



**What is the  
impact of the law  
on individuals?**

**Lesson 3**

**How do laws affect us?**

**Lesson 3:**

**What is the impact of the law on individuals?**

**Key Stage 3 (Year 7)**

<p><b>Overview</b></p>	<p>Building on what they learned about the law, students will examine the multifaceted impact of the law on individuals involved in crimes. They explore the effects of the law for victims, perpetrators, witnesses and their family members. Through the exploration of six case studies, they gain insight into how organisations can help those who are impacted by the law and analyse the varying degrees of impact on different interested parties within society.</p>
<p><b>Citizenship skills and concepts</b></p>	<p><b>Concepts:</b> democracy, justice, equal opportunities, legislation, rights, responsibilities, ethics, society</p> <p><b>Skills:</b> investigation, collaborative working, political literacy, representing your views to others, making judgements, evaluation</p>
<p><b>Essential teaching guidance</b></p>	<p><b>Timings for each task are given as guidelines. Please use your professional judgement when deciding how to deliver the tasks, depending on time available and your students' needs.</b></p> <p>The main purpose of this lesson is to explain to students the impact of the law on individuals, such as the victim, perpetrator, the families of both and the witnesses. The impact of the law is vast so, due to the scope of this lesson, students will focus on certain people involved and a number of effects and impacts.</p> <p>Laws profoundly influence individuals, shaping their rights, freedoms and responsibilities. They provide a framework for behaviour, safeguarding rights and regulating societal interactions. Whether through criminal justice, property rights or civil liberties, laws impact every aspect of individuals' lives, defining boundaries and facilitating societal order and justice.</p> <p>There are six case studies to enable students to investigate organisations that can help those that are affected by the law. Printing and laminating each sheet will allow the case studies to be passed around the class in a carousel activity, as well as enabling their reuse. You may wish to enlarge the case studies to A3.</p>

	<p>Personalising students’ learning to reference local organisations in your community that support individuals affected by the law will encourage them to engage fully with the lesson and be more aware of local support. For example, you could research local organisations and charities and investigate their impact through local news sources and websites. Supplement the materials provided with case studies from your local community.</p> <p>Be aware that different students in your class may have a range of backgrounds and some may be sensitive to issues discussed, due to negative experiences with the law through family members or friends. Some students will have a very real view of the effects of the law due to personal experiences and may have experienced these effects in their own lives, so you must consider the students in your class to pitch this lesson appropriately. You may want to check with the head of year or safeguarding lead in case any students in the class are affected.</p> <p>Be mindful of the diverse viewpoints that may arise, and seek to encourage empathy and promote community cohesion. Where the issues raised in teaching this lesson are sensitive or controversial in nature, ensure that you are in line with your school policies on such matters. You may find the <a href="#">Teaching Controversial Issues in Citizenship</a> and <a href="#">ACT guidance on Political impartiality in Citizenship</a> helpful.</p>
<p><b>Learning questions</b></p>	<ul style="list-style-type: none"> <li>● Who is affected by the law?</li> <li>● How does the law impact the individuals affected by a crime?</li> <li>● What organisations can help those affected by the law?</li> </ul>
<p><b>Lesson resources</b></p>	<ul style="list-style-type: none"> <li>● Slide presentation for the lesson</li> <li>● Worksheet: What is the impact of the law on these individuals? Mind-map (for Task 2)</li> <li>● Quiz: Victim Support – true or false? (for Task 4)</li> <li>● Worksheet: Case study research (for Task 5)</li> <li>● Worksheet: 5 case studies (for Task 5)</li> <li>● Post-it notes or small pieces of paper (for plenary/reflection)</li> <li>● Glossary: Keywords (for entire scheme of work)</li> </ul>
<p><b>Differentiation</b></p>	<ul style="list-style-type: none"> <li>● Consider whether it is suitable to change the pairings for the discussion tasks throughout the lesson to ensure that a high level of discussion is reached and effective debates can occur.</li> <li>● Ensure effective groupings for the case study research (Task</li> </ul>

