

Important Concepts . . .

Preview Review



Social Studies Grade 9

W1 - Lesson 3: Youth Criminal Justice

Important Concepts of Grade 9 Social Studies

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Materials Required

Textbook Required
Issues For Canadians

Social Studies Grade 9

Version 6

Preview/Review W1 - Lesson 3

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Preview/Review Concepts for Grade Nine Social Studies



***Week 1 - Lesson 3:
Youth Criminal Justice***

OBJECTIVES

By the end of this lesson, you should

- know the intentions of the *Youth Criminal Justice Act*
- understand how citizens and organizations participate in Canada's justice system
- discover the legal roles and responsibilities of citizens

GLOSSARY

advocacy – the active support of a cause or an individual

circumstances – information that is kept in mind when making a decision

colonialism – the control by one power over a dependent area or people

community service – ordered by the court; to perform unpaid work to repay the community for an offense committed

consequence – something that results from an action or condition

criminal record – a record of past crimes of which an individual has been convicted

delinquent – a minor who commits antisocial or criminal acts such as vandalism or violence

rehabilitate – the ability of an individual to accept society norms after receiving punishment for a crime

reintegrate – the restoring of an individual into society after serving a punishment for a crime

sentence – the period of time an individual will serve for a crime committed

sequester – used in law to keep a jury together in a place so that they cannot discuss a case with other people or read or hear news reports about it

shoplifting – stealing from a store that is open for business

Youth Criminal Justice Act (YCJA) – the act that describes the consequences for young offenders in Canada

Week 1 – Lesson 3: Youth Criminal Justice

Reading 1: Inside the Justice System

As early as 1892, Canada's legal system treated young people and adults differently. In 1908, the Canadian Parliament passed a law called the *Juvenile Delinquents Act*. The act established procedures for the handling of juvenile offenses. In 1984, the *Young Offenders Act* replaced the *Juvenile Delinquents Act* and in 2003, the *Young Offenders Act* was in turn replaced by the current law called the *Youth Criminal Justice Act (YCJA)*.

Canadian law treats young people who break the law differently from adults who break the law. Canadian law attempts to understand the **circumstances** why a young person may break the law and many times uses **community service** instead of jail time as a **consequence** for young offenders.

What happens to a young person who commits a crime? Why is the justice system different for a young offender and an adult? Is the justice system fair and equitable to young offenders?

To answer these questions, read pages 61 to 64 in your textbook, *Issues For Canadians*. Then complete Activity 1.



Activity 1: Inside the Justice System

To finish the activity you must complete two sections. The first section is a series of questions based on the cartoon found on pages 61 to 63 of your textbook. The second section requires you to complete a chart from the information provided on page 64. If you are working in a classroom, you may discuss this activity. If you are working individually, complete the activity and check your work with your learning facilitator or teacher.

Section 1: Short Answers

Answer the following questions in complete sentences.

1. What are **two** of your rights if you are arrested?

2. What are **three** actions the police will take if you are arrested?

3. What is a Youth Justice Committee and what does this committee do?

4. What are the consequences a young offender may have to face?

Section 2: Chart

Complete the missing parts of the following chart. The first row is completed for you as an example.

Youth Criminal Justice Act	Criminal Code of Canada
<i>Deals with 12-17 year olds in trouble with the law</i>	<i>Deals with adults in trouble with the law</i>
Allows some young offenders to face consequences such as counseling and community service	
	Defines adult sentences, which can include long periods of imprisonment for some crimes
	Allows publication of offenders' names
Allows most young offenders to avoid a criminal record	

Reading 2: Consequences of Breaking the Law

When a young person breaks the law and is caught, he or she loses control of what will happen next. The young person may try to influence what happens, but someone else will make the final decision.

If, for example, a young person goes into a store and is caught **shoplifting**, he or she will be arrested by a police officer. Depending on the circumstances, the police officer will make a decision if charges will be laid. If charges are laid, then other individuals will also become involved in the decisions regarding the young person's future. Lawyers, judges, social workers, counselors, and community volunteers will make decisions regarding any consequence and **sentence** a young offender may receive.

What roles do different groups play in the administration of the consequences given to young offenders? What are the factors that determine those consequences? You can discover the answers to these questions by reading pages 66 to 68 in your textbook, *Issues For Canadians*. Then complete Activity 2.



Activity 2: Consequences of Breaking the Law

To finish the activity you must complete two sections. In the first section, you need to identify the role of each individual in the justice system for a young offender. An example is provided for you. In the second section, you are to complete the sentences by filling in the blanks. If you are working in a classroom, you may discuss this activity. If you are working individually, complete the activity and check your work with your learning facilitator or teacher.

