**Critical Challenge:** Law-Making & the Charter

You will be working with small groups designated by your teacher. As you move around each station, you will need to gather facts, views and perspectives on the issues. Your group is responsible for adding to the chart found at each table. Try to find information that justifies both the yes and the no column on each chart; Make sure you only include well-thought out facts, views and perspectives to justify your stance. The blue question boxes on each page can help navigate your discussion.

You will spend approximately 10 minutes at each table. Please designate one person to read for your group. This person should read with clarity so that everyone can understand the information. Another individual should be chosen as a scribe to fill in the chart. ALL INDIVIDUALS MUST CONTRIBUTE IN SOME WAY!

**Post group activity:**

Determine your own position on the issues you researched and discussed in class. Support your position with evidence; this includes commentary from your classmates that validate your opinion. Make sure you use quotations and reference your classmate!

1. Should the government use religious freedom as a basis to establish laws in Canada (for example, the issue of Sunday shopping)?
2. Should the government impose restrictions on individuals to meet the needs of the society as a whole (for example, “no-fly” lists)?
3. Should the government ban advertising aimed at children (for example, junk food ads)?

*DUE TOMORROW*

**Think about it…**

*We will discuss the following in class next day. Be prepared to discuss your viewpoint!*

“Each of the above issues relates the Charter of Rights and Freedoms to government decisions and law-making in Canada.”

1. To what extent is the Charter an effective part of law-making in Canada?

*Use examples to support your opinon.*