



Learning about the Law

Lesson: Young People and the Law

CLB 7-8 Instructional Package



Lesson Plan: Young People and the Law (CLB 7-8)

CLB Outcomes

CLB 7-IV: Interacting with Others

Give detailed information; express and qualify opinions and feelings; express reservations, approval, disapproval, possibilities and probabilities one-on-one and in small group discussions or meetings.

CLB 7-IV: Comprehending Information

Access, locate and integrate information from online reference sources.

CLB 8-IV: Getting Things Done

Write business or service correspondence for an expanding range of purposes (such as giving information in memoranda, documenting work done, indicating a problem, requesting a change, or requesting information).

Content Outcomes

- Identify basic rights and responsibilities of young people in Canada
- Describe law practices related to youth vs. adult law
- Provide information about specific laws related to young people

Resources

- People's Law School (PLS) booklet, [Learning about the Law Wikibook](#), or the *Learning About the Law (Family Law, Young People and the Law, Elder Law)* booklet (hardcopy, published 2013). Resource also available in print format, to order visit www.publiclegaled.bc.ca/resources.
- PLS worksheets "Learning about the Law: Young People and the Law"
- Computer Lab (optional)

External Resources and Referrals

- For more information on young people and the law, visit www.safekidsbc.ca; www.dialalaw.org; www.legalrightsfor youth.ca.
- Invite a youth & family worker or a school counsellor to speak to the class about resources and services available for young people.
- Visit a Boys and Girls Club—Parents Together support group meeting.

Assessment Plan and Tools

- Writing rubric assessment tool
- Self-assessment checklist

Sample Lesson Plan

Time	Sample Tasks	Expected Outcome	Resources
15'	<p>Warm up</p> <ul style="list-style-type: none"> In small groups, students look at pictures and discuss the questions 	<p>Generate interest</p> <p>Activate prior knowledge</p>	<p>PLS Worksheet: Get Ready!</p>
20'	<p>Vocabulary practice</p> <ul style="list-style-type: none"> Students compare sets of words in terms of the differences in meaning and use Encourage students to apply word attack strategies: <ul style="list-style-type: none"> Ask for peer support Look at base form of word Guess the meaning from context Look in monolingual dictionaries Go over any new vocabulary 	<p>Identify nuances of difference in closely related words</p> <p>Practice using vocabulary related to the topic</p>	<p>PLS Worksheet: Build your Vocabulary!</p> <p>Learning About the Law Wikibook or <i>Learning About the Law (Family Law, Young People and the Law, Elder Law)</i> booklet</p>
20'	<p>Pre-read and discuss</p> <ul style="list-style-type: none"> Students work in pairs to discuss at what age young people gain legal rights in British Columbia and fill in their answers in the chart Student check PLS wikibook or booklet to check answers In small groups, students discuss their opinions and compare laws in their own countries 	<p>Discuss and guess information related to legal rights and responsibilities of young people</p> <p>Scan text for details</p>	<p>PLS Worksheet: Age and Legal Rights!</p> <p>PLS Worksheet: Share your Opinions!</p> <p>Learning About the Law Wikibook or <i>Learning About the Law (Family Law, Young People and the Law, Elder Law)</i> booklet</p>

Young People and the Law



Time	Sample Tasks	Expected Outcome	Resources
20'	<p>Prepare to write</p> <ul style="list-style-type: none"> Students identify the type of texts in the examples Students write in the number of the text type in the first column of the chart Students discuss and fill in the other columns of the chart 	Raise awareness of the relationship between text, audience, purpose, and features of texts	<p>PLS Worksheet: Identify the Text!</p> <p>PLS Worksheet: Analyze Texts!</p>
45'	<p>Research and create a flyer</p> <ul style="list-style-type: none"> Students research the PLS wikibook or booklet and online resources in order to take notes Students share research and add new ideas to their notes from other students Students create flyers/bulletins from their research Student present their flyers to the class Provide feedback using the writing rubric 	<p>Reduce information to a list of details</p> <p>Summarize research</p>	<p>PLS Worksheet: Research and Write!</p> <p>PLS Worksheet: Writing Rubric!</p> <p>Learning About the Law Wikibook or <i>Learning About the Law (Family Law, Young People and the Law, Elder Law)</i> booklet</p> <p>Computer lab</p>
25'	<p>Find out more</p> <ul style="list-style-type: none"> Students find out more on family law topics related to young people and the law by researching online 	Get more information about youth law in British Columbia	<p>PLS Worksheet: Find out More!</p> <p>Computer Lab</p> <p>www.vsb.bc.ca/steeering-kids-away-gangs</p>
10'	<p>Self-Assessment</p> <ul style="list-style-type: none"> Allow students to fill out self-assessment form independently 	Self-assessment	PLS Worksheet: What did you learn?



