

Important Concepts . . .

Preview Review



Social Studies Grade 9 TEACHER KEY

W1 - Lesson 3: Youth Criminal Justice

Important Concepts of Grade 9 Social Studies

W1 - Lesson 1 Citizenship, Government, and Identity
 W1 - Lesson 2 Making Laws in Canada and the Role of the
 Media
 W1 - Lesson 3 Youth Criminal Justice
 W1 - Lesson 4 The Charter of Rights and Freedoms
 W1 - Lesson 5 The Charter and the Workplace
 W1 - Quiz

W2 - Lesson 1 Collective Rights
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W3 - Lesson 1 Market and Mixed Economies
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 Consumers in the Economy
 W3 - Lesson 3 . Quality of Life, Consumerism, and the Economy
 W3 - Lesson 4 Social Programs and Political Parties
 W3 - Lesson 5 The Environment
 W3 - Quiz

Materials Required

Textbook Required
Issues For Canadians

Social Studies Grade 9

Version 6

Preview/Review W1 - Lesson 3

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Publisher: Alberta Distance Learning Centre

Written by: Tom Dirsá

Reviewed by: Donna Klemmer

Project Coordinator: Jerry Pon

Preview/Review Publishing Coordinating Team:

Heather Martel and Marlyn Clark



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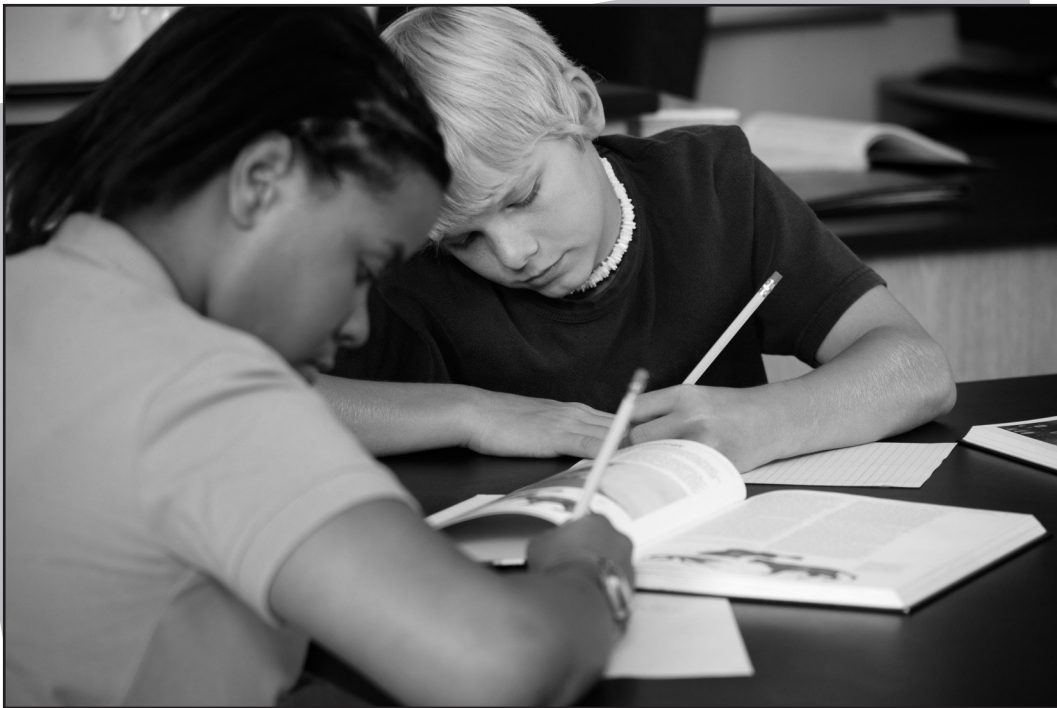
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Preview/Review Concepts for Grade Nine Social Studies

Teacher Key



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?

Students are to identify any two of the following rights.

