



4b: Rights & Responsibilities

Human Rights & the Law

This module is about human rights and the law. In this module, learners will develop an understanding of the law in Canada and the processes of the Canadian legal system. In the core and project tasks, learners will survey institutions in Canada's legal system, perform a mock trial, examine the general procedure of a court trial, and role-play the various jobs of people in the court such as prosecution, defense, judge, and jury. The project engages learners to create a Fair for their school and community. As an alternative, learners may focus on individual rights protected under the Charter of Rights and Freedoms and BC Human Rights Code.

Track 4b is adapted from ELSA 6 Unit 6: Human Rights & Democracy and ELSA 7 Unit 6: Justice & the Law.

Learning Outcomes

Content Outcomes

Learners will

- study the processes of the Canadian legal system (e.g., the criminal court system, models of criminal justice, the court process).
- increase their understanding of legislation and organizations involved in human rights issues.
- learn diplomatic language and conversational strategies
- learn email and letter writing conventions

Target CLB 8 Outcomes

8-IV Comprehending Information

Understand group interactions about abstract and complex ideas on familiar topics.

8-I Interacting with Others

Participate in less routine social conversations for most everyday purposes (such as expressing and responding to empathy, clarifying conflicts, and providing reassurance).

8-III Getting Things Done

Locate, integrate and use 3 or 4 pieces of information from moderately complex formatted texts.

8-III Getting Things Done

Write business or service correspondence for an expanding range of purposes (such as giving information in memoranda, documenting work done, indicating a problem, requesting a change, or requesting information).

8-IV Sharing Information

Write a paragraph to explain information in a table, graph, flow chart or diagram.

Target CLB 7 Outcomes

7-IV Comprehending Information

Understand short group interactions, discussions and meetings on generally familiar topics.

7-I Interacting with Others

Participate in less routine social conversations for many everyday purposes (such as expressing and responding to appreciation, complaints, satisfaction, dissatisfaction and hope).

7-III Getting Things Done

Locate and use 3 or 4 pieces of information from moderately complex formatted texts (such as course calendars, extensive directories, extensive website navigation menus).

7-III Getting Things Done

Write business or service correspondence for a range of routine and less routine purposes (such as passing on information, and making and responding to requests, recommendations, and warnings).

7-IV Sharing Information

Write 2 or 3 connected paragraphs to relate a familiar sequence of events, make a comparison, or provide a detailed description of a person, system, routine or procedure.

At a Glance

Needs Assessment



Core Tasks



Project Tasks

Overview and Outcomes

Learners read and listen to learn about human rights topics, the Canadian legal system, and avenues for obtaining legal advice or submitting a human rights complaint.

Core Task 1

Learners examine a chart or diagram about a human rights topic, the Canadian legal system, obtaining legal advice, or the historical roots of the Canadian legal system, and write a paragraph describing it.

Core Task 2

Learners access information from court, settlement, or legal aid web sites, web directories, court transcripts, complaint process forms, and other moderately complex formatted texts.

Core Task 3

Learners write business or service correspondence to legal or human rights organizations in order to file a complaint, clarify a problem, obtain advice, or request information.

Overview and Outcomes

Learners watch or attend a real or mock tribunal or court case. Alternatively, learners plan their own Information Fair. The goal of this project is for learners to develop their awareness of their legal rights while expanding their networking abilities.

Community Project

Learners watch or attend a workshop, tribunal or court case related to law. Or, learners invite guest speakers from relevant organizations in the community to speak about issues, rights, and services related to legal matters.

Workplace Project

Learners watch or attend a meeting related to workplace law, such as a WCB meeting. Or, learners invite a panel of guest speakers from relevant organizations to speak on the theme of employment law.

Study Project

Learners plan to hold a Fair for people in an educational institution that focuses on the theme of "Knowing the Law: Knowing Our Rights."