Young People and the Law

Get Ready!

Look at the pictures¹ and answer the following questions.

1. At what age do you think that young people should be held responsible for their actions? Why?
2. Do you think young people should have the same rights as adults? Why or why not?
3. What do you know about the laws in Canada regarding crime and punishment for youth?
4. In many countries, there is a ceremony or a celebration to mark the transition from childhood to adulthood (bar mitzvahs, quinceaneras, etc.). Are there any special ceremonies or celebrations that mark this transition in your own countries? Share and Discuss.



¹All images from Shutterstock.com

Young People and the Law



Age and Legal Rights!

Fill in the first column of the chart by looking through section on Young People and the Law in the PLS [Learning About the Law Wikibook](#) or *Learning About the Law* booklet and searching for information online. If you are not sure of an answer, look it up, or ask a classmate or teacher. Fill in the other columns with your ideas and opinions.

Right/Responsibility	in BC	in my country of origin	I think it should be...
Be responsible for crimes			
Be sentenced to crimes under adult law			
Go to work			
Leave school			
Get married with permission of parent(s)			
Get married			
Get a driver's licence with permission of parent(s)			
Get a driver's license			
Vote in an election			
Drink alcohol			
Leave home without permission of parents			
Buy cigarettes			
Other?			

Share Opinions!

With your classmates, use the following phrases to express your opinions on the ages that young people are allowed to do the things in the chart in BC, in your country of origin, and what you think it should be.

Personal Point of View

We use these words and phrases to express a personal point of view:

- In my experience...
- As far as I'm concerned...
- Speaking for myself...
- In my opinion...
- Personally, I think...
- I believe that...
- What I mean is...

General Point of View

We use these words and phrases to express a point of view that is generally thought by people:

- It is thought that...
- Some people say that...
- It is generally accepted that...

Agreeing with an opinion

We use these words and phrases to agree with someone else's point of view:

- Of course.
- You're absolutely right.
- I think so too.
- Totally.

- Exactly.
- I don't think so either.
- So do I.
- I'd go along with that.
- That's true.
- Neither do I.
- That's just what I was thinking.

Disagreeing with an opinion

We use these words and phrases to disagree with someone else's point of view:

- Really? Hmmm...
- I don't agree with you.
- However...
- That's not entirely true.
- I'm sorry to disagree with you, but...
- Yes, but don't you think...
- That's not the same thing at all.
- I'm afraid I have to disagree.
- I'm not so sure about that.
- What about...?
- If..., then...

Identify the Text!

Look at the examples of excerpts from various types of texts below and identify the text type.
Look at the list of text types on the following worksheet.

<p>1. <i>Hi Susan,</i> <i>How are you? I'm so excited that you are coming to Canada! There is a lot to experience and learn. How is your family? Is everyone ready to move? I'm looking forward to showing you around. I attached a link to some rental agencies in the city. Let me know what you think. Tina</i></p>
<p>2. Hey Jo, It's so amazing out here in the mountains. Switzerland is more beautiful than I imaged. Wish you could be here too. Just wanted to send greetings from Europe. See you when I get back, Jan</p>
<p>3. - <i>eggs</i> - <i>milk</i> - <i>fruit</i></p>
<p>4. Dear Mr. Smith, I saw your posting for an administrative assistant on the website. I believe that my skills and qualifications are an ideal match for this position. I have over twelve years of experience in...</p>
<p>5. It's the best bang for your buck. Don't miss out on this once in a life time opportunity!</p>
<p>6. LOL, that's great. TTYL.</p>
<p>7. French fries \$2.50 Hamburgers \$4.95 Pizza \$9.95 Coffee \$1.50 sm., \$1.95 med., \$ 2.25 lg.</p>
<p>8. Once up a time there was a beautiful princess who lived in a secret castle in the forest...</p>
<p>9. This past week, the flu shot was distributed in schools throughout the province. "It's not mandatory, but we strongly recommend it", said Doctor Johnson who has been overseeing the process of administering the shots across the province.</p>
<p>10. Facts for Parents: Q. When can my child ride in the front seat? A. Children under 12 should ride in the back seat. Airbags are dangerous for small children.</p>

Analyze Texts!

Fill in the number of the text type from the examples in the previous worksheet. With a partner, discuss and write down your ideas for the audience, purpose, and features of the specific types of texts. OPTION: Add more texts at the bottom of the chart as you think of them.

Type of text	audience	purpose	features/format
business letter			
flyer			
notes 3	<i>to self or a family member</i>	<i>to remind; to plan</i>	<i>no punctuation; in list form; hyphens or bullets to mark items; no sentences, just words</i>
news report			
advertisement			
fairy tale			
postcard			
menu			
text			
manual			
bulletin			
email			
sign			
report			
memo			

Research and Brainstorm!

