

Are You Old Enough?

Teacher's Guide





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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	Elementary Cycle Three students
Summary	This activity will enable students to discover the following legal concepts: • 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.
Objectives	• Help students understand their legal responsibilities, freedoms and protections. • Develop their analytical skills.

Subjects and subject-specific competencies	Culture and Citizenship in Québec – Elementary Cycle Three Theme (Cultural reality): Relationships between people – Collective life Compulsory concepts: Rights and freedoms, children’s rights and parental responsibilities Competency in Cycle Three: Reflecting critically on cultural realities: • Engaging in dialogue: — Supports their own ideas • Developing responses: — Suggests responses — Compares responses — Explains their choices
Duration	Three periods of 60 minutes
Required material	• One copy of the Teacher’s Guide • One copy per student of the Student Workbook • The Slide Show

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 found in the appendix to this guide.

Period 1 – Responsibilities

Prior knowledge

Slides 1 and 2

Introduce the activity to students by explaining that, together, you'll explore the various responsibilities, freedoms and protections that young people have at different ages.

Ask students to give examples of responsibilities, freedoms and protections they have at different ages, including now and as they get older. Students should write their answers in the Student Workbook, p. 4. Examples: I can get my driver's license at 16. We become adults at age 18. We can buy alcohol at 18.



Thinking about responsibilities

Slide 3

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

Ask students if there’s a difference between a responsibility at home and a responsibility in society. Students can give examples of responsibilities in society, such as putting their garbage in trash cans, not damaging city property, etc.

Modeling how to analyze a scenario

Slide 4

As a class, complete scenario 1: The Broken Window

Maxime, 10 years old, broke his neighbour’s window while playing baseball. His neighbour demands that he be reimbursed for his new window. Who will pay to replace the window?

Ask students to write down their hypothesis individually. Share some of the answers with the class.

Legal concepts

Slides 5 and 6

Complete the “What the law says” section using the **Slide Show**. Students should write the key legal points in their Workbook.

As a class, read the definition of civil liability in the **Student Workbook**, p. 6.



Analyzing the scenarios

Briefly review scenarios 2 and 3 in the **Student Workbook**, pp. 6 and 7.

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

Legal concepts

Slides 7 to 13

Complete the “What the law says” section based on the **Slide Show** for scenarios 2 and 3. Students should write the key legal points in their Workbook.

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

Variation

Complete one scenario at a time as a class, explaining the legal concepts as they come up.

Summary

Slide 14

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

Additional scenarios

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

Period 2 – Freedoms

Prior knowledge

Slide 15

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

Analyzing the scenarios

Briefly review scenarios 4 and 5 in the **Student Workbook**, pp. 9 and 10.

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

Legal concepts

Slides 16 to 20

Complete the “What the law says” section based on the **Slide Show** for scenarios 4 and 5. Students should write the key legal points in their Workbook.

Explain age-related freedoms using the **Slide Show**.



Variation

Complete one scenario at a time as a class, explaining the legal concepts 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. 10. This freedom is not covered in a scenario in the Student Workbook. However, additional scenario 9 in the appendix to this guide is related to this topic.

As a class, read the description of driving in the **Student Workbook**, p. 10. This freedom is not covered in a scenario in the Student Workbook.

Explain age-related freedoms using the **Slide Show**.

Summary

Slide 24

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

Additional scenarios

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

Period 3 – Protections

Prior knowledge

Slide 25

Ask students to define what a “protection” is in their own words and whether they know of any protections for children. Students can give examples.



Analyzing the scenarios

Slides 26 and 27

Read the definitions of the Convention on the Rights of the Child and the Youth Protection Act in the **Student Workbook**, p. 13.

Briefly review scenarios 6 and 7 in the **Student Workbook**, pp. 11 and 12.

Give students time to complete their hypotheses, individually or in teams, in the **Student Workbook**, pp. 11 and 12.

Legal concepts

Slides 28 to 31

Complete the “What the law says” section for scenarios 6 and 7 based on the **Slide Show**. Students should write the key legal points in the Workbook.

Explain age-related protections using the **Slide Show**.

Variation

Complete one scenario at a time as a class, explaining the legal concepts as they come up.



Summary

Slides 32 to 34

Explain age-related protections based on the Slide Show.

As a class, complete the statements about protections for children in the Student Workbook, p. 13.

