

Topic: Legal system

Lesson: Young people and the law	KS or Year Group: KS 3
Resources: <ol style="list-style-type: none">1. Resource 1 – Crime quiz2. Resource 2 – Crime quiz (answers)3. Resource 3 – Diamond nine set4. Resource 4 – Crime information sheet5. Resource 5 – Crime and its consequences sheet	Outcomes: <ul style="list-style-type: none">• Students will be able to identify criminal activities.• Students will be able to discuss and identify possible factors leading to youth offending.• Students will be able to demonstrate knowledge of the effects of crime on victims, perpetrators and society.

National Curriculum

Key Concepts: 1.1b

Key Processes: 2.1a, 2.2a, 2.2b

Range and Content: 3b

Lesson

This lesson explores crime and how it affects young people. Students will learn about the particular characteristics of youth crime, that many factors lead young people to commit crimes and that offending can be age-related. They will also learn that crimes often have serious consequences for victims, the perpetrators themselves and society at large. Towards the end of the lesson, students also consider own views about the nature and causes of crime.

Starter

- Distribute copies of **Resource 1 – Crime quiz**. Explain that this quiz is designed to find out how much they know and understand about crime. The final question is designed to find out what their own views on crime are. Ask students to complete the quiz individually without conferring.
- Using **Resource 2 – Crime quiz (answers)**, get students to mark and score each other's quizzes.

Main Activity

Activity 1:

- Divide class into groups of three. The 'diamond nine' card set from **Resource 3 – Diamond nine set** should have been cut up in advance. Give each group a set.
- Ask groups to sort the cards into three piles. Those they think are more likely to be committed by young people (up to the age of 18), those they think are more likely to be committed by adults (over the age of 18) and those they think are just as likely to be committed by either age group.

Activity 2:

- Eliciting opinions from the students about why a crime is more or less likely to be committed by a young person, the teacher should lead a class discussion.
- Using **Resource 4 – Diamond nine answers**, assess the choices the groups made for Activity 1.
- Focusing on the crimes more likely committed by young people, ask the class to consider reasons why this might be the case. Record the most plausible or convincing explanations on the board.

Activity 3:

- Ask the groups to sort their cards into diamond ranking to show which crime is the most serious. The ranking should go from the most serious at the top to the least serious at the bottom.
- Each group should compare their diamond with that of another group and discuss why they placed the particular crime where they did.

Activity 4:

- The teacher should lead a class discussion on the following question: 'Do you think all crimes are equally serious or are some crimes more serious than others?'
- Ensure that the students understand that in this country our law regards some crimes as worse than others, and different punishments are given for different crimes. Just as there are a wide range of crimes, there are many factors which lead people to turn to crime. This is why the justice system has a whole range of punishments and sentences that can be given. The sentence will take account of both the crime and the circumstances surrounding the crime.

Activity 5

- Explain that now they are going to focus on the consequences of criminal activity. Each group of three should select six of the crimes. They should write these crimes in the 'crime' column in **Resource 5 – Crime and its consequences sheet**. For each of the following stages, the members of the group should be given time to discuss before deciding on answers.

Young people and the law

- Who is the victim or is the crime 'victimless'? They should write their answer in the 'who is the victim?' column.
- What are the effects on the victim? They should concentrate particularly on physical or emotional effects. They should write their answer in the 'effect on the victim?' column.
- What are the costs to society? They should concentrate particularly on the costs to other people, to the health service, the prison service or to the taxpayer. They should write their answer in the 'costs to society?' column.
- As a whole, the class should feed back on their answers and their decision-making process in general.

Plenary

After the discussion, give students the option to individually change their answers to the quiz that opened the lesson. They should do this in a different coloured pen so they can see what they have learnt from the lesson. Ask them if they have been surprised by anything that they have learnt in this lesson.

Make sure the class understands that criminal activity peaks at the age of 18 for males and at the age of 15 for females, dropping rapidly after that. Discuss possible reasons for such trends.

Aim high

Gifted and talented students should discuss and/or produce a written response to the question: 'What do you think the purpose of the criminal justice system is?'

Assessment

There is no formal assessment, although the quiz answers will give an indication of how much students have learnt and understood.

Summary of learning

- Students have learnt about criminal offences and some of the characteristics of youth crime.
- Students have learnt that crimes often have serious consequences for victims, perpetrators and society at large.
- Students consider their own views about the nature of crime.

