

МУНИЦИПАЛЬНОЕ БЮДЖЕТНОЕ
ОБЩЕОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ

«Гимназия «Юридическая»

“LAW AROUND US”

курс в рамках инновационного проекта

«Формирование сетевой модели профориентации в условиях
общеобразовательного учреждения на примере гражданско-правового
воспитания обучающихся: школа – учреждения правоохранительных
органов.»

Шалихманова Е.Н

Куташева Н.Г

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ДОПОЛНИТЕЛЬНЫЕ ЗАНЯТИЯ В КУРСЕ ИЗУЧЕНИЯ АНГЛИЙСКОГО ЯЗЫКА «LAW AROUND US»

для учащихся 10 - 11 классов общеобразовательных школ

Пояснительная записка

«Закон вокруг нас» - курс гражданско-правового обучения и воспитания на основе изучения английского языка для учащихся МБОУ «Гимназии "Юридическая" (ОУ). Цель курса в том, чтобы обеспечить практическую информационную возможность иноязычного общения на базе гражданско-правовых иноязычных знаний. Курс включает небольшие групповые упражнения, роль-пуск задания, визуальную деятельность, упражнения анализа, критического мышления, интерпретации документов, текстов курса. Эта методология позволяет, быть активными участниками на своем собственном образовательном уровне. Занятия готовят обучающихся участвовать эффективно в юридической и политической системах. Курс создан в рамках инновационной площадки ОУ «Формирование сетевой модели профориентации в условиях общеобразовательного учреждения на примере гражданско-правового воспитания обучающихся: школа – учреждения правоохранительных органов.

Preface

Law Around Us is approach to law-related education of English language for students of gymnasium "Juridical" specialized in law education. The aim of the course is to provide practical information, problem solving opportunities and to brush up English of the students of gymnasium. The course includes small group exercises, role-play, and visual analysis activities, critical thinking, interpreting the documents, project work. This methodology allows students to be active participants in their own education. In this way, we hope to promote in students willingness and capability to participate effectively in English and in the legal and political systems.

Among the problems which the course is called is to raise motivation to broad English study and Jurisprudence, to integrate these subjects for better understanding by students of world processes. This course is for students of advanced level and is appropriate for 16-17 years-old teenagers. By the end of this course students will be able to communicate about some judicial problems on the international level of non-native speakers. It especially important in a present time because our Gymnasium get a lot of information about international programs, competitions for children and teenagers about legal system, law, human rights. But students of Gymnasium had not been ready to take part in such projects. We hope that this specialized course will increase the students' communicative potential.

Goals

1. To brush up English of 11th form students, for using it in a profile level and for special purpose, such as taking part in international debates about law problems with the coevals and international law projects.
2. To provide a practical understanding of law and the legal system that will be of use to students in their everyday life.
3. To improve understanding of the fundamental principles and values underlying our Constitution, laws and legal system through the culture of the learning language.
4. To encourage effective citizen participation in our legal system.
5. To bring about a greater sense of justice, tolerance and fairness.
6. To develop a willingness and an ability to resolve disputes through informal and, where necessary, formal mechanisms.
7. To improve basic skills, including critical thinking and reasoning, communication, observation and problem solving.
8. To improve understanding of the roles that knowledge of English, as an international language, law and the legal system play in our life.
9. To provide exposure to the many vocational opportunities that exist within the legal system.

Content and Organization

The course is divided into 12 lessons. It begins with introduction of law and the legal system and includes information on criminal law and juvenile justice, torts, individual rights.

Each lesson begins with a brief introduction that outlines its general theme and content. Substantive legal information, practical advice, and competency-building activities are provided in each lesson. The text includes problems, group work, role-plays, and critical thinking activities designed to promote active students learning and classroom involvement. The course includes a number of special features prepared to promote student learning and enhance understanding of the course material. Illustrations, schemes, tables, games are found throughout the lessons. Personally organized information is provided to help students to be interested in the course.

Teaching Methods

There are many methods and techniques that can be effectively utilized in English law-related course.

⇒ Audio-cassette recording have been prepared for use in the law English studies classroom.

⇒ Community-based education is essential to make realistic and to give students a firsthand look at the legal system of the USA and compare it with the same in Russia.

