



Learning about the Law




Lesson: Elder Law – Power of Attorney

CLB 5-6 Instructional Package



Lesson Plan: Power of Attorney (CLB 5-6)

CLB Outcomes

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|  CLB 5-IV: Sharing Information | Understand information about familiar or relevant topics. |
|  CLB 6-I: Interacting with Others | Participate in routine social conversations for some everyday purpose (such as apologies, excuses, expressing opinions, and making suggestions or arrangements). |
|  CLB 6-IV: Comprehending | Understand moderately complex descriptive or narrative texts on familiar topics. |

Content Outcomes

- Identify ways different types of power of attorney and the benefits of each
- Identify where to get more information about elder law

Resources

- People's Law School (PLS) wikibook http://wiki.clicklaw.bc.ca/index.php/Elder_Law_Lesson_Module. Learning about the Law booklet can also be ordered through www.publiclegaled.bc.ca/resources.
- PLS worksheets "Elder Law: Power of Attorney"
- Video, "Power of Attorney," <http://www.publiclegaled.bc.ca/revoking-a-power-of-attorney>
- Computer Lab (optional)

External Resources and Referrals

- For more information on elder law, visit www.nidus.ca.
- For information for seniors, visit <http://www.seniors.gc.ca/eng/index.shtml>.
- Invite a guest speaker from BC Centre for Elder Advocacy and Support or Public Guardian and Trustee office to talk about the services they provide to seniors

Assessment Plan and Tools

- Self-assessment checklist

Sample Lesson Plan

Time	Sample Tasks	Expected Outcome	Resources
10'	<p>Warm up</p> <ul style="list-style-type: none"> In pairs or small groups, students talk about pictures Explain 'elder law' Assess level of knowledge in elder law 	<p>Generate interest</p> <p>Activate prior knowledge</p>	<p>PLS Worksheet: Get Ready!</p>
25'	<p>View video and prepare for topic</p> <ul style="list-style-type: none"> Students find the meanings of the words by asking one another, the teacher or looking them up Go over vocabulary as needed Students predict by discussing what they know about power of attorney Students watch video and answer questions Students discuss situations in their countries 	<p>Prepare for topic of power of attorney</p> <p>Understand information about the topic</p>	<p>PLS Worksheet: Prepare and Listen!</p> <p>Video: "Power of Attorney" http://www.publiclegaled.bc.ca/revo-king-a-power-of-attorney</p>
25'	<p>Read and summarize</p> <ul style="list-style-type: none"> Students work in groups of four to read and complete the chart Each student researches one type of power of attorney and condenses the information into a definition/description Students share their descriptions with the others and discuss the questions at the bottom of the worksheet 	<p>Understand the different types of power of attorney</p> <p>Read and summarize information</p> <p>Listen for specific details</p>	<p>PLS Worksheet: Read and Share!</p> <p><i>Refer to Elder Law wikibook</i></p>
20'	<p>Vocabulary practice</p> <ul style="list-style-type: none"> Students practice matching up collocations Students find the phrases in the PLS booklet Students write sentences with the phrases at the bottom of the worksheet Go through vocabulary as needed 	<p>Become aware of common collocation in English</p> <p>Learn and practice vocabulary related to the topic</p>	<p>PLS Worksheet: Practice your Vocabulary!</p> <p><i>Refer to Elder Law wikibook</i></p>

