

## Objectives

- LO 1** To explore how laws protect our rights.
- LO 2** To explore how laws protect our freedoms.

<b>Class:</b>	<b>Date:</b>	<b>Last lesson:</b>	
<b>G &amp; T pupils:</b>	<b>SEN pupils:</b>	<b>M:</b>	<b>F:</b>

## 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.pdf](http://www.echr.coe.int/Documents/Simplified_Conv_ENG.pdf)  
<https://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.