

Interacting in  
communities: Unit 6

# HUMAN RIGHTS & THE LAW



ELSA 6  
CLB 7

## Introduction

In this unit, learners will explore human rights and the law in the context of Canada. Human rights and the law are important in Canada. Human rights and abiding by the law are two things that Canadians value highly. Therefore it is important for learners to work with content related to these topics.

The **Core Curriculum** surveys the institutions and cornerstones of Canada's legal system. The unit focuses on individual rights protected under the Charter of Rights and Freedoms and BC Human Rights Code. Additionally, learners will learn how to access help and learn steps to take if their human rights are violated.

The **Project** supports the learners' in the creating of a Human Rights Fair involving as many students, teachers, parents, and members of the community as possible. Learners create a program that includes promotional texts, panels, and displays focusing on enhancing knowledge of human rights. The Human Rights Fair also includes a guest speaker and could involve a workshop, lecture, and/or panel discussion.





## Teaching Suggestions

- Build law-related vocabulary.
- Invite a guest speaker from the Legal Education Society, the Civil Liberties Association, or a Human Rights Organization.
- Arrange a field trip to the local courts for a tour and court-watching.
- Allow learners a chance to read authentic materials, such as the Charter of Rights and Freedoms or the BC Human Rights Code.
- Watch law-related educational videos.
- Read about interesting human rights cases.
- Compare the role that protecting and valuing human rights plays across cultures.

# Target OUTCOMES

## CLB Outcomes

The following are the mandatory outcomes to be covered in this unit:

Listening	
 <b>CLB 7-IV:</b>	Understand extended descriptive or narrative monologues or presentations about personal experiences, general knowledge or familiar work-related topics, even when some information is presented out of sequence.
Speaking	
 <b>CLB 7-I:</b>	Participate in less routine social conversations for an expanding range of purposes (such as expressing and responding to appreciation, complaints, satisfaction, dissatisfaction and hope).
Reading	
 <b>CLB 7-IV:</b>	Access, locate and integrate information from online reference sources.
Writing	
 <b>CLB 7-III:</b>	Complete extended forms requiring detailed personal information.

## Content and Other Outcomes

Learners will

- increase their understanding of the Canadian legal system through intensive reading and collaborative activities
- identify areas where human rights are protected and important human rights issues in BC and Canada
- sharpen their conversation management and critical thinking skills
- use internet search strategies to assist research activities
- practice applying spelling, punctuation, and capitalization conventions when filling in forms

# POSSIBLE TOPICS

<b>Topic</b>	<p>This unit focuses on human rights and the law. The protection of human rights and abiding by the law are two things that Canadians value highly. Instructors may wish to teach any of the following possible topics in this unit:</p> <ul style="list-style-type: none"><li>• the definition of human rights, and how they relate to needs, desires, respect, responsibilities, and capabilities</li><li>• the overlap and differences between human rights and the law</li><li>• the history of human rights legislation in Canada rights as it pertains to the workplace and unionization</li><li>• some occupations and professions associated with the practice of law in Canada</li></ul>
<b>Cross-cultural Perspectives</b>	<p>Instructors may wish to compare and contrast the approach to human rights and law in Canada with those of their learner’s countries of origin. Possible topics could include the following:</p> <ul style="list-style-type: none"><li>• the cultural differences in the interpretation of individual versus collective rights when comparing Canada with their home country</li><li>• the extent to which women, children, Indigenous peoples, and other minorities are treated equally before the law and in society in their home country and in Canada</li><li>• how rights, the law, and policing compare in Canada and the learners’ home country</li><li>• balancing rights and responsibilities with cultural differences</li></ul>
<b>Systems and Practices in BC and Canada</b>	<p>Instructors could explore any of the following topics teachers with learners:</p> <ul style="list-style-type: none"><li>• the interpretation of human rights in Canada</li><li>• the roles of the following institutions: the judiciary (courts, and the Supreme Court in particular), the Canadian Human Rights Commission, legislators, the media, and educators</li><li>• citizens’ rights in Canada with respect to demonstrating, assembly, expression, and security in contacts with police and security personnel</li><li>• the roles of the BC Human Rights Tribunal in adjudicating human rights conflicts and of the Canadian Human Rights Commission in ensuring compliance to the <i>Canadian Human Rights Act</i> and the <i>Canadian Employment Equity Act</i></li><li>• the law-making bodies in Canada (municipal, provincial, federal) and the areas of law they preside over</li><li>• the difference between civil and criminal law and the courts that preside over each system</li><li>• restorative justice (e.g., as practiced in some Aboriginal and Indigenous communities in Canada)</li></ul>

# PLANNING GUIDELINES

## Linguistic Competencies

### Vocabulary

- words and phrases used to describe human rights.
- vocabulary related to law.
- terms related to legal procedures.
- language commonly found on forms.
- abbreviations commonly used on forms..