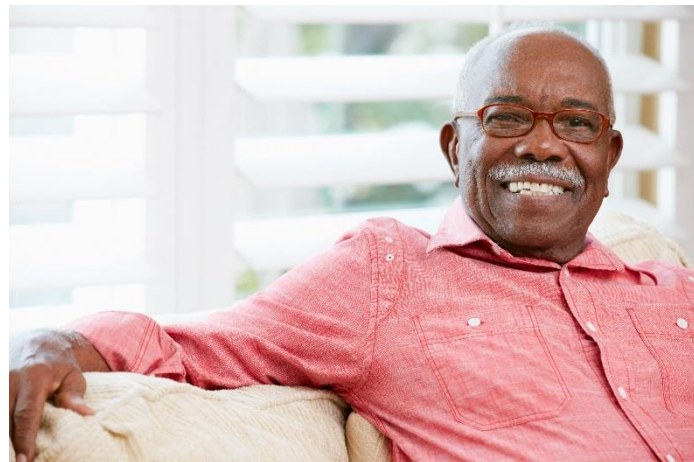
20'	<p>Practice conversations</p> <ul style="list-style-type: none"> • Students practice the conversation on the worksheet • Go through the language used for introducing, guiding a conversation to a specific topic and leave-taking • Invite students to role play the conversation with gestures and appropriate intonation in front of the class 	<p>Learn and practice discourse for directing a conversation to a specific topic</p> <p>Practice phrases for responding to questions</p>	<p>PLS Worksheet: Ask and Respond!</p>
30'	<p>Role play</p> <ul style="list-style-type: none"> • Review the discourse for introducing, guiding a conversation to a specific topic and leave-taking • Cut up and hand out one of the Mix and Mingle cards to each student • Explain the aim: <ul style="list-style-type: none"> ○ To find someone who can respond to the information you are seeking from your card ○ Respond to other classmates appropriately – positively if you know the answer, and negatively if you don't 	<p>Practice conversation strategies</p> <p>Listen and respond appropriately and politely to questions</p> <p>Review content and comprehension of the topic of power of attorney</p>	<p>PLS Worksheet: Mix and Mingle!</p>
20'	<p>Find out more</p> <ul style="list-style-type: none"> • Students look for more information about power of attorney, agreements, and wills by visiting the PLS website and listening to watching the videos • Students answer questions from the videos and share their information with classmates 	<p>Get more information about elder law</p>	<p>Computer Lab http://www.publiclegaled.bc.ca/topics/older-people/</p>
10'	<p>Self-Assessment</p> <ul style="list-style-type: none"> • Allow students to fill out self-assessment form independently 	<p>Self-assessment</p>	<p>PLS Worksheet: What did you learn?</p>

Get Ready!

Look at the pictures below. Discuss the following questions with your group.

1. Who takes care of senior members of the family in your community?
2. What types of support or programs are provided for seniors in your countries?
3. Why are seniors considered vulnerable? What do they need to be careful of?

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¹Images taken from Shutterstock.com

Prepare and Listen!

Look at the vocabulary terms. Do you know the meanings of these words? Ask a partner, your teacher or look up the words in a monolingual dictionary.

revoke

misuse

restrict

limit

Before listening, discuss what you know about power of attorney. What is it? Why do people have it? Read the PLS booklet to find the answers to these questions

Watch the video “Revoking Power of Attorney” available at <http://www.publiclegaled.bc.ca/revoking-a-power-of-attorney/> and answer the following questions.

1. Why did Mrs. Smith have to come to the bank?
2. What was the problem with Mrs. Smith’s bank account?
3. Who had access to her bank account? Why did she give him access?
4. What can she do about the situation?
5. What are two types of power of attorney?

