

Youth Legal Needs and Legal Literacy in Saskatchewan

Insights from Educators and School Staff

Survey Report

April 2026



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Executive Summary

This report presents findings from a province-wide survey of school division staff in Saskatchewan, conducted as the first phase of a broader project addressing youth access to justice in Canada. Funded by the Law Commission of Canada, this initial research phase aimed to identify the legal needs of youth in Saskatchewan and to develop a survey instrument that could be adapted for use in other jurisdictions. The survey collected responses from 110 participants, including principals, teachers, educational assistants, and other school staff. Respondents represented a range of school divisions, grade levels, and community types, providing insights into both the prevalence of legal issues among youth and gaps and opportunities in legal literacy and supports. Findings from this phase are intended to inform future programming and research to improve youth access to legal information and services at both provincial and national levels.

Key findings:

1. Perceived prevalence of legal issues:

- Two-thirds of respondents (66.4%) reported having interacted with youth experiencing a legal issue.
- One-third of respondents (33.0%) observed that legal concerns are common or very common among youth. However, the majority of respondents (60.9%) perceived youth as rarely or never recognizing when their problem has a legal component.

2. Awareness of legal resources:

- Staff familiarity with legal resources varied: education programs were most recognized (60.4% were somewhat or very familiar), whereas advice/drafting/representation services had low familiarity (73.8% were not at all or not very familiar).
- The most well-known resources were Kids Help Phone (92.7%) and the Saskatchewan Human Rights Commission (75.5%).
- Effectiveness perceptions highlighted Kids Help Phone (66.7%) and the Saskatchewan Advocate for Children and Youth (58.9%) as the most effective among known resources.

3. Types of legal issues affecting youth:

- Child protection (82.7%) and family law (54.5%) were perceived as the most common types of legal issues affecting youth.
- Other notable areas included human rights (41.8%), Aboriginal and Treaty rights (40.9%), and criminal law (40.0%).

4. Barriers to accessing legal help:

- Key barriers included lack of awareness of resources (90.9%), lack of parental or guardian support (70.9%), fear of stigma (57.3%), and accessibility issues (53.6%).
- Educators reported that youth generally have limited to no awareness of available legal help (86.4%).

5. Impacts on youth:

- Legal issues were perceived to have significant effects on youth, particularly on their academic performance (84.5%) and emotional well-being (83.6%).

6. Legal literacy gaps and opportunities:

- Teachers reported that youth have limited awareness of concepts such as restorative justice (59.5% no awareness), civic participation (37.8%), and the role of the Charter (27.0%).
- Students were reported to be most interested in social media legal implications (64.9%), bullying/cyberbullying laws (62.2%), and rights and responsibilities at school (62.2%).
- A combination of digital and school-based resources were perceived as being most effective in sharing legal literacy information with youth.
- Staff expressed willingness to engage with high-quality legal literacy resources, especially in-school educational presentations (85.7%) and interactive workshops (88.6%).

The study's small sample size ($n = 110$) and limited participation from larger urban centers mean findings should be interpreted as a pilot or snapshot rather than a definitive provincial assessment. The sample may not fully represent all school roles or communities in Saskatchewan. These findings highlight areas for further investigation and the development of evidence-based, youth-centered legal literacy programs locally and outside of Saskatchewan.

Project Overview

Youth frequently encounter issues with legal dimensions, yet their legal needs are often poorly understood and inadequately addressed. In Saskatchewan, no comprehensive youth legal needs assessment has previously been conducted, despite evidence from other jurisdictions, including Alberta¹ and Australia², identifying youth as a population with disproportionately high levels of unmet legal need. A 2023 survey in Saskatchewan found that only 10% of community-based organizations providing legal support serve children, youth, and family populations.³ At a national level, the Action Committee on Access to Justice in Civil and Family Matters has identified the expansion of justice education in elementary and secondary schools as a key priority, emphasizing the importance of ensuring that youth have the tools required to navigate life's challenges.⁴

In response to these gaps, the present study was developed to generate the first province-wide assessment of youth legal needs from the perspective of some of those who interact most closely with young people. Funded by the Law Commission of Canada (LCC), this project was designed and conducted by the University of Saskatchewan's CREATE Justice and the Canadian Hub for Applied and Social Research (CHASR), in collaboration with key partners including the Public Legal Education Association of Saskatchewan (PLEA), the Law Society of Saskatchewan, Legal Aid Saskatchewan, and with support from Saskatchewan Access to Justice Network Liaison, Leah Howie.

The primary objective of this project is to inform the development of effective, youth-centered legal literacy programming in Saskatchewan and in other interested Canadian jurisdictions. By gathering insights from school division staff, the project aims to better understand:

- The types of legal issues youth commonly experience
- The extent to which youth recognize the legal dimensions of their problems
- Barriers youth face in accessing legal information and assistance
- Opportunities for improving legal education, referrals, and supports within school and community settings

Data for this assessment were collected through an anonymous online survey distributed to staff across Saskatchewan primary and secondary school divisions. The project team intentionally focused on school staff as trusted intermediaries who regularly support youth and may play a key role in facilitating access to legal information and services. Consulting with staff was part of the project team's engagement strategy to support collaboration and coordination with schools

¹ Stevenson, F. (2023). *2022-2023 Alberta legal needs assessment: What we learned so far*. Alberta Law Foundation.

² Coumarelos, C., Macourt, D., People, J., McDonald, H.M., Wei, Z., Iriana, R., & Ramsey, S. (2012). *Legal Australia-wide survey: Legal need in Australia*. Law and Justice Foundation of New South Wales.

³ Stoliker, B., Jewell, L., Lowenberger, B., & Heavin, H. (2023). *A legal needs survey in the province of Saskatchewan: Perspectives of lawyers and legal and non-legal service providers*. University of Saskatchewan, CREATE Justice.

⁴ Action Committee on Access to Justice in Civil and Family Matters (n.d.) *GOAL 6. Build capability*. <https://www.justicedevelopmentgoals.ca/goals/6>.

in subsequent phases of the project, including the development of legal literacy resources for use by educators. School staff may have unique insights into the legal needs of youth, as they can act as trusted intermediaries and are “users” in providing access to legal information and teaching about the law in age-appropriate ways. As such, this initial phase was designed to use a broad survey of trusted intermediaries as a launching point for further research and program development with both educators and youth. This survey specifically explored respondents’ awareness of legal resources, experiences supporting youth with legal issues, perceptions of youth legal knowledge, and views on effective legal literacy delivery methods. Ethical approval for the study was obtained from the University of Saskatchewan Behavioural Research Ethics Board, ensuring compliance with Tri-Council Policy Statement guidelines for research involving humans.

Findings from this project are intended to support evidence-based recommendations for legal literacy programming, service coordination, and policy development aimed at improving youth access to justice. They are also intended to gauge and advance students’ broader understanding and awareness of the rule of law and democratic principles. In addition to addressing Saskatchewan’s immediate needs, this assessment is designed to serve as a pilot model that may be adapted for use in other Canadian jurisdictions.

Methodology

This study employed a cross-sectional, survey-based research design to assess perceived youth legal needs in Saskatchewan. Data were collected through an anonymous online questionnaire administered to professionals working within primary and secondary school settings in Saskatchewan who have direct contact with youth. The Saskatchewan Youth Legal Needs Survey was developed by the research team at the University of Saskatchewan’s CREATE Justice and the Canadian Hub for Applied and Social Research (CHASR), with input and guidance from legal-sector partners. A literature review was undertaken, including a review of youth legal needs assessments and survey instruments from Alberta and Australia, which provided a research-informed basis for the study design. The full instrument is included in **Appendix B**. The survey consisted of closed-ended and open-ended questions and incorporated skip logic to ensure respondents were presented only with questions relevant to their role and experience. The survey took approximately 10 minutes to complete.

Recruitment occurred primarily through outreach to school divisions across Saskatchewan. Requests to conduct external research were sent to administrative leaders from 17 Anglophone school divisions between April and June 2025. Divisions who did not respond to initial requests were contacted again in September 2025. The survey was available only in English. As a result, Francophone school divisions ($n = 2$) were not included in outreach efforts. Additionally, no publicly available information regarding external research approval processes could be identified for eight Anglophone divisions, therefore, these divisions were also not included in the outreach strategy.

In total, six school divisions agreed to distribute the survey invitation to staff through internal communication channels such as direct email, newsletters, or messaging platforms. These included:

- Public School Divisions: Chinook SD 211, Horizon SD 205, Lloydminster SD 99, Northwest SD 203, Prairie Spirit SD 206
- Separate School Divisions: Regina RCSSD 81

One additional public division, South East Cornerstone SD 209, permitted the research team to contact schools individually; however, it is unclear how widely the survey invitation was subsequently shared within that division using this strategy. A total of 79 respondents completed the survey through school division outreach. To supplement division-based recruitment, the research team contacted the Saskatchewan Teachers’ Federation to request assistance with survey distribution; however, no response was received. The survey was also distributed through CHASR’s ResearchWise Panel. Panel members were eligible to participate if they worked in primary or secondary school settings in Saskatchewan. Thirty-one respondents completed the survey through the panel.

Data collection took place between October 14, 2025 and February 10, 2026. The final sample consisted of 110 respondents, including 79 recruited through school division outreach and 31 through the ResearchWise Panel. **Table 1** presents the distribution of respondents by self-reported school division. A portion of respondents selected “prefer not to say,” and a small number selected “other.” While these responses could reflect a preference to not disclose, they could also reflect employment across multiple divisions as respondents were only permitted to select one division.

School Division	Division Type	# of Respondents (%)
Chinook SD 211	Public	3 (2.7)
Christ the Teacher RCSSD 212	Separate	1 (0.9)
Horizon SD 205	Public	47 (42.7)
Lloydminster SD 99	Public	6 (5.5)
North East SD 200	Public	1 (0.9)
Northern Lights SD 113	Public	1 (0.9)
Northwest SD 203	Public	1 (0.9)
Prairie Valley SD 208	Public	2 (1.8)
Regina SD 4	Public	4 (3.6)
Regina RCSSD 89	Separate	12 (10.9)
Saskatoon SD 13	Public	2 (1.8)
Saskatchewan Rivers SD 119	Public	1 (0.9)
South East Cornerstone SD 209	Public	7 (6.4)
St. Paul’s RCSSD 20 (Greater Saskatoon Catholic Schools)	Separate	4 (3.6)
Other	Unknown	2 (1.8)
Prefer not to say	Unknown	16 (14.5)

Table 1

Quantitative data were analyzed using descriptive statistics. Frequencies and percentages were calculated for closed-ended questions, and results are reported in aggregate form. Given the overall sample size and uneven distribution of respondents across school divisions, geography, and roles, analyses were limited to descriptive summaries. Inferential statistical analyses and groups comparisons were not conducted as the sample size did not support reliable statistical testing or meaningful subgroup analysis. Open-ended responses were analyzed using a thematic approach.

Several limitations should be considered when interpreting the findings. First, data reflect the perspectives of school-based professionals rather than youth themselves and may not fully capture young people's lived experiences. Second, participation varied by school division, and survey distribution depended on division-level approval and internal communication practices, resulting in uneven and sometimes unknown reach across divisions. Further, the English-only survey may also have limited participation from some communities. Finally, voluntary participation introduces the potential for self-selection bias, whereby individuals with greater awareness or interest in youth legal issues may have been more likely to respond.

Respondent Profile

This section describes the professional roles, work contexts, and backgrounds of the 110 respondents who completed the Saskatchewan Youth Legal Needs Survey.

Respondents were asked to identify their current role(s) within the Saskatchewan primary or secondary education system, with the option to select multiple roles (see **Figure 1** below). Classroom teachers comprised the largest group of respondents (35.5%; $n = 39$), followed by principals (16.4%; $n = 18$), educational assistants (12.7%; $n = 14$), support staff or administrative assistants (10.0%; $n = 11$), and resource teachers (9.1%; $n = 10$). Smaller proportions of respondents identified as vice principals, librarians, guidance counselors, division leadership, and other specialized roles. A notable proportion of respondents (13.6%; $n = 15$) selected "other" and provided additional role descriptions. These included consultants, instructional coaches, corrections officers, substitute teachers, school trustees, lunchroom employees, educators working with children with disabilities, and recently retired education professionals. While some of these roles appear to fall partially or entirely outside of the formal Saskatchewan PreK-12 education system, respondents in these positions reported relevant experience related to youth well-being and legal needs. Therefore, these few responses were retained, as they offer valuable perspectives that complement those of school-based staff.