*freedom of assembly, political opinion, movement, etc.  
Charter case, appeal, Supreme Court, to try a case, to hear a case, tribunal, arbitration  
eligibility, residence, marital status, consent, representative, respondent, block capitals, initial, witness*

### Grammar

- passive voice to record conflicts.
- past unreal conditional.
- modal verbs of necessity and prohibition.
- past modals of advice and possibility.
- conjunctions.
- transitions and logical connectors to link clauses and sentences.

*The case was appealed, the claim was denied  
It would have been better if, ...  
You can't discriminate, an employer must provide  
He should have appealed.  
however, furthermore, in addition  
as I said previously, in reference to, following that*

### Pronunciation

- thought groups
- syllable stress on noun phrases, compounds and, multi-syllable words.

*Chunk major sentence parts in conditional clauses.*

# RESOURCES

## Human Rights

### [BCCLA Citizenship Handbook Guide: Chapter 4 – Protecting Your Rights](#)

This chapter from the BC Civil Liberties Association Handbook has excellent printable classroom activities, exercises, and quizzes that relate to the unit.

This chapter is one part of the larger document: [The Teaching and Workshop Guide for ESL Teachers and Settlement Counselors](#)

**Uses:** Learners work through the case studies, exercises, and quizzes.

### [BC Human Rights Coalition](#)

This website has extensive links for text, audio, and video resources concerning Human Rights in BC.

**Uses:** Learners access, locate, and integrate information from the website and links.

### [British Columbia Human Rights Tribunal](#)

This website includes links to the Human Rights Code, definitions of the terms in the Code, the purpose and intent of the Code, complaints, discrimination, guides and information sheets, rules of practice, and more.

**Uses:** Learners summarize a given section to share with the group. Learners can also navigate the website to find complaint forms for use in class.

### [Canadian Charter of Rights and Freedoms – Government of Canada](#)

This page has the complete charter and links to related information.

**Uses:** Learners summarize a given section to share with the group.

### [The Canadian Charter of Rights and Freedoms: An Introduction – Maple Leaf Web](#)

This article gives an introduction to the contents, application, enforcement, and scope of the Canadian Charter of Rights and Freedoms.

**Uses:** Learners focus on different sections of the reading, take notes and summarize in order to share with others through small group discussions or short presentations. Learners follow links to find more information.

### [The Canadian Constitution: Introduction to Canada’s Constitutional Framework – Maple Leaf Web](#)

This article gives an overview of the basic foundations, sources, principles, and values of the Canadian Constitution.

**Uses:** Learners focus on different sections of the reading, take notes and summarize in order to share with others through small group discussions or short presentations. Learners follow links to find more information.

### [Canadian Human Rights Commission](#)

This page gives an overview of the commission and has links to a variety of resources including the Human Rights Act, preventing discrimination, resolving disputes, historical milestones, and much more.

**Uses:** Learners access, locate, and integrate information from the website and links.

### [Children’s Rights – Canadian Bar Association BC Branch](#)

This page has a summary of Children’s Rights in the province as well as links to information that relates to each section.

**Uses:** Learners discuss situations where the rights of children are in question.

### [The Constitution at 30 \(Apr. 16, 2012, 53:04\) – The Agenda with Steve Paikin](#)

This video examines the constitution today, 30 years after the repatriation and addition of The Charter of Rights and Freedoms. The video is a lengthy panel discussion about the changes and importance of the constitution.

**Uses:** Learners take notes about the main points covered in the video.

# RESOURCES

## Human Rights (cont.)

### [Human Rights and Civil Liberties – Charity Village](#)

This page has a collection of links to Canadian organizations that support Human Rights in Canada.

**Uses:** Learners research a given organization to present to small groups, or to begin a larger project.

### [Human Rights – Canadian Heritage](#)

This website includes a guide to the Charter of Rights and Freedoms, links, publications and documents, topical guides, and much more.

