5 Crime & the Law

About this unit

The aim of this unit is to help students understand more about the law and how it affects them. It considers different types of crimes as well as the reasons people commit such crimes. The later part of the unit focuses on the roles of the police.

Key Curriculum Links

These links cover only the Key Concept and Range & Content sections of the national curriculum for citizenship. The Key Processes and Curriculum Opportunities covered will vary depending on how this resource is used.

Citizenship KS3, Key Concepts

1.1 Democracy and justice

a Weighing up what is fair and unfair in different situations, understanding that justice is fundamental to a democratic society and exploring the role of law in maintaining order and resolving conflict.

Contents

5.1 Why have laws? **3**

5.2 What different crimes are there? **14**

5.3 Why do people get in trouble with the law? **24**

5.4 Is it all right if you're not hurting anyone? **34**

5.5 Is there ever any excuse for crime? **44**

5.6 How should the police treat you? **53**

5.7 What kind of example do the police set? **63**

© Citizenship Foundation 2010

5 Crime & the Law

Key Curriculum Links

Citizenship KS3, Range & Content

a political, legal and human rights, and responsibilities of citizens
b the roles of the law and the justice system and how they relate to young people.

Citizenship KS4, Key Concepts

1.1 Democracy and justice

a Weighing up what is fair and unfair in different situations, understanding that justice is fundamental to a democratic society and exploring the role of law in maintaining order and resolving conflict.

Citizenship KS4, Range & Content

a political, legal and human rights and freedoms in a range of contexts from local to global
b the roles and operation of civil and criminal law and the justice system
c how laws are made and shaped by people and processes, including the work of parliament, government and the courts.

Opportunities for Active Citizenship

Young People and the Police - Students conduct a survey of attitudes towards the police drawing conclusions from their findings and suggesting ways of dealing with any issues that may arise. Students invite in a representative of the local police to present their findings to. Students reflect on their impact.

Preventing the Causes of Crime – Students produce a leaflet explaining the causes of crime and how young people can avoid them. They research how young people can avoid particular causes and include advice and support in their leaflets, e.g. drug and alcohol support services (see activity 5.2).

© Citizenship Foundation 2010

5.1 Crime & the Law

Why have laws?

Activity 5.1 Why have laws?

Learning Outcomes

Key Learning Outcome **The learner has:**	**Evidence**
Demonstrated the ability to identify three reasons for having laws.	Taken part in brainstorm and discussion on why we have laws. Completed 'We have laws because…' sheet.
Other Learning Outcomes **The learner has:**	**Evidence**
Shown knowledge of what a crime is.	Completed 'Crime or not?' sheet.
Shown knowledge of different roles within the justice system.	Taken part in 'law flash cards' activity.

Key Words

- **Crime:** something forbidden by the law
- **Offence:** another word for a crime
- **Rule:** something you are supposed to do/not do
- **Law:** a rule of a country
- **MP:** a Member of Parliament/a person involved in making laws

Resources

- 'Crime or not?' sheet, p. 9
- 'Crime or not?' answers, pp. 10-11
- 'Law flash cards', p. 12
- 'We have laws because…' sheet, p. 13

© Citizenship Foundation 2010

5.1 Crime & the Law

Why have laws?

Additional Resources

Resource	Source
Parliament's education service has videos to watch online or order on making laws as well as other topics.	www.parliament.uk/education/online-resources/videos.htm

- **Found a broken link?** Please email info@citizenshipfoundation.org.uk and let us know the unit, page number and link.

Activities

	Activity	Resources
Starter	Give students a copy of the 'Crime or not?' sheet and ask them to read through each of the actions and decide whether they are a crime or not. They can tick through what they think are crimes and put a cross through the ones they think are not crimes. Ask: ■ What is a crime? ■ Go through the answers.	Crime or not? sheet, p. 9 Crime or not? answers, pp. 10-11

© Citizenship Foundation 2010

5.1 Crime & the Law

Why have laws?