Respondent Roles within the SK Education System

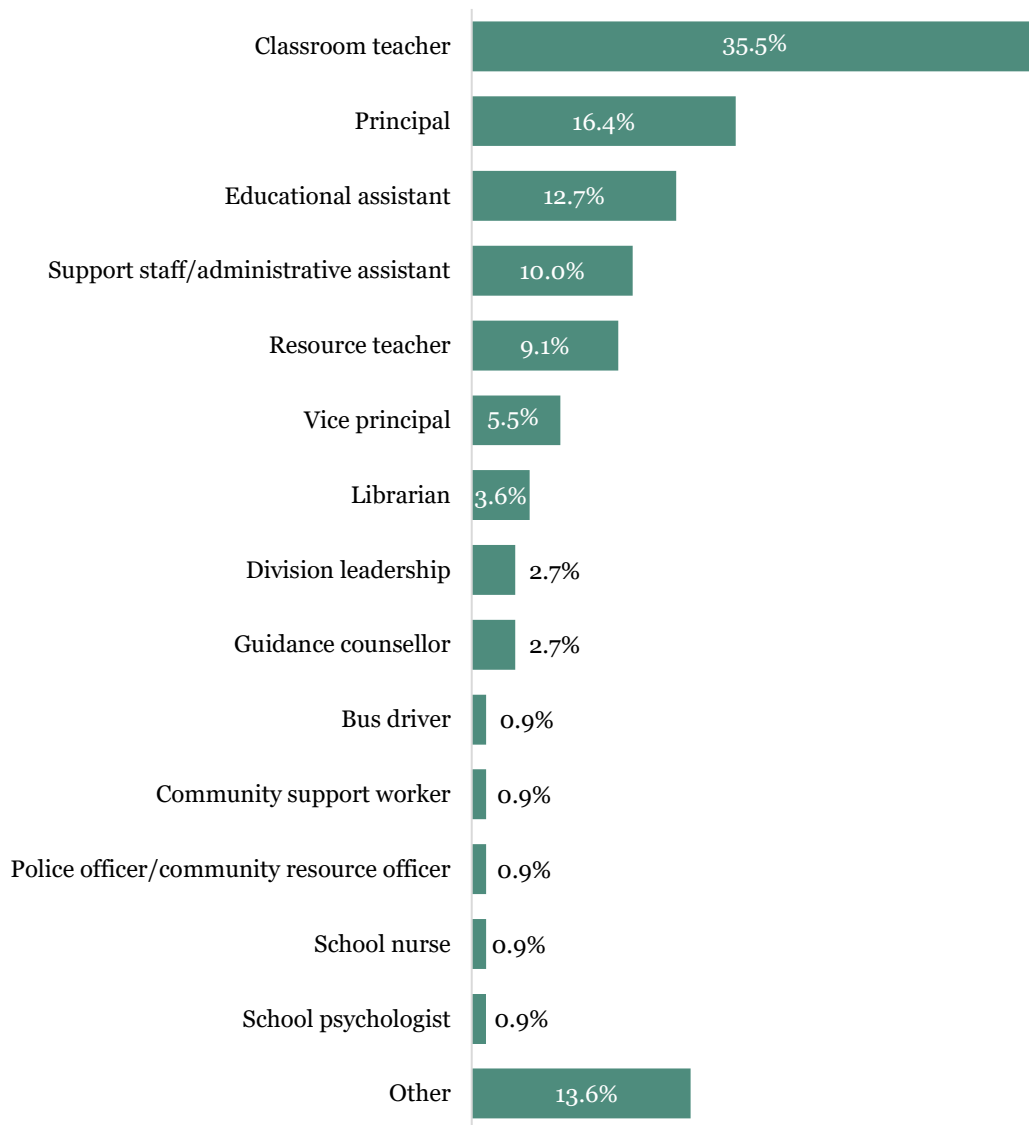


Figure 1

Respondents reported working across all levels of the PreK-12 system, with many indicating involvement at more than one level (see **Figure 2** below). Nearly half of respondents worked in elementary settings (44.5%; $n = 49$), while 24.5% ($n = 27$) worked in high schools and 15.5% ($n = 17$) in middle schools. Three in ten (30.0%; $n = 33$) reported working at schools with all grades (PreK-12). Although classroom teachers were asked a separate question regarding specific grade levels taught, these responses largely mirrored the school-level distribution, with many educators reporting responsibilities for multiple grades.

School Level Where Respondents Work

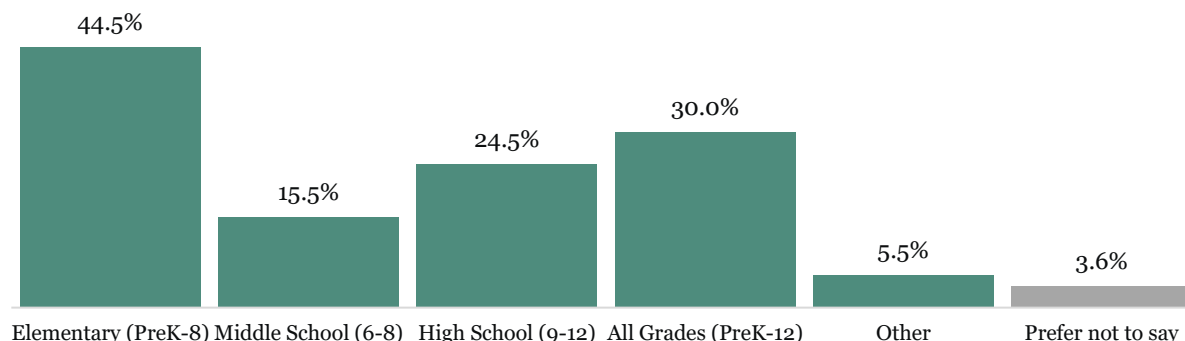


Figure 2

Respondents brought substantial professional experience to the survey. More than one-third (37.3%; $n = 41$) reported working in the education system for over 20 years, while an additional 26.4% ($n = 29$) reported between 11 and 20 years of experience (see **Figure 3** below). Fewer respondents were early in their careers, with 25.5% ($n = 28$) reporting five years of experience or less. This distribution suggests that findings are informed largely by individuals with long-term, sustained exposure to youth needs within school settings.

Years of Experience in the Education System

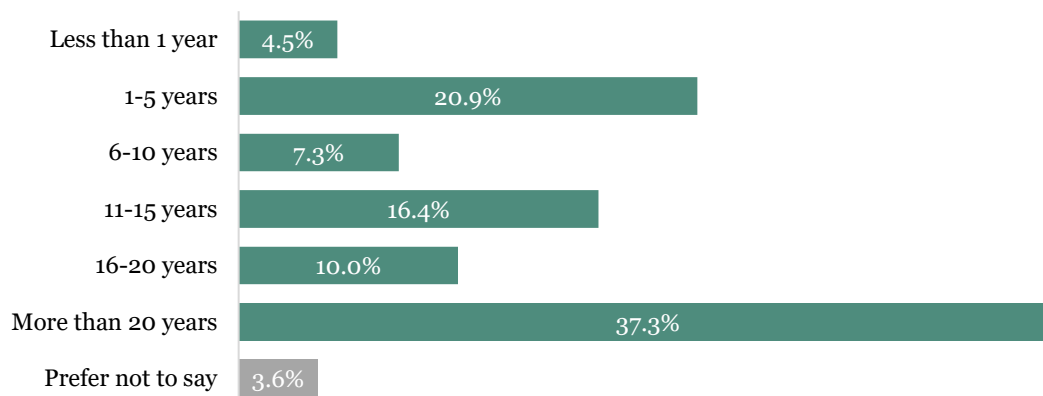


Figure 3

Most respondents worked in schools serving between 100 and 499 students (63.6%; $n = 70$), indicating strong representation from small- to mid-sized schools (see **Figure 4** below). Smaller proportions worked in very small schools with fewer than 100 students or larger schools serving 500 or more students. Approximately one in ten respondents preferred not to disclose school size.

School Size of Respondents' Primary Work Location

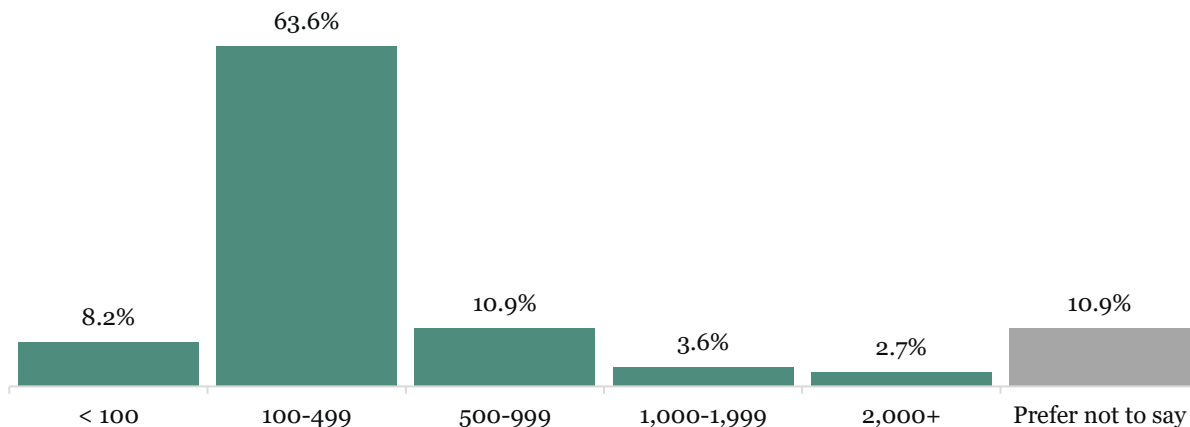


Figure 4

Respondents worked in communities of varying sizes across Saskatchewan (see **Figure 5** below). Over half (57.3%; $n = 63$) reported working in communities with populations under 10,000, including 26.4% ($n = 29$) in communities with fewer than 1,000 residents. At the same time, 25.5% ($n = 28$) worked in larger urban centers with populations of 50,000 or more, including 17.3% ($n = 19$) in cities with populations exceeding 250,000. This mix reflects perspectives from rural, small-towns, and urban contexts.

Population Size of Communities Where Respondents Work

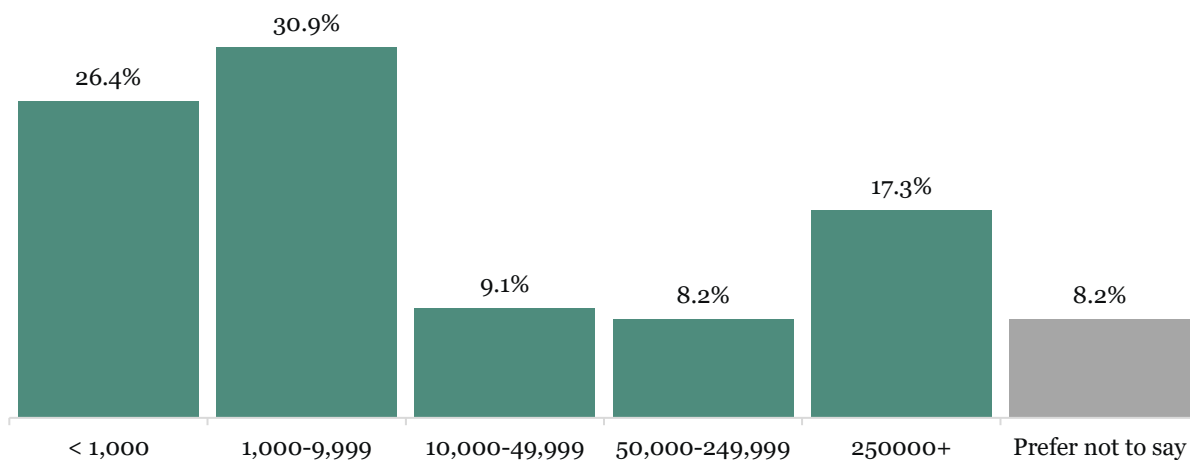


Figure 5

Findings

The next sections present survey findings on the legal needs of youth in Saskatchewan, as observed by school staff across the province. Findings cover staff perceptions of the prevalence of legal issues, awareness and effectiveness of legal resources, types of issues affecting youth, barriers to accessing support, impacts on students’ lives, legal literacy gaps, and opportunities for schools and systems to strengthen youth access to legal education and resources.

Educator Awareness of Legal Resources

This section examines respondents’ familiarity with different types of legal resources available to youth, their awareness of specific legal supports in Saskatchewan, perceptions of the effectiveness of those supports, and confidence in their own ability to provide accurate information about legal resources to youth.

Respondents were asked how familiar they were with four broad categories of legal resources available to youth in their community: education-based legal resources (e.g., Law 30 classes), information assistance (e.g., PLEA school resources, libraries), advice/drafting/representation (e.g., Legal Aid, lawyers), and systemic advocacy (e.g., Children’s Advocate). As shown in **Figure 6** below, familiarity varied across resource type. Education-based legal resources were the most familiar overall, with 49.1% ($n = 52$) reporting being somewhat familiar and 11.3% ($n = 12$) reporting being very familiar. In contrast, familiarity with advice, drafting, or representation services was more limited, with 40.2% ($n = 43$) indicating they were not at all familiar and 33.6% ($n = 36$) not very familiar. Awareness of systemic advocacy and information assistance was more evenly distributed between familiarity and a lack of familiarity.

