

Learning about the **LAW**

Teacher's Guide



Teacher's Guide to the ninth
edition of *Learning About
the Law: British Columbia's
Laws and Legal System*.

This guide is for teachers
using *Learning About the
Law*. It contains activities,
exercises, and tests. It also
teaches oral skills, written
skills, and content.

British Columbia's Laws and Legal System

2nd Edition • October 2005

You should not rely on this guide for legal advice. It provides general information only. If you have a legal problem, you should consult a lawyer.

Acknowledgements

This Teacher's Guide was developed by ESL teacher Jocelyn Bugden, based on an earlier version written and edited by Joan Acosta, June Dragman, and Ann Hinkle. ESL teacher Tim Enders field-tested this Guide with intermediate and advanced level ESL students prior to publication.

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Teacher's Guide from our website at:**

www.publiclegaled.bc.ca

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Introduction

Learning About the Law: Teacher's Guide is designed to help immigrants to British Columbia understand more about their legal rights and responsibilities. The first edition was published in 1988 and has been updated regularly since then. The book has proven to be a popular resource for English as a second language (ESL) classes, as well as multicultural and community agencies.

Many ESL teachers have requested an updated edition of the teacher's guide to accompany the ninth edition of *Learning About the Law: British Columbia's Laws and Legal System* (People's Law School, 2004).

Level

The text of *Learning About the Law* is appropriate for students at the upper beginner to advanced level. The activities in this book have been developed for students within that range.

Lesson Plans

Each chapter includes a classroom-tested lesson plan developed for the ESL classroom. Each lesson plan includes exercises and activities, and follow-up activities. The lesson plans are designed for a two- to three-hour class. They are only suggestions, and we encourage teachers to apply their own personal approach.

Here is a description of the sorts of elements that make up the lesson plans:

Pre-reading Exercises

Each chapter starts with a pre-reading activity. These activities build background knowledge and help to prepare students for reading.

Reading

These activities are designed to get the students involved with the text. There is a range of activities promoting this goal. The activities include creating posters, jigsaw readings, copying out part of the text onto newsprint, and summarizing passages. There are also ideas for finding a partner using the text. Those partners then do the reading activity together. There are also reading activities, such as creating posters, which are done in small groups. Many use newsprint and felt pens and involve an oral component.

Reading for Detail

Each chapter has a “Reading for Detail” exercise, which can be used as an open-book exercise. This material covers the basic content of each chapter. The exercise can also be used as a reading test if the chapter is given for homework, or as a final test after doing other exercises in the chapter.

Comprehension Tasks

There is a variety of reading comprehension tasks scattered throughout the chapters. These include skimming, scanning, making inferences, filling in charts, and true/false questions.

Discussion and Writing

Many chapters include activities that combine discussion and writing. These are designed to help students talk about the topic in pairs or small groups before they write.

Grammar and Vocabulary

Most chapters include either vocabulary or grammar exercises. These exercises review grammar points, such as conditionals, adjective clauses, and passives, and introduce new words.

Speaking and Listening

Most chapters have at least one speaking and listening activity, and some chapters have more. These include discussions and decision-making tasks, as well as a role-play and a half-dialogue to complete and practise.

Additional Resources

For those teachers who want to expand the information, we have listed additional resources at the end of each chapter.

Print and Audio-visual

This section lists other books, videos, and ideas for guest speakers.

Websites

At additional websites listed, teachers may find valuable information to help answer questions not covered in *Learning About the Law: Teacher's Guide*. Teachers may also find additional websites listed in the back of *Learning About the Law: Teacher's Guide*.

Worksheets

Worksheets at the end of each chapter correspond to the lesson plans. They are designed to be photocopied and distributed to students for classroom use.

Answer Key

There is an answer key at the back of the book.

1

Fundamentals of the Law in Canada

Exercises and Activities

○ Pre-reading Activity

- Put students into groups of three or four.
- Ask students to imagine a country that has no laws at all. In small groups, discuss what would happen. What laws must be made? What rights and responsibilities are necessary?
- Compare the decisions made by the different groups. This can lead into a discussion of the idea that different countries have different legal systems.

○ Vocabulary

- Word Forms: See "WORKSHEET."
- Pronunciation: See "WORKSHEET."

○ Skimming: Poster Activity

- Ask the students to skim the chapter quickly and, in small groups, design posters based on the chapter. Provide newsprint and at least four coloured felt pens for each group. The teacher can also assign different pages or topic headings to each group. Groups then present their posters to the class.
- Emphasize that this is a poster, rather than notes. It should include drawings or diagrams as well as words, but no long sentences.

○ Discussion about Themis

Information about Themis is included on the last page of *Learning About the Law*.

- Hand out the picture of Themis (see "Discussion"). Discuss the picture.
- Hand out copies of *Learning About the Law* and have students compare the picture on its cover with the picture you have handed out. What is the main difference between the two pictures? Have students discuss why Themis is holding a scroll and not a sword.

○ Reading for Details

- Put students into pairs.
- Read the sentences (see "WORKSHEET") and mark each "T" or "F".

Follow-up Activities

○ Making Inferences: Discrimination

Even though discrimination is illegal in Canada, it does exist.

- Introduce the topic by asking students if they have suffered from discrimination in Canada, or know people who have.
- Review the seven kinds of discrimination that are against the law (see page 12 of *Learning About the Law*). Can students think of an example of each kind of discrimination?
- Put students into pairs or groups of three (depending on the size of your class). Give each of the pairs or groups one of the scenarios (see "Making Inferences"), and let them discuss whether or not it shows discrimination. Give them about five minutes, and then ask them to pass their scenario on to the next pair or group. Continue until each of the pairs or groups has discussed each of the scenarios. Review at the end.

○ **Class Discussion: Responsibilities**

We have many rights and freedoms in Canada.

- Review these quickly and point out that, along with our rights, we also have responsibilities.
- Ask students to brainstorm some of the responsibilities we have, and list them on the board.

○ **Discussion and Writing: How Laws are Changed**

- Choose one issue that will interest your class, or let each group choose an issue (for example, tree bylaws, neighbourhood zoning regulations, noise bylaws, minimum wage, immigration rules).
- Tell students that their group believes this law should be changed. Ask them to discuss the law and give the reasons they want to change it. They should talk about the advantages and disadvantages of the change, as well. Then ask them to decide on some specific things they could do to try to get the law changed.
- After completing the oral task above, have the students write letters explaining the change of law they would like. They should include the reasons they want the law changed, and explain the advantages of the change. This letter could be to the editor of the local newspaper or the student's Member of Parliament (MP), Member of the Legislative Assembly (MLA), or city councillor.

Additional Resources

○ Print and Audio-visual

- *The Citizenship Handbook*, BC Civil Liberties Association, 1997.
- *A Beginning Look at Canada*, A.M. Kaskens, Prentice Hall, 1998.
- *A Look at Canada*, 2003 Edition, Integration Branch, Promotion Division, Citizenship and Immigration Canada, Ottawa, Ontario, K1A 1L1. <http://www.cic.gc.ca/english/pdf/pub/look.pdf>
- *Canada's System of Justice*, Communications and Consultation, Department of Justice, Ottawa, Ontario, K1A 0H8.

○ Websites

- *The Virtual Courtroom*. Written text and a video on the Canadian court system. Good for higher-level students and as a teachers' resource. <http://www.courts.ns.ca/jwise/#beginMovie>.
- *Canadian Charter of Rights and Freedoms*. http://canada.justice.gc.ca/Loireg/charte/const_en.html.
- *Your Guide to the Canadian Charter of Rights and Freedoms*. http://www.pch.gc.ca/progs/pdp-hrp/canada/guide/index_e.cfm.
- Excerpt from *The Charter of Rights and Freedoms: A Guide for Canadians*. Minister of Supply and Services Canada, 1982. <http://www.walnet.org/csis/reports/charterrights.html>.



Vocabulary

Word Forms

The nine words below are used in this chapter. Do you know their meanings? Can you fill in the other word forms on the chart?

	Noun	Verb	Adjective
1.	representatives		
2.			provincial
3.			territorial
4.	government		
5.			elected
6.	revolution		revolutionary
7.			independent
8.			political
9.			symbolic

Pronunciation

Practice the stress pattern of the words:

· · _ ·· rep re sent a tives	· _ · pro vin cial	_ · · gov ern ment
· _ ·· po lit i cal	· · _ ·· ter ri to ri al	· _ · e lec ted
· · _ · in de pend ent	· _ · sym bol ic	· · _ · rev o lu tion

Discussion about Themis





Reading for Details

Read each sentence. Write T for true. Write F for false.

1. ___ Canada inherited most of its laws from the United States.
2. ___ All laws in Canada were made by the Federal government.
3. ___ Canadian residents can live anywhere in Canada.
4. ___ Women in Canada are equal to men.
5. ___ If you are arrested you have to prove you are innocent.
6. ___ A Canadian judge can order a murderer to be put to death.
7. ___ You don't have to obey a law that you believe is wrong.
8. ___ You can't discriminate against someone even if that person lives in way you feel is very wrong.
9. ___ Queen Elizabeth II is the queen of Canada.
10. ___ Members of Parliament are elected by Canadians.

Making Inferences: Discrimination

A small Vancouver business needed some part-time office help. The owner wrote an ad that said, “Mature woman needed for office work. Good typing and filing skills required.”

A large travel agency was looking for an employee. Their ad asked for a “fluent Japanese speaker with office experience.” Two women applied for the job. Michiko is a Canadian-born Japanese woman who speaks a little Japanese. Jane is a Caucasian woman. Jane speaks Japanese fluently and also reads and writes it. She studied at a university in Tokyo. Neither Michiko nor Jane was interviewed for the job.

Vlad and Tanja are managing a small apartment building. Recently, a small, one-bedroom apartment was vacant. Because the apartment is very small, they wanted to rent the apartment to one person or a married couple. Tanja received a call about the apartment from two young men. Tanja told them she would not rent this apartment to two single people.

Some students in an ESL class have difficulty understanding the accents of other students from a different country. They don’t talk to those students much, and don’t like working with them. They ask the teacher not to put the students in their group.

May and Bill recently bought a house that has a basement suite. A man who came to look at the suite uses a wheelchair. He liked the suite because it has no stairs. May feels the man should live with his family so they can take care of him. She didn’t rent the suite to him because she was worried that he lives alone.

John and Helen have a large suite for rent in an investment property they own. A family from India asked to rent the suite. Although John thought they were nice people and they have good jobs, John didn’t rent to them because he was worried that the tenants in the other suites might not be used to the smell of Indian food.

2

Renting a Home

Exercises and Activities

○ Pre-reading Activity

- “Find Someone Who ... See WORKSHEET.

○ Twin Paragraphs

- Go through the text of *Learning About the Law* and, on slips of paper, write the first and last lines of enough paragraphs to distribute slips to half of the students.
- Make duplicates for the other half.
- Make one set of three in case you have an uneven number of students.
- Put all the slips in a bag or hat.
- Ask the students to take one slip each from the bag or hat.
- Ask them to walk around the room and find their partner who has exactly the same slip.
- When they have found their partners, ask them to sit together and skim through the text looking for their own paragraph.
- When they have found their paragraph, ask them to read it carefully, extracting the main ideas, and summarizing it. In some cases, the paragraphs are very short, and students may just want to read them.
- Bring the whole class together in a circle and listen to the paragraph summaries.

