

20 Lessons for 20 Years

**What happens in a magistrates court?
Key Stage 3 / Year 8**

<p>Overview</p>	<p>This lesson from Ambassador Ben Miskell sits in a wider scheme of work about the youth criminal justice system. It explores the Youth Court and investigates the roles of those within it and the specific rules with which these courts operate. It also considers sentencing that is available to the Justice system for 10-17 year olds.</p>
<p>Citizenship Skills and Concepts</p>	<p>Skills: Discussion; Analysis; Deliberation Concepts: Justice; Rights; Responsibility; Stereotyping; Legislation; Ethics;</p>
<p>Essential Teaching Guidance</p>	<p>Be aware that there may be young people in your class who may currently be involved in the criminal justice system or have family who are involved. Sensitivity in approaching these topics is therefore important.</p>
<p>Learning Objectives</p>	<ul style="list-style-type: none"> ● To understand that the different approaches used by the youth justice system to those taken with adults. ● To investigate the layout of the court and different roles within it. ● To look at different strategies the court uses when dealing with young offenders.
<p>Resources</p>	<p>Printable worksheets - Youth court diagram; Youth court sort cards; Youth Justice True or False Questions.</p>
<p>Assessment Opportunities</p>	<p>Low stakes True or False questions; There are also opportunities for discussion that will allow you to make judgements about understanding.</p>

<p>Do now / Starter /Entry Task</p>	<p>What is the justice system? With students, discuss the difference between the Adult system and the Youth Justice System. Ask them to consider why they think that those differences are important without sharing.</p> <p>Watch Adam’s case from BBC Bitesize. https://www.bbc.co.uk/bitesize/clips/zw3hyrd</p> <p>Carry out the Think, Pair, Share task. Use cold calling to extract answers from the class, and in feeding back, bringing them to the conclusion that it is a benefit to society to have a more supportive system for young people. Can they think of any negative consequences to this policy of separating out young offenders from adults?</p>
<p>Task 1</p>	<p>Who works in the youth court? It really helps young people to understand the criminal justice system (CJS) when they know what roles different people play. Choose an activity here that best suits your students - do you want to match up sort cards or perhaps do the matching exercise from the Roles within the Court worksheet. Whichever way you choose, discuss the importance of each member of the CJS and how each role is essential to ensuring the CJS works.</p>
<p>Task 2</p>	<p>The layout of the Youth court - ask students to label the diagram now they know who is who. However, one important omission from the CJS are the young person’s parents (to the left of the defendant in the diagram. Discuss with the class why they think that parents play an important role in the proceedings. Draw out that parental support reduce the chances of repeat offending. What can society do to improve this situation for young people who don’t have support?</p> <p>As a teacher, you may be interested in reading this report: https://www.gov.uk/government/publications/preventing-offending-and-re-offending-by-children/collaborative-approaches-to-preventing-offending-and-re-offending-by-children-capricorn-summary</p>
<p>Task 3</p>	<p>When considering sentencing options, young people are often far more draconian than you might expect. When discussing the options available to the CJS in terms of sentencing, consider the pros and cons of each. Remind students of the UNCRC and that, even as convicted young people, the defendants are still entitled to their Human Rights - how important is the Right to family life,</p>

	<p>the Right to an Education? Draw out prior learning.</p>
<p>Plenary / Reflection</p>	<p>Check learning from lesson by carrying out low-stakes True/False quiz. Make use of the notes on the slides to strengthen understanding of different issues relating to the youth court.</p>
<p>Additional Teacher Links & Resources</p>	<p>Glossary</p> <p>Reparation order The parents are told by the court to have greater control over their child. They may have to attend parenting classes and have a fine of £1,000 is made if parents do not comply.</p> <p>Action plan order The Court may sentence a young person over 12 to a period of time in custody. Half of the sentence is spent in a secure unit the other half is spent under supervision in the community. Offenders over 15 can be sent to a young offenders institution.</p> <p>Parenting order The young offender is told by the court to repair whatever they have done in committing the crime, or to carry out any other work that would benefit the community. The Youth Offending Team makes sure this happens and it could involve meeting the victim to talk about their crime, writing a letter or repairing damage.</p> <p>Custodial detention and training order The Youth Offending Team draws up a three months sentence of community work. This could involve: anger management classes, alcohol misuse programs, going to attendance centres, staying away from certain areas, being at set places at set times, education arrangements and reparation. There will be a court review in 21 days.</p>