

Objectives

- LO 1** To explore which types of sentence and punishment are used.
- LO 2** To explore how these are chosen for different offences.

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?*

- 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> 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?