

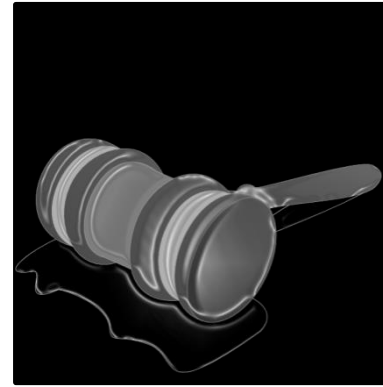
Learning in
communities: Unit 6
**JUSTICE &
THE COURTS**

Introduction

In this unit, learners will explore issues pertaining to justice and the courts. The justice system and the courts are cornerstones of life and in Canada. Most people don't have contact with the courts or the justice system, but these things are very important to the lives of all people living in Canada.

The **Core curriculum** employs intensive reading and writing activities to give learners a foundational understanding of the Canadian legal system. The unit also focuses on the criminal and civil law. The core curriculum closes by providing learners with a basic understanding of how to access legal aid and services.

The **Project** component is optional. This light-hearted section of the unit invites learners to perform a mock trial. Learners first watch the general procedure of a court trial, and then they create a crime scenario and organize a trial based on the scenario. Learners have the chance to role-play the various court personnel such as prosecution and defence lawyers, judge, and jury. The goal of this project is to give learners an opportunity to develop speaking skills while gaining a better understanding of the court process.



ELSA 7
CLB 8






Teaching Suggestions

- Attend a court session or court education session.
- Invite a Justice Theatre group to perform a mock trial.
- With help from the Legal Education Society, interview a lawyer, sheriff, judge, or legal assistant.
- Post a list of gambits for conversation management functions, such as interrupting, holding the floor, keeping the discussion moving, and ensuring that everyone participates.
- Ask learners to listen to or read various language samples paying attention to rhetorical profile, emphasis, and connections between ideas.
- Ask learners to list the criteria they would like to be evaluated on for their presentations.

Target OUTCOMES

CLB Outcomes

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

Listening	
 CLB 8-IV:	Understand group interactions about abstract and complex ideas on familiar topics.
Speaking	
 CLB 8-IV:	Give presentations to describe and explain structures, systems or processes based on research.
Reading	
 CLB 8-III:	Locate, integrate and use 3 or 4 pieces of information from moderately complex formatted texts.
 CLB 8-IV:	Access, locate and integrate several pieces of information from relevant online reference sources.
Writing	
 CLB 8-I:	Convey personal messages in formal and informal correspondence for an expanded range of social purposes (such as expressing and responding to sympathy, clarifying a conflict, or giving reassurance).

Content and Other Outcomes

Learners will

- develop their ability to integrate, interpret, and summarize complex information
- develop their ability to understand complex procedures and processes
- increase their understanding of Canadian justice issues
- develop a foundational understanding of the court process
- develop research skills to locate and analyze online information
- employ speaking strategies to give detailed explanations and descriptions of complex structures
- work as a team to conduct a mock trial

POSSIBLE TOPICS

Topic	In this unit, learners will explore the legal system and courts in Canada. They will learn how the legal system and the courts are central to the rights people enjoy and the responsibilities people take on in this country. In addition, they will consider the meaning of social justice. Social justice is an important part of Canadian life and during this unit, learners will be asked to attempt to promote social justice both here in Canada and internationally.
Cross-cultural Perspectives	<p>The practices and processes of justice and the law vary from country to country. It is perhaps then useful to compare and contrast the practices and processes of justice and the law in Canada with those of learners' home communities, with respect to any of the following:</p> <ul style="list-style-type: none">• policing policies and practices, with an examination of these during highly publicized events• the use of police dogs• policing and the law, especially with regard to the rights of women• juvenile delinquency and the age at which children are tried the same as adults• the concept of the Rule of Law• the concept of judicial impartiality• concepts of justice across cultures
Systems and Practices in BC and Canada	<p>The following are topics instructors could explore with learners:</p> <ul style="list-style-type: none">• provincial and federal jurisdictions in court systems and laws• interaction between the Charter, the Supreme Court of Canada, and the legislature in sample cases• comparing and contrasting civil and criminal law in Canada• participating in mock trials• restorative justice practices and innovations in Aboriginal communities in Canada• the education and training of lawyers in BC and Canada• the relationship between the legislative and judicial bodies in Canada• the role of the citizenship judge