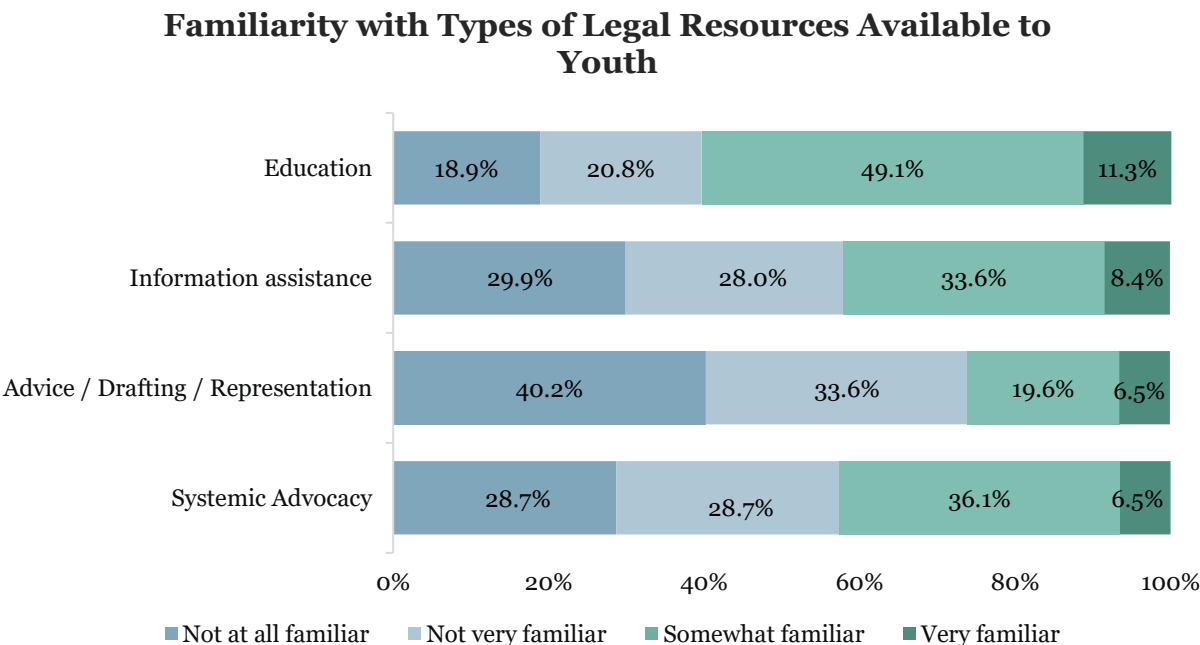


Figure 6

Respondents were asked which legal resources for youth they were aware of prior to completing the survey and, for those resources they recognized, which they believed were most effective in helping students cope with legal challenges. **Figure 7** (on page 14) presents these findings together, with awareness calculated as a percentage of the full sample ($n = 110$) and perceived effectiveness calculated as a percentage of respondents who indicated awareness of each specific resource. Respondents were asked to select the resources they believed were most effective, meaning that resources not selected should not be interpreted as ineffective, but rather viewed as less effective relative to other options.

Awareness was highest for broadly accessible and well-publicized supports. Nearly all respondents reported being aware of Kids Help Phone (92.7%; $n = 102$), followed by the Saskatchewan Human Rights Commission (75.5%; $n = 83$). Moderate levels of awareness were observed for Legal Aid Saskatchewan (56.4%; $n = 62$), the Ministry of Social Services' Counsel for Children program (56.4%; $n = 62$), the Office of the Treaty Commissioner (55.5%; $n = 61$), and the Saskatchewan Advocate for Children and Youth (50.9%; $n = 56$). Awareness was lower for the Sexual Assault Services of Saskatchewan (SASS; 40.9%; $n = 45$) and PLEA (34.5%; $n = 38$), and particularly limited for the Office of the Public Guardian and Trustee (16.4%; $n = 18$), and Specialized Assistance for Children and Youth in Saskatchewan Access to Legal Information (SALI) documents (10.0%; $n = 11$). Only one respondent (0.9%) indicated that they were not aware of any of the listed resources. Two additional resources that were identified through open-ended responses were Indigenous Child and Family Services and Victim Services.

Among respondents who were aware of a given resource, perceptions of which supports were most effective varied. Kids Help Phone was most frequently identified as one of the most effective supports (66.7%; $n = 68$), followed by the Saskatchewan Advocate for Children and Youth (58.9%; $n = 33$) and the Ministry of Social Services' Counsel for Children program (53.2%; $n = 33$). SASS was also identified as one of the most effective supports by nearly half of respondents who were aware of it (44.4%; $n = 20$). Lower proportions of respondents who were aware of the resource selected Legal Aid Saskatchewan (35.5%; $n = 22$), the Office of the Treaty Commissioner (19.7%; $n = 12$), the Saskatchewan Human Rights Commission (19.3%; $n = 16$), PLEA (18.4%; $n = 7$), or Specialized Assistance for Children and Youth SALI documents (18.2%; $n = 2$) as among the most effective supports. Very few respondents selected the Office of the Public Guardian and Trustee (11.1%; $n = 2$) as one of the most effective supports. A small proportion of respondents (8.2%; $n = 9$) indicated that none of the resources they were aware of were among the most effective in helping students cope with legal challenges. Other effective supports noted in open-ended responses included RCMP Youth Justice Worker programs, school resource officers, and trusted school counsellor or social workers, emphasizing the perceived importance of relational and school-based supports.

Presenting awareness and perceived effectiveness together in **Figure 7** below highlights that high levels of awareness do not consistently correspond with high perceived effectiveness, underscoring potential gaps between recognition of available services and perceptions of their usefulness for youth.

Awareness and Perceived Effectiveness of Legal Resources for Youth

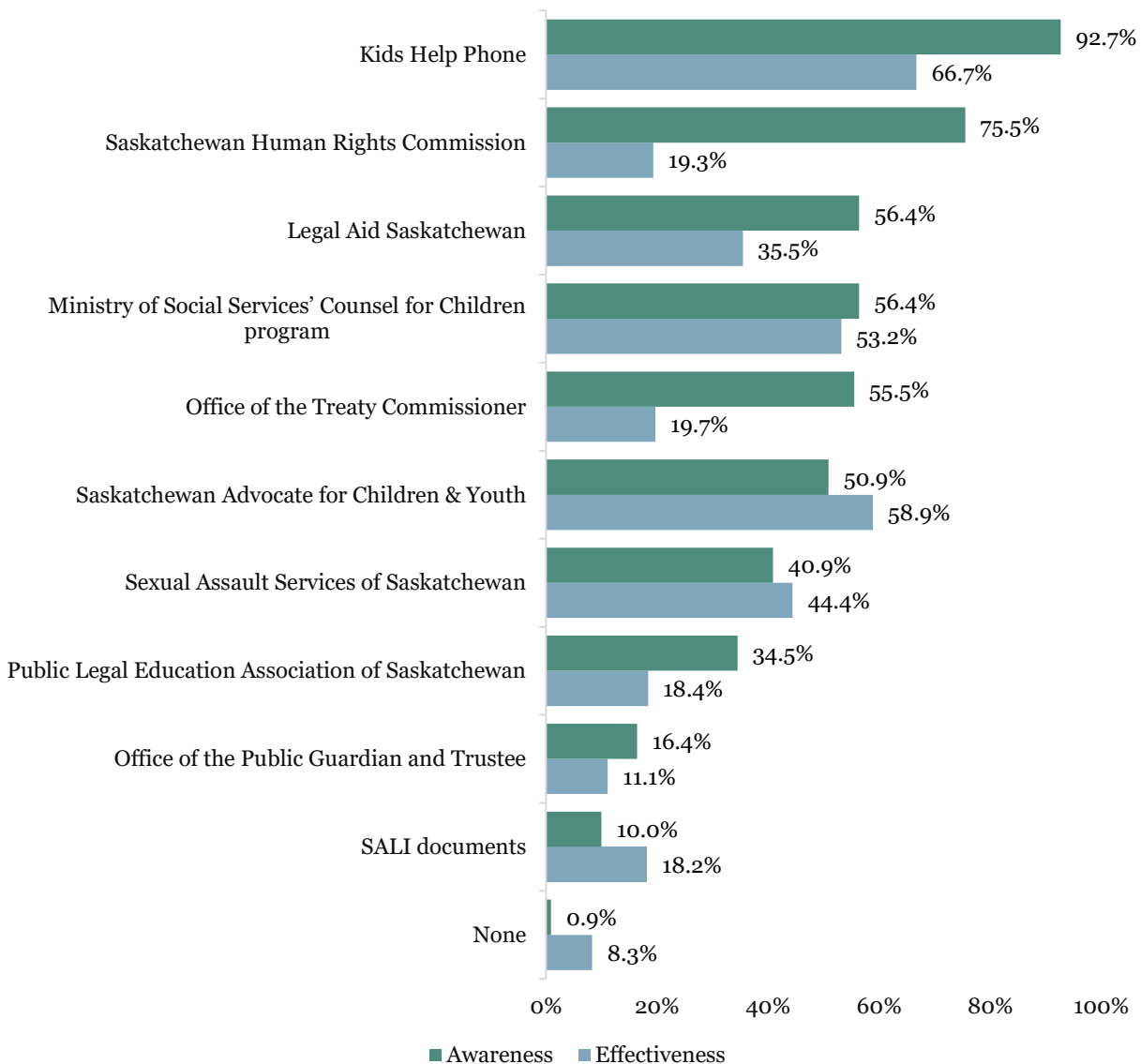


Figure 7

Despite moderate awareness of legal resources, respondents reported low confidence in their ability to provide accurate information about legal supports to youth. As shown in **Figure 8** below, 30.0% ($n = 33$) of respondents reported being not at all confident, and 45.5% ($n = 50$) reported being not very confident. Only 20.9% ($n = 23$) indicated being somewhat confident, and just 3.6% ($n = 4$) reported being very confident. Together, these findings suggest that while educators may be aware of some legal resources available to youth, many feel insufficiently equipped to navigate or explain those supports in practice.

Most educators report **low confidence** in discussing legal resources with youth

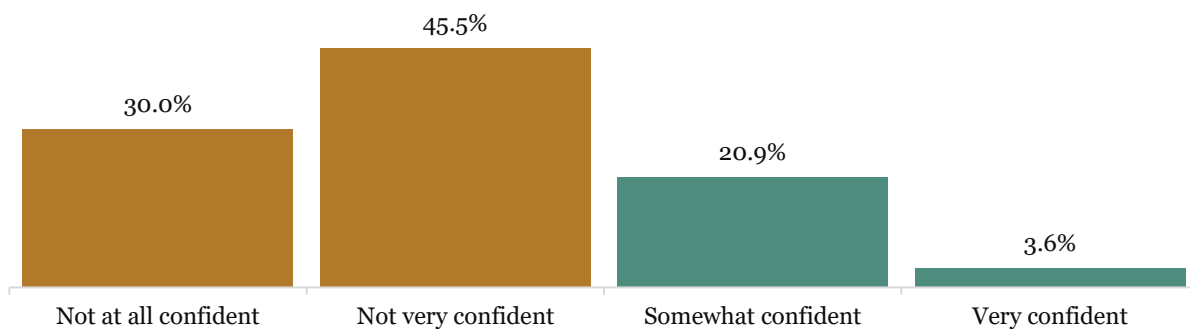


Figure 8

Perceived Prevalence of Youth Legal Issues

This section summarizes respondents’ perceptions of how frequently youth experience legal issues, whether respondents have personally encountered youth facing legal concerns, and the extent to which youth recognize and act on the legal dimensions of their challenges.

Overall, respondents perceived legal concerns among youth to be present, though not consistently common. No respondents selected “I don’t think youth have any legal concerns.” Instead, over half characterized legal concerns as either uncommon (37.6%; $n = 41$) or very uncommon (18.3%; $n = 20$). At the same time, one-third perceived legal concerns as common (27.5%; $n = 30$) or very common (5.5%; $n = 6$). A further 11.0% ($n = 12$) indicated that they did not know. These findings suggest that while legal concerns are not perceived as issues for all youth, they are widely recognized as occurring across primary and secondary school contexts.

Youth legal concerns are widely reported, though often seen as **uncommon**

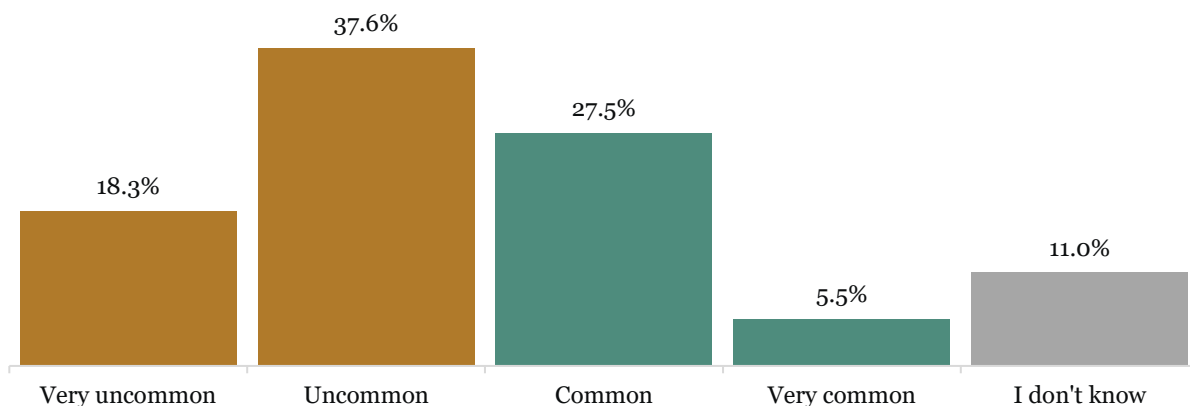


Figure 9

Despite many respondents describing youth legal concerns as uncommon overall, a majority reported having encountered youth experiencing legal issues in their professional role. Specifically, 66.4% ($n = 73$) reported that they have interacted with a youth experiencing a legal issue, while 33.6% ($n = 37$) had not. This pattern suggests that even when legal concerns are not viewed as prevalent, they are nonetheless experienced by many staff in real-world interactions with youth.

