

# Mini Lessons for Know the Law Booklet



## *Writing Team Committee*

*A Special Thanks to the following:*

*Melissa Guínta*

*Mt. Dora High*

*Ann Holt*

*Mt. Dora Middle*

*Michele D. Jones*

*Carver Middle*

*Patrícia Moreau*

*Mt. Dora High*

*Joan Wukotich*

*Leesburg High*

*Jean Marie York*

*Leesburg High*

*Mini Lessons Provided by  
The Safe Schools Department*

## Mini Lesson Plan for Pages 8-9

### Objectives:

1. Students will compare and contrast the definitions of a felony and a misdemeanor.
2. Students will understand the difference between being charged as a juvenile and as an adult.
3. Students will be able to identify scenarios where DNA samples will be required.
4. Students will be able to define the Principal Theory, and relate it to a list of crimes.

(Background information on misdemeanors and felonies can be found in the section on Crime and Punishment.)

**Benchmarks:** LA.1112.1.6.1, LA.2.4.2.2, LA.3.1.6.1, LA.3.1.6.2, LA.3.2.2.3

**Materials:** Know the Law: A Guide for Youth and Parents

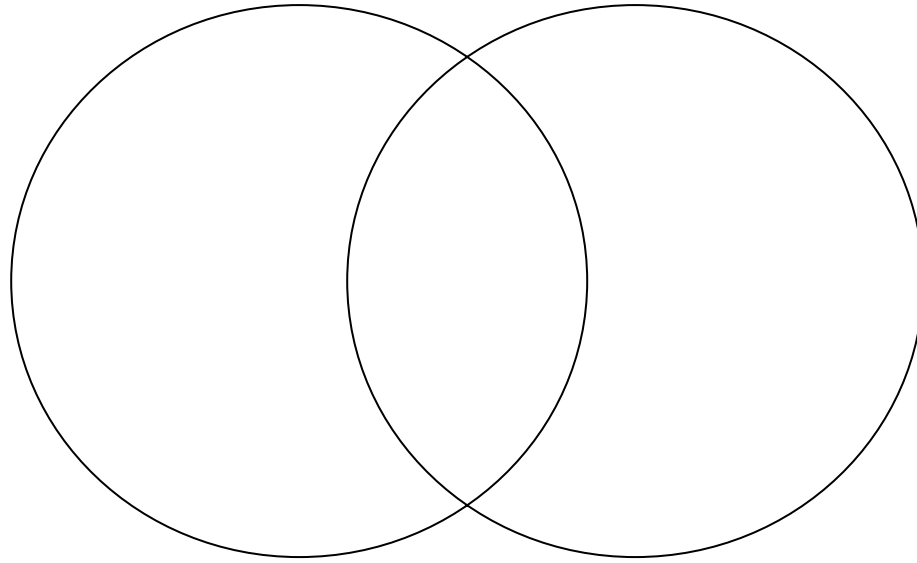
**Opener (2 mins.):** Through class discussion, create a list on the board of known crimes that would require a DNA sample to be given. Look at the list and page 9 of the booklet to compare with the class list.

**Discussion (2 mins.):** Using a Venn diagram, teacher-led class discussion comparing the definitions of Felony, Misdemeanor and Direct File. See page 8 for definitions.

**Procedure (6 mins.):** With a partner, read the idea of Principal Theory on page 9. Use the crimes in the DNA sample list and relate each one to the idea of Principal Theory. Teacher can choose several from the list and ask for volunteers to share their results.

**Evaluation:** Teacher observation. Student participation. Pre-post test questions will assess these concepts.

## **Felony Misdemeanor Venn Diagram**



**Felony**

**Misdemeanor**

## Lesson Plan for Pages 10-14

### Objectives:

1. Students will analyze the physical effects of drugs and alcohol.
2. Students will model the consequences of possession and use of drugs, alcohol, and tobacco.
3. Students will evaluate the laws related to possession and use of illegal substances.

**Benchmarks:** SC.912.N.4.1; SC.H.1.3.1, SC.F.1.3.4, LA.2.5.2.1, LA.2.5.2.4

**Materials:** Know the Law: A Guide for Youth and Parents

**Opener (1 min.):** “Have any of you been in a car with friends who are drinking or doing drugs? Have you been to or heard of any parties that have been hosted by parents? What about a party at someone’s house when the parents are gone?”

