**3.2 What is law?** SB pp. 82–83

**LO 1** To explore how laws protect our rights.

**LO 2** To explore how laws protect our freedoms.

**Objectives**

|  |  |  |  |
| --- | --- | --- | --- |
| **Class:** | **Date:** | **Last lesson:** | |
| **G & T pupils:** | **SEN pupils:** | **M:** | **F:** |

# Connect

Students discuss the following questions:

* *Which concept challenged you most in the lesson about why we have laws (or a previous lesson)? What challenged your partner most?*
* *Why is it in UK holidaymakers’ interests for the UK to follow the European Convention on Human Rights?*

# Activate

### Worksheet 3.2a: How much do you know about

**the law?**

* Students complete the ‘true or false’ quiz on Worksheet 3.2a. (Answers: 1 = F, 2 = F, 3 = T, 4 = F, 5 = F, 6 = T, 7 = T, 8 = F)
* **Class discussion:** students discuss the following scenarios:
  + *Sarah has a criminal background – she stole a car when she was 19. She’s now 22 and was accused of stealing a van yesterday. Why should we assume that she’s innocent until proven guilty?*
  + *Jordan has a hearing impediment following a motocross accident. Why is it essential that he receives ‘equal before the law’ treatment when he appears in court tomorrow?*

# Demonstrate

### Worksheet 3.2a: How much do you know about

**the law?**

* Copy and cut out the questions in part 2 of Worksheet 3.2a. Place each of the six pieces of paper on different tables.
* Split the class into six groups and ask each group to sit at a different table. Tell the students that they are going to spend three minutes answering the question on the piece of paper, but that they are not allowed to speak: they can only write and draw pictures. They can challenge and build upon other students’ ideas, but again only by writing and drawing.
* After five minutes, ask the groups to move round to the next table.
* **Extra support:** give certain students key words (for example, fair, disagree, family, support, local, national, international).

# Consolidate

### Worksheet 3.2b: Key concepts of law

* Students read the eight key concepts on Worksheet 3.2b.
* In each scroll, they write a word or phrase, or draw an image, to help them remember that key concept.

***Extra challenge***

Ask more able students: *How does the internet interfere with the concept of ‘innocent until proven guilty’?*

## Recommended websites

[www.echr.coe.int/Documents/Simplified\_Conv\_ENG.](http://www.echr.coe.int/Documents/Simplified_Conv_ENG) pdf

[https://www](http://www.nidirect.gov.uk/articles/introduction-).nidir[ect.gov.uk/articles/introduction-](http://www.nidirect.gov.uk/articles/introduction-) justice-system

## Homework

Imagine that you are summarising today’s lesson for a child in Year 7. Write three sentences explaining the key messages from today’s learning. Use simple, clear language.

**Theme C How the law works**

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