

# PROJECT DESCRIPTION FORM

**Chapter:** University of Saskatchewan

**Program year:** 2024-2025

**Project Name:** Consent Project

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## SECTION A – ORGANIZATIONAL INFORMATION

1. **Name of Organization:** Public Legal Education Association (PLEA)
2. **Mailing Address of Organization:** 650-333 25<sup>th</sup> St E Saskatoon SK S7K 0L4
3. **Website of Organization:** <https://www.plea.org/>

4. **Type of Organization:**

- Charity
- Not-for-profit
- Association
- Government
- University
- Law firm
- Other

5. **Brief overview of the organization's mandate (2 to 4 lines maximum):**

The Public Legal Education Association of Saskatchewan (PLEA) was incorporated in 1980 as a non-profit, non-government organization that exists to educate, inform, and empower through law related education.

PLEA can help members of the public by providing general legal information, suggesting resources, and telling people about different options for obtaining legal advice. The information PLEA provides is about laws specific to Saskatchewan and Canada.

6. **Organization Contact Person**

Name: Jonas Kiedrowski

Title: Teachers and School Coordinator

Telephone Number: (306) 653-1868

Email Address: [j.kiedrowski@plea.org](mailto:j.kiedrowski@plea.org)

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7. Preferred mode of contact: Phone  Email

8. Lawyer supervisor(s)

*Note: For certain projects, students work with a roster of lawyers. In such instances, please include the information of all lawyer supervisors, and indicate who the lead lawyer/key point of contact is.*

Type of Lawyer Supervisor:

- Lawyer Supervisor - Insured  
 Lawyer Supervisor – Expert (*must attach Lawyer Supervisor – Expert Checklist*)

Name: Joel Janow

Title: Executive Director

Organization/Firm: PLEA

Telephone Number: (306) 653-1868

Email Address: [j.janow@plea.org](mailto:j.janow@plea.org)

The lawyer supervisor is:

- An employee of your organization  
 A board member  
 Other

9. How often will the lawyer supervisor be available to meet with the student(s)? The Lawyer Supervisor will be able to meet with the students as required.

10. Can student volunteers on this project complete their work virtually and from home? Yes  No   
 However, the presentations may need to take place in person.

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## SECTION B – PROJECT INFORMATION

11. Please describe the project tasks:

**Description of Project**

Using previously developed materials as a guide, volunteers will create youth-oriented presentations on issues of consent, sexual assault, and other legal issues that come up in the context of relationships and dating violence. Presentations will be given to Saskatoon (and area) youth groups and/or organizations working with youth who may benefit from the material. The presentations will be approximately 45-minutes long and volunteers are encouraged to use

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creative ideas to engage their audiences. All presentations will be delivered with an individual representing the organization present in the virtual or physical classroom.

Volunteers are not expected to answer personal questions from students (i.e., \_\_\_\_\_ happened to me, was that legal?), and will be trained in directing any personal questions. Volunteers will present in pairs and are encouraged to reach out to organizations prior to presentations to explain the nature of the presentation and to discuss how they would like to handle sensitive/personal questions.

The topics addressed include:

- What is consent? What is active and enthusiastic consent?
- When is consent vitiated?
- What is sexual assault?
- What should you do if you see someone being assaulted or in danger of being assaulted?
- What should you do if you disclose a sexual assault and are not believed?
- Texting and photographs as they relate to harassment or child pornography.
- Myths about sexual assault.
- Creating healthy relationships and healthy environments free of sexual violence.

Goal: Present to over 200 students/youths.