**Discussion (3 mins.):** Lead a short discussion about the physical effects of alcohol and drugs. Include the following points and discussion questions:

- Alcohol impairs the brain, damages the liver, impairs your judgment, as well as illegal to purchase and possess.
- Did you know that giving one (1) pill to someone on school property is a first degree felony and could land you in jail?
- Are you aware that benzopyrene, the chemical that causes cancer in cigarettes, is 70% higher in marijuana?
- Did you know your parent(s) could be charged with a crime related to hosting a party, even if they are not there?

**Procedure (5 min. to prepare) (2 min. per group for skit presentation):** Break the class into groups of 4-5 students and have each group review the section of the booklet that is assigned. Each group is directed to design a short skit relating to their topic, showing the consequences of breaking the laws regarding possession or use of the illegal substance. Limit the skit to 2 min. for each group.

Suggested groups:

- Alcohol (page 10)
- Fake IDs and Driving Under the Influence (page 11)
- Narcotics/Inhalants\*\*\* (pages 12-13)
- Tobacco and Parties (page 14)

\*\*\*Based on class size by assigning a specific drug to different groups as needed.

**Evaluation:** Teacher observation. Student participation. Pre-post test questions will assess these concepts.

## Lesson Plan for Pages 15-19

### Objectives:

At the conclusion of this lesson, students will:

1. Be able to understand some of the consequences of being in possession of weapons, guns, and other deadly weapons.
2. Be aware of the consequences of bomb/arson threats.
3. Understand what battery is, including sexual battery.

**Benchmarks:** LA 2.5.2.1, LA 2.5.2.4, LA 3.1.6.1, LA3.1.6.2

**Materials:** Pamphlet: Know the Law, A Guide for Youth and Parents

### Procedures:

Lead in questions provided by the teacher to capture interest and relevance of the lesson:

- Can you think of any violence associated with a student(s) carrying a gun to school? Does anyone go hunting or go paint-balling?
- Has anyone had to vacate the classroom/school for a bomb threat?
- Can your body ever be considered a “weapon”?
- Do you know of anyone who has been physically assaulted or threatened?

Have students pair into groups of four, each group will read page 15 to the top of page 19. Students will take turns reading a topic to the group, while others follow along. After students have completed the reading, pass out the Reading Response Sheet and allow time for each group to answer the questions. After the groups have completed the questions, have them elect a reporter from their group to present their responses for a whole class discussion.

**Evaluation:** Student/Teacher Discussion and review of Reading Response Sheet Answers.

## Reading Response Sheet – Questions for Pages 15-19

1. Am I allowed to have a shot gun, paint ball gun or hunting/pocket knife in my car in the school parking lot if I am going hunting or paint balling after school? Why or why not?
2. Your friends dare you to throw a stone off a bridge that could potentially hit a car. What could be charged with? How many years in prison could you get?
3. Your friend calls the school with a bomb threat so everyone can get out of class. You think this is a good idea because you want to get out of a science test, so you give your friend your cell phone to make the call. What if any, is the consequence for your friend and you?
4. Someone in your class is mad because you were talking to their boyfriend. They tell you, “I better not see you out in town!” You fear that they mean it and have seen them fight before. Can they get in trouble for just saying this to you?
5. The students think that it is funny to go up to each other and inappropriately touch others private body parts. Would this be considered a sexual offense?
6. Your friend who is only 15 thinks she might be pregnant. Her boyfriend is 18. The boyfriend thinks your friend is really 17, but she lied about her age. Can he be charged with a crime?

