



POVERTY AND THE LAW
EXPANDING PERSPECTIVES
INSTRUCTOR'S RESOURCE

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Treaty Acknowledgement

*We would like to acknowledge that the Province of Alberta, where **Poverty and the Law: Expanding Perspectives** and this **Instructor's Resource** were created, is on the traditional territories of the First Nation members of Treaties 6, 7, and 8, and the Métis.*

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Instructor's Resource for Poverty and the Law: Expanding Perspectives

Instructor's Resource Objectives

This *Instructor's Resource* is a companion to the *Poverty and the Law: Expanding Perspectives* online module and will:

- use a variety of individual and group activities, to enable learners with different learning styles, to meet the module's learning outcomes more easily; and
- assist to expand a learner's knowledge and experience through a variety of individual and class activities.

For activities with an online component, encourage students to reference reputable online sources, not open databases such as Wikipedia, where anonymous writers can write, delete or edit content.

The Context of Poverty

Learning Activity: Living on \$7 a Day¹

Class Activity: Role Playing

Approximately 50-60 minutes

Group Size: 10+

1. Designate several class members as *vendors* of groceries, transit fare, dental care, pharmaceutical products, prescription eyewear, daycare, clothing, school fees, etc. Have these learners write out on a piece of paper token prices for their products or services rendered, up to a maximum of 7 tokens for any product or service. These values are *relative* to the other services and products available. Have these learners also write out on small

¹ Cole, Y. (October 8, 2018). [Group challenges Calgaryans to live off \\$7 a day in a bid to raise awareness of poverty.](#) Calgary Herald.

pieces of paper, occasional or unexpected events that would require purchase of their products; for example, a birthday party, dental problem, illness, funeral, etc. There should be two or three times as many event papers, as the number of character groups from step 2. (10-15 minutes)

2. At the same time, divide the rest of the class into small groups (approximately 3-4 people), each of which will represent a character or persona who is *Living on \$7 a Day*. Have group members select a facilitator and recorder, and then create a written profile of their character, which includes the character's family structure and history, at least two disabilities and/or illnesses, and the type of low-income job they work. (10-15 minutes)
3. Give the facilitator in each group, seven tokens on which their character must be able to survive for the day, and two or three event papers. The group must *determine* based on their character's profile, their occasional or unexpected events and the tokens available, the *priority items* for that day's survival. Then, the groups must negotiate terms with the vendors for any desired items, which they determine are important for their character's survival. (20-25 minutes)
4. As a class, discuss the following questions. (20 minutes)

Class Discussion Questions

- A spokesperson of the group will explain how decisions were made for selecting the items that they did, based on the 7 tokens given for that day's expenditures.
- What possible outcomes can happen to the individual (and family), when basic items are excluded from purchase, because one did not have enough money to afford it?

Learning Activity: How is Poverty Measured?

Class Discussion: Poverty Measurements and their Effects on Governmental Support

Approximately 20-30 minutes

- Which of the three ways to *measure poverty* do you think *best captures* what it means to live in poverty?
- How could these differing poverty measurements *influence the quantity and/or nature* of the governmental support, given to these individuals?

What *consequences* could result from different amounts or types of government support? An example could include: an individual having (or not having) money for transit fare and appropriate work clothing, which could influence prospective employment opportunities, opportunities for other placements or advancement, etc.

Dig Deeper: Researching Online for News Articles that Show the Relationship between the Level of Funding and the State of Community Infrastructures²

Approximately 30-45 minutes

According to the Canadian Centre for Policy Alternatives, [No Time to Lose, Alternative Federal Budget 2019](#): “There is a \$30-billion infrastructure gap on First Nation reserves in Canada, reflecting needs in housing, water, roads and other construction projects. Economic development cannot happen without roads and broadband internet. More importantly, no one in Canada should live without a home, without access to clean drinking water, or without heat and electricity. Yet, there were 174 drinking water advisories in First Nations communities in May 2018 alone.”³

- What other infrastructure gaps exist, that are not mentioned in the quote above? (For example, public transportation, more on-site local police services, etc.)
- What is creating delays for affected reserves in receiving the necessary funding?
- Do you think the public perception or narratives of First Nations may affect the funding that they receive?
- What can be done to help meet the needs on the reserves? (For example, The Truth and Reconciliation Commission 94 Calls to Action, etc.)

² Encourage students to reference reputable online sources, not open databases such as Wikipedia, where *anonymous* writers can write, delete or edit content.

³ Canadian Centre for Policy Alternatives. (2018). [No Time to Lose: Alternative Federal Budget 2019](#). Ottawa, Ontario: Canadian Centre for Policy Alternatives.

Learning Activity: The Face of Poverty in Canada

Class Activity: Word / Concept Webs

Approximately 30-40 minutes

Word or concept webs can strengthen the development of ideas learned both from within the class and from outside sources. It can help visually show the interrelational factors (such as, connecting themes) found between various, sometimes seemingly unrelated topics.

1. Students can work on their own, or in small groups, for this activity.
2. If they are working in groups, have the groups select a group leader. Have a large piece of paper and colored markers provided for each group. Assign each group to one of the demographic categories listed below in the *Poverty Rates Broken Down* chart (Figure 1).
3. Have learners brainstorm keywords of what the combination of their category and poverty often produces, and write them on the paper. For example, for the *Poverty Rates Broken Down* chart demographic category of *Children in lone-parent families*, keyword examples can include latch key (alone), undernutrition (hungry), malnutrition (junk food), etc.
4. During class sharing, have each group leader explain the keywords written on their group's *Word / Concept Webs* and how the ideas connect with each other.
5. As a class, discuss the questions below.

Class Discussion Questions

- Are the keywords associated with a particular demographic, used in a neutral way, or do they have a particular connotation that may become a stigma which labels individuals?
- How can stigma or labels limit or reduce a person's potential to grow and prosper?
- How can stigma or labels slow down or stop positive social change for an identified group of people? For example, failure to allocate public resources, etc.