	<p>5) that support the activity, paying particular attention to literacy and comprehension skills. To support groups in the task, create roles to facilitate discussion (e.g. leader, questioner, time-keeper, readers). With slightly bigger groups, you could add a writer, explainer and wider thinker.</p> <ul style="list-style-type: none"> <li>● The case study task (Task 5) is modelled on the slide to ensure that students fully understand how to complete the worksheet.</li> <li>● Use differentiated questioning – who, what, when, where, how and why – to create a range of accessible questions.</li> <li>● Use different levels of discussion tasks to support students, e.g. sharing opinions, analysing, solving a problem or persuading.</li> <li>● Consider using no-hands-up questioning to encourage students to engage with the learning and reduce the likelihood of students being passive.</li> <li>● Ensure that sufficient ‘think time’ is provided before selecting a student or before moving on to another student to get the answer.</li> <li>● When reviewing knowledge gained by the class, use targeted questioning to stretch students. Give them an opportunity to develop ideas by bouncing a question around the room.</li> <li>● Scaffold feedback – use prompting, recasting, eliciting, correcting, commenting on student language and promoting learning through discovery.</li> <li>● Use choral (whole-class) responses for new terminology or to address misconceptions.</li> <li>● Use hinge questions to ensure that the class understands an important area of knowledge or concept before the lesson can progress.</li> <li>● Give different levels of support – for example, paired work, scaffolding frameworks, one-to-one, TA-supported, model answers.</li> <li>● Encourage students to use the glossary of key terms.</li> </ul>
<p><b>Assessment opportunities</b></p>	<p>This lesson offers many opportunities to assess understanding through group discussion and direct differentiated questioning (used to check that knowledge has been acquired). The three questions at the start of the lesson will assess previous knowledge learned in Lesson 2 from this scheme of work. Students can be assessed on their oral justification of how the impact of law is felt by the individuals involved. The mind-map and case study investigation will allow a more thorough assessment of research and critical-thinking skills. The opinion arrow and plenary task will ask students to draw upon knowledge from across the lesson, and this will be revisited in the next lesson to ensure that students</p>

	<p>have understood the material.</p>
<p><b>Do now / starter / entry task</b></p> <p><i>(5 minutes)</i></p>	<p><b>What can you remember?</b></p> <p><i>Slides 2 to 4</i></p> <p>Share the three retrieval questions on slide 2 and allow students 3 minutes to discuss their responses in pairs. Question 1 gives them the opportunity to share their Takeaway task diagram from lesson 2.</p> <p>Target students for differentiated questions; question 1 is a low-level question leading up to a more open, higher-level question 3.</p> <p>Share slides 3 and 4 and explain that in this lesson you're going to be focusing on the impact of the law on individuals and how organisations support different people affected by the law.</p>
<p><b>Task 1</b></p> <p><i>(5 minutes)</i></p>	<p><b>Crime scenario</b></p> <p><i>Slides 5 to 8</i></p> <p>Examine the reason why the effects of the law are so important to society by reading the statistics on slide 5. Explain that this means over two-thirds of adults have been affected by crime within the last four years.</p> <p>Read the definition of 'perpetrator' from slide 6. Students are likely to be more used to hearing the word 'criminal' for someone who commits a crime.</p> <p>Share slide 7 and read the crime scenario to the students. Divide the class into pairs and ask them to spend two minutes discussing the question at the top of the slide.</p> <p>Spend two minutes asking for feedback through targeting students who have not spoken in the lesson yet. Try to get at least five different responses. This question is not limited to individuals at this point, so try to encourage students to think of the wider local community, whose shop might be closed for a while or perhaps permanently. This could include a woman who now has to get a bus to get baby milk, a man who now needs to get his painkillers from a nearby town, which causes him pain to get there, children who can't get their lunch on the way to school, etc.</p> <p>Share slide 8 and explain the main individuals affected by the crime in this scenario. Ensure that students understand the keywords that will be used in this lesson: victim, perpetrator and witness. If students are unfamiliar with these words, you may choose to share the following definitions relevant to the law:</p>