PLANNING GUIDELINES

Linguistic Competencies

Vocabulary

nouns related to paragraphs and essays

reporting verbs for indirect quotations from sources in paragraphs and essays

actions related to paragraphs, reports, and essays

*footnotes, bibliography, quotations, topic sentence, main idea, thesis statement, factual and supporting detail
say, claim, report*

informing, persuading, comparing, contrasting, proposing, solving, evaluating, brainstorming, outlining, mapping, clustering, summarizing, paraphrasing

Grammar

moderately complex grammar and syntax structures (such as perfect tenses, basic conditionals, basic reported speech, noun clauses, relative clauses, passive and active voice, infinitives and gerunds, etc.) to convey meaning effectively and precisely

word formation (prefixes, suffixes) to guess meanings of unknown words

parallel structure

pre-, -ment, etc.

Mrs. Brown is hard-working, dedicated, and organized.

Pronunciation

Intonation changes and pausing to signal new or important information

Major and minor stress in multi-syllable words

Content words and major stress for reading academic information aloud

Historically, / scientists believed / that ... // however // ...

chronological, chronology

RESOURCES

Justice and the Courts

[BC's Immigrant Legal Toolkit – ImmigrantLegal.ca](#)

This page has many excellent video resources for a variety of different law topics. There links to videos and resources for family law, domestic violence, tenancy, and employment.

Uses: Learners access, locate and integrate several pieces of information about the law in BC.

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

This page is a hyperlinked table of contents for a 20-page overview of Canada's courts. The document is also available in pdf online and the chapters include how the courts are organized, keeping the system fair and efficient, and further information.

Uses: Learners access, locate, and integrate several pieces of information about the court system.

[Canadian Criminal Law – Canadian Law](#)

This page has excellent summaries about many topics about Canadian criminal law. The short summaries include types of offences, youth, parole, pardons, and more. The page also has links to close to one hundred other law related topics organized by modern law, ancient law, legal organizations, lawyers, and a directory that includes a legal dictionary.

Uses: Learners access, locate, and integrate several pieces of information about the law in Canada.

[Civil Matters – Supreme Court BC](#)

This interactive webpage outlines the types of cases, introduces the process before, during, and after trial and has links to further information and videos about the Supreme Court. Topics include family and criminal law. There is also a great glossary.

Uses: Learners access, locate and integrate several pieces of information about the Supreme Court and civil matters.

[Crime and Justice – Statistics Canada](#)

This page has links to statistics for a variety of legal topics including crime, justice, civil and family law, correctional services, family violence, and more.

Uses: Learners locate, integrate and use three or four pieces of information from moderately complex formatted texts.

[Criminal Defence Law: Articles by Canadian Lawyers – LawyerShop](#)

This site has an extensive selection of short articles that cover a wide range of topics such as drug possession, fingerprints, legal aid, what to do if you are guilty, and more.

Uses: Learners summarize a given article and give short presentations to share the information.

[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.

Note: This resource also appears in ELSA 6 Unit 6.

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

[Heartspeak Productions – YouTube Channel](#)

This vast collection of videos includes interviews, lectures, panel discussions, and more. The channel is hosted by Heartspeak Productions, a group dedicated to the issues surrounding restorative justice and the relationship between the legal system and Aboriginal Canadians.

Uses: Learners access the channel and understand group interactions and narrations about abstract and complex ideas on familiar topics.

[Justice Education Society](#)

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

Note: This resource also appears in ELSA 6 Unit 6.

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

RESOURCES

Justice and the Courts (cont.)

[Know Your Rights – CBC Radio](#)

These recorded 27-minute episodes of the radio program focus on different areas of social justice and how these areas are addressed by the Canadian Charter. Topics include freedom from discrimination, freedom of life, liberty, and security of the person, freedom of religion, freedom of peaceful assembly and association, and freedom of expression.

Uses: Learners understand group interactions about abstract and complex ideas on familiar topics.

