

Education Support Pack

Citizenship/PSHE *Criminal Law*

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Introduction

Introduction

This Pack

How does using Kar2ouche help students address issues related to Citizenship and PSHE? In order to explore the ideas covered in the curriculum, discussion is essential and role-play allows students to rehearse situations, empathise with others and investigate issues in more depth. Many of the themes to be discussed may be sensitive and so potentially uncomfortable, especially if they are to be performed in front of peers. Using Kar2ouche helps students to ask questions, challenge assumptions and to examine issues in more depth in order to understand them with greater clarity.

One of the benefits of using Kar2ouche is its versatility. It allows you as a teacher to use it in the ways you consider most appropriate with your students. Depending on the tasks set, students can use the program to develop a whole range of thinking skills. The software enables them to:

- make sense of information – understand and visualise text
- reason – interpret, justify, compare, observe and predict
- enquire – investigate multiple meanings and perspectives
- create – respond imaginatively
- evaluate – modify and improve
- communicate ideas to others.

The suggested units in this pack integrate class, group and pair discussions with a range of computer activities. These are designed to help students to understand more about the nature of crime and the way in which the criminal justice system operates. In each unit there are a range of suggested activities linked to the National Curriculum. It is up to you to decide in which order your students work through these units, but, if time is available, it would be preferable to work through the units in the prescribed order. However, as you and your students become more familiar with the potential uses of Kar2ouche, it is likely that you will extend the activities in this pack, or devise ones of your own. For example, you may like to do some work to explore the key words listed in the Teacher Notes for each unit.

Units

Unit 1.1: Crime This unit provides students with the opportunity to investigate crime and the law, and to consider the differences between moral wrongs, civil and criminal law.

Unit 1.2: Offenders Students will explore one aspect of youth crime (shoplifting), the treatment of offenders and the dilemma between truth and loyalty.

Unit 2.1: Jason's Dilemma In this activity students will have the opportunity to explore issues related to the crime of theft (based on a real case) and people's rights when they are under arrest.

Unit 2.2: Criminal Courts The activities in this unit will give students the opportunity to investigate different types of courts (magistrates', Crown and youth) and investigate the roles of the officials involved.

Unit 2.3: In Court In this unit students have the opportunity to examine the procedures in the Crown Court and the roles of the defence and prosecution lawyers.

Note: Remember the law is always changing and developing. To the best of our knowledge we have described the law as it stood in May 2004. We would also like to point out that the laws described in this title are based on the law in England and Wales.

Each unit consists of one to three lessons, and so the suggested introduction, development and plenary may need to be adapted according to your preferred timings, the length of lessons and your students' attention span. You may also need to consider reshaping work where you only have access to one or two computers at a time. Some of the storyboards can be picked out for students to complete by hand. Others work well with small groups. The aim is to provide a flexible tool that can be adapted to individual circumstances.

If you would like to share your plans or storyboards with other teachers and so add to this shared resource, you can e-mail them to esp@kar2ouche.com.

Assessment

Citizenship Education became a National Curriculum Foundation subject in August 2002. This title covers the following National Curriculum requirements within the programme of study.

Unit	1a	1b	1c	1d	1e	1f	1g	1h	1i	2a	2b	2c	3a	3b	3c
1.1	•						•			•	•	•			
1.2	•						•			•	•	•	•		
2.1	•						•			•	•	•	•		•
2.2	•						•			•	•	•			
2.3	•						•			•	•	•	•		•

Schools are required to report students' progress to parents, and guidance on forms of assessment is available on the Standards Site: www.standards.dfes.gov.uk. A description of assessment, recording and reporting for Key Stage 3 is given in the QCA's Initial Guidance for schools on PSHE and Citizenship. This was sent to schools, and is also available on the QCA website at <http://www.qca.org.uk/ca>.

Examples of evidence that can be assessed includes:

- students' diaries, displays, portfolios and other individual written work
- case studies
- quizzes and questionnaires
- observation of participation in group tasks including role-play and drama
- discussions and debates
- games and outdoor activities
- assemblies
- presentations, performances and productions
- visits and field trips
- problem solving and responding to challenges.

Most of the work involving Kar2ouche requires students to work in pairs or small groups, and ultimately to present their ideas and work to a larger group. It is therefore worth spending some time with students exploring the skills of good group work and presentation. If they establish the criteria with you, they can then as a group reflect on how well they have done, and identify the skills that they want to improve.

The outcome of their work is usually a storyboard, animation or publication which can therefore provide evidence of their achievements. Students can be engaged in self- and peer-reviews of these presentations, but will probably need some modelling of constructive criticism. Such self- and peer-review can inform redrafts and improvements before the work is formally submitted for your assessment.

Opportunities for presentation and review are indicated in the Teacher Notes of each unit.

What is Kar2ouche?

Kar2ouche is a multimedia authoring tool, and is used in a series of content titles focused on enhancing learning in a number of different subjects. In each instance the application's functions and interface are the same; it is just the backgrounds, characters, props and texts that change. Consequently, once children have learned to use Kar2ouche they are able to use it across a range of subjects.

Enhancing Learning

Not only does Kar2ouche help students develop the skills relevant to particular subject areas, it also facilitates the development of more generic thinking skills. Thus students are encouraged to know *how* as well as *what*.

Information-processing skills	Using Kar2ouche students can be encouraged to: <ul style="list-style-type: none"> • identify key images, text, ideas – extract what is essential • sort the relevant from the irrelevant • organise and where necessary prioritise ideas • sequence events • compare and contrast their work with the work of others • analyse the relationship between characters • develop cultural awareness.
Reasoning skills	Using Kar2ouche students can be encouraged to: <ul style="list-style-type: none"> • justify decisions using evidence • make informed choices • work out subtexts • consider alternative perspectives/interpretations • articulate ideas.
Enquiry skills	Using Kar2ouche students can be encouraged to: <ul style="list-style-type: none"> • work collaboratively to question text • observe events and predict subsequent action • consider consequences • reflect critically on written text, their own work and the work of peers.

Creative thinking skills	Using Kar2ouche students can be encouraged to: <ul style="list-style-type: none"> • offer interpretations of texts/situations • create multimedia texts • respond imaginatively to texts/situations.
Evaluation skills	Using Kar2ouche students can be encouraged to: <ul style="list-style-type: none"> • engage in collaborative working and dialogue • review, modify and evaluate work produced.
Communication	Using Kar2ouche students can be encouraged to: <ul style="list-style-type: none"> • engage in group discussion • present ideas to a group • use visual aids and images to enhance communication • listen, understand and respond critically to others • read for meaning <ul style="list-style-type: none"> – extract meaning beyond the literal – analyse and discuss alternative interpretations, ambiguity and allusion – explore how ideas, values and emotions are portrayed – consider how meanings are changed when texts are adapted to different media.

To summarise, Kar2ouche encourages students to:

- make sense of information – understand texts
- reason – interpret, justify, compare, observe and predict
- enquire – investigate multiple meanings and perspectives
- create – respond imaginatively
- evaluate – modify and improve
- communicate/articulate ideas.

Making Your Own Activities Using Kar2ouche

You, and your students, can use Kar2ouche in a range of contexts and number of ways. You can devise your own activities in Kar2ouche to introduce texts and ideas to students using one PC and a data projector; alternatively you might want to create partially made storyboards for individuals or pairs to use on a network. When a computer network is not always readily available, you might also use the software to create your own worksheets and handouts for students to use in the classroom.

Roughly, you can use Kar2ouche to create:

- storyboards
- animations
- publications.

Storyboards

These are particularly useful in encouraging students to show their understanding and ability to extract key information. By producing storyboards, students often show their ability to summarise and synthesise key information. They can be asked to create:

- a summary of a particular event or piece of text in a specified number of frames
- step-by-step witness reconstructions, as if for the police
- a summary with speech bubbles or captions containing important quotations
- a storyboard with their own commentary or summary in their own words
- alternative beginnings
- alternative endings
- before and after shots
- additional episodes
- alternative interpretations of a key moment where the text is ambiguous
- outlines of structure
- explorations of subtext through the use of thought bubbles
- illustrations of the difference between what people say and what they may think with reference to evidence
- presentations for class

- illustrations of alternative points of view/debate
- imagined meetings between characters
- photographs/freeze frames for a particular moment
- a proposal for a new film/advert/documentary etc to be presented to a board of executives.

In all of these students can add sound, their own digital images, special effects and recordings of their own voices.

If time is limited, you can partially complete storyboards that students complete in the lesson.

Partially completed storyboards may comprise, for example:

- the first and last frame – students make the frames for the central section
- storyboards that contain blank thought bubbles, blank speech bubbles and/or blank text boxes
- storyboards with questions in text boxes or caption windows
- storyboards with text in the caption window – students create the pictures
- storyboards with odd frames missing
- sequencing activities
- a quiz – ‘who says what?’, ‘what happens next?’ etc.

Alternatively students can create their own incomplete storyboards for others to complete – this could be a sort of consequences game – *what happens next?*

Animations

Students who have access to Kar2ouche out of class time can enjoy creating animations. As with storyboards, animations enable students to demonstrate their understanding and ability to extract key information. Most of the activities listed below *can also be created as still storyboards*. Students may be told that they have been commissioned to create:

- a news programme
- a documentary
- a TV chat show
- a TV interview
- a film trailer
- an opening sequence of a film or credits (representing a particular genre)
- an advertisement
- a musical score
- a fashion show, to show fashions of the time.

Publications

As a plenary, students can present their storyboards to the class either using a data projector or on screen. Alternatively, they can use the print facility to create publications in Kar2ouche or copy into a word-processing/desktop publishing program. Within Kar2ouche you can produce a template for students who need the help of a scaffold. Writing scaffolds can be produced by completing step-by-step frames offering prompts and starter questions. The frames are then arranged in the correct order on a blank template in the printing screen. In this way you can set up letters, newspapers, diaries and the like. The types of publication the students produce could include:

- newspaper front pages – using Kar2ouche to compose the pictures (students may choose to create broadsheets and tabloids to compare the differences)
- storybooks – picture above, story below (concentrating on structure/settings etc)
- cartoon strips (or film strips)
- graphic novels
- estate agents' details
- diary entries (with photos/pictures)
- letters (with pictures)
- photo albums
- magazine spreads
- advertising posters
- 'wanted' posters
- guides
- catalogues
- book and magazine covers.

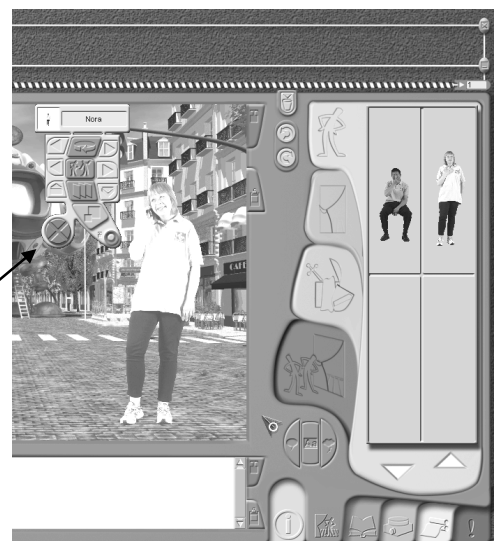
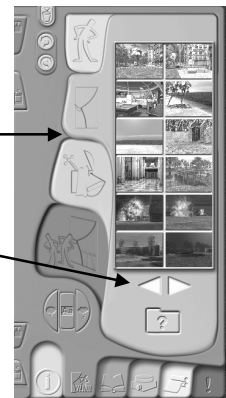
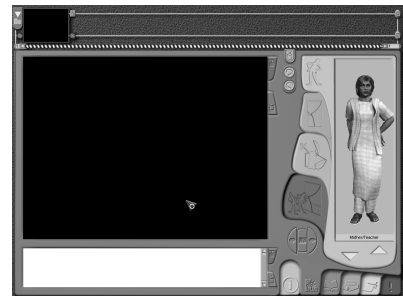
In all of these activities students may be asked to consider audience and purpose. You can stipulate this audience. The possibilities are almost endless. As you get used to the software and use it within your area of expertise, other activities will suggest themselves.

If You Haven't Used Kar2ouche Before – A Starter

If students have not used Kar2ouche before, they should refer to the QuickStart Guide, or work through the Apprentice Activities in *Kar2ouche Composer*. However, if they haven't had time to do this, a good way of showing them the main functions is to demonstrate how to create a title sheet. This introduces selecting backgrounds, adding and posing characters, introducing text bubbles, as well as adding text and sound. They can pick up other skills as they go.

To create a title slide

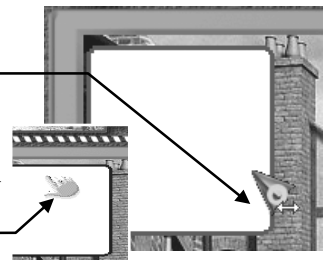
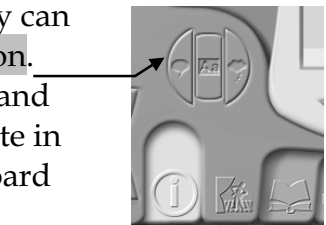
- 1 Ask students to open Kar2ouche – the first screen they see is the composition screen.
- 2 Next ask them to select a background by clicking on the blue background tag. They should click again to see six backgrounds and yet again to see twelve. (Do not click again otherwise they return to a single view.) They can scroll through the backgrounds using the green arrows at the bottom. Once they have browsed the backgrounds they should select one they like by left clicking on it. It will appear in the composition window.
- 3 Having selected a background, students should choose a character to add to the frame. They do this by clicking on the green character tab (click once more to see four characters, click again to see sixteen) and scrolling through using the green arrows at the bottom. They select the character by left clicking (holding down) and dragging it into the frame. Now for the fun. This character can be resized, posed and rotated by right clicking on it in the frame. This brings up the manipulator tool.



- To rotate the character students click on the left and right facing arrow heads at either side of the top icon.
- To repose the characters they click on the arrow heads either side of the central, characters icon.
- To resize the character students should left click on the blue squares at the bottom of the manipulator tool then drag the mouse towards them to make it bigger or backwards to make the character smaller.
- The bottom icon allows the layering of characters and/or props.
- The character can be moved around by left clicking and dragging.



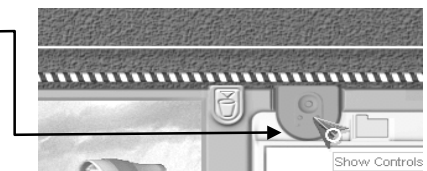
- 4 Next ask students to add a text bubble. They can do this by left clicking on the **text bubble icon**. The text bubble will appear in the top left hand portion of the screen. Students can then write in their name, form and the title of the storyboard they are about to complete. If they need to make the bubble bigger they do this by passing the cursor over the right or bottom borders until a **double arrowhead** appears. They should then click and drag to size. To move the bubble to elsewhere on the screen students should **hover over the top of the bubble until the hand appears**, left click to grab it and then drag to position.



- 5 Finally, students could be asked to add some sound, either in the form of a sound effect or a recording of their own voice. In either case they should begin by clicking on the **text / audio tab** at the bottom of the screen.



Next they should click on the **show controls icon** at the top of this text / audio frame. This will bring up the audio control panel.



To add a sound effect they should click on the orange folder, then select one of the sound effects offered by clicking on it and then on open. If they want to preview these sound



effects they should click on the effect and then on play. To record their own voices students press on the red microphone icon and speak into their microphones. To stop the recording they should press the square red button. They will be prompted to give their soundfile a name. They type this into the box and then click on save. The sound is attached to their frame.

Students will now know how to use the main functions of Kar2ouche. Encourage them to play in order to learn what other things it can do. For instance how to attach a soundfile to a frame.

Useful Contacts

General Citizenship Websites

The following websites were active at the time of publication, but before using with students it is worth checking their current availability and coverage.

Magistrates' Association Youth Site

Provides information on the different types of court, the law and includes fun activities for students.

http://www.magistrates-association.org.uk/youth_site/youth_index.html

Nottingham Magistrates' Court Services

Offers information on law and includes virtual tours of court layouts.

<http://www.nottsmcc.org.uk>

Criminal Justice System Online

Provides practical help and advice on how to get support, whether as a victim or a witness and for people accused of a crime.

<http://www.cjsonline.org/citizen/index.html>

Structure of the Court Service

Provides diagrams of the courts system and information on different types of courts.

http://www.courtservice.gov.uk/about_us/structure/

Judges and Schools/ Magistrates and Schools

Guides to the criminal and civil justice systems in the Crown, county and magistrates' courts, including guidance on making effective visits to courts.