	<ul style="list-style-type: none"> <li>● Victim = someone who has been harmed as a result of a crime</li> <li>● Witness = someone who has been asked to give evidence to the police or the courts after seeing or knowing something about a crime</li> </ul>
<p><b>Task 2</b> <i>(10 minutes)</i></p>	<p><b>The effects of the law</b></p> <p><i>Slides 9 to 12</i></p> <p>Share slide 9 and give out the worksheet ‘What is the impact of the law on these individuals?’. Ask students to spend five minutes, in the same pairs, discussing the effects that these individuals would experience from the crime in the scenario from Task 1. Encourage them to think of physical and emotional effects on the individuals. If appropriate, model this task on the board by selecting one answer for each individual. You can use the answers on page 2 of the worksheet to facilitate this support.</p> <p>Get feedback from this mind-map activity by targeting 15 pairs to give one answer each to encourage whole-class participation.</p> <p>Share slide 10 and ask students to add answers if required. Explain that there are a whole range of effects that we might not initially think of when analysing one scenario. Make students aware that just because it is not mentioned here, that does not mean that they are incorrect; the law affects people in many different ways.</p> <p>Share slide 11 and read through the different effects of the law. Ask students to spend two minutes working out which effects link to which individual(s). Encourage them to use the appropriate words: victim, perpetrator, witness, family members, etc. Use the answers on slide 12 to aid their responses and extend their discussion.</p>
<p><b>Task 3</b> <i>(5 minutes)</i></p>	<p><b>Victim Support</b></p> <p><i>Slides 13 to 16</i></p> <p>Share slide 13 and explain that there are plenty of organisations to help individuals who are affected by the law. It is important here to tell students that the Government provides organisations to help victims, perpetrators, witnesses and anyone affected by the law. There are also national and local charities and groups set up to help all those affected and support them through the legal process, which can be very daunting and complicated. Don’t give any further information at this stage because students will be focusing on the organisations on the slide for their case study</p>

	<p>research later in the lesson, during Task 5.</p> <p>Share slides 14 and 15 and ask four students with high-level reading ages to read a section of information about Victim Support on the slides to give students some introductory information about how Victim Support operates, before watching the video about the organisation for Task 4.</p> <p>Share slide 16 and show students a resource that Victim Support offers to those who may have to attend court. This is a fantastic interactive map of a courtroom, giving information about what to expect to help settle nerves, give confidence and be more prepared for the court case. If you have more time, you can click the link and explore the interactive courtroom on the board with the students. You may want to set some more research using this tool for an extension or further takeaway task.</p>
<p><b>Task 4</b> <i>(5 minutes)</i></p>	<p><b>Video about Victim Support</b></p> <p><i>Slides 17 to 19</i></p> <p>Explain to students that they will now be watching a video containing lots of important information about Victim Support.</p> <p>Play the video from slide 17 and ask students to watch the video carefully. You can also access it here:</p> <p><a href="https://www.youtube.com/watch?v=yS1Ccg7CkMY&amp;t=1s">www.youtube.com/watch?v=yS1Ccg7CkMY&amp;t=1s</a></p> <p>(How Victim Support can help you, Victim Support, 1:59)</p> <p>Share slide 18 and give out the quiz ‘Victim Support – true or false?’. Watch the video from slide 17 for a second time and emphasise the need for students to concentrate, listen to information and decide whether the answers are true or false on their quizzes. If there is time, ask students to complete the last box with any other information they learned from the video.</p> <p>Ask students to swap quiz papers with the person sitting next to them. Share slide 19 and allow students to see the answers to the quiz so they can mark each other’s work. These are all included on page 2 of the quiz. After 30 seconds, students must hand the papers back to the original author and they can tally up the mark out of five. They can give an extra mark for each separate piece of extra information in the box below the quiz.</p>

## Task 5

(21 minutes)

### Case study research

Slides 20 to 22

Materials for this lesson include five case studies about organisations that help those affected by the law. You will need one copy of each of these (case studies 2–6) to share with the students. Case study 1 (Victim Support) is used for modelling on the board before students complete a group task. Printing and laminating each sheet will allow the case studies to be passed around the class in a carousel activity, as well as enabling their reuse. You may wish to enlarge the case studies to A3.

Share slide 20. The case studies feature small and large organisations with different aims but the same mission – to help those individuals affected by the law. Each case study is written for an age-appropriate reading level so that differentiated support can be offered to those with lower literacy or reading levels.

Give each student a copy of the blank worksheet ‘Case study research’ and share slide 21. Explain what information to put in each column:

**What** is the organisation called? Students need to write the name of the organisation in this box.

**Who** does it help? Students need to write down who they help, e.g. victim, perpetrator, families, witnesses, anyone affected by crime.

**When** did the organisation start? They could just write the date in this section or you could encourage them to work out how many years they have been supporting people.

**How** does it help? Students could give examples of the actions it takes to support individuals, e.g. counselling, help finding jobs.

What **impact** does this organisation have? They could include part of the personal stories in this section, e.g. it was crucial, it helped so much for me to not be scared, etc.

Model the activity using the first case study that we have already researched this lesson: Victim Support. Complete the first row of the chart together and encourage students to give feedback throughout the modelling process.