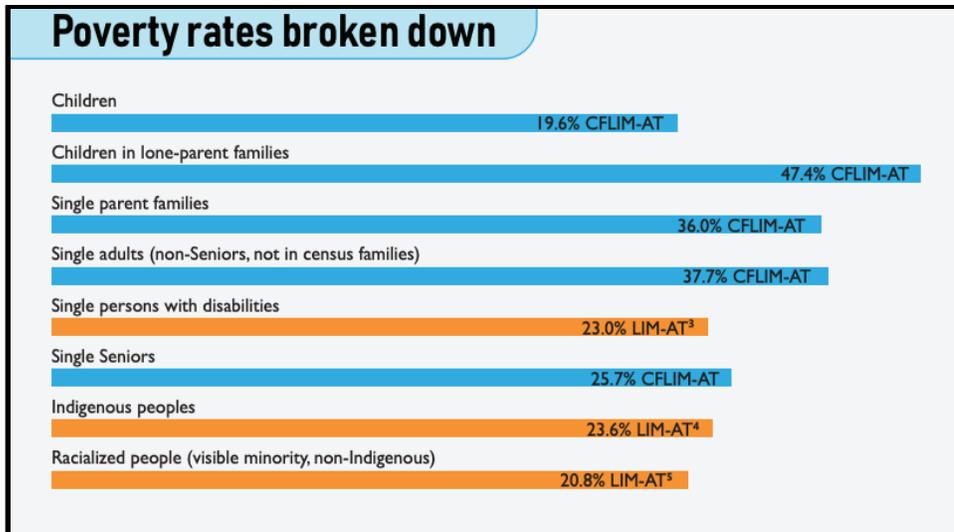


Figure 1 Poverty rates broken down⁴

Learning Activity: The Cost of Poverty

Class Discussion

Approximately 20-30 minutes

- What are the costs of poverty associated with crime? For example, police services, emergency services, insurance claims, courts, parole and probation officers, correctional facilities, etc.
- What are the costs of poverty associated with health care? For example, emergency services, doctors, hospital visits, medications, missing work, malnutrition and undernutrition, etc.
- What are the costs of poverty associated with intergenerational issues? For example, lost wages, trauma counselling services, substance abuse and other harmful habits used to “deal” with trauma, missing work, children growing up in poverty, children’s malnutrition and undernutrition and their negative effects on school performance, etc.

⁴ Figure 1 Citizens for Public Justice. (2018). [Poverty Trends 2018](#). Ottawa, Canada: Citizens for Public Justice.

Causes of Poverty

Learning Activity: The Vulnerability Matrix

Class Activity: Word / Concept Webs

Approximately 30-50 minutes

Group size: 2-4

Word or concept webs can strengthen the development of ideas learned both from within the class and from outside sources. It can help visually show the interrelational factors (such as, connecting themes) found between various, sometimes seemingly unrelated topics.

1. Divide the class into small groups.
2. Using the *Dimensions of Vulnerability Matrix* below (Figure 2), create a word or concept web, starting from any one of the four quadrants.
3. From within the first selected quadrant, learners must begin by showing how each of the concepts connects with the others from within that quadrant.
4. Have the learners expand their web, to include concepts from the other three quadrants.
5. The group's goal is to use as many of the factors listed in the *Dimensions of Vulnerability Matrix* as possible, showing and discussing the relationships between each of them, directly and indirectly. (15-20 minutes)
6. Afterwards, the groups are to share their findings with the class. (15-30 minutes)

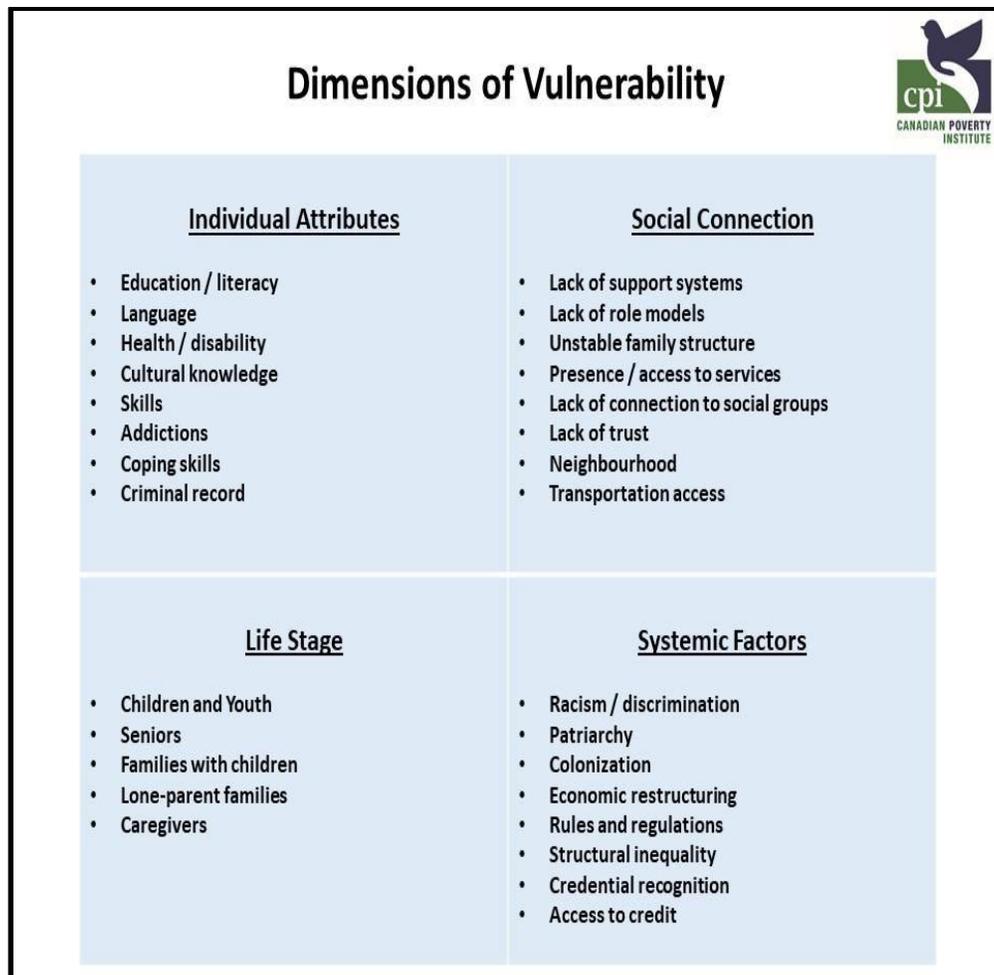


Figure 2 *Dimensions of Vulnerability Matrix*⁵

Dig Deeper, Part 1: Researching Online for News Articles that Show the Social Connection to Poverty

- In the *Dimensions of Vulnerability Matrix* subsection of the module, it states that, “Isolation is both a cause and impact of poverty.” Give a few examples, showing how isolation can affect social and resource access.
- Explain how a cycle can occur, between the factors of experiencing social isolation and having mental health challenges that can keep people in poverty.

