

## Year 9 Citizenship lessons

### Lesson 1: How does the justice system work?

The law should treat all adults the same.

It is an important part of the legal system in Britain that the same laws apply to everyone.

However, the law allows young people to do different things at different ages.

So how much do you know about your legal rights and duties?

**Write down how old you have to be to do the following things:**

1 Be held to be criminally responsible

2 Buy a pet

3 Get a part-time job

4 Go into a pub

5 Get a custodial sentence for a crime

6 See a 15-certificate film

7 Leave education/training and get a full-time job

8 Buy alcohol

9 Buy fireworks

10 Fly an aeroplane

11 Give consent to heterosexual and homosexual activity

12 Marry with parent's consent

13 Buy cigarettes and tobacco

14 Join the armed forces

15 Play the National Lottery

16 Drive a car

17 Have a tattoo

18 Buy an air rifle

19 Vote

20 Sign a tenancy agreement

21 Buy a house

22 Leave home without your parent's consent

23 Be entitled to the National Minimum Wage (young person's rate)

24 Stand for Parliament

25 Adopt a child

26 Be entitled to the National Minimum Wage (full adult rate)

27 Gamble (place a bet)

# Types of Law

- There are two main types of law - Civil Law and Criminal Law.
- Read the examples on the following slide and decide under which heading they fall:

| Civil Law | Criminal Law |
|-----------|--------------|
|           |              |

Normally started by the police through the Crown Prosecution Service

Tries to solve disputes which may be between individuals, businesses or organisations.

Includes Family Law, Employment Law, Contract Law and ASBOs

Includes theft, murder and drink driving

May end in some sort of punishment (fines, probation, curfews, prison)

The Court usually decides that the person / organisation in the wrong must pay damages / compensation to the other party

Attempts to maintain law and order and protect citizens

Sometimes, one party might be ordered to do something, e.g. chop down a tree that is blocking a neighbour's light



- The police are the main law enforcers in Britain.
- They have many different roles:
  - Some communities have local police officers who patrol the area on foot to make sure everything is in order. They deal with local disturbances, discourage criminals and provide a reassuring presence.
  - Other police officers patrol in police cars. The central police station takes calls from the public and sends the nearest car to the scene of the incident. They deal with problems such as car accidents, burglaries, pub brawls.
  - The police also attend big events, such as football matches and concerts, to help them run smoothly.



- Police detectives solve the more complicated cases. They are helped by forensic scientists using techniques like DNA and fingerprinting, which allows scientists to match samples of blood and hair taken from the scene of the crime with samples taken from suspects.
- If the police suspect that someone has committed a crime, they have the power to arrest them and take them to the police station for questioning.
- The police also advise people on how to prevent crime and support educational programmes, by visiting schools to talk about personal safety and drugs.
- **Discussion point:** What type of reputation do the police have in your local area?

*Is this typical of the whole country?*

# Punishment: There are different types of punishment for lawbreakers. Can you match them up correctly?

- Fines
- Community Services
- Unpaid work
- Curfew
- Bans from certain places
- Having to attend special programmes
- Restorative Justice
- Prison
- They have to be inside their house by a certain time and might have an electronic tag to check they are obeying the rules
- For major crimes; it can vary from a few weeks to a life sentence. These sentences can be reduced if criminals show remorse and are well behaved.
- For reasonably minor crimes, such as speeding
- Such as football matches
- This involves the offender and victim communicating with each other, with the help of a trained mediator. It gives the victim a chance to explain how the crime has affected them, and the offender a chance to apologise and explain their actions.
- These are made up of different elements, chosen to suit the offender
- For example, clearing up litter
- For example, to help them stop using drugs or alcohol

- Rate these punishments in terms of:
  - A) providing the most effective punishment
  - B) rehabilitating offenders
- Which punishment do you consider to be the most effective? Why?



Lesson 2: What rights do young people have?

**DELINQUENT**

**Say it:**  
Deh-ling-kwint

**Spell it:**  
De-linq-uent

**Define it:**  
Delinquent is a young person who tends to commit crime.  
  
From the Latin *delinquentum*, meaning to **do wrong**.