Additional scenarios

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

Hypothesis Game

Slides 34 to 44

In the **Student Workbook**, p. X, present the additional scenarios and ask students to make a hypothesis about the age at which each one applies.

Give students time to complete their hypotheses, then review and correct the answers as a class.

Review exercise: True or False?

In the **Student Workbook**, p. 14, present the "True or False?" review exercise.

Give students time to complete their answers. Encourage them to refer to the previous pages of their Workbook. Then, review the answers and correct them as a class.

Appendix – Additional Scenarios

Scenario 8: The Stolen Cellphone

Slides 35 and 36

Hamza received a new cellphone for his birthday. Despite his father's warning, he brought it to school. Just as his father predicted, Hamza's phone disappeared from his locker during the second period. Fortunately, Hamza had installed an app to find it if it was lost or stolen. The cellphone was found in the coat pocket of Paul, a 12-year-old student in Grade 6. Hamza's parents want Paul to understand the seriousness of his actions, so they call the police that evening to report the incident.

What consequence(s) could Paul face?

Hypothesis:



What the law says:

- *School principals often prefer giving consequences at school such as a suspension, detention, etc.*
- *However, when a crime is committed by someone who is 12 or older, the police could be called, depending on what the people involved decide to do. The consequences could then be more serious.*

For more information about the youth justice system, see Éducaloi's guide "[Teens in Trouble With the Law: What You Need to Know.](#)"

Scenario 9: A New Nose

Slides 37 and 38

Mathis is 15 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 change the appearance of his nose.

Do you think he has the right to do this?

Hypothesis:



What the law says:

- *The surgery Mathis 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.*

For more information on this topic, see the Éducaloi article "[Medical Decisions for Children 14 to 17 Years Old](#)."

Scenario 10: Wind in Her Hair

Slides 39 and 40

Giovanie, 11, 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 consequence(s) could Giovanie face?



Hypothesis:

What the law says:

- *Wearing a helmet is mandatory when riding an e-bike .*
- *You must be 18 or older to ride an e-bike, except in certain exceptional circumstances.*
Giovanie 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.*
- *However, children can only be fined as of the age of 14. Therefore, Giovanie, who's 11 years old, cannot be fined, but she could be given a warning. The police could also inform her parents of the situation.*

For more information on this topic, see the article by the Société de l'assurance automobile du Québec "On an Electric Bike" (available in French only).

Scenario 11: A Thousand and One Classes

Slides 41 and 42

Antoine is 12 years old. His parents want him to succeed in life, so they sign him up for violin, Spanish and swimming classes. They believe that keeping his mind and his body busy will help him develop good life skills and help him reach his full potential. Antoine has activities every evening and he's often tired. He asks his parents to reduce his evening classes because he feels overwhelmed and very anxious. His parents refuse, saying that it's for his own good.



What should Antoine do?

Hypothesis:

What the law says:

- *Antoine could talk to an adult at school who could speak with his parents. This adult could also report the situation to the Director of Youth Protection (DYP) if they think it's necessary. The DYP will then decide whether to intervene.*

For more information on this topic, see the following Éducaloi articles: "[How to report a situation to the DYP \(Director of Youth Protection\)](#)" and "[The Role of the Director of Youth Protection \(DYP\)](#)."

Scenario 12: New Shoes

Slides 43 and 44

Eleven-year-old Anas, 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. Anas disagrees and tells them his clothing needs are not being met.

Is he right?

Hypothesis:



What the law says:

- *Parents are required to feed and provide for their children. However, that doesn't mean that they have to provide new clothes every year!*

For more information on this topic, see the Éducaloi article "[Parental Authority: Rights and Responsibilities of Parents.](#)"

Votre avis

Pour mieux vous soutenir et créer des outils adaptés à vos besoins, nous voulons connaître votre expérience et votre avis.

Répondez à cette courte enquête en scannant le code QR ou en cliquant sur le lien.

Cela vous prendra moins de 5 minutes.

Merci de votre participation !



[Lien vers le sondage](#)

D'autres outils pour vous !

Vous avez aimé cette trousse ? Voici la liste des trousse pédagogiques que nous vous offrons. Autant d'outils pour vous aider à enseigner les notions juridiques clés.

Vous y trouverez votre bonheur !

Les trousse : des SAÉ clé en main !

Les trousse pédagogiques ont été pensées par des pédagogues pour des pédagogues, en collaboration avec des juristes. Clé en main, vous pouvez les animer facilement. Elles sont adaptées pour des élèves du primaire ou du secondaire.