⁵ Figure 2 Thanks to the Canadian Poverty Institute for the Dimensions of Vulnerability Matrix.

Dig Deeper, Part 2: Researching Online for News Articles that Illustrate the Systemic Factors that Can Push People towards the Path of Poverty

- Give a couple of examples on how *social systems* (families, communities, etc.) can lead to poverty or prevent people from moving out of poverty. For example, why do gangs and other illicit (economic) social groupings and activities exist within families and communities? What needs are those illicit activities addressing, that acts as a lure for enrolment? What social measures *can help reduce* the enrolment of people into those kinds of illegal groups or activities?
- Give a couple of examples of how *political and economic systems* can lead to poverty or prevent people from moving out of poverty. For example: employers (including governments) not paying *living wages*; employers (including governments) not offering sufficient or any medical, dental, pharmaceutical, or retirement benefits; policies and regulations that can strip assets from people as a condition of receiving social assistance; or policies that do not accept foreign credentials for employment or education.

Dig Deeper, Part 3: Researching Online for News Articles that Show How Disruptive Events Can Link to the Path of Poverty

- How can migration be a significant disruption to the financial and social life of an individual or family, creating a higher incidence of poverty?
- Pick three from the following possible disruptive events that can link to the path to poverty: family breakdown, injury or disability, legal issues, economic events such as a recession or job loss, or environmental disasters that impact work or housing.
- Explain how those three selected events affect the ability to meet one's basic need requirements (such as, food, clothing, housing, transportation, etc.).

Impacts of Poverty

Learning Activity: Can You Make the Month?

Class Activity: Digital Role Playing

Approximately 30 minutes

[Make the Month](#) is an interactive digital poverty simulation that enables Canadians to experience living in poverty and face decisions which will either make or break the month. This interactive experience shows Canadians the realities of surviving day-to-day, paycheque-to-paycheque and the impact that has on one's overall well-being.⁶

1. Click on the website above and display it to the class.
2. If you have a small class, do the simulation together as a group, doing each of the persona examples provided. Total time is expected to be about 3 minutes per persona example.
3. If you have a larger class, consider separating students into small groups, so they can do the simulation together for each persona.
4. Then, come together as a class to discuss each group's findings.
5. As a class, discuss the questions below.

Class Discussion Questions

- Which decision was the most difficult to make in the digital poverty simulation exercise? Explain why.
- What item was often chosen to leave out, when the money was tight, regardless of which persona one selected?
- How would that decision affect a person's or family's Standard (Quality) of Living?

⁶ United Way (2014). Make the Month Campaign. Retrieved from: <http://www.makethemonth.ca/>. The Make the Month Campaign was originally launched in November 2014 in Calgary thanks to collaboration between Imperial, Park Digital and United Way of Calgary and Area.

Learning Activity: Food Security Impacts

Class Activity: The Food Security Impact Game Show

Approximately 20 minutes

1. Divide the students in the class into two groups or teams.
2. Have each group select one speaker from the group as their representative.
3. Have the speaker positioned at the front of their group. Their group can offer answers to their representative.
4. The instructor is the game show host. S/he will give out the questions and keep score.
5. The first representative of either team, who is the *fastest* in slapping their hand down on the desk, indicating s/he has the answer, can speak first.⁷ If the representative gets the right answer, the team gets a point. If his/her answer is incorrect or s/he is not able to answer right away, the other team is given the chance to answer the question. If the second team also gives the wrong answer, then Group 1 gets another try, and so on. This can keep going until one of the teams get the right answer, or the game show host intervenes with the correct answer.
6. The game show host can mix up the question order below, as needed, to increase the difficulty level.

Game Show Questions

- How many millions of people in Canada experience food insecurity, according to the PROOF Policy Centre at the University of Toronto? *Answer: 4 million.*
- What is the ratio of Canadian households struggling to put food on the table? *Answer: 1 in 8.*
- What was the percentage of food insecure households that were reliant on wages or salary from employment in 2014? *Answer: 62%.*
- What is the reason for there being greater food insecurity in remote regions in Canada? *Answer: Higher food prices due to higher shipping costs create greater food insecurity in remote regions.*
- What was the percentage increase in food bank usage in 2018 over the previous year? *Answer: 3%*

⁷ For a *quieter version* of this game show, the instructor can instead give each team representative one colored strip of paper and name the team after that color. The first representative of either team, who is the fastest in holding up his/her colored strip of paper, indicating that s/he has the answer, can speak first.