**Synonyms:**  
Lawless, criminal, offending.  
  
**Antonyms:**  
Well behaved, conformist, dutiful.

**Use it:**  
Mark is a juvenile **delinquent** for getting himself in trouble regularly with the law.

**What rights do the police have?**

The police need powers if they are to do their job of preventing crime and arresting suspects. **You** may come into contact with the police in the future, either as a victim of crime, a witness, or a suspect. It is important that you **know and understand your rights** to ensure that police officers use their powers correctly when carrying out their duties.

- As you read the following slides, complete the table below (in your books).
- Remember to use a ruler and pencil to draw out your table.

|                      | Summary of police powers | Summary of rights of the suspect |
|----------------------|--------------------------|----------------------------------|
| Stop and search      |                          |                                  |
| Arrest               |                          |                                  |
| Interview and charge |                          |                                  |

## Stop and search

Some young people will experience 'stop and search' on the streets, especially in large cities.

- 1 The police have the power to stop and search you in the street, or in your vehicle, if they have 'reasonable suspicion' that you are carrying:
  - controlled illegal drugs
  - an offensive weapon
  - stolen goods
  - tools for a burglary or theft
  - alcohol to a sports fixture
  - alcohol or tobacco if you are under-age.
- 2 'Reasonable suspicion' must be based on your behaviour and not on the kind of person you are (race, age, nationality, and so on), or how you are dressed. However, if they think you are wearing something to try to hide your identity and that a violent crime might be committed, they can ask you to remove it.
- 3 Before the search, the police officer should give:
  - proof that he or she is a police officer, by showing a warrant card
  - information on police powers to stop and search and the individual's rights in these circumstances
  - his or her name and police station
  - the grounds for the search
  - how to get hold of a record of the search.
- 4 The police can ask you to remove outer clothing for a search in the street, but would need to take you to a more private place, such as a police van, if other clothing or shoes are removed. You must be searched by someone of the same gender.
- 5 You can only be forced to go to a police station if you are arrested. You could be arrested if you refuse to co-operate with the police and refuse to give your name and address.

## Arrest

- 1 You should be told why you have been arrested and the police should caution you, as follows:  
  
**'You do not have to say anything. But it may harm your defence if you do not mention when questioned something which you later rely on in court. Anything you do say may be given in evidence.'**
- 2 Someone should be told of your arrest and you should be able to see a solicitor, although you do not necessarily have the right to a phone call.
- 3 You can be held at the police station for 24 hours without charge, but this can be 36 hours for some serious offences. In an extreme case, such as allegations of terrorism, the police can apply to a magistrate to keep someone for up to 72 hours.

## Interview and charge

- 1 If you are under 17, an 'appropriate adult' should be present while you are interviewed. This could be a family member, a solicitor or a teacher, for example.
- 2 The interview will be tape-recorded.
- 3 After the interview the police may:
  - charge you with an offence
  - remand you in custody
  - release you on police bail
  - release you after a formal caution
  - release you without charge.
- 4 If you are charged, the custody officer will read out the charges against you and ask if you have anything to say. You will receive a copy of the charges and a date of the court appearance.
- 5 You may be finger-printed and photographed. If you refuse to have your fingerprints taken, the police can apply to a magistrate to make you agree.



Read the following two case studies.

Suzy had been shopping for clothes in town with Donna. As she left the shop, a security guard and a male police officer approached the two girls. The security guard said that he believed that Suzy had stolen some clothing. The police officer asked her to open her shopping, but Suzy refused. The police officer insisted and said that if she wouldn't let him, he'd have to arrest her and take her to the police station. So Suzy agreed, but when she opened her bags, there was no stolen clothing in there.



Did the police officer have the legal right to search Suzy's bag?

When Suzy's bags were found to be empty, the security guard turned to Donna. He said that she had probably stuffed the stolen clothes up inside her jacket. He asked the police officer to search her then and there, before the two girls tried to run off. The police officer grabbed Donna and took off her jacket, though Donna tried to stop him. There were no stolen goods under the jacket.

Did the police officer have the right to search Donna?

Jordan and Ali were hanging about with some friends on the estate where they live. A fight started between two of the other boys and it got really nasty as one of the boys pulled a knife. A neighbour called the police and all the boys were arrested and taken to the police station. The knife had been dropped on the ground, so the police wanted to take everyone's fingerprints to see who had been holding it. Jordan and Ali allowed their fingerprints to be taken, but were not sure that they had to.