[Law – The Canadian Encyclopedia](#)

This page has a lengthy overview of the fundamentals of law in Canada. Sections include sources of law, judicial decisions, fundamental legal concepts, and more. The page is also hyperlinked by topic to allow for further online research.

Uses: Learners locate, integrate and use three or four pieces of information from moderately complex online text.

[Law Lessons: Teachers and Students – Justice Education Society](#)

This page has excellent ready-to-use lesson plans, teaching units, court visit information, links to further resources, and more.

Uses: Learners access and follow the lessons and units independently or in the classroom.

[Learning About the Law – Justice Education Society](#)

This 54-page resource has excellent sections to help learners understand the law in Canada. Chapters include the courts and the fundamentals of law regarding tenancy, employment, family, youth, and more.

Uses: Learners locate, integrate and use three or four pieces of information about the law from moderately complex formatted texts.

[Legal Aid – Legal Services Society](#)

This website offers resources for legal aid in BC. Topics include lawyers, community workers, Aboriginal People, the media, current news releases, and more.

Uses: Learners give presentations to describe and explain structures, systems, or processes based on research about legal aid.

[Prison Facts and Statistics – Prison Justice.ca](#)

This page has extensive facts and statistics about Canadian prisons. Topics include incarceration rates, crime rates, the number of prisons, the cost of incarceration, inmate demographics, and more.

Uses: Learners locate, integrate and use three or four pieces of information from moderately complex formatted texts.

[Rose Between Two Thorns: Malik & Rose \(Jun. 25, 2007, 10:30\) – YouTube](#)

This video features an interview with Deltonia Cook, who is serving a life sentence. A community justice worker named Rose Rowlands discusses lifelong institutionalization.

Uses: Learners understand discussion about abstract and complex ideas surrounding the correctional system.

[Simplified Trial: Small Claims Court \(Jun. 2, 2009, 9:49\) – YouTube](#)

This video outlines the process of simplified trials in small claims court. The video uses a dramatization of a dispute between a contractor and client that is resolved in small claims court.

Uses: Learners understand group interactions about abstract and complex ideas on familiar topics.

[Social Justice @ UWindsor – YouTube Channel](#)

This channel features professors from the University of Windsor, professionals, and others in a great collection of short video lectures and discussions on a wide variety of topics that relate to social justice.

Uses: Learners access videos and take notes from the lectures and discussions.

RESOURCES

Justice and the Courts (cont.)

[Society: Crime – Open University](#)

This page has a list of lesson tags that relate to crime. Some of the lessons are as short as five minutes, and some are more than an hour long. Most lessons include readings of various texts, videos, and listening exercises. The page also has links to thousands of other lessons from Open University.

Uses: Learners access and complete lessons independently online, or in the classroom.

[Supreme Court of Canada](#)

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

Uses: Learners navigate the site to access information about the Supreme Court and related topics.

[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 more.

Note: This resource also appears in ELSA 6 Unit 6.

Mock Trials

[Criminal Mock Trial: Regina vs. Madam Evilyn \(Nov. 6, 2012, 1:06:14\) – YouTube](#)

This engaging video shows a Burnaby class performing a mock trial in a real courtroom to try Cinderella’s evil stepmother for unlawful exploitation and forcible confinement.

Uses: Learners take notes about the case and the procedure for a mock trial.

[Mock Hearings – Ontario Justice Education Network \(OJEN\)](#)

This website offers many lesson plan packages for a wide variety of mock trial scenarios developed for ESL learners in Ontario. It includes useful handouts, supports, and resources to develop the task.

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

[The Judicial Structure – Department of Justice](#)

This page has an excellent overview of the structure of Canada’s judicial system. It includes a good flowchart and short paragraphs about the different courts, board, and tribunals. The page also has links to more related topics.

Uses: Learners access, locate, and integrate several pieces of information about the judicial system.

[Timeline of Social and Cultural Injustices in Canada – Government of Manitoba](#)

This four-page timeline covers a wide range of social and cultural injustices in Canadian history. The timeline finishes with a survey of current and ongoing issues and a list of related resources.

Uses: Learners locate, integrate, and use three or four pieces of information from moderately complex formatted texts.

Uses: Learners follow materials in class to prepare for and perform a chosen mock hearing.