- What was the percentage increase in food bank usage in 2018 compared to 2008? *Answer: 28%*
- How many provinces saw an increase in food bank usage in 2016? *Answer: 8 out of 10 provinces.*
- Is this statement true or false? Since 2008, food bank usage has *decreased* in all provinces, apart from Newfoundland and Labrador. *Answer: False. Since 2008, food bank usage has increased in all provinces, apart from Newfoundland and Labrador.*

Learning Activity: Health Impacts

Class Discussion: Access to Safe Drinking Water

Approximately 15 minutes

Show the news story about the First Nation communities without safe drinking water, located at the following website link: [More Than 140 First Nations Still Lack Access To Safe Drinking Water](#)⁸

Class Discussion

- Learners are to select a class recorder. They are to brainstorm and list on the whiteboard the possible reasons why the Indigenous community in the news article, has not had their water quality problems addressed for many years. Possible reasons: influencing perspectives range from political (*where* the government *chooses* to prioritize its resources) to economic (*actual* available governmental resources) to social (defining relationships and priorities, through the narratives and perceptions people have of one another).
- Learners are to go online and find reputable sources that can explain when “boil water advisories” are declared, and what that advisory is supposed to do, to maintain good health for the affected people.
- Is a “boil water advisory” helpful, in cases of radioactive contamination or exposure? Explain.
- Other national and international groups have made similar observations as the First Nations, on the state of their water quality and the dire need to address the water quality problems. Brainstorm what possible *new ways*,

⁸ Visit here for more information: Rieger, S. (2017). [More Than 140 First Nations Still Lack Access To Safe Drinking Water](#). The Huffington Post Canada. Updates on the situation may be found [here](#)

can help address this water quality issue found on many reserves. For example: educating the public; putting pressure on the government through being an active citizen, such as, by writing to one's parliamentary members or other governmental officials.

Dig Deeper: Researching Online for News Articles on the Health Impacts of Poverty

- Why are food insecure households more likely to report having diabetes, high blood pressure and food allergies? For example, buying junk food rather than natural whole food or drinks, because they are less expensive to purchase and often ready-made, requiring less preparation.
- How can the location where people choose to live, impact their quality of life and longevity?
- In Canada, there is no national pharmacare plan. How can that impact low-income households in meeting their other basic needs (such as food, clothing, transportation, housing, etc.)?

Learning Activity: Housing Impacts

Class Discussion: How Poverty Impacts Accessible Housing for Specific Demographics

Approximately 50 minutes

Group size: 2-4

1. Review the following infographics and statistics.
2. If you have a large class, separate students into small groups to discuss the questions below. If you have a small class, pair them up, instead. (20 minutes)
3. Come together as a class, to share and discuss the responses of each group. (30 minutes)

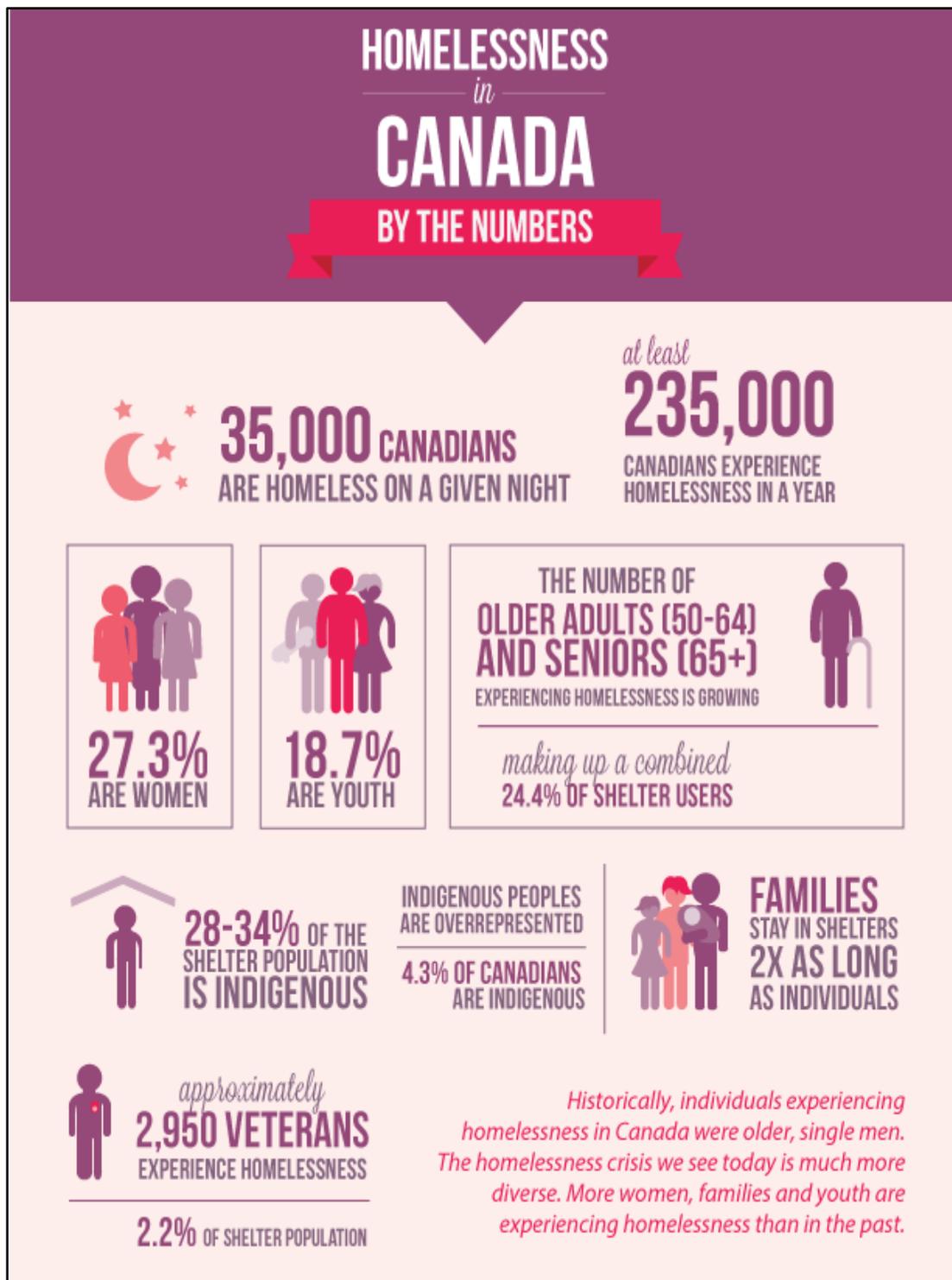


Figure 3 Homelessness in Canada by the Numbers⁹

⁹ Figure 3 Gaetz, S., DeJ, E., Richter, T., & Redman, M. (2016): [The State of Homelessness in Canada 2016](#). Toronto: Canadian Observatory on Homelessness Press.