Read the section on Young People and the Law in the PLS [Learning about the Law Wikibook](#) or *Learning about the Law* booklet and research at least one online source to find information about the rights and responsibilities of young people and families related to the topics below. Take notes and share them with a partner.

OPTION: Add to your notes from your discussion

getting
married

going to
school

legally
responsible
for crimes

working

driving

other

Summarize your Research!

You are on the parent advisory committee at your son's high school. The committee has asked you to research one area of young people and the law and summarize your findings by creating a one-page flyer to distribute to parents. Create your flyer and present it to the class. Use visuals, bold title, images, or any other creative way to present your information.

Find out More!

Use a computer at school or at home to find out the following information. Visit <http://www.vsb.bc.ca/steering-kids-away-gangs> and click on the “Steering Kids Away From Gangs” brochure to read it in PDF format.

1. What is the definition of a gang?

2. Why do youth join gangs?

3. What is a gang fashion? What are the signs of gang involvement?

4. What are the risk factors for gang involvement?

5. What can parents do to help their children make the right choices?

What did you learn?

Fill this out on your own.

	Yes, I can do this on my own.	I need to review this.	I can't do this yet.
I can recognize and list legal rights and responsibilities of young people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can research and integrate information from various sources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can skim and scan to find main ideas and factual details.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can express my opinions and ideas about specific laws.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can organize and summarize information in the appropriate format of a flyer/bulletin.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What else did you learn today? What other questions do you have about young people and the laws in Canada?

Age and Legal Rights!

ANSWER KEY

Right/Responsibility	in BC	in my country of origin	I think it should be...
Be responsible for crimes	12		
Be sentenced to crimes under adult law	over 14		
Go to work	15		
Leave school	16		
Get married with permission of parent(s)	16 – 19		
Get married	19 and over		
Get a driver's licence with permission of parent(s)	16 - 18		
Get a driver's license	19		
Vote in an election	18		
Drink alcohol	19		
Leave home without permission of parents	19		
Buy cigarettes	19		
Other?			

Analyze Texts! ANSWER KEY

Type of text	Audience	Purpose	Features/Format
business letter 4	<i>boss, co-worker, a company, etc.</i>	<i>to request, to apply</i>	<i>sentences, appropriate titles and closings, formal</i>
flyer 10	<i>general public</i>	<i>to inform</i>	<i>bold titles, bullets, point form, clear and concise facts, images to grab attention, etc.</i>
notes 3	<i>to self or a family member</i>	<i>to remind; to plan</i>	<i>no punctuation; in list form; hyphens or bullets to mark items; no sentences, just words</i>
news report 9	<i>general public</i>	<i>to inform</i>	<i>columns, quoted speech, often use of passive voice, formal, content word titles, etc.</i>
Advertisement 5	<i>general public</i>	<i>to persuade</i>	<i>catchy phrases, descriptive adjectives, exclamation marks, bold, imagery, etc.</i>
fairytale 8	<i>children, general public</i>	<i>to entertain</i>	<i>lots of descriptive adjectives, catch phrases, paragraphs, etc.</i>
postcard	<i>friend, family members</i>	<i>to inform, to share emotions/feelings</i>	<i>short sentences, not always full sentences, descriptions</i>
menu 7	<i>general public</i>	<i>to inform, to persuade, to instruct</i>	<i>lists of items with prices beside, descriptions of foods, folded, sections with titles, etc.</i>
text 6	<i>friends, family, closer acquaintances</i>	<i>to relate/share feelings, etc.</i>	<i>Abbreviations, acronyms, short, not full sentences always, not always punctuated, icons</i>
manual	<i>staff, employees, general public</i>	<i>to instruct</i>	<i>instructions, lists, numbers, points, etc.</i>
bulletin	<i>general public</i>	<i>to inform</i>	<i>sections, images, bolded titles, point form information, imagery to catch attention</i>
email 1	<i>friends, co-workers, boss, colleagues, etc.</i>	<i>to inform, to request, to share feelings, etc.</i>	<i>Greetings, paragraphs usually not indented, attachments, etc.</i>
sign	<i>general public</i>	<i>to inform; to instruct</i>	<i>one or two-words, image, color</i>
report	<i>boss, board, etc.</i>	<i>to inform; to summarize, etc.</i>	<i>could be paragraph style, could include points or lists (accomplishments, etc.), formal language, acronyms, etc.</i>
memo	<i>staff, colleagues, boss</i>	<i>to inform</i>	<i>short, no indents, concise information</i>