

**Learning about the Law Lesson: Young People and the Law**

**CLB 5-6 Instructional Package**



**Lesson Plan: Young People and the Law (CLB 5-6)**

**CLB Outcomes**

|  |  |
| --- | --- |
| 🗣**CLB 6-I: Interacting with Others** | Participate in routine social conversations for some everyday purposes (such as apologies, excuses, expressing opinions, and making suggestions or arrangements). |
| 📚**CLB 5-IV: Comprehending Information** | Understand simple to moderately complex descriptive or narrative texts on familiar topics. |
| ✍**CLB 5-IV:Sharing Information** | Write a paragraph to relate a familiar sequence of events, description of a person, object or routine. |

**Content Outcomes**

* Identify basic rights and responsibilities of young peoplein Canada
* Describe law practices related to youth vs. adult law
* Give a comparison of youth laws existing in Canada and home countries

**Resources**

* People’s Law School (PLS) booklet, *Learning about the Law booklet available at* [*http://wiki.clicklaw.bc.ca/index.php/Young\_People\_and\_the\_Law*](http://wiki.clicklaw.bc.ca/index.php/Young_People_and_the_Law)*.* 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](http://www.safekidsbc.ca); [www.dialalaw.org](http://www.dialalaw.org); [www.legalrightsforyouth.ca](http://www.legalrightsforyouth.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** |
| --- | --- | --- | --- |
| 10’ | **Warm up**   * In pairs or small groups, students look at pictures and discuss the questions | Generate interest  Activate prior knowledge | PLS Worksheet: **Getting Started!** |
| 20’ | **Vocabulary practice**   * Students complete the vocabulary chart by scanning the PLS booklet for the terms * Encourage students to apply word attack strategies:   + Ask for peer support   + Look at base form of word   + Guess the meaning from context   + Look in monolingual dictionaries * Go over any new vocabulary | Learn new vocabulary related to the topic  Analyze and understand vocabulary in context | PLS Worksheet: **Build up Your Vocabulary!**  *Refer to Young People and the Law wiki-book* |
| 20’ | * **Pre-read and discuss** * 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 booklet to check answers * Students discuss in small groups | Discuss and guess information related to legal rights and responsibilities of young people  Scan text for details | PLS Worksheet: **Age and Legal Rights!**  *Refer to Young People and the Law wiki-book* |
| 15’ | **Collocations**   * Explain the term ‘collocation’ and give examples of common collocations * Students guess collocations in the list of words provided * Students read the PLS booklet to find and circle collocations * Students guess the meaning from context and clarify it with a partner | Understand the concept of collocations  Learn common collocations | PLS Worksheet: **Collocations!**  *Refer to Young People and the Law wiki-book* |
| 15’ | **Write and check**   * Students make their own sentences with collocations from PLS booklet * Students check each other’s sentences and do peer review | Practice using new vocabulary in a different context | PLS Worksheet: **Make Sentences!** |
| 15’ | **Take notes and discuss**   * Students take notes in a chart to compare law practices pertaining to youth in Canada and their home countries * In pairs or small groups, students discuss and compare law practices pertaining to youth in each other’s countries | Reduce information to a list of details  Discuss and compare laws | PLS Worksheet: **Differences and Similarities!**  *Refer to Young People and the Law wiki-book* |
| 15’ | **POWER writing**   * Go over the steps of POWER writing * Review basic paragraph structure and provide an example * Students work in groups or pairs to brainstorm the main idea and supporting details, write a topic sentence, and suggest possible conclusion and transition signals * Provide a copy of the writing rubric for students or clearly outline the requirements for writing | Get familiar with the process of writing  Brainstorm and prepare for paragraph writing | PLS Worksheet: **Brainstorm!**  PLS Worksheet: **Writing Rubric!** |
| 30’ | **Write**   * On their own, students use the notes that were brainstormed with their partner or group to write a paragraph on the chosen topic * Students switch paragraphs with a partner in order to give/receive peer feedback * Students re-write their paragraph and hand it in for assessment | Produce a coherent and cohesive paragraph  Practice peer feedback | PLS Worksheet: **Write!** |
| 20’ | **Find out more**   * Students find more on topics related to young people and the law by researching online | Get more information about youth law in British Columbia | PLS Worksheet: **Find out More!**  Computer Lab [www.vsb.bc.ca/steering-kids-away-gangs](http://www.vsb.bc.ca/steering-kids-away-gangs) |
| 10’ | **Self-Assessment**   * Allow students to fill out self-assessment form independently | Self-assessment | PLS Worksheet: **What did you learn?** |