Respondents were asked how often youth recognize when their problems have a legal component and, when legal issues are recognized, how often youth seek out legal resources. These results are presented together in **Figure 10** below to support comparison. The recognition question was asked of all respondents ($n = 110$), while the help-seeking question was only asked of those who indicated youth recognize legal components rarely, sometimes, or often (i.e., excluding “never” and “I don’t know”; $n = 90$).

Overall, respondents believed youth frequently do not recognize legal issues. Over half indicated youth rarely recognize when their problems have a legal component (52.7%; $n = 58$), and 8.2% ($n = 9$) indicated never. Only 26.4% ($n = 29$) selected sometimes, and very few selected often (2.7%; $n = 3$). A further 10.0% ($n = 11$) indicated that they did not know. Among respondents asked about help-seeking ($n = 90$), youth were perceived as even less likely to seek out legal resources once legal issues are recognized. Most respondents indicated youth rarely seek legal resources (61.1%; $n = 55$) or never do so (13.3%; $n = 12$). Only 22.2% ($n = 20$) reported sometimes, and just 1.1% ($n = 1$) reported often. A small proportion selected I don’t know (2.2%; $n = 2$).

These findings point to a perceived “double barrier” in that youth are seen as unlikely to recognize legal dimensions of their challenges, and even when recognition occurs, respondents believe youth typically do not pursue legal supports.

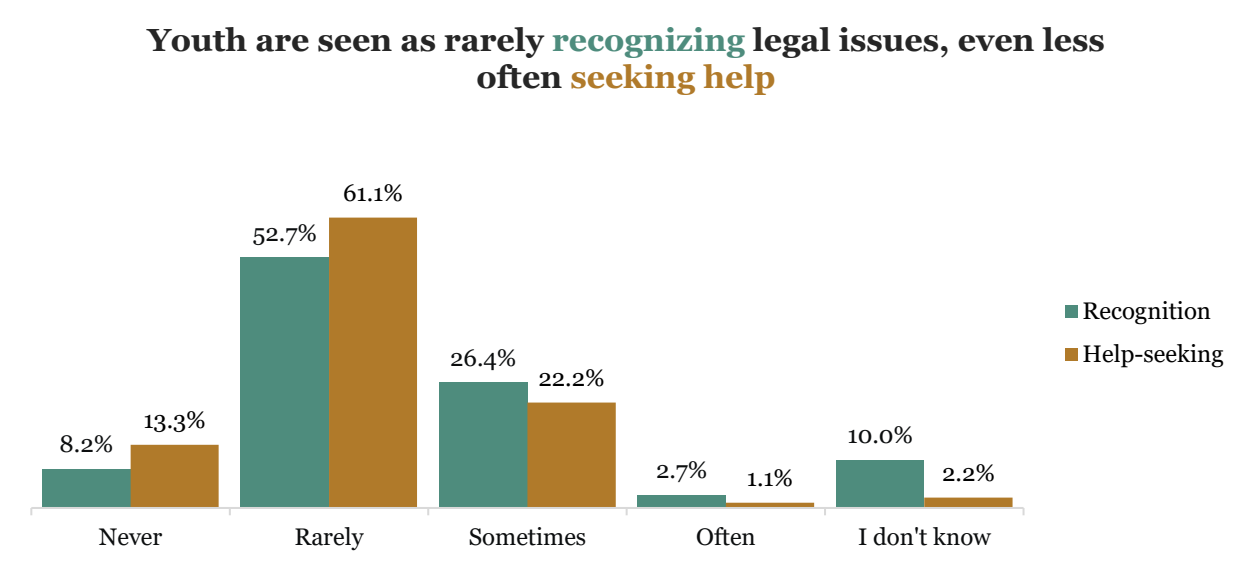


Figure 10

Respondents who had interacted with youth experiencing a legal issue ($n = 73$) were asked to describe the demographic profiles of those youth. This question reflects respondents’ professional observations rather than objective demographic data, and are likely influenced by the demographic composition of the schools and communities in which they work. Results should not be interpreted as causal or deterministic. Instead, these findings can provide initial insights in identifying where targeted supports may be most needed.

The most frequently selected profile was low-income (91.8%; $n = 67$). Respondents also commonly identified youth who had experienced trauma (71.2%; $n = 52$), youth who were Indigenous (64.4%; $n = 47$), and youth who struggle with mental health and/or addictions (61.6%; $n = 45$). Other frequently selected profiles included youth from single-parent households (50.7%; $n = 37$), youth in rural communities (47.9%; $n = 35$), and youth in foster care (42.5%; $n = 31$). Overall, respondents most often associated youth legal issues with broader experiences of structural vulnerability, including poverty, trauma, and unstable family or care contexts.

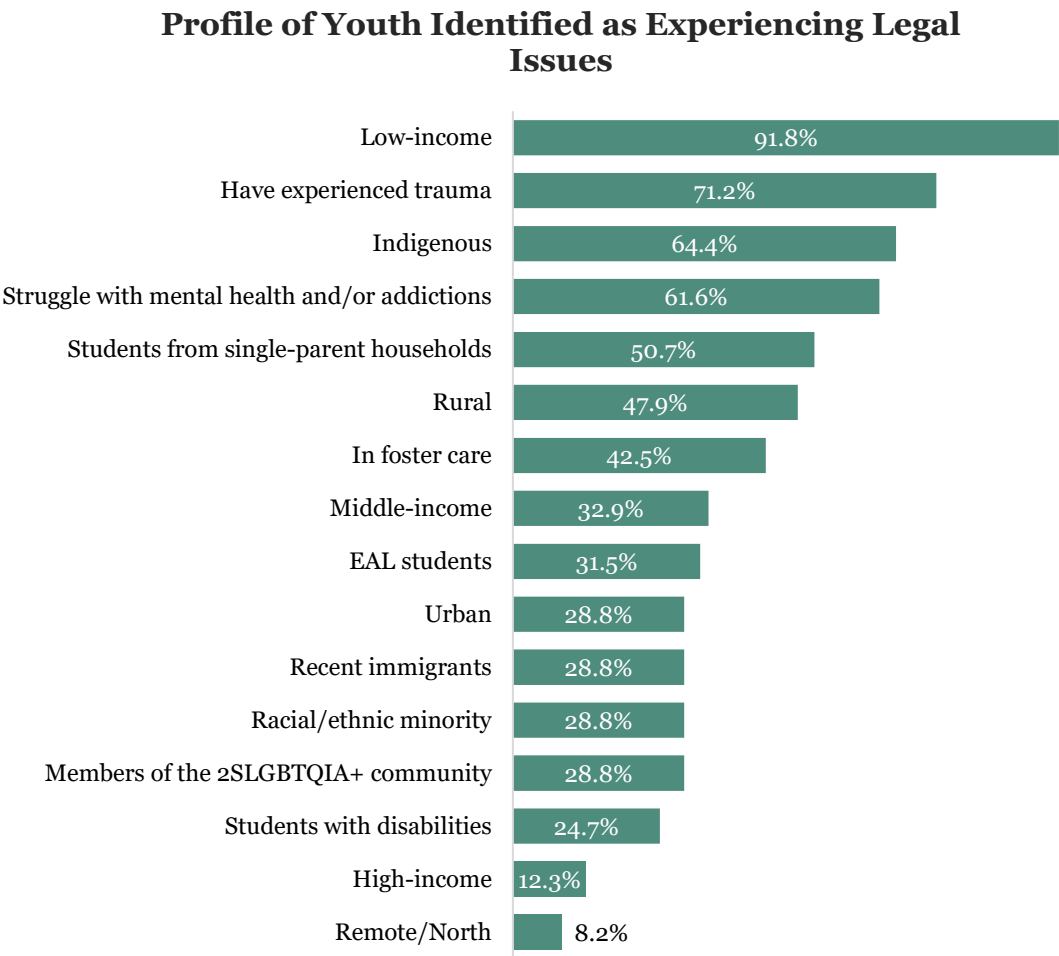


Figure 11

Respondents were also asked to indicate the age(s) of the youth they were thinking about when responding to the survey. Reported ages ranged widely from 3 to 23 years. As a result, conclusions about specific age groups are not possible based on the data. However, responses clustered around adolescence with the average reported age being approximately 13 years, and the middle 50% of ages falling between 11 and 16.

Types of Legal Issues Affecting Youth

Respondents were asked to identify the legal topics they perceived as applicable to the youth they work with. As shown below in **Figure 12**, respondents most frequently identified Child Protection (82.7%; $n = 91$) as applicable to youth in their work. Family Law (54.5%; $n = 60$) was the second most frequently cited category, followed by Human Rights (41.8%; $n = 46$), Aboriginal and Treaty Rights (40.9%; $n = 45$), and Criminal Law (40.0%; $n = 44$). Other commonly identified areas included Privacy and Personal Information (30.9%; $n = 34$) and Employment Law (29.1%; $n = 32$). Fewer respondents selected Immigration (23.6%; $n = 26$), Debt and Money (20.9%; $n = 23$), Property and Housing (17.3%; $n = 19$), Consumer Issues (11.8%; $n = 13$), and Insurance (10.9%; $n = 12$). A small proportion selected “None” (5.5%; $n = 6$) or I don’t know (5.5%; $n = 6$). One open-ended “other” response referenced legal issues related to animal care.

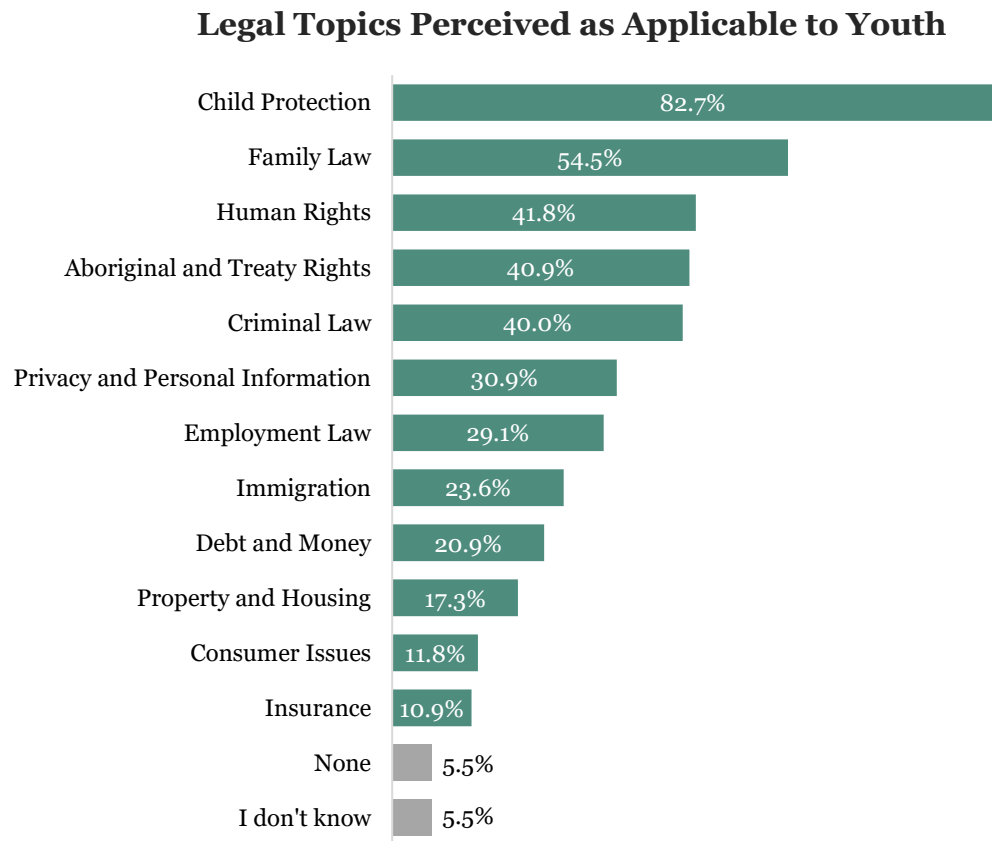


Figure 12



For selected topic areas, respondents were asked follow-up questions to identify which specific issues within that legal area they considered relevant to youth. Percentages reported below are calculated based on the number of respondents who selected the broader topic category in the previous question and who answered the question (denominators vary by topic and are noted accordingly).