○ Reading for Details

- Put students into pairs.
- Have the students complete the sentences.

○ Vocabulary

- Have students find one example of each word in chapter 2 of *Learning About the Law*.
- Have the students work with their partners to match the words with their definitions.

Follow-up Activities

○ Role Play: Telephone

Review the sections in *Learning About the Law* called “Getting Repairs Made” and “Asking for Help with Repairs.”

- Have the students pair up.
- Distribute the role play sample cards. The role plays provided are telephone conversations between:
 - a tenant and the Residential Tenancy Branch, and
 - the landlord and the Residential Tenancy Branch.

○ Writing

Review the sections in *Learning About the Law* called “Getting Repairs Made,” “Asking for Help with Repairs,” and “Moving Out.”

- Tell the students they are tenants having trouble getting repairs made.
- Have the students write a letter to their landlord (see Sample Letters).

OR

- Tell the students they are planning to move and need to give their landlord notice.
- Have the students write a letter to their landlord (see Sample Letters).

○ Scanning

See “WORKSHEET.”

Additional Resources

Print and Audio-visual

- *Tenant Survival Guide*, Tenants Rights Action Coalition, 2004.
- *A Guide for Landlords and Tenants in British Columbia*, Residential Tenancy Office, 2004.
- *Be Prepared: A Guide to Preparing for Arbitration*, Residential Tenancy Office, 2004.
- Unit 4, “Accommodation”, in *Words We Use*, Barbara Bowers and John Godfrey, Prentice Hall Canada, 1992.

Websites

Tenants Rights Action Coalition. <http://www.tenants.bc.ca>.

Tenant Survival Guide. <http://www.tenants.ca/tsg1/guide.pdf>.

Residential Tenancy Regulation. http://www.qp.gov.bc.ca/statreg/reg/R/477_2003.htm.

Residential Tenancy Office. <http://www.rto.gov.bc.ca>.

Legal Pix. ESL resources and activities (purchase fee listed).

<http://www.lawcourtsed.ca/>.

(Go to Learning Centre>Resources>Immigrants>Legal Pix)



Find Someone Who ...

Ask your classmates questions. For example, “Do you rent an apartment?”
If someone answers “Yes,” write that person’s name on the line.

Find someone who...	Name
... rents an apartment.	_____
... is a landlord.	_____
... paid a security deposit when he/she rented.	_____
... lives in an old apartment or house. How old?	_____
... would like to move to a new place. Where?	_____
... has had problems with his/her house or apartment. What kind of problems?	_____
... had a difficult time finding a place when he/she arrived in Canada.	_____
... owns his/her house or apartment.	_____
... thinks housing (renting and buying) is expensive.	_____
... had a rent increase recently.	_____

Twin Paragraphs

Samples

<p>A First line: A tenancy agreement must be in writing. Last line: Get someone to help if you need to.</p>
<p>B First line: When tenants move into a place, they usually must pay the landlord some extra money. Last line: It is very important for the tenant to keep the receipt for the security deposit.</p>
<p>C First line: If you have problems with the electricity, or the toilet doesn't work, or there is no hot water, the landlord must fix it. Last line: If the landlord doesn't make the repairs, phone the Residential Tenancy office or the Tenants Rights Action Coalition.</p>
<p>D First line: Another place to get help is the Residential Tenancy Branch. Last line: The arbitrator decides how to solve the argument.</p>
<p>E First line: Bill Lee is a tenant living in a suite in an older house. Last line: It cost \$200.</p>
<p>F First line: Landlords can ask to see the rented house or apartment. Last line: The letter must say what time between 8 a.m. and 9 p.m. the landlord will come and why he or she is coming.</p>
<p>G First line: If you are a landlord, and you need to evict a tenant, you must give notice in writing to tell the tenant to move out. Last line: The law says how must time you have to give tenants before they must move out.</p>
<p>H First line: You may disagree with the reason the landlord is evicting you. Last line: Do not ignore an eviction notice.</p>
<p>I First line: Raj Gill has decided to move. Last line: If he is late, Raj may have to pay an extra month's rent.</p>
<p>J First line: Sometimes a house or an apartment is for rent. Last line: BC law says this is discrimination.</p>



Reading for Details

Finish the sentences.

Example: If you make a contract with landlord, the contract must be in writing.

In most cases, the landlord can only increase the rent _____

The landlord can use some of the security deposit money if _____

If your apartment needs to be repaired _____

An arbitrator can help settle a disagreement _____

A landlord can go into an apartment without permission if _____

When you want to move out of a house or apartment that you are renting,
you must _____

If a landlord needs to evict a tenant _____

If a tenant disagrees with an eviction notice _____



Vocabulary

Match the word on the left with the meaning on the right.

- | | |
|----------------------------|--|
| a) _____ landlord | 1. this money pays for damage the tenant might do |
| b) _____ tenant | 2. the landlord tells the tenant to move out |
| c) _____ contract | 3. the manager or owner of an apartment |
| d) _____ tenancy agreement | 4. a legal agreement |
| e) _____ security deposit | 5. the tenant tells the landlord he/she is moving out |
| f) _____ arbitrator | 6. someone who rents a place |
| g) _____ make an appeal | 7. a contract between a landlord and a tenant |
| h) _____ give notice | 8. the tenant tries to stop the landlord from evicting him/her |
| i) _____ eviction | 9. someone who decides how to settle an argument |

Follow-up Activities

Role Play

Susan: You live in an apartment. The pipe from the toilet is leaking and the bathroom floor has become damaged from the water. You told the landlord. He said you broke the pipe and that you'll have to pay to get it fixed. Phone the Residential Tenancy Branch to complain.

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Landlord: One of your tenants, Susan, complained about a leaky toilet pipe. You looked at it. You think she broke it. You are refusing to pay for the damage. Talk to the Residential Tenancy Branch about it.

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Writing

Sample Letter #1

Today's date }

Feb. 2, 2005

*Your landlord's name
and address* }

Larry Landlord
Big Property Management Co. Ltd.
1234 River Street
Anywhere, BC

Describe the problem }

Dear Mr. Landlord,

For three weeks my stove has not been working properly. The oven does not work at all, and only two of the burners work.

I told you about this on January 3 and January 21.

The Residential Tenancy Act states that you must maintain my apartment and the appliances. If my stove is not fixed by February 10, I will take legal action through the Residential Tenancy Office.

Thank you.

Sincerely,

Your signature }

Teresa Tenant

Your address }

Teresa Tenant
201-1818 Ocean Street

Sample Letter #2

Today's date }

July 27, 2005

*Your landlord's name
and address* }

Mr. Landlord
Big Property Management Co. Ltd.
123 Main Street
Smalltown, BC
Phone: 604-534-1234

Your address }

Dear Mr. Landlord,

I will be moving out of my suite,
#456 – 123 Any Street, Smalltown,
on August 31, 2005.

Your signature }

Yours truly,

T. Tenant

Ms. Tenant



Scanning

This chapter tells about some agencies that help tenants and landlords. List the agencies and write what problems they can help with. Fill in the chart with the information. You will find phone numbers of the agencies in the back of *Learning About the Law*.

Agency	Problem	Cost	Telephone

3

Working in BC

Exercises and Activities

○ Pre-reading Activity

- Put the following headings on sheets of newsprint using six different colours of felt pens. (For smaller classes, use fewer headings.)

minimum wage and entry-level wage	pregnancy leave and parental leave	breaks
hours of work	overtime	statutory holidays

- Break the class into six groups, one for each sheet of newsprint
- Tape the sheets to the walls and assign the groups
- Give each group a different coloured felt pen. Groups keep this pen for the entire activity.
- Have the groups discuss what they already know about their topic, and then write one sentence or phrase under the topic.
- After about two minutes, have groups move clockwise to a new sheet of newsprint, read the information already written, and try to add something. If a group cannot add information, have them add a question mark.
- When the students are finished, go to each of the headings and check off the correct information.
- Tell the students they are going to read the chapter to discover the laws about working in British Columbia.

○ Jigsaw Reading

- Explain what an averaging agreement is (see the text of *Learning About the Law*).
- Break the class into "expert groups," the number of groups to match the number of headings.
- Use the following headings, or alter them in any way you like.
 - First Job/ Entry-level Pay/ Minimum Wage/ Overtime Pay
 - Minimum Daily Pay/ Working Without a Break/ Holidays You Get Paid For/ Vacation Pay
 - Losing Your Job/ Quitting Your Job/ Applying for EI/ EI Benefits If You Lose Your Job
 - Pregnancy Leave/ Parental Leave
 - Belonging to a Union/ Getting Hurt on the Job
- Hand out copies of *Learning About the Law* or *Working in BC*.
- Have students, in their groups, share information from these sources on their heading and take brief notes, explaining that they will be telling their classmates about their heading without using their paper.
- Circulate to help with vocabulary and pronunciation.
- At the end of the jigsaw activity, return to the headings/sheets used in the "Pre-reading Activity" and have the class correct any misinformation.

○ Reading for Details

- Give out short-answer questions (see "WORKSHEET") as homework.
- OR
- Have students work in pairs to fill in short answers.

Follow-up Activities

○ Snakes and Ladders

- Put students into groups of three.
- Explain that they will be reading about different problems at work as part of a game.
- Hand out a "Snakes and Ladders" game board to each group. Any game board with at least thirty squares and the snakes and ladders theme will suffice.
- Put stars on several squares to indicate that a question card must be read.
- You must also provide game pieces for the students and dice (or coins: heads = one, tails = two).
- Go over these rules:
 1. When a student lands on a star (or any other sticker you wish to use), they pick up a card and read the problem.
 2. The student reads the card to the group and answers the question.
 3. The group states if they agree or disagree.
 4. (Encourage students to use their handouts or copies of *Learning About the Law*. Do not intervene, but go over all the problems at the end.)
 5. If a student lands on a star previously answered, that student can just go ahead to the next star.
 6. Review each problem together as a class.

○ Role Play

Job Interview

- In this role play, four students assume the roles of four job applicants. The rest of the class is the "hiring committee."
- The task: "You are on the hiring committee at InfoTech Services, a large computer systems company. You need to hire a computer operator. Four people have applied. You are going to interview them and choose one."
- Four students are given role cards and given time to rehearse. Ensure that candidates know that they don't have to answer personal and irrelevant questions. The role cards don't provide all the information, so candidates should improvise when necessary.
- Divide the rest of the class into groups. Brainstorm questions they can ask in an interview. This is a good time to review questions that would be unsuitable, such as "Are you married?"
- Hand out the interview answer grid to each student in the interview groups. The candidates are divided among the four groups. Each group interviews all four and fills in the answer grid.
- When all candidates have been interviewed, ask the interview groups to discuss who they would hire and why. Have each group report back to the whole class. Discussion may bring out various aspects of hiring dealing with discrimination.
- As a follow-up, ask students to write a paragraph on their decision.

