



# 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

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

### Content Outcomes

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

### Resources

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- 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](http://www.publiclegaled.bc.ca/resources).
- PLS worksheets "Learning about the Law: Young People and the Law"
- Computer Lab (optional)

### External Resources and Referrals

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- 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.legalrightsfor youth.ca](http://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

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- Writing rubric assessment tool
- Self-assessment checklist

## Sample Lesson Plan

Time	Sample Tasks	Expected Outcome	Resources
10'	<p><b>Warm up</b></p> <ul style="list-style-type: none"> <li>In pairs or small groups, students look at pictures and discuss the questions</li> </ul>	<p>Generate interest</p> <p>Activate prior knowledge</p>	<p>PLS Worksheet: <b>Getting Started!</b></p>
20'	<p><b>Vocabulary practice</b></p> <ul style="list-style-type: none"> <li>Students complete the vocabulary chart by scanning the PLS booklet for the terms</li> <li>Encourage students to apply word attack strategies:                             <ul style="list-style-type: none"> <li>Ask for peer support</li> <li>Look at base form of word</li> <li>Guess the meaning from context</li> <li>Look in monolingual dictionaries</li> </ul> </li> <li>Go over any new vocabulary</li> </ul>	<p>Learn new vocabulary related to the topic</p> <p>Analyze and understand vocabulary in context</p>	<p>PLS Worksheet: <b>Build up Your Vocabulary!</b></p> <p><i>Refer to Young People and the Law wiki-book</i></p>
20'	<p><b>Pre-read and discuss</b></p> <ul style="list-style-type: none"> <li>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</li> <li>Student check PLS booklet to check answers</li> <li>Students discuss in small groups</li> </ul>	<p>Discuss and guess information related to legal rights and responsibilities of young people</p> <p>Scan text for details</p>	<p>PLS Worksheet: <b>Age and Legal Rights!</b></p> <p><i>Refer to Young People and the Law wiki-book</i></p>
15'	<p><b>Collocations</b></p> <ul style="list-style-type: none"> <li>Explain the term 'collocation' and give examples of common collocations</li> <li>Students guess collocations in the list of words provided</li> <li>Students read the PLS booklet to find and circle collocations</li> <li>Students guess the meaning from context and clarify it with a partner</li> </ul>	<p>Understand the concept of collocations</p> <p>Learn common collocations</p>	<p>PLS Worksheet: <b>Collocations!</b></p> <p><i>Refer to Young People and the Law wiki-book</i></p>

# Young People and the Law



Time	Sample Tasks	Expected Outcome	Resources
15'	<p><b>Write and check</b></p> <ul style="list-style-type: none"> <li>Students make their own sentences with collocations from PLS booklet</li> <li>Students check each other's sentences and do peer review</li> </ul>	Practice using new vocabulary in a different context	PLS Worksheet: <b>Make Sentences!</b>
15'	<p><b>Take notes and discuss</b></p> <ul style="list-style-type: none"> <li>Students take notes in a chart to compare law practices pertaining to youth in Canada and their home countries</li> <li>In pairs or small groups, students discuss and compare law practices pertaining to youth in each other's countries</li> </ul>	<p>Reduce information to a list of details</p> <p>Discuss and compare laws</p>	<p>PLS Worksheet: <b>Differences and Similarities!</b></p> <p><i>Refer to Young People and the Law wiki-book</i></p>
15'	<p><b>POWER writing</b></p> <ul style="list-style-type: none"> <li>Go over the steps of POWER writing</li> <li>Review basic paragraph structure and provide an example</li> <li>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</li> <li>Provide a copy of the writing rubric for students or clearly outline the requirements for writing</li> </ul>	<p>Get familiar with the process of writing</p> <p>Brainstorm and prepare for paragraph writing</p>	<p>PLS Worksheet: <b>Brainstorm!</b></p> <p>PLS Worksheet: <b>Writing Rubric!</b></p>
30'	<p><b>Write</b></p> <ul style="list-style-type: none"> <li>On their own, students use the notes that were brainstormed with their partner or group to write a paragraph on the chosen topic</li> <li>Students switch paragraphs with a partner in order to give/receive peer feedback</li> <li>Students re-write their paragraph and hand it in for assessment</li> </ul>	<p>Produce a coherent and cohesive paragraph</p> <p>Practice peer feedback</p>	PLS Worksheet: <b>Write!</b>