2018 Alberta Point-in-Time Homeless Count *at a Glance*

Key Findings

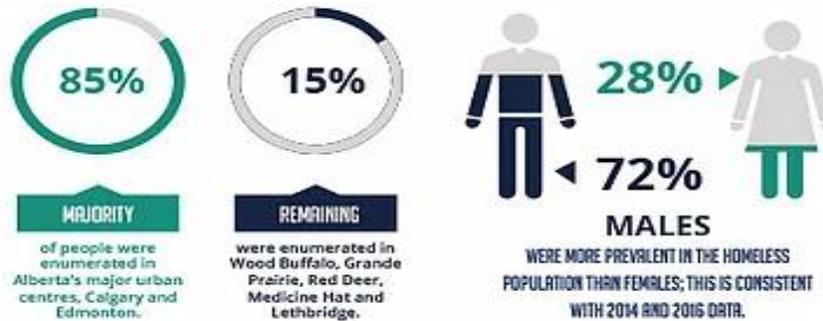


Figure 4 2018 Alberta Point-in-Time Homeless Count at a Glance¹⁰

¹⁰ Figure 4 7 Cities. (2018). [2018 Alberta Point-in-Time Homeless Count](#). 7 Cities on Housing and Homelessness. Retrieved April 26, 2020.

Class Discussion Questions

- What are the similarities and differences between the statistical information presented in the Canadian statistics versus the Albertan statistics (Figures 3 and 4)? What was the focus of each survey? List a few possible reasons for the similarities and differences between the two infographics presented above.
- Brainstorm and list possible reasons why more women, families and youth might be experiencing homelessness, than in the past.
- Explain why the number of homeless older adults is growing.
- Do you think there is a relationship between the people having mental health injuries or illnesses (such as, Post-Traumatic Stress Injuries, etc.) and their being homeless? Explain.
- Are there certain labour groups that seem to experience more mental health issues and related homelessness than others (such as, military veterans, RCMP, etc.)? If so, why?

Learning Activity: Social/Political Impacts

Class Activity: Reflect/Partner-Up/Class Discussion

Approximately 60-80 minutes

1. Have the class review the *Social/Political Impacts* subsection of the module.
2. **Individual learners** begin with answering on their own, the *Reflection Questions* below. (20 minutes)
3. **Pair or partner up learners.** Learners *share their responses* with each other. (20 minutes)
4. **Class discussion** begins, as the instructor encourages responses from members of the class for each of the questions below. The instructor starts by *writing a list of the answers on the board in no particular order.*
5. After which, with the assistance of the class, s/he begins to *web* the listed answers, showing the connections between them. More class contributions can be added to the *web*, aside from the initial list. (20-40 minutes)

Reflection Questions:

- How do you think governmental decisions can have a direct effect on individuals in the general population? Give a few examples. (For example: tax rates for different income levels and different types of income; no or

subsidized health care premium; eligibility, quantum and conditions for social assistance, etc.)

- How can governmental systemic change help to reduce poverty levels? List two ways that it can help reduce poverty levels. (For example: replacing social assistance with a guaranteed basic income, restricting the operations of pay-day lenders, broadening human rights legislation to include social condition as a prohibited ground of discrimination, etc.)
- Why are people who are most affected by social policy, often the least engaged? List a few possible reasons. (For example: education level, limits on available time, sickness/illness, etc.)

The Intersection of Poverty and the Law

Learning Activity: Bylaw Infractions

Class Activity: Role Playing

Approximately 90-120 minutes

Group size: 4-6

1. Break up the class into medium-sized groups. Each group will form a municipal working committee, with the following characters (players):
 - mayor
 - city councillor
 - city administrator (finance department/secretary)
 - public transportation representative
 - municipal justice sector representative
 - social services sector representative
2. Each group/municipal working committee must sort the following *interconnected* agenda items, in an agreed order of priority.
 - How to meet the *tight budget costs* of running a city-wide public transportation system.
 - How to *encourage more use of public transit and generate more revenue* for the city, if possible.
 - How to manage more effectively the bylaw infractions coming from *mostly low-income individuals*, who are caught *not having paid the required transit fees* to ride the public transportation system.

3. The mayor of each group leads the group in the round table discussions, making sure that each member of this working group has the floor to voice his/her ideas and opinions on the three matters listed above. (35-45 minutes)
4. The city administrator of each group will record the highlights of the group discussion.
5. Each group recorder (city administrator) will share their findings with the rest of the class. (35-45 minutes)
6. As a class, discuss the questions below. (20-30 minutes)

Class Discussion Questions

- Which role seems to be the most difficult to do? Explain.
- Which groups felt they were effective working together to meet the agenda meeting requirements, within the time constraints?
- When the matter of the by-law public transit infractions came up, how were the low-income people regarded by each of the players in the committee? Who were sympathetic to them? Did they stand up for them? If yes, how?
- Which players came up with helpful ways to assist struggling low-income people, so as to help prevent or minimize future public transit by-law infractions? Possible idea: offering qualifying low-income riders a reduced-price or free pass. Reason: to help minimize or prevent extraneous costs to the city and to the low-income riders (such as, court expenses and implementation of institutionalized penalties, increasing unemployment cases due to the loss of work for being late or missing work, requiring health services due to stress-related issues, requiring social services to meet basic needs, etc.).
- What combination of ideas from these different municipal working committees produced the *best results* in addressing *all three agenda items*? Explain.