Did the police have the legal right to take Jordan's and Ali's fingerprints?



The police interviewed each of the boys separately. Jordan, who is 16, wanted his mum to come to the police station, but she had her mobile turned off and the police couldn't contact her. They decided to interview him on his own because they had interviewed all of the others with their parents and wanted to clear the matter up.

Did the police have the legal right to interview Jordan?






**Do the police have sufficient powers to do their job properly?**  
Should they have **more** powers or **fewer** powers?

**What happens to young offenders?**

The UK youth justice system uses three main ideas when dealing with offenders:

1. They should **take responsibility** for what they have done
2. They should **make amends** to the victims of the crime or to the community
3. They should be **given help** to get back on the right track and stop offending

**How the youth justice system works for young people aged 10-17**

| Who decides   | What you get   |
|---|--|
| <p><b>Police</b><br/>The police decide whether to give an informal warning, a reprimand or a final warning.</p>    | <p><b>An informal warning</b><br/>If a young person commits a first minor offence, they might get an informal warning or 'telling off'.<br/>Or<br/><b>A reprimand (an official 'telling off')</b><br/>This is given at the police station with an appropriate adult present if the young person admits their guilt. This goes on the young person's criminal record.<br/>Or<br/><b>A final warning</b><br/>If the offence is more serious, or the young person has been in trouble before, they will be given a final warning. This means they will be referred to a Youth Offending Team. The team decides what action needs to be taken to stop the young person from offending again.</p> |
| <p><b>Youth Offending Team (YOT)</b><br/>The YOT is made up of members of the police and social services, and education, probation and health agencies in a local area.</p>  | <p><b>Sent to Youth Court</b><br/>If the offence is serious, or it is a second or third offence, the person will be charged and sent straight to a Youth Court for trial. The magistrates decide whether the young person is guilty, and if so, what the punishment should be.<br/>If the offender is under 10, there will be no trial, but the Youth Court will be asked to make a Child Safety Order.</p>  |
| <p><b>Youth Court</b><br/>This is a special court for young people, heard by magistrates.</p>    |  |



- Read each of the case studies and decide whether they should:
- A) get a reprimand
- B) receive a final warning and be referred to the YOT
- C) be sent to the Youth Court

• Consider:

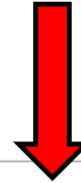
- Age of the offender
- Crime committed

Complete the worksheet to set out your answers.

What happens to young offenders?

| Case Study | Reprimand | Receive a final warning and be referred to the YOT | Be sent to the Youth Court | Explanation for choice |
|------------|-----------|--|----------------------------|------------------------|
| Daryl      |           |  |                            |                        |
| Greta      |           |  |                            |                        |
| Marcie     |           |  |                            |                        |
| Asif       |           |  |                            |                        |

Explain your choice here



Tick the action that you would recommend

**Daryl** is 16 and has stolen an elderly woman's handbag in the street, pushing her to the ground. He already has a final warning from the police for theft. His parents are not able to control Daryl and say he has got in with a bad lot of friends. He has not responded to the programme of the Youth Offending Team in connection with his final warning.

**Greta** is 14 and has been found in possession of drugs – mostly pills. The police suspect that she has been supplying them to other young people. Greta has been excluded from school for persistent bad behaviour and rudeness to teachers.

**Marcie** is 16 and the mother of a baby boy aged 6 months. She was caught shoplifting from a clothes store. It is her first offence. She says she has no money to buy clothes and wanted something for a party. She is worried that the baby will be put into care if she is taken into custody.

**Asif** is 11 years old and has been getting into trouble a lot at school. He was seen on camera damaging cars in the school car park. This is not his first case of vandalism. He is well known on his estate for breaking windows and getting into fights.



In no more than 50 words, sum up your legal rights.



### Lesson 3: What does it mean to be British?

Scottish/Welsh/English people are...

Britishness is...

I feel British when...

Successful Britons are...

Integration is about...

