

# 10 Know Your Legal Rights and Responsibilities

## TRANSITION OBJECTIVE

Students will develop an understanding of the law and apply it to real-life situations.

## RELEVANCE TO SUCCESSFUL TRANSITION

To fully participate in the community, you must understand your rights and responsibilities as a citizen.

## INSTRUCTIONAL SEQUENCE

### ❑ STEP 1: Update Journal

I obey the law because . . .

### ❑ STEP 2: Convene Roundtable

"The first thing I do before I sign my name to something is \_\_\_\_\_."

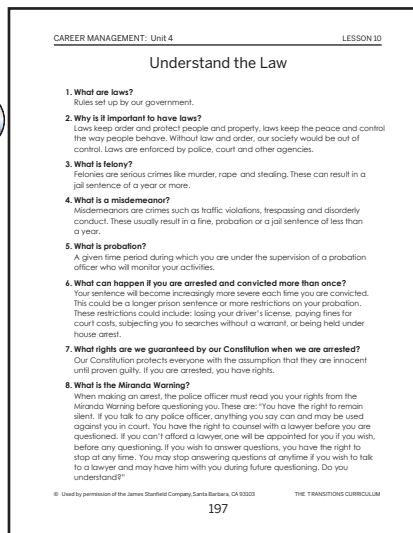
### ❑ STEP 3: Advance Organizer

"Today you will develop an understanding of the law and your legal responsibilities."

### ❑ STEP 4: Activity - 20 Minutes

Go over the handout **Understand the Law** and discuss each question and answer.

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officer walks up to your car and shines a light in your face. He asks for your license and tells you to step out of the car with your hands behind your head. The officer begins to ask questions about where you've been and what you've been doing. He suspects you have been involved in a crime. He tells you that he is placing you under arrest for suspicion of a liquor store robbery. He reads you the Miranda Warning (read it again). Then he starts asking questions. First, he asks if you were just at the ABC liquor store. What would you say? Turn to a partner and answer the police officer's question."

Have several of the students report their responses. Discuss some possible responses with the class: "I don't want to answer any questions until I see a lawyer. I would like to talk to a lawyer first." Have the class agree on some possible answers, then practice several with their partners. Emphasize that lying about what you have been doing or why will only result in worse problems.

Have students practice expressing their rights using the following scenario: "You have just been pulled over by the police. The police

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CAREER MANAGEMENT: Unit 4 LESSON 10

### Legal Responsibilities Group Activity

**Situation 1: Shoplifting**  
You and your friend were caught leaving the store with two DVD's you hadn't paid for. The owner called the police. You were arrested and went to court. Now you are on probation. Your friend tells you that everybody does it, but you just got caught. What would you say to your friend?

**Situation 2: Driving while under the influence of alcohol**  
As you were leaving a party, a friend dared you to have one more drink. On the way home you were arrested for driving under the influence. You told your friend, had to pay a large fine, and now you are attending AA meetings. Somebody told you to sue your friend for daring you to drink and causing this trouble. What should you do?

**Situation 3: Fighting**  
You got into a fight with another student at the mall over the person you are talking to the prom. You were arrested and now have to pay a fine. Your friend don't see why everybody made such a big deal about it because no property was damaged and nobody was hurt. What would you say to your friends?

**Situation 4: Crashed party**  
You and a group of friends crashed a party. You were surprised when the police came and you were arrested. After all, everybody crashes parties. Why is it such a big deal? Why should you be arrested for doing something that other people apparently get away with?

**Situation 5: Damaged property**  
You and a friend decided to break into a vending machine. You had only gotten two dollars from the machine before you were caught. You both were arrested and had to pay a fine of \$200 each. Why should you have to pay such a big fine when you took only two dollars out of the machine?

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**Responsibilities** activity. Tell groups to read the passage, discuss it and answer the questions. After ten minutes ask groups to report the results of their discussion. Encourage class discussion when appropriate. Help students see the responsibility they have to obey the law. Also help students see how breaking the law often hurts someone else and themselves.

#### ❑ STEP 6: Evaluate Outcomes

It is important to know my legal rights because "\_\_\_\_\_."

#### ❑ STEP 7: Connecting Activity

Ask a police spokesperson or other law enforcement official to speak to the class about basic legal rights and responsibilities.

#### ❑ STEP 5: Activity - 25 Minutes

Divide students into small groups. Give each group one scenario from the **Legal**

## KEY WORDS

Miranda Warning

felony  
arrestmisdemeanor  
convictconstitution  
restriction

probation

## MATERIALS AND PREPARATION

- Student Handouts: **Understand the Law**, page 197; **Legal Responsibilities**, page 198.
- Prepare to discuss laws related to felonies and misdemeanors.
- Prepare for the group activity.

## SCANS FOUNDATION SKILLS

- Basic Academic Skills: Reading, Listening
- Thinking Skills: Problem Solving, Reasoning, Decision Making
- Personal Qualities: Responsibility, Self-Management, Integrity/Honesty