⇒ Teaching students to think lies at the core of social studies education. English law-related education allows students to brush up their English and to think critically about significant problems relating to individuals and society as whole. It provides students with the opportunity to examine their own ideas, beliefs and opinions with the mean of another culture.

⇒ Among the most commonly used strategies are opinion polls, rank order exercises, projective technique. An opinion poll is a strategy that allows students to express their opinions on the topic of study. Typically, a poll allows for a spread of opinion (e.g., strongly agree/agree/undecided/disagree/strongly disagree). A rank order exercise is another approach to analyzing and discussing student beliefs. The rank order activity involves making choices between competing alternatives. The technique of projective work allows students to respond to some open-ended stimuli.

⇒ A primary characteristic of high quality education classes is an emphasis on students' participation. One of the best ways to maximize participation is by using cooperative, small group setting.

⇒ Reading as one of the important activities is distinguished in the foreign language teaching for Russian students. We need to teach our students short cuts and skills to enable them to become more efficient readers, to make the learners as active as possible. The role of the teacher is to help, guide and facilitate. We should include pre-reading tasks to help set a context, while-reading tasks to help provide an incentive and post-reading tasks to use the information learned.

Аннотация курса

Проект курса «LAW AROUND US» в профильной школе разработан на базе МБОУ «Гимназии «Юридическая» г. Волгодонска Ростовской области. Определены цели и задачи проекта, представлены описание содержания курса, структуры и содержания, описание методической поддержки курса, обозначены пути реализации проекта, его предполагаемые результаты, даётся предварительная оценка эффективности проекта, представлена краткая характеристика участников проекта, необходимые для разработки и внедрения проекта.

Проблема курса

Общеизвестно, что старшая ступень полной средней школы неоднородна по составу учащихся. У одних уже достаточно развита профессиональная ориентация: они твёрдо знают, чем хотят заниматься в будущем, какую профессию выберут. Другие ещё не очень уверены, сомневаются. У них либо большой разброс интересов, либо вообще нет чётко выраженных интересов. Третьи совсем не знают, на чём остановить свой выбор. Они либо слишком подвержены чужому мнению, либо недостаточно информированы.

Профильное обучение – это актуальная проблема современного образования. Как известно, эта проблема сейчас решается на государственном уровне. Профилизация обучения в старших классах школы должна внести позитивный вклад в разрешение поставленной задачи, тем более, что российской школой накоплен немалый опыт по дифференцированному обучению учащихся.

Профильное обучение, рассматривается как средство индивидуализации и дифференциации обучения, способствует учёту и развитию интересов, склонностей, способностей учащихся, направленно на создание условий для обучения старшеклассников в соответствии с их профессиональными интересами и намерениями в продолжение образования. Профильное обучение реализует личностно ориентированный подход в обучении и позволяет выстроить учащимся индивидуальную образовательную траекторию.

В соответствии с требованиями инновационной площадки гражданско-правовое образование учащихся реализует следующие цели:

- уважения к праву;
- собственных представлений и установок, основанных на современных правовых ценностях общества;
- компетенций, достаточных для защиты прав, свобод и законных интересов личности и правомерной реализации её гражданской позиции.

Допрофессиональное правовое образование является первым этапом в системе сетевой модели непрерывного гражданско-правового образования, которое сопровождает практически каждого из нас в течение всей жизни. Допрофессиональное юридическое образование создаёт условия для вхождения учащихся в юридическую культуру как часть общечеловеческой и национальной культуры, сферу гражданских ценностей и формирование у них правовой культуры как личностного свойства будущего гражданина своей страны.

Интеграция права с английским языком позволяет расширить тематику, привлекать профильно-ориентированный материал в изучение языка, а также больше внимания уделять профильной терминологии, выразительным средствам изучаемого языка. В данном случае элективный курс «Law Around Us» выступает как средство изучения другой предметной области, расширяя знания в ней и позволяя учащемуся совершенствовать навыки и умения владения английским языком.

Английский язык для специальных целей (English for Specific Purposes), или профильно-ориентированное обучение английскому языку, - это научное направление, и, одновременно, тип образовательной услуги, отвечающей потребностям обучаемых. Профильно-ориентированное обучение основывается на особенностях будущей профессии или учебной специальности, требующих изучения иностранного языка. Гражданско-правовые дисциплины в наше время, время расширения международных контактов и увеличения доли использования международного права, требуют хорошего знания языка интернационального общения.