## Role of Student Volunteers

Student volunteers will be responsible for the following tasks:

- Researching the law around consent, sexual assaults, and other legal issues that come up in the context of relationships and dating violence.
- Modifying the presentation to accommodate both in-person and online delivery.
- Distributing organization and youth feedback forms to help inform future improvements to the project.
- Ensuring presentations incorporate opportunities for a question-and-answer period and that materials are thoughtful and inclusive.
- Helping the Project Lead in updating the transition memo with organization contact information in any helpful tips for future students.
- Updating presentation materials on the legal ramifications of sharing sensitive images of someone else without their consent.
- Helping the Project Lead in reaching out to sports teams in the city (including the Saskatoon Blades and university teams) to offer this presentation to their athletes.
- Making sure that the PLEA website is up to date.
- Updating the “Hanging Out 101” resource.

## Role of Project Lead

- Taking lead on creating a work plan with student volunteers and submitting it to the Lawyers Supervisor, Partner Organization, and PBSC coordinators.
- Helping the students reach out to local youth groups and organizations and scheduling presentations for youths and sports teams from October to March.

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- Maintaining regular communication with student volunteers, Lawyers Supervisor, Organization Contact, and PBSC coordinators.
- Taking lead on adding to the transition memo. This document includes contact information, best practices and tips to assist future students involved with the project.

*\*Before students conduct presentations, all materials will be reviewed by the organization and lawyer supervisors for accuracy. A PBSC disclaimer must also be included in the presentation\**

### Role of Lawyer Supervisor

- Ensure the students' presentation and any produced resources are an accurate reflection of the law in Canada and Saskatchewan.
- Attend at least one practice session before the students deliver the presentation. (This may take place virtually.)
- Attend the presentations to ensure students share only legal information.
  - If unable to attend a presentation, the Lawyer Supervisor will practice the presentation with student volunteers, especially potential questions that may arise during the Q&A session.

### Which types of law are used in this project?

Criminal law, human rights law

### 12. What is the main project deliverable?

Select **ONE** option.

- A.  Creating produced content (e.g. research memos, brochures, podcasts, etc.)
- B.  Completing client intake and assistance (e.g. completing client intake, providing client referrals, helping clients with their ID documents, etc.)
- C.  Presenting public legal education (e.g. in-person or virtual presentations, workshops, training sessions, etc.)

### 13. If you checked boxes A or C in question 12, above, do you consent to the Student Volunteer(s) sending to PBSC a copy of the project deliverable? *Please note it is your responsibility to collect and retain any project deliverable or documentation required to carry out the work set out in this Form.* If you consent to PBSC saving a copy of the project deliverable (this strictly applies to Research and Public Legal Education projects), the documents will be securely saved and used solely for the purposes of monitoring the progression of the project, informing project development, and offering efficient continuity to returning projects, and will not be reproduced, shared, or used outside of these stated purposes.

- A.  I consent to PBSC saving a duplicate of the project deliverable.
- B.  I do not consent to PBSC saving a duplicate of the project deliverable.

### 14. If you checked boxes B or C in question 12, above, what is your plan for distribution of PBSC's Client Impact Survey?

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**Note: PBSC's Client Impact Survey** is an important tool that allows our organization to measure client satisfaction and impact, report to stakeholders, and improve our programming. The Client Impact Survey is available through Qualtrics, which meets all federal and provincial privacy and security laws (data is stored in Canada).

For client intake and assistance projects, the student volunteers will set aside time to share the Client Impact Survey hyperlink and QR Code at the end of client meetings. Volunteers will be provided with the hyperlink and QR Code at the start of their placements. Where appropriate, printed copies of the survey may be used as long as there is a protocol in place to safeguard client confidentiality.

For public legal education presentations, the student volunteers will set aside time to share the Client Impact Survey hyperlink and QR Code with the participants at the end of the session. The hyperlink and QR Code will be embedded in the last slide of the presentation where possible. Volunteers will be provided with the hyperlink and QR Code at the start of their placements. Where appropriate, printed copies of the survey may be used as long as there is a protocol in place to safeguard participant confidentiality

Other. If neither of the above options are an appropriate means of distributing PBSC's Client Impact Survey for this project, please explain your plan for distribution.