Consumer Issues (n = 13)

Among respondents who identified consumer issues as relevant, all selected mobile phones (100%; $n = 13$) as a key concern. A large majority also identified signing contracts (84.6%; $n = 11$). Nearly half selected cosigner/guarantor issues (46.2%; $n = 6$). One open-ended response referenced online consumer issues and data collection practices.

Criminal Law (n = 42)

Within criminal law, respondents most frequently identified violence and abuse (90.5%; $n = 38$) as relevant. High proportions also selected drug and alcohol-related offences (81.0%; $n = 34$) and sexual assault and consent (81.0%; $n = 34$). Many respondents identified charges generally (78.6%; $n = 33$) and interactions with police (71.4%; $n = 30$). One additional open-ended response referenced bullying and the sharing of fights on video.

Debt and Money (n = 20)

Among respondents who selected debt and money issues, student loans (80.0%; $n = 16$), and debt collection (70.0%; $n = 14$) were most frequently selected. Payday loans (60.0%; $n = 12$), seizure of goods and garnishment (45.0%; $n = 9$), and collection agencies (40.0%; $n = 8$) were also selected by some respondents.

Employment Law (n = 32)

Nearly all respondents who selected employment law identified employee rights (96.9%; $n = 31$) as relevant. Other frequently selected issues included full-time vs. part-time status (71.9%; $n = 23$), wages and holiday pay (65.6%; $n = 21$), and eligibility for government benefits (59.4%; $n = 19$).

Family Law (n = 59)

Among respondents who selected family law, the most frequently selected issues were custody (decision-making responsibility) and parenting time (94.9%; $n = 56$) and child protection (93.2%; $n = 55$). Many also selected child support (64.4%; $n = 38$) and common law or marital relationships (47.5%; $n = 28$). Fewer selected partner support (22.0%; $n = 13$).

Human Rights (n = 45)

Within human rights, respondents selected discrimination (84.4%; $n = 38$) and access to medical care (73.3%; $n = 33$) as relevant concerns. One additional open-ended response referenced access to shelter.

Privacy and Personal Information (n = 34)

Respondents most frequently selected issues related to intimate images and consent (73.5%; $n = 25$) and intimate images more broadly (67.6%; $n = 23$). Other concerns included identification documents (64.7%; $n = 22$) and identity theft (47.1%; $n = 16$). Open-ended responses further

referenced social media, sexting, sharing or modifying images, and navigating mistakes involving digital content.

Property and Housing (n = 17)

Among respondents who identified property and housing as relevant, evictions (82.4%; $n = 14$) and renters' rights (76.5%; $n = 13$) were most frequently selected. Living with roommates (64.7%; $n = 11$) was also noted. One respondent referenced the right to suitable housing in the open-ended entry box.

Barriers to Accessing Legal Help

This section summarizes respondents' perceptions of the barriers that prevent youth from accessing legal resources, as well as their overall assessment of youth awareness of available legal help. Specifically, respondents were asked to identify barriers that they believe prevent youth from accessing legal help. Overall, findings point to both informational barriers and structural or relational barriers as significant challenges. The most frequently identified barrier was a lack of awareness of resources (90.9%; $n = 100$), suggesting that respondents overwhelmingly perceive knowledge gaps as a primary obstacle. This aligns with the broader findings of the survey indicating that youth are not seen as readily recognizing the legal dimensions of their problems.

A second major barrier was lack of parental or guardian support (70.9%; $n = 78$). An open-ended respondent expanded on this by adding "minimal support from caring and knowledgeable adults." These findings highlight the role that adults play in facilitating (or limiting) youth access to formal systems. For many young people, particularly minors, adult involvement may be necessary to navigate the legal processes, transportation, or service access.

More than half of respondents also identified concerns related to fear of stigma or judgement (57.3%; $n = 63$), accessibility issues such as transportation or cost (53.6%; $n = 59$), and lack of trust in the legal system (52.7%; $n = 58$). Similarly, approximately half identified mental health or addiction challenges (50.9%; $n = 56$) and a lack of youth-friendly resources (50.0%; $n = 55$) as impediments. Additional barriers, though identified by a small proportion of respondents, remain notable. These include negative past experiences with legal authorities (41.8%; $n = 46$), limited confidence in existing resources (34.5%; $n = 38$), and cultural or language barriers (32.7%; $n = 36$). Only two respondents selected "I don't know" (1.8%).

Overall, the findings point to a layered set of barriers. Youth are seen as facing informational gaps, reliance on adult intermediaries, emotional and reputational concerns, structural access limitations, and broader issues of trust and system navigation. These barriers appear interrelated rather than isolated, reinforcing one another in ways that may significantly limit help-seeking.

Perceived Barriers to Youth Accessing Legal Help

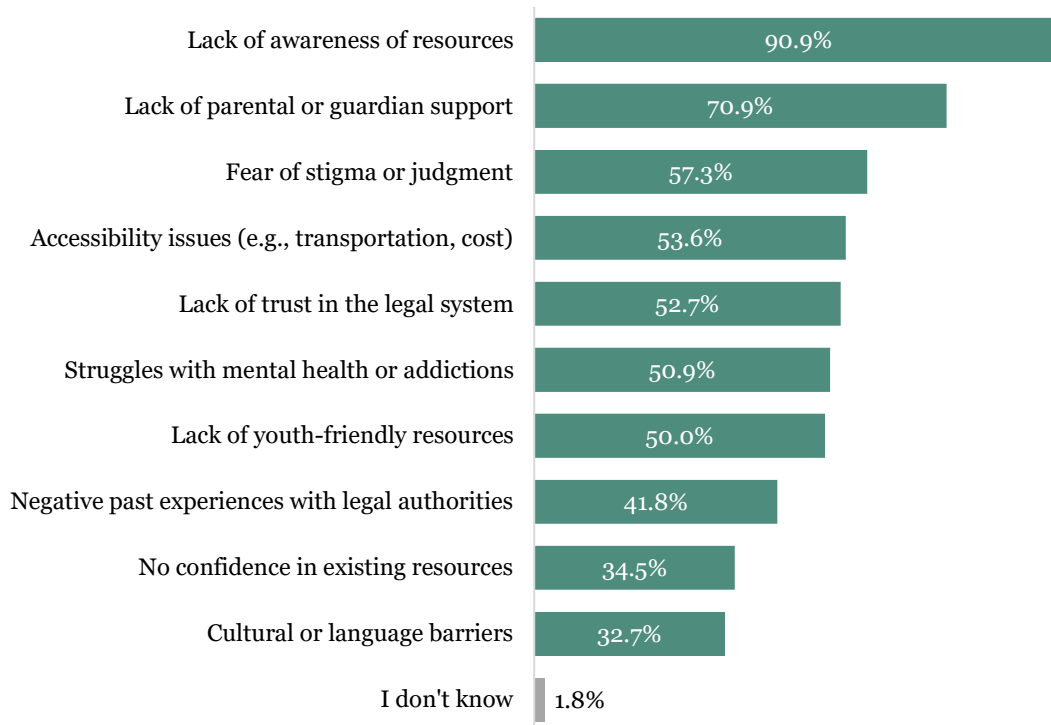


Figure 13

Respondents' broader assessment of youth awareness reinforces this key finding about the primary barrier to accessing legal help. A strong majority characterized youth awareness as limited (69.1%; $n = 76$) or non-existent (17.3%; $n = 19$). Only a small minority perceived youth as having moderate (6.4%; $n = 7$) or high awareness (0.9%; $n = 1$) of available legal help, while 6.4% ($n = 7$) indicated they "don't know".

Most youth are perceived to have **no or limited awareness** about the availability of legal help

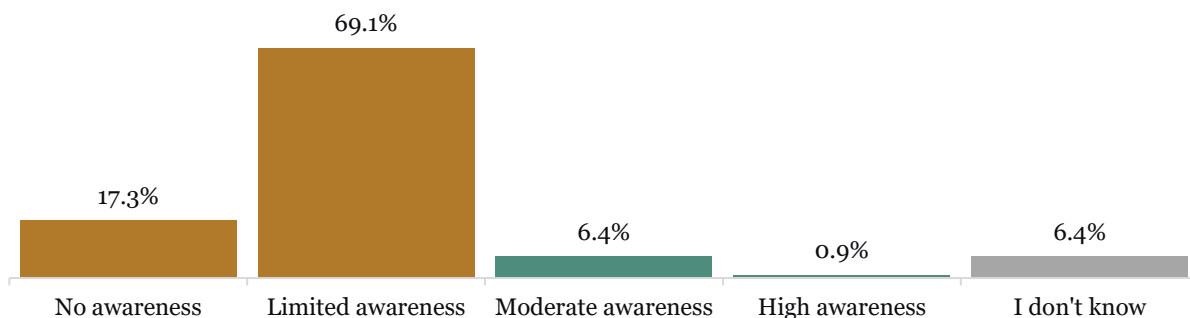


Figure 14

Impacts of Legal Issues on Youth

Respondents were asked to assess the extent to which legal issues affect youth across three domains: academic performance, emotional well-being, and physical well-being. Overall, respondents perceived legal issues as having meaningful impacts across all three domains, with particularly strong effects on emotional well-being and academic performance. Over four in five respondents (84.5%; $n = 87$) perceived legal issues as having at least a moderate impact on academic performance. Only small proportions indicated minimal or no impact (7.8%; $n = 8$), with an additional 7.8% ($n = 8$) selecting “I don’t know.”

Legal issues were also perceived as substantially affecting emotional well-being. In total, 83.6% ($n = 92$) viewed legal issues as having at least a moderate impact on youth emotional issues. This pattern closely mirrors the findings for academic performance, indicating that legal challenges are seen as affecting both students’ internal experiences and their observable school engagement and outcomes.

Perceived impacts on physical well-being were somewhat more moderate but still substantial. Almost three-quarters (74.1%; $n = 80$) of respondents perceived legal issues as having at least a moderate effect on youth physical well-being. While a bit more respondents indicated “slightly” (10.2%; $n = 11$) or no impact (3.7%; $n = 4$) compared to the other domains, the overall pattern still reflects a majority perception of meaningful effects. An additional 12.0% ($n = 13$) selected “I don’t know”.

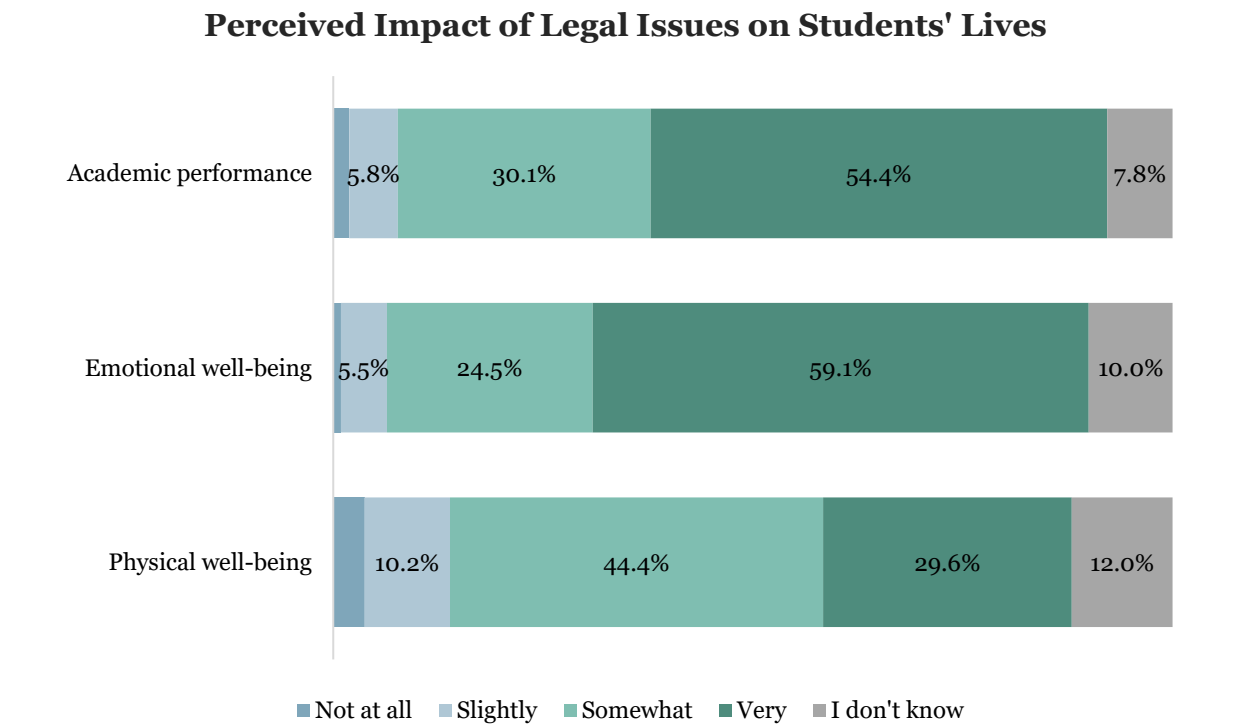


Figure 15

Legal Literacy and Education Gaps

This section examines respondents’ perceptions of youth legal literacy, areas where additional education may be needed, and preferred approaches for strengthening legal knowledge and access. Questions relating to youth awareness of specific legal concepts and student interest in legal topics were asked only of classroom teachers (n = 37). Findings from those questions should therefore be interpreted as reflecting the perspectives of teachers specifically, rather than all respondents.