- *The right to remain silent*
- *The right to speak to a lawyer*
- *The right to have your parents with you during questioning*
- *The right to have a lawyer if you go to court*

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

Students are to identify any three of the following actions.

- *They will put you in a cell.*
- *They will read you your rights.*
- *They will ask for a statement.*
- *They will take your fingerprints.*
- *They will take your photo.*

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

- *A Youth Justice Committee is a group of volunteers from the community. It includes the person against whom the crime was committed.*
- *The committee asks the offender questions and the youth has to explain why he or she broke the law.*
- *The committee then decides the consequences and the time required to complete a contract that outlines the consequences.*

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

Consequences for the young offender include the following

- ***provide community service for a certain period of time***
- ***attend an education program such as for drugs and/or alcohol***
- ***lose the trust of one's family and friends***
- ***face the person against whom the crime was committed***

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	<i>Makes going to court the usual consequence for breaking the law</i>
<i>Prohibits adult sentences for youths 12 to 14 years of age. Allows adult sentences for young people 14 years or older who have committed serious crimes.</i>	Defines adult sentences, which can include long periods of imprisonment for some crimes
<i>Protects the privacy of young offenders. News media may not publish their names unless they receive an adult sentence.</i>	Allows publication of offenders' names
Allows most young offenders to avoid a criminal record	<i>Creates a criminal record for most offenders</i>

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.

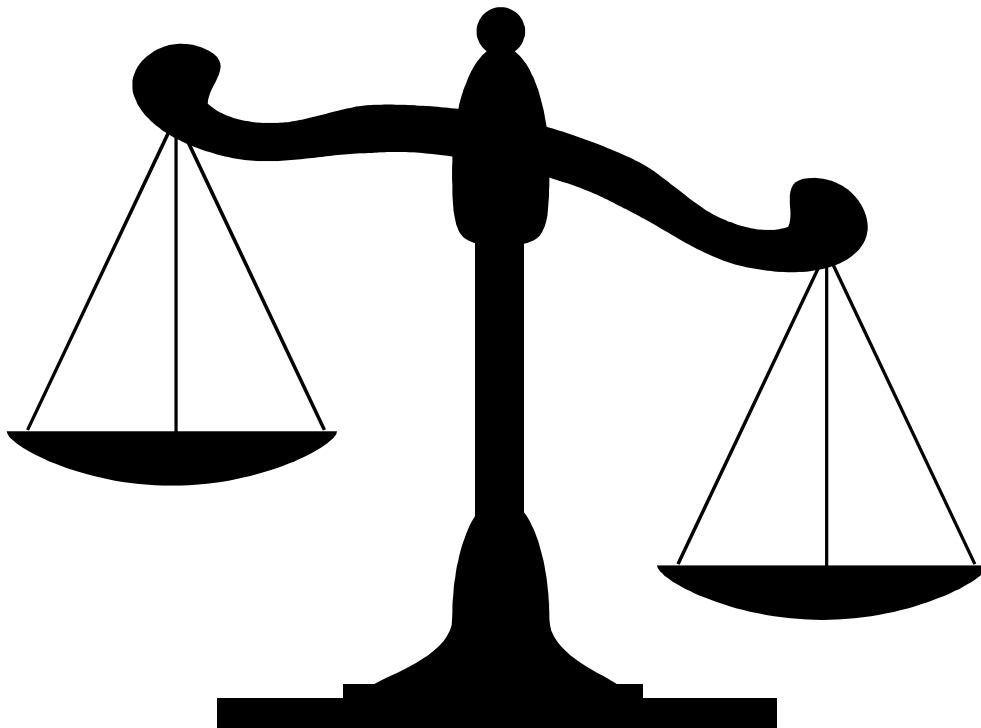
Section 1: The Role of Individuals

- | | |
|-------------------------|--|
| 1. Young Person | <u>breaks the law</u> |
| <hr/> | |
| 2. Police Officer | <u><i>decides to charge or not charge the youth</i></u> |
| <hr/> | |
| 3. Prosecutor | <u><i>uses evidence to show that someone has broken the law</i></u> |
| <hr/> | |
| 4. Social workers | <u><i>help design programs for young offenders</i></u> |
| <hr/> | |
| 5. Community Volunteers | <u><i>develop consequences for young offenders</i></u> |
| <hr/> | |
| 6. Judge | <u><i>Gives young offenders a sentence that can include community service, counseling, and restitution. In major cases the sentence may also include prison and a criminal record.</i></u> |
| <hr/> | |
| <hr/> | |