Activities

	Activity	Resources
Main Activity 1	Explain to your students that you are going to play a game of 'I Spy'. You go first, say a letter but select an item that begins with a different one. After a while, when it is clear students are not going to guess correctly or they just give up, announce the object. When students complain that it is unfair and that you are not supposed to do this, ask: ■ Is there a rule about that, then? ■ What does the rule say? Play a second game of 'I Spy' – this time, as soon as the first person makes a suggestion, say 'Wrong! I win again.' When students again complain that it is unfair and that you are supposed to do give them more than one chance, ask: ■ Is there a rule about that as well, then? ■ What does the rule say? ■ Are there any other rules you need to know to play 'I Spy'? If so, what are they? ■ What other games have rules? ■ Why do they have rules? ■ What are the rules for? ■ Who makes the rules? Next, explain how the rules of a game are like the laws of a country. Brainstorm with students some of the things we have laws about. Encourage students to think about the reasons for having laws: ■ Why do you think we have these laws? What are they for? (Answers might include: to protect people; to protect animals and the environment; to make things fairer; to help things to run more smoothly).	

© Citizenship Foundation 2010

5.1 Crime & the Law

Why have laws?

Activities

	Activity	Resources
Main Activity 2	Give students a set of the 'Law flash cards'. Ask them if there are any words on the cards they are unsure of. Go through the following questions asking students to hold up the flash card that they feel shows the answer. ■ Who makes the law? (Parliament) ■ Who decides people are guilty of breaking a law? (The Courts) ■ Who decides the punishment for breaking a law? (The Courts) ■ Who pursues and brings to justice those who break the law? (The Police) ■ Who makes sure the laws are upheld firmly and fairly? (The Police) ■ Who must follow the laws? (Everyone) Ask students to place the cards in order to show how justice/laws in the UK work. There is no exact way of doing this but students should be able to explain links between the different cards. Ask students if they understand how everyone is involved in making laws (electing politicians). Explain that we are also involved in the justice system if part of a jury, magistrates or witnesses.	Law flash cards, p. 12

© Citizenship Foundation 2010

5.1 Crime & the Law

Why have laws?

Activities

	Activity	Resources
Plenary	Ask students to note down as many ends to the sentence 'We have laws because…' as they can. They can the sheet if needed. This can be made into a game with the whole group taking it in turns to finish the sentence with students being eliminated if they can't come up with an answer.	'We have laws because…' sheet, p. 13
Further/ Additional Activities	Laws affecting me: Students brainstorm all the laws they can think of that affect and protect them. This can be developed further by making students decide which laws they think are most important and why.	

© Citizenship Foundation 2010

5.1 Crime & the Law

Why have laws?

Information Point

The law plays an important part in everybody's lives as a regulator of behaviour and to protect people and their property. The Young Citizen's Passport (YCP) is a comprehensive guide to the law for young people, including topics such as sex and relationships, family and education. If you have copies students could be asked to find out about a range of laws affecting them. The YCP can be purchased from Hodder Education.

Internet Research

Q1 Who is your local MP?

Q1 What sorts of laws has he or she been involved in making?

To find the answers, go to www.theyworkforyou.com and fill in your postcode, then look at your MP's 'voting record' and 'types of interest'.

Visitor Opportunity

There is an opportunity here for students to meet and question their local MP about the laws he or she has been involved in making or changing.

© Citizenship Foundation 2010

5.1 Crime & the Law

Why have laws?

Crime or not?

Spitting	**Sniffing glue**
Smoking weed	**Being a passenger in a stolen car**
Playing truant	**'Trick or treat'**
Dropping litter	**Not having a TV licence**
Smoking weed	**Carrying a knife**
Playing truant	**Sharing music files**
Dropping litter	**Bullying**

© Citizenship Foundation 2010

5.1 Crime & the Law

Why have laws?

Crime or not? Answers

Spitting
A crime in most cases if someone is spat at deliberately (assault), but not if accidental.