Learning Activity: Aboriginal Peoples and Incarceration

Class Discussion: Identifying the Precursors that can lead to Major Events – The Use of the *Dimensions of Vulnerability Matrix*

Approximately 50 minutes

1. Review the following infographics and statistics, below.
2. If you have a large class, separate students into small groups to discuss the questions below. If you have a small class, pair them up, instead. (20 minutes)
3. Come together as a class, to share and discuss the responses of each group. (30 minutes)

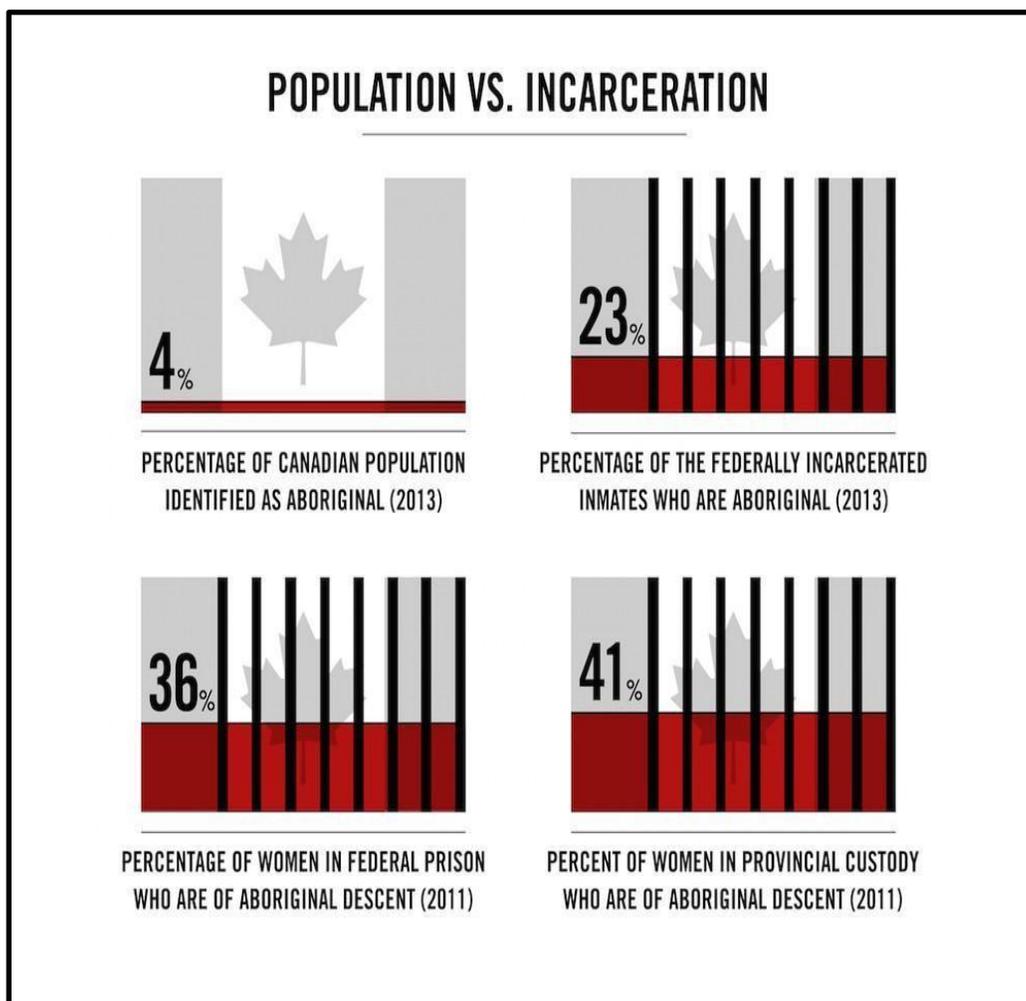


Figure 5 *Canadian Population versus Incarceration*¹¹

¹¹ **Figure 5** Malone, G. (2016). [Why Indigenous Women Are Canada's Fastest Growing Prison Population. See also](#) Malakieh, J. (2018). [Adult and youth correctional statistics in Canada, 2016/2017](#). Statistics Canada.

