

LEGAL STUDIES

SECTION J: SAMPLE STUDENT LEARNING GUIDES

The following pages provide background information, strategies and a template for developing student learning guides. Also included at the end of this section are several sample student learning guides for Legal Studies.

A student learning guide provides information and direction to help students attain the expectations defined in a specified CTS module. It is designed to be used by students under the direction of a teacher.

Many excellent student learning guides (SLGs) are available for use and/or are in the process of being developed. While Alberta Education provides a development template accompanied by some samples, most student learning guide development is being done by individuals and organizations across the province (e.g., school jurisdictions, specialist councils, post-secondary organizations). Refer to the *Career & Technology Studies Manual for Administrators, Counsellors and Teachers* (Appendix 11) for further information regarding student learning guide developers and sources.

Note: A student learning guide is not a self-contained learning package (e.g., Distance Learning Module), such as you might receive from the Alberta Distance Learning Centre (ADLC) or Distance Learning Options South (DLOS).

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BACKGROUND

A Student Learning Guide (SLG) is a presentation of information and direction that will help students attain the expectations defined in a specified CTS module. It is designed to be used by students under the direction of a teacher. A SLG is not a self-contained learning package such as you might receive from the Alberta Distance Learning Centre (ADLC) or Distance Learning Options South (DLOS).

Each SLG is based on curriculum and assessment standards as defined for a particular CTS module. Curriculum and assessment standards are defined in this document through:

- module and specific learner expectations (Sections D, E and F)
- assessment criteria and conditions (Sections D, E and F)
- assessment tools (Section G).

The SLG is written with the student in mind and makes sense to the student in the context of his or her CTS program. SLGs are designed to guide students through modules under the direction of the teacher. They can be used to guide:

- an entire class
- a small groups of students
- individual students.

In some instances, the Student Learning Guide may also be used as teacher lesson plans. When using SLGs as teacher lesson plans, it should be noted that they tend to be:

- learner-centred (versus teacher-directed)
- activity-based (versus lecture-based)
- resource-based (versus textbook-based).

Components of a Student Learning Guide

The student learning guide format, as developed by Alberta Education, typically has *seven* components as described below.

1. *Why Take This Module?*

This section provides a brief rationale for the work the student will do, and also establishes a context for learning (i.e., in relation to the strand, a life pursuit, a specific industry, etc.).

2. *What Do You Need To Know Before You Start?*

In this section, prerequisite knowledge, skills and attitudes considered necessary for success in the module are identified. Prerequisites may include other modules from within the strand or from related CTS strands, as well as generic knowledge and skills (e.g., safety competencies, the ability to measure/write/draw, prior knowledge of basic information relevant to the area of study).

3. *What Will You Know And Be Able To Do When You Finish?*

This information must parallel and reflect the curriculum and assessment standards as defined for the module. You may find it desirable to rewrite these standards in less formal language for student use.

4. *When Should Your Work Be Done?*

This section provides a timeline that will guide the student in planning their work. The timeline will need to reflect your program and be specific to the assignments you give your students. You may wish to include a time management chart, a list of all assignments to be completed, and instructions to the student regarding the use of a daily planner (i.e., agenda book) to organize their work.

5. *How Will Your Mark For This Module Be Determined?*

This section will interpret the assessment criteria and conditions, assessment standards, assessment tools and suggested emphasis as defined for the module within the context of the projects/tasks completed. Accepted grading practices will then be used to determine a percentage grade for the module—a mark not less than 50% for successful completion. (**Note:** A module is

“successfully completed” when the student can demonstrate ALL of the exit-level competencies or MLEs defined for the module.)

6. *Which Resources May You Use?*

Resources considered appropriate for completing the module and learning activities are identified in this section of the guide. The resources may be available through the Learning Resources Distributing Centre (LRDC) and/or through other agencies. Some SLGs may reference a single resource, while others may reference a range of resources. Resources may include those identified in the Learning Resource Guide (Section I) as well as other sources of information considered appropriate.

7. *Activities/Worksheets*

This section provides student-centred and activity-based projects and assignments that support the module learner expectations. When appropriately aligned with curriculum and assessment standards, successful completion of the projects and assignments will also indicate successful completion of the module.

Strategies for Developing Student Learning Guides

Prior to commencing the development of a student learning guide, teachers are advised to obtain:

- the relevant Guide to Standards and Implementation
- the student learning guide template.

