



# What do other countries do to punish lawbreakers?

Lesson 5

**Does our legal system protect citizens' rights?**

**Lesson 5:  
What do other countries do to punish  
lawbreakers?  
Key Stage 4**

<p><b>Context</b></p>	<p>The lesson is part of a scheme of work that comprises 6 lessons for teaching Key Stage 4 Citizenship in line with the requirements of the Citizenship National Curriculum. The lesson is part of the ACT model Key Stage 4 curriculum which can be used and adapted to fit with your school's provision.</p> <p>Each scheme of work has an enquiry question as the focus which is then organised into smaller questions that provide the learning focus for each lesson.</p>
<p><b>Overview</b></p>	<p>This lesson provides the opportunity for students to consider how sentencing and punishment works in England and compare this with approaches in other countries. The lesson is designed to prepare them for the final lesson in this sequence. They will gain an overview of the reason for sentences and deepen their understanding beyond the commonly held misconception that the justice system is only about punishment. Case studies from the Netherlands and Norway are used to introduce what is sometimes called the "humane" system where prisoners are treated in different ways and repeat offending levels are relatively low. This kind of system is less frequently discussed by the UK media where coverage tends towards the idea that harsher punishments are needed.</p>
<p><b>Citizenship Skills and Concepts</b></p>	<p>Rights, Democracy, Justice, Law &amp; Legal Jurisdictions</p>
<p><b>Essential Teaching Guidance</b></p>	<p>It is important to remember that for some students sentencing and experience within the criminal justice system will be something they have had first hand experience of. Where the issues raised in teaching the lesson may be sensitive or controversial in nature, do ensure you are in line with your school policies on such matters.</p>

	<p>You may also find the ACT guidance on teaching sensitive and controversial issues in Citizenship helpful. At the end of this lesson there is some signposting for students who may want further advice regarding this topic. Depending on your cohort you may also want to refer them to this organisation: <a href="#">Y-Stop Search Card   Release</a></p>
<p><b>Learning Questions</b></p>	<ol style="list-style-type: none"> <li>1. Why do we punish lawbreakers?</li> <li>2. What punishments do we use in the UK?</li> <li>3. Why don't we use other punishments in the UK?</li> </ol>
<p><b>Resources</b></p>	<p>Lesson powerpoint presentation</p>
<p><b>Assessment Opportunities</b></p>	<p>A range of opportunities are available in this lesson to assess students' knowledge of the subject and more detailed understanding of key concepts. The use of mind maps at the start of the lesson allows you to make a judgement about the prior knowledge students have and additionally identify any misconception students may bring to the lesson. This lesson has a range of discussion points around key areas where students are invited to consider the complex ideas of joining the knowledge they are going with the concept of rights. Here you have the opportunity to ensure that students are able to operationalise their learning and apply this knowledge to the key concept of rights. The final opportunity allows students to more formally demonstrate their knowledge and this could be used as an opportunity to formally assess the students work.</p> <p>When encouraging students to take part in the lesson or inviting them to share their ideas a range of techniques can be shared including using a random name generator, cold calling, pose, pause, pounce, bounce, think pair share etc.</p>

**Do now / Starter /Entry  
Task**

*(10 Minutes)*

**SPIDER DIAGRAM:** Ask students to complete a spider diagram on ‘why do we sentence lawbreakers?’. Share the learning objectives and then ask for feedback. Suggestions will appear one at a time when you click the slide, you could show the pupils these first to start discussion, or after they feedback their own ideas. It is unlikely that students will have offered these exact answers however their ideas may well support the core ideas within this diagram. Make connections wherever you can.

Once all of the responses have been taken from students ask them how these different sections affect the rights of the community. You could ask them to think about different people involved in a crime for example:

The victim

The victims family

The criminal's family

Neighbours

The emergency services involved in the crime (remind students that often more than one emergency service is called to a crime for example arson can include the fire brigade, police and ambulance crew.)

How does each section of the purposes of sentencing affect and support them?