Faites votre sélection ci-dessous et téléchargez-les gratuitement.

Primaire

- [INTERNET ET LA LOI](#)

Cette trousse présente les comportements à adopter en ligne, les comportements interdits en ligne et de pistes d'actions lorsqu'une ou un enfant est victime de harcèlement en ligne.

- [LES RÈGLES ET MOI](#)

Les élèves du 1^{er} cycle du primaire participent à des discussions et à des activités créatives qui les introduisent aux règles et aux lois.

- [MÉDIATION SIMULÉE](#)

Mise en place d'une séance de médiation. Les élèves coopèrent afin de trouver une solution satisfaisante pour les deux parties.

CCQ : Ressources pédagogiques

FORMATION EN ÉDUCATION JURIDIQUE POUR LE PERSONNEL ENSEIGNANT (CCQ)

Les formations CCQ 101 et CCQ 102 soutiennent le personnel enseignant dans l'intégration des notions juridiques du programme Culture et citoyenneté québécoise (CCQ). CCQ 101 présente les concepts juridiques essentiels abordés dans le programme, tandis que CCQ 102 offre un survol pratique des stratégies et ressources pour enseigner des notions juridiques.

Ensemble, elles permettent de découvrir des outils, activités, vidéos et pistes pédagogiques concrètes pour enseigner des thèmes comme les droits et responsabilités, la citoyenneté, la vie numérique et le consentement.

Vidéos : éducation juridique

Vous trouverez ici des vidéos et des tutoriels pour vous accompagner lorsque vient le temps de parler de notions juridiques.

- [LE DROIT EN CLASSE : AGIR EN LIGNE](#)
- [LE DROIT EN CLASSE : PROCÈS SIMULÉ](#)
- [LE DROIT EN CLASSE : LE CONSENTEMENT SEXUEL](#)

Affiches à commander

Vous aurez un support de plus à afficher en classe ! Vous pouvez les commander en ligne en suivant ce lien : <https://educaloi.qc.ca/commande-de-produits/>.

- [LA CYBERINTIMIDATION... ÇA PEUT ÊTRE UN CRIME !](#)
- [TRAVAILLER, MAIS PAS À TOUT PRIX !](#)
- [CONSENTEMENT SEXUEL : AS-TU L'ÂGE ?](#)

Pour en savoir plus

Retrouvez toutes les informations sur nos ateliers et troussees scolaires sur notre site Internet educationjuridique.ca.

Pour nous faire part de vos suggestions ou pour toute information,
communiquez avec nous : atelier@educaloi.qc.ca

Your Opinion

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

Take this short survey by scanning the QR code or click on 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.

We hope you'll find what you're looking for!

Teaching Guides: Ready-To-Use LES!

Designed for teachers to bring the law into the classroom, the teaching guides were created by education specialists, in collaboration with legal professionals. Ready to use, they can be led by the teacher and are specially adapted to elementary and secondary students.

Make your selection below and download them for free.

Elementary

- [THE INTERNET AND THE LAW](#)

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

- [ALL ABOUT RULES!](#)

Children often question where the rules come from. This activity raises the awareness of law through a philosophy for children approach.

- [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.

CCQ: Resources for Teachers

LEGAL EDUCATION TRAINING FOR TEACHERS (CCQ PROGRAM)

Our Training 101 and Training 102 courses help teachers integrate legal concepts into the Quebec Culture and Citizenship (CCQ) program. Training 101 introduces the key legal concepts covered in the curriculum, while Training 102 offers practical teaching strategies and resources for bringing these concepts into the classroom.

Together, these courses provide teachers with engaging tools, activities, videos, and ready-to-use lesson ideas for exploring topics such as rights and responsibilities, citizenship, digital life, and consent.

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 : PROCÈS SIMULÉ](#) (Mock criminal trial, French with English subtitles)
- [LE DROIT EN CLASSE : LE CONSENTEMENT SEXUEL](#) (Sexual consent, French with English subtitles)

Order a Poster

You'll have one more thing to display in your classroom. Order for free on our website: <https://educaloi.qc.ca/en/order-educalois-products/>.

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

To Learn More

To learn more, visit legallifeskills.ca for complete information about our workshops and teaching guides.

If you have any questions or wish to share your suggestions with us, please contact us at atelier@educaloi.qc.ca.