

Topic: The legal system

Lesson 3: Young people – the need for a different approach?	KS or Year Group: KS 3
Resources: <ol style="list-style-type: none">1. Resource 6 – Case studies (from previous lesson)2. Resource 7 - Self assessment sheet – 1 each3. Resource 8 - Critical friend sheet – 1 each	Outcomes: <ul style="list-style-type: none">• Students understand the purpose of the criminal justice system in relation to young people.• Students understand the role that magistrates play in the criminal justice system.• Students consider whether we need new approaches to punishment.

National Curriculum

Key concept – 1.1b

Key processes – 2.1a, 2.2a, 2.2b & 2.2c

Range and content – 3b

Lesson 3

Continuing on from the previous lesson, students discover the difficulties faced by magistrates as they weigh up their responses to a selection of individual case studies.

Starter

Recap on the learning undertaken in the previous lesson through a short quiz. Ask students to jot down their answers, then afterwards give them to a neighbour to mark out of six.

1. What is another term for a magistrate? *Justice of the Peace (or JP)*
2. What's the youngest age you can become a magistrate? *18*
3. When do you have to retire? *70*
4. How many magistrates would usually sit in a Court? *Three*
5. Do magistrates get paid? *No*
6. Do you need formal qualifications or legal training to become a magistrate? *No*

Main activity

- Distribute copies of **Resource 7 - Self assessment sheet** and **Resource 8 – Critical friend sheet** to each student. Divide the class into groups of six and explain the task:
 - Each group of six has Team A (three students) and Team B (three students). Team A will read and consider a case study about a person who has been prosecuted and found guilty of committing an offence. Going on the evidence available, they must discuss the case, decide on the sentence, record their decision and state what they hope will be achieved by the sentence in the space provided (as in previous lesson).
 - At the same time Team B will take on the role of a 'critical friend'. Each person from Team B will take responsibility for observing a member of Team A whilst they are coming to their decisions. After they have finished their observation, they must complete the 'critical friend' sheet. Teams A and B then swap roles. Explain what skills they should look for as they use the sheet. This process will be ongoing as they will continue completing the sheet for every case the other team work on.
 - The teacher will allocate a set time to judge each case, telling each team when to swap over from magistrate to critical friend and vice-versa (allow 4 – 6 minutes per case). Explain that the teacher will also tell them when it is time to provide feedback to one another using the 'critical friend' sheet (allow around 2-3 minutes each). Emphasise that this feedback is an important part of the learning process and will help them complete the self-assessment sheet. Students should give the critical friend sheets to the person they were observing in order to help them with the self-assessment. Groups can also discuss whether they agreed or not with the other team's sentence and reasoning for it.
- Distribute the six remaining case studies. Place them face down as each case is only to be taken as instructed by the teacher. Now follow the instructions as above.

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- Once the activity is finished, ask each group to feedback to the class. They should state the following:
 - Which case was the most difficult to decide and why?
 - What was easy and difficult about being a ‘critical friend’?
 - How easy was it to work as a team and come to decisions?
- Each student should complete the self assessment sheet, taking into account the feedback received during activity.

Plenary

Bring the discussion to a close by summarising their learning and achievements during the series of three lessons.

Aim high

- 1) Choose one of the following statements and write a discursive essay on the subject:
 - ‘punishments aren’t tough enough these days’
 - ‘prison is the only answer’
 - ‘the age of criminal responsibility should be changed’
 - ‘young offenders should be treated differently to adult offenders’

In order to do well in this task you should:

- Plan your answer. Make sure your essay includes an introduction / paragraph setting out arguments supporting the statement (arguments for) / paragraph setting out arguments against the statement / paragraph setting out your personal opinions (make sure you justify your opinions, give reasons for them) / conclusion.
- Consider all sides of the argument as well as stating your own views.
- Consider the argument from different perspectives.
- Present your ideas and solutions in relation to your opinions.

Tell the students that they may add to their written response by providing additional information they have gathered through research, or anything else they think is relevant to this work.

- 2) Write a newspaper article about a crime young people are likely to commit:
 - Think of a suitable headline (this should be an imaginary crime).
 - Write up interviews with the victim, eyewitnesses, etc.
 - Insert or draw a picture linked to the crime.
 - Write the main article detailing what happened to the person committing the crime, what punishment did they get and why, etc.
 - Include a letter giving your views as to whether this was an appropriate punishment (make sure you justify your opinions with a proper rationale).

Assessment

Assessment of the discursive essay and newspaper article. In relation to the key concept of democracy and justice, students should demonstrate their ability to communicate arguments clearly, giving reasons for their opinions and recognising the range of ideas involved (these criteria could also be used to assess oral contributions).

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Resource 7 – Self assessment sheet

Name:

Fellow magistrates:

.....

- Were you able to co-operate with others? Give an example.

- Did you listen to other people? How do you know? Give an example of something someone else said that you thought was a good point.

- Were you able to explain and justify your opinions? Sometimes or all of the time? Give an example of when you said something and how you backed this up with evidence.

- Do you think you worked well as part of a team? What did you contribute?

Resource 8 – Critical friend sheet

<p>Skills demonstrated Tick box if done <input type="checkbox"/></p>	<p>Name of person being observed: Examples of evidence</p>
<p>Co-operates with others. Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure <input type="checkbox"/></p>	
<p>Listens to others. Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure <input type="checkbox"/></p>	
<p>Contributes to the discussion. Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure <input type="checkbox"/></p>	
<p>Justifies opinions. Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure <input type="checkbox"/></p>	
<p>Considers both sides in the discussion. Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure <input type="checkbox"/></p>	
<p>Is prepared to compromise. Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure <input type="checkbox"/></p>	
<p>Is able to express views clearly and with confidence. Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure <input type="checkbox"/></p>	