Possible Topics for the Core Tasks

Human Rights

- the BC Human Rights Tribunal or BC Human Rights Coalition
- the Canadian Human Rights Commission and Canadian Human Rights Tribunal
- dispute resolution processes (e.g., the Residential Tenancy Office arbitration process)
- employment standards, rights and jurisdictions
- the BC public inquiry process

The Law

- the Canadian court system
- BC's criminal court system
- the procedures of civil court
- obtaining legal aid and legal advice
- different models of criminal justice (rehabilitative, punitive, restorative)
- the historical roots of common law (the Magna Carta and events in 13th Century England)

Core Task 1

Overview

Learners read texts and analyze flow charts, tables and diagrams related to the Canadian legal system, obtaining legal advice, a dispute resolution process, or the historical roots of the Canadian legal system and write a paragraph describing it.

Target CLB Outcome: ✍ 8-IV Sharing Information

Write a paragraph to explain information in a table, graph, flow chart or diagram.

Modify to CLB ✍ 7-IV Sharing Information

Write 2 or 3 connected paragraphs to relate a familiar sequence of events, make a comparison, or provide a detailed description of a person, system, routine or procedure.

Description

In this core task learners will read a short text on the topic that includes a table, diagram,, or flowchart. To introduce the unit, instructors might show crime statistics across Canada and elicit reactions about Canada’s crime rate, recent revisions to the criminal code, etc. to stimulate discussion. Instructors should follow this with a lesson to analyze and summarize a short reading of about two pages that includes a visual representing the court system in Canada. Alternatively, have learners brainstorm possible legal problems that an individual might face in her lifetime, such as divorce, child custody cases, civil lawsuits, etc. Additionally, ask learners to pinpoint specific human rights and legal challenges newcomers in particular might face. Examine agencies and legal systems or organizations where individuals can go to get help.

Learners will interpret the information in order to write a paragraph to explain the information in the text and the table, flowchart, or diagram. The paragraph should do the following:

- provide accurate and detailed descriptions, explanations, and accounts of events, systems and processes in a clear sequence.
- stand together as a coherent connected whole with good use of appropriate connective words and phrases.

Formative Assessment

See the Assessment Grid, *Formative Assessment Toolkit* (CLB ✍ 7-IV), p. 102. Find this on Tutela.ca.

4b: Human Rights & the Law Core Tasks

Skill Building Tasks for Core Task 1

Elements of a Paragraph

LINC Vol. 1, 58 outlines the requirements of a well-written paragraph (topic sentences, transitions, parallelism, and concluding sentences). Pages 59-60 go into more details about major and minor supporting details.

Paragraphs to Describe Charts and Tables

LINC Vol. 1, 66-67 provides an overview of language used for describing tables and charts. The lesson includes a line graph about the changing crime rate from 1963 – 1997. Students should also become familiar with reading flowcharts as these visuals are frequently used to represent the structure of governance in Canada. See the resources at the end of this module for more details and lesson ideas.

Paragraphs to Describe a Process

A lesson about writing paragraphs to describe a process is provided in **LINC Vol. 1, 65**. For more resources related to process writing see the resources at the end of Modules 1a and 1b.

Parallelism

Have students edit their work or their peers' work for consistent uses of tenses and parallel forms and patterns. Encourage students to use correlative conjunctions and proper punctuation in their paragraphs. A handout and exercises on parallelism can be found at [Owl Purdue Writing Lab](#).

Core Task 2

Overview

Learners listen to text about a human rights topic and assess the outcomes of the issue or learners watch a trial, analyze the various roles people play in a trial, and perform a mock trial.

Target CLB Outcome: 8-III Getting Things Done

Locate, integrate and use 3 or 4 pieces of information from moderately complex formatted texts

Modify to CLB 7-III Getting Things Done

Locate and use 3 or 4 pieces of information from moderately complex formatted texts (such as course calendars, extensive directories, extensive website navigation menus).

Description

In this task, learners will access information in online or print calendars, directories, tables, charts, or diagrams for personal use. Some sample tasks might have learners do the following:

- research outcomes of various ICBC cases to determine what a typical payout for an injury is.
- find forms, contact information, and relevant legislation related to a labour relations complaint.
- scan a directory of non-profit services to find a few agencies that may be able to provide aid and information about a legal matter.
- read the Residential Tenancy Act to determine upkeep responsibilities as a renter.
- read calculations from child custody mediation guidelines to determine increase in child support payments after a promotion.
- read a work schedule and calculate dates and hours to determine if a workers is provided a lawful amount of time off between shifts.