Claudia

Age: 52

Education:

- has a diploma in Computer Technology

Relevant experience:

- worked as chief computer operator in a large company for 8 years
- works as a volunteer to help non-profit agencies set up computer systems

Other information:

- worked as a secretary for 10 years
- was an alcoholic, but has not had a drink in 10 years
- is a widow, no children

Robert

Age: 27

Education:

- has a diploma in Computer Technology from a community college

Relevant Experience:

- has had his own computer business for 2 years helping companies set up their computer systems

Other information:

- unmarried, no children
- has a physical disability and uses a wheelchair

Betty

Age: 45

Education:

- has been taking evening courses in Computer Technology
- has a B.A. degree in history

Relevant Experience:

- none

Other information:

- has been married for 24 years
- has 3 children
- worked for 20 years as an elementary school teacher

Jack

Age: 30

Education:

- finished high school

Relevant experience:

- has spent 2 years working as a computer salesperson
- is helping his friend set up a computer at home

Other information:

- has been married twice, is now divorced
- has 2 children
- speaks fluent French



Reading for Details

1. What kinds of discrimination are there? _____

2. If you work more than 8 hours in a day or 40 hours in a week, should you get extra money? What is this called?

3. How long can you work without a break? _____
4. How many weeks of paid vacation does an employer have to give each year?

5. How long is pregnancy leave? Can a working pregnant woman apply for EI (Employment Insurance) while she is on pregnancy leave?

6. What is a union? _____
7. If you work for an employer for less than 3 months, does the employer have to give you notice or extra money?

8. What must the employer do if he/she lets you go after 3 months?

9. When can an employee's job be terminated without notice or pay?

Follow-up Activities

Snakes and Ladders: Cards

<p>Bob works 8 hours a day, 5 days a week. He gets \$8 an hour. How much will Bob make in a week?</p>	<p>Janet usually works 5 hours a day. She doesn't take any breaks. Her employer asked her if she could work 3 more hours today. Can Janet take a break?</p>	<p>Binh works in a paint factory. He makes minimum wage. One day he worked 12 hours. How much will he make?</p>
<p>Cathy has been on parental leave for 30 weeks. She wants to return to work soon, but she is worried that her boss will not give her back her job. Can her boss do this?</p>	<p>Larry had only been at work for 1 hour when his boss told him to go home. There wasn't enough work. How many hours should the boss pay Larry for?</p>	<p>Chui works in a large store. She has worked there for six months. Business is down the Chui is worried that she will be laid off. What should she get if she is laid off?</p>

<p>Jim works in a small restaurant as a cook. He's not a good cook. He often burns the rice. Many customers have complained. His boss has told Jim that he must improve his cooking. What might happen to Jim?</p>	<p>Jack and John work on construction. They are building a big office building downtown. Sometimes the construction site is very unsafe: workers drop their tools, there is garbage on the floor, workers spill cement. What might happen to Jack and John?</p>	<p>Tom has worked at shoe store for two months. He often comes to work late. His boss wants to fire him. Does his boss have to pay compensation.</p>
<p>Mary has been at home with her children for the past 8 years. Before staying home, she worked as a cashier at a grocery store for 3 years. She plans to return to work as a cashier. Will Mary receive the first job minimum wage?</p>	<p>Danuta moved to Canada two months ago. She worked in Poland for 5 years. She found a job in a clothing store last week. Will she get \$6 or \$8 an hour?</p>	<p>Jan has been working part-time for 3 months. Tomorrow there is a statutory holiday. She worked 12 days during the last 30 days. Will Jan get paid for the statutory holiday?</p>
<p>John is working under an averaging agreement for the next 3 weeks. He will work 50 hours for the first week and 25 hours for the second week. How many hours will he work for the third week?</p>	<p>Tom is working under an averaging agreement this week. He is going to work 10 hours a day for 4 days. When he went to work on Tuesday, there was no work. How many hours should the boss pay Tom for?</p>	<p>Sarah was laid off from her job 5 months ago because business was slow. She has only had 6 weeks of work with her employer since her layoff. Has Sarah's employment ended? Sarah worked for her employer for 8 months. Will she get compensation?</p>



Interview Answer Grid				
Name				
Education				
Relevant experience				
Other information				

Additional Resources

Print and Audio-visual

Listen For It (chapters 1 and 16), Jack Richards, Deborah Gordon, and Andrew Harper, Oxford University Press, 1987.

(pre-intermediate to low-intermediate)

React Interact: Situations for Communication (2nd edition) (chapter 17, “Budget Crunch”), Donald R.H. Byrd, Prentice-Hall, Inc., 1991.

(high-intermediate to advanced)

Take Part: Speaking Canadian English (2nd edition) (chapter 3, “The Workplace”), Lucia Engkent, Prentice-Hall Canada Inc., 1992.

(high-intermediate to advanced)

Words We Use (unit 5, “Employment”), Barbara Bowers and John Godfrey, Prentice Hall Canada, 1992.

Intermediate Course for Reference and Practice (unit 10, “Future Time Clauses”), Marjorie Fuchs et al, Longman, 1994.

Websites

Working in BC: Your Legal Rights and Responsibilities. <http://www.publiclegaled.bc.ca/working/index.htm>

Employment Standards Act, R.S.B.C., c. 113. http://www.qp.gov.bc.ca/statreg/stat/E/96113_01.htm

Employment Standards Fact Sheets. <http://www.labour.gov.bc.ca/esb/facshts>

Employment Insurance. http://www.hrsdc.gc.ca/en/gateways/nav/top_nav/program/ei.shtml

Workers Compensation Act, R.S.B.C. 1996, c. 492. http://www.qp.gov.bc.ca/statreg/stat/W/96492_00.htm

Workers’ Compensation Board of BC. <http://www.worksafebc.com>

4

Paying Taxes

Exercises and Activities

○ Pre-reading Activity

Taxes in Canada are very high.

- Ask students to compare taxes in Canada with taxes in their countries. How do their governments get money to provide services?
- Put students into small groups.
- Have students brainstorm a list of services that taxes pay for.
- Have students put their list on newsprint or chart paper with a felt pen.
- Ask students to put their newsprint on the wall.
- Have a student from each group stand beside their list.
- Choose one list to go over, and have the other groups add any additional services.
- Ask the other groups if they have any additional services on their lists.

All the groups should have a similar list at the end of the activity.

○ Variation

- Ask groups to decide which of these services are most important.
- Ask groups to mark those services with a star in a different colour.

You may limit the number of choices and have the groups prioritize their list. Groups can compare their choice of services.

○ Jigsaw Reading

Suggestion for jigsaw groups:

- Income Tax / How Much Tax Will You Pay / RRSPs
- Filling Out Income Tax Forms / Getting Help with Tax Returns / Property Tax
- GST PST / Duty
- Business Taxes / Avoiding Taxes

○ Reading for Details: Tax Trivia Game

- Divide the class into two teams (four in a large class).
- Give one team half the questions (see "Tax Trivia Game") and the opposing team the other half.
- Give the teams time to look up the answers to their questions.
- Have teams take turns asking and answering the questions.
- Give two points for a correct answer and one point for a partial answer.

○ Group Task

- Put students into small groups.
- Ask students to discuss the four situations (see "WORKSHEET") and decide what each person should do.
- Have students compare their answers.

Follow-up Activities

○ Grammar: Adjective Clauses

- See "WORKSHEET."

Additional Resources

Print and Audio-Visual

- *Words We Use* (unit 9, “Earning a Living”), Barbara Bowers and John Godfrey, Prentice Hall Canada, 1992.

Websites

- *Government of Canada Tax Expenditures 1999* (chapter 6, “Description of the Goods and Services Tax Provisions”). http://www.fin.gc.ca/taxexp/1999/taxexp99_6e.html#Description
- Canada Revenue Agency. <http://www.cra-arc.gc.ca>
- Indexes – Brochures and Bulletins, Ministry of Provincial Revenue, Consumer Taxation Branch. Contain information on taxes, including provincial sales tax exemptions. <http://www.rev.gov.bc.ca/ctb/OtherIndex.htm>
- Canada Border Services Agency. Especially useful for information for travelers to and from Canada. <http://www.cbsa-asfc.gc.ca/menu-e.html>
- GST/HST Memoranda Series: Basic Groceries. Revenue Canada, 1997. <http://www.cra-arc.gc.ca/E/pub/gm/4-3/4-3-e.pdf>
- Small Business BC. <http://www.smallbusinessbc.ca>
- *Learning About Taxes* (module 3, “Roles and Responsibilities”), Canada Revenue Agency, 2005. <http://www.cra-arc.gc.ca/tax/individuals/topics/learn-tax/mod3/overview-e.html>

Tax Trivia Game

Team A

What are the three levels of government in Canada?

Name five taxes that many Canadians pay.

When is the deadline to send in your tax form?

Does someone with investment income but no job have to fill in a tax form?

What is PST? How much is it?

What are three things you don't pay GST or PST on?

How does an employer know how much money to deduct from your pay to send each month to the government?

What can happen if a business is caught avoiding taxes?

What is the child tax credit?

Who helps new immigrants with tax return forms?

Team B

Which government office is in charge of income tax?

What is the biggest tax for most people?

What does RRSP mean?

Where can you get an income tax form?

What is GST? How much is it?

How can you send your tax form to the government?

What is duty?

Who gets the biggest discount on property tax?

Where can you get information about business taxes?

What can happen if a business is not paying taxes?



Group Task

Situation 1

Bill works in a large company. At the end of last year, he found out that his employer hadn't taken off enough tax money from his pay. He had to send more money to the government. He doesn't want the same thing to happen this year. What should he do?

Situation 2

Crystal's husband lives and works in Taiwan. Crystal and her son live in Canada. The family has a house in Canada. Crystal doesn't have a job, but she sold some investments this year. Should she fill out a tax form? Should her husband?

Situation 3

Sara is a single mother who has no job. She wants to apply for welfare and the people at the welfare office asked her to bring her tax form. Why did they ask this? If Sara fills in a tax form, what other help can she get from the government?

Situation 4

Susan needed some repair work done on her house. Her neighbour said he would do the work cheaply if Susan paid him cash and he gave her no receipt. She doesn't have much money and she likes her neighbour. What should she do?



Grammar: Adjective Clauses

Join the sentences using "who" or "that."

Example:

People have jobs.

People pay income tax on their salaries.

People who have jobs pay income tax on their salaries.

1. A federal government office is in charge of income tax.
The office is called Canada Revenue Agency.
2. There are many deductions and tax credits.
You may apply for these to lower your tax.
3. Some people have no income.
These people may also need to fill in a tax form.
4. Some people own a house or condominium.
They pay property tax every year.
5. GST is a seven per cent sales tax.
GST goes to the Canadian government.
6. Duty is a tax.
You pay this tax on things you bring from another country.
7. Newcomers move to Canada.
Newcomers can bring their own things with them without duty.

5

Driving in BC

Exercises and Activities

○ Pre-reading Activity

- Have students interview each other in pairs (see "WORKSHEET").
- Then, have a class discussion.

○ Reading

- Divide the class in half.
- Give half the students sections from the article.
- Give the other half the headings for the sections.
- Have the “headings” find the “sections.” They are now partners for the next part.
- Have the pairs read the passage and present the main points to the class. They should summarize and not just read the passage to the class. The partners should share this task.

OR

- Have the students put the information on chart paper in point form.
- Have them then present their points to the class.

An example of this activity is in the “Pre-reading Activity” section. You may use this to illustrate how students can take notes. The example is from the first section heading, “Driving.”

○ Reading for Details

- Have the students work in pairs.
- Have the students read each sentence (see "WORKSHEET") and write "T" for true and "F" for false.
- Review together.