### Answer Key:

1. No, you are not allowed to possess a weapon on school property, including the parking lot. You could be charged with a felony and be expelled from school.
2. This is considered a deadly missile and you can be charged with a felony, punishable by up to 15 years in prison as an adult.
3. The call maker, and anyone who helps have committed a 2<sup>nd</sup> degree felony. In other words, both of you would have committed a serious crime. It is so serious, that anyone who tells on you receives a \$5,000.00 reward if the information given leads to your arrest and conviction.
4. If the person makes a threat with the intent to place the other person in fear of bodily harm, this is considered a felony, even if they never fight you. This also includes making a threat in writing on-line or in a text message.
5. Yes, definitely. Unwanted touching is considered battery and is a misdemeanor. If there is sexual intent involved, it is considered a felony.
6. Yes he would be charged with a sexual offense, even though she lied about her age. It is unlawful for a person 16 years of age or older to have sexual intercourse with a person under the age of 16. If the person is 21 years or older and impregnates a child under the age of 16, it is an additional, separate felony.  
NOTE: Not knowing the partner’s real age is NOT a defense!

## Lesson Plan for Pages 19-21

### Objectives:

At the conclusion of this lesson, students will:

1. Be aware of the consequences of infringing on someone else's property rights.
2. Know the law concerning trespassing.
3. Understand what constitutes a written threat, including cyber threats.

**Benchmarks:** LA 2.5.2.1, LA 2.5.2.4, LA 3.1.6.1, LA3.1.6.2

**Materials:** Pamphlet: Know the Law, A Guide for Youth and Parents

### Procedures:

Lead in questions provided by the teacher to capture interest and relevance of the lesson:

- Do you know of someone who has bought something “hot” because it was cheaper than buying it from a store?
- Do you know of someone who has gone to a party at a construction site, or a vacant lot?
- Can you think of something in the news that involved cyber bullying?

Have students pair into groups of four, each group will read page 19 beginning with “Property Crimes” to the top of page 21 including “Computer Crimes.” Students will take turns reading a topic to the group, while others follow along. After students have completed the reading, pass out the Reading Response Sheet and allow time for each group to answer the questions. After the groups have completed the questions, have them elect a reporter from their group to present their responses for a whole class discussion.

**Evaluation:** Student/Teacher Discussion and review of Reading Response Sheet Answers.

## Reading Response Sheet – Questions for Pages 19-21

1. Someone sells you a set of speakers at a very cheap price. He stole them, but you didn't know this. Can you get in trouble for buying stolen property?
2. If you steal a tool box from someone's truck and it had a hammer, screwdriver, or a tool that could be used as a weapon, what could you be charged with?
3. Your friend has a new car and wants to take you for a ride. You have never seen this car before and know it does not belong to anyone in his family. You ask whose car it is and he says he "borrowed it." Should you go for a ride with him?
4. You and your buddies get a six-pack of beer and decide to drink it in a home that is under construction. There is no damage done in the home, but you are caught by the cops drinking in the pre-constructed home. What are the consequences?
5. You overheard two girls arguing at lunch. One of them was accusing the other of stealing her man and threatened to beat her down. Afterwards in class, one of the girls passed a note that said she was going to fight the girl after school. Could she get in trouble for writing this, even if the fight has not yet occurred?
6. You are on MySpace and send a message that could be construed as harming someone. You think it is funny, but when confronted, claim that "I didn't really mean it." How does the law view this situation?

### Answer Key:

1. Yes, if you possess recently stolen property, the law presumes that you knew or should have known it was stolen. If the speakers are worth more than \$300 it is considered Grand Theft and is a 3<sup>rd</sup> degree felony.
2. If you enter a motor vehicle and steal anything that could be construed as a weapon, the crime is treated as if you had the weapon upon entering the vehicle. This is considered a first degree felony, punishable by life in prison. The stolen weapon could also include a pocketknife, a box cutter, or a baseball bat, etc. It need not be a gun or large knife.
3. Probably not. If the car is stolen and you had nothing to do with the theft, it is still considered a crime to be in a stolen car. If you had helped steal the car, pumped gas for it, or given the driver directions on where to go, you can be principal to the theft.
4. This is a 3<sup>rd</sup> degree felony and you will be prosecuted as such.
5. Yes, it is a second degree felony to write, compose, or send a signed or anonymous letter, or other form of communication, that contains a threat to kill or do bodily injury to a person.
6. Sending a communication to anyone threatening injury is a 2<sup>nd</sup> degree felony. A later claim that you didn't mean it will have little effect on the outcome in court.