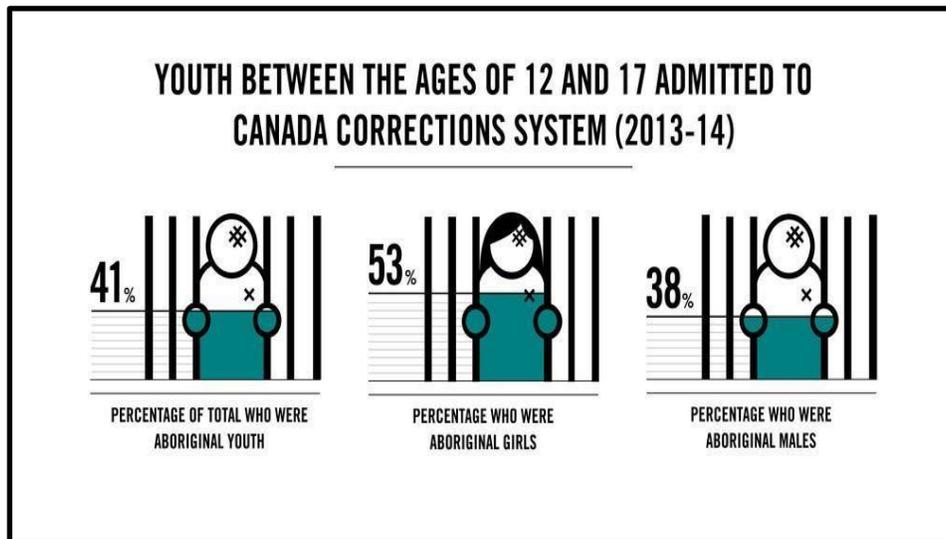


Figure 6 Canadian Youth Aboriginal Incarceration¹²

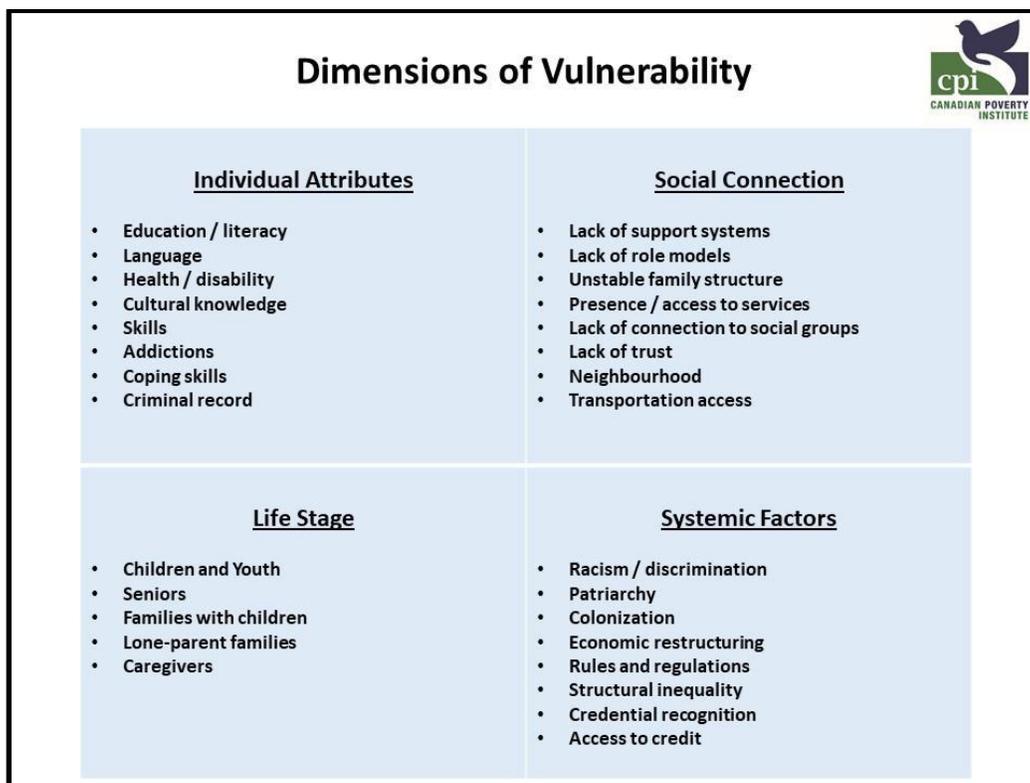


Figure 7 Dimensions of Vulnerability Matrix (located also in Causes of Poverty section of the module.)¹³

¹² Figure 6 Malone, G. (2016). [Why Indigenous Women Are Canada's Fastest Growing Prison Population.](#)

¹³ Figure 7 Thanks to the Canadian Poverty Institute for the *Dimensions of Vulnerability* Matrix.

Class Discussion Questions

- When comparing the *Dimensions of Vulnerability Matrix* (Figure 7) to the *Population vs. Incarceration* infographics (Figures 5 and 6), what might be some possible causes for the high incarceration rates of Indigenous peoples?
- Have learners list the top five major precursors (social determinants) in the Vulnerability Matrix, which can contribute towards the high Indigenous incarceration rates found in Figures 5 and 6.
- After listing the top five major precursors (social determinants) that contribute towards the high Indigenous incarceration rates, identify *who has the authority to address these contributing factors*.
- What is the identified authority currently doing and could do in the future, to help address those factors?

Learning Activity: Criminal Record

Class Activity: Word/Concept Webs

Approximately 30-50 minutes

Group Size: 2-4

Word or concept webs can strengthen the development of ideas learned both from within the class and from outside sources. It can help visually show the interrelational factors (such as, connecting themes) found between various, sometimes seemingly unrelated topics.

1. Divide the class into small groups.
2. Using the *Dimensions of Vulnerability Matrix* (Figure 7), create a word or concept web on how a criminal record could put and keep a person in poverty.
3. The group's goal is to use as many of the factors listed in the *Dimensions of Vulnerability Matrix* as possible, showing and discussing the relationships between each of them, directly and indirectly. (10-20 minutes)
4. Afterwards, the groups are to share their findings with the class. (20-30 minutes)

Learning Activity: Legal Aid and Access to Legal Services

Class Research Activity: Understanding the Scope and Limitations of Publicly Funded Legal Services

Approximately 45 minutes

Group Size: 3-4

1. Divide students into small groups, and number each group.
2. Have each group find the website for the legal aid agency in the local province or territory, and use the information on the website provided, to answer the group questions below that corresponds to the number of the group. (10 minutes)
3. Have the groups share their responses with the class. (15 minutes)
4. Follow-up with the class discussion questions below. (20 minutes)

Group Discussion Questions

1. What types of legal matters are covered by legal aid in your province or territory?
2. What is the primary criterion for an individual to be eligible to receive legal aid in your province or territory?
3. Where does legal aid in your province or territory get its funding?
4. Is legal aid in your province or territory free, or is it provided on a sliding-scale fee structure, based on the income of the individual?

Class Discussion Questions

- What are some of the limitations of legal aid?
- What happens to public accessibility to legal aid services, if there are budget cutbacks made to it? What implications might that have on individuals with legal problems and on society as a whole?
- If an individual does not qualify for legal aid, what other option(s) are available to get assistance with a legal problem?

Learning Activity: Comprehending Some Complexities at the Intersection of Poverty and the Law

Class Activity: Case Studies on How Poverty Can Affect Financial and Other Costs of Resolving Legal Issues

Approximately 45-60 minutes

Group Size: 3-4

The Out-of-Pocket tool helps to put a dollar figure on the out-of-pocket costs to individuals and families during a family law dispute.¹⁴ This tool uses typical stories and experiences to provide snapshots of family law costs.

1. Divide the class into small groups.
2. Have each small group select a recorder, to write down the highlights noted in this *Out-of-Pocket* exercise.
3. Using the *Out-of-Pocket* weblink (<http://outofpocketfamilylaw.ca/>), have learners in each group experiment in using a variety of *Job Stability* and *Stage of Court Proceeding* scenarios. (15 minutes)
4. Come together as a class, to share group results and discuss the following questions. (30-45 minutes)

Class Discussion Questions

- What priorities might an individual have at the beginning of family law proceedings? For example: custody of the children, limiting the time required to resolve the matter, minimizing the cost of resolving the matter, particular assets to preserve, etc.
- What might cause those priorities to change over time, if the proceedings take longer than expected?
- How might an individual's employment status, level of education, or mental or emotional health affect these priorities?
- Brainstorm other possible ways to address family law matters that might be more cost effective, timely and/or efficient than going to court. Possible ideas: mediation, arbitration.
- List some of the strengths and limitations of using mediation or arbitration in family law matters.