<http://www.dca.gov.uk/judicial/schools/judgesandschools.pdf>

Advice Now

Provides accurate, up-to-date information on rights and legal issues. Contains a range of articles including topical issues and news items on changes in the law, quizzes, polls and more detailed information designed to increase knowledge and understanding of the law and rights.

<http://www.advicenow.org.uk>

Citizenship Foundation

Offers information, competitions, resources, activities and forums for teachers and students on law, democracy and society.

<http://www.citizenshipfoundation.org.uk>

National Statistics

Provides information on recorded crime rate of local areas compared to the national average.

<http://www.statistics.gov.uk>

All web addresses were correct at the time of going to press, but are subject to change. *You may like to add other addresses that you come across below:*

Website	URL	Comments

Units

Teacher Notes

Unit 1.1 Crime

Key Stage/Year Key Stage 3/Years 8/9

Group Organisation Mainly in pairs, some small group and full class discussion.

Suggested Timing One to two lessons.

Overview of Task

This unit provides students with the opportunity to investigate aspects of the nature of crime, and the differences between criminal and civil law.

Objectives

All students will: understand what the terms crime and law mean.

Most students will: understand the difference between civil and criminal law.

Some students will: explore the types of crimes that occur in their local area.

Curriculum References

National Curriculum

KS3 Citizenship

1 Knowledge and understanding about becoming informed citizens

Pupils should be taught about: **1a** the legal and human rights and responsibilities underpinning society, basic aspects of the criminal justice system and how both relate to young people; **1g** the importance of resolving conflict fairly.

2 Developing skills of enquiry and communication

Pupils should be taught to: **2a** think about topical, spiritual, moral, social and cultural issues, problems and events by analysing information and its sources, including ICT-based sources; **2b** justify orally and in writing a personal opinion about such issues, problems or events; **2c** contribute to group and exploratory discussions, and take part in debates.

KS3 PSHE

2 Developing a healthy, safer lifestyle

Pupils should be taught: **2d** basic facts and laws.

Outcomes

By the end of this activity, students will have:

- completed a storyboard to help define the term crime
- produced a storyboard to show some understanding of moral, civil and criminal wrongs.
- distinguished between situations that are either criminal offences, civil wrongs or just simply morally wrong.

Resources

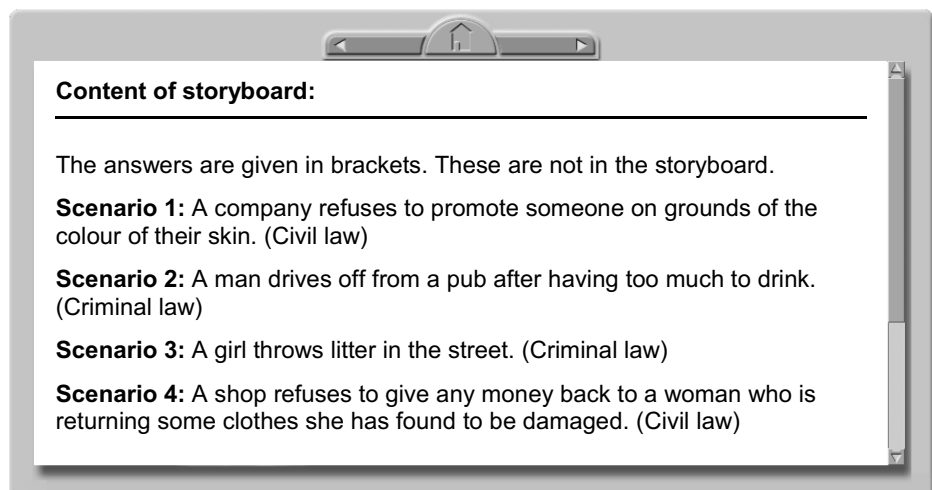
Kar2ouche *Criminal Law*

- **Crime** storyboard
- **Types of Wrongs** storyboard
- **Law** storyboard

Activities

Introduction

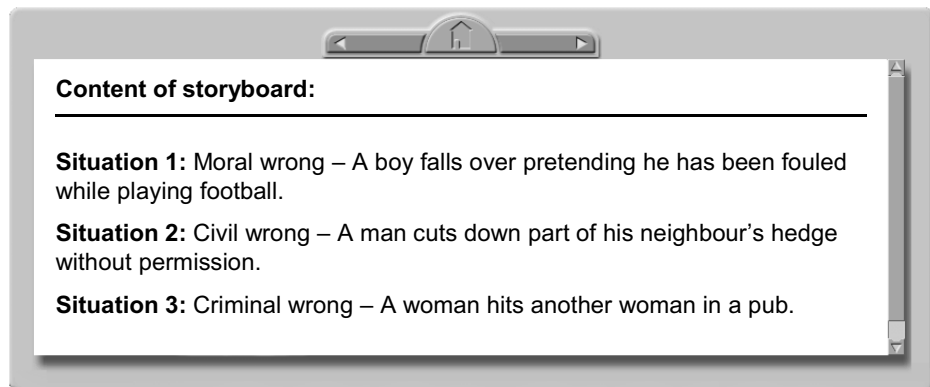
1. The students open and watch the **Crime** storyboard which shows four different scenarios. At the end of each one they have to decide whether a criminal or civil law has been broken.



2. Discuss these scenarios and ensure that the students understand the difference between criminal and civil law. Driving with excess alcohol is an example of a crime. The refusal of a company to promote someone because of the colour of their skin is a matter of civil law. Point out that civil law is usually concerned with relationships between individuals or organisations.
3. Conclude by writing this definition of crime on the board.
Crime: A crime is behaviour or an action from which society has decided it needs protection and is punishable by imprisonment, fine or both.

Development

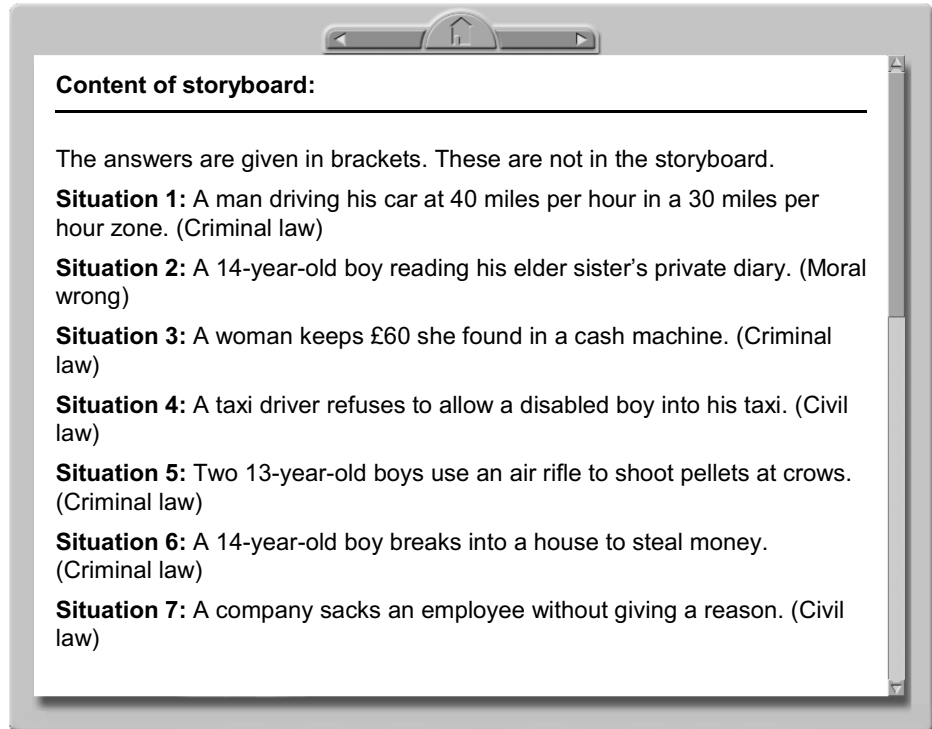
4. Students load and watch **Types of Wrongs** storyboard, which gives examples of actions that are either civil wrongs or criminal offences, or otherwise morally wrong.



5. Discuss the difference between actions that are civil or criminally wrong and those that are just morally wrong. You may fall into more than one category. For example Situation 2 could also be a crime (deliberate criminal damage), while Situation 3 could result in a civil action (a compensation claim for damages).
6. Students complete the **Types of Wrongs** storyboard by adding three more scenarios. These should reflect a different moral, civil and criminal wrong.
7. Allow some students to show their storyboards and discuss.

Plenary

8. Students load the **Law** interactive storyboard. To complete the storyboard, they have to decide whether each of the scenarios given primarily illustrates breaking a moral rule, or a civil or criminal law.



Content of storyboard:

The answers are given in brackets. These are not in the storyboard.

Situation 1: A man driving his car at 40 miles per hour in a 30 miles per hour zone. (Criminal law)

Situation 2: A 14-year-old boy reading his elder sister's private diary. (Moral wrong)

Situation 3: A woman keeps £60 she found in a cash machine. (Criminal law)

Situation 4: A taxi driver refuses to allow a disabled boy into his taxi. (Civil law)

Situation 5: Two 13-year-old boys use an air rifle to shoot pellets at crows. (Criminal law)

Situation 6: A 14-year-old boy breaks into a house to steal money. (Criminal law)

Situation 7: A company sacks an employee without giving a reason. (Civil law)

9. Hold a discussion on any issues raised by the students. You may wish to discuss whether criminal offences, eg speeding, are always/automatically morally wrong.

**Extension/
Homework**

10. Students carry out a survey of crime in their local area and produce a poster using Kar2ouche to reflect their findings. The National Statistics website at <http://www.statistics.gov.uk> contains local information on crime. (Click on 'Neighbourhood' and give your postcode as instructed.)

Student Notes

Unit 1.1 Crime

Objectives

This unit will help you to understand the differences between types of rules and law, and in particular the difference between civil and criminal law.

Outcomes

By working through this activity you will:

- complete a storyboard to help you define the word crime
- produce a storyboard giving examples of actions that are either civil wrongs or criminal offences, or otherwise morally wrong
- work through an interactive storyboard to show your understanding of the difference between situation involving criminal and civil law.

Resources


To complete the activity you will need:

- Kar2ouche *Criminal Law*

Activities

Introduction

1. Open and watch the **Crime** storyboard which gives four different scenarios. At the end of each one, decide whether a criminal or civil law has been broken.

[click here](#)  to open the **Crime** storyboard.

2. Take part in a discussion about the difference between doing something that is against the law, and committing a crime.
3. With your class, decide on a definition of crime.

Development

4. Watch the **Types of Wrongs** storyboard about moral wrongs, and civil and criminal law.


[click here](#)  to open the **Types of Wrongs** storyboard.

5. Discuss the difference between moral wrongs, and civil or criminal law.
6. Go back to the **Types of Wrongs** storyboard and add three new scenarios which show someone:
 - doing something morally wrong
 - breaking a civil law
 - breaking a criminal law.
7. If asked, show your storyboard to the class and discuss it.

Student Notes

Plenary

8. Open the **Law** interactive storyboard which shows different situations, and decide whether the action breaks either civil or criminal law, or is just simply morally wrong.

click here  to open the **Law** storyboard.

9. Join in with a discussion on any issues raised.

Extension/Homework

10. Carry out a survey of crime in your local area and produce a poster using Kar2ouche to reflect your findings.

Teacher Notes

Unit 1.2 Offenders

Key Stage/Year Key Stage 3/Years 8/9

Group Organisation Some small group work, but mainly in pairs with some class discussion.

Suggested Timing Two lessons.

Overview of Task

Students will explore one aspect of youth crime, the treatment of offenders and the dilemma between truth and loyalty.

Key Words: procedure, accomplice, dilemma, offender

Objectives

All students will: learn more about how the law deals with young people accused of shoplifting.

Most students will: understand that those who are involved in crime may also face criminal charges.

Some students will: be able to explain the moral dilemmas raised by these or similar situations.

Curriculum References

National Curriculum

KS3 Citizenship

1 Knowledge and understanding about becoming informed citizens

Pupils should be taught about: **1a** the legal and human rights and responsibilities underpinning society, basic aspects of the criminal justice system and how both relate to young people; **1g** the importance of resolving conflict fairly.

2 Developing skills of enquiry and communication

Pupils should be taught to: **2a** think about topical, spiritual, moral, social and cultural issues, problems and events by analysing information and its sources, including ICT-based sources; **2b** justify orally and in writing a personal opinion about such issues, problems or events; **2c** contribute to group and exploratory discussions, and take part in debates.

3 Developing skills of participation and responsible action

Pupils should be taught to: **3a** use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own.

KS3 PSHE

2 Developing a healthy, safer lifestyle

Pupils should be taught: **2d** basic facts and laws.

Outcomes

By the end of this activity, students will have:

- created a storyboard based on the crime of theft
- understood the terms 'theft' and 'accessory to crime' by completing a storyboard
- completed a storyboard showing how they see a person's responsibilities in this particular situation.

Resources

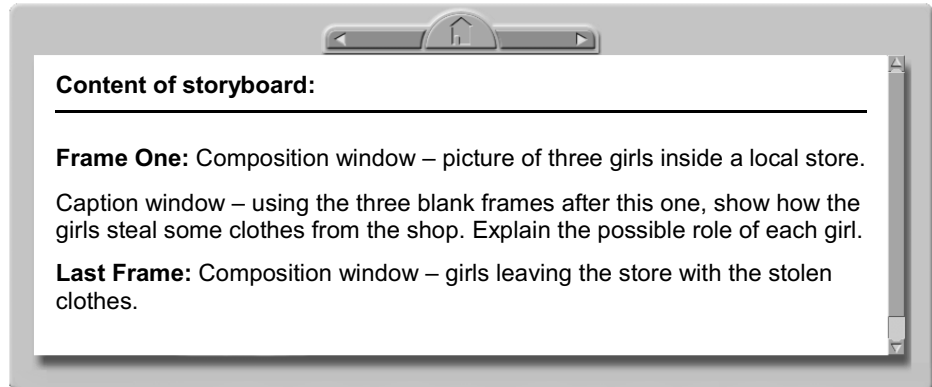
Kar2ouche *Criminal Law*

- **Shoplifting** storyboard
- **Caught** storyboard
- **Dilemma** storyboard
- **Witness** storyboard

Activities

Introduction

1. Students open the **Shoplifting** storyboard which shows three young girls about to steal clothes from a local store. They need to complete the storyboard by showing how the clothes might be stolen and what roles each girl might adopt. (For example, lookout.)



Content of storyboard:

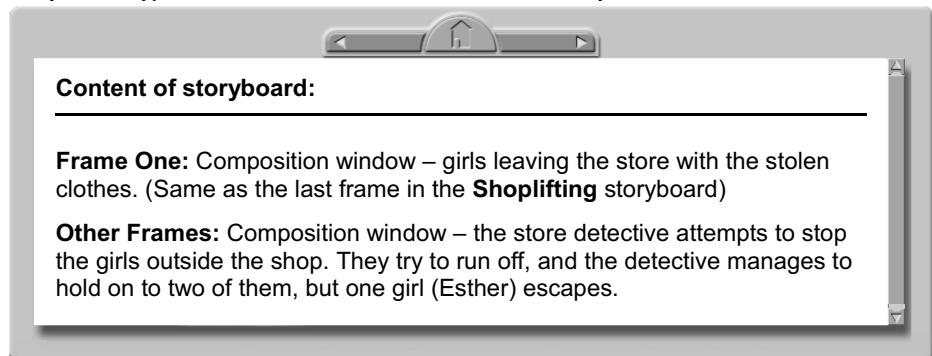
Frame One: Composition window – picture of three girls inside a local store.
Caption window – using the three blank frames after this one, show how the girls steal some clothes from the shop. Explain the possible role of each girl.

Last Frame: Composition window – girls leaving the store with the stolen clothes.

2. Allow some groups to share their storyboards with the class.
3. Hold a discussion on the different roles of the offenders.