In addition, learners should be able to do the following:

- identify the layout and organization of the text to find the information needed.
- find and use three or four pieces of information by scanning the text.

Instructors could prepare a scavenger hunt worksheet or WebQuest activity to help students practice this outcome. The element of competition inherent in this activity will help develop speed-reading and scanning skills. Follow up with an independent task wherein students locate information for personal use related to a legal matter.

Formative Assessment

See the Comments Chart, *Formative Assessment Toolkit* (CLB  7-III), p. 98. Find this on Tutela.ca.

Skill Building Tasks for Core Task 2

Skimming and Scanning Skills

When reading formatted texts, learners will need to learn to practice a variety of reading skills, such as skimming resource headings in reports and articles to locate the topic of research, then scanning detailed charts and statistics to find specific information. See [BBC Skillswise Entry Level 1](#) for handouts and worksheets.

Document Use

Reading complex documents is considered one of the 9 Essential Skills (*Document Use*). Many lessons related to understanding these documents can be found through adult literacy and job search programs and publications. See “Deco Tools for the Trade,” <http://en.copian.ca/library/learning/tools/tftt/tftt.pdf>, for a variety of reading samples.

Numeracy

Formatted texts may contain simple numeracy equations (e.g., calculating percentages for child custody payments). Also, even advanced ESL learners often make errors in pronouncing numbers and dates. See [BBC Skillswise](#) math lessons for a range of lessons from simple math, to reading charts and statistics.

Core Task 3

Overview

Learners write an email in order to request information or seek advice on a legal matter, or clarify a conflict or dispute.

Target CLB Outcome: ✎ 8-III Getting Things Done

Write business or service correspondence for an expanding range of purposes (such as giving information in memoranda, documenting work done, indicating a problem, requesting a change, or requesting information).

Modify to ✎ CLB 7-III Getting Things Done

Write business or service correspondence for a range of routine and less routine purposes (such as passing on information, and making and responding to requests, recommendations, and warnings).

Description

In this core task, learners will do some public writing. Instructors should elicit ideas from learners about circumstances in which they might write to an individual or organization for legal advice. Encourage learners to think about both incidences related to human rights, and criminal or civil law matters. Some examples might include seeking aid for a human rights or harassment complaint at work, or disputing a traffic ticket or custody decision. Have students compile a list of common openers and closers for a variety of functions (making a complaint, requesting information, seeking advice, clarifying a regulation or contesting a ruling, etc.)

When writing learners should do the following:

- convey a clear message to the reader.
- demonstrate an understanding of audience in language and format.

Encourage learners to write and send a real email or letter that addresses a matter of personal need or interest.

Formative Assessment

See the Comments Chart, *Formative Assessment Toolkit* (CLB ✎ 7-III), p. 100. Find this on Tutela.ca.

See the Rating Acquisition Chart, *Learner Self-Assessment Toolkit* (CLB ✎ 7-III), p. 63. Find this on Tutela.ca.

Skill Building Tasks for Core Task 3

Writing Emails

Review email conventions with learners. Have learners practice these conventions using the worksheets. Encourage learners to use these conventions when writing the email for the task See **LINC Vol. 1, 208, 209, 211** for more information.

Making Requests

Practice words and phrases for making polite requests. Use the worksheets as an aid. When writing their request emails, encourage students to use learned structures. See **LINC Vol. 1, 219, LINC Vol. 1, 366 – 367** for more information.

Email Etiquette

Examine email etiquette before having learners search the Internet for explanations of formal and informal language. Have learners read sample emails to determine levels of formality. **LINC Vol.1, 216, EFW 56.**

Writing letters

Teach letter writing conventions and have the learners identify how they differ from email writing. Elicit ideas about which format is more suitable for certain situations. See **LINC Vol. 1, 167-172** for a series of lessons on letter writing that include standard formatting and conventions, considerations of tone, and being clear and concise.

Editing

Learners need to know that grammar and spelling errors and typos are taken very seriously in professional correspondences, and failing to proofread for these mistakes can have serious consequences. See **LINC Vol. 1, 226-227** for a list of common learner errors.

