

& The Law



Activity 1



Aim(s)

- To look at justice in the context of the law.



Resources

- *Joint Enterprise* Information Sheet.
- *Joshua Scenario* written up on flipchart paper. **OPTIONAL**
- *Justice* Power Point (Slide 1 & 2).



Delivery Guide

Part I



This works best in small groups, but can be easily completed a 1-2-1 context.

Look at the scenario below:

Joshua is planning to attack an owner of a pizza bar who has disrespected him in front of others. However, he needs someone to drive him to the pizza bar.

He asks his friend, Alan, to drive him to the pizza bar but deliberately doesn't tell him why he wants to go there.

(You can do this verbally, write it up on a flipchart or use the Power Point.)

Think about the scenario.

- Is Joshua being fair to:
 - Alan?
 - The person he's going to attack?
- Why?
- What other way could Joshua handle this situation?

Points to highlight

- It's not fair to physically attack someone who has verbally hurt you/disrespected you.
- It is unfair to involve a friend in something without telling them what the possible consequences could be.

Part II

Introduce the concept of Joint Enterprise, using the *Joint Enterprise* Information Sheet. Was this a fair law? Have a discussion and see if you can come up with:

1. What was fair about it?
2. What was unfair about it?

Ask the young people some further questions:

- What does this mean for the situation with Joshua and Alan?
- Does the Joint Enterprise Law change their view? What if it was still part of the law?
- Does this mean Joshua was fair to ask Alan to do it?
- What difference does the legal position make? Do we do good things because the law tells us to, or because it is the right thing to do?
- How else could Alan have acted in the face of Joshua's behaviour?

Points to highlight

- Just because something is not the law doesn't make it right (ie. Joint Enterprise may not be interpreted in the same way anymore, but it can still be morally wrong and unfair to include your friends in a criminal act.)
- There are different sides to every story (ie. the Joint Enterprise Law helped the killers of Stephen Lawrence be convicted but some may argue it resulted in the harsh punishment of someone who didn't deserve it.)

Activity 2



Aim(s)

- To explore what happens at a trial through the lens of fairness.



Resources

- *Justice and The Law* Power Point (Slides 3-5.)
- Internet connection to watch videos

OPTIONAL



Delivery Guide

Go back to the scenario with Joshua and Alan. This is what happened next:

Joshua and Alan arrived at the pizza bar and Joshua attacked the owner with a knife. The owner survived but is gravely ill in hospital.

Both Joshua and Alan were caught fleeing the scene in a car, and the knife was found in the bushes on a road not far from the pizza bar. Joshua had the pizza bar owner's blood on his clothes. Joshua and Alan were arrested and the case went to trial.

(You can do this verbally, write it up on a flipchart or use the Power Point.)

Explain that the young people are going to act out the court scene of Joshua and Alan's trial. They will need to play all of the people in the courtroom so first they need to think about who will be there. The main people are:

- **Judge:** The Judge wears a traditional wig and gown and it's their job to make sure all the witnesses are able to tell the court what happened and that everyone follows the rules.
- **Clerk:** The Clerk sits at the front of the court and takes care of all of the paperwork that's needed for the trial.
- **Jury:** The jury are 12 members of the public who knew nothing about the trial before they came to court. It's their job to consider the evidence, and to decide whether the person on trial is guilty or innocent.
- **Victim:** The victim is the person hurt by the crime. If they are able to, they may be in the courtroom to tell their story.
- **Defendant(s):** A defendant is the person who has been charged with a crime. In this case, it is Joshua and Alan.
- **Defence Barrister:** It's the Defence Barrister's job to help the person accused of a crime. They tell the story from the defendant's point of view and try to convince the jury that the defendant didn't break the law.
- **Prosecution Barrister:** The Prosecution Barrister tries to show how the defendant has broken the law and provides evidence for what happened.
- **Witnesses:** These are people who have information about the crime - maybe they saw it happen, or they provide an alibi by saying they were with the defendant when the crime happened.

- **Others:** The family of the victim and the defendant may be there, and often the gallery is open to the public so reporters and other interested people will attend.

The group must then act out a scene to show what they think would happen at Joshua and Alan's trial. Each young person can be assigned a role within the courtroom and the group can start by preparing a script for what might happen in the trial. You could watch the example of a 'mock trial' provided on the *Justice and the Law* Power Point, to give them an idea.

You can act out the trial as a whole group, or you can split the group into smaller groups to do it. If you are working 1-2-1, you could role play the cross examination of a witness or the defendant by a barrister.

Afterwards, look at the role play through the lens of justice and fairness. Think about who gets to speak and tell their story? Who is represented? Does everyone know what is happening and how the court works?



Alternative Delivery Options.

This activity doesn't have to be done with the Joshua story. It could be completed with a number of other scenarios:

- Shoplifting
- Street robbery
- Assault
- A prank that goes wrong
- A bullying incident.

This can be completed in smaller groups, with each group presenting in front of the others.

Points to highlight

- Highlight the bravery of people role playing in front of others. It can be nerve racking and takes a lot of courage!
- Being in a courtroom can be intimidating for victims, defendants and witnesses. They want to get justice, but they have to go through a very stressful experience to get there.
- The jury have a huge responsibility. They have to use wisdom to make the right decision and ensure everyone gets justice. By being on a jury they are showing citizenship.
- Sometimes the victim does not have a voice in a courtroom – this could be because they have been killed, or they are too badly injured to appear.



Extension Activities

Ask the young people to research what laws have changed over time. Examples could be:

- **The law against being homosexual.** For instance, see the story of Alan Turing, portrayed in the film 'The Imitation Game', who was arrested and convicted for this in 1952 and only pardoned in 2013.
- **Shell shock.** Those who ran away from war were branded criminals (and sometimes shot). Now there is an understanding that soldiers can suffer from post-traumatic stress disorder (PTSD) and that this may cause people to run away.
- **Women's rights.** Before 1870, married women were not able to own any property and everything they did own became property of their husband. Even in the mid 1950s, women had to get permission from their husbands or fathers to get a loan once they married.

Report back what they've discovered. What was unfair about these laws? How were they changed? Who campaigned for it? What laws are there now that might end up being changed in the future?

This highlights that our ideas of what is right and fair can change over time.



Further Resources

ITV did a TV mini-series called 'The Jury' which explored the stress on a jury to come to a just decision. You can find various clips on YouTube.



Links to Other Areas of the Curriculum

Drama:

Acting out the trial scenes could link with drama lessons. It can also be extended, with people writing scripts and filming the performance.

Citizenship:

Exploring the roles in the delivery of justice in court links with citizenship.

Various:

The extension activities can relate to other subjects such as history as they offer the opportunity to explore justice and fairness in different historical eras and contexts, as well as in narratives.

