

Teacher's Guide

# Are you old enough?



# Presentation



## Competencies:

### Ethics and Religious Culture (Elementary Cycle 3)

#### Reflect on ethical questions

- Indicate what distinguishes an acceptable action from an unacceptable action
- Explain how actions or attitudes can foster life in society
- Explain how actions and attitudes can detract from life in society
- Explain how values or norms guide life in society
- Name possible connections between a right and a responsibility

#### Engage in dialogue

Ways to develop a point of view

- Ways to develop a point of view
- Use comparisons to highlight similarities and differences among the elements of the subject discussed
- Use synthesis to provide a coherent summary of the elements of the subject discussed
- Use explanations to help others know or understand the meaning of the subject discussed

### Sexuality Education (optional)

#### Sexual Assault and Sexual Violence (Elementary 5)

- Look at different contexts that involve sexual assault with a view to preventing them
- Become aware that the rules to ensure your personal safety can apply to different contexts:
  - preventive and self-protection skills
  - search for solutions: seeking help from trusted adults, protecting friends by preventing or reporting sexual assault

#### Sexual Assault and Sexual Violence (Secondary 2)

- Understand your own position on the notion of consent and its application in order to recognize a situation of sexual assault:
  - concept of consent
  - age differences
  - validity of consent and contexts where consent is not possible

# Overview



<b>What you need to know</b>	
<b>Objectives</b>	<ul style="list-style-type: none"><li>• Teach students to understand their rights and responsibilities from a legal perspective</li><li>• Engage in dialogue to reach a consensus and summarize it</li><li>• Reflect on ethical questions</li></ul>
<b>Duration</b>	Three 60-minutes sessions
<b>Target audience</b>	<ul style="list-style-type: none"><li>• Elementary Cycle 3 students AND</li><li>• Secondary Cycle 1 students</li></ul>
<b>Material provided</b>	<ul style="list-style-type: none"><li>• PowerPoint presentation with comprehensive Teacher's Notes</li><li>• Teacher's Guide</li><li>• Student Notebook</li></ul>

# Activity

## SESSION 1 (60 minutes)

1. Present activity to the students. Tell them that the workshop will help them understand their responsibilities as 12-year-olds, as well as the freedoms and legal protections they have.
2. (Slide 2) Gather their views on what constitutes a law and a rule in order to compare and contrast these two concepts. (See Teacher's Notes in the PowerPoint file for presentation support)
3. (Slide 3) Clarify the concept of criminal offences. Using the Teacher's Notes in the PowerPoint file, give examples of crimes and the legal consequences they can carry.

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*Allow 15-20 minutes for this introduction, depending on students' input and the examples they provide.*

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4. Have students form teams of four to exchange ideas about the examples that will be presented.
5. Present the first example and have students determine the consequences that the young person may face or the steps that can be taken to solve the problem (depending on the situation). Allow a few moments for team discussion. Have a team spokesperson share each team's views with the class.
6. Present the "My Responsibilities" section by presenting the relevant Teacher's Notes. Give each student a Student Notebook to take notes while you teach. Explain the legal information related to the first example so students can see if their ideas were correct.
7. After explaining the legal content, give them another example to test their comprehension. As with the first example, field ideas from each team. This time, explain the legal consequences or possible solutions right away. Repeat this step for the next example. Consider changing the order in which the teams explain their point of view so that certain teams do not simply rely on what the others have said.

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*10-15 minutes per example, including class discussion.*

*15-20 minutes for explanation of legal content.*

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## Activity (continuation)

### SESSION 2 (60 minutes)

1. Review last session: ask students what they learned.
2. Outline today's session: presentation of an example, team discussion, explanation of legal freedoms, followed by two more examples to test comprehension.
3. Present the first example. Have students determine whether the person had the right to do what they did. Allow a few minutes for team discussion. Have a team spokesperson share each team's views with the class.
4. Present the "My Freedoms" section using the Teacher's Notes. Students take notes in the Student Notebook so that they can check whether their ideas were correct.
5. Give two more examples and have teams discuss their ideas based on what they have just been taught. Have the teams share their views on these two examples. Once all teams have shared their views, let students know which ideas were correct and explain what was legally incorrect about the others..

### SESSION 3 (60 minutes)

1. Review the last two sessions.
2. Outline today's session: presentation of an example, team discussion, explanation of legal protections for young people, followed by two more examples to test comprehension.
3. Present the first example and have students determine what protections are available to the young people in question. Allow a few moments for team discussion. Have a team spokesperson share each team's views with the class.
4. Present the "My Protections" section using the Teacher's Notes. Students take notes in the Student Notebook so that they can check whether their ideas were correct.
5. Give two more examples and have teams discuss their ideas based on what they have just been taught. Have the teams share their views on these two examples . Once all teams have shared their views, let students know which ideas were correct and explain what was legally incorrect about the others.
6. Review all three sessions and have students share what surprised them or mstruck them the most.