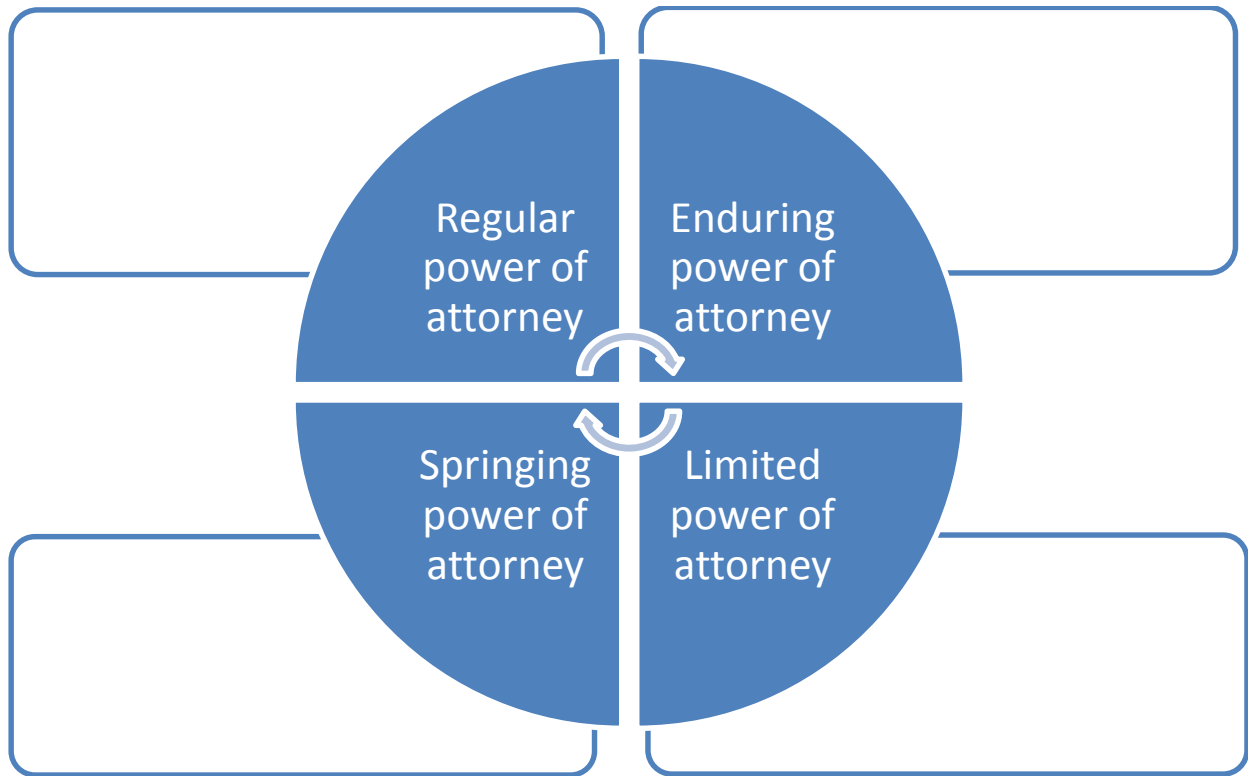
Discuss!

Discuss the questions with a partner.

1. How are finances usually handled in your country? Do parents and children have access to each other’s accounts? Do people individually take care of their own finances? Do husbands and wives share all financial information with each other?
2. Is power of attorney something that is practiced in your country?

Read and Share!

Work in groups of four. Each person chooses one type of power of attorney, skims the PLS booklet to find the information and summarizes the description to create their own definition. Write your definition/description in the box beside the type. Share your descriptions with each other in order to complete the chart.



Discuss!

Compare the difference between the different types of power of attorney. When would you choose one over the other? Do you or do you know anyone who has given power of attorney to someone? How does it benefit people? What do people need to be careful about?

Practice your Vocabulary!

There are many words in English that commonly go together. These are called collocations. Match the first part of the phrase on the left with the best option on the right. Can you explain the meaning of these phrases?

Find them in the PLS booklet and practice creating sentences with these phrases.

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|--------------|---------------------|
| 1. legal | a) vacation |
| 2. manage | b) out |
| 3. health | c) making |
| 4. carry | d) document |
| 5. make | e) about |
| 6. handle | f) finances |
| 7. out of | g) into effect |
| 8. on | h) care |
| 9. decision | i) your own affairs |
| 10. mentally | j) town |
| 11. follow | k) a time limit |
| 12. to come | l) interests |
| 13. best | m) incapable |
| 14. to set | n) instructions |
| 15. worry | o) sure |

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Ask and Respond!

You will practice carrying on a casual conversation, asking for information or suggestions and responding appropriately to questions. Practice the conversation with a partner. How do they ask for and respond to questions? Look at the phrases in the box.

Can you add any other phrases to the lists?

[Scene: Jan and Tony are at Jan's retirement party.]

Jan: "Oh hi, Tony!"

Tony: "Hi Tony. How are you? Haven't seen you in a while."

Jan: "I know, I've been busy since I retired. Actually, I am planning to go away on a trip for a few months."

Tony: "Oh really! That sounds great."