Classroom teachers were asked to assess youth awareness across a range of legal concepts. Overall, findings suggest uneven legal literacy, with stronger awareness of practical, everyday concepts and more limited awareness of systemic or constitutional topics. Teachers perceived youth as having relatively higher awareness of legal vs. illegal behavior (75.7%; n = 28), the role of police and law enforcement (73.0%; n = 27), and the purpose of laws (67.6%; n = 25). Awareness was viewed as more moderate in areas such as human rights and discrimination (56.8%; n = 21), Treaty rights (48.6%; n = 18), youth rights and responsibilities (36.1%; n = 13) and the role of lawyers (32.4%; n = 12).

In contrast, teachers perceived substantially lower awareness of institutional and civic concepts. A majority rated youth awareness of the justice system and courts (78.4%; n = 29) and the role of Charter of Rights and Freedoms (75.7%; n = 28) as minimal. Awareness of restorative justice (91.9%; n = 34) and civic participation and changing laws (81.1%; n = 30) was perceived as particularly limited.

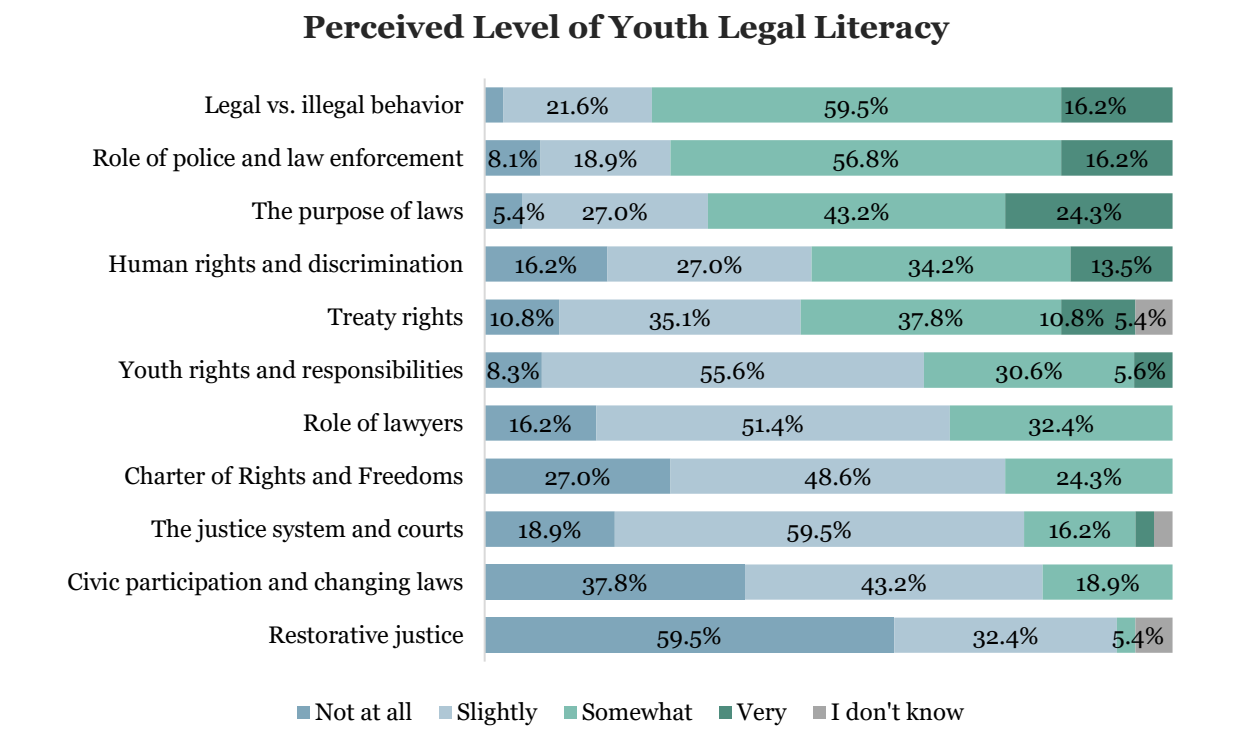


Figure 16

When all respondents were asked an open-ended question about specific areas where additional educational materials could be beneficial, respondents emphasized the need for clearer and more accessible education across many legal areas including employment rights and workplace safety, consent and healthy relationships, bullying and online behavior, family law, treaty rights, and how to recognize when a problem has a legal dimension. Several respondents noted limited availability of youth-friendly legal resources within schools. Some respondents indicated that education must go beyond information provision and include trusted adult supports within the school system such as legal liaisons or counsellors. Some respondents noted the need for professional development for educators to improve their own awareness of available legal resources and referral pathways.

Classroom teachers ($n = 37$) were asked which legal topics their students might be interested in hearing more about. The most frequently identified areas of interest were social media and legal implications (64.9%; $n = 24$), bullying and cyberbullying laws (62.2%; $n = 23$), and rights and responsibilities at school (62.2%; $n = 23$). Teachers also reported strong interest in mental health and legal protections (54.1%; $n = 20$), family law (48.6%; $n = 18$), privacy rights (48.6%; $n = 18$), and substance use and legal consequences (48.6%; $n = 18$). More traditional or institutional topics, such as constitutional law (5.4%; $n = 2$) or international law (2.7%; $n = 1$), were less frequently identified as areas of student interest. Overall, student interest appears concentrated in areas that are immediate and experiential, such as digital life, school-based rights, mental health, relationships, and employment, rather than abstract or structural legal concepts. These results are illustrated in **Figure 17** on the next page.

All survey respondents evaluated the effectiveness of various approaches for sharing legal literacy information with youth. Digital platforms were widely viewed as effective. A majority rated TikTok (86.1%; $n = 93$) Instagram (77.8%; $n = 84$), and YouTube (75.9%; $n = 82$) positively. School-based approaches were similarly endorsed, particularly presentations from legal professionals (79.8%; $n = 87$), legal resource referrals made by staff as needed (74.5%; $n = 79$), and legal information available in schools (72.2%; $n = 78$). These findings suggest that respondents favor a blended strategy that combines digital engagement with embedded school-based supports and trusted adult referral pathways. See **Figure 18** on page 26 for a summary of results.

All respondents were also asked, with an open-ended question, to provide recommendations about additional supports or resources that would improve youth access to legal help. Many emphasized the need to increase awareness among students through classroom education, easily accessible resources, and clear information about available services. Professional development for school staff was also noted as important so that adults can provide accurate guidance and connect youth to appropriate supports. Several respondents underscored the value of dedicated personnel within schools, such as social workers or youth justice workers, who can offer guidance, make referrals, and support students navigating legal issues. Reducing stigma around seeking help and addressing accessibility challenges was also identified as key factors for ensuring youth can effectively access legal resources.