**Getting Started!**

Look at the pictures[[1]](#footnote-1) and discuss the following questions in small groups.

1. What age group falls under the “youth” category?
2. Do you think young people should have the same rights as adults?
3. Should young people have the same responsibilities as adults?
4. At what age are young people ready to start living independently?
5. Should parents be punished for their children’s crimes?



**Build Your Vocabulary!**

Complete the vocabulary chart by analyzing the words to understand their form, meaning, and use.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| WORD | USE (examples in booklet) | FORM (suffix, prefix, parts of speech) | MEANING | OTHER FORMS |
| **accused** | * *accused of doing something* | *accuse + ed*  *verb* | *blamed for something; told that they did something wrong* | *accuse*  *accusing*  *accusatory*  *accusation*  *accusingly* |
| **offense** |  |  |  |  |
| **crime** |  |  |  |  |
| **permission** |  |  |  |  |
| **judge** |  |  |  |  |
| **legal** |  |  |  |  |
| **sentence** |  |  |  |  |

**Age and Legal Rights!**

Fill in this chart by looking through the PLS wiki-book *Young People and the Law*, and by giving your opinion. If you are not sure of an answer, look it up, or ask a classmate or teacher.

|  |  |  |  |
| --- | --- | --- | --- |
| **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? |  |  |  |

**Discuss!**

In small groups, discuss the ages that young people are allowed to do the things in the chart in BC, in your country of origin, and share your opinions. Use some of the following phrases.

### Share opinions!

### 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.

**Collocations!**

Work with a partner. Find 9 collocations and write them down. Read the PLS booklet “Young People and the Law” p.16-17 and circle the collocations. Discuss the meaning with a partner.

|  |  |  |  |
| --- | --- | --- | --- |
| the law | pocket | commit | a fine |
| violent | harm | break | offence |
| sentence | pay | to be accused of | |
| doing something | | give | court |
| money | a crime | cause | go to |

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

**Make Sentences!**

Make your own sentences with the collocations you found.

**POWER Writing!**

# Expressing your opinion in writing

**English paragraphs**

* Have a clear introduction
* The topic sentence states the main point
* Provide supporting details
* Conclude by restating the main point

**Helpful transition words/phrases**

* However
* Therefore
* On the other hand
* For example
* First,
* Finally
* In conclusion

Follow the steps of POWER writing to construct a paragraph about the topic of young people and the law.

**PLAN:** Choose one of the following topics to write about and discuss your opinions and ideas with a partner:

1. Young people who commit a crime should be punished according to adult law.
2. Young people who commit a crime should NOT be punished according to adult law.

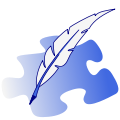
**ORGANIZE:** Use the chart below as an example. On a separate piece of paper brainstorm and organize your ideas and main points about the topic.

**WRITE:** Write your paragraph on the worksheet.

**EDIT:** Have a partner check your paragraph and provide feedback using the rubric at the bottom of the worksheet.

**RE-WRITE:** Fix your mistakes and hand in your paragraph to your teacher.

**CONCLUSION:** Write your conclusion.

**Write!**

Write a paragraph stating your opinion on the topic. Provide an introduction, development, and conclusion in the adequate paragraph structure.