○ Summarizing: Responsibilities of Being a Driver

- Divide the class into five groups.
- Assign two sections to each group.
 - Possible chapter sections:
 - Driver's Licences
 - Applying for a Driver's Licence
 - Learner Stage
 - Novice Stage
 - Car Registration and Insurance
 - Basic Insurance
 - AirCare
 - Car Accidents
 - Reporting to the Police
 - Drinking and Driving
- Have students read through their assigned section and generate sentences about the responsibilities of driving, using the phrases "must" and "must not."
- Have the students write the sentences on newsprint with felt pens or on the board.

Example:

You must have a valid driver's licence.

Follow-up Activities

○ First Things First: Car Accidents

- Ask the students, "What should you do if you have a car accident?"
- Have the students put the strips (see "Follow-up Activities") in the correct order.

○ Dialogue: Reporting an Accident

- Have the students work in pairs. See "WORKSHEET."

○ Group Task: Road Safety

- Have students discuss the statement (see "Group Task") in groups.

Additional Resources

Print and Audio-visual

- *Driving*, Helen Cunningham, Vancouver Community College, 1984.
- *Canadian Concepts*, Book 3, Unit 8, Lynda Berish and Sandra Thibaudeau, Prentice Hall Canada Ltd., 1992.
- ICBC brochures: Autoplan offices have a variety of brochures dealing with car accidents, car insurance options, graduated licensing, and other topics.
- *Lifelines: Coping Skills in English*, Book 4, Barbara Foley, Regents Publishing Co., 1982.
- *Words We Use* (unit 2, "Road Safety"), Barbara Bowers and John Godfrey, Prentice Hall Canada, 1992.
- *Dealing with Difficulties*, ESL 003, Book 3, Open Learning Agency, 1987.

Websites

- Insurance Corporation of British Columbia. <http://www.icbc.com>

Other

ICBC field staff can use fatal vision goggles with a class to simulate alcohol impairment. The goggles have two settings, simulating alcohol impairment at .08 and .17 blood alcohol levels. Students wear the goggles and attempt to perform simple tests of physical dexterity such as walking around pylons. For more information, call ICBC's Road Safety Department at (604) 661-1345 or toll-free at 1-866-661-6651.

Pre-reading Activity

Student A

- Do you think there are more car accidents in BC or in your country? Why?
- Do you think there is more traffic in BC or in your country? Why?
- What do you think about BC's seat belt law? Is it a good law? Why or why not?
- Have you ever had a traffic ticket? What happened?

Student B

- Do you think it is easy or difficult to get a driver's licence in BC compared with your country? Why?
- Do you think drivers are better in BC or in your country? Why?
- Have you ever had a car accident? What happened?
- What do you think about BC's drinking and driving laws? Are they good or bad? Why?

Reading

Article headings

Driver's Licences	Applying for a Driver's Licence	Learner Stage	Novice Stage
Driving Schools	Car Registration and Insurance	Basic Insurance	More Protection
Safe Driving discount	AirCare	Car Accidents	Reporting to the Police
Drinking and Driving	Seat Belts	Traffic Tickets	

Notes:



Reading for Details

Read each sentence. Write "T" for true. Write "F" for false.

- ___ In BC, you need different types of licences to drive a motorcycle, bus, or taxi.
- ___ New drivers must pass two stages before they get their driver's licence.
- ___ During the learner stage, a new driver must drive between midnight and 7 a.m.
- ___ The novice stage lasts one year.
- ___ If you fail a road test, you can take it again at a later date.
- ___ Basic insurance will pay up to \$1 million.
- ___ You must register your car, get licence plates, and get car insurance at an Autoplan office.
- ___ Safe drivers get a discount when they get their driver's licence.
- ___ If your car passes the AirCare test, you can buy car insurance.
- ___ You must report all car accidents to the police.
- ___ If you are convicted of drinking and driving three times, you will lose your driver's licence permanently.
- ___ If your car has air bags, it's okay to put children in the front seat.

Follow-up Activities

First Things First: Car Accidents

Report the accident to ICBC
Take your car to the claim office.
Get the name, address, phone number, driver's licence number, and licence plate number from the other driver.
Report the accident to the police if necessary.
Stop. Get help if someone is hurt.
Call a tow truck to move your car if it is not safe to drive.
Get your car repaired.
Get the name, address, and phone number of anyone who saw the accident.



Dialogue: Reporting an Accident

Fill in and practise the half-dialogue below:

Dial-a-Claim: Good morning. Dial-a-Claim. May I help you?

You: *I had an accident this morning.*

Dial-a-Claim: Did it involve another vehicle?

You: Yes.

Dial-a-Claim: What is your name and your licence plate number?

You: _____

Dial-a-Claim: What kind of vehicle were you driving?

You: _____

Dial-a-Claim: What is the other party's name and licence plate number?

You: _____

Dial-a-Claim: What kind of vehicle was he/she driving?

You: _____

Dial-a-Claim: Where and when did the accident take place?

You: _____

Dial-a-Claim: How much damage was done to your vehicle?

You: _____

Dial-a-Claim: Can you bring in your car for an estimate next Tuesday at 10:30?

You: _____

Dial-a-Claim: Your claim number is H953286-23.

You: _____

Family Law

Exercises and Activities

○ Pre-reading Activity

Many people believe that Canada has a high divorce rate that is increasing rapidly. Is this true? Have students look at the table below and compare the divorce rates of different provinces during a five-year range.

Canadian Statistics > Families, households and housing > Marital status, marriage and divorce					
Divorces by provinces and territories	Number of divorces				
	1998	1999	2000	2001	2002
Canada	69,088	70,910	71,144	71,110	70,155
Newfoundland and Labrador	944	892	913	755	842
Prince Edward Island	279	291	272	246	258
Nova Scotia	1,933	1,954	2,054	1,945	1,990
New Brunswick	1,473	1,671	1,717	1,570	1,461
Quebec	16,916	17,144	17,054	17,094	16,499
Ontario	25,149	26,088	26,148	26,516	26,170
Manitoba	2,443	2,572	2,430	2,480	2,396
Saskatchewan	2,246	2,237	2,194	1,955	1,959
Alberta	7,668	7,931	8,176	8,252	8,291
British Columbia	9,827	9,935	10,017	10,115	10,125
Yukon	117	112	68	91	90
Northwest Territories including Nunavut	93	83	..	..	..
Northwest Territories	..	..	94	83	68
Nunavut	..	..	7	8	6

Source: Statistics Canada, CANSIM, table 053-0002.

Last modified: 2004-08-05.

○ Reading: Words on the Double

This activity permits pre-teaching of much of the important vocabulary you want students to have for active use in the text that they are going to read. It is also an excellent activity during class time to help cover the main points in the text.

- Photocopy each slip of paper (see "Words on the Double"), so you have two copies of each. Make as many slips as there are students in your class. If you have an uneven number of students, make three slips for one set of words.
- Put sheets of paper, felt pens, dictionaries, and tape in a convenient place where everyone can reach them.

○ Procedure

- Ask the students to pull one slip each from a hat or bag, or just hand out the slips.
- Ask the students to walk around the room and find one person who has exactly the same words. If you have an uneven number of students, three students can find each other and form a threesome.
- Have the pairs look in the text and locate their words according to the page and headings on the slips. You may help with the vocabulary, and encourage students to use dictionaries.
- Once they find the sentence in which each word was used, have them copy that sentence colourfully on a sheet of paper. If the word appears more than once on the page, have them copy out the first sentence in which the word appears. If there is a number (2) next to a word, it means two sentences are needed in order to make the meaning clear.
- Have the students put their word poster on the wall, using tape.
- Once all the posters are up, have each pair read its own sentence and explain the word to the rest of the class. Ensure understanding, add information, and answer questions.
- Tell the class to be on the lookout for these words as they work with the text.

○ Reading for Details

- Pair students.
- Hand out sentences (see "WORKSHEET").
- Have the pairs find the errors and correct the information.

○ Vocabulary

Hand out a slip of paper with words and their opposites, one word per slip. Have students find their “opposite.”

Example:

Marriage and divorce are “opposites,” so these students are partners for the next activity.

Pairs:

marriage	divorce
alone	together
permanent	temporary
safe	dangerous
cruel	kind
regularly	occasionally
refuse	agree
needs	luxuries

○ Making Inferences: Where to Go for Help

- Have pairs work together to complete the chart (see "WORKSHEET").

○ Small Group Discussion

- Put students into small groups.
- Have students discuss marriage in their countries and compare this with marriage in Canada.
- Have them talk about living together, and laws on separation and divorce, dividing family property, and child custody.

Follow-up Activities

○ Grammar: Conditionals

- Have students finish the sentences (see "WORKSHEET").

○ Discussion and Writing: Family Story

- Cut out a picture of an "average" family from a magazine. Make sure that the people in the picture are not famous or identifiable. Ask the class to make up details about the family members, such as education, occupations, interests, hobbies, and activities. Record these on the board.
- Divide the class into small groups and give each group the information below. Ask the groups to discuss what is happening in the family, why it is happening, and what will happen next.

This family has a lot of friends and the children generally do well in school. However, at home, the children have a problem. Their father is very strict and often hits the children when they misbehave. The children are sometimes afraid of him. Their mother worries that he is hitting the children more and more often.

- Ask students to write the ending to the story.

○ Group Discussion: Making Decisions

See "WORKSHEET."

Additional Resources

Print and Audio-visual

- *Caring for Children: Parent's Rights and Responsibilities*, The People's Law School, 2005
- *If Your Marriage Breaks Down: Dealing with the Legal Problems* (8th edition), Legal Services Society of BC, 2004. A teacher's resource.

- *Another Way: Mediation in Divorce and Separation*, Minister of Supply and Services Canada, 1988. A teacher's resource.
- *Living Common-Law: Your Rights and Responsibilities* (10th edition), Legal Services Society of BC, 2004. A teacher's resource.
- *Speaking of Abuse: Violence Against Women in Relationships*, Legal Services Society of BC, November 1998. A teacher's resource.
- *Parents' Rights, Kids' Rights: A parent's guide to child protection law in BC* (4th edition), Legal Services Society, 2005. A teacher's resource.
- *Sponsorship Breakdown*, Legal Services Society of BC, November 2003. A teacher's resource.
- *The Child's Right to Love: Information for Grandparents, Relatives, and Others Close to the Child*, The People's Law School, May 2001. A teacher's resource.
- *Because Life Goes On: Helping Children and Youth Live with Separation and Divorce* (A Guide for Parents), Health Canada, 2001.
- *Life in the Family: A Newcomer's Guide to Parenting Issues in Canada*, BC Institute Against Family Violence, 2002. Curriculum for ESL classes.