Процесс профильно-ориентированного обучения английскому языку в отличие от содержания не отличается от учёбы в общеобразовательном курсе. Изменяется только подход к обучению. В плане развития речи в гражданско-правовом профильном курсе особое значение приобретает обучение связному аргументированному высказыванию по теме или проблеме, обучение дискуссии, обсуждению, становятся более разнообразными ситуации общения.

Теоретической базой данного проекта являются основные положения личностно-ориентированного обучения: ученик, развивающаяся личность, рассматривается как цель, результат и главный критерий оценки качества обучения; содержание курса включает в себя то, что необходимо человеку для строения и развития собственной личности, и должно помочь в выборе личностно значимых ценностных ориентаций, самоопределения.

Структура курса

Учебно-методический комплекс курса «Law Around Us» предполагается для обучения иноязычному общению на английском языке учащихся 10-11 МБОУ «Гимназии «Юридическая». Данный МК ставит целью изучение предмета через использование более широкого понятийного аппарата в целях осуществления иноязычного общения в профессионально-ориентированных ситуациях общения.

Реализация данного курса предполагает 12 часов аудиторных занятий.

МК состоит из программы с пояснительной запиской, тематического планирования занятий в виде технологических карт, разработок 12 уроков, измерительных материалов эффективности проведения курса, рекомендаций для учителя по методическому обеспечению процесса обучения.

Курс построен на решении проблемных и конфликтных вопросов по темам:

- Что такое закон?
- Какой закон регулирует эту ситуацию?
- Закон и права человека.
- Конституция – основной закон государства.
- Какова роль суда в демократическом обществе?
- Кто нарушает закон?
- Потерпевшие или нарушители?
- Необходимо ли ювенальное законодательство?

Методическая основа курса

Целевые коммуникативные умения в профильном курсе в основном те же, что и в базовом, а поэтому в нём используется в целом тот же арсенал приёмов учения. В то же время личностно-ориентированный подход к обучению в курсе «Law Around Us» вносит существенное изменение в компоненты системы обучения. На первое место выходят наряду с общедидактическими принципами, такие принципы, как:

- *Принцип природосообразности* – учёта индивидуальных особенностей.
- *Принцип автономии учащихся* – они выступают в качестве активных субъектов учебной деятельности, увеличивается удельный вес их самостоятельности.
- *Принцип продуктивности обучения* – нацеленность на реальные результаты обучения в виде продуктов деятельности (выполнение проекта по итогам курса).

В качестве наиболее адекватных технологий обучения выступает «обучение в сотрудничестве» и «метод проектов». Поскольку данный курс английского языка является интегрированным с правоведением, то в соответствии с этим большую актуальность приобретают методы обучения анализу проблемных ситуаций, критическому мышлению, ведению дискуссии с использованием иноязычного общения. Использование ролевой игры позволит совершенствовать речевую деятельность, и подготовит учащихся к свободному говорению по теме.

Возрастание роли реферирования и аннотирования как видов устного и письменного высказывания также требует обучения использованию таких приёмов учебной деятельности, как:

- анализ отдельных слов, предложений текстов для лучшего понимания их значения и смысла текста в целом;
- поиск смысловых опор;
- выделение наиболее существенного, смысловых вех;
- компрессия (сжатие) текста.

What is Law?

Lesson 1

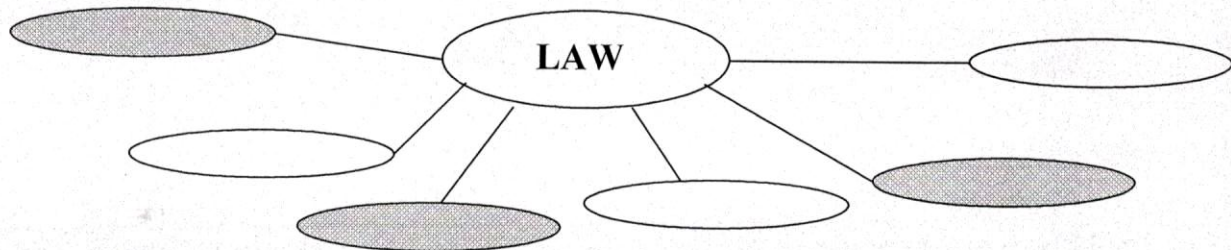


Warming-up

1. Answer the questions:

- *Where do you study?*
- *Why is the name of your gymnasium "Juridical"?*
- *What is the special subject in your gymnasium?*
- *What do you study at the Law lessons?*

2. What do you usually think when you think of a law? Make a list of items. Compare your list with your partner. Complete the Word-Web.