Development

4. Students watch the **Caught** storyboard in which a shop detective stops the girls. Two are held, but one escapes.

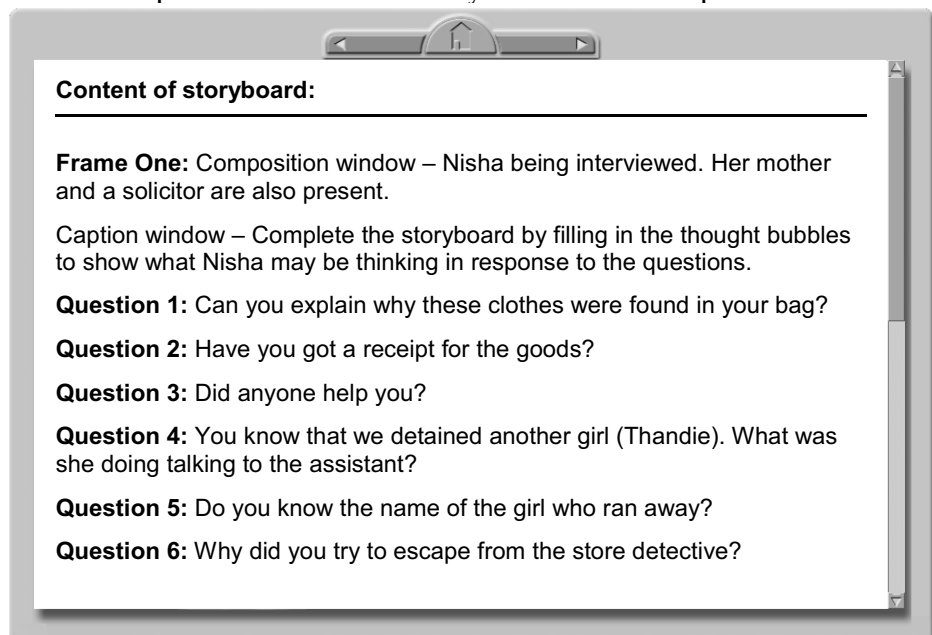


Content of storyboard:

Frame One: Composition window – girls leaving the store with the stolen clothes. (Same as the last frame in the **Shoplifting** storyboard)

Other Frames: Composition window – the store detective attempts to stop the girls outside the shop. They try to run off, and the detective manages to hold on to two of them, but one girl (Esther) escapes.

5. Students open the **Dilemma** storyboard and complete.



Content of storyboard:

Frame One: Composition window – Nisha being interviewed. Her mother and a solicitor are also present.

Caption window – Complete the storyboard by filling in the thought bubbles to show what Nisha may be thinking in response to the questions.

Question 1: Can you explain why these clothes were found in your bag?

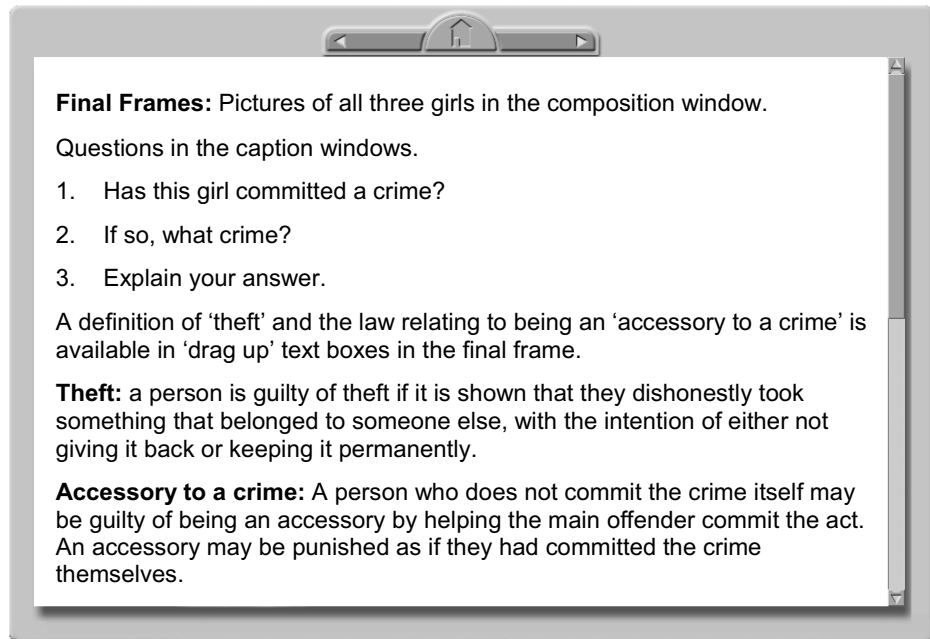
Question 2: Have you got a receipt for the goods?

Question 3: Did anyone help you?

Question 4: You know that we detained another girl (Thandie). What was she doing talking to the assistant?

Question 5: Do you know the name of the girl who ran away?

Question 6: Why did you try to escape from the store detective?



Final Frames: Pictures of all three girls in the composition window.

Questions in the caption windows.

1. Has this girl committed a crime?
2. If so, what crime?
3. Explain your answer.

A definition of 'theft' and the law relating to being an 'accessory to a crime' is available in 'drag up' text boxes in the final frame.

Theft: a person is guilty of theft if it is shown that they dishonestly took something that belonged to someone else, with the intention of either not giving it back or keeping it permanently.

Accessory to a crime: A person who does not commit the crime itself may be guilty of being an accessory by helping the main offender commit the act. An accessory may be punished as if they had committed the crime themselves.

6. Allow some students the opportunity to show their storyboards to the class.
7. Hold a class discussion on why the law treats an accessory to a crime in this way, and if they think this is fair.

Plenary

8. Students watch the **Witness** storyboard, which presents the view of a witness to these events. Students need to complete the storyboard by adding a few frames to show what a witness either would, could, or should do in this situation. Split the class into three groups, and ask each group to add their response based on one of these alternatives.



Content of storyboard:

This is the same as the **Shoplifting** storyboard but with a few extra frames showing the perspective of a witness.

9. Using the responses that the students have developed, discuss what they feel should be the role of the 'ordinary citizen' in this situation.

Extension/ Homework

10. Students produce a storyboard telling the story of someone caught committing a crime. They could write it from the point of view of the criminal.

Student Notes

Unit 1.2 Offenders

Objectives

You will have an opportunity to explore a case involving young people accused of theft, and to consider how they should be treated. You will also consider the issue between telling the truth and loyalty when giving evidence.

Outcomes

By working through this activity you will:

- create a storyboard showing a crime taking place
- complete a storyboard to help you to understand what 'theft' and 'being an accessory to a crime' mean
- complete a storyboard showing how you see people's responsibilities in this situation.

Resources

To complete the activity you will need:

- Kar2ouche *Criminal Law*


Activities

Introduction

1. Open the **Shoplifting** storyboard which shows three girls about to steal some clothes. Complete the storyboard by showing how the clothes might be stolen, and what roles each girl might adopt.
2. If required, share your completed storyboards with the class.
3. Join in with a class discussion on the roles of the girls.

Development

4. Open and watch the **Caught** storyboard in which a shop detective stops the girls as they leave the store.

[click here](#)  to open the **Caught** storyboard.

5. Open the **Dilemma** storyboard which shows one of the girls, Nisha, being interviewed. Complete the storyboard by filling in the thought bubbles to show what Nisha may be thinking when she is being questioned.


[click here](#)  to open the **Dilemma** storyboard.

6. Show your storyboard to the class if asked to do so.
7. Take part in a class discussion on the law relating to someone who is an accessory to a crime.

Student Notes

Plenary

8. Watch the **Witness** storyboard. Complete the storyboard to show what the witness would, could, or should do in this situation. Your teacher will tell you which option to choose.

[click here](#)  to open the **Witness** storyboard.

9. Discuss the role of the 'ordinary citizen' in this situation.

Extension/Homework

10. Produce a storyboard telling the story of someone caught committing a crime. Write it from the point of view of the criminal.

Teacher Notes

Unit 2.1 Jason's Dilemma

Key Stage/Year Key Stage 3/Years 8/9

Group Organisation Mainly in pairs, with some large groups and full class discussion.

Suggested Timing Two lessons.

Overview of Task

In this activity students will have the opportunity to explore issues related to the crime of theft and people's rights when they are under arrest.

Key Words: theft, defence, prosecution, lawyer, custody, evidence

Objectives

All students will: understand what it means to commit a crime and how the law treats people accused of theft.

Most students will: understand that people who have been arrested by the police have certain legal rights.

Some students will: consider similar types of crime.

Curriculum References

National Curriculum

KS3 Citizenship

1 Knowledge and understanding about becoming informed citizens

Pupils should be taught about: **1a** The legal and human rights and responsibilities underpinning society, basic aspects of the criminal justice system, and how both relate to young people; **1g** the importance of resolving conflict fairly.

2 Developing skills of enquiry and communication

Pupils should be taught to: **2a** think about topical political, spiritual, moral, social and cultural issues, problems and events by analysing information and its sources, including ICT-based sources; **2b** justify orally and in writing a personal opinion about such issues, problems or events; **2c** contribute to group and exploratory class discussions, and take part in debates.

3 Developing skills of participation and responsible action

Pupils should be taught to: **3a** use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own; **3c** reflect on the process of participating.

KS3 PSHE

2 Developing a healthy, safer lifestyle

Pupils should be taught: **2d** basic facts and laws.

Outcomes

By the end of this activity, students will have:

- considered a 'real' incident involving alleged theft through a series of storyboards
- made personal choices based on their knowledge of theft by completing a decision-making storyboard
- answered questions on alleged offenders' rights using an interactive storyboard.

Resources

Kar2ouche *Criminal Law*

- **Jason's Incident** storyboard
- **Telephone** storyboard
- **Letters** storyboard
- **Jason's Decision** storyboard
- **Rights** storyboard
- **My Rights** storyboard

Sheet 2.1a *Jason's Story*

Sheet 2.1b *Jason's Letter*

Activities

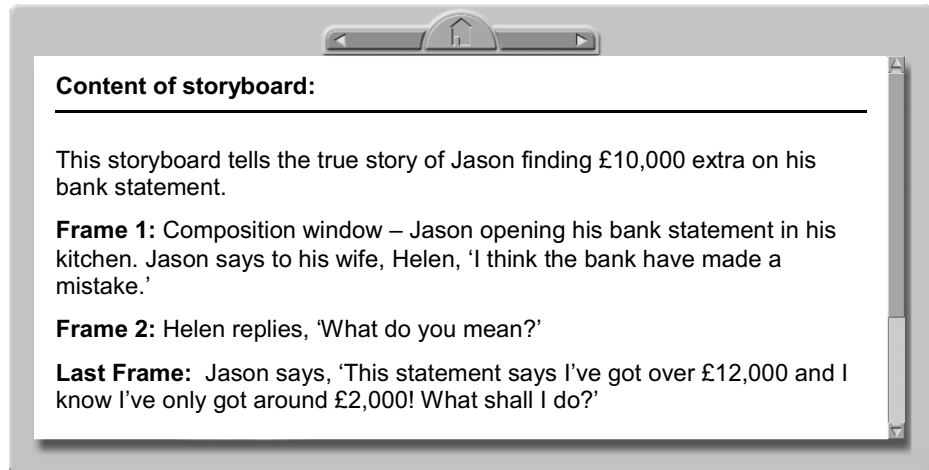
Introduction

1. Get the class to brainstorm different examples of theft.
2. To help students make a more informed decision later in this unit, write the following definition on the board.

Theft: a person is guilty of theft if it is shown that they dishonestly took something that belonged to someone else, with the intention of either not giving it back or keeping it permanently.

Development

3. Using Kar2ouche and working with a partner, students open and watch the **Jason's Incident** storyboard. This story is based on a real-life incident and a resumé of the whole incident is available at the end of this unit in Sheet 2.1a *Jason's Story*.



Content of storyboard:

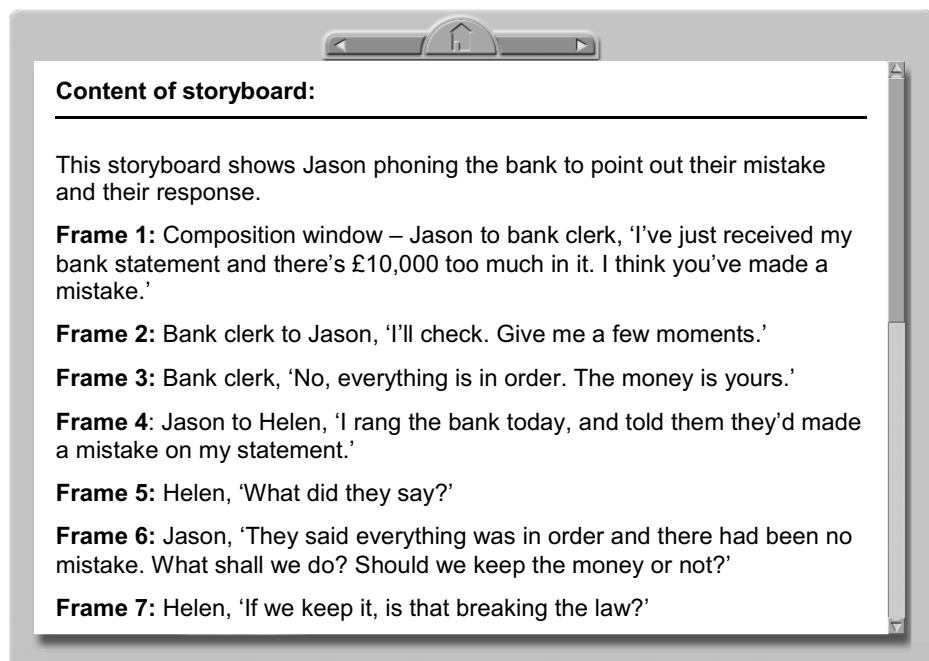
This storyboard tells the true story of Jason finding £10,000 extra on his bank statement.

Frame 1: Composition window – Jason opening his bank statement in his kitchen. Jason says to his wife, Helen, 'I think the bank have made a mistake.'

Frame 2: Helen replies, 'What do you mean?'

Last Frame: Jason says, 'This statement says I've got over £12,000 and I know I've only got around £2,000! What shall I do?'

4. Ask the students to add 3 or 4 frames showing what they would do in this situation. Ask them to save their work under a new name.
5. Students watch the **Telephone** storyboard.



Content of storyboard:

This storyboard shows Jason phoning the bank to point out their mistake and their response.

Frame 1: Composition window – Jason to bank clerk, 'I've just received my bank statement and there's £10,000 too much in it. I think you've made a mistake.'

Frame 2: Bank clerk to Jason, 'I'll check. Give me a few moments.'

Frame 3: Bank clerk, 'No, everything is in order. The money is yours.'

Frame 4: Jason to Helen, 'I rang the bank today, and told them they'd made a mistake on my statement.'

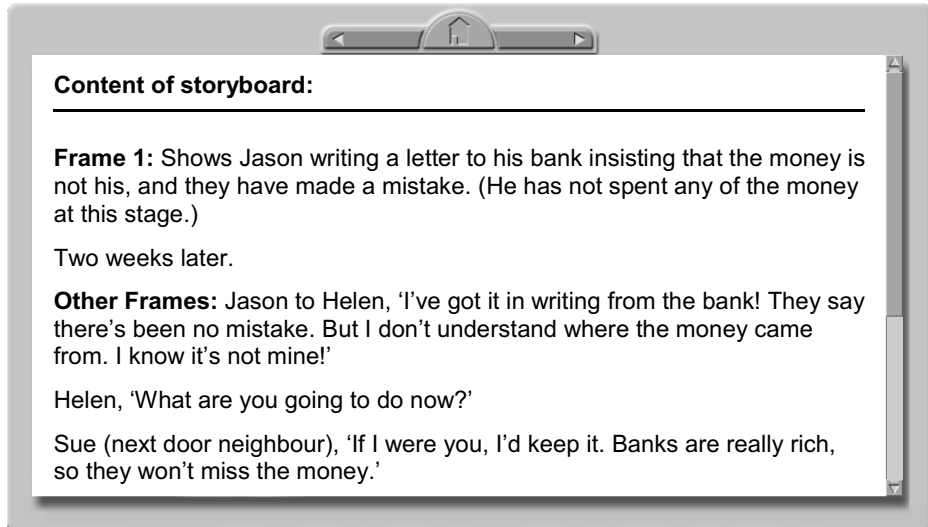
Frame 5: Helen, 'What did they say?'

Frame 6: Jason, 'They said everything was in order and there had been no mistake. What shall we do? Should we keep the money or not?'

Frame 7: Helen, 'If we keep it, is that breaking the law?'

6. The students return to their version of the **Jason's Incident** storyboard to show what they would do next, if anything, after finding out this new information.

7. At this point you may want to inform students that Jason decided to write to the bank. Either read the letter to the students (Sheet 2.1b *Jason's Letter*) or ask them to open the **Letters** storyboard.