How does it affect the rights of people? For example if a person who continuously drinks and drives is banned from driving, is sent on a training course to understand the effects of drink driving and has to work in a hospital as a health care assistant on a ward as part of community pay back where people have been injured from road accidents how does this:

- Punish
- Protection to the public
- Reducing time
- Reparation

## Task 1

*(15 Minutes)*

### **TYPES OF PUNISHMENT:**

Ask students to suggest the punishments they are aware of that are used here in the UK, again be aware that there could be misconceptions due to the media especially from the US. Be prepared to correct any as they become apparent. You can invite responses from the class or they can discuss in groups, alternatively you could cold call on them or use a random name generator.

Show the information of the 3 main types of punishment used by the UK justice system, then show the video which reinforces this knowledge and explains the way in which sentences are calculated. You may want to stop the video and ask questions to clarify the understanding of the students.

To allow students to demonstrate their knowledge from the video allows them to write the answers to the questions around how sentences are connected to rights. Having given them the time to complete this you should draw on their answers to share their ideas. Wherever possible stretch the responses of students and ensure they have supported them with an example.

**KEY INFORMATION:** The 3 types of punishment used in the UK are:

**Custody / Prison:** the most severe sentence and only used for the most serious offences. Also if it is necessary to protect the public. The length of sentence depends on the seriousness of the offence and the maximum penalty for the crime allowed by law.

**Community Service:** combines some form of punishment with activities carried out in the community to make amends for their offence e.g. unpaid work, curfew, alcohol or drug treatment, exclusion order, travel limitations etc.

**Fines:** the most common sentence and used for lower level crimes e.g. minor driving offences and minor theft. The amount is set by considering how serious the offence is and how much the offender can pay looking at their income.

Then ask the students if they have heard of any other punishments used around the world?

## **PUNISHMENTS ELSEWHERE IN THE WORLD**

Using the slides and video case studies of The Netherlands and Norway to compare custody with custody in the UK.

It is likely that students will be shocked initially by the way in which prisoners are treated and expect that they are being treated too well. Here it is important to return to the start of the lesson and remind them that punishment is only one element of sentencing from a wide range. Also, the figures seem to support the approach of these countries.

After the first video on The Netherlands take in the responses regarding three reasons that people may not return to crime. You can extend this activity by asking if students feel this would work in the UK, try to get a range of contrasting views as you gather opinions.

[https://www.youtube.com/watch?v=Fw\\_E2t2WI-Q](https://www.youtube.com/watch?v=Fw_E2t2WI-Q)

Following the Norway video, invite students to share their answers to the questions, pay particular focus to the question on the rights of the offender and the rights of the victim or the feelings of the victim. Could this cause anxiety or ill feeling in communities?

<https://www.youtube.com/watch?v=sCZt2Yipils>

**Divide students into pairs or small groups and ask them to discuss:** Thinking about the prison sentences and prisons in the UK and those you have learnt about today, which do you work most successfully to achieve the reasons for sentencing offenders?

When taking feedback from the students the key here is to look at the range of outcomes sentencing should achieve. Should one of these be weighted more heavily than another? If so, which should have a higher weighting?

### **Task 2**

*(25 Minutes)*

<p><b>Plenary / Reflection</b></p> <p><i>(10 Minutes)</i></p>	<p><b>WRITING TO PERSUADE</b></p> <p>Read the slide on Prison reform as a class, explain that there are a number of charities that campaign for improvements to the prisons in the UK for various reasons. Ask students their views around these objectives, do they feel that there should be reform to custodial sentencing?</p> <p>Students can then choose which option they choose to write about for their final activity. This should be an informed piece of writing rather than based on their own personal views.</p> <p>If there is time, ask students with alternative views to share their answers and ask others to comment on the views and evidence within it.</p>
<p><b>Takeaway Task</b></p>	<p>Look at Amnesty International's Write for Rights Campaign <a href="#">Write for Rights - Amnesty International</a></p> <p>Pick a case study and write a letter.</p>
<p><b>Additional Teacher Links &amp; Resources</b></p>	<ul style="list-style-type: none"> <li>• Sentencing Council website: <a href="https://www.sentencingcouncil.org.uk/sentencing-and-the-council/types-of-sentence/">https://www.sentencingcouncil.org.uk/sentencing-and-the-council/types-of-sentence/</a></li> </ul>