

Are You Old Enough?

Teacher's Guide





Éducaloi is a Quebec non-profit organization whose mission is to make the law accessible and easy to understand and use in daily life.



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[Link to the survey](#)



IMPORTANT NOTICE

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Presentation of the Activity

What you need to know	During this activity, the students discover various responsibilities, freedoms and protections they have, depending on their age. They do this by analyzing various scenarios based on many common realities of young people.
Target group	Secondary II students
Summary	In this activity, the students discover the following legal aspects: • Their responsibilities • Their freedoms • Their protections The students analyze several scenarios, formulate a hypothesis related to the age of application, then discover the legal reality by conducting research on the Édcaloi website.
Objectives	• Help the students understand their responsibilities, freedoms and protections from a legal standpoint. • Develop their analytical abilities.

Subjects and subject-specific competencies	Culture and citizenship in Québec – Secondary II Cultural reality: Autonomy and interdependence – Autonomy Compulsory concepts: Self-determination, Freedom of choice Cultural reality: Democracy and social order – Rights and responsibilities Compulsory concepts: Human rights, Responsibilities as a citizen Competency 2: Reflect on ethical questions: • Engages in dialogue: — Uses methods to support own ideas. • Develops a point of view: — Identifies possible responses. — Evaluates the effects of responses on oneself, others, relationships and society. — Justifies own choices using criteria.
Duration	Trois périodes de 60 minutes.
Required material	• Une copie du Guide pédagogique, • Une copie par élève du Cahier de l'élève, • Le Diaporama.

Preparing the Activity

Become familiar with the Teaching Kit

- Read the **Student Workbook**, the **Slide Show** and this document (**Teacher's Guide**).

Required material

- A computer and a projector or an interactive whiteboard for the **Slide Show**.
- Documents to print:
 - **Student Workbook** (one per student)
 - Optional: the additional scenarios presented in the appendix in this guide
- Electronic devices to conduct research individually or in pairs on the Éducaloi website

Period 1 – Responsibilities

Introduction to the activity

Slides 1 and 2

Tell the students that, together, you'll discover the various responsibilities, freedoms and protections that youth have as of different ages.

Ask the students for examples of responsibilities, freedoms and protections they have now or will have as of different ages. They record their answers in the Student Workbook, p. X.
Examples: I have the right to drive as of age 16. We become adults at age 18. We can buy alcohol as of age 18.



Prior knowledge

Slide 3

Ask the students to define “responsibility” in their own words. They can give examples.

Ask the students if there’s a difference between a responsibility at home and a responsibility in society. The students can give examples of responsibilities in society. Examples: responsibility to throw garbage in a trash can, not damage city property, etc.

Modeling of the analysis of a scenario

Slide 4

As a class, complete scenario 1: The Broken Window.

Romeo, 12 years old, breaks his neighbour’s window while playing baseball. The neighbour demands that he be reimbursed for his new window. Who will pay to replace the window?

Ask the students to write their individual hypothesis. Share a few of the answers with the class.

Conduct research on Éducaloi’s website, based on the article “[Legal Responsibility of Parents.](#)”

Legal aspects

Slides 5 and 6

Complete the section “What the law says” based on the **Slide Show**. The students write down the important legal elements in the Workbook.

As a class, read the definition of civil liability in the **Student Workbook**, p. X.



Analysis of scenarios

Review scenarios 2 and 3 in the **Student Workbook**, p. 6 and 7.

Give the students time to complete their hypotheses, individually or in teams, in the **Student Workbook**.

The students can research legal aspects on the Éducaloi website, based on the articles [“Teens Accused of Crimes: Possible Outcomes”](#) and [“Teenagers: Tickets and Fines.”](#)

Legal aspects

Slides 7 to 13

Complete the section “What the law says” based on the **Slide Show** for scenarios 2 and 3. The students write down the important legal elements in the Workbook.

Explain criminal responsibility, fines, and age of majority based on the **Slide Show**.

Variation

As a class, do one scenario at a time, explaining the legal aspects as they come up.

Summary

Slide 14

As a class, complete the diagram on responsibilities and the age at which they apply in the **Student Workbook** p. 8.

Additional scenarios (optional)

If you're interested, additional scenarios are provided at the end of the Teacher's Guide.

Period 2 – Freedoms

Prior knowledge

Slide 15

Ask the students to define “freedom” in their own words. They can give examples.

Analysis of scenarios

Review scenarios 4 and 5 in the **Student Workbook**, p. 9 and 10.