Project Overview

Observe a Court Case in the Community, or Watch a Discussion about a Legal Issue

Description

In the project tasks, learners will watch a group discussion related to a legal or human rights issue. This can be achieved in a variety of ways, depending on time constraints, or availability in the community. For instance, learners could invite a panel of guest speakers in the legal field to come and speak to the class. If possible, the class could attend a trial in the community. Another excellent resource is the People's Law School, an organization that travels across British Columbia performing mock trials about the Canadian Court System. Alternatively, learners could view panel discussions on TV about groundbreaking Canadian trials and Charter Challenges. In addition, learners will also practice language for social interactions that may require empathy or sympathy.

In this project, learners will do the following:

Pre-task: Identify settlement resources in the community that offer legal aid or legal advice. Additionally, have learners brainstorm situations in which individuals might find themselves facing legal troubles.

Task 1 Learners role-play situations in which they provide reassurance and empathy to a friend or colleague having legal troubles.

Task 2 Watch a real or mock trial or a panel discussion about a legal issue (e.g., a panel of guest speakers in the classroom, or a panel of experts on TV).

4b: Human Rights & the Law Project Tasks

Content Outcomes

Learners will do the following:

- increase their knowledge of rights and laws affecting individuals in their community, workplace, or educational institution.
- increase their knowledge of how to access services and organizations that uphold the rights of people in their community, workplace, or educational institution.

Target CLB 8 Outcomes

8-IV Comprehending Information

Understand group interactions about abstract and complex ideas on familiar topics.

8-I Interacting With Others

Participate in less routine social conversations for most everyday purposes (such as expressing and responding to empathy, clarifying conflicts, and providing reassurance).

Target CLB 7 Outcomes

7-IV Comprehending Information

Understand short group interactions, discussions and meetings on generally familiar topics.

7-I Interacting With Others

Participate in less routine social conversations for an expanding range of purposes (such as expressing and responding to appreciation, complaints, satisfaction, dissatisfaction and hope).

Possible Topics

Community

- the rights and responsibilities of citizenship
- the rights of children, women, and refugees in Canada
- bullying and cyberbullying and schoolchildren
- legal aid resources for newcomers and low income Canadians
- crime and crime prevention

Workplace

- labour rights in the workplace and employment law
- discrimination and harassment in the workplace
- wrongful dismissal in the workplace
- bullying in the workplace
- the rights and responsibilities of workers

Study

- education rights of First Nations Peoples and Francophones
- the funding of private schools in Canada
- groundbreaking Supreme Court Charter Challenges
- protection for students attending non-regulated private institutions for post-secondary studies
- a marginalized group in society and their historic legal battle

Project Task 1

Overview

Role-play a range of conversations that may occur in social interactions concerning legal problems or human rights complaints.

Target CLB Outcome 🗣️ 8-I Interacting With Others

Participate in less routine social conversations for an expanded range of purposes (such as expressing and responding to empathy, clarifying conflicts and providing reassurance).

Modify to 🗣️ CLB 7-I Interacting With Others

Participate in less routine social conversations for many everyday purposes (such as expressing and responding to appreciation, complaints, satisfaction, dissatisfaction and hope).

Description

In this task, learners will take part in various kinds of conversations. Instructors should elicit situations from learners wherein individuals might face legal or human rights problems. Teachers should instruct learners to research typical language used to respond to bad news, and role-play conversations about these situations. During the interactions learners should do the following:

- open, maintain, and close the conversation appropriately.
- ask follow-up questions to keep the conversation going.
- express and respond to sympathy.
- respond to minor conflicts or complaints, or comfort others in distress.
- use appropriate levels of formality with increased ability.

Formative Assessment

See the Peer Assessment Checklist, *Formative Assessment Toolkit* (CLB 🗣️ 7-I), p. 89. Find this on Tutela.ca. Modify the checklist as needed.

4b: Human Rights & the Law Project Tasks

Skill Building Tasks for Project Task 1

Conversation Strategies

Although social conversation strategies are covered in **LINC 5** in the LINC 5-7 curriculum, learners who have tested in to ELSA 6 or 7 might need to learn some of these common conversation strategies and formulaic courtesy expressions. See **LINC Vol. 1, Chapter 3** for a review of these strategies (i.e. small talk strategies, keeping conversation going, talking to strangers, etc.)