Reading

3. Read the text and check your guesses. Be ready to answer the questions:

- *What is law? What is the goal of law?*

What is Law?

The question "What is law?" has troubled people for many years. An entire field of study known as **jurisprudence** (the study of law and legal philosophy) is devoted to answering this question. Many definitions of law exist. For our purposes, however, law can be defined as the rules and regulations made and enforced by government that regulate the conduct of people within society.

As a child, you learned about rules first at home and later at school. At home, your parents made and enforced rules concerning issues like chores and bedtimes. Rules made and enforced by the government are called laws. The government makes laws that affect almost every aspect of daily life.

One thing is certain: every society that has ever existed has recognized the need for laws. These laws may have been unwritten, but even pre-industrial societies had rules to regulate people's conduct. Native American societies, for example, were governed by unwritten laws. When Europeans first arrived on the North American continent, each of the Native American nations (or tribes, as they are commonly called today) maintained order through a system of unwritten rules. Because many non-Native American government officials and others did not see or understand these traditional mechanisms, many non-Native Americans held the erroneous view that the societies were lawless. Today, some Native American groups are governed, at least in part, by traditional unwritten law.

Without laws, there would be confusion and disorder. This does not mean that all laws are fair or even good, but imagine how people might take advantage of one another without a set of rules.

Vocabulary

4. Match the words in the left column and their definitions in the right column:

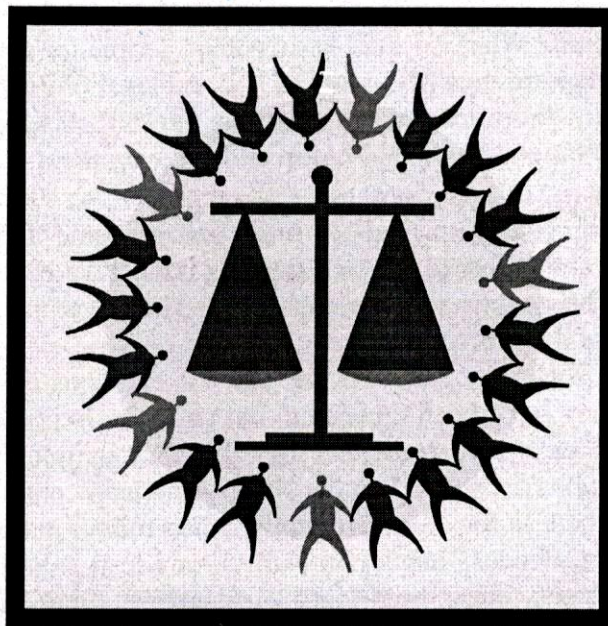
- a/ Jurisprudence
- b/ Regulation
- c/ Conduct
- d/ Legal
- e/ Rule
- f/ Disorder activity,
- g/ Confusion
- h/ Erroneous

- 1/ behaviour,
- 2/ mistaken or incorrect,
- 3/ a situation in which people are uncertain about what to think or what to do,
- 4/ the study of the law or the science,
- 5/ an official rule to control a particular
- 6/ an instruction or principle which tells you what you must or must not do,
- 7/ allowed by law,
- 8/ noisy and violent behaviour by the public.

Writing

5. Problem

Make a list of your daily activities (for example, waking up, eating, and going to school). Next to each item, list any laws that affect that activity. Discuss with your classmates: What is the purpose of each law that you identified? Would you change any of these laws? Why?



Law around us

Which Law do you need in any situation?

Lesson 2

Warming-up

1. Look at the article 43 part 4 of the Constitution of the Russian Federation – the main law of our country:

Article 43

1. Everyone shall have the right to education.
2. The accessibility and gratuity of pre-school, general secondary and vocational secondary education in public and municipal educational institutions and enterprises shall be guaranteed.
3. Everyone shall have the right to receive, free of charge and on a competitive basis, higher education in a state or municipal educational institution or enterprise.
4. Basic general education shall be mandatory. Parents or persons substituting for them shall make provisions for their children to receive basic general education.
5. The Russian Federation shall institute federal state educational standards and support various forms of education and self-education.