Smoking weed
A crime. Cannabis is an illegal Class B drug. If you are found guilty of this, you could be looking at a prison sentence.

Playing truant
Not a crime. However, if parents to fail to make sure their children attend school regularly or are suitably educated elsewhere, they may be committing a criminal offence.

Dropping litter
A crime. However, it must be witnessed by a police officer.

Letting off a firework in the street
A crime.

Knocking on a door and running away
Not normally a crime. However, if persistent it could constitute harassment – perhaps most likely to be dealt with by an anti-social behaviour order (ASBO).

'Lookout' for someone committing a crime
A crime. The punishment can be as severe as for the person committing the crime.

© Citizenship Foundation 2010

5.1 Crime & the Law

Why have laws?

Crime or not? Answers

Sniffing glue
Not a crime. However, not only is it very dangerous, it could lead you into other ways of breaking the law.

Being a passenger in a stolen car
A crime.

'Trick or treat'
Not normally a crime. However, if taken too far, it could be regarded as harassment.

Not having a TV licence
A crime.

Carrying a knife
A crime, unless it is a folding pocket knife, which has a blade that is less than 3 inches (7.62 cm). A lock knife is not a folding pocket knife.

Sharing music files
A crime if the music is copyrighted which most music is.

Bullying
A crime in many circumstances. Bullying can fall into various categories of criminal offence particularly hate crimes.

© Citizenship Foundation 2010

The Law flash cards

Parliament	**Police**
Courts	**Everyone**

© Citizenship Foundation 2010

5.1 Crime & the Law

Why have laws?

We have laws because…

Give three reasons why we need to have laws in the spaces below. There are some keywords below to help you.

Keywords

- Protect
- Fair
- Rights
- Chaos
- Safe

© Citizenship Foundation 2010

5.2 Crime & the Law

Why do people get in trouble with the law?

Activity 5.2 Why do people get in trouble with the law?

Learning Outcomes

Key Learning Outcome **The learner has:**	**Evidence**
Demonstrated the ability to identify three reasons that people get in trouble with the law.	Completed and discussed the 'Go to jail' target with the 'Causes of crime' cards.
Other Learning Outcomes **The learner has:**	**Evidence**
Understood that preventing crime can be a challenge.	Completed and discussed the 'Cost and Ease' compass.
Demonstrated the ability to write a letter or email to a relevant politician concerning why people get in trouble with the law.	Written a letter to their local councillor or MP.

Key Words

- **Risk factor:** something that makes it more likely someone will get into trouble
- **Peer pressure:** the influence of friends
- **Poverty:** being poor

Resources

- 'In trouble with the law' sheet, p. 19
- 'Go to Jail' target, p. 20
- 'Causes of Crime' cards, p. 21
- 'Cost and Ease' compass, p. 22
- 'Letter to politician' writing frame, p. 23

© Citizenship Foundation 2010

5.2 Crime & the Law

Why do people get in trouble with the law?

Activities

	Activity	Resources
Starter	Give students a copy of the 'In trouble with the law' sheet and ask them to note down around the image what this young person could have done to be in trouble with the police, eg shoplifting. Students will most likely have listed crimes.	'In trouble with the law' sheet, p. 19
Main Activity 1	Give out the 'Go to Jail' target and the 'Causes of Crime' cards to each group or pair. Ask students to place the cards on the target – the more likely reasons for young people getting into trouble with the law should go nearer to the bull's eye. Feedback their answers. Ask: ■ Why is this the most likely reason for young people getting into trouble? Repeat the process with some of their other choices including the card furthest from the middle of the target. Ask students to choose which are the causes of crimes identified in the starter and add these to their picture in a different colour.	'Go to Jail' target, p. 20 'Causes of Crime' cards, p. 21

© Citizenship Foundation 2010

5.2 Crime & the Law

Why do people get in trouble with the law?