**15. A work plan is required for this project:** Yes  No

*If yes, the student(s) must reach out to the lawyer supervisor, draft a work plan, and submit it by email to the Program Coordinator and the lawyer supervisor by November 1st at the latest. Please note that workplans are required for all legal research and writing projects.*

**16. Is this a joint project with students from any other PBSC chapters?** Yes  No

**17. What type of training will the organization provide to the student(s)?**

*Note: All first year PBSC volunteers and all volunteers working on research projects must also attend a PBSC/Thomson Reuters legal research strategies workshop. Students will receive general PBSC training as well as sexual violence training.*

**18. How many students would you like assigned to this project?**

3-4 students and 1 Project Lead. Everyone will present in pairs.

**19. How many hours per week will the student volunteer(s) be expected to work?**

*Note: PBSC students are expected to volunteer 3-5 hours per week. Additional hours are at the students' discretion, but at no time should the student be volunteering more than 10 hours per week.*

Students are expected to volunteer 3-5 hours per week.

**20. Will the student(s) be expected to show up for regular shifts each week, or is the schedule flexible?**

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The schedule is flexible, but students are expected to attend virtual group meetings, meet deadlines, and present at scheduled times.

21. Is workspace provided for the student volunteer(s) at your organization? Yes  No

22. Please list the devices and technologies the students will require to have at home in order to complete their volunteer work remotely (ex. Computer, Internet access, telephone, FaceTime, Zoom, etc.)

Students should have access to internet, Zoom, and a computer.

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## SECTION C – STUDENT REQUIREMENTS

23. Is there an expectation for the student(s) to be bilingual? Yes  No

Students will be presenting in classrooms where English is the spoken language. Additional opportunities may be available if students can present in a second language.

24. Can first year law students volunteer for this project? Yes  No

25. Please list any law school prerequisites required for this project. (e.g., administrative law, family law, immigration and refugee law.) There are no prerequisites.

26. Please list any other requirements or expectations for this project. (e.g., professional or academic background, experience, etc.)

There are no requirements, but preference will be given to students who are personable, have strong communication skills, and have experience working with youth.

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## SECTION D – TO BE COMPLETED BY THE PROGRAM COORDINATOR

27. Which project model(s) most accurately describes this project? If the project has multiple activities, please choose a **maximum of 3** project models. In order to obtain the most accurate data, please only select the project models that describe the majority of the project's activities. If the relevant project model is not indicated below, please contact your Program Officer.

Public Legal Education (presentations, workshops, podcasts, brochures, blogs, etc.)

Research (memoranda used for internal purposes only)

Client services (court forms, shadowing, mock hearings, intake, legal clinic, etc.)

Other (please specify)

28. Which communities does this project serve? Please identify the top **3** communities that this project serves. Please choose the primary (1), secondary (2) and tertiary (3) communities served by writing 1, 2, or 3 next to the community. This will help us understand gaps in our programming, resource allocation and provide us with information for funding proposals and reports. We understand that due to the intersectionality of identities, it is difficult to rank the top three

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communities served. Please note that by ranking, you are not prioritizing any issues, or communities. If you would like to add any comments, please use the comment box below.

1 Children & Youth

Domestic Violence Survivors

2 Women

Homeless & marginally housed

Immigrants, refugees & newcomers

Indigenous (First Nations, Inuit, Métis)

LGBTQ+

Linguistic minorities

People living in poverty

People living with disabilities & chronic illnesses

People living with HIV

People living with mental health challenges

Precariously employed individuals

Prisoners & former prisoners

3 Racialized communities

Religious minority communities

Self-represented litigants

Seniors

Trans and gender diverse individuals

Two-Spirit individuals

Veterans

Other: General Project – no specific community being served (***note: comments are mandatory if this option is selected***)

Project reviewed by On-site Supervisor

*Heather Heavin*

Signature

July 16, 2024

Date

**Note: A final/complete copy of this Project Description Form must be provided to:**

The Organization Contact Person

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- The Lawyer Supervisor(s)
- The Student Volunteer(s)
- Your Program Officer at National Office