Websites

- *Child Support in BC: Information for Parents*. <http://www.publiclegaled.bc.ca/support/child.pdf>
- *Caring for Children: Parent's Rights and Responsibilities*. <http://www.publiclegaled.bc.ca>
- *The Child's Right to Love: Information for Grandparents, Relatives and Others Close to the Child*. <http://www.publiclegaled.bc.ca/grandparents/index.htm>
- BC Institute Against Family Violence. <http://bcifv.org>
- Legal Services Society of British Columbia. <http://www.lss.bc.ca>
- Family Law. This website presents two interactive case studies of relationship violence and explores the social, legal and medical aspects of violence against women by an intimate partner. <http://www.rvcasestudies.ca/>
- *Legal Pix*. ESL resource books and activities (purchase fee listed). <http://www.lawcourtsed.ca/> Go to Learning Centre>Resources>Immigrants>Legal Pix

Words on the Double

Word	Page	Section Heading
common-law relationship	43	Rights and Responsibilities
same-sex couple	43	Common-Law Relationships
illegal	43	Common-Law Relationships

Word	Page	Section Heading
separation (2)	44	Getting Separated
support	44	Getting Separated
family home	44	Getting Separated

Word	Page	Section Heading
marriage breakdown	44	Getting Divorced
committed adultery	44	Getting Divorced
trial	44	Getting Divorced

Word	Page	Section Heading
family justice counsellor	45	Separation Agreements
separation agreement	45	Separation Agreements
mediation	45	If a Couple Can't Agree

Word	Page	Section Heading
day-to-day decisions	46	Parenting Arrangements
dependent (2)	46	Child Support
obligation	46	Child Support

Word	Page	Section Heading
benefit	47	Child Support
financial means	47	Child Support
directly	47	What if a Parent Refuses to Pay Child Support

Word	Page	Section Heading
angry and hurtful	47	Parenting after Separation
programs	48	Parents Can Get Help
family property	48	Dividing Family Property

Word	Page	Section Heading
savings account	48	Dividing Family Property
written agreement	48	Dividing Family Property
BC Supreme Court	49	Dividing Family Property

Word	Page	Section Heading
afraid	49	Immigrant Women and Separation
permanent resident	49	Immigrant Women and Separation
sponsor (2)	49	Immigrant Women and Separation

Word	Page	Section Heading
beaten	49	Wife Assault is a Crime
assault (2)	49	Wife Assault is a Crime
transition	49	Wife Assault is a Crime

Sample Word Poster

p.43

If you are married, or if you have been in a common-law relationship for two years or more, you have legal rights and responsibilities about caring for children and caring for each other.

p.43

In BC, both same-sex couples and opposite-sex couples can be legally married.

p.43

There is nothing illegal about living in a common-law relationship while you're still legally married to another person.



Reading for Details

Some of these sentences have information errors. Find the errors and correct them.

- If you live together in common-law marriage for seven years, you are married under the law.
- Family justice counsellors can help a couple make an agreement about children and property.
- If a couple separates, the law in BC says that a husband and wife each owns half of the family property.
- If a woman is a permanent resident, she can't stay in Canada if she separates or gets divorced.
- If a husband and wife haven't lived together for six months, this is a legal reason for divorce.
- When a couple stops living together, both the mother and father have to support the children.
- If parents don't take proper care of their children, a neighbour or relative who knows about this can phone a social services office.



Making Inferences: Where to Go for Help

Work in pairs to complete the chart.

A couple wants a separation agreement.	
A separating couple can't agree on dividing property.	
A woman is beaten by her husband.	
Separating parents agree on child custody and support.	
Separating parents can't agree on child support and custody.	
Someone is worried that a child is in danger.	



Small Group Discussion

In small groups, have students discuss marriage in their countries and compare this with marriage in Canada. Talk about living together, laws around separation and divorce, dividing family property, and child custody.

Grammar: Conditionals

- If a couple lives together without getting married, _____

- If you separate, _____

- If a couple can't agree about the separation, _____

- If a couple can't agree about who will live in the house, _____

- If a couple separates before the wife gets landed immigrant papers, _____

- If a couple agrees to get a divorce, _____

- If a parent refuses to pay child support, _____

- If a social worker removes a child from his/her home, _____



Group Discussion: Making Decisions

One evening, Marta was at home with her parents. Marta's father got angry with Marta's mother and hit her. Marta, her mother, and her father were upset.

Read what they said (below). Decide who you think said each sentence. Marta? Her mother? Her father? (You may decide that more than one person said each thing.)

1. _____: "I feel embarrassed to have this problem."
2. _____: "I don't want to break up my family."
3. _____: "I'm afraid my in-laws and relatives will be angry."
4. _____: "I won't have any money if I leave."
5. _____: "I'm afraid no one will believe me."
6. _____: "I would like to learn ways to control my anger."
7. _____: "I don't know if I can live in Canada alone."
8. _____: "I'm not sure the police would do anything."
9. _____: "Will Immigration let me stay in Canada without my husband?"
10. _____: "I want help with alcoholism."
11. _____: "I don't want to leave my family."
12. _____: "I worry that I caused this problem."

Young People and the Law

Exercises and Activities

○ Pre-reading Activity

- Ask students to circulate and talk to classmates from different countries.
- Ask them to fill in the survey chart (see "WORKSHEET") with the ages that young people can do each thing in different countries. This activity can also be done in groups with classmates from different countries.
- Compare the results with the ages in Canada (see chart on page 53 of *Learning About the Law*).

○ Small Group Discussion: Marriage

- Ask students to decide what is the ideal age for marriage and explain their reasons.
- Ask them to list the advantages and disadvantages of marrying earlier than this ideal age.
- Ask them whether they think a parent should consent to the marriage of a young person under 19.

AND/OR

○ Small Group Discussion: Young Offenders

- Young people are only sent away from their families for serious or violent crimes. Judges must protect society and make young people responsible for their crimes. However, judges try to help young people grow up and change without sending them to jail.

- Ask the students to think of some advantages of keeping children and young people with their families.

○ **Jigsaw Reading**

- Suggestion for jigsaw groups:
 - Going to School/Working/Getting Married
 - Young People and Criminal Law
 - What Happens to Youth Who Commit a Crime
 - Driving a Car/Breaking Traffic Rules/Street Racing
- Students read sections then present to class.

○ **Reading for Details: Did You Know?**

- Make pairs of “Did you Know” cards and give each student one card.
- Students walk around to find person with same card.
- Two students present information on card to class.
- Pairs can now work together in following activities.
- Give each pair “Consequences” WORKSHEET.
- Have pairs fill in the probable consequences for each scenario.

Follow-up Activities

○ **Grammar: “Make” and “Let”**

- See "WORKSHEET."

Peter, 17, is in grade 12. He has an 11-year-old brother, Jimmy. One of Peter's friends at school, Jack, is 18. One evening Peter went over to Jack's house. He took Jimmy with him. Jack suggested they go out. Walking down the street, they saw a car with a lot of things in it. No one was around. Peter and Jack decided to break into the car. Jimmy helped them. Someone saw them and called the police. All three boys were caught.

Each of the boys was treated differently. A police officer took Jimmy home to his parents and explained what had happened. Jack and Peter were taken to the police station. The police told Jack that he would have to go to adult court. They told Peter that he might have to go to youth court. The police said that first Peter would have a chance to talk to a youth probation officer to find out why he got into trouble.

Jack said, "That's not fair. All three of us did the same thing. We should be treated the same."

○ Discussion and Writing: Young People and Crime

- Have the students read the story.
- Ask them what they think. Have them discuss their ideas with their classmates.
- Tell the students to pretend that they are one of the boys (Jack, Peter, or Jimmy) and write in the boy's journal as if they are that boy. They should:
 - imagine the boy's point of view.
 - write what he did and why he did it.
 - write how he felt.
 - write what he thinks about what happened to him.
 - write what he thinks about what happened to the others.

Youth Criminal Justice Act

The federal government has made some changes to the youth justice system in Canada. One of these changes is the new Youth Criminal Justice Act (YCJA). It replaced the Young Offenders Act.

The YCJA:

- expands the range of offences for which a young person can receive an adult sentence.
- lowers the age for youths who can receive an adult sentence from 16 to include 14 and 15-year-olds.
- permits the publication of names of youths who receive adult sentences.

Our youth justice system makes greater use of effective alternatives to the courts. The Youth Criminal Justice Act places greater emphasis on youth crime prevention activities based on community involvement.

Youth Court

In Canada, Youth Court is for young people between the ages of 12 and 17.

- Ask the students how this compares with their countries. Do they know the age limits there?
- Ask students when they think that children "grow up" to become adults. What are the differences between a young teenager and an older teenager/adult?
- Ask students the ages of their children.
- Ask them to describe what the children are like in terms of knowledge and responsibility, giving examples. Are their needs the same? Is parental responsibility different, as well?
- Ask younger students or students with no children to remember themselves first as young children, then at 12, and then at 16 or 17. How are they different now?

Additional Resources

Print and Audio-visual

- *New Directions in Youth Justice: English as a Second Language Activity Guide*, Law Courts Education Society, 2001. Free copies of this booklet can be obtained from: Law Courts Education Society of BC, Suite 260 – 800 Hornby Street, Vancouver, BC, V6Z 2C5, Tel: 604-9870 Fax: 604-775-3476 OR ordered online: <http://www.lawcourtsed.ca>
- Newspaper articles and TV news spots: Introduce the unit with a news item about a youth crime in your area.

Websites

- Provincial Court of BC. <http://www.provincialcourt.bc.ca/index.html>
- *For the Record: The Youth Criminal Justice Act*, 2003. http://www.publiclegalinfo.com/publications/PLIAN_Book.pdf
- Youth Justice Renewal. <http://canada.justice.gc.ca/en/ps/yj>
- Law Courts Education Society of BC. <http://www.lawcourtsed.ca>

Other

- Invite a guest speaker from a community-based alternative program to speak to your class. (Contact through Youth Court.)



Pre-reading Activity

Country					
Leave school					
Work					
Marry					
Get driver's license					
Be tried in adult court					
Drink alcohol					
Leave home					
Buy cigarettes					
Vote					

Reading for Details: Did You Know?

<p>Did you know the Canadian Charter of Rights and Freedoms guarantees the right to counsel?</p>	<p>Did you know victims have a right to be heard in a youth justice matter?</p>	<p>Did you know in 2000/01, the overall rate of youth crime declined by 2% from the previous year?</p> <p>Females accounted for 20% of the caseload in 2000/01.</p>
<p>Did you know crime cost Canadians nine billion dollars annually?</p>	<p>Did you know in 2000/01, 99,590 cases were processed in youth courts across Canada?</p> <p>60% of cases heard in Youth Court resulted in a conviction.</p>	<p>Did you know youth records are not automatically destroyed when the person reaches age 18?</p>
<p>Did you know repeat offenders were involved in 21% of the cases with convictions?</p> <p>40% of youth convicted of a crime were charged with property offences.</p>	<p>Did you know the YCJA encourages participation of victims, parents, family, and the community in the youth justice system?</p>	<p>Did you know five offences accounted for 57% of the total caseload in 2000/01?</p> <p>These were: theft under \$5000, failure to comply with a disposition, failure to appear, breaking and entering, and minor assault.</p>
<p>Did you know older youths, aged 16 to 17, were involved in 51% of cases before youth courts?</p>	<p>Did you know crime prevention can be achieved through education, community initiatives, and the development of youth programs?</p>	



Consequences

What will probably happen to each young person? Write your answers.

- May, 10, stole some CDs.
- Tom, 13, got angry and broke a school window.
- John, 14, broke into a car. He has been arrested for stealing many times.
- Bill, 15, was arrested for fighting. He had a knife.
- Charles, 16, killed a man during a robbery.
- Lisa, 16, was driving dangerously and caused an accident. No one was hurt.
- Alex, 17, got a speeding ticket.
- James, 15, broke into a car. He didn't find anything to steal. He has never been in trouble before.