**Uses:** Learners access, locate, and integrate information from the website and links.

### [Human Rights Education – John Humphrey Centre for Peace and Human Rights](#)

This page has lesson plans and videos focusing on people with disabilities, the environment, and gender disparity. The lesson plans are organized by the categories Elementary, Junior High, High School, and Community. The website includes biographical information on John Humphrey, the Canadian who co-drafted the United Nations' Declaration of Human Rights.

**Uses:** Learners participate in select activities. Learners can also navigate the website to access further information about Human Rights.

### [International Human Rights Organizations List – Wikipedia](#)

This Wikipedia page has links to almost 100 human rights organizations around the world.

**Uses:** Learners choose an organization, access information online, take notes and summarize for small group discussions or short presentations.

## The Law

### [Canada's Court System – Department of Justice](#)

This page has links to information about all the different courts across Canada.

**Uses:** Learners navigate to access information about select courts or topics.

### [Private Members Bill – Social Condition in to BC Human Rights Legislation \(Apr. 16, 2010, 4:42\)](#)

This video gives background on Vancouver-Mount Pleasant MLA Jenny Kwan's private members bill to amend the BC Human Rights Code to include "Social Condition" in the Code.

**Uses:** Learners take notes about the main points covered in the video.

### [Quizzes for Human Rights 101 – Ontario Human Rights Commission](#)

This online self-marking quiz has true/false, multiple choice, ordering, matching, and fill-in-the-blanks questions about Ontario Human Rights, which are very similar to BC Human Rights. The quiz is based on the information in this excellent teaching package: [Teaching Human Rights in Ontario](#). This ready-to-use 87 page resource has learning outcomes, definitions, case studies, handouts, classroom activities, and much more.

**Uses:** Learners can take the online quiz to check their knowledge about general Human Rights before or after using selected sections of the teaching package.

### [The Universal Declaration of Human Rights \(Oct. 7, 2008, 4:32\) – Human Rights Action Centre](#)

This excellent YouTube video gives a visual and textual introduction to the Declaration of Human Rights.

**Uses:** Learners watch and takes notes on the textual points and the symbolic visual graphics used.

### [Common Law and Civil Law – Canada in the Making](#)

This page offers an explanation of the history behind Common and Civil Law in Canada.

**Uses:** Learners access, integrate, and use information from this online reference source.

# RESOURCES

## The Law (cont.)

### [Court Information Program for Immigrants – CourtInformation.ca](#)

This website is for newcomers to BC. It has information about the justice system, family law, criminal law, young offenders, and much more.

**Uses:** Learners choose an organization, access information online, take notes and summarize for small group discussions or short presentations.

### [The Courts of British Columbia](#)

This page is the portal to the Court of Appeal, the Supreme Court, and the Provincial Court. There are also links for recent judgements, hearing lists, locations, policies, and much more.

**Uses:** Learners navigate to access information about select courts and topics.

### [Dial-a-Law Audio Scripts – The Canadian Bar Association BC Branch](#)

This site offers audio scripts on a number of criminal charges and court proceedings.

**Uses:** Learners navigate to find select scripts, take notes, and summarize. These scripts are also well suited to listening exercises in the classroom.

### [Family Law Videos – BC’s Immigrant Legal Toolkit](#)

This page has many excellent video resources for a variety of different family law topics. There are also links to videos and resources for people who need help with domestic violence and tenancy and employment problems.

**Uses:** Learners understand extended descriptive narratives about the law in Canada.

### [Justice Education Society](#)

This website has excellent resources for the unit. There are links to videos and information for youth, parents, victims, immigrants, and more.

**Uses:** Learners access videos and listen to extended narrations and descriptions.

### [Justice in our Times](#)

This website offers presentation videos on topics related to justice, current news items, events, links to other resources, and more.

**Uses:** Learners access, integrate, and use information from this online reference source.

### [Katie Couric on How to Conduct a Good Interview \(Jun. 26, 2009, 5:08\)](#)

This YouTube interview with Katie Couric goes through the techniques to conduct a good interview. She discusses formality, tone, questioning techniques, and avoiding common pitfalls in giving interviews.

**Uses:** Learners take notes about the tips and techniques in the video.

### [People’s Law School](#)

This website has links to programs, publications, videos, current events and much more. The website offers a wide range of law-related free resources which are full of direct and useful information about BC laws and the legal system.