Introducing a Guest Speaker

Allow learners to formally introduce any guest speakers that have been arranged to speak to your class this module. Role-play making the introductions in pairs before the guest arrives. Learners will need to do some research about the speaker beforehand. For an audio example, see [ESL Pod, Introducing a Speaker](#) and **LINC Vol. 2, 283** for more information.

Making Formal Introductions

Have learners practice introducing one another in a variety of scenarios, such as a professional conference, a town hall meeting, a strata meeting, etc. Brainstorm areas of commonality that could be used to break the ice in each situation. **WikiHow, [How to Introduce People](#)**, includes an instructional reading and sample video about introducing others in a formal setting.

Conveying Empathy & Sympathy

This module is a good place to have learners practice conversational skills requiring empathy and sympathy (e.g. In response to news that a friend's child has gotten mixed up in some legal troubles, etc.). Have learners brainstorm and role-play different scenarios using the language from the handout, *Expressing Sympathy, Language Companion; Helpful Language: CLB 5-8*.

Project Task 2

Overview

Learners learn about a Canadian legal or human rights issue, listen to a meeting or debate, and draw conclusions.

Target CLB Outcome: 🗣️ 8-IV Comprehending Information

Understand group interactions about abstract and complex ideas on familiar topics.

Modify to 🗣️ 7-IV Comprehending Information

Understand short group interactions, discussions and meetings on generally familiar topics.

Description

In this task, learners will develop their listening skills and gain knowledge of the court system in Canada. If possible, show excerpts of court cases from different areas of law (e.g., family law, civil law, and criminal law). Use transcripts of the proceedings for language analysis activities. If there is a courthouse in the community, arrange to attend a trial. Alternatively, there are numerous TV shows and movies set in the courtroom that could provide excerpts instructors could use in the classroom. Learners should listen to do the following:

- identify the main idea (which is not explicitly stated) and detailed information.
- identify phrases and sentences that mark topic introduction, topic development, topic shift, and conclusion.
- identify rhetorical discourse markers and patterns of chronological order and sequence, comparison and contrast, and cause and effect.
- interpret factual information, explanations, and opinions.
- identify facts, opinions, and attitudes.

Formative Assessment

See the Rating Acquisition Chart, *Learner Self-Assessment Toolkit* (CLB 🗣️ 7-IV), p. 61. Find this on Tutela.ca.

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Skill Building Tasks for Project Task 2

The Subjunctive

The subjunctive is used to express urgency or importance, and is often used in formal meetings. **LINC Vol.2, 290** provides some audio samples of individuals using the subjunctive in a formal meeting. Have learners listen to take note of the subjunctive in other audio clips played in class. Samples from court cases might include lawyers presenting their final summary, or a panel discussion about the verdict of a controversial case.

Logical Connectors

Have learners practice combining sentences with logical connectors. See **LINC, Vol. 2, 220** for more information. Then, while listening to an excerpt from a trial, or televised discussion about a human rights issue, have learners jot down all the connectors they hear. Have learners compare the lists in pairs, and then write summary sentences about the main ideas of the listening using the connectors.

Interrupting Politely

Conversational styles vary across cultures. Learners should know that it is considered rude in Canada to monopolize conversations though it may be perfectly normal to speak at length in another culture. **LINC Vol.2, 260**, includes an audio excerpt and a practice exercise where learners identify appropriate and inappropriate expressions for interrupting someone.

Giving Opinions

LINC Vol.2, 259, includes an audio excerpt from an informal meeting. Learners write down formulaic expressions that they hear for agreeing, disagreeing, offering an opinion, asking for opinions from others, and commenting on those opinions.

Human Rights & the Law Resources

[Justice Education Society: Learning about the Law.](#)

Learning About the Law uses simple wording to teach learners with middle-to-upper level English as a Second Language skills about their legal rights and responsibilities in British Columbia.