Content of storyboard:

Frame 1: Shows Jason writing a letter to his bank insisting that the money is not his, and they have made a mistake. (He has not spent any of the money at this stage.)

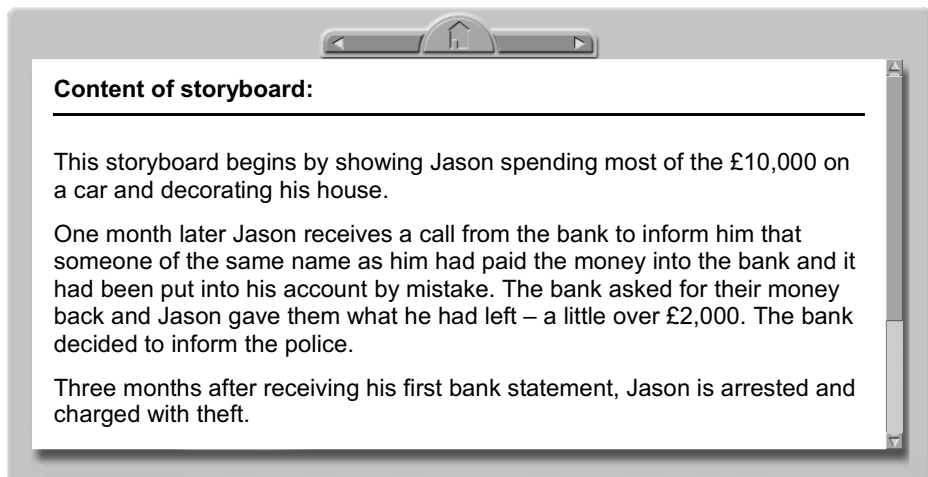
Two weeks later.

Other Frames: Jason to Helen, 'I've got it in writing from the bank! They say there's been no mistake. But I don't understand where the money came from. I know it's not mine!'

Helen, 'What are you going to do now?'

Sue (next door neighbour), 'If I were you, I'd keep it. Banks are really rich, so they won't miss the money.'

8. Remind students to check the definition of theft before moving on to the next activity.
9. Tell the students to go back to their **Jason's Incident** storyboard and complete it by making any appropriate changes based on this new information.
10. Allow some of the students to share their completed storyboards with the class, and discuss their decisions and why they made – or changed – them. Ensure that the discussion covers morality as well as law, to help the students to show the reasoning behind their answers. Ask the students whom the money belonged to. Did it become Jason's as a result of a mistake?
11. Students load and watch the **Jason's Decision** interactive storyboard to see what he actually did and what happened to him.



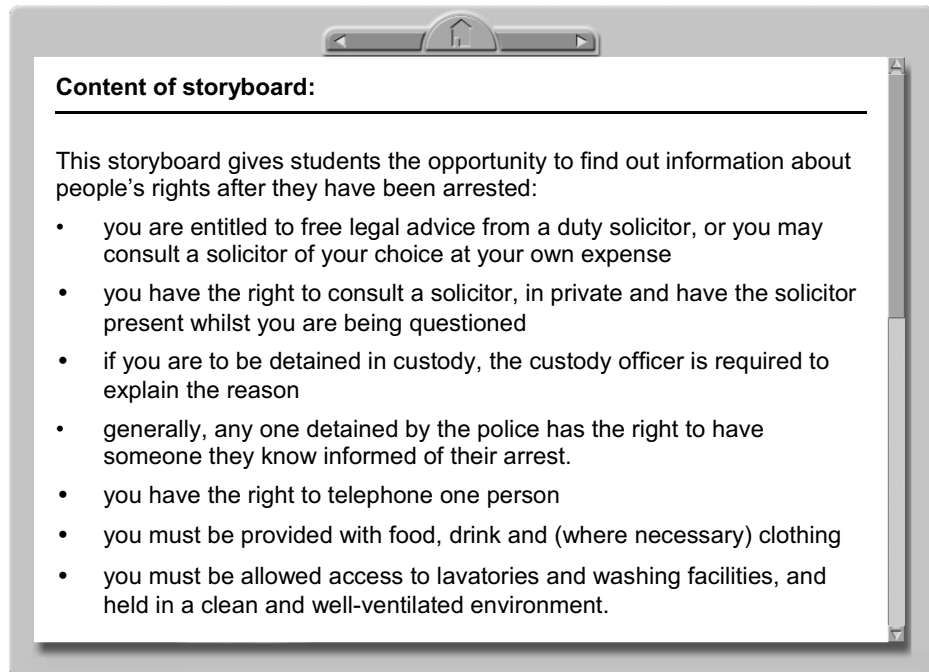
Content of storyboard:

This storyboard begins by showing Jason spending most of the £10,000 on a car and decorating his house.

One month later Jason receives a call from the bank to inform him that someone of the same name as him had paid the money into the bank and it had been put into his account by mistake. The bank asked for their money back and Jason gave them what he had left – a little over £2,000. The bank decided to inform the police.

Three months after receiving his first bank statement, Jason is arrested and charged with theft.

12. If there is time, ask the students to open the **Rights** storyboard to investigate people's rights when arrested. Alternatively, go straight to the Plenary section to continue Jason's story.



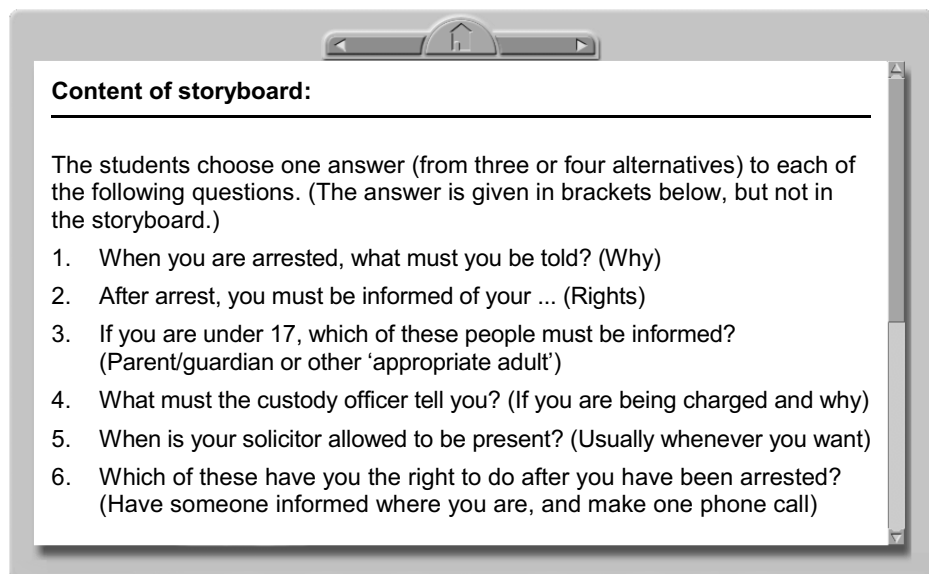
Content of storyboard:

This storyboard gives students the opportunity to find out information about people's rights after they have been arrested:

- you are entitled to free legal advice from a duty solicitor, or you may consult a solicitor of your choice at your own expense
- you have the right to consult a solicitor, in private and have the solicitor present whilst you are being questioned
- if you are to be detained in custody, the custody officer is required to explain the reason
- generally, any one detained by the police has the right to have someone they know informed of their arrest.
- you have the right to telephone one person
- you must be provided with food, drink and (where necessary) clothing
- you must be allowed access to lavatories and washing facilities, and held in a clean and well-ventilated environment.

Plenary

13. Hold a class vote on whether Jason is guilty or innocent of theft.
14. You may wish to inform the students that Jason was found 'not guilty'. However, if you are going to do **Unit 2.3 In Court**, we suggest you leave the verdict until the students have completed that unit.
15. Students open and complete the **My Rights** interactive storyboard, which tests their knowledge of arrested people's rights.



Content of storyboard:

The students choose one answer (from three or four alternatives) to each of the following questions. (The answer is given in brackets below, but not in the storyboard.)

1. When you are arrested, what must you be told? (Why)
2. After arrest, you must be informed of your ... (Rights)
3. If you are under 17, which of these people must be informed? (Parent/guardian or other 'appropriate adult')
4. What must the custody officer tell you? (If you are being charged and why)
5. When is your solicitor allowed to be present? (Usually whenever you want)
6. Which of these have you the right to do after you have been arrested? (Have someone informed where you are, and make one phone call)

**Extension/Home
work**

16. Students produce a storyboard describing a similar situation to Jason's.

Student Notes

Unit 2.1 Jason's Dilemma

Objectives

In this activity you will explore issues related to the crime of theft. You will also have the opportunity to learn about people's rights under arrest.

Outcomes

By working through this activity you will:

- consider a 'real' court case by watching several storyboards
- make personal choices about the charge of theft by completing a decision-making storyboard
- answer questions on arrested people's rights using an interactive storyboard.

Resources

To complete the activity you will need:

- Kar2ouche *Criminal Law*
- Sheet 2.1a *Jason's Story*
- Sheet 2.1b *Jason's Letter*

Activities

Introduction

1. Brainstorm different examples of theft.
2. Discuss what theft is.

Development

3. Working with a partner, open and watch the **Jason's Incident** storyboard. Add three or four frames showing what you would do in this situation.




to open the **Jason's Incident** storyboard.

4. Now watch the **Telephone** storyboard.



to open the **Telephone** storyboard.

5. Return to your version of the **Jason's Incident** storyboard, and show what you would do next – if anything.
 6. Watch the **Letters** storyboard.
- 
- to open the **Letters** storyboard.
7. Check the definition of theft before moving on to the next activity.
 8. Go back to your **Jason's Incident** storyboard, and complete it by making any appropriate changes based on the new information.


Student Notes

9. Share your completed storyboards with the class, and discuss your decisions and why you made or changed them.

10. Load and watch the **Jason's Decision** storyboard.

[click here](#)  to open the **Jason's Decision** storyboard.

11. Your teacher may ask you to open and watch the **Rights** storyboard to find out about arrested people's rights.

[click here](#)  to open the **Rights** storyboard.

Plenary

12. Decide if you think Jason is guilty or not guilty of theft.

13. Complete the **My Rights** interactive storyboard to test your knowledge.

Extension/Homework

14. Produce a storyboard describing a similar situation to Jason's.

Sheet 2.1a**Jason's Story**

Jason worked for a company making light bulbs. At the end of each month, his wages were paid straight into his bank account.

Each month, Jason received a statement from the bank telling him how much money he had in his account.

When the statement for January arrived, Jason noticed that there was more money in his account than he had expected - £10,000 more, in fact. Two days later, Jason phoned the bank to say that there had been a mistake.

'No,' said the bank clerk, 'there's not been a mistake. It quite clearly shows that there is £12,223 in your account.'

Mystified as to where the extra cash has come from, Jason decided to write to the bank pointing out that the money was not his.

Two weeks later he had a letter from the bank saying that they had doubled-checked the account and that no mistake had been made.

Jason could not understand where the money had come from, and was certain that a mistake had been made. But he knew the extra cash would be useful. He decided to wait for a while and do nothing – and if the bank hadn't come back by then, he would spend it.

Six weeks later Jason decided to buy a new car and then, a couple of weeks' later, started to redecorate his house.

A week after the house painting had been completed; Jason had a call from the bank. They had discovered that someone of the same name had deposited a cheque at the bank and that the money had been put into Jason's account by mistake.

The bank asked for their money back, and Jason gave them what he had left – a little over £2,000. The bank decided to inform the police and, after a short investigation, Jason was charged with theft.

Sheet 2.1b**Jason's Letter**

Mr J Watson
14, Brooker Place
Enmington
Herts.

The Bank Manager
KRMD Bank
High Street
Enmington
Herts.

Dear Sir/Madam,

Two days ago I rang your branch about a mistake on my January bank statement. I was told that there had been no mistake and that everything was in order. However, I still think that there is £10,000 more money in that account than there should be. I know this money does not belong to me, so would you please check your records again and clarify the situation.

I look forward to hearing from you in the near future.

Yours

Jason Watson

Jason Watson

Teacher Notes

Unit 2.2 Criminal Courts

Key Stage/Year Key Stage 3/Years 8/9

Group Organisation Some small group work, but mainly in pairs with some class discussion.

Suggested Timing One lesson.

Overview of Task

The activities in this unit will give students the opportunity to investigate different types of courts, and investigate the roles of the officials involved.

Key Words: Crown Court, magistrates' court, youth court, trial, offence, summary offence, indictable offence, bail

Objectives

All students will: know the difference between magistrates' and Crown courts and the type of crimes that are tried in them.

Most students will: understand the roles of court officials.

Some students will: investigate the types of crimes that occur in their local area.

Curriculum References

National Curriculum

KS3 Citizenship

1 Knowledge and understanding about becoming informed citizens

Pupils should be taught about: **1a** the legal and human rights and responsibilities underpinning society, basic aspects of the criminal justice system and how both relate to young people; **1g** the importance of resolving conflict fairly.

2 Developing skills of enquiry and communication

Pupils should be taught to: **2a** think about topical, spiritual, moral, social and cultural issues, problems and events by analysing information and its sources, including ICT-based sources; **2b** justify orally and in writing a personal opinion about such issues, problems or events; **2c** contribute to group and exploratory discussions, and take part in debates.

KS3 PSHE

2 Developing a healthy, safer lifestyle

Pupils should be taught: **2d** basic facts and laws.

Outcomes

By the end of this activity, students will have:

- used a storyboard to find out about Crown and magistrates' court
- completed interactive storyboards to investigate court procedure and the roles of court officials
- considered the differences of trial in a magistrates' court rather than the Crown Court.

Resources

Kar2ouche *Criminal Law*

- **Courts** storyboard
- **Magistrates' Court** storyboard
- **Crown Court** storyboard
- **Pros and Cons** storyboard

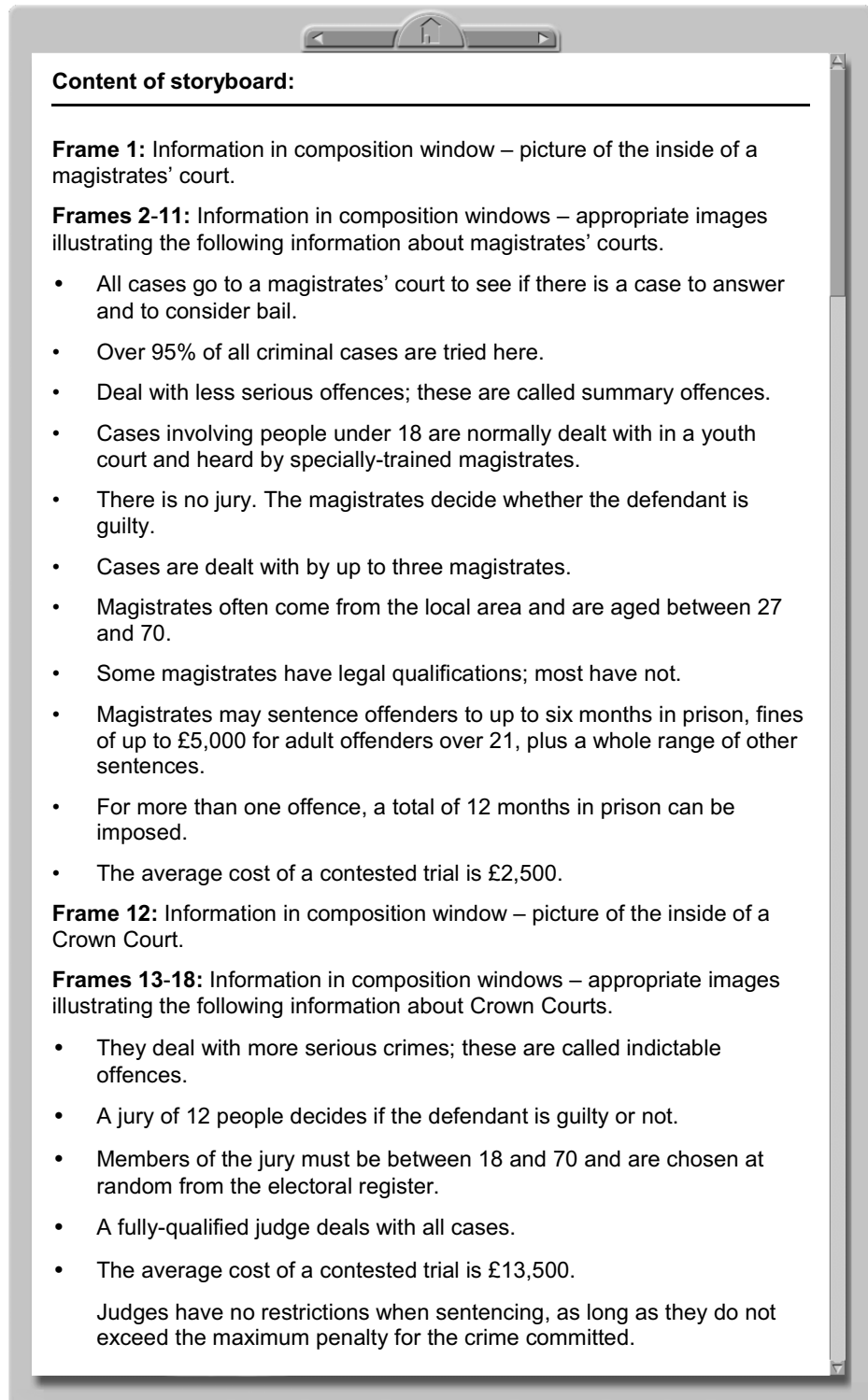
Sheet 2.1 *Jason's Story*

Appendix 2 *The Court System in England and Wales and Courtroom Layouts*

Activities

Introduction

1. Inform students that there are two kinds of adult criminal courts: magistrates' courts and Crown Courts.
2. Students complete the **Courts** storyboard which provides information about magistrates' courts and Crown Courts.



