



**Is the justice  
system operating  
fairly?**

Lesson 6

**Does the criminal justice system serve everyone fairly?**

**Lesson 6:  
Is the justice system  
operating fairly?  
Key Stage 3 (Year 8)**

<p><b>Overview</b></p>	<p>To conclude this scheme of work, students explore strategies to advocate and promote change and equality within the criminal justice system. Through collaborative working, students plan and present a campaign to advocate for change within the legal system, promoting inclusivity and justice for all involved. This is a peer-assessed presentation, which will help improve students' Citizenship skills in advocacy and continue their journey towards active participation. Students end this scheme of work with a discussion and vote centred on the main enquiry question for this scheme of work: 'Does the criminal justice system serve everyone fairly?'</p>
<p><b>Citizenship skills and concepts</b></p>	<p><b>Concepts:</b> justice, equal opportunities, fairness, identity, rights, democracy, ethics, discrimination, diversity, race, ethnicity, disability, change</p> <p><b>Skills:</b> political literacy, active participation, analysis, investigation, raising awareness, debate, advocacy</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>You may want to organise for a senior member of staff to come to the lesson to hear students' presentations and contribute to deciding the winner.</p> <p>The purpose of this lesson is to allow students to simulate an active citizenship activity, preparing them for future 'live' action investigation projects. They will collaboratively plan their own advocacy campaign to help make a change in the criminal justice system. If you have more time and scope in this lesson, you could explore a range of different campaigns that are taking place currently to challenge injustice in the legal system. You can find a range of these here:</p> <p><a href="http://www.lawsociety.org.uk/campaigns">www.lawsociety.org.uk/campaigns</a></p>

	<p><a href="https://prisonreformtrust.org.uk/projects-and-research">https://prisonreformtrust.org.uk/projects-and-research</a>  <a href="https://howardleague.org/our-work">https://howardleague.org/our-work</a>  <a href="https://womeninprison.org.uk/campaigns/public-affairs-appg-2">https://womeninprison.org.uk/campaigns/public-affairs-appg-2</a></p> <p>Issues concerning inequality and injustice with regards to race, ethnicity, disability, socio-economic concerns and learning disabilities will be discussed and you will need to be sensitive to the particular class and experiences they may have had in their own lives.</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 or opinions of the criminal justice system. Some students will have a very different view about the law and how the CJS operates than others. Students may have family members or friends who have experienced injustice within the CJS or with regard to protected characteristics in another part of life. Therefore, 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. 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="#">ACT guidance on Teaching Controversial Issues in Citizenship</a> and <a href="#">ACT guidance on Political Impartiality in Citizenship</a> helpful.</p> <p>With further research into local issues within the criminal justice system, this task could be put into action in your local community, with groups of students starting real campaigns for change.</p>
<p><b>Learning questions</b></p>	<ul style="list-style-type: none"> <li>● How does the criminal justice system treat different groups?</li> <li>● Does the criminal justice system ensure equity and fairness?</li> <li>● How do people advocate for change?</li> </ul>
<p><b>Lesson resources</b></p>	<p>Slide presentation for the lesson</p> <p>Worksheet: Decision continuum – Does the criminal justice system ensure equity and fairness? (for do now/starter/entry task)</p> <p>Worksheet: Advocacy diagram (for Task 2)</p>