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 **violent** offence is more serious than a **non-violent** offence.
2. Someone who has been in trouble before may face more **serious** consequences than a **first-time** offender.
3. A young person who takes **responsibility** for his or her actions will face less serious consequences than someone who does not.
4. The **circumstances** 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 **prevent** crime.
2. The youth criminal justice sytem tries to **rehabilitate** 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 **consequences** for his or her offence to promote the long-term **protection** of society.
4. The criminal justice system for young persons must be **separate** from that of adults and recognizes a young person's reduced level of **maturity**.
5. Most young offenders get into **trouble** with the law only **once**.
6. Some **lawmakers** would like to make **automatic** sentences for young persons who are repeat or violent offenders.
7. A number of First Nations view the Canadian **justice** system as unjust in principle and a form of **colonialism**.
8. The youth criminal justice system protects the **identity** of young offenders, but many think for violent crimes this information should be available to the **community**.

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.

 F 1. Under the YCJA, a person 14 years or older must have a trial by judge alone.
 Under the YCJA, a person 14 years or older may choose to be tried by a judge and a jury.

 T 2. Jury trials have twelve people on the jury.

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

 F 4. If you are summoned to jury duty, you do not have to report for duty.
 If you are summoned to jury duty, it is your responsibility to appear at the courthouse for jury duty.

 F 5. Your employer must give you time off for jury duty and pay you while you are serving.
 Employers have to give you time off for jury duty, but they do not have to pay you.

- F** 6. It is the prosecution's job to present evidence that supports the innocence of an accused person.
It is the prosecution's job to present evidence that supports the guilt of an accused person.
- T** 7. Juries are sequestered to ensure they consider only the evidence presented in the courtroom.

- F** 8. If most of the members of a jury agree that a person is guilty, then the individual is found guilty.
For an individual to be found guilty, all the jury members must agree to his or her guilt.
- T** 9. Advocacy organizations work independently of the government.

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

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

- F** 12. The Louise Holt Society works with justice issues for women and girls.
The Elizabeth Fry 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 **right** to remain **silent**.
2. A youth justice **committee** is a group of volunteers from the community.
3. The *Youth Criminal Justice Act* allows most young offenders to avoid getting a **criminal** record.
4. A **judge** is responsible for giving a young person a sentence.
5. The living conditions or other **circumstances** 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 **reintegrate** them back into society.
7. Serving on a jury is considered a **duty** of Canadian citizens.
8. If a jury is unable to make a decision quickly, the jury may be **sequestered** until a decision is reached.
9. The **John** **Howard** **Society** (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)

Students should have three of the following points.

- ***The police put her in a cell.***
- ***She was read her rights and asked for a statement.***
- ***She was fingerprinted and her photo was taken.***
- ***Her parents were called to pick her up.***

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

The YCJA intends to

- ***prevent crime by addressing the circumstances that led to the offending behaviour***
- ***rehabilitate and reintegrate the young offender***
- ***ensure that there is a meaningful consequence to the offender’s behaviour***

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

A prosecutor is a lawyer who uses evidence to show that someone has broken the law.

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

Students are to identify all of the following points. (.5 each = 2 marks)

- ***The seriousness of the offense***
- ***The history of the young offender***
- ***The attitude of the offender***
- ***The circumstances of the young person***

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

The defence can include witnesses and any physical evidence.