Content of storyboard:

Frame 1: Information in composition window – picture of the inside of a magistrates' court.

Frames 2-11: Information in composition windows – appropriate images illustrating the following information about magistrates' courts.

- All cases go to a magistrates' court to see if there is a case to answer and to consider bail.
- Over 95% of all criminal cases are tried here.
- Deal with less serious offences; these are called summary offences.
- Cases involving people under 18 are normally dealt with in a youth court and heard by specially-trained magistrates.
- There is no jury. The magistrates decide whether the defendant is guilty.
- Cases are dealt with by up to three magistrates.
- Magistrates often come from the local area and are aged between 27 and 70.
- Some magistrates have legal qualifications; most have not.
- Magistrates may sentence offenders to up to six months in prison, fines of up to £5,000 for adult offenders over 21, plus a whole range of other sentences.
- For more than one offence, a total of 12 months in prison can be imposed.
- The average cost of a contested trial is £2,500.

Frame 12: Information in composition window – picture of the inside of a Crown Court.

Frames 13-18: Information in composition windows – appropriate images illustrating the following information about Crown Courts.

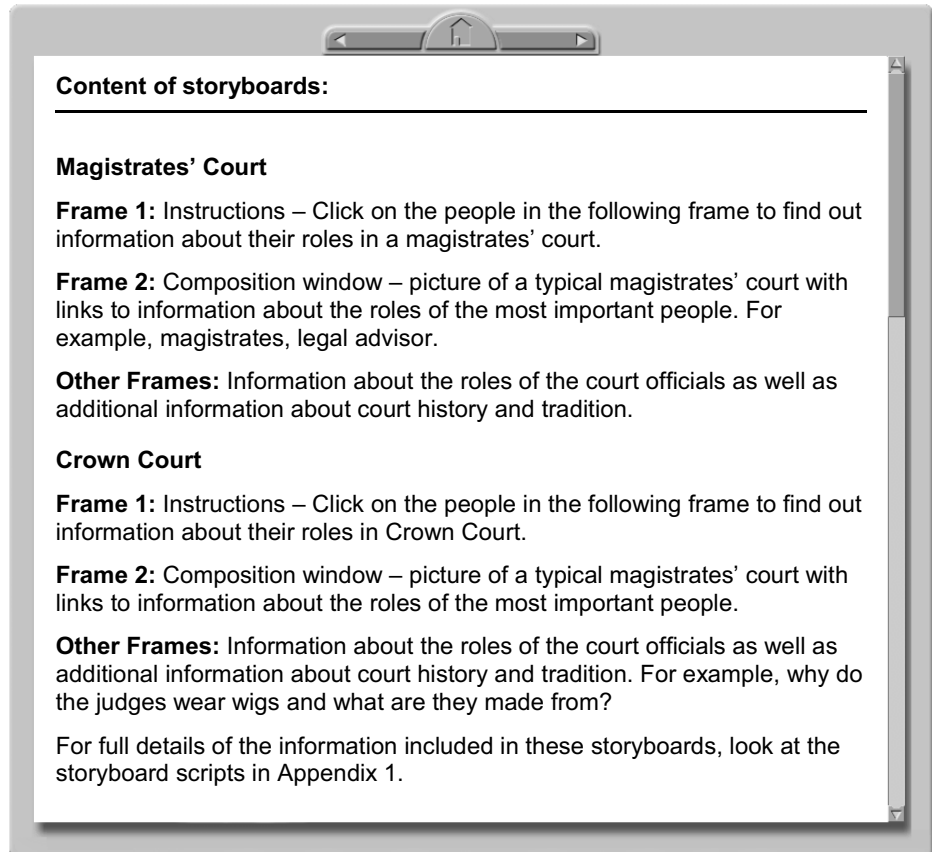
- They deal with more serious crimes; these are called indictable offences.
- A jury of 12 people decides if the defendant is guilty or not.
- Members of the jury must be between 18 and 70 and are chosen at random from the electoral register.
- A fully-qualified judge deals with all cases.
- The average cost of a contested trial is £13,500.

Judges have no restrictions when sentencing, as long as they do not exceed the maximum penalty for the crime committed.

3. Hold a short discussion on the difference between magistrates' courts and Crown Courts.

Development

4. At this point students can open up either or both of the **Magistrates' Court** or **Crown Court** interactive storyboards.



Content of storyboards:

Magistrates' Court

Frame 1: Instructions – Click on the people in the following frame to find out information about their roles in a magistrates' court.

Frame 2: Composition window – picture of a typical magistrates' court with links to information about the roles of the most important people. For example, magistrates, legal advisor.

Other Frames: Information about the roles of the court officials as well as additional information about court history and tradition.

Crown Court

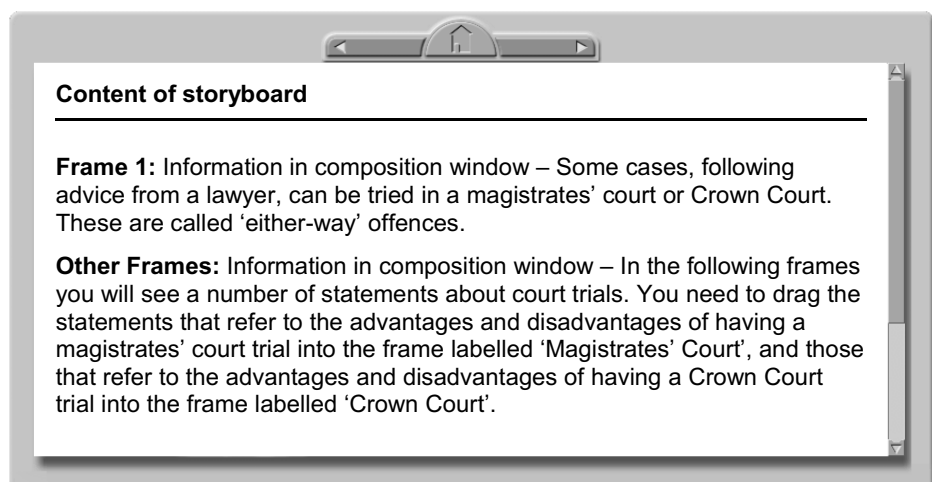
Frame 1: Instructions – Click on the people in the following frame to find out information about their roles in Crown Court.

Frame 2: Composition window – picture of a typical magistrates' court with links to information about the roles of the most important people.

Other Frames: Information about the roles of the court officials as well as additional information about court history and tradition. For example, why do the judges wear wigs and what are they made from?

For full details of the information included in these storyboards, look at the storyboard scripts in Appendix 1.

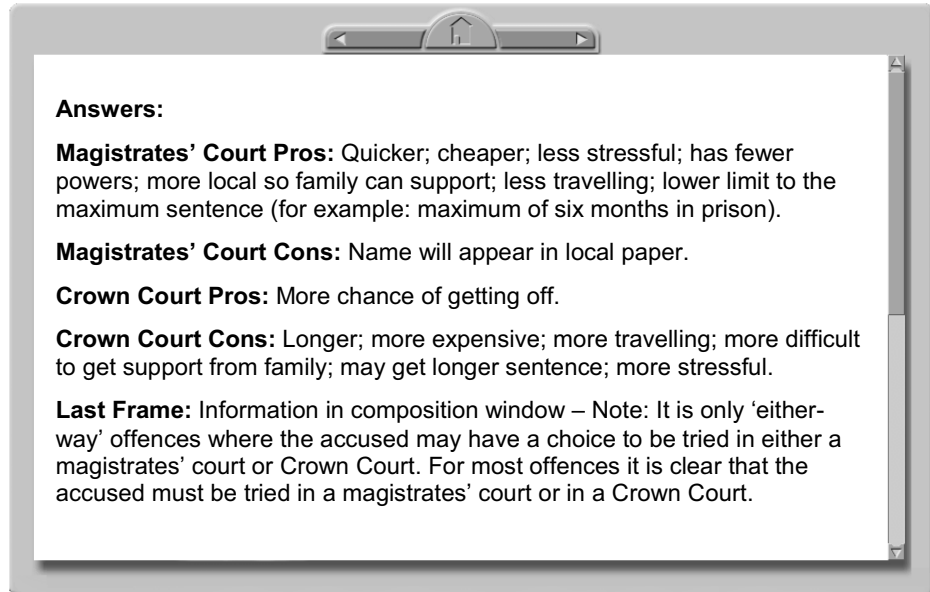
5. Students complete the **Pros and Cons** storyboard in order to investigate the differences of trial in a magistrates' court rather than a Crown Court.



Content of storyboard

Frame 1: Information in composition window – Some cases, following advice from a lawyer, can be tried in a magistrates' court or Crown Court. These are called 'either-way' offences.

Other Frames: Information in composition window – In the following frames you will see a number of statements about court trials. You need to drag the statements that refer to the advantages and disadvantages of having a magistrates' court trial into the frame labelled 'Magistrates' Court', and those that refer to the advantages and disadvantages of having a Crown Court trial into the frame labelled 'Crown Court'.

**Plenary**

6. Read Sheet 2.1 *Jason's Story* to the students to remind them of his alleged crime.
7. The students use Kar2ouche to produce a poster giving reasons why they would advise Jason to have his case tried in either a Crown Court or the magistrates' court.
8. Allow some groups the opportunity to present their argument to the class using their poster as a visual aid.

**Extension/
Homework**

9. Arrange for a local magistrate to visit your classroom. Ask the students to look in the local newspaper and record the types of crime tried in a magistrates' court or Crown Court.

Student Notes

Unit 2.2 Criminal Courts

Objectives

The activities in this unit will give you the opportunity to investigate different types of adult courts and investigate the roles of the officials involved.

Outcomes

By working through this activity you will:

- complete a storyboard to find out about Crown Courts and magistrates' courts
- complete interactive storyboards to investigate the history of and procedures in courts as well as the roles of the important people involved
- consider the differences of trial in a magistrates' court rather than Crown Court.

Resources


To complete the activity you will need:

- Kar2ouche *Criminal Law*
- Sheet 2.1 *Jason's Story*

Activities

Introduction

1. Open the **Courts** storyboard. This storyboard describes the two types of adult criminal courts: the magistrates' court and Crown Court. Complete the storyboard by deciding whether the cases shown should be tried in a magistrates' court or Crown Court.

[click here](#)  to open the **Courts** storyboard.

2. Take part in a short discussion on the differences between a magistrates' court and Crown Court.

Development

3. Open either or both of the **Magistrates' Court** or **Crown Court** interactive storyboards. Your teacher will tell you which to choose. Watch the storyboard to find out information about the two types of court.

[click here](#)  to open the **Magistrates' Court** storyboard.

[click here](#)  to open the **Crown Court** storyboard.

4. Complete the **Pros and Cons** storyboard in order to investigate the differences of trial in the magistrates' rather than Crown Court.

[click here](#)  to open the **Pros and Cons** storyboard.

Student Notes**Plenary**

5. Read Sheet 2.1 *Jason's Story* to remind you of his alleged crime.
6. Using Kar2ouche produce a poster giving the reasons you would advise Jason to have his case tried in the magistrates' court or Crown Court.
7. If asked, present your arguments to the class using your poster as a visual aid.

Extension/Homework

8. Look in the local newspaper and record the types of crime tried in the magistrates' court or Crown Court.

Teacher Notes

Unit 2.3 In Court

Key Stage/Year Key Stage 3/Years 8/9

Group Organisation Some small group work, but mainly in pairs with some class discussion.

Suggested Timing Two to three lessons.

Overview of Task

In this unit students have the opportunity to examine procedures in the Crown Court and the roles of the defence and prosecution lawyers.

Key Words: lawyer, prosecution, defence, procedure

Objectives

All students will: understand that a court consists of a number of people with different jobs and responsibilities.

Most students will: understand that courts need to follow certain procedures.

Some students will: understand the role that courts play in society.

Curriculum References

National Curriculum

KS3 Citizenship

1 Knowledge and understanding about becoming informed citizens

Pupils should be taught about: **1a** The legal and human rights and responsibilities underpinning society, basic aspects of the criminal justice system and how both relate to young people; **1g** the importance of resolving conflict fairly.

2 Developing skills of enquiry and communication

Pupils should be taught to: **2a** think about topical, spiritual, moral, social and cultural issues, problems and events by analysing information and its sources, including ICT-based sources; **2b** justify orally and in writing a personal opinion about such issues, problems or events; **2c** contribute to group and exploratory discussions, and take part in debates.

3 Developing skills of participation and responsible action

Pupils should be taught to: **3a** use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own; **3c** reflect on the process of participating.

KS3 PSHE

2 Developing a healthy, safer lifestyle

Pupils should be taught: **2d** basic facts and laws.

Outcomes

By the end of this activity, students will have:

- completed storyboards enabling them to consider court procedures
- used a storyboard to investigate the difference between defence and prosecution lawyers, and have taken on one of their roles
- completed an interactive storyboard to test their knowledge of law and the courts.

Resources

Kar2ouche *Criminal Law*

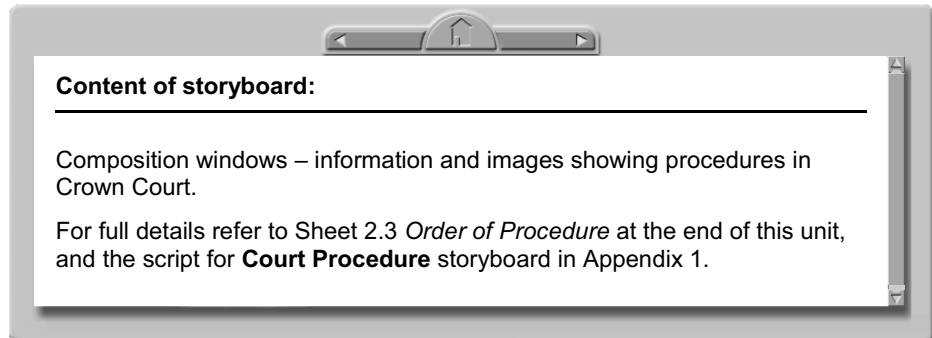
- **Court Procedure** storyboard
- **Charges** storyboard
- **Prosecution Lawyer's Starter** storyboard
- **Defence Lawyer's Starter** storyboard
- **Decision** storyboard
- **The Law** storyboard
- **Report** storyboard

Sheet 2.3 *Order of Procedure*

Activities

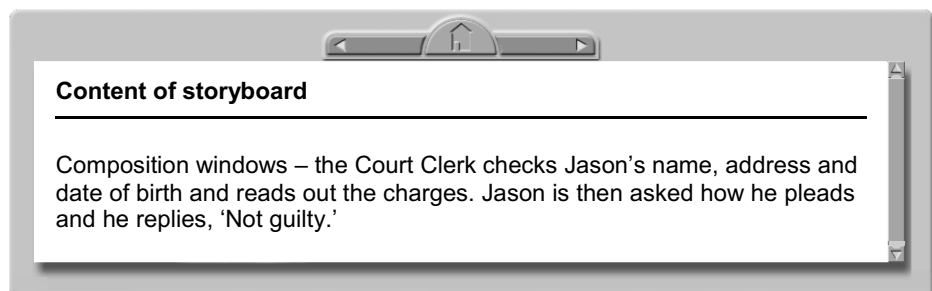
Introduction

1. This activity continues from Unit 2.1 and is based on Jason's trial in the Crown Court. The students load and watch the **Court Procedure** storyboard.

