

**Young People**

**and the Law**

**Listening Package**



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**Young People and the Law**

**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](http://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 office approach the young man?
2. The police officer wanted to arrest him for vandalism.
3. The police officer wanted to inform him that graffiti is against the law.
4. The police officer had to keep the young man away from the premises.

1. Where does the police officer suggest he go?
2. To his living room.
3. To Hastings Street.
4. To a different park where he is allowed to spray paint.
5. What does the young man think about his painting?
6. He thinks his painting is a piece of art.
7. He thinks his painting looks better on the wall in his living room.
8. He thinks that spray painting is just a cool thing to do.
9. What is the police officer’s attitude toward the young man?
10. He is very angry with him because he does not listen to him.
11. He is easy on the young man and just gives him a warning.
12. He feels sorry for him because he cannot travel to other countries anymore.
13. Why does the police officer mention Hastings Park?
14. To see if the young man knows that it is well known for artwork.
15. To express that he understands what the young man is doing and to give him a better venue for it.
16. To inform that it is a safe place for young people to be away from their parents.
17. 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.

1. What did the officer say was one of the effects of a criminal record on the young man’s future?
2. He would no longer be allowed to travel to any countries.
3. It would stop him from ever getting a paid job.
4. It would limit the jobs he might get hired for in the future.
5. 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 checkper 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:**

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\_\_\_\_\_\_\_**To Hastings Park**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| lives at his mother’s home. | **√** |  |
| didn’t know that there is a designated graffiti park.  | **√** |  |
| has a clean criminal record now.  | **√** | **√** |