	<p>Assessment: Peer-assessment grid (for Task 4 and 5)</p> <p>Presentation resources: mini whiteboards, paper, pens, etc. (for Tasks 3 and 5)</p> <p>Small pieces of paper for voting (for plenary/reflection task)</p> <p>Glossary: Keywords (for entire scheme of work)</p>
<p><b>Differentiation</b></p>	<ul style="list-style-type: none"> <li>● After observing the groups work together at the end of previous lessons, consider changing the groups if you think they would be more successful. Make sure each group has sufficient literacy and reasoning skills. Take into account skill mix, ability, friendships and friction points, to ensure each group has as balanced a mix as possible. Be mindful of the characters in each group and be wary of allowing students to pick their own groups.</li> <li>● To support groups, create roles to facilitate discussion, e.g. facilitator, reader, questioner, time-keeper, big idea grabber. With slightly bigger groups, you could add recorder, artist and presenter.</li> <li>● Consider adapting the groups for the final discussion task to ensure different opinions can be heard and discussed.</li> <li>● A campaign for justice was modelled in Lesson 5 to show how Stephen Lawrence’s family fought against injustice.</li> <li>● If necessary, before the activity, talk through expectations for peer assessment with individual students to reassure them. Remind them that they should vote for the bid and pitch that are best, not because people are friends!</li> <li>● Provide more support with preparing the presentation and deciding roles, as needed. Allow very nervous groups to rehearse in other spaces, away from the main class.</li> <li>● Give different levels of support to specific groups during the planning task. For example, allow everyone to turn towards the group rather than asking them to stand at the front of the room. Provide additional advice on scoring for those who need support.</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, etc.</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 sufficient ‘think time’ is provided before selecting a student or before moving on to another student to get the answer.</li> </ul>

	<ul style="list-style-type: none"> <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 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). You can formally assess students' presentations. Students will assess their peers using a peer-assessment grid. Their evaluation of their own pitch performance can also be a useful assessment opportunity. An opinion arrow is used to check understanding. Collaborative working, decision-making and critical thinking skills can be assessed throughout. The contributions made in the final discussion, focusing on the key enquiry task, can be orally assessed to measure understanding and progress.</p>
<p><b>Do now/starter/entry task</b></p> <p><i>(4 minutes)</i></p>	<p><b>Decision continuum</b></p> <p><i>Slides 2 to 4</i></p> <p>Slide 2: Give out the worksheet 'Does the criminal justice system ensure equity and fairness?'. After the research, analysis, evaluation and investigation they have completed over the last five lessons, students should be able to explain their opinion as to whether the CJS ensures equity and fairness. The definition of 'equity' is on the slide to remind students of the impartiality involved in the Rule of Law from previous learning in 7.3 and in this unit.</p> <p>Students should spend two minutes completing their worksheet in silence individually. If time, students could discuss this question in pairs after they have drawn their asterisk. Draw the class back together to reflect on this question, but only spend 60 seconds discussing it as it will be the focus of our final discussion in this</p>

	<p>lesson.</p> <p>Slides 3 and 4: Explain that in this lesson you're going to be planning and presenting your own campaign to challenge an injustice in the CJS.</p>
<p><b>Task 1</b> <i>(6 minutes)</i></p>	<p><b>The treatment of different groups</b></p> <p><i>Slides 5 to 6</i></p> <p>Slide 5: Explain how the CJS treats different groups by reading the information. This summarises what students have been learning about in this scheme of work so far and gives some context as to why a campaign of advocacy to challenge injustice in the CJS is necessary.</p> <p>Slide 6: Ask for six volunteer readers to choose a box to read to the class. Target another student to answer the question 'Why do you think this happens?' after each box is read.</p> <p>Make it clear that the CJS frequently has many reviews of its systems and new policies and amendments to procedures to help it improve, and many organisations, NGOs, charities and trusts are campaigning for justice and changes in law and challenging injustice on a daily basis. Now it is the students' turn!</p>
<p><b>Task 2</b> <i>(8 minutes)</i></p>	<p><b>Advocacy</b></p> <p><i>Slides 7 to 9</i></p> <p>Slide 7: Ask students to discuss these two questions in their groups. If you are limited on time, you could choose to facilitate a whole-class discussion instead and write some of the responses on the board to emphasise the different advocacy methods. Give students 60 seconds to discuss each question.</p> <p>Slide 8: Give out a copy of the worksheet 'Advocacy diagram' to each group. Instruct students to spend four minutes completing the diagram by discussing and writing down different advocacy strategies that they could use to challenge injustice for their own campaign.</p> <p>Slide 9: Facilitate a short feedback session to demonstrate the range of strategies people use.</p>