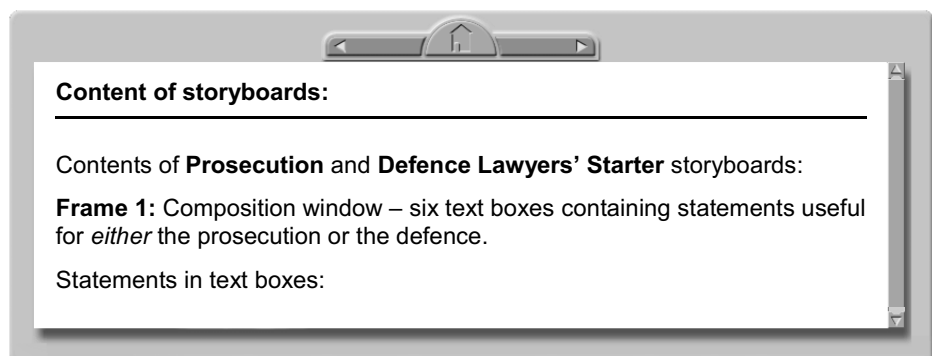


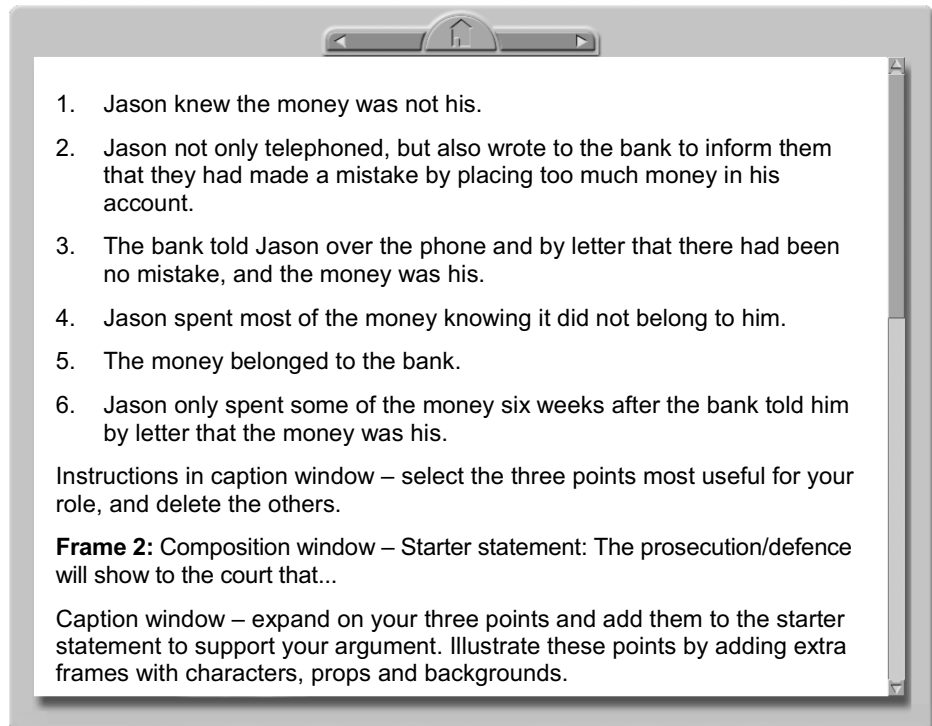
Development

2. Students watch the **Charges** storyboard to see the start of Jason's trial. You may wish to remind students of Jason's story at this point.



3. Take a class vote to ascertain whether the class thinks that Jason is guilty or not.
4. Split the class into two groups. Inform one group that they are going to take the role of the prosecution, while the other group will represent the defence.
5. Instruct one group to load and work through the **Prosecution Lawyer's Starter** storyboard while the other group works on the **Defence Lawyer's Starter** storyboard.





1. Jason knew the money was not his.

2. Jason not only telephoned, but also wrote to the bank to inform them that they had made a mistake by placing too much money in his account.

3. The bank told Jason over the phone and by letter that there had been no mistake, and the money was his.

4. Jason spent most of the money knowing it did not belong to him.

5. The money belonged to the bank.

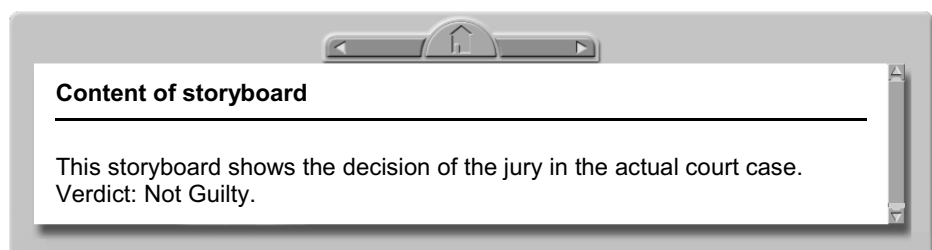
6. Jason only spent some of the money six weeks after the bank told him by letter that the money was his.

Instructions in caption window – select the three points most useful for your role, and delete the others.

Frame 2: Composition window – Starter statement: The prosecution/defence will show to the court that...

Caption window – expand on your three points and add them to the starter statement to support your argument. Illustrate these points by adding extra frames with characters, props and backgrounds.

6. Students complete the storyboard which presents the case for either the defence or the prosecution.
7. Give some students from each of the two groups the opportunity to show their storyboards to the class.
8. Hold a discussion on the storyboards drawing out why prosecution and defence lawyers present their cases differently.
9. Hold a second vote to find out if any students have changed their minds after watching both starter storyboards and listening to the resulting discussions.
10. Ask the students to watch the **Decision** storyboard to find out what the court decided in this case and the procedures involved.



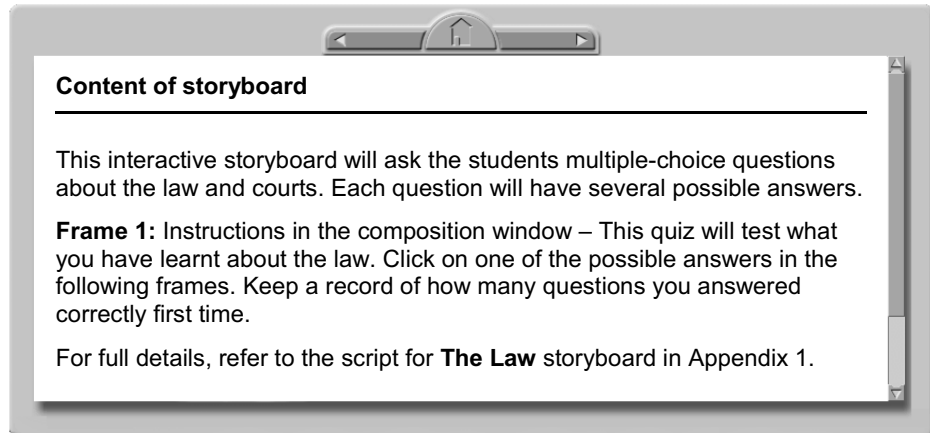
Content of storyboard

This storyboard shows the decision of the jury in the actual court case.
Verdict: Not Guilty.

11. Hold a class discussion on any issues arising from the court's decision.
12. Ask students if they think this decision is fair and just, and what money – if any – Jason should repay to the bank?

Plenary

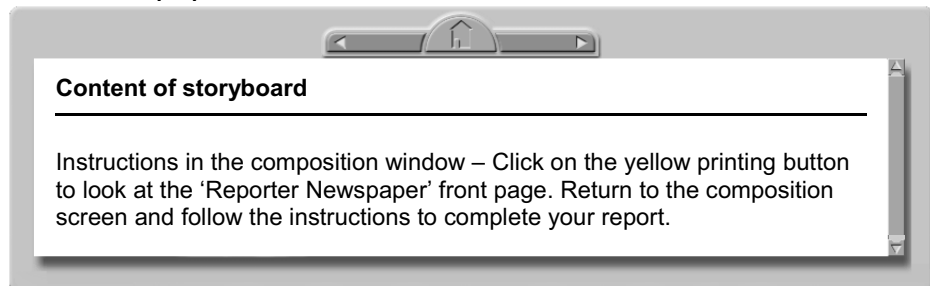
13. Instruct the class to load and complete the interactive **The Law** storyboard to evaluate the level of understanding the students have of the law and court protocol.



14. Discuss any issues arising from the answers.

**Extension/
Homework**

15. Students start a brand new storyboard, or open the **Report** storyboard and write a report on this case for the front page of their local paper.



Student Notes

Unit 2.3 In Court

Objectives

In this unit you will have the opportunity to find out about procedures in the Crown Court and the roles of the defence and prosecution lawyers.

Outcomes

By working through this activity you will:

- find out about the procedures in court
- complete a storyboard enabling you to explore the role of a defence or prosecution lawyer
- answer questions in an interactive storyboard about law and court.

Resources

To complete the activity you will need:

- Kar2ouche *Criminal Law*

Activities


Introduction

1. Open and watch the **Court Procedure** storyboard.


[click here](#)  to open the **Court Procedure** storyboard.

Development

2. Watch the **Charges** storyboard to see the start of Jason's case.


[click here](#)  to open the **Charges** storyboard.

3. Take part in a class vote to decide if Jason is guilty.
4. Following your teacher's instructions, load and work through either the **Prosecution Lawyer's Starter** or the **Defence Lawyer's Starter** storyboard.

[click here](#)  to open the **Prosecution Lawyer's Starter** storyboard.

[click here](#)  to open the **Defence Lawyer's Starter** storyboard.

5. Complete the storyboard by taking on the role of either the defence or prosecution lawyer.
6. If asked, show your storyboard to the class.
7. Join in a discussion about why the prosecution and defence lawyers present their cases differently.
8. Vote on whether or not you still think Jason is innocent or guilty.
9. Watch the **Decision** storyboard to find out what the court decided.

[click here](#)  to open the **Decision** storyboard.

10. Join in with a class discussion on any issues arising from the decision.

Student Notes

Plenary


11. Load and complete **The Law** interactive storyboard.


[click here](#)  to open the **The Law** storyboard.

12. Discuss any issues arising from the answers.

Extension/Homework

13. Use a brand new storyboard (or, if you prefer, open the **Report** storyboard) and write a report on this case for the front page of your local paper.

[click here](#)  to open a new storyboard.

[click here](#)  to open the **Report** storyboard.

Sheet 2.3

Order of Procedure

Usher: Checks defendant is in the dock. Bows to the court. Informs the judge when the court is ready to start. Asks the court to rise when the judge enters.

Judge: Enters the courtroom and bows to the court before sitting down. Lawyers and other court staff bow in return.

Court Clerk: Stands and informs the judge who the lawyers are and identifies defendant. He or she reads out the charge and asks the defendant if they are guilty or not guilty.

Defendant: Pleads guilty or not guilty.

Judge: Asks the defendant to be seated.

Clerk: Swears in the jury.

1st Prosecution Lawyer: Stands up and makes the opening speech telling the jury what the case is about. Calls up the first prosecution witness.

Usher: Takes the witness to the stand and swears the witness in.

1st Prosecution Lawyer: Questions the witness.

1st Defence lawyer: Cross-examines the witness.

1st Prosecution Lawyer: Re-examines the witness.

Usher: Takes witness back to seat.

This procedure continues until the prosecution have called all their witnesses.

1st Prosecution Lawyer: Once this has been completed says, 'That is the case for the prosecution.'

1st Defence Lawyer: Calls up first defence witness.

Usher: Takes witness to the witness stand and swears in.

1st Defence Lawyer: Questions witness.

1st Prosecution Lawyer: Cross-examines witness.

Usher: Takes witness back to seat.

This procedure continues until the defence have called all their witnesses.

1st Prosecution Lawyer: Makes closing speech on behalf of the prosecution.

1st Defence Lawyer: Makes closing speech on behalf of the defence.

Judge: Summarises the case and advises jury on relevant points of law.

Jury: Members of the jury leave the court to consider the evidence and reach a verdict.

Usher: Orders the court to rise.

Jury: Return to the court when they have reached a decision.

Usher: Orders the court to rise.

Foreman: States verdict.

Judge: Discharges the accused or passes sentence depending on the verdict.

Appendices

Appendix I

Text and Audio Files

The following text replicates the contents of the text/audio palette in Kar2ouche, and is included here for your reference when planning activities for students.

Text/audio for Unit 1.1 Crime

Crime storyboard

Student	Scenario 1
Narrator	A company refuses to promote someone on grounds of the colour of their skin.
Mr Meyer	Sorry, Mr Ahmed, you do not fulfil the criteria for this post and therefore your application has failed.
Student	Scenario 2.
Narrator	A man drives off from a pub after having too much to drink.
Helen	Come on Dave. Give me your keys. You've drunk too much to drive.
Dave	I'm OK. It's only a short drive home.
Student	Scenario 3.
Narrator	A girl throws litter in the street.
Thandie	You should have put that in a bin.
Esther	You must be kidding. Anyway, I'm keeping someone in a job.
Student	Scenario 4.
Narrator	A shop refuses to give any money back to a woman who is returning some clothes she found to be faulty.
Sue	When I got home I discovered that the zip on these didn't work. I have decided that I would like my money back.
Shop assistant	Sorry. It is company policy not to refund money once the customer has left the shop.

Types of Wrongs storyboard

Student	Situation 1. A boy playing football.
Ankush	Come on, Ref! That was a foul!
Student	Situation 2. A man doing some gardening.
Neighbour	You can't cut down that hedge! It's on my land and you have not asked my permission to cut it.
Student	Situation 3. Two women in a pub.
Helen	If you look at me again, I'll smack you.
Jessica	Who do you think you are?
Helen	You cheeky mare! Here, have this! (slapping sound)

Law storyboard

Narrator	Look at the following situations. Decide what type of law has been broken: civil or criminal. You may decide that no law has been broken, but what happens is still morally wrong. Click on the answer you choose.
Narrator	Situation 1: A man driving his car at 40 miles per hour in a 30 miles per hour zone.
Tony Thorpe	Correct. It is a criminal offence to drive a vehicle at a speed in excess of that specified for a particular road. Speeding is an absolute offence, which means that it's no defence for the driver to state that he or she was not aware that they were going so fast, or that the road was empty and there was no danger of any kind of accident. Police, fire brigade and ambulance vehicles are exempt from speed limits – but only if breaking the speed limit is essential.
Narrator	Situation 2: A 14-year-old boy reading his elder sister's private diary.
Tony Thorpe	Correct. It is unlikely that the boy has committed a crime in reading his sister's diary, but most people would think that he was morally wrong to invade his sister's privacy in this way.
Narrator	Situation 3: A woman keeps £60 she found left in a cash machine.
Tony Thorpe	Correct. Almost certainly the woman has committed an offence of theft. Theft is defined in law as dishonestly taking something that belongs to someone else, with the intention of permanently depriving them of it. In order to remain within the law, the woman should do as much as she reasonably can to find the owner. In normal circumstances, this would mean returning the money to the bank, which would almost certainly be able to trace the person, from whose account it had been withdrawn. An offence is committed at the point at which the woman decided to keep the money, and not return it to its legal owner.

- Narrator Situation 4: A company sacks an employee without giving a reason.
- Tony Thorpe Correct. An employee, who believes that they have been sacked unfairly, may take their claim to an employment tribunal, as long as they have worked for that employer continuously for a period of a year or more. However before doing this, they should seek advice from a solicitor, an employment adviser, or their trade union representative. Anyone who is dismissed from their job is entitled to have the reason for their dismissal in writing from their employer within 14 days of the request.
- Narrator Wrong. Try another answer.
- Narrator Situation 5: Two 13-year-old boys in woods near their home using an air rifle to shoot crows.
- Tony Thorpe There are at least two offences being committed here. Firstly it is an offence for anyone under 14 to have or use an air weapon in any place (except a shooting gallery or rifle club) unless they are being supervised by someone aged 21 or over. Secondly, although crows are often regarded as pests, a general licence is required by anyone who tries to shoot them.
- Narrator Situation 6: A 14-year-old boy breaks into a house to steal money.
- Tony Thorpe Correct. By breaking into the house and intending to steal, the boy is committing burglary. Even if he doesn't take anything, it is still a crime – a key point here is the boy's intention.