- Discuss:** - What is the purpose of this law?
- Will it achieve its goal?

Reading

2. While reading fill in the chart below the text.

Kind of Laws

Laws fall into two major groups: criminal and civil. **Criminal laws** regulate public conduct and set out duties owed to society. A criminal case is a legal action brought by the government against a person charged with committing a crime. Criminal laws have penalties, and offenders are imprisoned, fined, placed under supervision, or punished in some other way. Criminal offenses are divided into **felonies** and **misdemeanors**. The penalty for a felony is a term of more than one year in prison. For a misdemeanor, the penalty is a prison term of one year or less. Felonies are more serious crimes such as murder or robbery. Misdemeanors are less serious crimes such as simple assault or minor theft.

Civil laws regulate relations between individuals or groups of individuals. A **civil action** (lawsuit) can be brought by a person who feels wronged or injured by another person. Courts may award the injured person money for the loss, or they may order the person who committed the wrong to make amends in some other way. An example of a civil action is a lawsuit for recovery of damages suffered in an automobile accident. Civil laws regulate many everyday situations, such as marriage, divorce, contracts, real estate, insurance, consumer protection, and negligence.

Sometimes one action can violate both civil and criminal law. For example, if Joe beats up Bob, he may have to pay Bob's medical bills under civil law and may be charged with the crime of assault under criminal law.

3.

Kinds of Laws	
Criminal Laws	Civil Laws
<ul style="list-style-type: none"> ■ - ■ - ■ - ■ - 	<ul style="list-style-type: none"> ■ - ■ - ■ - ■ -

Speaking

4. Problem

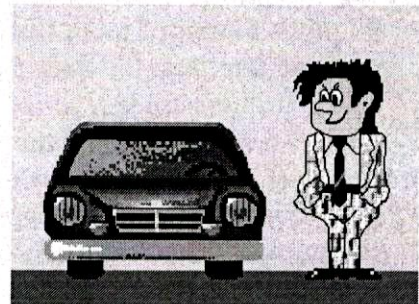
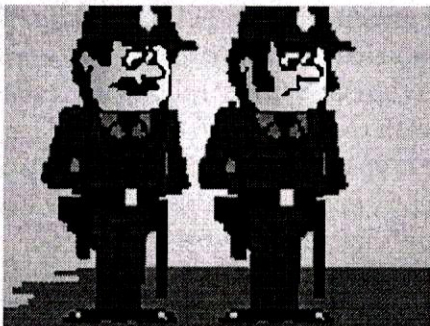
Matt and Luther decide to skip school. They take Luther's brother's car without telling him and drive to a local shopping center. Ignoring the sign *Parking for Handicapped Persons Only*, they leave the car and enter a radio and TV shop.

After looking around, they buy a portable AM-FM radio. Then they buy some sandwiches from a street vendor and walk to a nearby park. While eating, they discover that the radio doesn't work. In their hurry to return it, they leave their trash on the park bench.

When Matt and Luther get back to the shopping center, they notice a large dent in one side of their car. The dent appears to be the result of a driver's carelessly backing out of the next space. They also notice that the car has been broken into and that the tape deck has been removed.

They call the police to report the accident and theft. When the police arrive, they seize a small clear bag containing illegal drugs from behind the car's back seat. Matt and Luther are arrested.

- a. List what you think Matt and Luther did wrong.
- b. What laws are involved in this story?
- c. Which of these are criminal laws? Which are civil laws?



Law and human rights

Lesson 3

Warming-up

Speaking

1. Interpret the pictures:

Should the government guaranty a basic level of health care and education for all citizens?



Reading.

1. Read the text and be ready to give Russian definitions to the highlighted words.

Law and human rights

A **democratic system of government** cannot function effectively unless its laws are respected. In other words, society must be based on the "rule of law." This means that all members of society—average citizens and government officials such as senators, judges, and even the president—are required supporting the **legal** system and **obeying** its law. No one is above the law.

