**3.7 What sort of sentence?** SB pp. 92–93

**LO 1** To explore which types of sentence and punishment are used.

**LO 2** To explore how these are chosen for different offences.

**Objectives**

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

# Connect

#### Students discuss the following questions:

* *What do you want to know more about from the lesson on solving civil disputes (or a previous lesson)? What about another student?*
* *Do community sentences only exist in order to save the taxpayer thousands of pounds in prison costs?*

# Activate

#### **Small-group activity:** In groups of three, students take it in turns to comment for 30 seconds on each of the following:

* 1. *Anyone who commits any crime should be punished.*
	2. *Punishment is for the offender’s own good.*
	3. *The main reason for punishing someone for a crime should be to stop him/her reoffending.*
	4. *Being young, being poor, being ill, and so on are all just excuses for breaking the law; everyone knows right from wrong.*
* **Class feedback:** ask students: *Why do we all have different views on the purpose and impact of punishment?*

# Demonstrate

###  Worksheet 3.7a: Crime and punishment

#### Students complete the table in part 1 of Worksheet 3.7a.

* **Class discussion:** ask students:
* *Was it easy to decide which rows to tick for each punishment?*
* *Which punishments have the most and fewest ticks?*
* *Why are there two different types of discharge, absolute and conditional?*

**Theme C How the law works**

#### In part two of Worksheet 3.7a, students decide which of the four punishments is most appropriate for each crime.

* **Group discussion:** ask students, in groups, to discuss the following:
* *For the two speeding offences that lead to a death, a) and b), should both offenders receive exactly the same punishment?*
* *Is a crime committed against a relative/ someone we know, best handled by family and friends, rather than involving judges, magistrates and probation officers?*

#### **Extra support:** certain students only consider rows A–E in part 1 of the worksheet and crimes a)–d) in part 2.

**Consolidate**

 **Worksheet 3.7b: Considering sentences**

* Students decide which statement in part 1 of Worksheet 3.7b they agree with and which they disagree with. Or, as an alternative activity, you could use the thought bubbles for a pile- sorting activity. In part 2 they write a paragraph summarising why many factors (age, previous offences, finances, remorse and so on) are considered when determining a sentence.

***Extra challenge***

Ask more able students: In your opinion, are any of the punishments for crimes in the UK intended to humiliate? Justify your viewpoint.

***Recommended websites***

#### [http://ybtj.justice.gov.uk](http://ybtj.justice.gov.uk/) [www.gov.uk/how-](http://www.gov.uk/how-) sentences-are-worked-out

***Homework***

Find out about a recent crime committed in the UK. How far do you agree with the punishment given? Why?

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