**3.8 Young people and the justice system** SB pp. 94–95

**LO 1** To explore how youth courts differ from other courts.

**LO 2** To explore why youth courts differ from other courts.

**Objectives**

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

# Connect

Students discuss the following questions:

* *What shocked you about the lesson on sentencing (or a previous lesson)? What shocked your partner?*
* *Should the parents/guardians of under-18s who break the law be sent to prison to prevent their children from reoffending*?

# Activate

###  Worksheet 3.8a: Youth court true or false

* Students can tick to show whether statements on Worksheet 3.8a are true or false. Alternatively, you can organise a class team activity as follows:
	+ Split the class into six teams.
	+ Label six boxes/trays/hoops ‘True’ and six ‘False’ and give one of each to every team, placing them 3 metres away.
	+ Make six copies of the statements on the worksheet about youth courts. Stick each set to a set of balls and give one set of balls to each team.
* Students compete to see which team can throw most balls into the correct containers in 3 minutes. (Answers: a) = F, b) = F, c) = T, d) = F, e) = T, f) = T, g) = F, h) = T, i) = T, j) = F)

# Demonstrate

###  Worksheet 3.8b: Youth crime role play

 **Worksheet 3.8c: Dealing with young offenders**

* Split the class into groups of five. Each person in the group takes the role of one of the people on Worksheet 3.8b.
* **Small-group activity:** students answer questions A–F from their character’s perspective.
* Students then answer questions 1a) to 1f) on Worksheet 3.8c.
* **Extra support:** certain students only answer questions a) and b).

# Consolidate

###  Worksheet 3.8c: Youth crime consolidation

* **Class discussion:** ask certain students to feed back their answers to the written questions on Worksheet 3.8c. Discuss them as a class.
* Ask students to think about each other’s answers and then nominate a fellow student for each of the categories listed in question 2 of Worksheet 3.8c.

***Extra challenge***

Ask more able students: *Should courts treat all citizens (that is, children and adults) according to their IQ, rather than their age?*

## Recommended websites

[www.gov.uk/child-under-10-breaks-law](http://www.gov.uk/child-under-10-breaks-law)

[www.gov.uk/types-of-prison-sentence/sentences-for-](http://www.gov.uk/types-of-prison-sentence/sentences-for-) young-people

## Homework

Which crimes do people often blame on teenagers? Do you really think teenagers commit more of these crimes, or are adults just better at ‘getting away with it’?

* **Extra support:** certain students take on the characters of Ahmed or Chelsey.

**Theme C How the law works**

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