Information communicated to the student in the SLG must parallel and reflect the curriculum and assessment standards as defined for the module. Therefore, critical elements of the Guide to Standards and Implementation that need to be addressed throughout the SLG include:

- module and specific learner expectations
- assessment criteria and conditions
- assessment standards
- assessment tools.

Additional ideas and activities will need to be incorporated into the student learning guide. These can be obtained by:

- reflecting on projects and assignments you have used in delivering programs in the past
- identifying human and physical resources available within the school and community
- networking and exchanging ideas (including SLGs) with other teachers
- reviewing the range of resources (e.g., print, media, software) identified in the Learning Resource Guide (Section I) for a particular module/strand.

Copyright law must also be adhered to when preparing a SLG. Further information and guidelines regarding copyright law can be obtained by referring to the:

- *Copyright Act*
- *Copyright* and the *Can Copy Agreement*.

A final task in developing a student learning guide involves validating the level of difficulty/ challenge/rigour established, and making adjustments as considered appropriate.

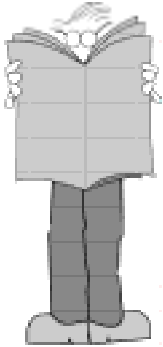
A template for developing student learning guides, also available on the Internet, is provided in this section (see “Student Learning Guide Template”, pages J.5–10). Several sample student learning guides are also provided in this section (see “Sample Student Learning Guides,” starting on page J.11).

CAREER & TECHNOLOGY STUDIES



SAMPLE STUDENT LEARNING GUIDE TEMPLATE

WHY TAKE THIS MODULE?



WHAT DO YOU NEED TO KNOW BEFORE YOU START?



WHAT

**WILL YOU KNOW AND
BE ABLE TO DO
WHEN YOU FINISH?**

-
-
-
-
-
-
-
-

WHEN

SHOULD YOUR WORK BE DONE?