¹⁴ This tool was developed by [CALIBRATE](#) and the University of Victoria's [Access to Justice Centre of Excellence](#). The project was funded by the Law Foundation of Ontario's Access to Justice Fund.

- Who do you think would make the *best* candidates to use mediation? Who do you think should *not* use mediation? Explain.
- Who do you think would make the *best* candidates to use arbitration? Who do you think should *not* use arbitration? Explain.

Epilogue

Learning Activity: How You Can Intervene at the Intersection of Poverty and the Law

Class Activity: Reflect/Partner-Up/Class Discussion

Approximately 60 minutes

The purpose of *Poverty and the Law: Expanding Perspectives* is to educate about poverty in Canada and how poverty intersects with the law, and to encourage action to address the issues at that intersection. On that note, have the class review the suggestions listed in the *How You Can Intervene at the Intersection of Poverty and the Law* subsection of the module, and do online research (as needed) to create a *list of additional suggestions*.

1. **Individual learners** begin with answering on their own, the *Reflection Questions* below. (20 minutes)
2. **Pair or partner up learners.** Learners *share their responses* with each other. (20 minutes)
3. **Class discussion** begins, as the instructor encourages responses from members of the class for each of the questions below. The instructor lists them on the board for comparisons and deeper discussion. (20 minutes)

Reflection Questions: Consider the entire spectrum of needs as outlined in the module in answering these questions.

- What possible holistic approaches can you take in your profession to assist low-income individuals?
- In what community volunteering opportunities can you participate? (For example, legal clinics, professional organizations working for change, etc.)
- What action can you take to help work for positive change in your community? (For example, sharing knowledge from the module within your

circle of influence, connecting with organizations that fight poverty, encouraging or paying a living wage, being an informed voter, etc.)

- What can you do to continue to learn more about reducing poverty in your community? (See references listed at the end of the module.)
- In addition to the suggestions in the module, brainstorm what other ways you could intervene at the intersection of poverty and the law.

Appendix I

Learning Activity: Privilege Walk (Optional)

Class Activity: A Visual Representation of Privilege Exercise

Approximately 40 minutes

Learning Outcomes

- Reflect on past position(s) of privilege
- Reflect on current position(s) of privilege
- Contemplate position of privilege in relation to others

Background Information

Various educators use a version of a *privilege walk* in their courses, as indicated below under *Dig Deeper: Exploring Other Variations of Privilege Walk to Create Your Own Personalized Classroom Version*. The version presented in this *Instructor's Resource*, draws on a number of these listed sources, with statements and questions adapted towards the content presented within the *Poverty and the Law: Expanding Perspectives online module*.

Purpose of the Activity

The purpose of the Privilege Walk exercise is to provide a visual representation of the invisible reality of privilege and its effects on all of us. The exercise enables people from all walks of life to reflect on how privilege can affect our life experiences, in relation to ourselves and others.

We all are born into our personal circumstances, including our circle of influence and the level of privilege that comes with it. With privilege comes social responsibility. The Privilege Walk can help to identify this and encourage action to advance social justice, so that no one is left behind.

Privilege Walk Class Exercise

1. Read the Purpose of the Activity above.
2. Ask students who are willing to participate in the exercise to form a straight line across the back of the room, about an arm's length apart, leaving space in front and behind. Students who would prefer not to participate will observe.

3. The instructor will read aloud the *Privilege Walk* statements below, one at a time, allowing time for participants to take a step forward or backward, based on how they respond to each statement. Advise the participants that if the question does not apply to them, they should stand still. Also advise the participants that if anyone feels uncomfortable stepping forward or backward on any statement read, they should stay where they are. The purpose of the activity is to help participants consider how privilege affects their lives. It is not intended to make them share personal information they would like to keep private.
4. Each step should be an average length step.
5. When all statements have been read, notice where everyone ends up, and then debrief the learning activity using the suggested discussion questions.
 - a. Ask students who participated to share their perspective, if they wish.
 - b. Also, ask the students who chose to observe, to share their perspective.
 - c. If someone does not want to share, have them say, "pass".

Privilege Walk Statements

1. If you have gone hungry because there was not enough money to buy food, take one step backward.
2. If your only source of transportation has been or is public transportation, other than by choice, take one step backward.
3. If there was substance abuse or violence in your home growing up, take one step backward.
4. If you had health care coverage for more than essential medical needs while you were a child, take one step forward.
5. If you grew up in a single-parent family, take one step backward.
6. If your family ever had to move because they could not afford the rent, take one step backward.
7. If your family owned their house when you were growing up, take one step forward.
8. If you grew up in an area with blatant crime or drug activity or where you felt unsafe, take one step backward.

9. If your household employs regular help with chores such as cleaning and gardening, take one step forward.
10. If you or your family always assumed you would go to school after high school, take one step forward.
11. If one of your parents was laid off or unemployed not by choice, take one step backward.
12. If you have ever felt you were not given an employment position based on your gender, ethnicity, age, disability, or sexual orientation, take one step backward.
13. If your family were forced to leave their homeland, take one step backward.
14. If you are a citizen of Canada, take one step forward.
15. If you have visible or invisible disabilities, take one step backward.
16. If you have been stopped or questioned by the police based on suspicion only, take one step backward.
17. If you would not hesitate to call the police if you were in trouble, take one step forward.
18. If you have never been looked at suspiciously or followed by security or other personnel in a store, take one step forward.
19. If you have been bullied or made fun of based on something you cannot change (e.g., your gender, ethnicity, age, disability, or sexual orientation), take one step backward.
20. If you or your family inherited money or property, take one step forward.

Class Discussion Questions

1. For those who participated, how did it feel to be ahead of some participants and behind others, or toward the front or back of the group?
2. For those who participated, did your position at the end of the exercise suggest the level of privilege you thought you had?

3. For participants and observers, were there factors affecting privilege that surprised or particularly impacted you? Are there question(s) you would add or remove? Explain why.
4. For participants and observers, did you learn more about yourself, in relation to privilege?
5. Any other observations, thoughts or questions?

Dig Deeper: Exploring Other Variations of *Privilege Walk* to Create Your Own Personalized Classroom Version

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Appendix II: Citations and Resource List

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