[Mock Trial – Supreme Court of Canada](#)

This excellent package includes a general introduction, a sample mock trial, and resources for the crown, defence, and judge.

Uses: Learners follow this resource in class to prepare for and perform a mock trial.

RESOURCES

Mock Trials (cont.)

[Programs – People’s Law School](#)

This page has links to various legal programs available including the excellent Justice Theatre troupe, court tours, interviews with a judge, and more.

Uses: Instructors and learners can book the theatre troupe for performances, take tours, and arrange interviews for the class.

Writing and Presentations Skills

[Better Public Speaking – MindTools](#)

This article goes through strategies and tips for improving public speaking. Topics include strategies, planning, practice, engaging the audience, and more.

Uses: Learners summarize the article to support presentations to describe and explain structures, systems, or processes based on research.

[Boolean Operators \(Apr. 24, 2008, 3:03\) – YouTube](#)

This useful video goes through the use of Boolean operators to improve success with online searches. It is narrated with paper cut-outs to visually support the instruction.

Uses: Learners understand narration about complex ideas on familiar topics.

[Coherence: Use of Transitions – Northland Community and Technical College](#)

This page has an extensive list of transition words organized by categories of usage and purpose.

Uses: Learners access the list to support presentation preparation.

[Discourse Markers: Linking Your Ideas in English – About.com](#)

This article gives an overview of discourse markers and their use with supporting examples. The page also has links to further related resources.

Uses: Learners incorporate discourse markers into presentations to describe and explain structures, systems, or processes based on research.

[R. v. Wyler: A Mock Trial Kit – Public Legal Education Association \(PLEA\)](#)

This 67-page pdf includes five ready-made lessons that take learners from the examination of a trial, through the process of a mock trial, and finally a debriefing of the experience. These excellent lessons include scripts, supporting information, materials required, and so much more.

Uses: Learners follow lessons in class to prepare for, undergo and debrief after a mock trial.

[Discourse Markers – University of Warwick](#)

This page has extensive information about discourse markers with supporting examples throughout. The page also has links to further information and examples.

Uses: Learners incorporate discourse markers into presentations to describe and explain structures, systems, or processes based on research.

[Formal Email of Request Exercise – BLAIR English](#)

This short online lesson includes an overview of request emails, an example, and an online cloze to improve learners’ abilities to use email to make requests.

Uses: Learners access the lesson online and complete it independently to support the writing of personal messages in formal and informal correspondence.

[Google Search Tips - GCF LearnFree.org](#)

This excellent online tutorial has a basic introduction to Google, a cheat sheet for search tips, a results-page explanation, advanced search strategies, and more.

Uses: Learners access, locate, and integrate several pieces of information about using Google search.

RESOURCES

Writing and Presentation Skills (cont.)

[How to Write a Letter.net](#)

This excellent site has resources for writing letters of all types. The page includes an overview of letter writing and links to detailed information and samples for a wide range of letters including letters of request, thank-you letters, letters of solicitation and reservation, and more.

Uses: Learners access appropriate information online to support personal messages in formal and informal correspondence.

[Transition Words Connect Ideas – Language Portal of Canada](#)

This page has an extensive list of transition words organized by categories of usage and purpose.

Uses: Learners access this list to support presentation preparation.

CLB Aligned Resources

[ELSA Assessment – ELSA Net](#)

This page has essential materials for every instructor, including the [Formative Assessment Toolkit \(CLB 8\)](#) and the learner's [Self-Assessment Toolkit \(CLB 8\)](#). 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 instructor and is highly recommended for this curriculum. All of the activities are CLB aligned, although ELSA instructors 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 5, Volume 2: Managing Information

[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.