HOW WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

	PERCENTAGE

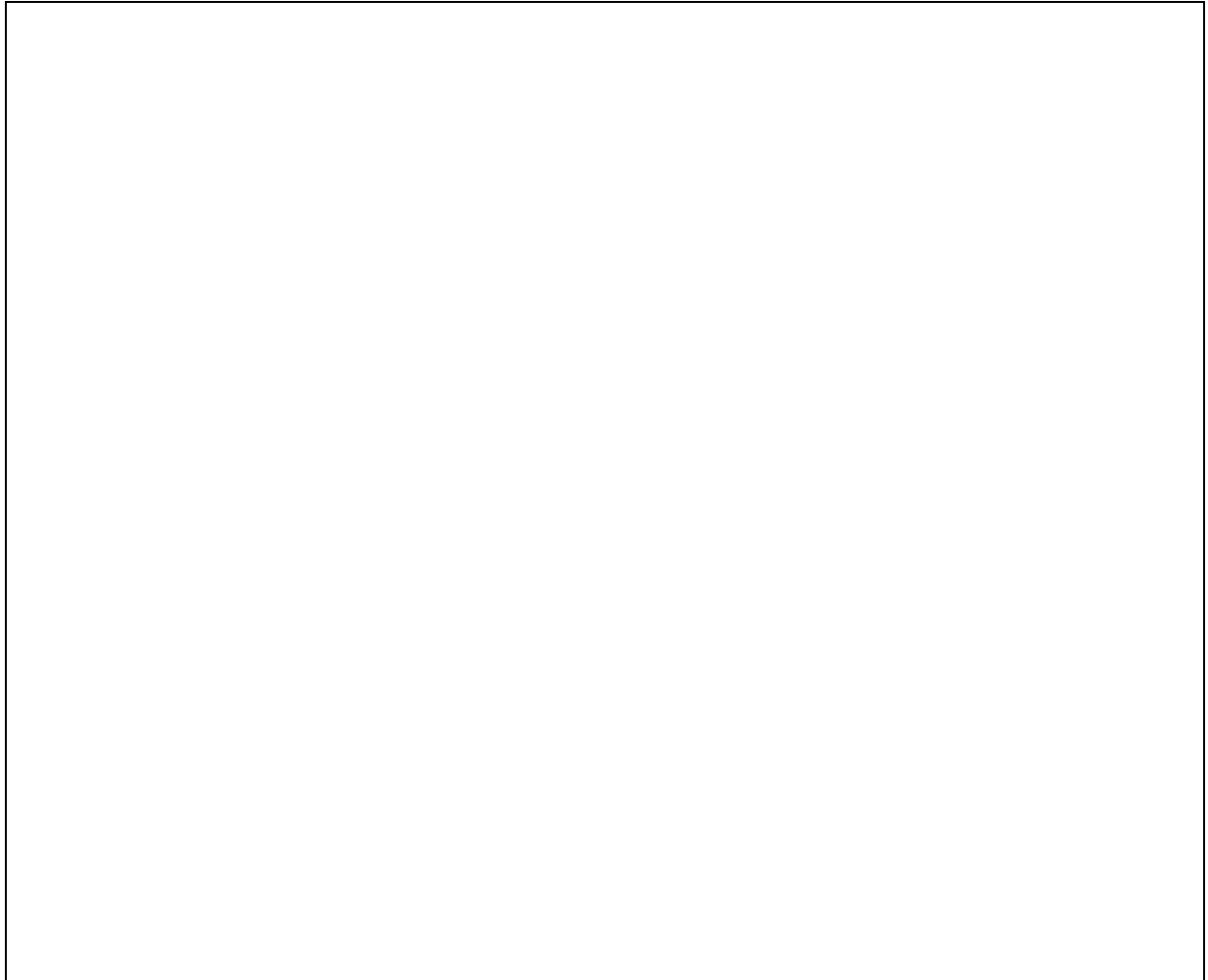


WHICH RESOURCES MAY YOU USE?



<ul style="list-style-type: none">•••••••

ACTIVITIES/WORKSHEETS



CAREER & TECHNOLOGY STUDIES

LEGAL STUDIES

SAMPLE STUDENT LEARNING GUIDE

LGS1010 You & the Law 1 (as a Consumer and as a Family Member)

LGS1010 You & the Law 1 (as a Consumer and as a Family Member)

WHY TAKE THIS MODULE?



- Learn about where you stand with the law.
- Discover how the law affects you as a consumer.
- Learn about the laws related to you as a family member.
- Begin learning the language of the law.
- Develop a background for other modules.

WHAT DO YOU NEED TO KNOW BEFORE YOU START?

There are no prerequisites identified for this module.

However, your enthusiasm and a willingness to learn will ensure success.



LGS1010 You & the Law 1 (as a Consumer and as a Family Member)

**WHAT WILL YOU KNOW AND
BE ABLE TO DO
WHEN YOU FINISH?**

Upon completion of this module you will be able to:

- investigate laws related to the consumer and to the family
- examine the foundations for these laws
- demonstrate basic competencies.

WHEN SHOULD YOUR WORK BE DONE?

Your teacher will give you a timeline for completing tasks and assignments within this module.

You may also wish to use a time-management planning chart to preplan the work that needs to be done in this module. Plan how you will use your class time as well as extra time needed to complete the assignments in this module.



LGS1010 You & the Law 1 (as a Consumer and as a Family Member)

HOW WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

	PERCENTAGE
You must first demonstrate all of the competencies required for this module.	
When you have done this, your percentage mark for the module will be determined as follows:	
<ul style="list-style-type: none">• Written Assignments and Test	40–70%
<ul style="list-style-type: none">• Practical Application	30–50%



WHICH RESOURCES MAY YOU USE?



Specific reference is made to two texts that may be used as a guideline. Ask your teacher to check the Learning Resource Guide.

- *Applying the Law*. McGraw-Hill Ryerson Ltd.
- *All About Law*. John Wiley & Sons (3rd Edition).
- Videos - on hand or borrowed.
- Dial-A-Law.
- Newspapers, magazines, pamphlets.
- Law Pac Series (Tip sheets No. 4 - Child Sexual Abuse).
- Kit on Family Violence.