Activities

	Activity	Resources
Main Activity 2	In pairs or as a small group, students focus on the reason they chose as the biggest cause of people getting in trouble with the law. Try to get them to break down the reason further, for example with poverty what are the reasons for it, eg unemployment. Ask students to note down any ideas they can that would help stop their biggest cause onto blank cards. They should try to get at least three. Now ask students to think about the cost and ease of introducing such ideas using the 'Cost and Ease' compass. The simplest and most cost effective measure will go towards the top right corner of the compass. Discuss each of the measures and their positions with students to ensure they fully understand them.	'Cost and Ease' compass, p. 22
Plenary	Ask: ■ Is it easy to prevent crime? Why? ■ What would you do to reduce crime if you were the government?	

© Citizenship Foundation 2010

5.2 Crime & the Law

Why do people get in trouble with the law?

Activities

	Activity	Resources
Additional Activities	Explain to students that it is part of elected politicians' jobs to listen to suggestions from their constituents. By writing to their local representative (MP or local councilor, whichever is most appropriate) they could influence a law or policy. Either as a whole group or individually, students should write a letter or email to a politician explaining what they think is the biggest cause of crime along with three ways of helping solve the problem. They can include details on how easy and cheap it would be to introduce the measure. The 'Letter to politician' writing frame can be used if students require it. Students could repeat main activity 2 with the other causes of crime.	'Letter to politician' writing frame, p. 23

© Citizenship Foundation 2010

5.2 Crime & the Law

Why do people get in trouble with the law?

Information Point

There are a range of factors that have been identified as causes of crime. Major risk factors for increasing youth crime identified by the Home Office are:

- Troubled home life
- Poor attainment at school, truancy and school exclusion
- Drug or alcohol misuse and mental illness
- Deprivation such as poor housing or homelessness
- Peer group pressure.

Some of the services for young people that exist to try and prevent youth crime or to rehabilitate those who have committed crimes are:

- Sure Start programmes in disadvantaged areas
- Connexions
- Neighbourhood renewal
- Sentences that aim to prevent reoffending
- Youth offending teams.

You can find out more at http://www.homeoffice.gov.uk/crime-victims/reducing-crime/youth-crime/index.html.

Internet Research

Go to the Your Justice, Your World website (http://yjyw.teachernet.gov.uk/) and complete the activities in Unit 1 – What are laws for?

Visitor Opportunity

There is an opportunity here for students to meet and question someone from a Youth Offending Team about the young people they deal with, how they have ended up in trouble and how the Youth Offending Team tries to help them.

© Citizenship Foundation 2010

5.2 Crime & the Law

Why do people get in trouble with the law?

In trouble with the law

© Citizenship Foundation 2010

5.2 Crime & the Law

Why do people get in trouble with the law?

Causes of crime

Drugs	**Friends**
Trouble at school	**No money**
Boredom	**Trouble at home**
Local area	**No positive role models**