Teacher-Reported Student Interest in Legal Education Topics

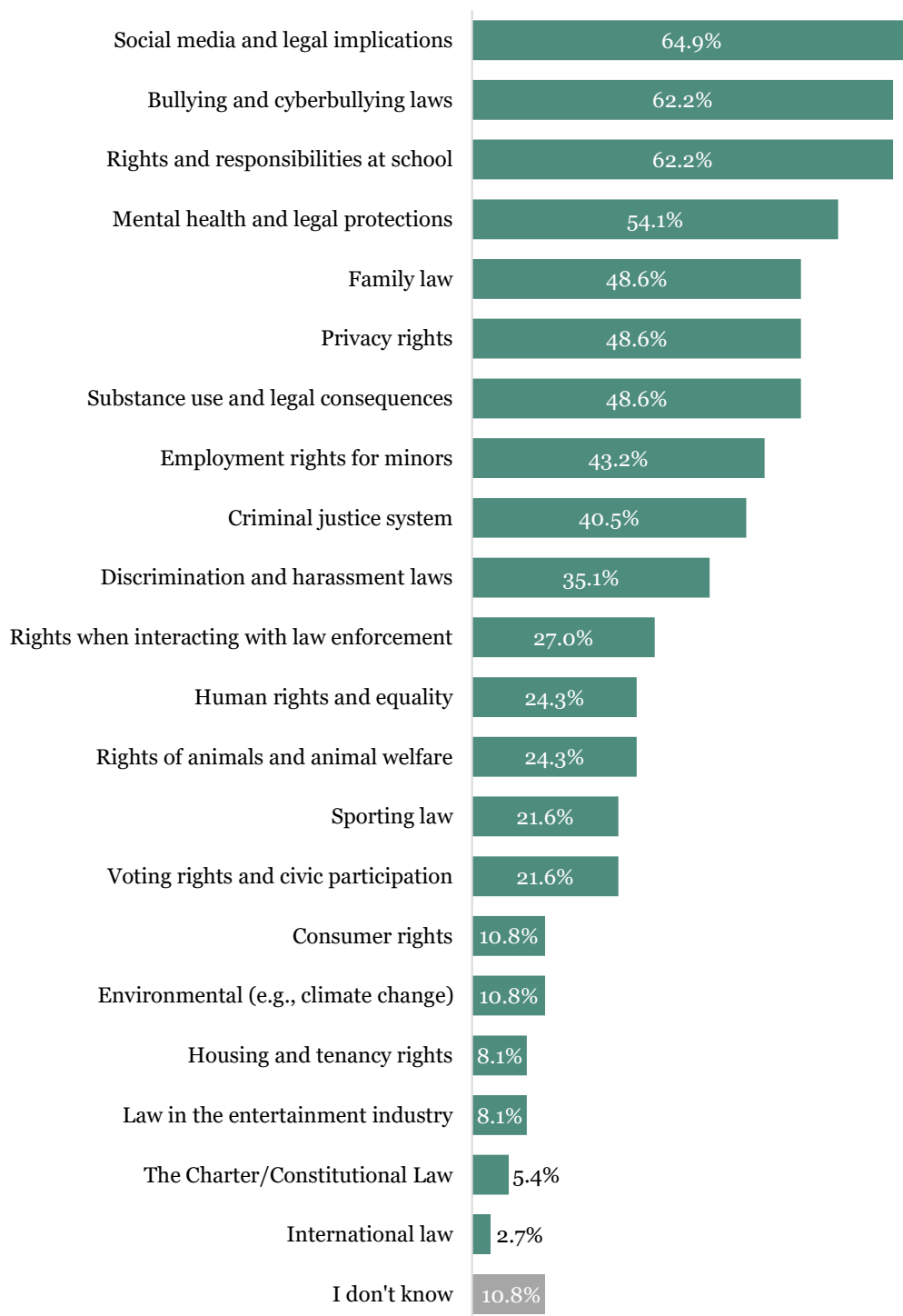


Figure 17

Perceived Effectiveness of Legal Literacy Delivery Methods

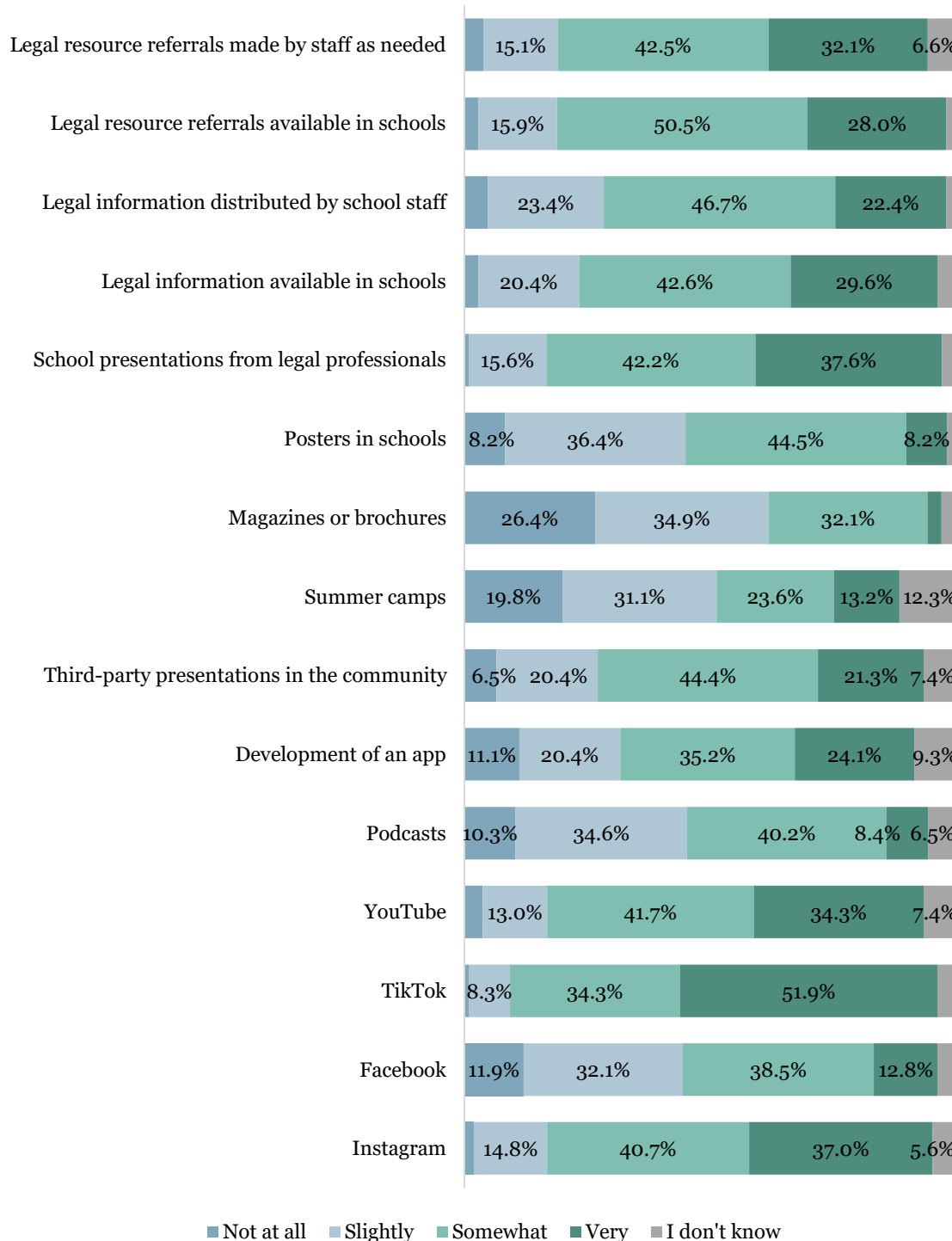


Figure 18

Classroom teacher respondents were asked how likely they would be to engage in actions to support youth legal literacy if high-quality resources were available. The majority indicated they were somewhat or very likely to engage in all the proposed activities: book an interactive workshop for their students (88.6%; $n = 31$), book an educational presentation (85.7%; $n = 30$), distribute resources provided by a third party (80.0%; $n = 28$), or promote an educational presentation or activity offered outside of school (77.1%; $n = 27$). These findings suggest strong potential for teacher engagement in delivering or supporting youth legal literacy initiatives when appropriate resources are accessible.

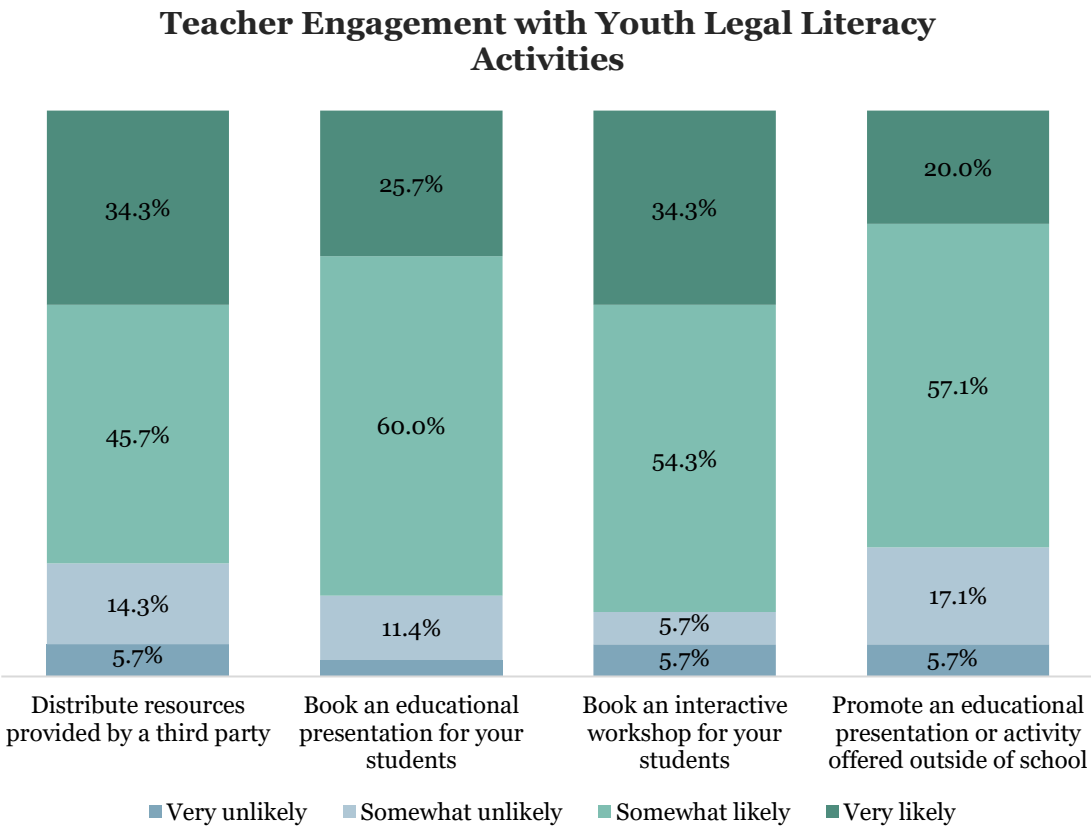


Figure 19

When asked about actual referrals, 36.5% ($n = 27$) of the 74 respondents who had interacted with youth experiencing legal issues reported having referred a student to some type of legal resource. Among those who had referred students, systemic advocacy resources were the most common (70.4%; $n = 19$), followed by information assistance (33.3%; $n = 9$), advice/drafting/representation services (18.5%; $n = 5$), and educational resources (14.8%; $n = 4$). “Other” referrals, which all involved the police (including school resources officers), were also reported by 18.5% ($n = 5$) of respondents. These results indicate that while a majority of educators have not made formal referrals, those who do tend to connect youth with systemic advocacy services.

Systemic advocacy is the most common legal resource youth are referred to by educators

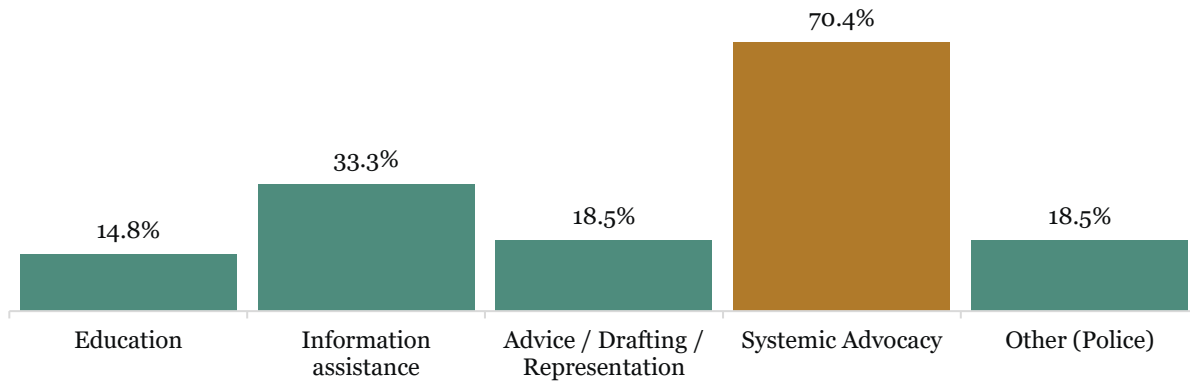


Figure 20

Conclusions

This study provides a preliminary snapshot of youth legal needs and legal literacy gaps in Saskatchewan. The study aimed to explore: (a) awareness and access to legal resources, (b) perceptions of youth legal needs, (c) awareness of and recommendations for educational initiatives, and (d) demographics and community profile. Across these areas, staff reported that legal issues are prevalent among youth, with two-thirds having interacted with students experiencing a legal concern. While some youth recognize when their challenges have a legal dimension, help-seeking is limited, with almost three-quarters of respondents indicating that youth rarely or never seek support even when they perceive a legal need. Respondents noted that youth with vulnerabilities such as low income, trauma, foster care involvement, or Indigenous identity often face heightened legal risks, underscoring the importance of targeted supports.

Staff familiarity with legal resources varied widely. Education-focused resources such as Law 30 classes were the most recognized, whereas systemic advocacy, including the Children’s Advocate, were less familiar. Resources perceived as most effective by respondents included Kids Help Phone and the Saskatchewan Advocate for Children and Youth, although perceptions of effectiveness only reflect rankings among resources the respondent was aware of. Major barriers to accessing legal support include lack of awareness, limited parental or guardian support, fear of stigma, and practical access issues such as transportation or cost. Staff consistently indicated that youth generally have limited awareness of legal supports.

Respondents also highlighted the types of legal issues affecting youth and gaps in youth legal literacy. The most frequently identified legal areas affecting youth were child protection, family law, and human rights. Staff noted that youth often struggle to understand concepts such as the role of the justice system, restorative justice, and the Charter of Rights and Freedoms. Classroom teachers reported that students are particularly interested in social media legal

implications, bullying/cyberbullying laws, and rights and responsibilities at school. Staff suggested that school-based workshops, presentations by legal professionals, and accessible youth-friendly digital resources could enhance knowledge and engagement.

While these findings provide valuable insight for local and national responses and next steps, several limitations should be considered. The relatively small sample size, skew toward smaller towns and mid-sized cities, and limited representation of certain roles and school divisions restrict the generalizability of the results. The survey was also voluntary, which introduces the possibility of self-selection bias, as individuals who chose to participate may have greater awareness of or experience with youth legal issues than those who did not respond. As a result, the findings may reflect the perspectives of staff who are already more engaged with or concerned about legal issues affecting youth. Additionally, the data are based on staff perceptions rather than direct youth reports. Despite these limitations, the study serves as a pilot or snapshot of youth legal needs in Saskatchewan and highlights priority areas for further research. Larger, representative surveys including direct youth perspectives are needed to confirm and expand these findings. Evaluating the impact of specific legal literacy interventions will help schools and communities better support youth in navigating legal challenges.

Finally, the findings point to several opportunities for schools and broader legal systems to better support youth in understanding and accessing legal resources, as well as strengthening their understanding of broader principles such as the role of the rule of law in a democratic society. The following efforts could be taken provincially and nationally to enhance youth legal literacy: (a) include classroom-based education, (b) targeted workshops, and (c) the development of accessible, youth-friendly digital materials. These could be co-created among youth, educators, and legal professionals. Equally important is building staff capacity through professional development that improves knowledge of available resources, referral pathways, and strategies for engaging youth in legal education. Schools and legal support resources can also strengthen coordination by establishing or maintaining school-based liaison roles, integrating legal literacy into existing support structures, and fostering school partnerships with community-based organizations. Special attention should be given to vulnerable populations, ensuring that youth from low-income backgrounds, Indigenous communities, foster care, or those experiencing trauma or mental health challenges have equitable access to supports. Overall, these strategies can help reduce barriers such as lack of awareness, stigma, and logistical challenges, creating a more proactive and youth-centered approach to legal literacy and access.

Appendix A – One-page Snapshot

Youth Legal Needs and Literacy in Saskatchewan *Research Snapshot | Phase 1 Findings*

💡 So What?

Youth in Saskatchewan face legal challenges but often lack awareness, support, and access to appropriate resources. This study provides the first province-wide snapshot of these needs from the perspective of school staff, identifying key gaps and opportunities to improve legal literacy, access to justice, and youth well-being.

📊 What Did The Researchers Do?

This study is the first phase of a broader project aimed at addressing youth access to justice in Canada. Funded by the Law Commission of Canada, it focuses on identifying youth legal needs in SK and developing a survey that can be adapted for use in other jurisdictions.

An online survey was conducted with 110 school staff across SK who work directly with youth. The survey examined awareness of legal resources, perceptions of youth legal needs, barriers to accessing support, and opportunities for legal education. Data were collected between October 2025 and February 2026. Findings are intended to inform future programming and research involving both educators and youth.

Key Finding

90.9% cite lack of awareness as a barrier to youth accessing legal resources

🔍 What Did Researchers Find?

Legal issues among youth are common, with 66.4% of respondents reporting direct experience supporting a student with a legal concern. However, awareness and help-seeking remain low: over half indicated youth rarely recognize legal issues, and 74.4% reported that youth rarely or never seek help even when they do.

The most frequently identified legal issues include child protection (82.7%), family law (54.5%), and human rights (41.8%). Major barriers include lack of awareness (90.9%), lack of parental or guardian support (70.9%), and fear of stigma (57.3%).

Educators also reported gaps in legal literacy, particularly around the justice system, the Charter, and restorative justice, alongside strong perceived student interest in topics such as social media, bullying, and rights at school.

Key Finding

Most youth do not seek legal help – even when they recognize a legal problem.

💡 What Do You Need to Know?