Once you have modelled the activity using case study 1, divide the students into five groups. You may want to select groupings for this activity to allow for different levels of support. Share slide 22 and explain the task for a second time, ensuring that all students are aware of what to do. Circulate the case studies between groups and allow students four minutes with each case study. Explain that



	<p>one student should read the case study while the rest of the group listens. Then students should complete the relevant row of the chart on the worksheet, with the whole group looking back at the case study where necessary.</p> <p>Use music or a whistle to get students to move onto the next case study. Walk around the classroom, making sure that students are on task and every member of each group has a specific role. The task is complete when all the groups have filled in each row of the chart.</p> <p>Give students one minute to check their charts as a group before they have to offer feedback to the whole class about their research.</p>
<p><b>Task 6</b></p> <p><i>(3 minutes)</i></p>	<p><b>Case study feedback</b></p> <p><i>Slide 23</i></p> <p>Share slide 23 and use targeted questioning to support some students and to stretch and challenge others. Choose students to give feedback on each case study by reading through what they have written in the chart in response to each of the five questions. You could write these answers onto the chart on the board. You may want to ask each group for feedback on one case study and get all students to give feedback to encourage whole-class participation. Alternatively, you could use pose, pause, pounce, bounce as a strategy for building up and extending answers beyond one-word explanations.</p> <p>There is an example of a fully completed chart on page 2 of the worksheet, so you can see the types of ideas students may include.</p>
<p><b>Task 7</b></p> <p><i>(3 minutes)</i></p>	<p><b>Opinion arrow</b></p> <p><i>Slide 24</i></p> <p>Give students five post-it notes each or five slips of paper. Share slide 24 and ask them to write the five people affected by the law. Get students to spend one minute thinking individually where they would put their five people on the arrow on the board. Ask them to consider who is most affected by the law.</p> <p>After thinking time, ask students to come up to the board in groups of four or five and place their five notes onto the arrow. Repeat this until all of the class have placed all five of their notes on the board.</p> <p>You should be able to see whether there is a group consensus or whether there are many differences of opinions. Ask for volunteers</p>

	<p>to explain why they positioned a certain individual on the arrow.</p>
<p><b>Plenary / reflection</b></p> <p><i>(3 minutes)</i></p>	<p><b>Review questions</b></p> <p><i>Slide 25</i></p> <p>Invite students to reflect on their learning in this lesson and how it has improved their knowledge and understanding of how individuals are affected by the law and how various organisations can offer help and support.</p> <p>In pairs, students should discuss the five questions on slide 25 for no more than three minutes. You can then facilitate a short discussion, no longer than two minutes, based on these questions that summarise their learning from this lesson.</p>
<p><b>Takeaway task</b></p>	<p><i>Slide 26</i></p> <p>Share slide 26 and ask students to create a poster that can be used as an advert to support crime prevention. Explain that they must include the impact of the law on the individuals involved.</p> <p>You could extend this takeaway task by designing a task following on from the activity mentioned on slide 16. Students could go onto the <a href="#">Victim Support interactive courtroom</a> and research what the courtroom is like for various individuals. Students could focus on five sections and write some notes about how this tool could help those affected by the law.</p>

**Additional teacher  
links & resources**

There are lots of resources that can assist in delivering this lesson, including specific information about how individuals are affected by the law.

You may find it helpful to look at further ACT resources to find out more about the legal system before you teach this lesson. [ACT curriculum briefing: Justice, the legal system and international law](#) offers Citizenship teachers advice on key areas of subject content and approaches to teaching the national curriculum for Citizenship. This briefing is designed to provide a starting point for teachers as they build their subject knowledge.

This research will give you further insight into how individuals are affected by the law:

[The impact of crime on victims and society: March 2022 – Office for National Statistics](#)

[How can crime affect you? Victim Support](#)

[How crime can affect you – Victim & Witness Care Unit, Surrey](#)

There is information available from the Government about what organisations and support can be offered to those individuals affected by crime, including through restorative justice. You can find this [here](#).

For more information on the case studies used in Task 5, you can visit their official websites:

[Victim Support](#)

[St Giles Trust](#)

[National Probation Service](#)

[Citizens Advice](#)

[SupportLine](#)

[Pact](#)

# Victim Support - True or False?

Watch the video about Victim Support, read the statement and decide whether it is true or false. Circle the correct answer.