© Citizenship Foundation 2010

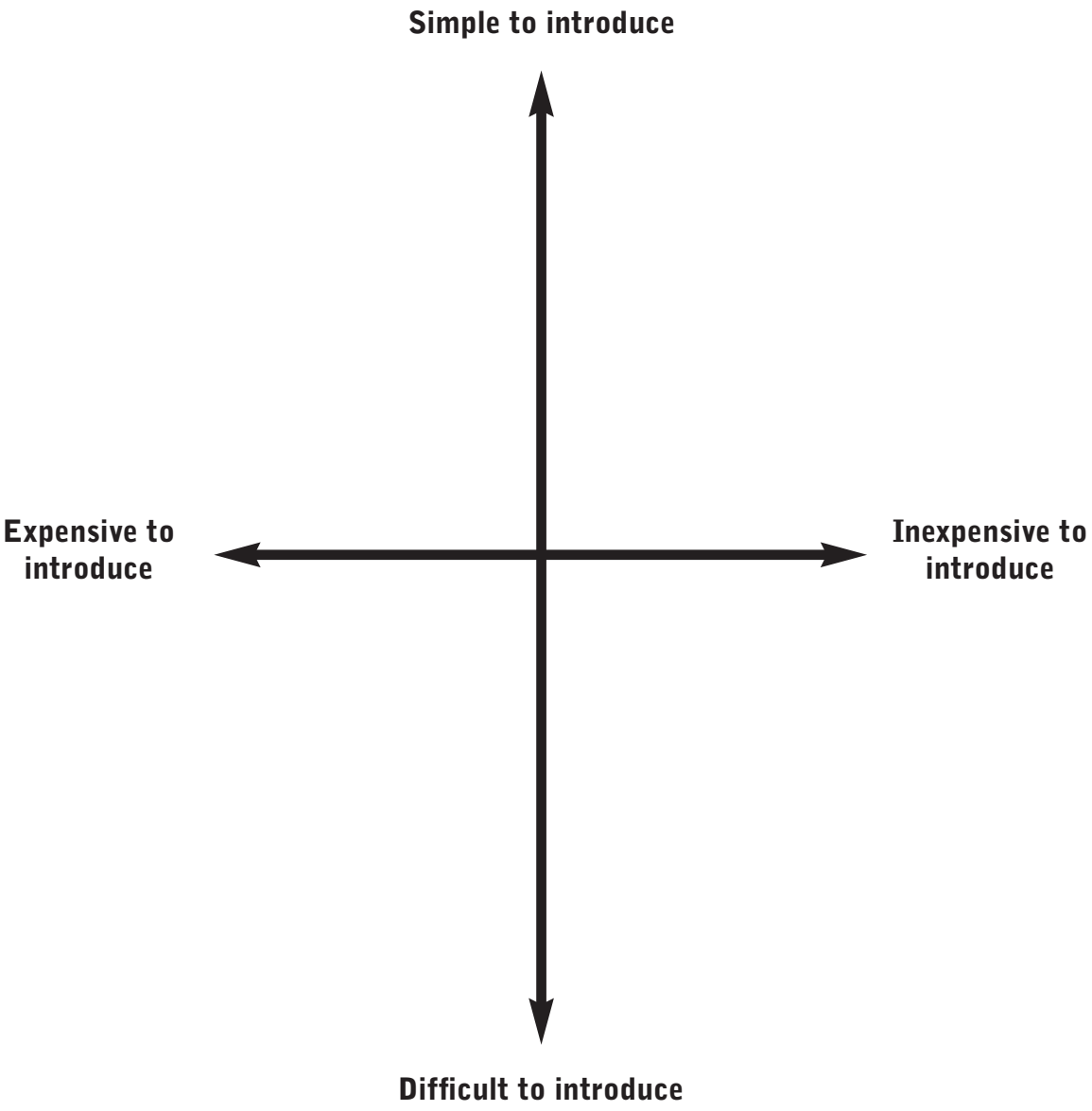
5.2 Crime & the Law

Why do people get in trouble with the law?

Go to jail target

© Citizenship Foundation 2010

Cost and Ease compass



© Citizenship Foundation 2010

5.2 Crime & the Law

Why do people get in trouble with the law?

Letter to politician writing frame

Your address

Date

Their address

Dear [their name],

I am writing to you to share my views on the main cause of crime and how we can address this cause.

I think the main cause of crime is [insert your chosen biggest cause of crime].

I think the best way of dealing with this is [insert your best way of dealing with it and explain why it is the best].

Another way of dealing with this is [add another of your ideas for dealing with this cause of crime.] A final idea is [insert another idea].

I hope you find this useful and I look forward to hearing your response.

Yours sincerely,

Your name

© Citizenship Foundation 2010

5.3 Crime & the Law

Is there ever any excuse for crime?

Activity 5.3 Is there ever any excuse for crime?