LGS1010 You & the Law 1 (as a Consumer and as a Family Member)

ACTIVITIES/WORKSHEETS

1. Read the following activities, and with the help of your teacher, fill in your calendar indicating when you will complete each activity.
2. Why do we have laws? Before you look at any resources, provide the answer to this question by writing a paragraph of at least four sentences. After reviewing some of the resources (*Applying the Law*, pp. 1–3; *All About Law*, pp. 1–4), write another paragraph answering the same question and including in it a definition of the word “law.” Keep both items to show to your teacher.
3. In consultation with your teacher, discuss a newspaper assignment, which you should have completed by the end of this module.
4. View a video(s) on contracts and/or read the chapters in the text(s) (*Applying the Law*, chapters 22–23; *All About Law*, chapters 18–19) to complete the following:
 - Prepare a quiz with 10 cases, or scenarios, that relate to the necessary elements of a contract, and types of contracts. Provide the solutions to the quiz.OR
 - Prepare two sample written contracts that have all the necessary elements. One sample should be a simple contract and one should be a specialty contract. Explain verbally to your teacher, or in writing, how these contracts satisfy the requirements.
5. Read the sections on consumer protection in the text(s) (*Applying the Law*, chapters 25–26; *All About Law*, chapter 22), view a video(s) and read tip sheets on the *Unfair Trade Practices Act*. **Choose two of the following activities** to explain the legal rights and responsibilities of the consumer in regard to advertisements, returns, deposits, direct sales, warranties and guarantees.
 - Create a bulletin board using newspapers and magazines and explain how they relate to the terms.OR
 - Write scenarios that pose problems that consumers have had in regard to the above terms and provide the solutions to the problems.OR
 - Write a letter to a major appliance company detailing your concerns regarding a warranty or guarantee. Refer to a specific item you have recently purchased and are not satisfied with. Be sure to suggest what you feel would be a fair solution to your concerns based upon the law.OR
 - Write a letter to a friend which gives them the legal information that you think he or she, as a consumer, should know in regard to the above terms.

LGS1010 You & the Law 1 (as a Consumer and as a Family Member)

6. Read sample court decisions (*Applying the Law*, pp. 303–306; *All About Law*, pp. 458–459) and draw conclusions about the rights and responsibilities of a minor when purchasing necessities or non-necessaries. Prepare a chart that would provide this information.
7. Collect samples of documents that relate to obtaining credit (*Applying the Law*, pp. 331–332, 353–354; *All About Law*, pp. 556–557), e.g., loan application form (bank), credit application (credit card company), promissory note, or ask your teacher to show you some examples. Complete one of the forms and explain the legal implications if you are approved.
8. Obtain information about the rights and responsibilities of the tenant and of the landlord by reading the texts (*Applying the Law*, pp. 424–431; *All About Law*, pp. 490–509). To obtain information about the *Residential Tenancies Act* of Alberta, read the literature supplied by your teacher. Complete one of the following activities:
 - Arrange for a guest speaker or interview an expert. (NOTE: the guest speaker or interviewee could be a lawyer, real estate agent, property manager or other knowledgeable person.) Summarize the information obtained from the speaker or the interview and hand in as a report.OR
 - Interview a landlord and a tenant and have them identify problems that they encounter. (Generate a series of specific questions to ask before the interview.) In a follow-up activity, summarize the results and explain whether having a lease would help solve the problems.OR
 - Fill in a copy of a lease or complete a Rental Inspection Report from the point of view of a landlord and/or tenant using facilities available (perhaps your own room) and hand it in.
9. Read information (*Applying the Law*, pp. 236–247, 255–256, 268–278; *All About Law*, pp. 366–375, 412–441) and/or view a film on family law and on the court structure that pertains to the family, including children, in Alberta.
 - Prepare a chart that shows the legal requirements and the essential requirements of a marriage.
 - Draw a diagram that illustrates the various courts and the issues dealt with by each court.
 - Construct a list of rights, responsibilities and legal obligations of parents as they relate to children (foster, adoptive, natural).
10. Using the resources supplied (*Applying the Law*, p. 273; *All About Law*, pp. 422–425; Law Pac Series Tipsheet #4) and newspaper articles, prepare a report that gives examples of behaviour within families which legally is considered abusive. Using the same articles, discuss which reflect examples of physical, psychological and or sexual violence.