Section 1: The Role of Individuals

- | | |
|-------------------------|---|
| 1. Young Person | <u>breaks the law</u>

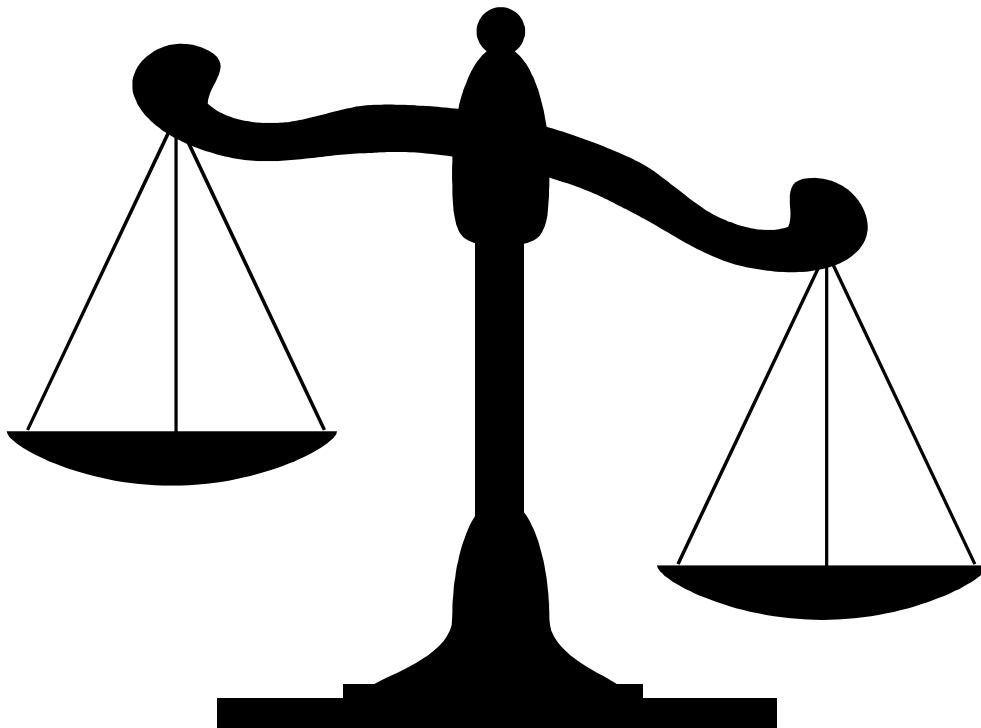
_____ |
| 2. Police Officer | _____
_____ |
| 3. Prosecutor | _____
_____ |
| 4. Social workers | _____
_____ |
| 5. Community Volunteers | _____
_____ |
| 6. Judge | _____

_____ |

Section 2: Factors that Determine Consequences

Complete each of the following sentences by writing the correct word or phrase on the lines provided.

1. A _____ offence is more serious than a _____ offence.
2. Someone who has been in trouble before may face more _____ consequences than a _____ offender.
3. A young person who takes _____ for his or her actions will face less serious consequences than someone who does not.
4. The _____ of a young person can determine the consequences a young offender must face.



Reading 3: The Objectives of the Youth Criminal Justice System

Ever since 1892, when the Criminal Code was changed to allow children to be tried separately from adults, Canada has attempted to **rehabilitate** and reform rather than punish young offenders. A youth who broke the law was considered to be a **delinquent** not a criminal. Over time the laws regarding young offenders have been adapted to meet the needs of a changing society.

The *Youth Criminal Justice Act* (YCJA) attempts to rehabilitate young people who have committed a crime. Some of the goals of the YCJA are to successfully **reintegrate** a young offender back into society and to avoid having the youth receive a **criminal record**.

Today, there is a debate concerning the appropriateness of the consequences for young offenders. Some feel that violent behaviour among young offenders is on the rise because the consequences are not strong enough. Others feel that the system discriminates against certain members of society. Still others feel that there should be automatic jail terms for certain crimes regardless of the age of the offender.

To discover the objectives of the YCJA and the different opinions Canadians have on how the justice system deals with young offenders, read pages 70 to 73 in your textbook, ***Issues For Canadians***. Then complete Activity 3.



Activity 3: The Objectives of the Youth Criminal Justice System

To complete Activity 3, choose the **best** word from the list of words provided to complete each statement. The words will be used only once. Not all the words will be used. If you are working in a classroom, you may discuss this activity. If you are working individually, complete the activity and check your work with your learning facilitator or teacher.

automatic	colonialism	community	consequences	counseling
government	identity	justice	lawmakers	maturity
murderer	once	prevent	property	protection
rehabilitate	responsible	separate	trouble	victim

1. The youth criminal justice system is intended to _____ crime.
2. The youth criminal justice sytem tries to _____ young persons who commit offences.
3. An intention of the youth criminal justice system is to ensure that a young person is subject to meaningful _____ for his or her offence to promote the long-term _____ of society.
4. The criminal justice system for young persons must be _____ from that of adults and recognizes a young person's reduced level of _____.
5. Most young offenders get into _____ with the law only _____.
6. Some _____ would like to make _____ sentences for young persons who are repeat or violent offenders.
7. A number of First Nations view the Canadian _____ system as unjust in principle and a form of _____.
8. The youth criminal justice system protects the _____ of young offenders, but many think for violent crimes this information should be available to the _____.

