



Young People and the Law

Listening Package



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Lesson Objectives

- 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

Instructions for the Teacher

These listening tasks support the video Young People and the Law Law-Related ESL Lesson Module available at www.clicklaw.bc.ca.

The following listening tasks have been modelled on the *CLB 7-10 Exit Assessment Tasks* that CLB 7/8 students take to progress or exit their programs. You may choose to use the tasks in a variety of ways:

- **As a practice test**
 - do not allow dictionaries or other supports
 - give each student a copy of the listening task
 - read the instructions
 - play the video twice through without stopping, pausing for 30 seconds between viewing
 - gather the tests and score them
- **As listening skills development**
 - generate interest and activate prior knowledge
 - set a gist task (Who? Relationship? Mood?)
 - watch, confer with small groups
 - watch, stop, predict, confirm
 - give listening tasks (below)
 - watch, confer with small groups
 - discuss content of videos
 - role play a related workplace situation
- **As self-study**
 - assign as in-class, online or at home work

Video Script

Actors: Security officer, man in 30's with appropriate costume; youth aged 14-18, in baggy clothes, urban attire. Youth is about to spray paint a wall when the security officer walks up.

Officer: Hey, you do know it's illegal to graffiti walls, right? Youth: It's artwork, man.

Officer: On your own wall it might be artwork but on somebody else's its called vandalism.

Youth: Yeah well I don't think my mom is going to let me to spray paint the walls. .

Officer: You know, there is a free place to do graffiti down at Hastings Park.

Youth: No I don't.

Officer: Well you do now, so you better not let me catch you back here painting these walls. Otherwise I will arrest you for vandalism, and you'll get a criminal record. Do you have any idea how much a criminal record can affect your life?

Youth: No

Officer: Well for one you can't go to certain countries. Some jobs require background checks. You know how hard it is to get a job? You want to make life more difficult for yourself?

Youth: No, I don't

Officer: Good, then you better not be back here painting this wall or some other constable might not be as lenient as I am. This is your last and only warning.

Youth: Thanks man, you know, I want to travel in the future and I don't want a criminal record.

Officer: Good, well pack up your stuff and go down to Hastings Park.

Youth: Yeah, thank you. *(Youth grabs his back and paint and exits scene)*

Listening Tasks

TASK A

You will watch a video of a young man speaking with a police officer. You will watch the video twice. As you watch, answer the questions. You have 30 seconds to read the questions before you listen.

Instructions: Circle the correct answer or fill in the blanks for each question or statement.

Score: /8

Questions

1. Why did the police officer approach the young man?
 - a) The police officer wanted to arrest him for vandalism.
 - b) The police officer wanted to inform him that graffiti is against the law.
 - c) The police officer had to keep the young man away from the premises.

2. Where does the police officer suggest he go?
 - a) To his living room.
 - b) To Hastings Street.
 - c) To a different park where he is allowed to spray paint.

3. What does the young man think about his painting?
 - a) He thinks his painting is a piece of art.
 - b) He thinks his painting looks better on the wall in his living room.
 - c) He thinks that spray painting is just a cool thing to do.

4. What is the police officer's attitude toward the young man?
 - a) He is very angry with him because he does not listen to him.
 - b) He is easy on the young man and just gives him a warning.
 - c) He feels sorry for him because he cannot travel to other countries anymore.

5. Why does the police officer mention Hastings Park?
- a) To see if the young man knows that it is well known for artwork.
 - b) To express that he understands what the young man is doing and to give him a better venue for it.
 - c) To inform that it is a safe place for young people to be away from their parents.
6. What would happen to the young man if he kept painting at the same place?
- a) He would get a criminal record.
 - b) He would get a prize for his art.
 - c) He would be forced to paint the wall at Hastings Park.
7. What did the officer say was one of the effects of a criminal record on the young man's future?
- a) He would no longer be allowed to travel to any countries.
 - b) It would stop him from ever getting a paid job.
 - c) It would limit the jobs he might get hired for in the future.
8. Where is the young man probably going?
-

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TASK B

Instructions: Complete the chart by checking the person that the statements describe. There might be more than one check per statement. **Score: /4**

	The young man	The police officer
knows that graffiti is illegal.		
lives at his mother's home.		
didn't know that there is a designated graffiti park.		
has a clean criminal record now.		

Listening Tasks: Answer Key

TASK A

Instructions: Circle the correct answer or fill in the blanks for each question or statement.

Score:

Questions

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 - b) It would stop him from ever getting a paid job.
 - c) **It would limit the jobs he might get hired for in the future.**
8. Where is the young man probably going?

To Hastings Park

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TASK B

Instructions: Complete the chart by checking the person that the statements describe. There might be more than one check per statement. **Score:**

	The young man	The police officer
knows that graffiti is illegal.		✓
lives at his mother's home.	✓	
didn't know that there is a designated graffiti park.	✓	
has a clean criminal record now.	✓	✓