LGS1010 You & the Law 1 (as a Consumer and as a Family Member)

11. Research decisions of cases in family law regarding the rights and responsibilities of married people and those who are cohabiting to complete one of the following:
 - a chart showing the differences between rights and responsibilities of married people and those who are cohabiting (*Applying the Law*, pp. 240–245; *All About Law*, pp. 403–411)OR
 - write a newspaper article that describes the differences between the rights and responsibilities of married people and those who are cohabiting.
12. Examine information about the *Divorce Act* (*Applying the Law*, pp. 257–265; *All About Law*, pp. 376–387) and the division of a property when a marriage is dissolved (*Applying the Law*, pp. 248–267; *All About Law*, pp. 391–397). Be sure to read about the *Alberta Matrimonial Properties Act*. Prepare a chart showing the rights of the parties in a divorce and the rights of the parties in the division of property as a result of a divorce in Alberta.
13. Read information or view a film that provides information on preparing your will and complete one of the following:
 - examine sample wills and indicate where errors existOR
 - prepare a will for your teacher to reviewOR
 - critique a will drafted by another student.
14. Using the information reviewed:
 - list the various parties to a will and their various duties/responsibilities/entitlements with respect to wills
 - list the duties of an executor
 - describe the differences between a life estate and a fee simple estate.
15. In consultation with your teacher, decide on an ongoing personal project, which you will continue throughout the Legal Studies modules. Some ideas include:
 - select newspaper articles that deal with issues related to the law (your teacher will give you direction about details required)
 - keep a record of all rights and responsibilities you learn about in each Legal Studies module and present your findings at the end of the third or fifth module.
16. When you are ready to take the test on this module, let your teacher know.

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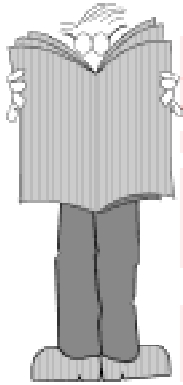
LEGAL STUDIES

SAMPLE STUDENT LEARNING GUIDE

LGS1020 You & the Law 2 (in Society and in the Workplace)

LGS1020 You & the Law 2 (in Society and in the Workplace)

WHY TAKE THIS MODULE?



- It deals with laws that will affect you and your friends in the workplace.
- It will also acquaint you with elements of criminal and civil laws about which you, as a citizen, should be informed.

WHAT DO YOU NEED TO KNOW BEFORE YOU START?

There are no prerequisites identified for this module.

However, *LGS1010: You & the Law 1* will provide helpful background knowledge to work successfully in this module.



LGS1020 You & the Law 2 (in Society and in the Workplace)

WHAT

**WILL YOU KNOW AND
BE ABLE TO DO
WHEN YOU FINISH?**

Upon completion of this module you will be able to:

- identify laws related to the workplace
- examine the rights and responsibilities of the individual in society
- examine the foundations for these laws
- demonstrate basic competencies.

WHEN

SHOULD YOUR WORK BE DONE?

Your teacher will give you a timeline for completing tasks and assignments within this module.

You may also wish to use a time-management planning chart to preplan the work that needs to be done in this module. Plan how you will use your class time as well as extra time needed to complete the assignments in this module.



LGS1020 You & the Law 2 (in Society and in the Workplace)

HOW WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

	PERCENTAGE
You must first demonstrate all of the competencies required for this module.	
When you have done this, your percentage mark for the module will be determined as follows:	
<ul style="list-style-type: none">• Tests	25–35%
<ul style="list-style-type: none">• Assignments	55–75%



WHICH RESOURCES MAY YOU USE?



Specific reference is made to two texts that may be used as a guideline. Ask your teacher to check the Learning Resource Guide.

- *Applying the Law*. McGraw-Hill Ryerson Ltd.
- *All About Law*. John Wiley & Sons. (3rd Edition)
- Videos - on hand or borrowed.
- Newspapers and magazines, pamphlets from Employment Standards Branch.
- Law Pac Tipsheets #1, 2, 3, 5, 6, 7, 8.

LGS1020 You & the Law 2 (in Society and in the Workplace)

ACTIVITIES/WORKSHEETS

1. Read the following activities and, with the help of your teacher, fill in the calendar indicating when you will complete each activity.
2. In consultation with your teacher, discuss a newspaper assignment, which you should have completed by the end of this module.
3. Consider the project you chose in Module LGS1010 to pursue throughout the Legal Studies course and be prepared to follow through so that you will have the part that pertains to Module LGS1020 completed on schedule.
4. People say “for every right there is a responsibility.” Using the available resources (*All About Law*, pp. 512–518; *Applying the Law*, pp. 404–409; Law Pac Tipsheets #5 and #6; Employment Standards Branch pamphlets) as well as your existing knowledge, prepare a list of the rights and responsibilities of the employer and of the employee as they relate to non-unionized labour. Include in this any federal regulations that would affect unemployed workers. Decide what method you wish to use to present this information.