Learning Outcomes

Key Learning Outcome **The learner has:**	**Evidence**
Demonstrated the ability to communicate their opinion on whether a crime is ever justifiable.	Ideas written around theft headline, completion of 'excuse' cards and 'strictometer activity'.
Other Learning Outcomes **The learner has:**	**Evidence**
Shown knowledge of who is responsible for making decisions on how a crime should be punished.	Participation in discussion about the newspaper article on theft from a shop.

Key Words

- Magistrate: a kind of judge who is an ordinary person who works in local courts supported by legal advisers
- Sentence: the punishment given for a crime
- Lenient: when you give someone a less strict punishment.

Resources

- Theft headline, p. 28
- 'Excuse' cards, p. 29
- 'Strictometer', p. 30, or Unit 5 PowerPoint Presentation
- Newspaper article, p. 31
- 'Mini-strictometer' sheet, p. 32
- 'Is there ever an excuse to kill someone?' article, p. 33

© Citizenship Foundation 2010

5.3 Crime & the Law

Is there ever any excuse for crime?

Activities

	Activity	Resources
Starter	Students read the theft headline and come up with reasons/excuses for stealing from a shop. They write ideas around the headline.	Theft headline, p. 28
Main Activity 1	Ask students to imagine they are magistrates in court who have just found the young person guilty of stealing from the shop and have to decide how strict to be with their punishment. Give students the 'excuse' cards, including some blanks so they can write on any additional ideas from the starter. Students place the cards on the 'strictometer' showing whether the excuses given would make them punish the thief more or less strictly. Discuss their answers. This could include how a real court would react to these excuses (see Information Point below). Ask: ■ Do you think this is fair? Why or why not? ■ How would you justify these excuses?	'Excuse' cards, p. 29 'Strictometer', p. 30, or Unit 5 PowerPoint Presentation

© Citizenship Foundation 2010

5.3 Crime & the Law

Is there ever any excuse for crime?

Activities

	Activity	Resources
Main Activity 2	Read the newspaper article. Ask: ■ How strict would you be on the young person? ■ What would influence your decision? Encourage them to consider the rights of everyone involved (eg the victim, local people, the person who committed the crime, etc).	Newspaper article, p. 31
Plenary	Students to complete the 'mini-strictometer' sheet and justify their view of how strict a court should be on the teenager in the article thinking about what is fair and unfair and the rights of people involved.	'Mini-strictometer' sheet, p. 32
Further/ Additional Activities	Statement for the Defence and Prosecution – Students imagine they are defending and/or prosecuting the teenager in the article. They write a statement for the defence/prosecution using evidence from the article and thinking about what is fair and the rights of people involved. This could be developed into a whole group courtroom role play. Is there ever an excuse to kill someone? – Students read through the article 'Man killed burglar in self defence'. Ask them to think about whether they think this man had the right to kill the burglar and write down both sides of the argument.	'Man killed burglar in self defence' article, p. 33

© Citizenship Foundation 2010

5.3 Crime & the Law

Is there ever any excuse for crime?

Information Point

There is an opportunity here to explain the kind of excuses likely and unlikely to influence a court. The main thing is the extent to which an offender was in control of his or her actions when committing the crime. A court is more likely to be lenient where an offender:

- did not know the full facts, or was mistaken about a situation
- acted by accident
- felt some kind of inner compulsion
- was coerced by someone else
- was provoked
- was acting on a higher principle.

A court is unlikely to accept as an excuse:

- ignorance of the law – what is important is the intention to be dishonest, regardless of whether the offender was aware it was against the law
- boredom – doesn't make anyone any less responsible for their actions
- being drunk – drinking too much is the kind of thing many young people do, and the law says people should be aware of the effects of alcohol before they drink
- feeding a drug habit – as it is one of the commonest reasons for theft, courts are unlikely to be lenient
- being depressed – not unless there is evidence of more serious mental problem.

Internet Research

Using online search engines and dictionaries answer the following;

Q1 What is meant by a 'mitigating factor'?