#### POTENTIAL REINVESTMENT OF KNOWLEDGE

- Writing a short story where the main character encounters a problem related to a crime. Students can use their new knowledge to include the legal consequences of different crimes. For example, they could write a story from the point of view of a police officer who stops someone who committed a crime by explaining what the officer must do.
- Teams can also create new examples for the other teams to solve by applying what was covered in these three sessions.

# Examples:

## Answer Key and Additional Information

To find an article online, make a Google search for Éducaloi + the name of the article.



# 1

## Liabilities Example #1



Maxime is 10 years old. One day, he breaks his neighbour’s window while playing baseball. The neighbour sees this happen. That evening, the neighbour visits Maxime and his parents, and demands that they pay the cost of a new window. Can the neighbour demand this? If so, who has to pay?

- Maxime can be held responsible for the damage he caused and will have to reimburse his neighbour for the cost of replacing the window.
- The neighbour could potentially take Maxime’s parents to court for the money,<sup>2</sup> because children rarely have a lot of money. But other criteria would have to be fulfilled for Maxime’s parents to be held responsible.

*For more information, see the Éducaloi article “Legal Responsibility of Parents”.*

# 2

## Liability Other Examples



Lea, age 13, is having a really tough day at school. Not only did she leave her lunch on the bus this morning, she also forgot about the big math test today! She feels really frazzled. After school, Marie starts making fun of her and calls her an airhead. Lea loses her temper and punches Marie in the face, breaking her nose. Marie’s parents are furious. What can Marie’s parents do?

- They could file a police complaint (criminal liability).
- They could also bring a civil court action against Lea and/or her parents (civil liability). For example, they could request reimbursement of Marie’s medical expenses or compensation for the pain Lea put her through.

### 3

## Responsibilities Example #1



For his birthday, Mathis got a new iPhone. He brought it to school even though his father warned him not to. His father was right: during the second morning period, the iPhone disappeared from Mathis' locker. Mathis used the Find My iPhone app, which located the phone in the jacket pocket of a 12-year-old student named Paul. The principal called the police to teach Paul a lesson. Do you think the principal overreacted?

- Often, schools prefer to use penalties like suspension, detention, etc.
- But when someone age 12 or older commits a crime, the principal can call the police. Getting the police involved can certainly have more serious consequences than the school's own penalties.

*For more information on the youth criminal justice system, see our web guide "Teens in Trouble With the Law: What You Need to Know".*

### 4

## Responsibilities Other Examples



Brian, age 10, is riding his bike to a friend's house. He is riding fast down a hill when, suddenly, a car turns directly at him! Swerving sharply to avoid being hit, Brian collides with a parked car, damaging its door. The owner of the parked car gets out and demands that Brian pay the repair costs. Does Brian have to pay?

- Brian could probably defend himself by proving that the damage to the parked car was the other driver's fault. If so, then that driver will have to pay the repair costs.
- If Brian was riding recklessly, the court could decide that he and the driver are both at fault. If so, Brian and the driver will have to share the repair costs.



## 5

## Responsibilities Other Examples



Rosa is 14 years old. One day, she crosses an intersection on a red light because no cars are coming. A police officer stops her. What can happen to Rosa?

- A person who crosses the road on a red light can be fined between \$15 and \$30,13 even if there were no cars in sight. Since Rosa is 14 years old, she can be criminally liable and have to pay the fine.

*For more information, see the Éducaloi article “Teenagers: Tickets and Fines”.*

## 6

## My Freedoms Example #1



Mira, who is 14 years old, is madly in love with her neighbour Kevin, who is 20 years old. Last week, Kevin asked Mira to be his girlfriend. Kevin has his own little apartment on campus and says that Mira can spend the night whenever she wants. Mira’s parents don’t approve. They think Mira is too young to date a 20-year-old and spend the night at his place. What does the law say?

- Even though Mira and Kevin mutually consent, any sexual contact between them is against the law because of their age difference. The law says that someone who is 14 or 15 years old can only have sexual contact with people who are less than five years older than them.
- Prior to 2008, Mira and Kevin’s relationship would have been legal, because the age of full sexual consent used to be 14.

*For more information, see the Éducaloi article “Sexual Consent of Teenagers”.*

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## My Freedoms Other Examples



Hamza, who is 15 years old, has always hated his nose. Ever since he was little, people have teased him and given him rude nicknames because of it. He makes an appointment with a surgeon to find out about getting cosmetic surgery to change the shape of his nose. Does he have the right to do this?

- For one, the surgery Hamza wants is not required by the state of his health.<sup>17</sup> For another, it poses a serious risk to his health and could cause serious and permanent effects.
- This means that Hamza needs his parents' permission to have the surgery, even though he is over 14.