Text/audio for Unit 1.2 Offenders

Caught storyboard	Store Detective	Excuse me, girls. I have reason to believe that you have left the store with some goods that you have not paid for. You need to come back inside with me.
	Esther	I'm out of here.
Dilemma storyboard	Narrator	Complete the storyboard by filling in the thought bubbles to show what Nisha may be thinking in response to the questions from the police interviewer.
	Policewomen	Can you explain why these clothes were found in your bag?
	Policewomen	Have you got a receipt for the goods?
	Policewomen	Did anyone help you?
	Policewomen	You know we detained another girl, Thandie. Why was she talking to the assistant?
	Policewomen	Do you know the name of the girl who ran away?
	Policewomen	Why did you try to escape from the store detective?

Text/audio for Unit 2.1 Jason's Dilemma

Jason's Incident storyboard	Jason	I think the bank have made a mistake.
	Helen	What do you mean?
	Jason	This statement says I've got over £12,000 and I know I've only got around £2,000! What shall I do?
Telephone storyboard	Jason	I've just received my statement and there's £10,000 too much in it. I think you've made a mistake.
	Bank Clerk	I'll check. Give me a few moments.
	Bank Clerk	No, everything is in order. The money is yours.
	Jason	I rang the bank today, and told them they'd made a mistake on my statement.
	Helen	What did they say?
	Jason	They said everything was in order, and there had been no mistake. What shall we do? Should we keep the money or not?
	Helen	If we keep it, is that breaking the law?

Letters storyboard

Narrator	Jason writes a letter to his bank insisting that the money is not his and they have made a mistake.
Narrator	Two weeks later.
Jason	I've got it in writing from the bank! They say there's been no mistake. But I don't understand where the money came from. I know it's not mine.
Helen	What are you going to do now?
Sue	If I were you, I'd keep it. Banks are really rich, so they won't miss the money.

Jason's Decision storyboard

Narrator	Jason decides to spend some of the money and buys a car.
Narrator	He also spends some money on decorating his house.
Narrator	One month later Jason receives a call from the bank
Bank Clerk	Hello, Mr Watson. I am ringing to inform you that someone of the same name as you paid £10,000 into the bank, and it was put into your account by mistake.
Bank Clerk	You will need to return the money to the bank.
Jason	I have spent most of the money, but I am happy to return what is left – about £2,000.
Narrator	Jason gave them what he had left. However, the bank decided to inform the police, as he had failed to return all of the money.
Narrator	Three months after first receiving the bank statement, Jason is arrested for theft.
Police officer	Jason Watson, I am arresting you under the suspicion of theft. You do not have to say anything, but it may harm your defence if you do not mention something when questioned that you later rely on in court. Anything you do say may be given in evidence. You need to accompany us to the police station.

Rights storyboard

Narrator	When Jason arrives at the police station, the custody officer is required to tell Jason that he is entitled to free legal advice or allow him to consult a solicitor at his own expense – whichever he prefers or can afford. He has the right to consult a solicitor, in private and have the solicitor present whilst he is being questioned.
Narrator	The custody officer will make a decision whether there is sufficient evidence to charge him with an offence and whether he should be detained in custody or released.
Narrator	If he is detained, the custody officer is required to explain the reason.

**My Rights
storyboard
(interactive)**

Narrator	Jason has the right to have someone told that he has been arrested, and where he is being detained.
Narrator	He has the right to telephone one person.
Narrator	He must be provided with food, drink and (where necessary) clothing, allowed access to lavatories and washing facilities, and held in a clean and well-ventilated environment.
Narrator	In general, the police do not have to allow anyone to see Jason except a solicitor. However, the custody officer does have the discretion to allow other people to see him while in custody provided it does not hinder the investigation.
Narrator	When you are arrested, what must you be told?
Nisha	Correct. If the police decide to arrest you they must tell you the reason.
Narrator	After arrest, you must be informed of your...
Nisha	Correct. The arresting officer must inform you of your rights.
Police officer	You do not have to say anything, but it may harm your defence if you do not mention something when questioned that you later rely on in court. Anything you do say may be given in evidence.
Narrator	If you are under 17, are you allowed to see any of these people?
Nisha	Correct. If you are under 17, you have the right to have a parent/guardian or other 'appropriate adult' with you before and when you are being questioned.
Nisha	No. Only at the discretion of the custody officer, and if it does not hinder the investigation.
Narrator	When is your solicitor allowed to be present?
Nisha	Correct. You have the right to consult a solicitor in private, and have the solicitor and 'appropriate adult' present when you are being questioned.
Narrator	Which of these have you the right to do after you have been arrested?
Nisha	Correct. You have the right to have someone informed where you are being detained, and to make one phone call.
Narrator	Wrong. Try another answer.

Text/audio for Unit 2.2 Criminal Courts

Courts storyboard

Narrator	Magistrates' court.
Narrator	All cases go to a magistrates' court to see if there is a case to answer and to consider bail.
Narrator	Over 95% of all criminal cases are tried here.
Narrator	Deals with less serious offences; these are called summary offences.
Narrator	Cases involving people under 18 are normally dealt with in a youth court and heard by specially-trained magistrates.
Narrator	There is no jury. The magistrates decide whether the defendant is guilty.
Narrator	Cases are dealt with by up to three magistrates.
Narrator	Magistrates often come from the local area and are aged between 27 and 70.
Narrator	Some magistrates have legal qualifications; most have not.
Narrator	Magistrates may sentence offenders to up to six months in prison, fines up to £5,000 for adult offenders over 21, plus a whole range of other sentences.
Narrator	For more than one offence, a total of 12 months in prison can be imposed.
Narrator	Average cost of a contested trial is £2,500.
Narrator	Crown Court.
Narrator	Deals with more serious crimes; these are called indictable offences.
Narrator	A jury of 12 people decides if the defendant is guilty or not guilty.
Narrator	Members of the jury must be between 18 and 70 and are chosen at random from the electoral register.
Narrator	A fully-qualified judge deals with all cases.
Narrator	Average cost of a contested trial is £13,500.
Narrator	Judges have no restrictions when sentencing as long as they do not exceed the maximum penalty for the crime committed.

Magistrates' Court storyboard

Narrator	Click on the people in the following frame to find out information about their roles in a magistrates' court.
Magistrate	We decide whether the defendant is 'guilty' or 'not guilty' – unless the defendant pleads guilty, which people often do. During the trial, we make notes of the important evidence and the law. We make our decision only on what has been said in court.
Narrator	To find out more about magistrates, click here.
Magistrate	I spend between 15 and 25 days a year in court and more time being trained. There are about 28,000 of us in England and Wales and there are about 900 magistrates' courts around the country.
Usher	I ensure that the trial runs as smoothly as possible. I make sure that the witnesses sit in the right place, and I also show the public where to sit. When the magistrates are ready to enter the court, I ask everyone to stand. I do the same when the magistrates leave the court. My other task is to escort the witnesses to and from the witness box where they are sworn in.
Narrator	To find out more about the 'swearing in' process, click here.
Usher	The witness taking the oath swears to tell the truth, while holding the Bible or the Holy Book of their religion. If they prefer, they can affirm – that is to promise to tell the truth. If they want to do this, they can either tell the court when they are in the witness box, or tell the Usher before they go in.
Legal Advisor	I am a lawyer. My job is to make sure that the magistrates understand all the law that they need in order to deal with each case properly. I announce the defendant, and read the charge against them. At the end of the trial, I read out a summary of the law that applies to the case.
Defence Lawyer	My job is to present the defendant's case, and to show why the prosecution have not proven their case.
Prosecution Lawyer	I present the facts, and try to persuade the magistrates why the state believes that the defendant is guilty of the crime.
Defendant	I am the person charged with an offence. I explain my version of what happened.
Witness	I give my version of what happened. I speak from the witness box after I have agreed to tell the truth by being sworn in. I answer questions from both prosecution and defence lawyers.

Crown Court storyboard

Member of Public	We are allowed to attend any adult criminal court but we are normally not allowed to watch a youth court.
Press	I write articles about the trial for the local or national press. I cannot take photographs inside the court and, if children and young people are involved, I am not allowed to state the defendant's name without the court's permission.
Narrator	Click on the people in the following frame to find out information about their roles in Crown Court.
Judge	I make sure that the trial is conducted fairly, according to the law. I decide whether evidence can be allowed, and do my best to make sure that the jury are clear about the facts and questions they need to consider when deciding whether the accused is guilty or not guilty. If the jury reach a guilty verdict, it is my job to sentence the offender.
Narrator	To find out more about judges' court dress, click here.
Narrator	Click on one of the objects to find out more information.
Judge	Wigs have a long history, and by 1680 most judges and lawyers wore wigs in court. They used to be made of real hair, and people with little money would sell their hair to the local wig-maker. The hair of dead people was also used! Eventually, wigs were made of horsehair and in different styles for judges and lawyers. Wigs are still worn in over 20 countries worldwide.
Judge	Judges, lawyers and other court officials wear robes. We wear robes of different colours depending on our rank, and whether we are involved in a criminal or civil case. Solicitors and other court officials wear black robes.
Judge	A white band worn around the neck forms part of our court dress. It is made up of two strips of white linen, which hang down at the collar.
Court Clerk	I read out details of the offence of which the accused is charged. I make sure that the jury and all the witnesses are properly sworn in, and look after all the documents for the trial. At the end of the trial, I ask the jury what verdict they have reached.
Narrator	To find out more about swearing in the jury, click here.
Court Clerk	The 12 members of the jury are asked to swear that they will give a true verdict 'according to the evidence'. Religious people swear on their own book of faith, while others can 'affirm' by giving a solemn promise to give a true verdict.

Defence Lawyer	My job is to present the defendant's case, and to show why the prosecution have not proved their case.
Prosecution lawyer	I present the facts, and try to persuade the jury why the state believes that the defendant is guilty of the crime.
Foreman of the Jury	We listen to the evidence presented in court, and then decide whether the accused is guilty of the crime of which they are charged. If we find the person guilty, we must be absolutely sure of our decision. If not, we must find the accused 'not guilty'.
Defendant	I am the person charged with an offence. I explain my version of what happened.
Witness	I give my version of what happened. I speak from the witness box after I have agreed to tell the truth by being sworn in. I answer questions from both prosecution and defence lawyers.
Court Reporter	I make an official record of the case as it proceeds, and am responsible for recording the evidence and the judge's summing-up.
Dock Officer	I accompany the defendant in the dock and am responsible for his or her security.
Member of Public	I may sit in the public seating area to hear and see what is happening.
Press	I write articles about the trial for the local or national press. I cannot take photographs inside the court, and sometimes am not allowed to state the defendant's name.

Pros and Cons storyboard

Narrator	In the following frames you will see a number of statements about court trials. You need to drag the statements that refer to the advantages and disadvantages of having a magistrates' court trial into the frame labelled 'Magistrates' Court', and those that refer to the advantages and disadvantages of having a Crown Court trial into the frame labelled 'Crown Court'.
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Text/audio for Unit 2.3 In Court

Court Procedure storyboard

Usher	I check that the defendant is in the dock and then bow to the court. I then inform the judge that the court is ready to start. I ask the court to rise when the judge enters.
Judge	I enter the courtroom and bow to the court before sitting down.
Narrator	Lawyers and other court staff bow in return.
Court Clerk	I stand and inform the judge who the lawyers are, and identify the defendant. I then read out the charge and ask the accused if he or she is guilty or not guilty.
Defendant	I reply guilty or not guilty.
Prosecution Lawyer	I stand up and make the opening speech. Then I call up the first prosecution witness.
Usher	I take the witness to the stand, and swear them in.
Prosecution Lawyer	I question the witness.
Defence lawyer	I have the opportunity to cross-examine the witness.
Prosecution Lawyer	I then re-examine the witness to clear up any confusion, but I can't ask about new things.
Usher	I return the witness to their seat.
Narrator	This procedure continues until the prosecution have called all their witnesses.
Prosecution Lawyer	When I have questioned all my witnesses, I announce to the court, 'That is the case for the prosecution.'
Defence Lawyer	I call up the first defence witness.
Usher	I take the witness to the witness stand and swear them in.
Defence Lawyer	I question the witness.
Prosecution Lawyer	I cross-examine the witness.
Usher	I take the witness back to their seat when all questions are finished.
Narrator	This procedure continues until the defence have called all their witnesses.
Prosecution Lawyer	I make the closing speech on behalf of the prosecution to the jury, explaining how I think the charges are proved.
Defence Lawyer	I make the closing speech on behalf of the defence to the jury explaining why I think the evidence doesn't amount to sure proof that the defendant did what they were accused of.

Judge	I sum up the case to the jury, and advise them on points of law relevant to the case.
Usher	I ask the court to stand up.
Foreman of the Jury	We leave the court and go to a separate room to consider the evidence and reach a verdict.
Usher	I ask the court to stand up.
Judge	I also leave the court at this point.
Judge	I return to the court after being informed that the jury has reached a decision.
Foreman of the Jury	We return to the court when we have reached a decision.
Foreman of the Jury	I read out the jury's verdict.
Judge	I pass sentence or set the accused free, depending on the verdict.

Charges storyboard

Court Clerk	Please rise.
Court Clerk	Are you Jason Watson of 14, Brooker Place, Enmington, Hertfordshire? And is your date of birth 1st November 1966?
Jason	Yes.
Court Clerk	You are charged under Section 5 of the Theft Act 1968 that you dishonestly obtained property by another's mistake.
Court Clerk	How do you plead? Guilty or not guilty?
Jason	Not guilty.

Decision storyboard

Court Clerk	Have you reached a verdict?
Foreman	Yes.
Court Clerk	Do you find the accused guilty or not guilty?
Foreman	Not guilty.
Judge	You are free to go.

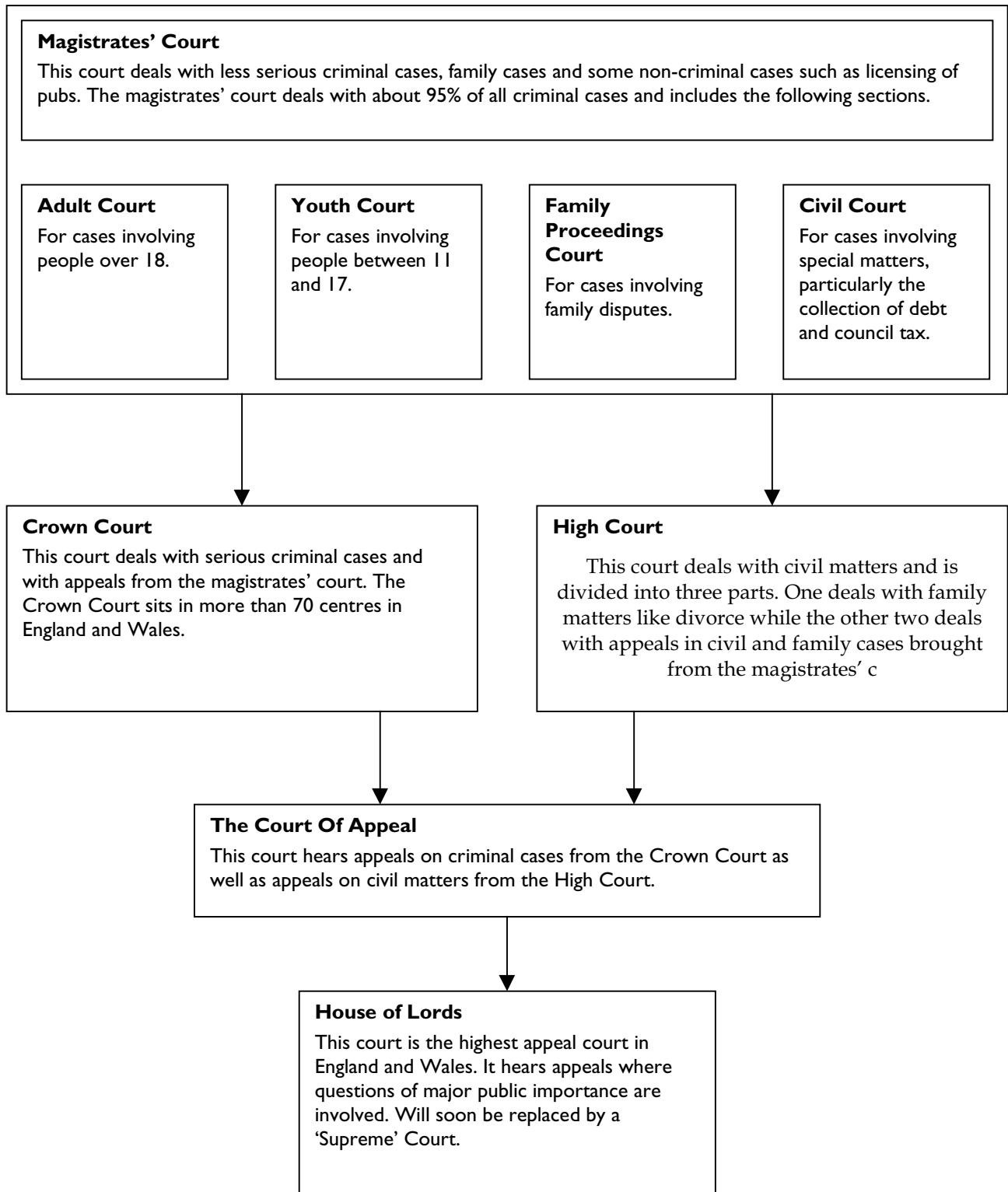
The Law storyboard

Narrator	This quiz will test what you have learnt about the law. Click on one of the possible answers in the following frames. Keep a record of how many questions you answered correctly first time.
Narrator	What is the name of the person on trial in a criminal court?
Esther	Well done. Also can be called the accused.
Nisha	Unlucky. Try another answer.