**Uses:** Learners access, integrate, and use information from the online reference source.

### [Supreme Court of Canada](#)

This page gives an overview of the Supreme Court of Canada and has links to scheduled hearings, the history of the court, cases and judgements, webcasts, and more.

**Uses:** Learners access and use information about the purpose, role, and importance of the Supreme Court.

# RESOURCES

## CLB Aligned Resources

### [ELSA Assessment – ELSA Net](#)

This page has essential materials for every instructor including the [Formative Assessment Toolkit \(CLB 7\)](#) and the [Learner’s Self-Assessment Toolkit \(CLB 7\)](#). There are links to Instructor/Student Guidelines, Progress and Exit Testing Guidelines, and ready to use templates to complement the exercises and techniques.

**Uses:** This page is rich with excellent resources for CLB aligned formative assessment, student reflection, and portfolio work.

### [LINC 5-7 Classroom Activities, Volumes 1 & 2 – Toronto Catholic District School Board](#)

This is one of the best resources for an ELSA teacher and is highly recommended for this curriculum. All of the activities are CLB aligned, although ELSA teachers should be aware of the differences between LINC levels and ELSA levels when using this resource. The website offers pdf copies of Volumes 1 & 2 with audio files and online activities associated with various chapters.

**Uses:** The following chapters are particularly useful for this unit:

*Chapter 1, Volume 1: Academic Skills*

*Chapter 2, Volume 1: Business Writing*

*Chapter 3, Volume 1: Interacting With Others*

*Chapter 6, Volume 2: Meetings*

*Chapter 7, Volume 2: Telephone Calls*

### [LINC 5-7 Classroom Activities \(Vol. 1 and 2\) e-Resources – Toronto Catholic District School Board](#)

This website has quick links to pdf files for chapters 1, 2, 4, 5, and 7 in the LINC 5-7 document and online activities that align with the curriculum.

**Uses:** The following chapters are well-suited to this unit:

[Chapter 1, Volume 1: Academic Skills](#)

[Chapter 2, Volume 1: Business Writing](#)

[Chapter 7, Volume 2: Telephone Calls](#)

## Other Resources

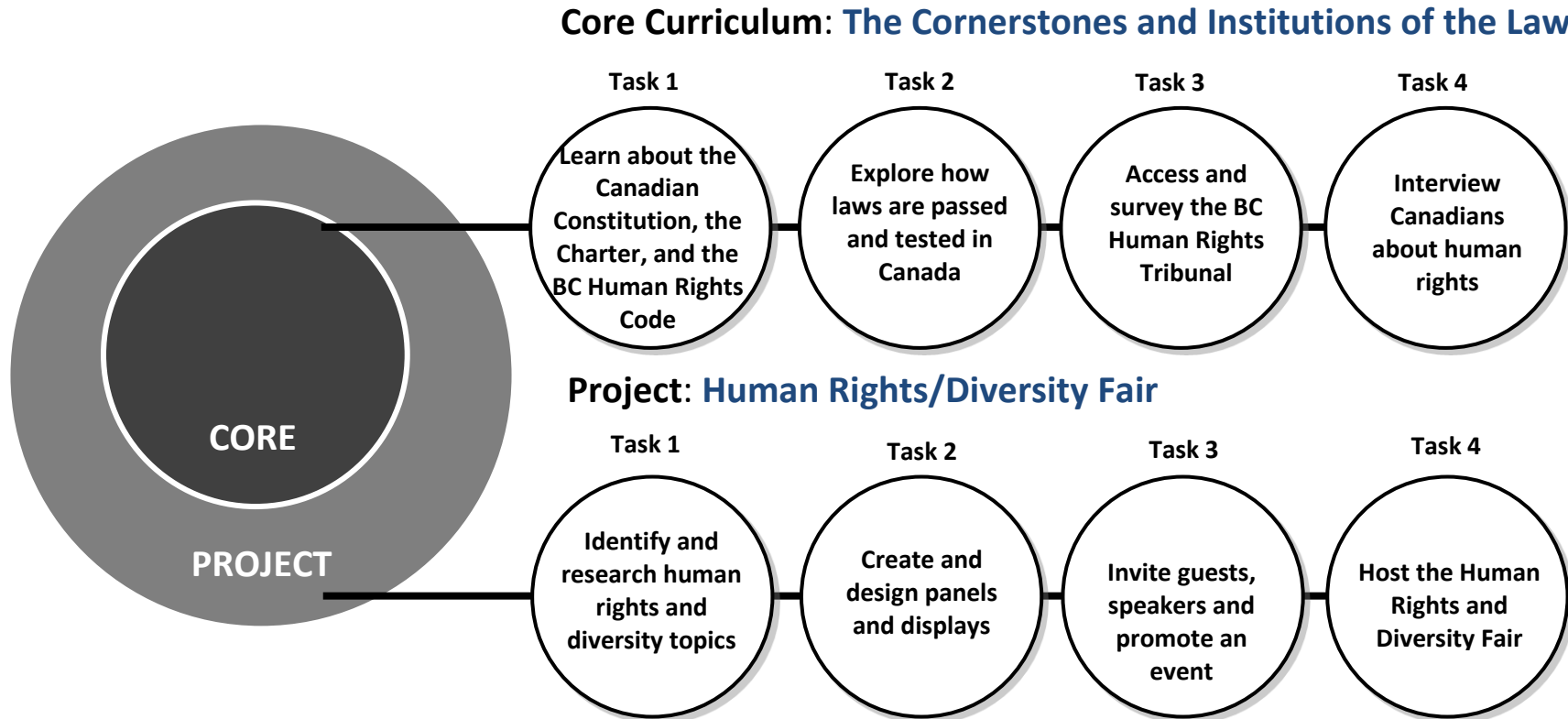
### [Wiki How](#)