Reading 4: The Role of Canadians and Organizations in the Youth Criminal Justice System

The Canadian legal system is based on the principle that an individual is innocent until proven guilty. When someone is accused of a crime, he or she can have a trial by a judge only or a trial by a judge and a jury. A jury is made up of citizens from the community.

Individuals also have the right to have someone assist them in their defense. **Advocacy** groups have been developed to help those who have difficulty in defending themselves and can help in the prevention of future crimes.

What are your responsibilities if you are asked to serve on a jury? What happens if your jury is placed in **sequester**? What advocacy groups are available to individuals? How do advocacy groups work?

To discover the answers to these questions, read pages 79 to 83 in your textbook, *Issues For Canadians*. Then complete Activity 4.



Activity 4: The Role of Canadians and Organizations in the Youth Criminal Justice System

Read each statement carefully. If the statement is true, write **T** on the lines provided. However, if the statement is false, write **F** on the lines provided. Then **rewrite the sentence correctly to make the statement true**. If you are working in a classroom, you may discuss this activity. If you are working individually, complete the activity and check your work with your learning facilitator or teacher.

- _____ 1. Under the YCJA, a person 14 years or older must have a trial by judge alone.

- _____ 2. Jury trials have twelve people on the jury.

- _____ 3. To be eligible for jury duty one must be 18 years old and a Canadian citizen.

- _____ 4. If you are summoned to jury duty, you do not have to report for duty.

- _____ 5. Your employer must give you time off for jury duty and pay you while you are serving.

- _____ 6. It is the prosecution's job to present evidence that supports the innocence of an accused person.

- _____ 7. Juries are sequestered to ensure they consider only the evidence presented in the courtroom.

- _____ 8. If most of the members of a jury agree that a person is guilty, then the individual is found guilty.

- _____ 9. Advocacy organizations work independently of the government.

- _____ 10. Advocacy groups provide public education programs about laws and the justice system.

- _____ 11. The John Howard Society stands up for the rights of youths and adults accused of crimes.

- _____ 12. The Louise Holt Society works with justice issues for women and girls.

Week 1 - Lesson 3: Youth Criminal Justice Review Assignment

Complete pages 12 to 14 as your review assignment for this lesson. If you are working in a classroom, you may be reviewing this together. If you are working individually, complete the assignment and check your work with your learning facilitator or teacher. Use your notes and work from this lesson to help you. This assignment is worth 25 marks.

Section A: Fill-in-the-Blanks

Using the list of words provided, choose the **best** word to complete each statement. Write the correct words on the lines. Not all the words will be used. This section is worth 10 marks.

attitude	circumstances	committee	criminal
duty	Elizabeth Fry Society	evidence	John Howard Society
judge	lawyer	reintegrate	right
sequestered	silent	YCJA	younger

1. If you are arrested, you have the _____ to remain _____.
2. A youth justice _____ is a group of volunteers from the community.
3. The *Youth Criminal Justice Act* allows most young offenders to avoid getting a _____ record.
4. A _____ is responsible for giving a young person a sentence.
5. The living conditions or other _____ of a young person can sometimes determine the consequences given to a young offender.
6. The youth criminal justice system is intended to rehabilitate young persons and to _____ them back into society.
7. Serving on a jury is considered a _____ of Canadian citizens.
8. If a jury is unable to make a decision quickly, the jury may be _____ until a decision is reached.
9. The _____ (3 words) focuses on helping women, men, girls, and boys in trouble with the law.

Section B: Short Answers

Answer the following questions in complete sentences. The value of each question is indicated at the end of the question. This section is worth 10 marks.

1. Based on the cartoon “*Inside the Justice System*,” what happened to the young offender once she arrived at the police station? (3 marks)

2. What are the major intentions of the *Youth Criminal Justice Act*? (3 marks)

3. Who is a prosecutor and what do they do? (1 mark)

4. What are the factors that determine the consequences a young offender faces? (2 marks)

5. How does the lawyer representing an accused person present a defence? (1 mark)

Section C: Matching

Match the following statements as being an example of the *Youth Criminal Justice Act* or the *Criminal Code of Canada*. An example is provided. Write the letter on the appropriate line to indicate your choice. This section is worth 5 marks.

