

3.3 Civil and criminal law: what's the difference? SB pp. 84–85

Objectives

- LO 1** To find out about how civil courts work.
- LO 2** To find out about how criminal courts work.

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

Connect

Students discuss the following questions:

- *What have you remembered from the lesson about how the law protects our rights and freedoms (or a previous lesson)? What has your partner remembered?*
- *Do courts prevent us from being able to solve our own problems?*

Activate

Worksheet 3.3a: Which court for which issue?

- Create a 'washing line'. Cut out the boxes from the worksheet and 'peg' 'CRIMINAL COURTS' at one end and 'CIVIL COURTS' at the other end. In the middle, in a random order, 'peg' the descriptions 1–8.
- Ask for eight volunteers. Each comes up to the washing line in turn. Ask each volunteer: *Which descriptions match which type of court? Choose one description and move it to the right end of line.*
- If the volunteer is unsure, the audience can help. (Answers: Criminal – 1, 4, 5, 6; Civil – 2, 3, 7, 8).
- Ask students for one more piece of information each, relating to each type of law. Write these on separate pieces of paper and attach them to the correct end of the washing line. Relevant examples: 'Only about 5% of all cases are heard in the Crown Court' (CRIMINAL) and 'Most civil cases take place in county courts. The High Court only deals with the most complicated civil cases' (CIVIL).

Demonstrate

Worksheet 3.3b: What do you think?

- **Small-group activity:** split the class into eight small groups – two groups to discuss each question (that is, each group works on one question only).
- Ask students to prepare 30-second group presentation answering their question. They can use key words from the sheet to help them.
- **Extra support:** students who need extra support can work on question 3 in a group with mixed-ability peers, supported by the teacher/HLTA.

Consolidate

- Each group gives their presentation to the class.
- After they have listened to the presentations, students write down one more question they would like to ask about criminal courts and one more question about civil courts.
- Volunteers share their questions with the class.

Extra challenge

Ask more able students: *How sensible is it to see some crimes as more serious than others? For example, are murders always more serious than parking fines?*

Recommended websites

<https://courttribunalfinder.service.gov.uk/search>
<http://open.justice.gov.uk/how-it-works/courts>

Homework

Find out the answers to the two questions about the courts that you wrote in class.