Another important democratic principle is that people should have basic **human rights**. These are rights that each of us possesses as a human being. There are four categories of human rights: political, social, economic, and environmental. Our political rights include the freedom of speech, religion, and press, and the right to participate in government. Social rights include the rights to adequate education, food, housing, and health care. Economic rights include the right to hold a job with fair and safe working conditions and the own property. Finally, environmental rights include the right to live in a clean and safe environment.

To protect human rights, the Russian Federation has signed a number of international documents, including **the Universal Declaration of Human Rights** and **the Covenant on Political and Civil Rights**. In addition, the Russian Federation has been considering ratifying **the International Declaration on the Rights of the Child**. Many human rights have become part of our laws and can be found in the R.F. tribal and state constitutions, in statues, and in the decisions of our courts. There are, however, ongoing debates as to whether it is government's role to provide all these human rights.

2. Write categories of human rights and fill in the table with these rights, using the knowledge of Law lessons:

Compare your table with your partner.

Discussion

You have been selected to join a group of space pioneers who will establish a colony on a distant planet. In order to create the best possible society and your group decides to make a list of the rights that all space colonists should have.

- a. List the three most important rights that should be guaranteed.
- b. Compare your list with those of others. Explain the reasons for your selections.
- c. Are some of the listed rights more important than others? Why?
- d. Do any of the listed rights clash with any one another? If so, which ones? Why?

Share the information from your Law lessons about the rights which are guaranteed to all citizens of the Russian Federation in our Constitution.

The Constitution of the Russian Federation

Ratified December 12, 1993

Preamble

We, the multinational people of the Russian Federation, united by a common destiny on our land, asserting human rights and liberties, civil peace and accord, preserving the historic unity of the state, proceeding from the commonly recognized principles of equality and self-determination of the peoples honoring the memory of our ancestors, who have passed on to us love of and respect for our homeland and faith in good and justice, reviving the sovereign statehood of Russia and asserting its immutable democratic foundations, striving to secure the well - being and prosperity of Russia and proceeding from a sense of responsibility for our homeland before the present and future generations, and being aware of ourselves as part of the world community, hereby approve the Constitution of the Russian Federation.

Crime and Punishment

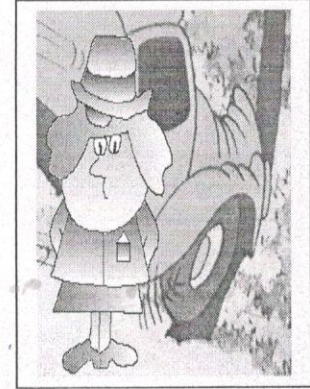
Lesson 4-5

Warming-up



For Your Info!

Remember that **accident** – something unpleasant, undesirable that happened without intention or by chance;
incident – a single event which is usually not very important.



1. State whether each of the following events from newspaper headlines is *an incident* or *an accident*.

1. TWO CARS
CRASH
 ON STREET CORNER!

2. PROTESTERS THROW
 EGGS AT FAMOUS
 POLITICIAN

3. STREET FIGHT
OUTSIDE
 FASHIONABLE NIGHT CLUB

4. INFAMOUS
CRIMINAL
 ARRESTED AT
 AIRPORT

5. BOY INJURED WHILE
CLIMBING
IN MOUNTAINS

6. FIGHT BETWEEN
 SOLDIERS ON BORDER

Reading

2. Guess the chronological order of the events in the story you are about to read.

No	Facts from the text	before R	after R
a)	The customs officials searched the plane.		
b)	The seaman threatened to release the snake.		
c)	The parrot was put into quarantine.		
d)	The plane landed.		
e)	The parrot squawked.		
f)	The passengers checked under their seats for a snake.		
g)	The crew tried to confiscate the parrot.		
h)	The plane took off.		

3. Read the text and check your guesses.

MID-AIR CHAOS AND A STOWAWAY PARROT

Perhaps the parrot could smell dinner being served. Or maybe – stuffed as it was in a battered sports bag – it just wanted to spread its wings.

Whatever the reason, the African stowaway on the British Airways jet suddenly let out a ferocious squawking that gave the game away and prompted an international incident at 30,000 feet.

Its muffled cries coming from an overhead baggage rack were heard by a stewardess serving meals on the flight from Cape Town to Heathrow.