# Young People and the Law



Time	Sample Tasks	Expected Outcome	Resources
20'	<b>Find out more</b> <ul style="list-style-type: none"><li>Students find more on topics related to young people and the law by researching online</li></ul>	Get more information about youth law in British Columbia	PLS Worksheet: <b>Find out More!</b>  Computer Lab <a href="http://www.vsb.bc.ca/steering-kids-away-gangs">www.vsb.bc.ca/steering-kids-away-gangs</a>
10'	<b>Self-Assessment</b> <ul style="list-style-type: none"><li>Allow students to fill out self-assessment form independently</li></ul>	Self-assessment	PLS Worksheet: <b>What did you learn?</b>

## Getting Started!

Look at the pictures<sup>1</sup> 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?



<sup>1</sup>All images from Shutterstock.com

## 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
<b>accused</b>	- <i>accused of doing something</i>	<i>accuse + ed</i> <i>verb</i>	<i>blamed for something; told that they did something wrong</i>	<i>accuse</i> <i>accusing</i> <i>accusatory</i> <i>accusation</i> <i>accusingly</i>
<b>offense</b>				
<b>crime</b>				
<b>permission</b>				
<b>judge</b>				
<b>legal</b>				
<b>sentence</b>				

## 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...
- 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.

### 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.

### Disagreeing with an opinion

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

- Really? Hmm...
- 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

1.

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2.

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3.

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4.

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5.

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6.

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7.

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8.

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9.

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## Make Sentences!

Make your own sentences with the collocations you found.

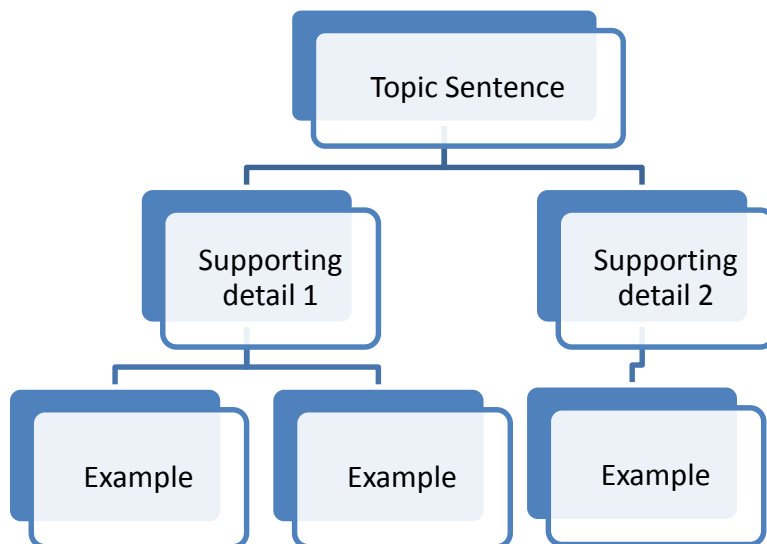
## POWER Writing!

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.

## 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





## 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.

1. What is the definition of a gang?

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2. Why do youth join gangs?

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

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4. What are the risk factors for gang involvement?

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

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# Young People and the Law



**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 compare the laws of Canada with my home country.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can skim and scan to find main ideas and 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 write a clear cohesive paragraph.	<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?

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## Build up Your Vocabulary!

### ANSWER KEY

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



# Young People and the Law



			- <i>to be punished by law</i>	
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## 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