Give the students time to complete their hypotheses, individually or in teams, in the **Student Workbook**.

The students can research legal aspects on the Éducaloi website, based on the articles [“Sexual Consent of Teenagers”](#) and [“Changing Your Name.”](#)

Legal aspects

Slides 16 to 20

Complete the section “What the law says” based on the **Slide Show** for scenarios 4 and 5. The students write down the important legal aspects in the Workbook.

Explain the freedoms related to age based on the **Slide Show**.



Variation

As a class, do one scenario at a time, explaining the legal aspects as they come up.



Consent to care and driving

Slides 21 to 23

As a class, read the description of consent to care in the **Student Workbook**, p.11. This freedom is not addressed in a scenario in the Student Workbook. However, the additional scenario 9 in the appendix in this guide is related.

As a class, read the description of driving in the **Student Workbook**, p.11. This freedom is not addressed in a scenario in the Student Workbook.

Explain the freedoms related to age based on the **Slide Show**.

Summary

Slide 24

As a class, complete the diagram on freedoms and the age at which they apply in the **Student Workbook**, p. 11.

Additional scenarios (optional)

If you're interested, additional scenarios are provided at the end of the Teacher's Guide.

Period 3 – Protections

Prior knowledge

Slide 25

Ask the students to define “protection” in their own words and if they know of protections for children. The students can give examples.



Analysis of the scenarios

Slides 26 and 27

Read the definitions provided in the *Convention on the Rights of the Child* and by the Director of Youth Protection in the **Student Workbook**, p. 12.

Review scenarios 6 and 7 in the **Student Workbook**, p. 13 and 14.

Give the students time to complete their hypotheses, individually or in teams, in the **Student Workbook**.

The students can research legal aspects on the Éducaloi website, based on the articles [“Choosing Which Parent to Live With,”](#) [“How to report a situation to the DYP”](#) and [“The Role of the Director of Youth Protection \(DYP\).”](#)

Legal aspects

Slides 28 to 31

Complete the section “What the law says” based on the **Slide Show** for scenarios 6 and 7. The students write down the important legal elements in the Workbook.

Explain the protections related to age based on the **Slide Show**.

Variation

As a class, do one scenario at a time, explaining the legal aspects as they come up.

Summary

Slides 32 to 34

Explain the protections related to age based on the **Slide Show**.

As a class, complete the statements on protections for children in the **Student Workbook**, p.15.

Additional scenarios (optional)

Slides 34 to 44

If you're interested, additional scenarios are provided at the end of the Teacher's Guide.

Hypothesis Game

In the **Student Workbook**, p.16 and 17, present the additional scenarios and ask the students to formulate a hypothesis on the age at which each one would be applied.

Give the students time to complete their hypotheses, then correct them as a class.

Variation

Allow the students to research the answers on the Éducaloi website.

Review exercise: True or False?

In the **Student Workbook**, p.18 and 20, present the review exercise: True or False?

Give the students time to complete their answers, encouraging them to consult the preceding pages in the Workbook. Then, correct them as a class.

Variation

Allow the students to research the answers on the Éducaloi website.

Appendix – Additional Scenarios

Scenario 8 – The Stolen Cellphone

Slides 35 and 36

Theo received a new cellphone for his birthday. He ignored his father's warnings and brought it to school. His father's concerns were well founded: Theo's phone disappeared from his locker in the morning during second period. Fortunately, he'd installed an app to find it in case of loss or theft. The cellphone was found in the coat pocket of Oniks, a 13-year-old student in Grade 7. Theo's parents want Oniks to understand the gravity of his actions, so that evening they call the police to report the incident.

What are the possible consequences for Oniks?

Hypothesis: _____

Research on the Educalo website: Article, "[Teens in Trouble with the Law: What You Need to Know](#)"

What the law says:

- *Often, consequences at school are the principal's method of choice: suspension, detention, etc.*
- *However, when a crime is committed by someone 12 years of age or over, the police could be called, depending on what the people involved decide to do. The resulting consequences could be more serious.*



Scenario 9 – A New Nose

Slides 37 and 38

Seth is 16 years old and has always hated his nose. Since he was little, people have made fun of him, and some have come up with hurtful nicknames. He made an appointment with a plastic surgeon for next week to find out if he can have surgery to improve his nose.

Do you think he has the right to do this?