Its owners, 14 burly Korean seamen en route to Seoul, had grown rather attached to the bird, which was said to be their ships mascot. As soon as the cabin crew took the parrot the seamen said they would release a snake if they declined to hand the parrot back.

Then in broken English, they played their trump card by refusing to reveal the location of the snake – a move that left around 400 passengers anxiously checking under their seats.

The stand-off caused a degree of chaos on the 12-hour flight last week.

“Since we were in mid-flight, we could hardly throw the men or the parrot off,” said a BA spokesman yesterday.

At Heathrow, the Koreans were marched off the aircraft while the parrot – dubbed Jury airport staff – was put into quarantine at the animal reception centre.

Officials from Customs and Excise Endangered Species Division searched the plane for the snake. Nothing was found.

The man, who by now had missed their bus to Gatwick and connecting flight to Seoul, were confronted with this information as well as the discovery of an illegal ivory statuette in their baggage.

After the Koreans received a caution from the police, BA refused their pleas for a bed for the night and sent them on their way.

A Customs spokesman said, “The captain had radioed ahead that there was trouble with this parrot. They also told us about the snake. While we normally search for drugs? Contraband and firearms we also have officers who hunt for endangered species by rummaging through the plane. But there was no snake to be found.”

She added: “The parrot will be rehoused in this country after the 35-day quarantine period has expired. There is no question of us sending it abroad again.”

The Daily Mail, 14 May 1999

4. For the following questions choose the answer which you think fits best according to the text.

1 The international incident was started by:

- a/ the smell of the dinner
- b/ the parrot's squawking
- c/ the stuffy atmosphere on the plane.

2 The cabin crew:

- a/ tried to confiscate the parrot
- b/ threatened to confiscate the parrot
- c/ managed to confiscate the parrot.

3 The seamen took the parrot on the plane because:

- a/ they wanted to hijack the plane
- b/ they said it brought them good luck
- c/ they wanted to sell it in Seoul.

4 The situation on the plane was chaotic because:

- a/ the seamen couldn't speak good English
- b/ there was a snake under the seats
- c/ no one could find a way to resolve it.

5 The seamen were accused by the officials of:

- a/ missing their bus to Gatwick
- b/ having an ivory statuette in their luggage
- c/ having no tickets for Seoul.

6 After receiving a police caution the seamen:

- a/ were allowed to continue their journey
- b/ were sent to a hotel
- c/ were put into quarantine.

7 Finally the officials decided:

- a/ to keep the parrot somewhere in Britain
- b/ to give the parrot back to the seamen
- c/ to send the parrot back at home.