This research reflects the perspective of school staff rather than youth directly, offering insight into how legal issues are observed and supported within school settings. While findings provide a valuable snapshot, the sample size is modest and participation was voluntary, meaning results are not fully representative. The study should be understood as a pilot that identifies key trends and priority areas for further research and program development.

🌟 How Can You Use This?

These findings highlight opportunities to strengthen legal literacy and access to justice for youth. Educators and service providers can use this information to develop targeted, youth-friendly resources, expand programming, and improve referral pathways. Increasing educator awareness and building partnerships with legal organizations may also enhance support for students. The results can inform future research, policy, and programming within SK and beyond.

Have questions? Contact CREATE Justice at createjustice@usask.ca or 306-966-8635

Appendix B – Online Survey

1. What is your current role(s)? (check all that apply)

- ☐ Principal
- ☐ Vice principal
- ☐ Guidance counsellor
- ☐ School psychologist
- ☐ Librarian
- ☐ Classroom teacher
- ☐ Resource teacher
- ☐ Educational assistant
- ☐ Speech language pathologist
- ☐ Occupational therapist
- ☐ EAL consultant
- ☐ School nurse
- ☐ Police officer/Community resource officer
- ☐ Community support worker
- ☐ Support staff/Administrative assistant
- ☐ Intern
- ☐ Pastor/clergy
- ☐ Bus driver
- ☐ Division leadership
- ☐ Other, please specify

2. How familiar are you with the following types of legal resources available to youth in your community?

- *Education (e.g., Law 30 classes)*
- *Information assistance (e.g., PLEA school resources)*
- *Advice / Drafting / Representation (e.g., Legal Aid, Counsel for Children)*
- *Systemic Advocacy (e.g., Children's Advocate)*

Response options:

- ☐ Not at all familiar
- ☐ Not very familiar
- ☐ Somewhat familiar
- ☐ Very familiar

3. Before this survey, which of the following legal resources for youth were you aware of? (select all that apply)

- ☐ Ministry of Social Services' Counsel for Children program
- ☐ Kids Help Phone
- ☐ Legal Aid Saskatchewan

- ☐ Office of the Public Guardian and Trustee (PGT)
- ☐ Office of the Treaty Commissioner (OTC)
- ☐ PLEA (Public Legal Education Association of Saskatchewan)
- ☐ Saskatchewan Advocate for Children & Youth
- ☐ Saskatchewan Human Rights Commission
- ☐ Sexual Assault Services of Saskatchewan (SASS)
- ☐ Specialized Assistance for Children & Youth in Saskatchewan Access to Legal Information (SALI) documents
- ☐ Other (please specify)
- ☐ None

4. How confident are you in your ability to provide accurate information about legal resources to youth?

- ☐ Not at all confident
- ☐ Not very confident
- ☐ Somewhat confident
- ☐ Very confident

5. What barriers do you think prevent youth from accessing legal resources? (select all that apply)

- ☐ Lack of awareness of resources
- ☐ Lack of youth-friendly resources
- ☐ No confidence in existing resources
- ☐ Fear of stigma or judgment
- ☐ Lack of trust in the legal system
- ☐ Accessibility issues (e.g., transportation, cost)
- ☐ Lack of parental or guardian support
- ☐ Cultural or language barriers
- ☐ Negative past experiences with legal authorities
- ☐ Struggles with mental health or addictions
- ☐ Other, please specify
- ☐ I don't know

6. What additional supports or resources do you believe would help improve youth access to legal help? (open-ended)

7. How common do you perceive legal concerns to be among the youth you work with?

Consider both instances where students approach you with a legal need and where you perceive a legal need even if no contact is made.

- ☐ I don't think youth have any legal concerns
- ☐ Very uncommon

- ☐ Uncommon
- ☐ Common
- ☐ Very common
- ☐ I don't know

8. In your position, have you ever interacted with a youth who is experiencing a legal issue?

- ☐ Yes
- ☐ No

9. Have you ever referred a youth to any legal resources to help them or someone else navigate a legal issue?

- ☐ Yes
- ☐ No

10. (skip if no to Q9) To which type(s) of legal resources you referred them? (check all that apply)

- ☐ Education (e.g., Law 30 classes)
- ☐ Information assistance (e.g., PLEA school resources, libraries)
- ☐ Advice / Drafting / Representation (e.g., Legal Aid, lawyers)
- ☐ Systemic Advocacy (e.g., Children's Advocate)
- ☐ Other (please specify, or provide the specific referral location if you prefer)

11. What are the legal topics that you perceive are applicable to the youth you work with? (check all that apply)

- | | |
|--|--|
| ☐ Aboriginal and Treaty Rights | ☐ Consumer Issues |
| ☐ Child Protection | ☐ Mobile phones |
| ☐ Property and Housing | ☐ Signing contracts when under 18 |
| ☐ Evictions | ☐ Cosigner (guarantor) |
| ☐ Renter's rights | ☐ Other (please specify) |
| ☐ Living with roommates | |
| ☐ Family Law | ☐ Debt and Money |
| ☐ Custody (decision-making responsibility) and parenting time | ☐ Debt collection |
| ☐ Child protection | ☐ Payday loans |
| ☐ Child support | ☐ Seizures of goods and garnishment |
| ☐ Common law and marital relationships | ☐ Collection agencies |
| ☐ Partner support | ☐ Student loans |
| ☐ Other (please specify) | ☐ Other (please specify) |
| ☐ Employment Law | ☐ Immigration |
| | ☐ Insurance |
| | ☐ Human Rights |
| | ☐ Discrimination |

- | | |
|---|---|
| ☐ Employee rights
☐ Wages and holiday pay
☐ Full time vs. part time
☐ Eligibility for government benefits
☐ Other (please specify) | ☐ Access to medical care
☐ Other (please specify) |
| ☐ Criminal Law <ul style="list-style-type: none"> ☐ Charges ☐ Drug/alcohol related ☐ Interaction with police ☐ Sexual assault/consent ☐ Violence/abuse | ☐ Privacy/Personal Information <ul style="list-style-type: none"> ☐ Identification ☐ Identity theft ☐ Intimate images ☐ Intimate images – consent ☐ Other (please specify) |
| ☐ Other (please specify) | ☐ Property and Housing <ul style="list-style-type: none"> ☐ Evictions ☐ Renter's rights ☐ Living with roommates ☐ Other (please specify) |
| ☐ None
☐ I don't know | ☐ Other, please specify: |

12. In your opinion, how often do youth recognize when their problems have a legal component?

- ☐ Never
- ☐ Rarely
- ☐ Sometimes
- ☐ Often
- ☐ I don't know

13. (skip if Never to Q12) When recognized, how often do youth seek out legal resources when they face legal issues?

- ☐ Never
- ☐ Rarely
- ☐ Sometimes
- ☐ Often
- ☐ I don't know

14. In your observation, to what extent are the following aspects of students' lives affected by experiencing legal issues?

- *Emotional well-being*
- *Physical well-being*
- *Academic performance*

Response options:

- ☐ Not at all
- ☐ Slightly
- ☐ Somewhat
- ☐ Very
- ☐ I don't know

15. To the best of your knowledge, how often do youth successfully receive legal help?

- ☐ Never
- ☐ Rarely
- ☐ Sometimes
- ☐ Often
- ☐ I don't know

16. In your opinion, how much awareness do youth have about the availability of legal help?

- ☐ No awareness
- ☐ Limited awareness
- ☐ Moderate awareness
- ☐ High awareness
- ☐ I don't know

17. Thinking specifically about the legal supports you are aware of, which of the following do you think are most effective in helping students cope with legal challenges?

- ☐ (List taken from checked responses in #2)

18. Which of the following best describes the demographic profile of the youth you've encountered who are experiencing legal issues? (check all that apply)

- ☐ Low-income
- ☐ Middle-income
- ☐ High-income
- ☐ Urban
- ☐ Rural
- ☐ Remote/North
- ☐ Indigenous
- ☐ Racial or ethnic minority
- ☐ Recent immigrants
- ☐ EAL students
- ☐ Students with disabilities
- ☐ Member of the 2SLGBTQIA+ community
- ☐ Students from single-parent households

- ☐ In foster care
- ☐ Have experienced trauma
- ☐ Struggle with mental health and/or addictions
- ☐ Other profile, please specify:
- ☐ I don't know

19. What level of awareness do you believe youth have about the following concepts?

- *The purpose of laws*
- *Legal vs. illegal behavior*
- *The justice system and courts*
- *The role of lawyers*
- *Youth rights and responsibilities*
- *The role of the Charter of Rights and Freedoms*
- *Human rights and discrimination*
- *Restorative justice*
- *Civic participation and legal change*
- *Treaty rights*

Response options:

- ☐ Not at all aware
- ☐ Slightly aware
- ☐ Somewhat aware
- ☐ Very aware
- ☐ I don't know

20. Are there any specific legal areas where you believe additional reinforcement or educational materials could be beneficial for youth? Please provide any recommendations for improving youth understanding of these concepts. (open-ended)

21. What legal issues are your students interested in hearing more about? (check all that apply)

- ☐ Bullying and cyberbullying laws
- ☐ Consumer rights
- ☐ Discrimination and harassment laws
- ☐ Employment rights for minors
- ☐ Environmental (e.g., climate change)
- ☐ Family law (e.g., parenting order, divorce, child protection)
- ☐ Housing and tenancy rights
- ☐ Human rights and equality
- ☐ International law (e.g., tariffs)

- ☐ Youth criminal justice system
- ☐ Law in the entertainment industry
- ☐ Mental health and legal protections
- ☐ Privacy rights (including online privacy)
- ☐ Rights and responsibilities at school
- ☐ Rights of animals and animal welfare
- ☐ Rights when interacting with law enforcement
- ☐ Social media and legal implications
- ☐ Sporting law
- ☐ Substance use and legal consequences
- ☐ Voting rights and civic participation
- ☐ Other, please specify
- ☐ I don't know

22. Assuming high-quality legal literacy resources for youth are available, how likely would you be to engage in the following actions:

- *Distribute resources provided by a third party*
- *Book an educational presentation for your students*
- *Book an interactive workshop for your students*
- *Promote an educational presentation or activity offered outside of school*

Response options:

- ☐ Very unlikely
- ☐ Somewhat unlikely
- ☐ Somewhat likely
- ☐ Very likely

23. In your opinion, how effective would each of the following ways of sharing legal literacy information with youth be?

- Posters in schools
- Magazines or brochures
- Instagram
- Facebook
- TikTok
- YouTube
- Podcasts
- Development of an app
- Third-party presentations in the community
- Summer camps
- School presentations from legal professionals
- Legal information available in schools

- Legal information distributed by school staff
- Legal resource referrals available in schools
- Legal resource referrals made by staff as needed

Response options:

- ☐ Not at all effective
- ☐ Slightly effective
- ☐ Somewhat effective
- ☐ Very effective
- ☐ I don't know

24. At what level school do you work? (check all that apply)

- ☐ Elementary (K-8)
- ☐ Middle school (6-8)
- ☐ High school (9-12)
- ☐ All grades (K-12)
- ☐ Other, please specify
- ☐ Prefer not to say

25. (asked to classroom teachers) What grade(s) do you teach? (open-ended)

- ☐ Prefer not to say

26. At what school division do you work?

- ☐ Chinook
- ☐ Christ the Teacher
- ☐ Conseil des école fransaskoises
- ☐ Creighton
- ☐ Good Spirit
- ☐ Greater Saskatoon Catholic
- ☐ Holy Family
- ☐ Holy Trinity
- ☐ Horizon
- ☐ Île-à-la-Crosse
- ☐ Light of Christ
- ☐ Living Sky
- ☐ Lloydminster Catholic
- ☐ Lloydminster Public
- ☐ North East
- ☐ Northern Lights
- ☐ Northwest
- ☐ Prairie South
- ☐ Prairie Spirit
- ☐ Prairie Valley

- ☐ Prince Albert Catholic
- ☐ Regina Catholic
- ☐ Regina Public
- ☐ Saskatchewan Rivers
- ☐ Saskatoon Public
- ☐ South East Cornerstone
- ☐ Sun West
- ☐ Other, please specify
- ☐ Prefer not to say

27. Approximately how many students attend the school you work at?

For respondents who work at multiple schools, please select the size of the school at which you spend the majority of your time.

- ☐ Less than 100
- ☐ 100 to 499
- ☐ 500 to 999
- ☐ 1,000 to 1,999
- ☐ 2,000 or more
- ☐ Prefer not to say

28. How many years have you worked in the education system?

- ☐ Less than 1 year
- ☐ 1-5 years
- ☐ 6-10 years
- ☐ 11-15 years
- ☐ 16-20 years
- ☐ More than 20 years
- ☐ Prefer not to say

29. What is the population of the city/town you work in?

- ☐ Less than 1,000
- ☐ 1,000 to 9,999
- ☐ 10,000 to 49,999
- ☐ 50,000 to 249,999
- ☐ 250,000 or more
- ☐ Prefer not to say

30. Approximately what age(s) were the youth you were thinking about when you were responding to this survey? (open-ended)

31. Do you have any final comments (open-ended)

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