*For more information, see the Éducaloi article “Medical Decisions for Children 14 to 17 Years Old”.*

## 8

## My Freedoms Other Examples



Arthur is 12 years old. His parents want him to have every opportunity, so they have put him in violin, Spanish and swimming lessons. They say that keeping his mind and body busy will help him develop good habits and succeed in life. But Arthur is exhausted from having activities every night. He tells his parents that he feels overworked and anxious, and asks if he can do fewer extracurricular activities. His parents refuse, saying that it's for his own good. What can Arthur do?

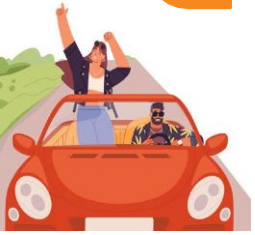
- Arthur could tell an adult at his school about the situation. This adult could talk to Arthur's parents or, if they think it is necessary, report the situation to the Director of Youth Protection (DYP). The DYP would then decide whether to intervene.

*For more information, see the Éducaloi articles: “How to report a situation to the DYP” and “The Role of the Director of Youth Protection”.*

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## My Freedoms

### Other Examples



Emma is 14 years old. One day, she rode as a passenger in her friend's car without fastening her seatbelt. The police pulled them over. What can happen to Emma? What can happen to the driver?

- Because Emma is 14 years old,<sup>20</sup> she can be fined between \$200 and \$300 for not wearing her seatbelt.
- The driver could also be fined between \$80 and \$100 because drivers are responsible for making sure that passengers under age 16 wear a seatbelt.
- In addition to the fine, a passenger who doesn't buckle up can get three demerit points, even if they don't have a licence yet! If someone who doesn't have a licence yet gets more than three demerit points, their right to get a licence is delayed by 3, 6 or 12 months, depending on the circumstances.

*For more information, see the Éducaloi article "Teenagers: Tickets and Fines".*

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## My Protections

### Example #1



Julie, who is 13 years old, lives in Longueuil. Her parents are separating. Her mother is moving to Saint-Jérôme and would like Julie to spend every second week at her house. Her father is remaining in Longueuil and wants Julie to spend as much time as possible at his house. Because Julie's school, friends and favourite cousins are in Longueuil, she tells her parents that she would rather live with her father. Who can decide where Julie will live?

- If Julie's parents can't agree, a judge will have to decide where Julie will live. The judge must make this decision in Julie's best interests.

*To learn more about the importance of considering a child's wishes when making custody decisions, see the Éducaloi article "Choosing Which Parent to Live With".*

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## My Protections Other Examples



Emile, who is 16 years old, wants to change his name to Ronaldo. He has always dreamed of having the same name as his favourite soccer player! Does Emile have the right to change his name?

People can only request a legal name change for a serious reason, for example, if their legal name is too difficult to pronounce or write or if it invites ridicule.

Even if he were an adult, Emile probably wouldn't be able to legally change his name because he does not have a serious reason.

*For more information, see the Éducaloi article "Changing Your Name".*

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## My Protections Other Examples



David, who is 11 years old, has holes in his shoes. When he asks his parents to buy him a new pair, they suggest that he wear his big brother's old shoes instead. His brother's shoes are still in good shape, so his parents think this is reasonable. David disagrees and says his parents are not meeting his need for clothing. Is he right?

- Although parents have a legal duty to feed and care for their children,<sup>29</sup> this does not mean they have to get them new clothes every season!

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## My Protections

### Other Examples



Alex is a grade 6 teacher. Last week, he read a scientific article that said that on average, girls do better in school because they find it easier to stay calm and listen for long periods of time. Alex doesn't think this is fair to boys, so he decides that from now on, he will automatically give the boys in his class an extra 5% on all tests. Does Alex have the right to do this? Explain your answer.

- Teachers must “act in a just and impartial manner in their dealings with students”. In this example, Alex is giving the boys an unfair advantage. By doing so, he fails to fulfill his legal duty to be just and impartial with his students.

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## Sexuality Education

### Extra Examples



You notice that your classmate Josephine has become increasingly unhappy since her mother's new boyfriend moved in.

During the weeks Josephine lives at her mother's house, she never seems to want to go home. Josephine has always been well-behaved, but now she is purposely getting detention after school so that her mother will have to come pick her up! You have also noticed that Josephine's new stepdad always wants to be alone with her. One time, you were at their house to play with Josephine, and he kicked you out as soon as Josephine's mother left. You are worried about your friend. What should you do?

- You can tell your parents or an adult at school about what you have noticed. The adults at your school will have to report the situation to the DYP because they have a legal duty to do so.

*For more information, see the Éducaloi articles: “How to report a situation to the DYP” and “The Role of the Director of Youth Protection”.*