5. Consider the situation described in the text and answer the questions.

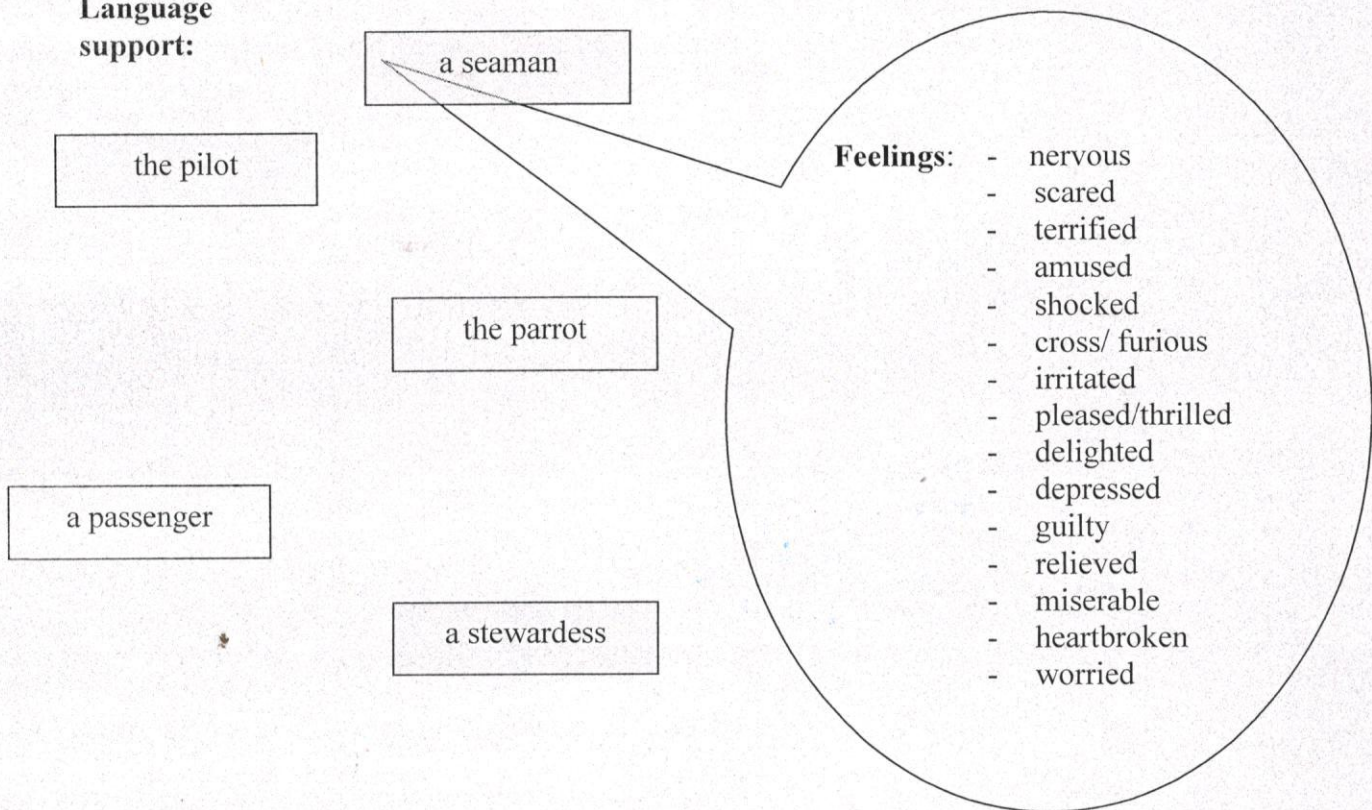
1. Did anyone want it to happen?
2. Was anyone hurt on the plane?
3. Was there any damage to the plane?
4. Was it an accident or an incident?

Speaking

6. Imagine that you were involved in the incident on the plane.

- Identify yourself with one of the characters below.
- Think carefully about the feelings and emotions you had during the incident and your attitude to it.
- Make notes of your ideas.
- Act your role with partners.

Language support:



MAP OF THE COURSE "LAW AROUND US"

Lesson	Listening	Speaking: functions and activities	Reading	Writing	Language work and vocabulary	Teaching strategies
1. What is Law?	Short talk	Expressing opinions about the main points of view on the topic	Juridical text <i>What is law?</i>	Writing contrasting note on changing any law, note number of laws	Vocabulary for talking about law	Teaching to critical thinking about law, lead students to give definition of law
2. Which law do you need in any situation?	Partners opinion	Problem solving <i>What laws are involved in the story?</i>	Juridical text <i>Kinds of Laws</i>		Vocabulary for talking about law	Develop critical thinking on the case study.
3. Law and Human Rights.	Partners opinion	Planning new society, discussing ideas, interpret pictures	Article describing difference of law and rights <i>Law and Human Rights</i>	Filling the table	Vocabulary for talking about law	Developing ability to make laws (bills)
4-5. Crime and Punishment	Partners in the role-play Partners opinion	Role-play	Text: <i>Mid-air chaos and a stowaway parrot</i>	Filling the table	Vocabulary helping to understand how the situation is hard	Role-play Thinking critically about how to behave in a dangerous situation
6-7. Victim or criminal?	Opinions of other learners Interpreting the scheme	Discussion on the bullying problem Expressing opinion on the problem	Text. <i>Boy found hanged wrote of bullying</i> jig-saw strategy	List a conduct of behavior Fill in the table Writing advice Advice list "Crime prevention",	Phrases of personal opinion	Develop reading skills and strategies
8-9. What is Juvenile?	Short talk on the students experience	Discussion on the topic	Texts: <i>Juvenile justice</i> , <i>Procedures in Juvenile Court</i>	Writing according to the plan Fill in the scheme	Topic vocabulary	Thinking critically, games
11-12. The system of juvenile justice in Russia.	Partners opinion in cooperating work	Project work, group discussions	Texts: <i>Scheme "Juvenile justice system"</i>	Writing up a project	Vocabulary of organizing strategies	Project work Expanding knowledge about the topic in the USA