1. Victim Support is a charity that provides free specialist support only to individuals in England.

**TRUE**

**FALSE**

2. Victim Support is available only for those who choose to report crimes.

**TRUE**

**FALSE**

3. Victim Support offers help both during the day and at night.

**TRUE**

**FALSE**

4. Last year, Victim Support assisted over 786,000 people impacted by crime in England and Wales.

**TRUE**

**FALSE**

5. Those who received support from Victim Support reported feeling less safe after the assistance.

**TRUE**

**FALSE**

What else did you learn about Victim Support?



# Victim Support - True or False? ANSWERS

Watch the video about Victim Support, read the statement and decide whether it is true or false. Circle the correct answer.

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**TRUE**

**FALSE**

5. Those who received support from Victim Support reported feeling less safe after the assistance.

**TRUE**

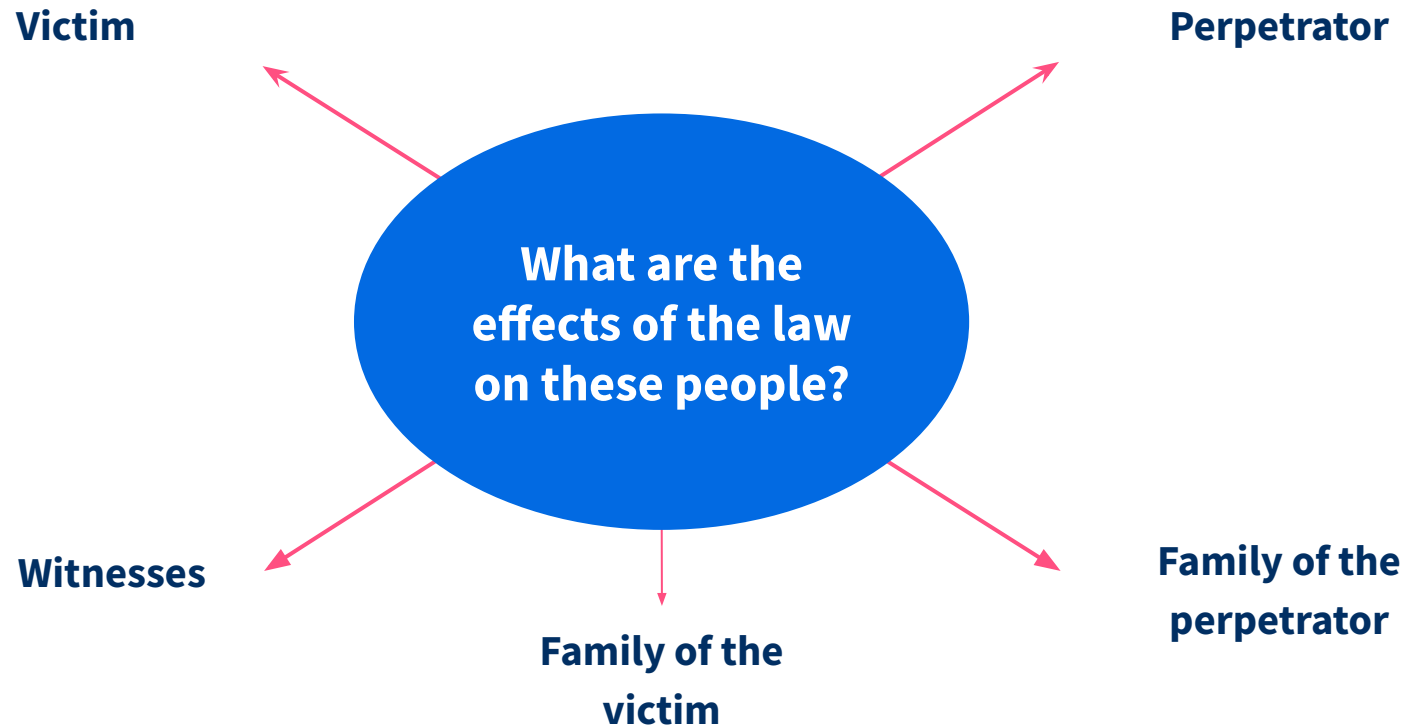
**FALSE**

What else did you learn about Victim Support?