Grammar: "Make" and "Let"

to make = to force

to let = to allow/ to permit

Write "make" or "let" in the following sentences.

- May's parents _____ her get married when she was 18.
- Many parents _____ children get a drivers licence at 16.
- A judge may _____ a young person pay a fine.
- The judge may _____ a young person go home.
- The judge may _____ him obey some rules.
- His parents can _____ him come home at a certain time.

Keeping Young People Safe/ Keeping Yourself Safe

Exercises and Activities

○ Pre-reading Activity

- Put the students into small groups.
- Have them discuss all the discussion questions below.
- Have each group report back on one of the questions.

○ Discussion Questions

- What are some of the problems that new immigrant parents have when they are raising their children in a new country?
- What is the difference between a group of friends and a gang?
- Are there different kinds of gangs?
- Why do young people join gangs?
- How can young people make friends in Canada?
- What are some ways that people can stay safe?

○ Reading

- Put the students into groups.
- Assign sections of chapters 8 and 9 in *Learning About the Law* to each group, according to “Sections for Your Poster” (see “Reading”).
- Ask the groups to read their sections and design posters.
- Encourage students to use simple drawings and diagrams with labels, phrases, and very short sentences.
- Have the groups present their posters to the class. Ensure students have time to practice this first within their groups before they present to the class.

○ Reading for Details: Where to Go for Help

Chapter 8 of *Learning About the Law* tells about some agencies that help parents and children with problems.

- Put the students into pairs.
- Have the pairs list problems, places, and people that can help.
- Have them list what kinds of help they can provide.
- Have them complete the grid (see "WORKSHEET").

○ Discussion: Choosing Friends Discussion

- Put the students into pairs.
- Ask the students to read the story about Tom on page 37 of *Learning About the Law*.
- Have the pairs discuss the questions below.

Questions:

- Do you think Tom is in trouble? Why or why not?
- Should Tom's mother talk to Tom or should she stay out of it?

- Should Tom's mother talk to Tom's teachers at school about this?
- Who else could she talk to?

○ **Role Play: Choosing Friends Role Play**

- Have the pairs create a role play between Tom and his mother. Begin the role play with:
Tom: “Mom, I’ve met some new friends...”
- Have the students perform the role plays for the class. In a large class, students can perform the role for another pair, or you can ask several pairs to do theirs for the class.
- After they are finished, have students discuss the role plays. For example, ask them to discuss how they felt in their roles and what other ways the situation could have been handled.

○ **Group Discussion: Dangerous or Not?**

- See "Group Discussion" for cards describing situations that children might find themselves in.
- Put the situations on card stock so that one situation is focused on at a time.
- Have students take turn reading a situation to the group for discussion.
- Ask the students to think like parents and ask themselves, "Is it okay for my children to be there? Why or why not?"

Follow-up Activities

○ **Writing: Parents Worry**

Write an Ending:

- Have the students read the story about Tan on page 38 of *Learning About the Law*.
- Have the students write an ending to the story.

Write a Paragraph:

- Have the students write a paragraph from Tan's point of view and a paragraph from Tan's father's point of view.
- Have the students discuss how each one feels.

○ Grammar: Verb Tense

- Have the students replace the verbs in parentheses (see "WORKSHEET") with suitable verb tenses.

○ Discussion: What Can You Do to Prevent Crime?

Ask students to brainstorm some of the things we can do to prevent crimes.

List them on the board.

For example:

- always lock your doors
- leave some lights on
- don't let newspapers pile up at your front door

○ Contact Assignment: Crime in Your Community

Discussion

- Start by discussing the topic of crime. Ask students if they are afraid of robbery or violence. Are some people in their neighbourhoods more at risk or in need of more protection? For example, seniors, children, new immigrants?

Making Up Questions

- Ask students to work in groups and make up six questions that can be answered "yes" or "no." For example, "Do things get stolen in your neighbourhood?"

Survey

- Ask the students to interview eight people and ask them the six questions. They can record the answers on the survey form (see "WORKSHEET").

Further Discussion

- Ask the students to talk about the answers to the survey and discuss the following questions:
 - What kinds of crimes are happening?
 - Why do you think people commit crimes?
 - What other problems do students have in their neighbourhoods?
 - Are there certain people who need help or protection?

Additional Resources

Print and Audio-visual

- *Guide to the Wall Charts* (chapter 1, “Law in the Community”), by Law Courts Education Society of BC, July 2002 (purchase fee). See below for website.
- Newspaper articles and TV news spots: a current news item about youth gangs or crime in your area could be a good introduction to this chapter.
- *Take Part: Speaking Canadian English* (2nd edition) (chapter 9, “Family Ties, the Generation Gap”), (high-intermediate to advanced) by Lucia Engkent, Prentice-Hall Canada Inc., 1992.
- *Vocabulary in Use, Upper Intermediate* (unit 55, “Crime”), by Michael McCarthy et al, Cambridge University Press, 1997.
- *Canadian Concepts* (2nd edition), Book 5 (unit 5, “It’s Against the Law”), by Lynda Berish and Sandra Thibaudeau, Prentice Hall, 1998.
- *Scams to Avoid*, The People’s Law School, 2005. This booklet describes some of the most common current consumer frauds.

Websites

- *Scams to Avoid*. The People's Law School. <http://www.publiclegaled.bc.ca>
- Block Watch. There are various sites for different communities in BC. Go to <http://www.google.ca> and enter "block watch" to find the sites.
- An example of a Block Watch brochure. <http://www.north-van.rcmp-grc.gc.ca/brochurerev.pdf>
- *Law in the Community*. Law Courts Education Society of BC. <http://www.lawcourtsed.ca>

Learning Centre>Resources>Schools and Youth>Wall Charts

Other

- Guest Speaker: invite a police officer or someone from the Police Crime Prevention Unit to come to your class and talk about crime prevention.

Reading: Sections for Your Poster

Group 1

- Choosing Friends
- How Do Young People Get into Trouble with a Gang?

Group 2

- When Children Are in Trouble
- Parents Worry
- Parents Learn How to Help Children with Problems

Group 3

- Where Can You Get Help and Advice in the Community?
- Help at School

Group 4

- Block Parents
- Safety Tips

Group 5

- Fraud (cheating)



Reading for Details: Where to Go for Help

Problem	Where to go for help	Help given
parents and children don't get along	community agencies	parenting classes

Group Discussion: Dangerous or Not?

<p>Your child has gone to a movie with some friends. Is it okay for your child to be there? Why or why not?</p>	<p>Your child has gone to the mall with some friends. Is it okay for your child to be there? Why or why not?</p>	<p>Your child has gone to a party with some friends. Is it okay for your child to be there? Why or why not?</p>
<p>At the party, some people are drinking beer. Is it okay for your child to be there? Why or why not?</p>	<p>Your child's friends are drinking beer at the party. Is it okay for your child to be there? Why or why not?</p>	<p>Your child is drinking beer at the party. Is it okay for your child to be there? Why or why not?</p>
<p>Your child is at a party and some people are taking drugs. Is it okay for your child to be there? Why or why not?</p>	<p>Your child's friends are taking drugs at the party. Is it okay for your child to be there? Why or why not?</p>	<p>Your child is at a party and some people are gambling. Is it okay for your child to be there? Why or why not?</p>
<p>Your child is gambling. Is it okay for your child to be there? Why or why not?</p>	<p>One of your child's friends is shoplifting at the mall. Is it okay for your child to be there? Why or why not?</p>	<p>Your child is with friends and some of them are carrying knives. Is it okay for your child to be with them? Why or why not?</p>



Grammar: Verb Tense

- The Walsh family (want) to be safe.
- Last week they (leave) an extra key with their neighbours.
- They (not hide) the extra key in their car.
- They (not leave) valuable things in their car.
- Now they (make) a list of their valuables.
- Tomorrow they (mark) their TV and stereo with an identity number.
- They (use) a special pen to mark their valuables.



Contact Assignment: Crime in Your Community

Make six “yes/no” questions with your group about safety and crime.

1. _____ ?
2. _____ ?
3. _____ ?
4. _____ ?
5. _____ ?
6. _____ ?

Each time someone answers a question, put a check under yes or no. Count up the answers. Tell the class what you learned.

	Student	Yes	No
1.			
2.			
3.			
4.			
5.			
6.			

Criminal Law: When a Crime is Committed

Exercises and Activities

○ Pre-reading Activity: Vocabulary

- Find pictures of crimes.
- Have students match the picture of the crime with the name of the crime.
- Ask students to list the five most serious crimes.

○ Pre-reading Activity: In a Courtroom

- Put the courtroom picture, found on page 69 of *Learning About the Law*, on an overhead, with the positions unlabelled.
- Have the students identify the different courtroom positions.
- Write the names of the positions on the transparency as students identify them.
- Put the duties and responsibilities of the people in the courtroom on long strips of paper, one duty per strip. You will have 27 strips.
- Set your classroom up like a courtroom. Label each position (desk or chair) with a name tag.
- Assign court positions to the students and have them go to their positions.
- Hand out the strips to the students at random and have them decide who does what in the courtroom.

- Have students place the strips where they think they belong.
- Have students return to their positions and read the strips aloud to the class.
- Have students decide if they agree. Help with correction if needed.
- Hand out the picture of the courtroom, complete with duties and responsibilities.

○ Skimming: Poster Activity/ Extensive Reading

- Divide the class into three groups and assign each group a section of the text:
 - Group 1: pages 63-66
 - Group 2: page 65 (“What If a Crime Happens to You?”) – the middle of page 70 (leave out pages 68-69)
 - Group 3: page 70 (“Innocent Until Proven Guilty”) – page 72 (“Arrest”)
 - Group 4: pages 72-73
- Have the students skim their section very quickly to find the main ideas.
- Have each group design a poster that expresses these ideas simply. You can provide the students with large pieces of newsprint and felt pens. Emphasize that this is a poster, rather than notes. It should include drawings or diagrams as well as words, but no long sentences.
- Have each group give a mini-presentation to the class. The groups can show the poster, explain it, and answer questions from the class.

OR

- Hand out one page from *Learning About the Law* (see below) to every two students.
- Have the pairs read their page and write one question about the page on the board. Tell them not to identify the article on which the question is based. The question should be such that it can only be answered by reading the page.
- Have the students return the pages to you.

- Spread all the pages on the table in random order.
- Ask students to find the answers to the questions on the board. Each student should write the answers on their own paper.
- Go through the answers with the class as soon as the first person has finished.

Division of headings on pages (total of 10 pages)

- What is Criminal Law?/ Role of Police in Canada/ What to Do if the Police Stop Your Car
- Living with a Criminal Record
- Arrest
- Who's Who in Criminal Court (divided in half to make two pages)
- On Trial for Drinking and Driving
- Innocent Until Proven Guilty
- Police At Your House/What If You See a Crime Happening?
- A Witness in Court
- What If a Crime Happens to You?/Help for Victims and Witnesses/ Identification

○ **Discussion: Innocent Until Proven Guilty**

- Go to chapter 1, "Fundamentals of the Law in Canada," and do the activity entitled, "Discussion about Themis."
- Form groups of four among the students.
- Go over the discussion question and then hand out the discussion question on cards (see "Discussion") to the groups.
- Give 10-15 minutes for students to discuss the law and then come together as a class to share ideas. Put results on the board by getting contributions from each group.