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

 A Protects privacy of offender

 B Results in a criminal record

 B Includes long periods of imprisonment

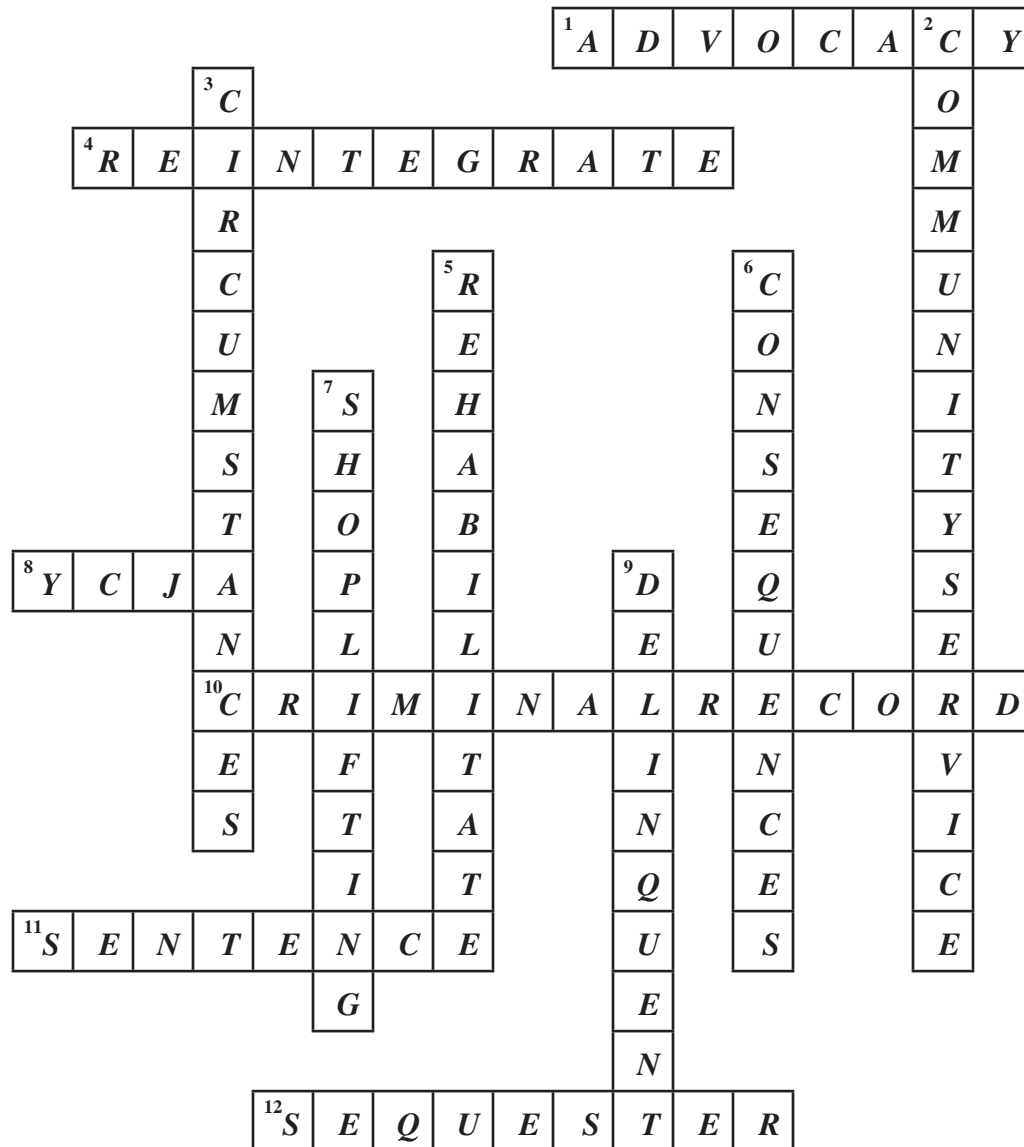
 A Uses community service as a consequence

 B 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