A. Youth Criminal Justice Act

B. Criminal Code of Canada

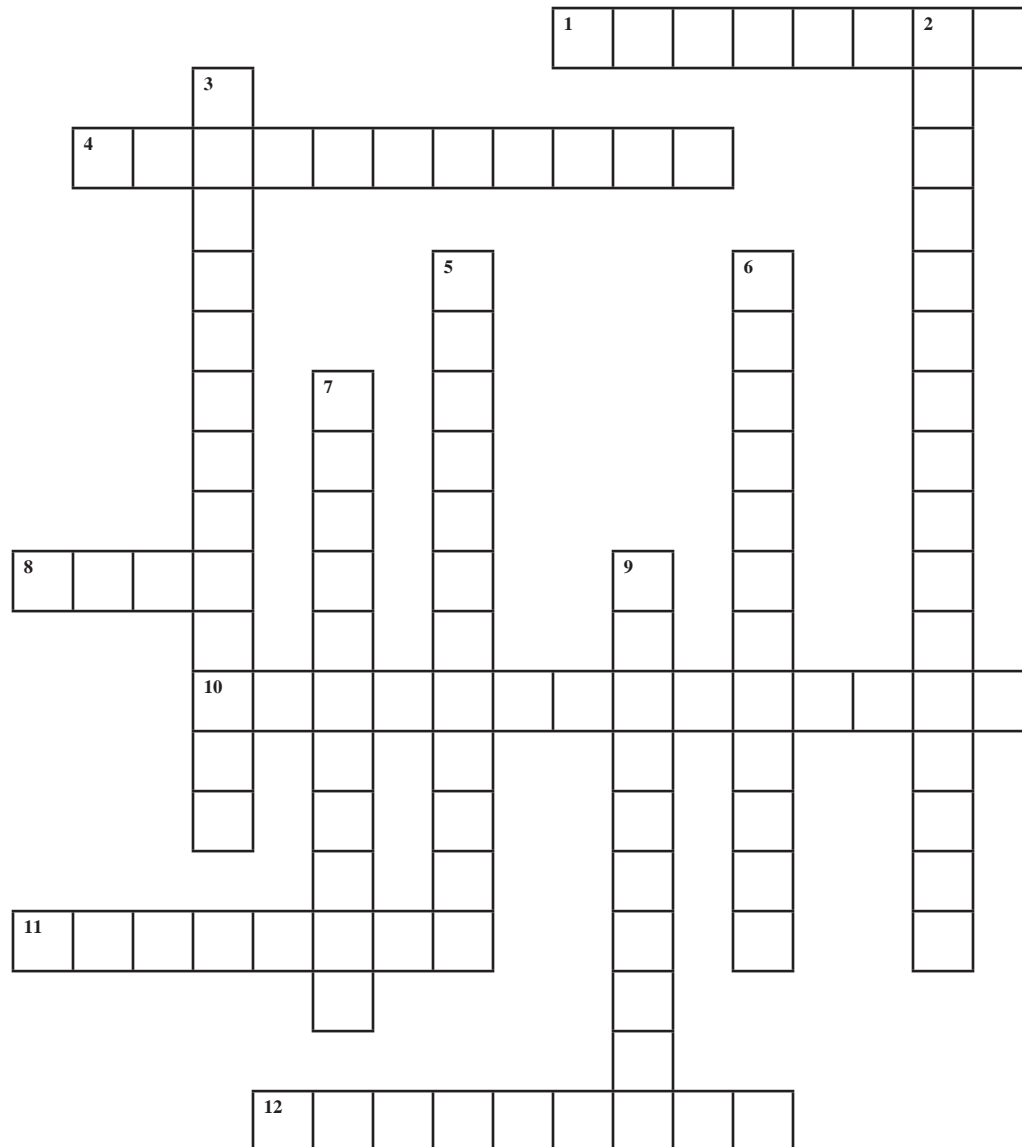
Example:

- B** Deals with adults in trouble
- Protects privacy of offender
- Results in a criminal record
- Includes long periods of imprisonment
- Uses community service as a consequence
- Usual consequence is going to court

Total: _____
25 marks

Bonus Crossword Puzzle: Youth Criminal Justice

Use the clues below to identify the words and phrases in the crossword puzzle.



Across

- 1 active support of a cause
- 4 to restore an individual into society
- 8 *Youth Criminal Justice Act*
- 10 a record of past crimes (2 words)
- 11 the time an individual will serve
- 12 to keep a jury together in a place

Down

- 2 unpaid work to repay the community (2 words)
- 3 information that is kept in mind
- 5 to accept society's norms
- 6 results from an action
- 7 stealing from a store
- 9 a minor who commits antisocial acts