As a **bonus** you might write a Bill of Rights for an Employee that includes eight points.

5. Research the *Canadian Human Rights Act* and the *Individual’s Rights Protection Act* to determine what discrimination in employment is prohibited (*All About Law*, pp. 70–76; *Applying the Law*, pp. 45–70; Law Pac Tipsheets #8 and #9). Write a report that discusses this topic and refer to at least three cases, either in the newspaper or in your textbook, which have established that these two Acts do have an effect on how people in the workforce are treated.
6. A crime usually consists of certain elements or conditions. Determine what those elements or conditions are and find at least four cases, in the newspaper or in your textbook (*All About Law*, pp. 98–106; *Applying the Law*, pp. 72–85), which indicate that a crime had or had not been committed.
7.
 - a. Using various resources (videos, print material) provide a summary that explains the intent and philosophy behind the *Young Offenders Act* (*All About Law*, pp. 252–279; *Applying the Law*, pp. 169–175). Using a report form or a chart, comment on the following areas: minimum and maximum age, types of offences, waiver into adult court, trial procedures, rules of evidence, right to legal counsel, notice to parents, sentencing.
 - b. Using the information gathered on the *Young Offenders Act*, write a position that argues in favour of or against this legislation. Make sure that you identify at least three main reasons for your position.

LGS1020 You & the Law 2 (in Society and in the Workplace)

8. After reviewing the appropriate resources (*All About Law*, pp. 33–40; *Applying the Law*, pp. 23–35) draw a chart that shows the court systems that have been developed to deal with the three levels (federal, provincial and municipal) of government in Canada. Give at least three examples of the type of case that would be heard in each court.
9. Individually or in a group, list as many crime-related laws as you can. Determine the three laws that affect you the most now or about which you would like to have further information. Identify selected offences within these laws, the jurisdiction and the consequences for each offence (*All About Law*, pp. 198–249; *Applying the Law*, pp. 72–85, 177–190; Law Pac Tipsheets #1, 2 and 3).
10. Explain the purpose of Tort law and explain the difference between an intentional and an unintentional tort by drawing a cartoon, finding newspaper articles or using another method approved by your teacher (*All About Law*, pp. 284–309; *Applying the Law*, pp. 191–217). Give examples of liability cases related to intentional and to unintentional tort.
11. From your readings or from information provided by your teacher, draw diagrams to show the legal process that would be followed in civil cases and in criminal cases. Prepare a chart that compares the procedures **or** explain in a written report the similarities and differences.
12. Make a presentation (choose the format and discuss it with your teacher) which compares the purpose of tort law and the purpose of criminal law and which compares the remedies for tort action with those for criminal action.
13. As a continuation of your study of rights and responsibilities, investigate anti-discrimination legislation in situations other than the workplace; the role of an advocate; the right to an education; the rights and responsibilities of students (*All About Law*, pp. 70–85; Law Pac Tipsheet #7). Choose two of the following activities:
 - Read about cases of anti-discrimination (either in the text or in the newspaper) that have been before the courts. Write an article for a local newspaper about a case that you select and about which you think the public should be better informed.
OR
 - Prepare both sides of a debate and provide the argument for promoting the role of an advocate and abolishing the role of an advocate. If possible, conduct the debate under the proper rules.
OR
 - There is a debate going on in your community about the “right to an education” and the “rights and responsibilities of students.” There is to be a public hearing to receive opinions from individuals. Prepare a speech that you would make at the hearing. In your submission, make specific reference to legislation. Decide, with your teacher, whether you will make the speech to your class or whether you will hand it in to be marked.
14. Discuss with your teacher when you will be ready to take the test on this module.

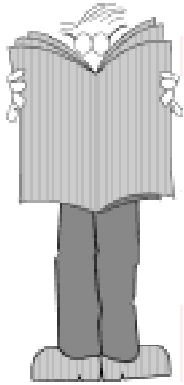
CAREER & TECHNOLOGY STUDIES

LEGAL STUDIES

SAMPLE STUDENT LEARNING GUIDE

LGS2050 Law and the Traveller

WHY TAKE THIS MODULE?



- Learn about the challenges involved in travel.
- Focus on the legal rights and responsibilities of the traveller to ensure successful and happy travelling.
- Learn about legislation designed to ensure that travellers receive what they pay for.

WHAT DO YOU NEED TO KNOW BEFORE YOU START?