Q2 Can you name three kinds of 'mitigating factor' for a crime?

Visitor Opportunity

There is an opportunity here for students to meet and question a magistrate about the different excuses they have heard and how it affected their sentencing.

© Citizenship Foundation 2010

5.3 Crime & the Law

Is there ever any excuse for crime?

© Citizenship Foundation 2010

5.3 Crime & the Law

Is there ever any excuse for crime?

Excuse cards

I needed the money	**I was bored**
It was a good laugh	**I didn't know it was against the law**
I did it for a bet	**I was a bit drunk**
I just wanted things that everyone else has got	**I needed the money for drugs**
Everyone else does it	**My mates would batter me if I didn't do it**

© Citizenship Foundation 2010

5.3 Crime & the Law

Is there ever any excuse for crime?

Strictometer

© Citizenship Foundation 2010

5.3 Crime & the Law

Is there ever any excuse for crime?

Newspaper

15 year old arrested for stealing from shop

A boy of 15 is awaiting court for stealing from a local shop in Chesterford on Monday evening.

The boy stole a packet of biscuits worth 59 pence from the BC Smith Convenience Store on the High Street in Chesterford. He was stopped by a security guard on his way out. The police were called and he was arrested.

The boy had allegedly been kicked out of his home with his younger sister following an argument with their stepfather last week. They had been sleeping rough in the park and surviving on food from bins.

The boy is thought to have been so hungry that he stole the biscuits as a last resort. While being kept in custody by the police a doctor had to be called as the boy fainted. This is thought to be as a result of malnutrition, stress and lack of sleep.

The boy's younger sister has been taken into care. It is believed the mother and stepfather will be investigated by social services for their treatment of the children.

The boy will appear in a magistrates' court within the next week to be sentenced.

© Citizenship Foundation 2010

5.3 Crime & the Law

Is there ever any excuse for crime?

Mini strictometer

For the boy in the article how strict do you think the magistrates should be? Write an X on the line to show this.

more strict **less strict**

Give reasons for the position of your X.

© Citizenship Foundation 2010

5.3 Crime & the Law

Is there ever any excuse for crime?

Man killed burglar in self defence

A homeowner stabbed a burglar to death in self defence, an inquest jury has found.

John Lambert and his wife Carol feared for their lives when Darren Taylor and an accomplice sneaked into their Lincolnshire home. Burglar Mr Taylor was high on drink and drugs when he was stabbed with his own knife, the inquest at Spalding Magistrates' Court heard.

On Friday the jury returned a verdict of lawful killing of the 30-year-old.

Mr Taylor and his accomplice Ian Reed had threatened the couple with a knife as they sat watching television in their bungalow in Spalding in February. They had held a knife to Mrs Lambert's throat as they demanded £5,000.

In the struggle between Mr Taylor and Mr Lambert the burglar was stabbed seven times and left with a fatal knife wound to his chest.

Reed, of Deeping St James, Lincolnshire, was jailed for eight years in June after admitting robbery. He was wounded in the struggle in which Mr Taylor, of Lancaster Way, Market Deeping, Lincs, was killed.

The judge in that trial said no blame could be attached to the 58-year-old grandfather.

'It is understandable that Mr Lambert fought for what he held dear,' he said at the time.

In June the Crown Prosecution Service said no charges would be brought against Mr Lambert.

After Friday's inquest a statement was issued on behalf of the Lamberts by solicitor Howard Wells. 'Mr Lambert regrets that the actions of Darren Taylor and Ian Reed forced him to act in self defence and in defence of his wife that night. It has been very difficult indeed for Mr and Mrs Lambert to rebuild their lives since the attack on them in February. They recognise and understand the distress that the events of February 10, 2002 have caused to Darren Taylor's family and would like to extend their condolences to them.'

Mr Taylor's parents Angie and Peter and sister Nicola now want to put events behind them.