Narrator	What is the name of the court where serious criminal offences are tried?
Esther	Well done. The crimes tried in this court are called indictable offences.
Narrator	What is the name of the court where over 95% of all criminal offences are dealt with?
Esther	Well done. The crimes tried in this court are called summary offences.
Narrator	Which court official swears in the witnesses?
Esther	Well done.
Narrator	What is the role of the court usher?
Esther	Well done. The Usher looks after the courtroom and the people in it.
Narrator	What is the maximum number of magistrates in a magistrates' court?
Esther	Well done. The most senior magistrate sits in the middle and is the Chair, the person in control of the court. The other magistrates who sit either side are called 'wingers'.
Narrator	What is the role of the prosecution lawyer?
Esther	Well done. The Crown Prosecution Service will usually employ the lawyers representing the prosecution.
Narrator	Who decides on the sentence if the defendant is found guilty?
Esther	Well done. The judge consults the defendants' lawyer, and also has a pre-sentence report from the probation officer to help decide on the sentence.
Report storyboard	Narrator Click on the yellow printing button to look at the 'Reporter Newspaper' front page. Return to the composition screen and follow the instructions to complete your report.

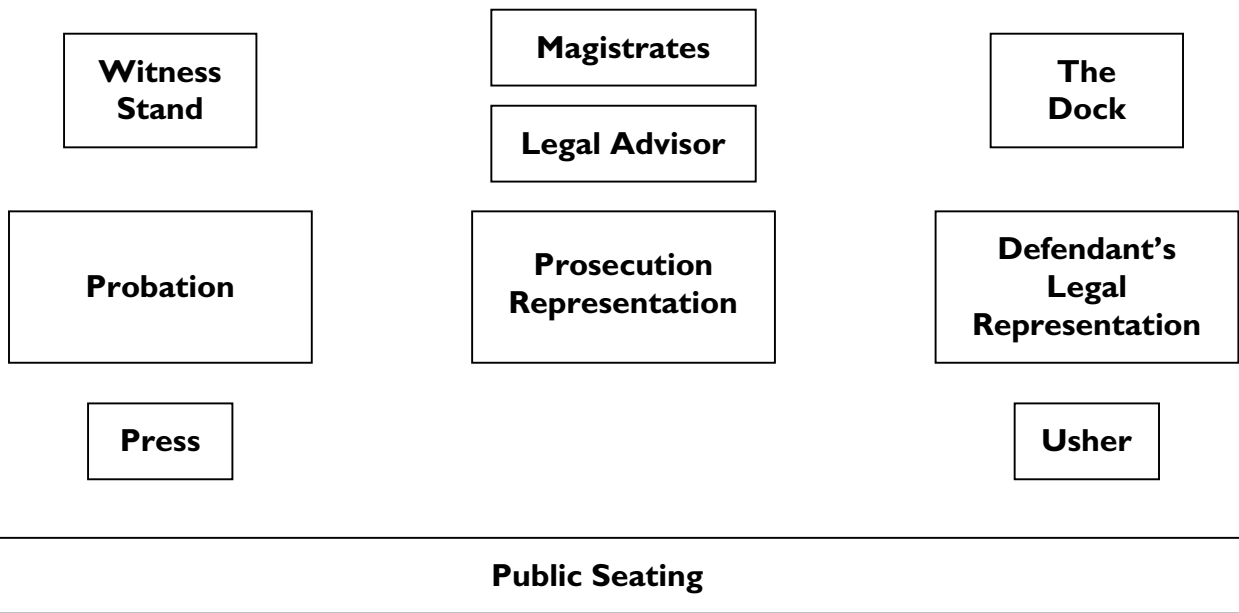
Appendix 2

The Court System in England and Wales

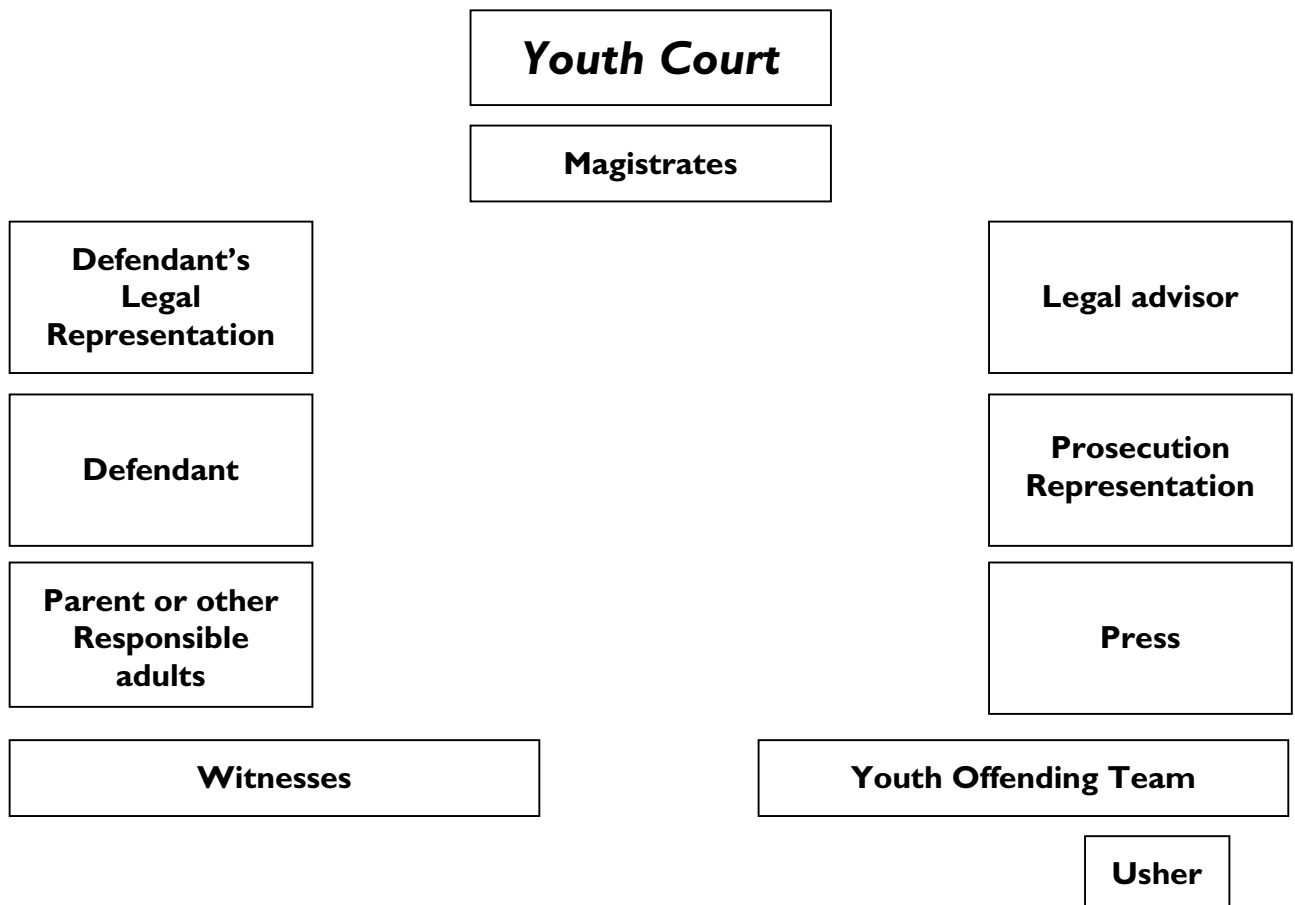


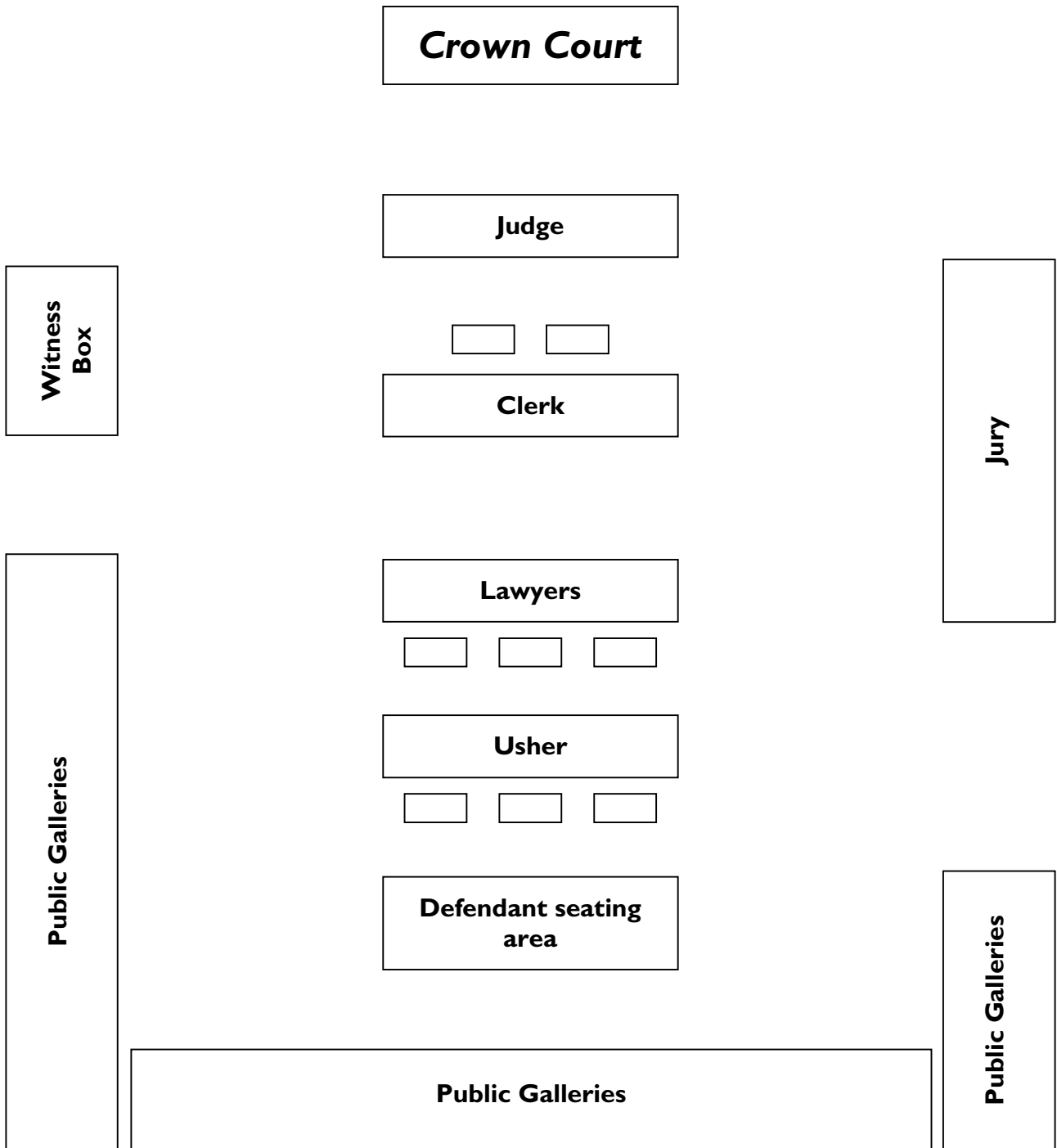
Courtroom Layouts

Adult Magistrates' Court



Youth Court





Appendix 3

Kar2ouche and Special Needs

It may be a truism to say that all children have special educational needs, but it does mean that you are always considering ways of differentiating the lessons that you teach in order to meet the requirements of individual students. A totally flexible learning and teaching tool, Kar2ouche is easily adapted to these needs so that you and/or a learning support assistant can create lessons that appeal to the full ability range from the least to the most able.

However, looking at the more widely-used definition of special needs as referring to those students who experience some kind of sensory or learning difficulty, on average 20% of students in comprehensive schools fall into this category. A number of studies have shown that computers can enhance the learning experience of these children.

From 1988-90 the Palm Project explored the effects of computers on pupils' autonomy in learning. The project found that not only were they more autonomous but also more motivated.

Glendon Ben Franklin in Leask, M Ed. (2001) *Issues in Teaching Using ICT*, Routledge.

In particular, multimedia products, such as Kar2ouche, appeal to a wide range of learning styles and have the advantage of being able to reinforce learning in a multi-sensory way through the use of visual and auditory stimuli. The fact that Kar2ouche enables students to create storyboards, animations and publications, plus manipulate and interpret text, also appeals to those with a preference for a kinaesthetic approach to learning.

Special needs children are often prevented from functioning effectively in lessons because much of the work required is based on reading and writing, skills that are often underdeveloped. In Kar2ouche all of the text is provided with a soundfile so that students can access information even if their reading skills are impaired. Listening to increasingly complex texts extends a student's vocabulary whilst also increasing his or her attention span. By following the text as they listen, students begin to recognise words and are provided with a real context for their learning.

In addition, Kar2ouche enables children to record their own voices, thus providing an alternative to writing. This provides immediate gratification and the ability to communicate with their peers in a way that increases their confidence. 'Nothing motivates children with

special needs more than success, especially when their peer group can see that success is demonstrated on an equal basis without allowances being made.' (Angela McGlashon in Gamble, N and Easingwood, N (2000) *ICT and Literacy, Continuum*.) Once confidence has been built, the speech and thought bubbles offer the opportunity for students to write in small bite-size chunks. This can be increased gradually by requiring students to produce a paragraph in the caption window and subsequently maybe use the writing frames and scaffolds provided in the education support packs that accompany the software.

The soundfiles and recording facility can therefore be seen to enable the learner to develop greater independence and this encourages them to continue with tasks that may once have been beyond them. Using Kar2ouche makes a range of curriculum areas far more accessible to non-readers and also to children whose first language is not English. These children often find reading the language far more difficult than speaking it.

As well as children with learning difficulties, Kar2ouche enhances the learning of children with behavioural problems, such as attention deficiency syndrome. In trials, these students found the multi-sensory and creative approach motivating, non-threatening and rewarding. It has been shown in a range of research that, students who experience difficulties interacting socially often find using computers less intimidating or confusing. However, ideal for pair or small group work, Kar2ouche can be used by you to encourage collaborative learning thereby supporting these students as they begin to develop the ability to express themselves in a social situation. Having rehearsed ideas in a small group they are then more confident when required to present their ideas to the class or an adult.

For students with visual impairment, you can go into the password-protected area to increase the size of the font. The soundfiles also help these children. Likewise the brief soundclips support dyslexic children many of whom find processing large amounts of information in a single unit difficult. They can also control the pace of the reading and repeat it as necessary thus allowing them to consolidate learning. For those whose hearing is impaired, the combination of text and exciting visual material is motivating and by being able to attach pre-recorded soundfiles, students are provided with an effective means to communicate with their hearing peers. The record and playback facility also allows children with less severe hearing problems to rehearse their enunciation in a safe environment before sharing with others.

Every effort has been made to make Kar2ouche a fully flexible learning and teaching tool, to enable children of all abilities to have fun whilst engaging in activities that challenge them appropriately as they develop skills, knowledge and understanding in a range of curriculum subjects. To this end we are continuing to listen to you, support research projects and use findings to develop additional features that will help to move learning forward.