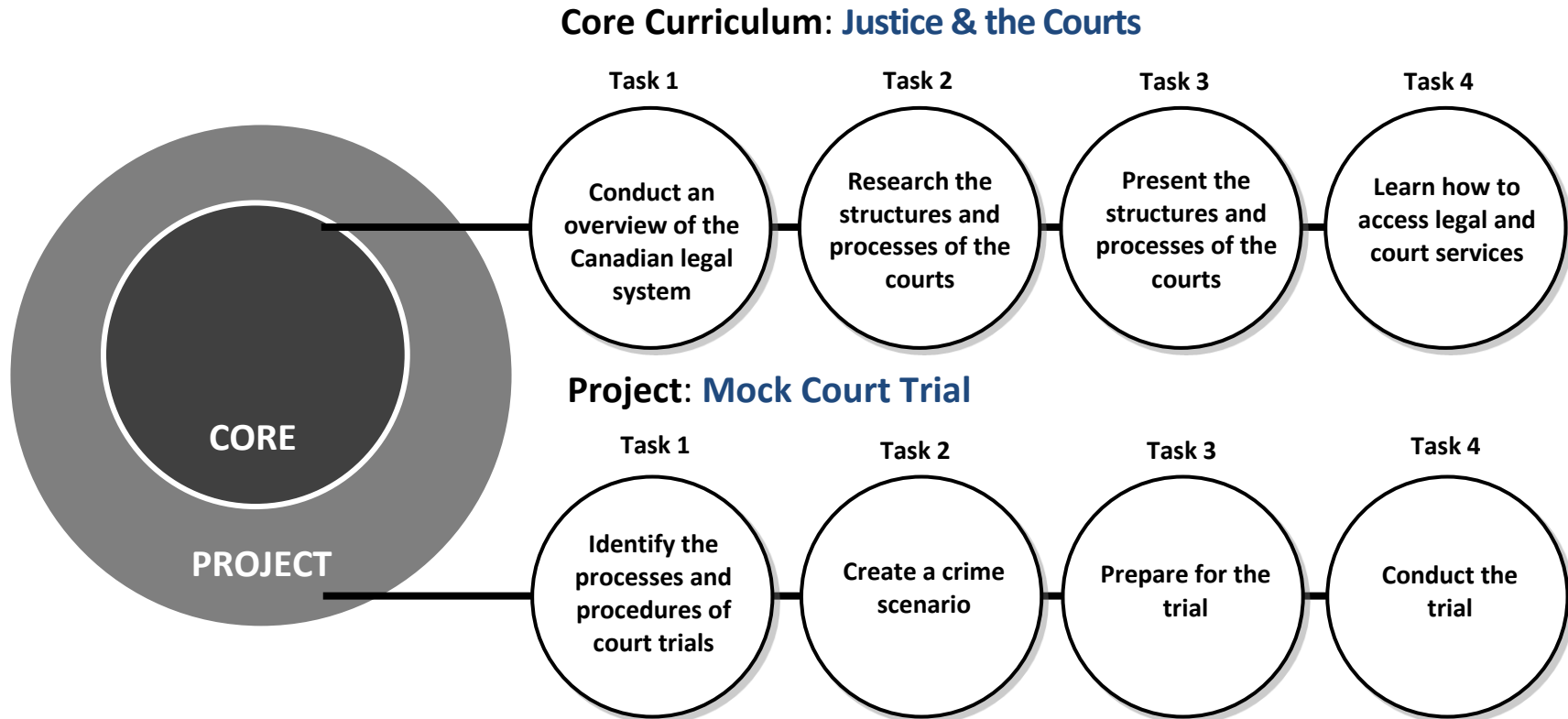
Uses: The following chapters are well-suited to this unit:

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

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

[Chapter 5, Volume 2: Managing Information](#)

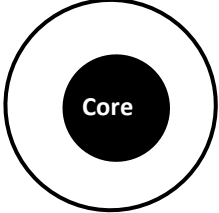
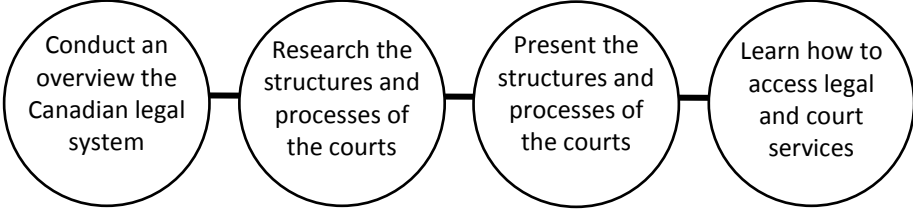
At a glance: JUSTICE & THE COURTS