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

**Give Feedback!**

Circle a number to provide feedback to a partner in the following areas.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| easy to understand | clear topic sentence | used supporting details and conclusion | paragraph is cohesive (good transitions) | appropriate vocabulary |
| 1 2 3 | 1 2 3 | 1 2 3 | 1 2 3 | 1 2 3 |

Scale: 1 = no 2 = somewhat 3 = yes

**Writing Rubric!**

Use the following rubric to assess your students’ paragraphs.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Names | Included main ideas and supporting details | Used transition markers to help organize information | Used appropriate and specific vocabulary | Demonstrated strong control of grammar | Used correct spelling and punctuation |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

Scale: 1 = Approaching expectations; 2 = Met expectations; 3 = Exceeded expectations

Total Score: /15

Pass Mark: 10/15

**Find out More!**

Use a computer at school or at home to find out the following information. Visit [www.vsb.bc.ca/steering-kids-away-gangs](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. I get legal aid for my family law problem?

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. |  |  |  |
| I can compare the laws of Canada with my home country. |  |  |  |
| I can skim and scan to find main ideas and details. |  |  |  |
| I can express my opinions and ideas about specific laws. |  |  |  |
| I can organize and write a clear cohesive paragraph. |  |  |  |

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

**Build up Your Vocabulary!**

ANSWER KEY

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Term: | USE (examples in booklet) | FORM (suffix, prefix, parts of speech) | MEANING | OTHER FORMS |
| **accuse** | * *accused of doing something* | *accuse + ed*  *verb* | *blamed for something; told that they did something wrong* | *accuse*  *accusing*  *accusatory*  *accusation*  *accusingly* |
| **offense** | * *a serious offense* * *very serious offenses* * *will be charged with a criminal offense* | *offend + se*  *noun*  *offense + s (plural)* | *a crime; something done that was wrong* | *offender*  *offensive*  *offended*  *offend* |
| **crime** | * *recognizes that youth crime and adult crime* * *young people’s crimes* * *if the crime is serious* | *crime*  *noun*  *crime + s (plural form)* | *something done that is illegal* | *criminal*  *criminally* |
| **permission** | * *can’t work without special permission* * *ask the judge for permission to marry* | *permit + sion*  *noun* | * *something that is allowed by agreement* | *permit*  *permissible*  *permissibly* |
| **judge** | * *ask the judges for permission* * *the judge will only agree* * *the judge in youth court* * *the judge might* | *judge+ s*  *noun (plural)* | * *a person who decides about what* | *judge*  *judges*  *judgment*  *judgmental* |
| **legal** | * *the same legal rights* | *legal*  *adjective* | * *according to the law; something this right and allowed by law* | *legality*  *(law)*  *legalism*  *legally* |
| **sentence** | * *may be sentenced as an adult* * *receive a tougher sentence* * *given an adult sentence* | *sentence + ed*  *Verb*  *sentence*  *noun* | * *a ruling or decision made in a court* * *to be punished by law* | *sentencing* |

**Age and Legal Rights!**

ANSWER KEY

|  |  |
| --- | --- |
| **Right/Responsibility** | **in BC** |
| Be responsible for crimes | over 12 years old |
| Be sentenced for crimes under adult law | 14 |
| Go to work | 15 |
| Leave school | 16 |
| Get married with permission of parent(s) | 16 |
| Get married | 19 |
| Get a driver’s licence with permission of parent(s) | 16 |
| Get a driver’s license | 19 |
| Vote in an election | 18 |
| Drink alcohol | 19 |
| Leave home without permission of parents | 19 |
| Buy cigarettes | 19 |

**Collocations!**

ANSWER KEY

|  |  |  |  |
| --- | --- | --- | --- |
| the law | pocket | commit | a fine |
| violent | harm | break | offence |
| sentence | pay | to be accused of | |
| doing something | | give | court |
| money | a crime | cause | go to |

1. break the law
2. commit a crime
3. give a sentence
4. to be accused of doing something/to be accused of a crime
5. go to court
6. pay a fine
7. pocket money
8. violent offence
9. cause harm

1. All images from Shutterstock.com [↑](#footnote-ref-1)