Charter of Rights and Freedoms* under section 1 to help answer the question) Explain your answer.
There will be a variety of answers for this question. The government was justified in that it was trying to save the life of the child under section 1 of the Charter. But it did violate the parent's rights to their religious faith as set out by section 2 of the Charter. This poses a lot of problems in the law because it is not just black and white. Some aspects of the Charter contradict one another and do go against some aspects of the Criminal Code as well.
2. Should the fundamental freedom of religion be limitless? Explain your answer.
You will have diverse answers to this question dependent on the students' beliefs about freedom of religion. It should be limitless to the point that it does not infringe on other peoples' freedom to live under our constitution.
3. Should the government be allowed to restrict our fundamental freedoms if a life is at stake? Explain your answer.
You will have diverse answers to this question. Yes, they should be able to restrict individuals' rights for the collective whole and for the life of others who may be at risk. We cannot put one person's rights before another's.

ENRICHMENT

Overview of the Canadian Charter of Rights and Freedoms

1. Debate the Issue. Have the students prepare mini-debates on the following topics:
 - The government of Canada is sometimes justified in limiting the rights and freedoms of Canadians.
 - No limits should be placed on freedom of the press in a free society.
 - Freedom of assembly should mean that members of any hate group have the right to organize rallies in public places.
 - The Women's Vote: Have the girls defend the government's decisions to exclude women from voting and have the boys argue for inclusion. Look for information about the Suffragette Movement in Canada for the points that could be raised.
2. Journal Entry: Have students write about a personal experience where you or someone you know was discriminated against and describe the feelings involved in the incident.
3. Group Meetings: Discuss and describe incidences of discrimination you have seen such as a corner store not allowing too many students to come in at one time. Come up with a written list of ways to change people's attitudes. Share these ideas with the class in a class meeting.
4. Visit the law courts and ask to have a deputy sheriff speak to the class. He or she will show you a card-size copy of the *Charter Warning*. Ask him/her why the *Charter Warning* must be read. Under the *Charter*, a person must be advised of his or her legal rights. If his or her rights are not read, the charges could be dropped.

Grade 7 Enrichment

1. While reading or researching an ancient culture from your Grade 7 *Social Studies: A Link to the Past* textbook, determine if the culture has democratic rights. If so, how do they compare with the rights set out in our *Charter*? If not, how did that affect the country's government? Show your results in T-chart form as instructed by the teacher.

2. Using the short story or novel you are presently reading with the class, write a short report on what types of rights are discussed in the story or novel. Here are suggestions for Grade 7 novel reading: “Space Trap” and “Log Jam” by Monica Hughes; “A Wrinkle in Time” by Madeline L’Engle; and “Holes” by Louis Sachar.

Fundamental Freedoms

1. Having been convicted of a criminal offence, criminals have restrictions put on their fundamental freedoms and rights. Do you believe that this is fair? Why or Why not?
2. Research a case where someone’s fundamental freedoms have been limited by the Canadian government. Explain the case and the legal proceedings.
3. Plan a debate with each side taking one of the following positions: “The Canadian government should never restrict freedom of the press in a free society.” Present the debate to your class and/or grade. Have open forum after on what your audience thought of the debate issues.
4. Three enrichment case studies are provided in [Handout 5](#), [Handout 6](#) and [Handout 7](#). Each one was a legal case related to a *Canadian Charter of Rights and Freedoms* violation. After reading each case, have students answer the accompanying questions. To see the answer key for [Handout 5](#), [Handout 6](#) and [Handout 7](#), see the Assessment section.