Follow-up Activities

○ Reading: Newspaper Articles

- Select an article from your local newspaper about a criminal trial in your area, or have students search out and bring such articles to class. If the case is an important one, you or the students may find a series of articles.
- Use the articles to focus discussion on evidence presented, the roles of Crown counsel and defence lawyer, and the presumption of innocence.
- Try to follow the case to its conclusion and discuss the sentence given.

○ Field Trip

Take your class to the local courthouse. Most trials are open to the public. The Law Courts Education Society (see, “Additional Resources: Websites”) provides public education programs. You may be able to arrange a field trip where your students have an introductory session, attend trials, and talk with a judge.

Preparation for the field trip:

1. Read chapters 10-12 in *Learning About the Law*.
2. Go over the roles of the different people in the court.
3. Prepare students for what they might see. Ask them to look for a jury, the accused, a witness taking the oath, someone giving evidence, crown counsel, and defence lawyers.
4. If the students have the opportunity to interview a judge or other court person, have them prepare questions beforehand.

Additional Resources

Print and Audio-visual

- Various publications by Legal Services Society of British Columbia, such as:
 - *If You are Charged with a Crime*
 - *If You Can't Pay Your Court Fine on Time*
 - *Representing Yourself in a Criminal Trial*
 - *What to Do If You Are Charged with ...* (“Next Step” series)

For ordering information, see Legal Services Society’s website, listed below.

- *Guide to the Wall Charts*, Law Courts Education Society, July 2002. (purchase fee). An excellent resource for teachers and for classroom use. Also excellent to use in conjunction with *Learning About the Law*. For ordering information, see Law Courts Education Society's website, listed below.

Websites

- Legal Services Society of British Columbia publications. http://www.lss.bc.ca/legal_info/pubs_main.asp
- A video on the Canadian court system with both a written text and a video. Good for higher-level students and as a teacher’s resource. <http://www.courts.ns.ca/jwise/#beginMovie>
- *Canadian Justice System*. <http://canada.justice.gc.ca/en/jus/index.html>
- "Law Courts Education Society: *Guide to the Wall Charts*" <http://www.lawcourtsed.ca> >Learning Centre>Resources>Schools and Youth>Wall Charts

Other

The Law Courts Education Society offers hands-on education about the courts at its offices in courthouses in several regions throughout BC. To find out more, visit the Society’s website at: www.lawcourtsed.ca

Skimming: Sections for Your Poster

Group 1

- Role of Police in Canada
- What to Do if the Police Stop Your Car
- Police at Your House
- What if You See a Crime Happening

Group 2

- What if a Crime Happens to You?
- Identification
- A Witness in Court (pages 67 and 70)

Group 3

- Innocent Until Proven Guilty
- Arrest

Group 4

- Going to Court
- Living with a Criminal Record

Discussion: Innocent Until Proven Guilty

Being considered innocent until proven guilty is the main concept in Canada's criminal law. Students from countries with different legal systems are sometimes surprised that in Canada the accused is not required to prove his or her innocence. Instead, the crown counsel must prove guilt beyond a reasonable doubt. What does this really mean? Discuss why we have this law. Suggest results of this law (good and bad). Make comparisons with the legal systems in your countries.

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11

Civil Law: Dealing with Legal Problems Between People

Exercises and Activities

○ Pre-reading Activity: What is Civil Law?

- See if anyone can provide an explanation.
- Read the section on page 74 in *Learning About the Law* together on an overhead.
- Put students into groups of three and hand out a copy of the passage in *Learning About the Law* on negotiation to one student, mediation to the second student, and arbitration to the third student.
- Ask the students to read their parts. Make sure to include the picture with the text.
- Circulate to help with vocabulary problems.
- Have students share the information within their groups. Students may keep their copy, but they should not just read the topic. Rather, they should summarize the main points.

○ Discussion and Writing: Civil Law

- Look at the information on page 78 of *Learning About the Law* about suing someone (“What Do You Do if You Need to Sue Someone?”).
 - Put the students in pairs.
 - Have pairs read the story about Mrs. Wilcox (see “WORKSHEET”).
 - Read it together and discuss briefly.

- Ask students, "If you were the judge, what would you decide?"
 - Have pairs write down their decisions (see "WORKSHEET").
 - Have each pair share their written decision with another pair.
- Have pairs fill in the chart (see "WORKSHEET") and decide whose responsibility was greater.
- Think of other instances in which someone is careless and might be sued (for example, a careless driver, or someone who neglects to shovel the snow from his/her sidewalk).
 - Have students write a story about someone in one of these situations who is careless and gets sued.
 - This could also be an oral story. Have pairs or small groups outline the story and share the telling of it with the class.

Additional Activities for Both Criminal and Civil Law

○ Making Inferences

- Have the students read the following questions and discuss their answers with a partner.
 - When people have to go to court, they usually have a lawyer. Why do people need a lawyer even though they are "innocent until proven guilty?"
 - When someone is arrested for a crime, he may be allowed to go home until the court day. Explain the reasons for this.
 - Most civil cases are settled without going to court. Why is this, and how are they settled?
 - What are the two most important differences between what happens in criminal court and what happens in civil court?

○ Reading for Details

- Have students give short answers to the following.
 - Give three examples of criminal cases.
 - Give three examples of civil cases.
 - What do you have to do if the police stop you when you are driving your car?
 - What should you tell the police if you phone them when you see a crime happening?
 - What is “giving evidence?”
 - What are your rights if you are arrested?
 - What is Small Claims Court?
 - What are three ways to settle a problem without going to court?



Vocabulary

Have the students match the word on the left with the correct meaning on the right.

- | | |
|-------------------------|---|
| 1) _____ witness | a) lawyer working for government |
| 2) _____ sentence | b) the person a crime happened to |
| 3) _____ sheriff | c) take someone to civil court |
| 4) _____ interpreter | d) punishment, e.g., jail or fine |
| 5) _____ Crown Counsel | e) lawyer working for the accused |
| 6) _____ defence lawyer | f) person who sues someone |
| 7) _____ victim | g) court police |
| 8) _____ mediator | h) promise |
| 9) _____ sue | i) person who saw a crime |
| 10) _____ plaintiff | j) person who helps with agreements |
| 11) _____ oath | k) person who translates languages for people |



Grammar: Passive Voice

We use the passive voice when the person who did something is less important than the person the action happened to. When we read a sentence using the passive voice, we can try to guess who did it.

- Have students read the sentence below.
- Have them write down the identity of the person they think did it.

Criminal

- The police were called. (By _____.)
- A man was seen robbing a store. (By _____.)
- Jim was arrested. (By _____.)
- Jim was identified as the robber. (By _____.)
- He was asked if he was guilty or not guilty. (By _____.)
- He was asked many questions. (By _____.)
- He was sentenced to jail. (By _____.)

Civil

- A driver was sued after an accident. (By _____.)
- Papers were filed in court. (By _____.)
- A copy was sent to the driver. (By _____.)
- The case wasn't settled before court. (By _____.)
- In court, the driver was ordered to pay money. (By _____.)

Additional Resources

Print and Audio-visual

- *Special Delivery*, National Film Board of Canada. A seven-minute adult animated film about civil law. Lighthearted and very funny. Can be ordered online at <http://www.nfb.ca>.
- *Brainwaves: Intermediate and Advanced Communication Activities* (exercises 17a, 17b, and 19a), Oxford University Press, Toronto, 1998.
- *Legal Pix Card Set*, Kindale Developmental Association, Law Courts Education Society, 1998 (for lower levels).
- *Guide to the Wall Charts*, Law Courts Education Society, July 2002. (purchase fee). An excellent resource for teachers and for classroom use. Also excellent to use in conjunction with *Learning About the Law*. For ordering information, see Law Courts Education Society's website, listed below.

Websites

- Provincial Court of BC. <http://www.provincialcourt.bc.ca/index.html>
- Small Claims Court. <http://www.ag.gov.bc.ca/courts/civil/smallclaims/index.htm>
- "ESL Resource Books and Activities" (purchase fee). Family Law, Landlord and Tenancy. <http://www.lawcourtsed.ca>
>Learning Centre>Resources>Immigrants>Legal Pix
- *Guide to the Wall Charts*. <http://www.lawcourtsed.ca>
>Learning Centre>Resources>Schools and Youth>Wall Charts



Discussion and Writing: Civil Law

Mrs. Wilcox is an elderly widow living on a fixed income. For many years, she has rented a small house in East Vancouver. The owner of the house lives in Calgary. Although the house is old and run down, Mrs. Wilcox is happy that the rent is low. She likes the house and has never wanted to move. In any case, she would have difficulty finding another place as cheap as this.

Mrs. Wilcox has asked her landlord to make some small repairs to the house. She knows that a landlord is required to make repairs when they are needed. She is particularly worried about the front steps, as they are very slippery when it rains. Every time she asks, the landlord agrees and says he'll do the work himself the next time he comes to Vancouver. However, Mrs. Wilcox has been waiting a long time. She has even thought about paying someone herself to paint the steps, but she can't afford it.

One summer afternoon, Mrs. Wilcox was watering her garden. The phone rang, and she went inside to answer it. After she hung up the phone, she decided to do some housework. She forgot that she had left the sprinkler running outside. The sprinkler made the steps very wet and slippery.

A young woman came along the street delivering advertising flyers. She worked quickly because she liked the exercise. She would run along the street and up and down the steps of each house. Running down Mrs. Wilcox's steps, she fell and broke her leg. She was unable to work for three months. She decided to sue.



If you were the judge, what would you decide?

Judge's decision: _____

Fill in the chart and decide whose responsibility was greater.

Person	What they should have done	Result
Mrs. Wilcox		
Landlord		
Delivery woman		

12

Different Kinds of Courts

Exercises and Activities

○ Pre-reading Activity

- Ask if any of the students have had traffic tickets. Did they pay the fine or go to Traffic Court? Why?
- Ask if anyone is a Canadian citizen. Did they have to talk to a Citizenship Court judge?
- Ask what other courts they know about.

○ Reading

- Display the overhead of “Courts of British Columbia” (page 85 of *Learning About the Law*). Go over it as a class.
- Put the students into pairs.
- Hand out to the pairs sections of *Learning About the Law* on the different courts. Have pairs read about their court and give the main points about the court to the class.

○ Reading for Details: Provincial and Supreme Courts

- Put the students into pairs and give copies of *Learning About the Law*.
- Have the pairs fill in the chart (see "WORKSHEET").
- Go over it with the entire class, using an overhead to fill in the boxes.

○ Practice Activity: Court Card Game

- Divide students into small groups.
- Photocopy the cards (see "Court Card Game") and give to each group.
- Have students place the cards face down in the centre of the table. One student takes a card and reads it out. The other students call out which court deals with that problem. The first student to do this correctly takes the card. The student with the most cards wins.

Follow-up Activities

○ Discussion: The Jury System

The jury system is new to many students who come from countries where all trials are by judge alone. These students are generally very curious about the role of the jury, especially since they may be expected to serve on a jury at some time.

- Review pages 86-87 and discuss the responsibility of the jury and the reasons we have juries.
- Divide students into small groups and give them a "Jury System" discussion card (see "Discussion").
- Ask them to talk it over in their groups, make the decision, and be ready to explain the reasons for their choice.
- Ask each group to select one student to present the group's decision and the reasons for it to the class.