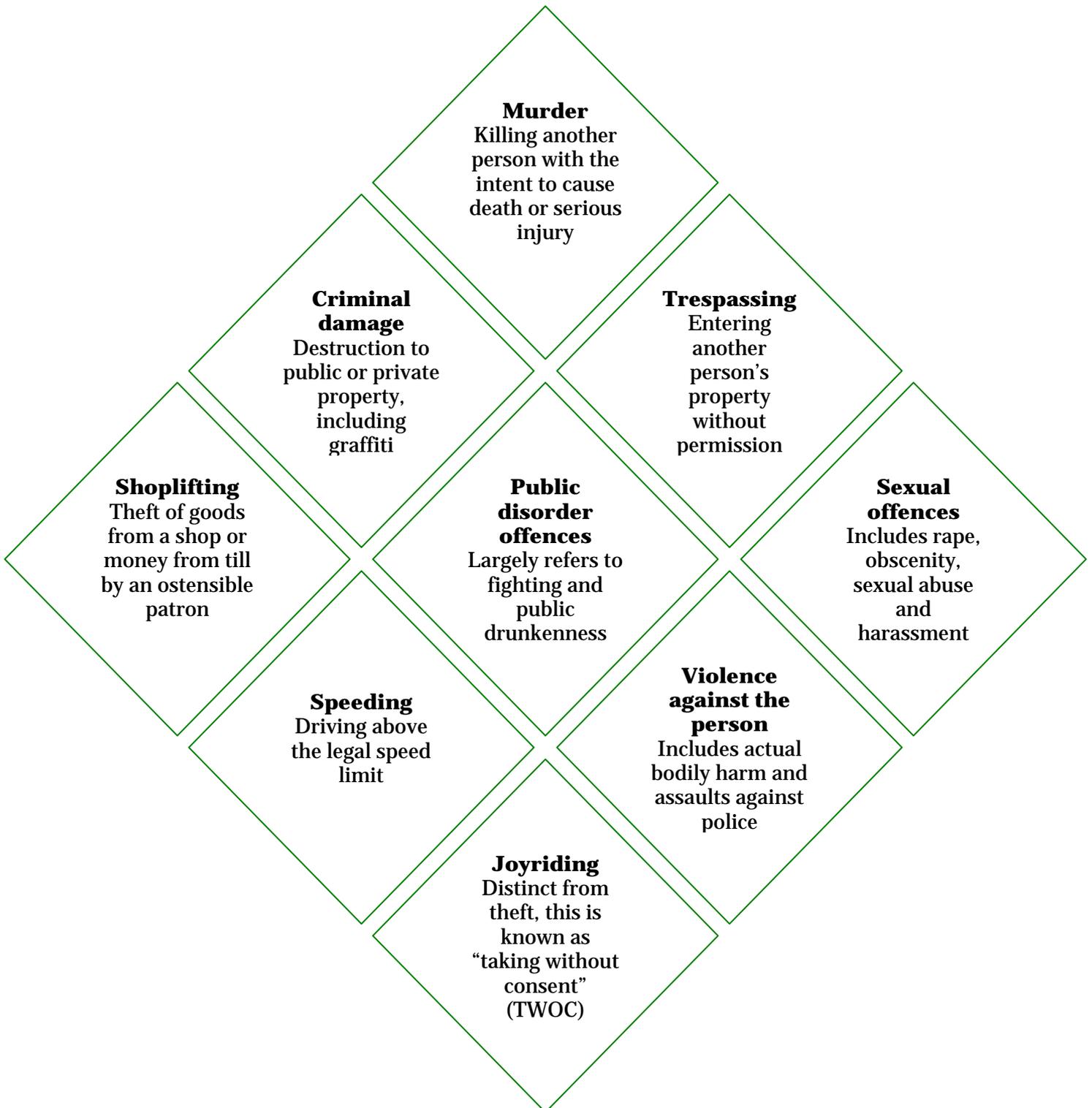
Resource 1 - Crime quiz

1. What age is a girl most likely to commit a crime?
2. What age is a boy most likely to commit a crime?
3. Are boys or girls more likely to commit a crime?
4. Name four crimes young people are more likely to commit:
 - a.
 - b.
 - c.
 - d.
5. Give four reasons why a young person might commit a crime:
 - a.
 - b.
 - c.
 - d.
6. How much does youth crime cost the country each year? Is it:
 - a. £50,000?
 - b. £250,000?
 - c. £1 billion?
7. Which group of people are most often the victims of violent crime? Is it:
 - a. the elderly?
 - b. wealthy people?
 - c. young men?
8. How much does it cost to keep someone in prison for a week? Is it:
 - a. £50 - £100?
 - b. £150 - £200?
 - c. £450 - £600?

Resource 2 – Crime quiz (answers)

1. What age is a girl most likely to commit a crime?
17 yrs?
2. What age is a boy most likely to commit a crime?
13 yrs
3. Are boys or girls more likely to commit a crime?
Boys
4. Name four crimes young people are more likely to commit:
 - theft (including mugging and burglary)
 - drug offences
 - criminal damage
 - joyriding
 - trespassing
 - football hooliganism
 - underage drinking
 - public disorder offences
5. Give four reasons why a young person might commit a crime:
 - peer pressure
 - unhappy, frustrated
 - lack of money, pressure to have certain things
 - excitement
 - self esteem – makes them feel important
6. How much does youth crime cost the country each year? Is it:
c) £1 billion
7. Which group of people are most often the victims of violent crime? Is it:
c) young men
8. How much does it cost to keep someone in prison for a week? Is it:
c) £450 - £600

Resource 3 – Diamond nine set



Resource 4 – Diamond nine answers

More likely to be committed by young people:

Criminal damage

Joyriding

Public disorder offences

Trespassing

More likely to be committed by adults:

Homicide

Shoplifting

Speeding

Sexual offences

Equally likely to be committed by either young people or adults:

Violence against the person

(Although young people are more likely to commit actual bodily harm, adults are more likely to perpetrate assaults against the police.)

Resource 5 – Crime and its consequences

Crime	Who is the victim?	Effects on the victim?	Costs to society?