<p><b>Task 3</b></p> <p><i>(15 minutes)</i></p>	<p><b>Planning campaign presentation</b></p> <p><i>Slides 10 to 13</i></p> <p>Slide 10: Outline the main task for this lesson.</p> <p>Slide 11: This slide explains what skills students will need to use to be successful in both planning and presenting their campaign.</p> <p>Slide 12: It is important to share these assessment success criteria with students before they start their planning, so that they know how their progress will be measured. Read through the assessment chart and choose five students to explain each part back to you to check understanding.</p> <p>Emphasise the importance of working collaboratively and explain that this will be both teacher- and peer-assessed. Warn the students that you will be timing their presentation and will stop them after 90 seconds. Tell them that they need to use time-management skills to work collaboratively and achieve this goal.</p> <p>Give out any extra resources, e.g. paper, pens, mini whiteboards and any materials that may help with their presentation.</p> <p>If you have more time and scope in your lesson, students could spend longer on researching the campaign, using computers for planning and/or delivery, and work on their presentation skills.</p> <p>Slide 13: Give students 10 minutes to plan their pitch, ensuring that each member of the group has specific roles and that all are contributing to both planning and presenting. It is important to keep the assessment criteria on the board, so that students can refer to them throughout their planning.</p>
<p><b>Task 4</b></p> <p><i>(4 minutes)</i></p>	<p><b>Peer-assessment criteria</b></p> <p><i>Slides 14 to 15</i></p> <p>Ask students to pack away any resources they are not using for their presentation.</p> <p>Slide 14: Give out the worksheet 'Peer-assessment grid'. Explain that students are going to be responsible for peer-assessing different groups' presentations and coming to a decision about who should win.</p> <p>Explain how to fill the chart in by scoring each of the five parts out of 10. Number each group, so that they can name the groups in the first column when assessing. They should add up the points and</p>

	<p>write the winner at the bottom.</p> <p>Slide 15: Share the overview of the peer-assessment process to ensure that it is impartial. Link this to the lesson theme of fairness and impartiality within the CJS.</p>												
<p><b>Task 5</b> <i>(15 minutes)</i></p>	<p><b>Performing presentations</b></p> <p><i>Slide 16</i></p> <p>Slide 16: Ask each group in turn to present their 90-second presentation. In your role as time-keeper, follow the process outlined below.</p> <table border="1" data-bbox="549 763 1453 1364"> <thead> <tr> <th></th> <th>Presenting group</th> <th>Rest of the class</th> </tr> </thead> <tbody> <tr> <td>60 seconds</td> <td>Prepare to present</td> <td>Read and familiarise with assessment criteria</td> </tr> <tr> <td>90 seconds</td> <td>Present</td> <td>Listen to the presentation</td> </tr> <tr> <td>60 seconds</td> <td>Pack up and sit down</td> <td>Evaluate the presentation and complete the peer-assessment grid</td> </tr> </tbody> </table> <p>Groups should not assess their own presentation; they can cross out or shade this row on their peer-assessment grid.</p> <p>Once all the pitches have been presented, ask students to:</p> <ul style="list-style-type: none"> <li>● Add up the points they have given each group.</li> <li>● Write their final score on the worksheet.</li> <li>● Write the winning group at the bottom.</li> </ul> <p>Collect in the evaluations, so that you can count up the votes and decide the winner. You can also fill in one of these grids to add an element of teacher formal assessment for this scheme of work.</p>		Presenting group	Rest of the class	60 seconds	Prepare to present	Read and familiarise with assessment criteria	90 seconds	Present	Listen to the presentation	60 seconds	Pack up and sit down	Evaluate the presentation and complete the peer-assessment grid
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## Plenary/reflection

*(8 minutes)*

### Does the criminal justice system serve everyone fairly?

*Slide 17 to 19*

End the lesson with a reflection on the presentations and a discussion centred around the key enquiry question.