[Ontario Justice Education Network: ESL Criminal Law Mock Trial Scenario: R. Vs. Lee](#)

This website's resources offer an example of a mock trial scenario developed for ESL learners in Ontario. It is useful to see the various scaffolds, handouts, and supports the writers developed for the task. The resources include an instructor's manual called [Making the Case: A Mock Trial Toolkit](#).

[Open University: Starting with Law: An Overview of the Law](#)

This website introduces learners to the key figures in law making in the UK and provides some helpful tips on study techniques.

[Supreme Court of Canada](#)

This site has many exciting teaching tools and resources, including virtual tours of the court.

[Supreme Court of Canada. Resources for Teachers: Mock Trial](#)

This website is intended gives instructions for a game created to make the legal process more accessible to school groups. Many formalities have been omitted, such as having the witnesses swear an oath and requiring the jury to reach a unanimous verdict. It was last updated March 31, 2011.

Discover Canada: Rights and Responsibilities of Citizenship. Ottawa, ON: Citizenship and Immigration Canada Ottawa. (2012)

This booklet is the study guide for the new Canadian Citizenship test and has some good information in it. It is a good resource to have in the classroom as most learners need to become familiar with it in preparation for their citizenship test.

ESL and Skill Building Resources

[EL Civics Crime/Accident Unit \(Advanced\); MiraCosta College](#)

This is a 31-page lesson on reporting crimes and accidents. It also includes a crime prevention component. The lesson includes a lot of crime and injury vocabulary skill building, in addition to lessons about narratives and forms. Learners practice grammar guided writing activities with practice forms and models before the last task in which learners are expected to independently fill out a complex authentic accident report.

[ESL Corner: Settlement.org](#)

This LINC site has many CLB referenced lessons in the form of dialogues, listening texts, and role-plays. The topics related to this unit include: "What to do if the Police Arrest Me?" "What is Discrimination?" and "How do I Respond to Discrimination?".

[Roberts Rules of Order](#)

More details about running a formal meeting according to this popular method can be found at this website.

[Learning about the Law: Fundamentals of the Law and Civil and Criminal Law](#)

The People's Law School has published many resources written in plain language.

ESL and Skill Building Print Resources

Citizenship Resource: A Classroom Resource for Teaching Citizenship Topics to Adult English Language Learners; Citizenship and Immigration Canada. (2013).

This is a new guide, written by the Toronto Catholic School Board, which is aimed at learners planning to take their citizenship test, or those wanting to know more about Canada.

***Have Your Say! Communication Activities*; 2nd ed. McKay, I. Don Mills: Oxford University Press. (2011).**

There is a good lesson about making complaints in Chapter 7, "Society and Culture." Have students follow the steps described in the unit, and use the language provided to role-play a situation involving a human rights complaint, or a potential human rights complaint.

***LEAP (Learning English for Academic Purposes): Listening & Speaking*; 2nd ed. Beatty, K. Montreal: Pearson. (2012).**

This academic preparatory textbook has a lesson on reading flowcharts. Quite often, complexities of the courts, and their relations to one another, are represented in this visual form.

***50 One-minute Tips for Better Communication*. Bozek, P.E. Mississauga, ON: Thomson Course Technology/Crisp Learning. (1998).**

This book includes tips and strategies for improving non-verbal communication.

***Breakthroughs: An Integrated Upper Intermediate English Program*. McPherson-Ramirez, G & Engelking, M. Don Mills, Ontario: Oxford University Press. (2011).**

In Chapter 6, "Catch Me if you Can," there is a listening activity, which describes the roles of individuals in a courtroom. Review this short vocabulary exercise so learners are able to use these titles in their class discussions.

***LINC 5-7 Classroom Activities, Volumes 1 & 2*. Toronto Catholic District School Board. (2010).**

This resource is highly recommended for this curriculum. See Volume 2, Chapter 3, "Meetings" for multiple lesson plans on running an efficient meeting. Every step of the way is covered in this unit, such as sending out an agenda, to taking minutes, to following up after a meeting. Plenty of listening excerpts are also provided as models.

***Writing for the Real World 2: An Introduction to Business Writing*. Barnard, R. & Meehan, A. London: Oxford University Press. (2005).**

This resource includes functions commonly used in letter writing: making inquiries, complaining, placing orders, etc. It also includes a unit on writing a short report.