#### **What makes us British?**

#### **Community spirit, mutual help, endurance and compassion**

In times of trouble, the British often display a strong community spirit and a sense of togetherness. They are willing to extend a helping hand to others when needed. For example, the 2004 tsunami in Asia and the 2005 bombings on the London underground were real examples of British people coming together and demonstrating and reinforcing compassion and stoicism.

TASK: Research an event that demonstrates the people of Britain coming together. Write down what happened, and what the British people did

#### **Work ethic**

Britishness is often associated with a strong work ethic.

**Create 5 rules that could be displayed in all classrooms that encourage a Hard Work Ethic**

#### **Do we have any British habits?**



One habit seen as very British is **queuing**. To many, this represents the British peoples' values of respect and fairness, of law and order, and of politeness and courtesy.

'I can't stand people who jump the queue! For me, that's a real important part of being British because it says something about us as a people and about how we respect other people and how we like some order.' (Man, aged 24, Manchester)

**Do you agree with this?**

### Is it acceptable?

1. To save a friend a space in a queue for a ride at a theme park?
2. To ask the person in front of you at the supermarket checkout with a trolley full of shopping, if you can go in front because you only have a few items?
3. To go to the front of the lunch queue because you did not have time for breakfast and feel sick because you are so hungry?
4. To push in front of a toilet queue because you have a young child with you who desperately needs the toilet?

## What has Britain achieved?

Britain hasn't done anything recently since the wars to relate to, to take hold of and be proud of. When I think of British things, I do tend to think of what went on years ago, when they fought for freedoms, when we were a great industrial nation, when we ruled the world. But we are no longer a great nation.

If you look at the size of Britain, it's achieved a hell of a lot. There's a lot of history. We were the empire over which the sun never set. We invented parliamentary democracy.

1. Which of these do you agree with and why? Explain your answer.
2. Can you give any examples of things that Britain has achieved in recent years?

## Who are successful Britons?

- Complete the table, naming as many successful Britons as you can.

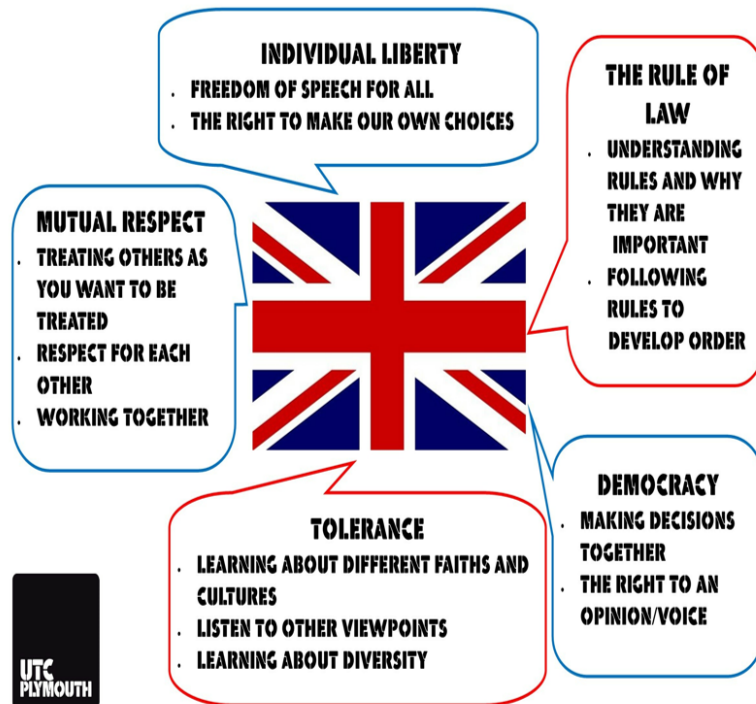
| Sports | Business | Politics | Music | Movies |
|--------|----------|----------|-------|--------|
|        |          |          |       |        |

Who would you choose as your most successful Briton?

British Values Poster  
Success Criteria:

1. List the five British Values.
2. Explain what each British Value means. Use the sentence starter: 'This means...'
3. Draw images to represent the British Values.

# BRITISH VALUES



## My successful Briton is...

- Explain your choice for most successful Briton.
  - You may use a mixture of images and writing.
  - You must make your argument persuasive and be able to convince others in your class of your choice.
- 
- Can your class decide on ONE person that deserves the title of Most Successful Briton?