Slide 17: Ask students to spend two minutes reflecting on the self-evaluation questions about their presentations. This could be done when students are back in their pairs or it could be done individually to settle the class after the presentations.

Slide 18: Facilitate a whole-class discussion for four minutes with either a hands-up or targeted approach to questioning on the key enquiry question for this scheme of work:

#### **‘Does the criminal justice system serve everyone fairly?’**

Students should be able to give a variety of responses and evidence, including mentioning key terms like ‘institutional racism’ and ‘injustice’, and including examples such as Stephen Lawrence, the campaign for justice and the change of law that followed.

Slide 19: As a vital element of Citizenship education, conduct a vote to decide a class consensus on this question. Share the slide and give out small pieces of paper to conduct the vote. Students should write their vote on the paper. Collect them in and count them up to reach a verdict. You could link this to the work that we have done on juries and the judicial system as a whole, as well as the secret ballot democratic process during elections.

Invite students to reflect on their learning in this scheme of work and how it has improved their Citizenship knowledge and understanding as a whole.

To bring the lesson to a close, talk about how you reached a consensus in decision-making in relation to the presentations for campaigning, by counting students’ votes from across the class.

Announce which group has won. Allow time for comment and share ‘good’ evaluations to exemplify high standards.

Congratulate the students for their hard work and advocacy!

<p><b>Takeaway task</b></p>	<p><i>Slide 20</i></p> <p>Slide 20: Ask students to continue to practise advocacy by teaching three people what they have learned in this scheme of work about the criminal justice system.</p> <p>Encourage them to join you in taking action and motivate them to become a changemaker!</p>
<p><b>Additional teacher links &amp; resources</b></p>	<p>There are lots of resources that can assist in delivering this lesson, including specific information about legal aid.</p> <p>You may find it helpful to look at further ACT resources to find out more about the legal system before you teach this lesson. <a href="#">ACT Curriculum briefing: Justice, the legal system and international law</a> 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.</p> <p>More information debating whether the justice system is operating fairly or not can be found here:</p> <p><a href="https://prisonreformtrust.org.uk/wp-content/uploads/2023/03/Laamy-five-years-on.pdf">https://prisonreformtrust.org.uk/wp-content/uploads/2023/03/Laamy-five-years-on.pdf</a></p> <p><a href="http://www.equalityhumanrights.com/sites/default/files/ehrc_inclusive_justice_a_system_designed_for_all_june_2020.pdf">www.equalityhumanrights.com/sites/default/files/ehrc_inclusive_justice_a_system_designed_for_all_june_2020.pdf</a></p> <p><a href="http://www.ethnicity.ac.uk/research/associated-projects/judiciary">www.ethnicity.ac.uk/research/associated-projects/judiciary</a></p> <p><a href="http://www.sentencingcouncil.org.uk/publications/item/public-confidence-in-sentencing-and-the-criminal-justice-system-2022">www.sentencingcouncil.org.uk/publications/item/public-confidence-in-sentencing-and-the-criminal-justice-system-2022</a></p>