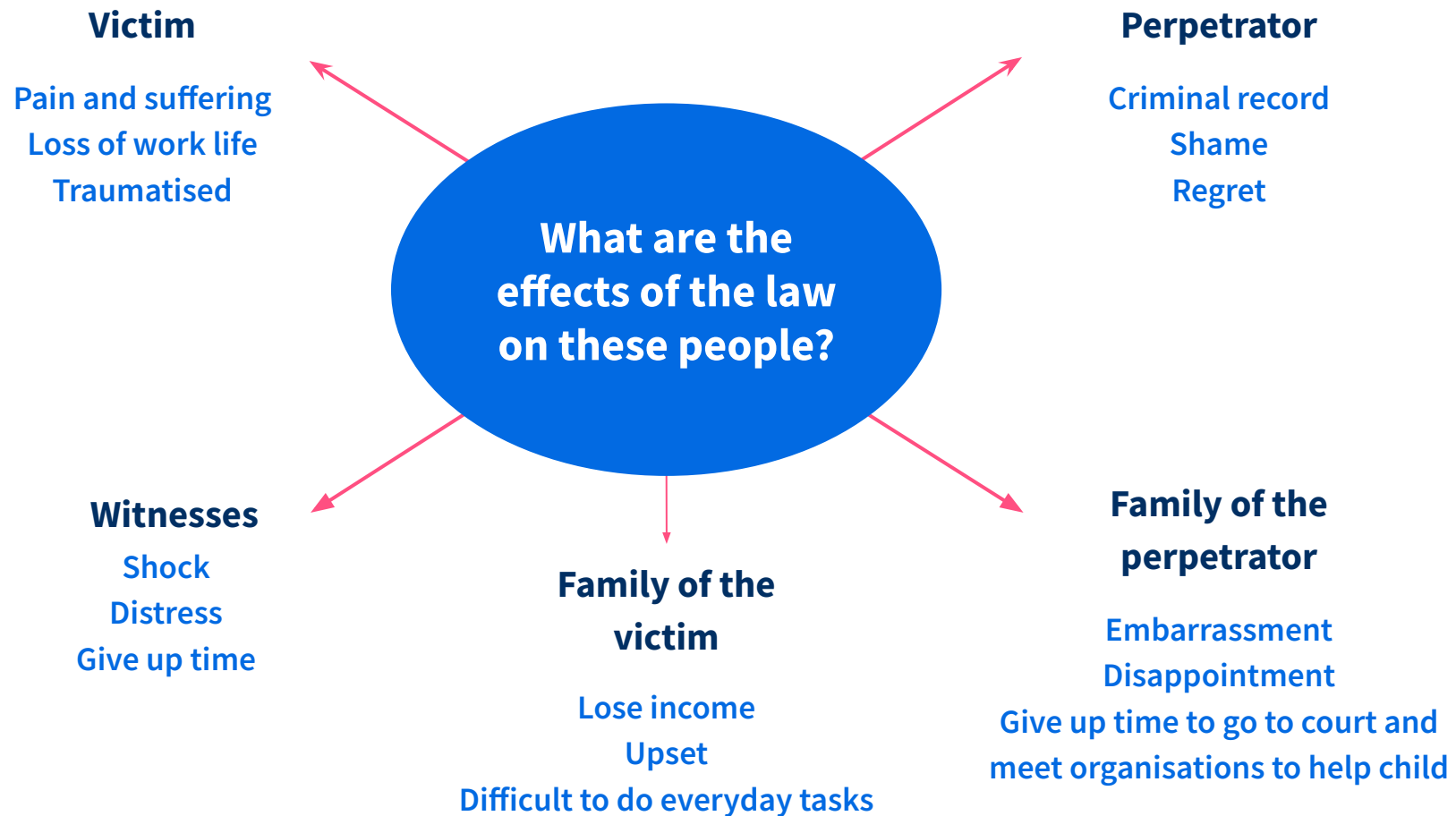


- That it is confidential
- You can report crimes online or by phone
- You can report crime anonymously
- Their phonenumber is free to call
- Their aim is for everyone to feel supported and not alone
- It offers immediate assistance with the law and offers help in the future too

