**3.5 Criminal courts** SB pp. 88–89

**LO 1** To debate about ASBOs.

**LO 2** To debate about prison.

**Objectives**

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

# Connect

Students discuss the following questions:

* *What further questions did you have after the lesson about people who put the law into*

*practice (or a previous lesson)? What did another student want to know?*

* *Are some courts deliberately intimidating in order to put people off committing crimes?*

# Activate

###  Worksheet 3.5a: ASBOs and prison

* Students read the summaries of ASBOs and prison on Worksheet 3.5a and write a tweet\* giving key facts about each.

# Demonstrate

###  Worksheet 3.5b: Preparing for debate

* Using Worksheet 3.5b, students prepare for a class debate (chaired by a student) addressing the questions listed on the sheet.

***Extra challenge***

Ask more able students: *Do ASBOs cause older citizens to develop negative stereotypes of teenagers?*

## Recommended websites

[https://www.justice.gov.uk/downloads/contacts/](http://www.justice.gov.uk/downloads/contacts/) hmps/prison-finder/prisons-map.pdf

[www.gov.uk/asbo](http://www.gov.uk/asbo)

## Homework

Use [www.justice.gov.uk/contacts/prison-finder#.](http://www.justice.gov.uk/contacts/prison-finder) What are the names of the prisons in your area?

* **Extra support:** certain students only focus on first three phrases and first six key words.

# Consolidate

###  Worksheet 3.5b: Preparing for debate

* **Class debate:** using the worksheet and any notes they have made, the class debates the questions.
* **Class vote:** ask the class: *Which student made the most useful contributions?*
* Ask students to write down three things they have learned in today’s lesson that they didn’t know before.

\* Message limited to 140 characters.

**Theme C How the law works**

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