This website has an article titled, “How to Design an Event Flyer that Gets Attention.”

**Use:** Learners read, take notes and apply ideas to creating a flyer for the Human Rights Fair



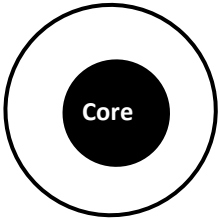
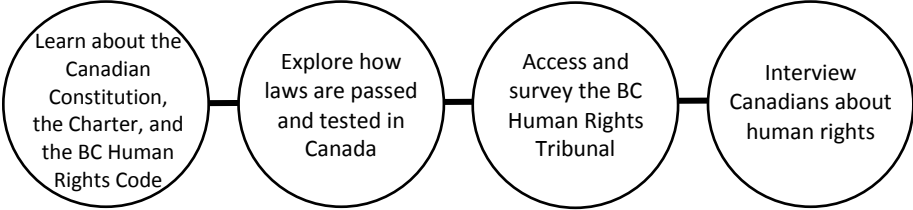
# At a glance: HUMAN RIGHTS & THE LAW






# SCOPE & SEQUENCE

# ELSA 6

## of Sample Tasks


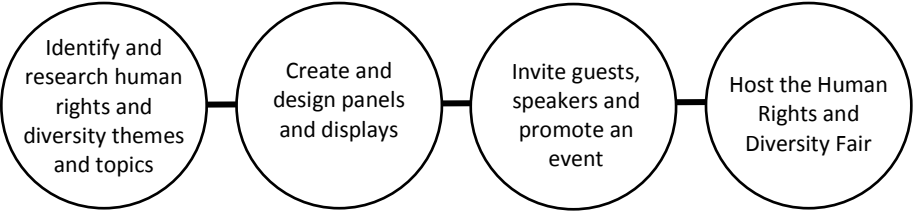

<b>UNIT 6: Human Rights &amp; the Law</b>	<b>CORE CURRICULUM: The Cornerstones and Institutions of the Law</b> PROJECT: Human Rights and Diversity Fair	
		