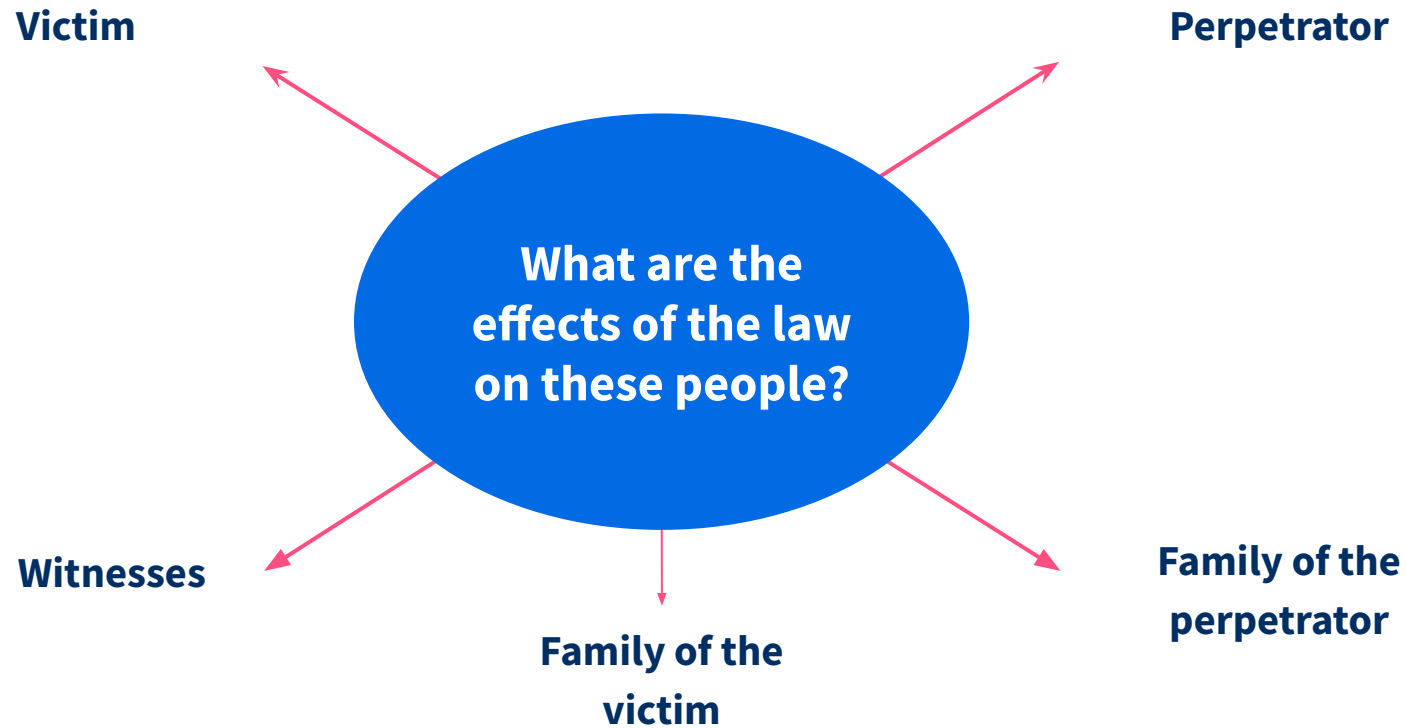
# What is the impact of the law on these people?