SCOPE & SEQUENCE

ELSA 7

of Sample Tasks

UNIT 6: Justice & the Courts	CORE CURRICULUM: Justice & the Courts PROJECT: Mock Court Trial	
		
CLB OUTCOME 🗣️📖🔍	SAMPLE TASK	RESOURCES
<p>📖 CLB 8-IV: Access, locate and integrate several pieces of information from relevant online reference sources.</p> <p>🗣️ CLB 8-IV: Understand group interactions about abstract and complex ideas on familiar topics.</p>	<p>Task 1: Conduct an overview the Canadian legal system</p> <ul style="list-style-type: none"> • review internet research strategies • formulate search terms • find various articles and encyclopedia entries about the origins and principles of the Canadian legal system to do the following: <ul style="list-style-type: none"> ○ access information using effective search strategies • read the articles and summarize information in note form or on a poster • develop a glossary of legal terms for the whole class to refer to throughout the unit <ul style="list-style-type: none"> • watch videos about society and justice • discuss the principles of justice, asking questions about cultural values, judicial impartiality, fairness, social justice, and compare these concepts across cultures doing the following: <ul style="list-style-type: none"> ○ identify the main idea and detailed information ○ identify the 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 	<p>Google Search Tips – GCF LearnFree.org</p> <p>Canada’s Court System – Department of Justice</p> <p>Canadian Criminal Law – Canadian Law</p> <p>Learning About the Law – Justice Education Society</p> <p>Social Justice @ UWindsor – YouTube Channel</p> <p>Simplified Trial: Small Claims Court – YouTube</p> <p>Heartspeak Productions – YouTube Channel</p> <p>Rose Between Two Thorns: Malik & Rose - YouTube</p>


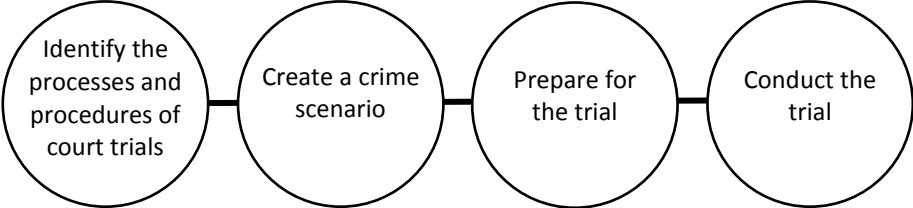




UNIT 6: Justice & the Courts	CORE CURRICULUM: Justice & the Courts PROJECT: Mock Court Trial	
CLB OUTCOME 	SAMPLE TASK	RESOURCES
<p> CLB 8-III: Locate, integrate and use 3 or 4 pieces of information from moderately complex formatted texts.</p>	<p>Task 2: Research the structures and processes of the courts</p> <ul style="list-style-type: none"> • find and summarize a chart of the structure of the courts in Canada, which includes civil, criminal, and youth courts, the Supreme Court, taxes, and provincial and federal law doing the following: <ul style="list-style-type: none"> ○ identify the layout and organization of the text to find the information needed ○ find and integrate three or four pieces of information for comprehension and use • create a poster diagram of the structure of the court system, and include a description of the function of each court 	<p>Supreme Court of Canada</p> <p>BC's Immigrant Legal Toolkit – ImmigrantLegal.ca</p> <p>The Judicial Structure – Department of Justice</p> <p>Law Lessons: Teachers and Students – Justice Education Society</p>
<p> CLB 8-IV: Give presentations to describe and explain structures, systems or processes based on research.</p>	<p>Task 3: Present the structures and processes of the courts</p> <ul style="list-style-type: none"> • select two elements of the judicial system from the research completed in Task 2 to compare and contrast civil and criminal courts, provincial and federal courts, and the law as it pertains to youth and adults • use the research notes from Task 2 as the basis of a presentation individually, in pairs or groups • include information about the process of taking a case through the court • prepare a presentation outline and slides • deliver the presentation according to the following conventions: <ul style="list-style-type: none"> ○ present information using connected discourse ○ express main ideas and support them with details ○ provide an introduction, development, and conclusion ○ narrate coherently so that agents, actions, circumstances, processes, and sequences, are clear ○ show developing awareness of style and formality ○ provide accurate and somewhat detailed descriptions, explanations, or accounts ○ show awareness of appropriate eye contact, body language, and volume and rate of speech 	<p>Better Public Speaking – MindTools</p> <p>Coherence: Use of Transitions – Northland Community and Technical College</p> <p>Discourse Markers: Linking Your Ideas In English – About.com</p> <p>Discourse Markers – University of Warwick</p>