<b>CLB OUTCOME</b> 🗣️📖📝	<b>SAMPLE TASK</b>	<b>RESOURCES</b>
<b>🗣️ CLB 7-IV:</b> Understand extended descriptive or narrative monologues or presentations about personal experiences, general knowledge or familiar work-related topics, even when some information is presented out of sequence.	<b>Task 1: Learn about the Canadian Constitution, the Charter, and the BC Human Rights Code</b> <ul style="list-style-type: none"> <li>complete a Rights Awareness Test to gauge level of awareness of human rights laws in Canada, record the results, take the same test at the end of the unit, and record the results again, representing increase in awareness using a chart.</li> <li>view videos about the Canadian Constitution, the Charter of Rights and Freedoms, and the BC Human Rights Code, focusing on the main ideas</li> <li>confirm and extend understanding by reading on-line and print resources</li> <li>summarize information in a chart or poster</li> <li>explore and discuss the historical and cultural roots of these legal documents, and discuss how cultural values are reflected in the law</li> </ul>	<b>Quizzes for Human Rights 101 – Ontario Human Rights Commission</b>  <b>The Constitution at 30 – The Agenda with Steve Paikin</b>  <b>Canadian Charter of Rights and Freedoms – Government of Canada</b>  <b>BC Human Rights Coalition</b>  <b>The Canadian Charter of Rights and Freedoms – Maple Leaf Web</b>
<b>📖 CLB 7-IV:</b> Access, locate and integrate information from online reference sources.	<b>Task 2: Explore how laws are passed and tested in Canada</b> <ul style="list-style-type: none"> <li>locate information about the process of passing laws in Canada</li> <li>locate information about testing the constitutionality of laws in Canada</li> <li>examine case studies of various laws that have been challenged (e.g., wearing turbans in the RCMP polygamy, and the wearing of face covering in courts)</li> </ul>	<b>People’s Law School</b>  <b>Supreme Court of Canada</b>  <b>Family Law Videos – BC’s Immigrant Legal Toolkit</b>

UNIT 6: Human Rights & the Law	CORE CURRICULUM: The Cornerstones and Institutions of the Law PROJECT: Human Rights and Diversity Fair	
CLB OUTCOME 	SAMPLE TASK	RESOURCES
<p> <b>CLB 7-III:</b> Complete extended forms requiring detailed personal information.</p>	<p><b>Task 3: Access and survey the BC Human Rights Tribunal</b></p> <ul style="list-style-type: none"> <li>• learn about the BC Human Rights Tribunal: its purpose, who funds it, the types of cases it hears, etc.</li> <li>• outline the process for bringing a human rights complaint to the Tribunal</li> <li>• fill out an online Human Rights Complaint Form, using case studies from Task 2 or by creating new ones</li> </ul>	<p><b>British Columbia Human Rights Tribunal</b></p>
<p> <b>CLB 7-I:</b> Participate in less routine social conversations for an expanding range of purposes (such as expressing and responding to appreciation, complaints, satisfaction, dissatisfaction and hope).</p>	<p><b>Task 4: Interview Canadians about human rights</b></p> <ul style="list-style-type: none"> <li>• explore how laws reflect and guide cultural values; how people are made aware of their rights and responsibilities, and how attitudes towards issues are shaped</li> <li>• create an interview, questionnaire, or survey about human rights in BC and Canada, with questions such as these: <ul style="list-style-type: none"> <li>○ what are human rights?</li> <li>○ which human rights are protected in Canada? how?</li> <li>○ what is the most important human right?</li> <li>○ what is your opinion of _____ (name some human rights issues)</li> <li>○ have you ever been discriminated against? how?</li> <li>○ what would you do if you were discriminated against</li> </ul> </li> <li>• identify potential participants for the interview or survey (e.g., friends, neighbours, co-workers, school staff)</li> <li>• practice the following conversation management skills: <ul style="list-style-type: none"> <li>○ introducing self</li> <li>○ requesting interview</li> <li>○ stating purpose of interview</li> <li>○ managing interview</li> <li>○ closing conversation</li> <li>○ thanking</li> </ul> </li> <li>• conduct an interview or survey</li> <li>• record, report on, and analyze the results</li> </ul>	<p><b>Katie Couric on How to Conduct a Good Interview</b></p> <p><b>LINC 5-7 Classroom Activities</b></p>

# SCOPE & SEQUENCE

## of Sample Tasks

# ELSA 6

<b>UNIT 6: Human Rights &amp; the Law</b>	<b>CORE CURRICULUM:</b> The Cornerstones and Institutions of the Law <b>PROJECT: Human Rights and Diversity Fair</b>	
		