Jan: "Yeah, I'm looking forward to it....Hey, do you know anything about power of attorney?"

Tony: "Well, I know a few things. What would you like to know about?"

Jan: "I was thinking that I should get someone to have power of attorney while I'm away on my trip. Do you know if you can do that for a short period of time?"

Tony: "Actually yes, you can get a limited power of attorney and put a time limit on when the power of attorney ends."

Jan: "Oh, great! Thanks, Tony. I will look into that."

Tony: "No, problem. Well, I'm going to go and get some dessert. Talk to you later."

Conversation Strategies

Phrases to introduce topics or questions

- So, do you know anything about...?
- Hey, by the way, I was wondering...?
- Would you happen to know...?

Phrases to respond positively

- Yes, actually I do.
- Yes, ...
- I know that...
- Well, I think that...

Phrases to respond in the negative

- No, I'm afraid I don't know.
- Sorry, I'm not sure.
- I wish I could help you, but...
- I'm not very familiar with...
- To be honest, I don't know very much about...

Mix and Mingle!

Copy the cards below and hand one out to each student. Set the scene by telling the students to imagine that they are at a retirement party for a friend. They are mingling at the party.

Explain the aim of the activity and remind students to use phrases from the box above to direct conversations and to respond appropriately to questions.

you recently overheard some people at your workplace talk about power of attorney; you don't know much about it so you want to find out more	you are considering getting a power of attorney but you aren't sure what your options are for who you can ask	you are worried that you father's mental capabilities are not as strong as they used to be and you wonder what rights he will have in regards to his power of attorney decisions
You aren't sure what power or rights a power of attorney has in terms of access to your funds	you are worried about your power of attorney agreement but aren't sure what you can do about it	you are considering getting a power of attorney and would like to know about the different options or types

Find out More!

Use a computer at school or at home. Choose one of the videos on the PLS website <http://www.publiclegaled.bc.ca/topics/older-people/> and listen and respond to the questions. Skim the PLS booklet, *Learning about the Law: Elder Care*, to check and confirm your answers. Share your information with your classmates.

Video: "Misusing somebody's power of attorney"

1. What is Susan's concern?
2. What does she think is happening to her mother's bank account? Why?
3. Does she have a good relationship with her brother? Why do you think this?
4. What advice is she given?

Video: "How wills help"

1. What does Tom want to do? Why?
2. What does Susan want to do? Why?
3. What does Tom think his mom wants?
4. Why are wills important?

Video: "Representation agreement"

1. What does Tom think they should do? Why?
2. What does Susan want? Why?
3. Do they know what their mother wants? Why or why not?
4. What is a representation agreement?
5. Can they make changes? Why or why not?

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 summarize information from a text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can listen and take notes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can ask for information and direct conversations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can find information about elder law in PLS booklet.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can participate in casual conversations for every day purposes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What else did you learn today? What other questions do you have about elder law?

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Prepare and Listen!

ANSWER KEY

1. Why did Mrs. Smith have to come to the bank?
there was a problem with her bank account
2. What was the problem with Mrs. Smith's bank account?
there wasn't enough money in her account so the rent cheque didn't go through
3. Who had access to her bank account? Why did she give him access?
her son
because she thought it would help her if something happened to her or she got sick
4. What can she do about the situation?
she can revoke the power of attorney if her son has misused the power of attorney
she can replace it with a limited power of attorney which restricts him to only certain duties and access
5. What are two types of power of attorney?
General and Specific

Practice your Vocabulary!

ANSWER KEY.

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|--------------|----------|---------------------|
| 1. legal | d | a) vacation |
| 2. manage | f | b) out |
| 3. health | h | c) making |
| 4. carry | b | d) document |
| 5. make | o | e) about |
| 6. handle | i | f) finances |
| 7. out of | j | g) into effect |
| 8. on | a | h) care |
| 9. decision | c | i) your own affairs |
| 10. mentally | m | j) town |
| 11. follow | n | k) a time limit |
| 12. to come | g | l) interests |
| 13. best | l | m) incapable |
| 14. to set | k | n) instructions |
| 15. worry | e | o) sure |