UNIT 6: Justice & the Courts	CORE CURRICULUM: Justice & the Courts PROJECT: Mock Court Trial	
CLB OUTCOME 	SAMPLE TASK	RESOURCES
<p> CLB 8-1: Convey personal messages in formal and informal correspondence for an expanded range of social purposes (such as expressing and responding to sympathy, clarifying a conflict, or giving reassurance).</p>	<p>Task 4: Learn how to access legal and court services</p> <ul style="list-style-type: none"> • identify different legal and court services and outline how to access them (e.g., Legal Aid, dispute resolution, court interpreters, small claims virtual assistant, separation workshops, etc.) • research the publications, workshops, court orientation sessions, court visits available in your community through the BC Justice Education Society • write an email requesting a publication or a court visit as follows: <ul style="list-style-type: none"> ○ convey the intended explicit and implied meanings ○ use language, format, and content appropriate and relevant to the situation and audience ○ express main ideas and support them with detail ○ use complex structures with only occasional difficulty • write a thank-you email for the publication or visit 	<p>Legal Aid – Legal Services Society</p> <p>The Courts of British Columbia</p> <p>Justice Education Society</p> <p>How to Write a Letter.net</p> <p>Formal Email of Request Exercise – BLAIR English</p>

SCOPE & SEQUENCE

ELSA 7

of Sample Tasks

UNIT 6: Justice & the Courts	CORE CURRICULUM: Justice & the Courts PROJECT: Mock Court Trial	
		
CLB OUTCOME 	SAMPLE TASK	RESOURCES
<p> CLB 8-I: Convey personal messages in formal and informal correspondence for an expanded range of social purposes (such as expressing and responding to sympathy, clarifying a conflict, or giving reassurance).</p> <p> CLB 8-IV: Give presentations to describe and explain structures, systems or processes based on research.</p>	<p>Task 1: Identify the processes and procedures of court trials</p> <ul style="list-style-type: none"> • write an email to book the Justice Theatre from the People’s law school to present to your class • watch videos of a trial by jury • research the roles, processes, and procedures of a trial by jury • select and research one element of a jury trial (e.g., giving evidence, swearing an oath, or jury deliberation) <ul style="list-style-type: none"> • present one element to the rest of the class • listen to and take notes from others’ presentations • review information and ensure all details are complete and accurate 	<p>Criminal Mock Trial: Regina vs. Madam Evilyn – YouTube</p> <p>Mock Hearings – Ontario Justice Education Network (OJEN)</p> <p>R v. Wyler: A Mock Trial Kit – Public Legal Education Association (PLEA)</p> <p>Programs – People’s Law School</p>
<p> CLB 8-III: Locate, integrate and use 3 or 4 pieces of information from moderately complex formatted texts.</p>	<p>Task 2: Create a crime scenario</p> <ul style="list-style-type: none"> • read crime statistics for your area • select a crime and build details of time, place, setting, and events 	<p>Prison Facts and Statistics – Prison Justica.ca</p>

UNIT 6: Justice & the Courts	CORE CURRICULUM: Justice & the Courts PROJECT: Mock Court Trial	
CLB OUTCOME 	SAMPLE TASK	RESOURCES
 CLB 8-IV: Access, locate and integrate several pieces of information from relevant online reference sources.	Task 3: Prepare for the trial <ul style="list-style-type: none"> • nominate someone to play the victim of a crime, someone accused of a crime, an officer, a witness, a crown counsel, a defense counsel, a judge, and a jury • research the language used for each role • research and outline the proceedings (e.g. calling the court to order, swearing in, examining witnesses, etc.) • script and practice the trial 	
 CLB 8-IV: Understand group interactions about abstract and complex ideas on familiar topics.	Task 4: Conduct the trial <ul style="list-style-type: none"> • invite other members of the school community to watch the trial • video record the trial for reflection and feedback • deliver the verdict 	