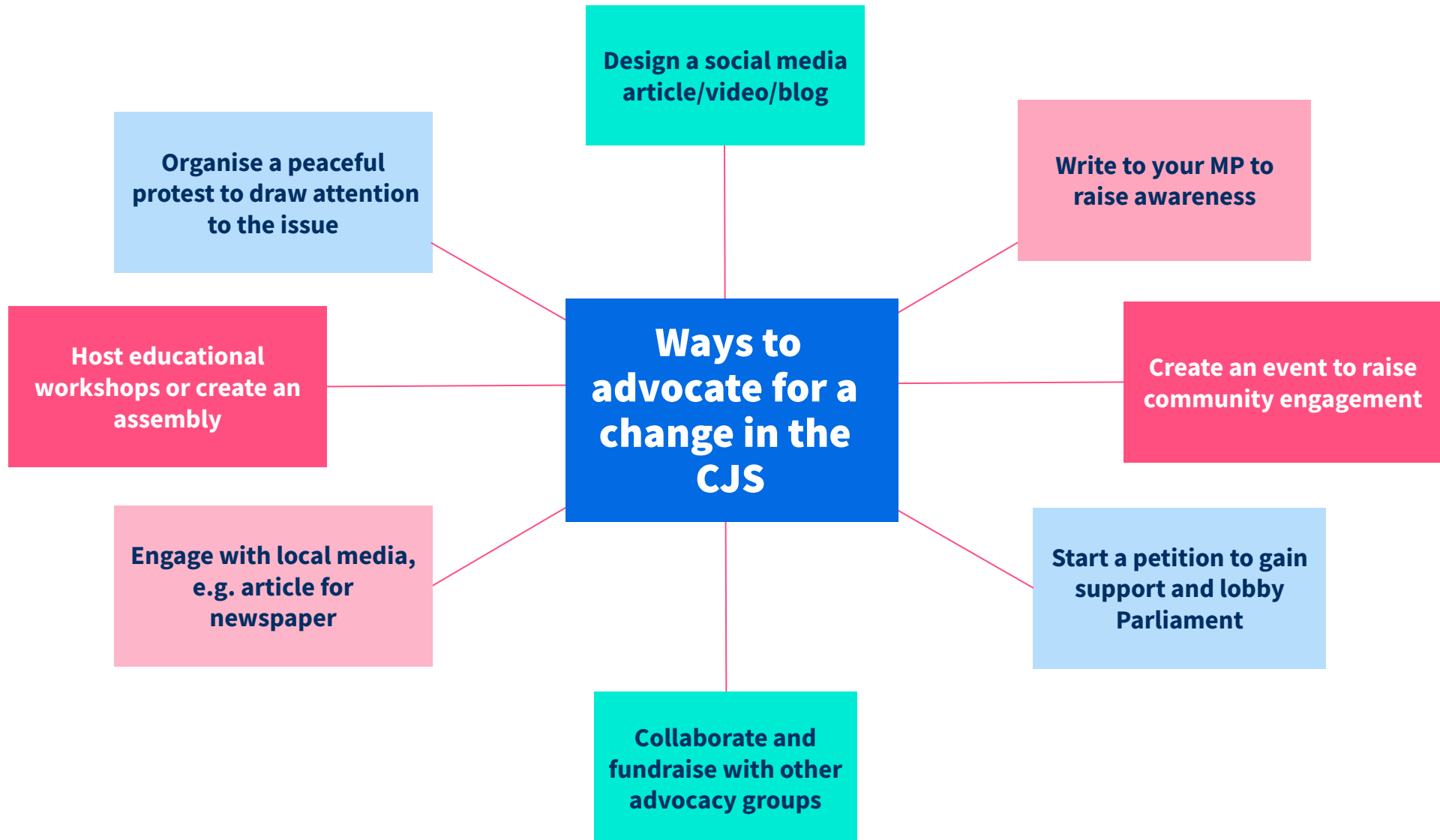
# Advocacy diagram

Complete the spider diagram, giving strategies that you could use to raise awareness and advocate for the issue that you want to change in the legal system.



# Advocacy diagram ANSWERS

Complete the spider diagram, giving strategies that you could use to raise awareness and advocate for the issue that you want to change in the legal system.



# Peer-assessment grid

Assess each group's performance and complete the chart after they have presented their campaign. Each of the five sections should be marked out of 10, so that each group has a score out of 50.

Group	Relevant issue	Slogan	Collaborative working skills	Call to action	Presentation style	Final score (out of 50)

The winner is \_\_\_\_\_