Hypothesis: _____

Research on the Éducaloi website: Article, "[Medical Decisions for Children 14 to 17 Years Old](#)"

What the law says:

- *The surgery Seth wants isn't essential to his health. It also comes with significant risks and could have serious and permanent consequences.*
- *Therefore, he will need his parents' permission to go ahead with the surgery, even though he's over 14.*



Scenario 10 – The Wind in Her Hair

Diapositives #39 et 40

Mayar, 14 years old, loves her new e-bike. And she loves riding it with her hair blowing in the wind, even though her parents ask her to wear a helmet. One sunny afternoon, she's stopped by the police.

What are the possible consequences for Mayar?

Hypothesis: _____



Research on the SAAQ website: Article, "[On an Electric Bike](#)"

What the law says:

- *It's mandatory to wear a helmet on an e-bike.*
- *Only people 18 years of age and over are permitted to ride e-bikes, unless there's an exceptional situation. Mayar doesn't yet have the right to use this form of transportation.*
- *Under the Highway Safety Code, all of these infractions are punishable by a fine of \$60 to \$100.*
- *As of the age of 14, children can be fined. This means Mayar could receive a fine. Or the police could decide to simply give her a warning. The police could also inform her parents of the situation.*

Scenario 11 – A Thousand and One Classes

Diapositives #41 et 42

Clement is 13 years old. His parents want him to succeed in life. They register him for violin, Spanish and swimming classes. They believe that keeping his mind and his body busy will give him good life skills and help him reach his full potential. Clement has activities every evening and he's often tired. He asks his parents to reduce the number of evening classes because he feels overwhelmed and very anxious. His parents refuse, telling him it's for his own good.

What should Clement do?



Hypothesis: _____

Research on the Éducaloi website: Articles – [“How to report a situation to the DYP”](#) and [“The Role of the Director of Youth Protection \(DYP\).”](#)

What the law says:

- *Clement could talk to an adult at his school, and this person could talk to his parents. The adult at his school could also report the situation to the Director of Youth Protection if they think it's necessary. The DYP will decide if they should intervene.*

Scenario 12 – New Shoes

Slides 43 and 44

Fourteen-year-old Abdoulaye has holes in the soles of his running shoes and asks his parents to buy him a new pair. His parents suggest he use his older brother's shoes from when he was younger. The shoes are in good shape, and the parents think it's a reasonable idea. Abdoulaye disagrees and tells them his clothing needs are not being met.



Is he right?

Hypothesis: _____

Research on the Éducaloi website: Article "[Parental Authority: Rights and Responsibilities of Parents](#)"

What the law says:

- *Parents are required to feed and provide for their children, but that doesn't include the obligation to provide their children with new clothing every year!*

Your Opinion

To better support you and create tools adapted to your needs, we want to hear about your experience and opinions.

Take this short survey by scanning the the QR code or by clicking the link.

It will take you less than 5 minutes.

Thank you for your participation!



[Link to the survey](#)

Other Tools for You!

Did you like this tool? We have more! Here's a list of the workshops and teaching guides we offer to help you teach key legal concepts.

You'll surely find what you're looking for!

Workshops Given by Legal Experts

Our workshops are free, interactive, and introduce participants to the justice system. They are led by volunteer legal professionals. The goal of these workshops is to help young people develop legal skills. They offer knowledge and tools that are practical and useful in students' daily lives.

Now it's your turn! All that's left is to [register](#) to your account and request the workshop you're interested in!

- [**READY, SET, INVEST!**](#)

Students step into the shoes of an investor to reflect on legal and ethical business practices before making investment decisions.

- [**WORKING: NOT AT ALL COSTS!**](#)

Students become aware of harassment in the workplace through a quiz and scenarios. They also learn about possible remedies and resources they can turn to if they experience or witness harassment.

- **BEAT THE BUZZER!**

In this game, teams square off to answer questions about legal issues in the lives of 12-to-17-year-olds.

- **BULLYING: WHAT'S YOUR OPINION?**

Students learn about the legal aspects of bullying such as criminal law, sharing of intimate images, the right to control images of themselves and possible recourses. Students then take a position on these issues.

- **THE SMALL CLAIMS COURT IS IN SESSION!**

Students stage a mock civil trial between a consumer and a business. They discover the various players involved and experience what a trial is like in this court.

- **THE LAW: IT'S NOT LIKE IN THE MOVIES!**

By staging a mock criminal trial, students discover the roles of various players in the Quebec justice system, the different steps in a trial and basic criminal law concepts.

- **THE RULES OF THE GAME!**

In this game show activity, students debate legal issues affecting the lives of young adults: work, housing, consumer rights, the criminal justice system, and more.