# What is the impact of the law on these individuals? **ANSWERS**

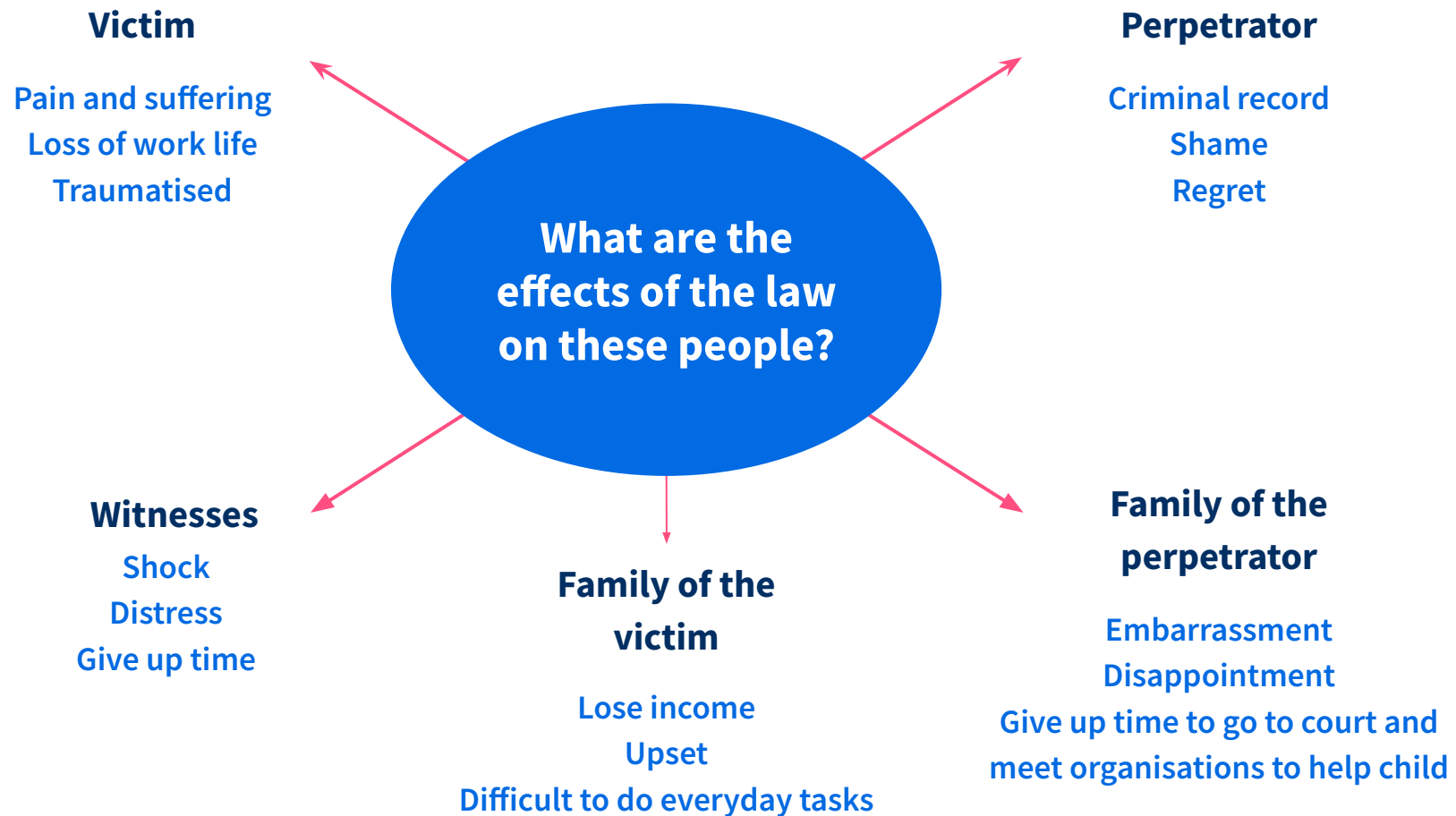


# What is the impact of the law on these people?





# What is the impact of the law on these individuals? **ANSWERS**



# Case study research

What? (name)	Who? (it helps)	When? (years)	How? (actions)	Impact? (personal)
1.				
2.				
3.				
4.				
5.				
6.				

# Case study research **ANSWERS**

What? (name)	Who? (it helps)	When? (years)	How? (actions)	Impact? (personal)
<b>1. Victim Support</b>	Victims Victim's families Witnesses & families	From 1974 to the present day	Information about rights, counselling, legal guidance, specialist support, interactive courtroom, 24 hours a day	Felt better able to cope, improved wellbeing and were safer and more supported
<b>2. St Giles Trust</b>	Ex-offenders Perpetrators Witnesses Families involved	From 1962 onwards	Training, job sessions, advice, counselling, help with paperwork, mental health support	Supported health needs, felt supported, thankful, positive and encouraged
<b>3. National Probation Service</b>	Those released from prison, on license or are serving their punishment within the community	Set up in 2001	Creates support plan to not reoffend, help find housing, employment guidance	Promotes healing, helped, guided and encouraged. Gave hope for a crime-free future
<b>4. Citizen's Advice</b>	Anyone facing legal problems (or anyone facing a problem of any kind)	Founded in 1939	Legal advice, guidance, will attend court with you, information about rights and options	Acts like a lifeline, giving confidence and making the legal process less frightening and more manageable
<b>5. SupportLine</b>	Perpetrators in prison, victims of crime or their families. Anyone at crisis point	Started in 2001	Confidential helpline offering emotional support, develop coping strategies, regain control	Listen with care, practical advice, felt guided and assisted, was there for my whole family
<b>6. Pact</b>	Prisoners, people with convictions and their families	Set up in 1898 - over 125 years ago!	Confidential helpline, volunteers to attend court, legal guidance, financial emergency help	Supportive, grant meant she could buy meals and warm clothes for children, offers care