<b>CLB OUTCOME</b> 	<b>SAMPLE TASK</b>	<b>RESOURCES</b>
<b>CLB 7-IV:</b> Access, locate and integrate information from online reference sources.	<b>Task 1: Identify and research human rights and diversity themes and topics</b> <ul style="list-style-type: none"> <li>• identify a number of human rights or diversity themes and topics; topics might include the following:               <ul style="list-style-type: none"> <li>○ minority language rights</li> <li>○ discrimination in the workplace</li> <li>○ the rights of same sex couples</li> <li>○ diversity initiatives in the local community</li> </ul> </li> <li>• assign one topic per group or pair; for small classes, combine with another class for the project or assign 2 themes per pair</li> <li>• research topics, taking notes and identifying key information</li> </ul>	<b>International Human Rights Organizations List – Wikipedia</b>  <b>Human Rights Education – John Humphrey Centre for Peace and Human Rights</b>  <b>Human Rights and Civil Liberties – Charity Village</b>  <b>Children’s Rights – Canadian Bar Association BC Branch</b>
Various non-target CLB outcomes	<b>Task 2: Create and design panels and displays</b> <ul style="list-style-type: none"> <li>• select the best way of representing the information to be presented considering the following:               <ul style="list-style-type: none"> <li>○ display panels</li> <li>○ trade show booth</li> <li>○ posters, FAQ sheets, brochures</li> <li>○ mini-presentations</li> </ul> </li> </ul>	<b>LINC 5-7 Classroom Activities, Chapter 1, Volume 1: Academic Skills</b>

<p><b>UNIT 6: Human Rights &amp; the Law</b></p>	<p>CORE CURRICULUM: The Cornerstones and Institutions of the Law  <b>PROJECT: Human Rights and Diversity Fair</b></p>	
<p><b>CLB OUTCOME</b> 🗣️📄📊</p>	<p><b>SAMPLE TASK</b></p>	<p><b>RESOURCES</b></p>
	<p><b>Task 2: Create and design panels and displays (cont.)</b></p> <ul style="list-style-type: none"> <li>• create display, ensuring it is attractive, engaging and contains the necessary information, including the following elements: <ul style="list-style-type: none"> <li>○ basic information</li> <li>○ a clear message to the audience</li> <li>○ a sense of audience with regard to language levels and the best format for communication</li> </ul> </li> </ul>	
<p><b>🗣️ CLB 7-I:</b>  Participate in less routine social conversations for an expanding range of purposes (such as expressing and responding to appreciation, complaints, satisfaction, dissatisfaction and hope).</p>	<p><b>Task 3: Invite guests, speakers and promote event</b></p> <ul style="list-style-type: none"> <li>• identify guests (e.g., the school community, friends, family members)</li> <li>• identify potential guest speakers (e.g., from a local community organization or human rights group)</li> <li>• design a flyer to promote the event</li> <li>• practice inviting someone in person and on the phone by doing the following: <ul style="list-style-type: none"> <li>○ greet the other person and introduce yourself</li> <li>○ describe event’s purpose, place and time</li> <li>○ extend an invitation</li> <li>○ close the conversation and thank the person</li> </ul> </li> <li>• invite guests and guest speakers</li> <li>• promote the event by sending the flyer by email and putting it up around town</li> </ul> <p><b>Before the Fair</b></p> <ul style="list-style-type: none"> <li>• practice various speech acts learners will need during the fair: <ul style="list-style-type: none"> <li>○ greeting and welcoming guests</li> <li>○ introducing a guest speaker</li> <li>○ giving impromptu thank you speeches at formal social functions.</li> <li>○ opening and maintaining conversations</li> <li>○ closing conversations using the three customary steps (pre-closing, closing, and leave-taking)</li> <li>○ announcing the end of the event</li> <li>○ thanking everyone for attending</li> </ul> </li> </ul>	<p><b>Wiki How</b></p>

<b>UNIT 6: Human Rights &amp; the Law</b>	<b>CORE CURRICULUM:</b> The Cornerstones and Institutions of the Law <b>PROJECT: Human Rights and Diversity Fair</b>	
<b>CLB OUTCOME</b> 🗣️👥📄	<b>SAMPLE TASK</b>	<b>RESOURCES</b>
<b>🗣️ CLB 7-IV:</b> Understand extended descriptive or narrative monologues or presentations about personal experiences, general knowledge or familiar work-related topics, even when some information is presented out of sequence.	<b>Task 4: Host the Human Rights and Diversity Fair</b> <ul style="list-style-type: none"> <li>• set up the displays, refreshments, etc.</li> <li>• host and manage the fair (see above for common speech acts)</li> <li>• listen to mini-presentations and guest speakers</li> </ul> <b>After the Fair</b> <ul style="list-style-type: none"> <li>• write a thank-you email to the guest speakers</li> <li>• reflect on the experience</li> </ul>	