- **OUR CONFLICT, OUR SOLUTION!**

Conflicts don't always end up in court with lawyers battling it out! In this scenario, groups of high school students who have a disagreement arrive at a win-win solution. This activity introduces students to mediation as an alternative method to prevent and resolve disputes.

- **PICK YOUR SIDE!**

Students take a position on issues that stimulate debate. They learn that the concept of justice evolves constantly and is shaped by the clash of ideas and changing societal values. Students then discuss why they chose one side over the other. The volunteer legal professional presents relevant legal information and encourages students to reflect on the issues raised.

Our Teaching Guides: Ready-To-Use Resources

Our teaching guides can be used in a range of grades. They are of various lengths and activity types. Turnkey, they can be led by the teacher and are specifically adapted to secondary school students.

Make your choice and download them free of charge.

Secondary – Cycle 1

- [ARE YOU OLD ENOUGH?](#)

Students learn which responsibilities and freedoms the law gives them according to their age.

- [THE INTERNET AND THE LAW](#)

This activity provides an overview of prohibited online activities and recommends solutions if a child is being harassed online.

- [THE CRIMINAL LEGAL SYSTEM FOR TEENAGERS](#)

This activity explains how the criminal legal system often treats teenagers differently than adults.

Secondary – Cycle 2

- [BIOETHICS: SAVIOUR BABIES](#)

This activity involves a class debate on two hot topics in biotechnology: the selection of human embryos and the use of a baby's tissues or organs to cure another person. Students then draft a bill on these topics.

- [DISCRIMINATION AT SCHOOL?](#)

This teaching tool lets students explore the themes of justice, tolerance and the accommodation of differences.

- [INSIDE THE COURTROOM: THE KEY PLAYERS AND STEPS OF A CRIMINAL TRIAL](#)

This activity explains the roles of people who play a part in a criminal trial, and the steps in the process.

- [INTELLECTUAL PROPERTY](#)

Clear explanations about trademarks, copyrights, patents, and more!

- [LEGAL CAREERS](#)

This activity introduces students to a variety of jobs that involve the law.

- **A RIGHT TO PRIVACY**

This teaching tool gets students thinking about why privacy rights are protected. Activities include discussion questions and a writing exercise.

- **LEGAL CAREERS IN THE INDIGENOUS CONTEXT**

In this activity, students learn about the variety of law-related jobs. It was designed with the realities of Indigenous people in mind.

- **THE RIGHTS OF YOUTH**

Students step into the shoes of a judge, lawyer or social worker to write a persuasive or explanatory text on the rights of youth.

- **DON'T FIGHT, MEDIATE!**

Students are asked to take on specific roles in a simulated mediation session to resolve a conflict between two teens and their families.

- **UNDER THE SPOTLIGHT: WITNESS EXAMINATION AND CROSS EXAMINATION**

Students learn the basics of the criminal justice system, the steps involved in questioning witnesses and the role of each player in a criminal trial. Students then take part in a mock trial with the help of a script. This activity appeals to students' sense of justice. They will role-play, analyze a situation, take a position and formulate questions to get to the truth.

CCQ: Resources for Teachers

TRAINING 101: CULTURE AND CITIZENSHIP IN QUEBEC, THE LEGAL CONCEPTS

Follow our training session, which covers the legal concepts found in the new CCQ course, improve your understanding of general legal concepts, and increase your confidence to teach them!

TRAINING LEGAL CONCEPTS IN THE CCQ PROGRAM: SECONDARY SCHOOL LEVEL

Listen to this hands-on training session. You'll get an overview of all the tools available to you. This will help you use them more easily and find all the resources you need.

Videos: Legal Education

You can use these videos and tutorials when discussing legal concepts with your students:

- [LE DROIT EN CLASSE : AGIR EN LIGNE](#) (Being online, French with English subtitles)
- [LE DROIT EN CLASSE : PROCES SIMULE](#) (Mock criminal trial, French with English subtitles)
- [LE DROIT EN CLASSE : LE CONSENTEMENT](#) (Sexual consent, French with English subtitles)

Order a Poster

These materials are great tools to reinforce the learning done in class. All that's left is to order them and display them:

<https://educaloi.qc.ca/en/order-educalois-products/>

- [AGE OF CONSENT TO SEXUAL ACTIVITIES](#)
- [CYBERBULLYING ... IT CAN BE A CRIME!](#)
- [WORKING: NOT AT ALL COSTS!](#)

To Learn More

Visit legallifeskills.ca for complete information about our workshops and teaching guides.

If you have any questions, please contact us at atelier@educaloi.qc.ca.