○ Grammar: Giving Examples

Have students talk about each question (see below) with a partner or small group.

Have students write down their answers. Have them use "such as" with one-word examples. Have them use "for example" with sentence examples.

Example:

Give an example of criminal cases that go to BC Supreme Court.

Serious criminal cases, such as murder, go to BC Supreme Court.

Serious criminal cases go to BC Supreme Court. For example, murder goes to BC Supreme Court.

Questions:

- Give an example of traffic cases that go to Provincial Court.
- Give an example of family matters that go to BC Supreme Court.
- Give an example of civil cases that go to Small Claims Court.
- Give an example of criminal cases that go to Provincial Court.

Additional Resources

Print and Audio-visual

- *B.C.'s Legal System: A Guide to the Wall Charts*, Law Courts Education Society, 2002. A teacher's resource plus teaching materials. May be ordered from the Law Courts Education Society's website (see below).
- *Wall Charts*, Series A, Law Court Education Society.
- *Come On In! and Arrest to Trial* (videos), Law Courts Education Society. Available from <http://www.lawcourtsed.ca>
>Learning Centre>Resources>Schools and Youth>BC's Court System
- *Courts of BC*, Law Courts Education Society. A question and answer pamphlet describing the three levels of court in BC. Available from <http://www.lawcourtsed.ca>
- *The Courtwatcher's Manual*, Law Courts Education Society. A booklet developed for anyone wanting to watch and learn more about the court system. <http://www.lawcourtsed.ca>

Websites

- The BC Courts. <http://www.courts.gov.bc.ca>
- Provincial Court of British Columbia. <http://www.provincialcourt.bc.ca>
- Supreme Court of Canada. <http://www.scc-csc.gc.ca>
- Federal Courts of Canada. <http://www.fct-cf.gc.ca>
- Tax Court of Canada. <http://www.tcc-cci.gc.ca>
- Resources Materials Order Form, Law Courts Education Society.
<http://www.lawcourtsed.ca>



Reading for Details: Provincial and Supreme Courts

Small problems go to Provincial Court. Larger problems go to Supreme Court. Read chapter 12 of *Learning About the Law* carefully and find examples to fill in the chart.

	Supreme Court of British Columbia	Provincial Court of British Columbia
Family cases		
Criminal cases		
Civil cases		
Traffic cases		

Court Card Game

<p>Winston got a ticket for not stopping at a red light before turning right. He's sure he stopped.</p>	<p>Jan hit a man when she was driving on Main Street. She wasn't driving carelessly, but the man was badly hurt and can't work any more.</p>	<p>Two teenagers broke into a house and stole the TV and VCR. One boy was 17, and the other was 19.</p>
<p>David was arrested for selling drugs in a bar downtown.</p>	<p>Maria and Fermino have separated. They are having difficulty agreeing about whom their daughter will live with.</p>	<p>Tanja and Vladimir want a divorce. However, they disagree about whom their sons will live with and how to divide their money.</p>
<p>Elaine hired a contractor to renovate her kitchen. She paid him \$2,000 in advance to buy materials. He didn't do any work.</p>	<p>Sara was injured in a supermarket while she was shopping. A large set of shelves fell on her. She was in the hospital for three months.</p>	<p>Two men robbed a bank. One of them had a gun.</p>
<p>Jack was found guilty of murder by the BC Supreme Court. He said he didn't get a proper trial.</p>	<p>Susan stole several small items from a drugstore. The total value was about \$100.</p>	<p>Two girls, 12 and 13 years old, were shopping at the mall. One of them stole a make-up kit.</p>

Follow-up Activities

Discussion: The Jury System

A The people in your groups have been arrested for a serious crime, but you are innocent. You have been asked to choose whether you want to have a judge and jury, or a judge alone at your trial. Talk it over with your group, make the decision, and be ready to explain the reasons for your choice.

B Select one student from each group to present the decision and the reasons for it to the class.

A The people in your groups have been arrested for a serious crime, but you are innocent. You have been asked to choose whether you want to have a judge and jury, or a judge alone at your trial. Talk it over with your group, make the decision, and be ready to explain the reasons for your choice.

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B Select one student from each group to present the decision and the reasons for it to the class.

1: Fundamentals of the Law in Canada

Vocabulary: Word Forms

- represent representative
- province
- territory
- govern governed
- election elect
- revolve
- independence
- politics politicize
- symbol symbolize

Reading for Details

1. F 2. F 3. T 4. T 5. F 6. F 7. F 8. T 9. T 10. T

2: Renting a Home

Reading for Details

Students may produce a variety of acceptable answers. Here are some possible ones:

- according to a percentage set by the government.
- the tenant damaged the place.
- the landlord must fix it.
- if the landlord and tenant are arguing.
- if there is an emergency.
- give the proper notice.
- he or she must give the tenant proper notice.
- he or she can make an appeal.

Vocabulary

a. 3 b. 6 c. 4 d. 7 e. 1 f. 9 g. 8 h. 5 i. 2

3: Working in BC

Reading for Details

- Sex, age, race, religion, sexual orientation, marriage or family status, mental or physical disability.
- Yes. Overtime pay.
- 5 hours.
- 2 weeks.
- 17 weeks, yes.
- A group of employees who join together to talk about wages and working conditions with the employer.
- No.
- The employer must tell you in writing several weeks before the job ends or pay you extra money.
- For bad behaviour, such as stealing tools from work or hitting another worker.

4: Paying Taxes

Reading for Details

Team A

- Federal/provincial/city or town (municipal).
- Income tax, property tax, GST, PST, duty.
- April 30.
- Yes.
- Provincial Sales Tax: 7 per cent in BC.
- Groceries, rent, prescription drugs.
- Fill in a form when you start the job. Your employer uses this to estimate the tax.
- Pay the taxes, pay interest, pay a penalty, jail.
- This is money from the government to help parents pay for the cost of children.
- Community groups help new immigrants with tax forms.

Team B

- Canada Revenue Agency.
- Income tax.
- Registered Retirement Savings Plan.
- Post office.
- Goods and Services Tax: 7 per cent across Canada.
- Mail, telephone, using computer software.
- This is a tax you pay on things you buy in another country and bring into Canada.
- Seniors get the biggest discount on property tax.
- You can call the Canada-British Columbia Business Service Centre.
- The business may be forced to pay unpaid taxes, plus interest.

Grammar: Adjective Clauses

- A federal government office that is called Canada Revenue Agency is in charge of income tax.
- There are many deductions and tax credits that you may apply for to lower your tax.
- Some people who have no income may also need to fill in a tax form.

- People who own a house or condominium pay property tax every year.
- GST is a seven per cent sales tax that goes to the Canadian government.
- Duty is a tax that you pay on things you bring from another country.
- Newcomers who move from another country can bring their things with them without paying duty.

5: Driving in BC

Reading for Details

1. T 2. T 3. F 4. F 5. T 6. F 7. T 8. F 9. T 10. F 11. T 12. F

6: Family Law

Reading for Details

Students may produce a variety of acceptable answers. Here are some possible ones:

- "married" to "not married"
- "children and property" to "children but not property" or "property" to "support money"
- no change
- "can't stay" to "can stay"
- "6 months" to "one or more years"
- no change
- no change

Making Inferences

- Family Court.
- BC Supreme Court.
- police, transition house.
- Family justice counselor.
- A mediator or a judge at Family Court.
- Social Services office/Help Line for Children.

Grammar: Conditionals

Students may produce a variety of acceptable answers. Here are some possible ones:

- they have a common-law marriage.
- you don't have to make any legal changes to your marital status.
- they can ask a mediator to help them.
- they can go to BC Supreme Court.
- she might have to leave Canada.
- they might not need a trial.
- the Family Maintenance Enforcement program may take the money directly from the parent's pay cheque or bank account.
- the social worker and the parents will have to go to court.

7: Young People and the Law

Reading for Details

- Police will take her home to her parents.
- He will probably get help from a community group
- He will go to youth court.
- He will go to youth court.
- He will probably go to adult court.
- She will go to youth court.
- He will have to pay a fine.
- He may go to youth court and pay a small fine, but will also get help.

Grammar: “Make” and “Let”

- | | | |
|--------|---------|---------|
| 1. let | 2. let | 3. make |
| 4. let | 5. make | 6. make |

8/9: Keeping Young People Safe/Keeping Yourself Safe

Reading for Details

Possible answers:

Problem: Students get into trouble at school.

Where to go for help: Police officer at school.

Help given: Teaches students about safety and the law.

Problem: Parents are worried about child at school.

Where to go for help: Home school workers.

Help given: Parents can find out about child’s school.

Problem: Child has problems at school.

Where to go for help: School counselor.

Help given: Helps students choose subjects and gives advice.

Problem: Children afraid to walk home from school.

Where to go for help: Block Parent.

Help given: Helps children come home from school.

Grammar: Verb Tenses

- wants
- left
- did not hide
- did not leave
- are making
- will mark
- will use

10/11: Criminal Law and Civil Law

Additional Activities: Reading for Details

- hurting people, killing people, stealing
- personal injury (someone wasn't careful), owing money and refusing to pay, damage to property
- tell your name and address, say whose car it is, show your driver's licence, car ownership, and insurance papers
- name, address, phone number, what you saw
- telling the court what you saw or did
- to know why you're arrested, to phone a lawyer and talk to him or her alone, to talk to a lawyer before talking to the police (except for telling the police your name and address), to go to court within 24 hours (or go home)
- for civil cases under \$25,000 (you may not need a lawyer)
- negotiation, mediation, arbitration

Vocabulary

1. i 2. d 3. g 4. k 5. a 6. e 7. b 8. j 9. c 10. f 11. h

Grammar: Passive Voice

Criminal

- victim (Ying Yee, store owner)
- victim (Ying Yee, store owner)
- police
- victim (Ying Yee, store owner)
- judge
- Crown Counsel and his lawyer
- judge

Civil

- victim
- victim (plaintiff)
- court
- the two people (their lawyers, mediator, arbitrator)
- judge

12: Different Kinds of Law Courts

Reading for Details

Supreme Court

- Family Cases: divorce, child custody, dividing property
- Criminal Cases: bank robbery, murder, drugs
- Civil Cases: suits over \$25,000
- Traffic Cases: personal injury over \$25,000

Provincial Courts

- Family Cases: agreeing about children and support
- Criminal Cases: minor thefts
- Civil Cases: suits under \$25,000
- Traffic Cases: traffic tickets

Grammar: Giving Examples

- Minor traffic cases, such as speeding tickets, go to Traffic Division, Provincial Court.
- Minor traffic cases go to Traffic Division, Provincial Court. For example, speeding tickets go to Traffic Division.
- Serious family matters, such as divorce, go to BC Supreme Court.
- Serious family matters go to BC Supreme Court. For example, divorce goes to Supreme Court.
- Civil cases under \$25,000, such as personal injuries, go to Small Claims Court.
- Civil cases under \$25,000 go to Small Claims Court. For example, personal injuries under \$25,000 go to Small Claims Court.
- Minor criminal cases, such as minor thefts, go to Provincial Court.
- Minor criminal cases go to Provincial Court. For example, minor thefts go to Provincial Court.



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