There are no prerequisites identified for this module.

However, *LGS1010: You & the Law 1* and *LGS1020: You & the Law 2* will provide helpful background knowledge to work successfully in this module.



WHAT WILL YOU KNOW AND BE ABLE TO DO WHEN YOU FINISH?

Upon completion of this module you will be able to:

- identify and describe the legal considerations when individuals travel domestically and internationally
- demonstrate basic competencies.

WHEN SHOULD YOUR WORK BE DONE?

Your teacher will give you a timeline for completing tasks and assignments within this module.

You may also wish to use a time-management planning chart to preplan the work that needs to be done in this module. Plan how you will use your class time as well as extra time needed to complete the assignments in this module.

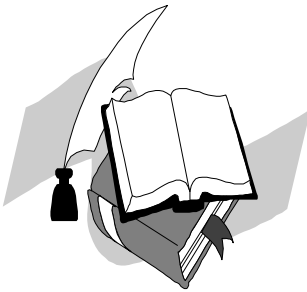


HOW WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

	PERCENTAGE
<p>You must first demonstrate all of the competencies required for this module.</p> <p>When you have done this, your percentage mark for the module will be determined as follows:</p> <ul style="list-style-type: none">• Assignments.• Career/Portfolio.• Tests.	<p>0–70%</p> <p>10–20%</p> <p>20–40%</p>



WHICH RESOURCES MAY YOU USE?



- *Law Now* (October 1990).
- Alberta Motor Association.
- *Canada Year Book* – lists Canadian embassies and trade missions abroad (foreign embassies, consulates and legations)
- Any post office for passport application form
- Revenue Canada: *I Declare* and other pamphlets

ACTIVITIES/WORKSHEETS

1. Read the following activities and, with the help of your teacher, fill in the calendar indicating when you will complete each activity.
2. Select the country of your choice and write a letter to that country's embassy or consulate requesting travel and other requirements for visiting that country, e.g., is a visa required, restrictions on length of stay, health regulations, customs. Supplement your research with information from a travel agency. Prepare a report or chart showing the requirements and other information received from the embassy or legation.
3. Complete the necessary documents to apply for a passport.
4. Arrange to interview three people who are connected to the travel industry; e.g. a travel agent, hotel/motel operator, member of the RCMP, Canada Customs officer, Parks Canada staff. Prepare a set of interview questions that discuss various restrictions, problems, etc., that may be encountered when travelling in Canada or to a foreign country. Determine which questions you will ask depending upon whom you are interviewing. Present a report to your teacher or to the class. Follow up with a letter thanking the persons whom you interviewed
OR
Arrange to have a guest speaker(s) who is connected to the travel industry. Prepare a set of questions, similar to those above, which you want to have answered. Prepare a worksheet for the other students. Follow up with a letter thanking the speaker(s).
5. Assume you work for a travel agency. Write a letter to a client who has asked you to prepare travel plans for a trip to another country. Explain the legal responsibilities of the traveller if he or she cancels after all reservations (flights, accommodation, tours) are made and paid for. Explain the legal rights of the traveller and the responsibilities of the travel agency if it is responsible for the arrangements being cancelled. Be sure to indicate any legal implications for the client of purchasing different classes of plane tickets.
6. Prepare a detailed outline of a trip to another country. Show all the necessary legal steps that should be taken before you go on your travels. Using a chart show the role and liability of all those in the travel industry and others who may be involved by the time you have completed your trip and returned home.
7. Write a letter to a friend who has asked you about the restrictions placed on Canadian citizens when making purchases abroad. In addition, explain the role of Canada Customs in enforcing the regulations.
8. Examine the procedure for making a claim on travel-related insurance. Fill in the appropriate documents for the claim, or write a report outlining the procedure from the time the claim is reported until it is satisfactorily concluded.
9. Explore two law-related careers, e.g., customs officer, foreign services, travel agent, and write a report explaining which of the two you might prefer and why.
10. Make a list, with your teacher's help, of some challenging issues related to laws and the traveller. Choose one of the issues and gather information that enables you to compare our laws with those of at least two other countries in regard to this issue. Discuss with your teacher how you will present this information.
11. Prepare a scrapbook of cases, newspaper clippings, etc., that relate to travellers in Canada from other countries, or Canadians travelling in other countries who have had difficulty with the law.
12. Complete a test for this module.