In a statement they said: 'As a family we feel that all those involved have suffered enough. We have always said that we did not want Mr Lambert punished for his actions and we empathise with them both for the situation they found themselves in that evening. None of us will ever forget what happened but hopefully we can all find some peace in time'.

Adapted from a story from BBC News. http://news.bbc.co.uk/1/hi/england/2550627.stm 6th December 2002

© Citizenship Foundation 2010

5.4 Crime & the Law

What are the consequences of crime?

Activity 5.4 What are the consequences of crime?

Learning Outcomes

Key Learning Outcome **The learner has:**	**Evidence**
Acquired an understanding of the consequences of crime for the victim and society.	Completion of and discussion about 'victims and consequences' continuum. Discussion of 'Just one victim?' scenario.
Other Learning Outcomes **The learner has:**	**Evidence**
Demonstrated the ability to communicate their opinion on which crimes have the most victims/consequences.	Completion of and discussion about 'victims and consequences' continuum. Discussion of 'Just one victim?' scenario. Crime cards game.
Shown knowledge of how one consequence can lead on to further consequences.	Completion of and discussion about 'victims and consequences' continuum. Discussion of 'Just one victim?' scenario. Crime cards game.

Key Words

- **Consequence:** what happens as a result of something you do
- **Victim:** someone affected negatively by a crime
- **Knock-on effect:** A further, often unintended, effect of an action.

Resources

- 'Victims and consequences?' cards, p. 40
- 'Victims and consequences?' continuum, p. 41 or Unit 5 PowerPoint Presentation
- 'Just one victim?' scenario, p. 42
- 'And so' writing frame, p. 43

© Citizenship Foundation 2010

5.4 Crime & the Law

What are the consequences of crime?

Additional Resources

Resource	Source
Search on YouTube for 'NSPCC victim support'. There are 2 videos – case studies looking at domestic violence and getting support acted by young adults. This is more focused on domestic violence but it could be used to consider the impact of such crimes on the victim in the short and long-term if not dealt with.	www.youtube.com

Found a broken link? Please email info@citizenshipfoundation.org.uk and let us know the unit, page number and link.

© Citizenship Foundation 2010

5.4 Crime & the Law

What are the consequences of crime?

Activities

	Activity	Resources
Starter	Give students a set of 'Victims and consequences?' cards and ask them to read through each of the crimes. Ask them to decide how many victims/how serious the consequences are of each crime and place the cards on the 'Victims and consequences?' continuum. Briefly discuss their answers and then put to one side with the cards in place.	'Victims and consequences?' cards, p. 40 'Victims and consequences?' continuum, p. 41 or Unit 5 PowerPoint Presentation

© Citizenship Foundation 2010

5.4 Crime & the Law

What are the consequences of crime?

Activities

	Activity	Resources
Main Activity 1	Read to students the 'Just one victim?' scenario stopping at each of the dashed lines to ask the students if there are any victims or consequences. At each point try to draw out from students the possible knock-on effects of the crime resulting in further victims and consequences. Alternatively you could read it through or give it to students to read through and then ask them to think of all the possible consequences. Consequences and victims include; ■ the teacher, ■ his family who have to support him and sacrifice certain things as a result, eg cycling trips, ■ his students who need him as their exams are approaching, ■ the school that will have to pay for a teacher to cover his absence meaning money is being taken from elsewhere, eg books, trips. To develop this further ask students to consider further consequences and victims by asking 'and so?' For example, 'the school has to pay for a teacher to cover the teacher's absence and so there is less money to be spent on reward trips and so students feel less motivated to produce their best work and so…' Alternatively, instead of using the 'And so…' technique verbally students could note down their ideas as a spider diagram or a flow chart. This could be done individually or as a silent group activity with students adding to each other's ideas on a piece of poster paper. Ask: Is there ever really just one victim? Can you give an example?	'Just one victim?' scenario, p. 42

© Citizenship Foundation 2010

5.4 Crime & the Law

What are the consequences of crime?

Activities

	Activity	Resources
Main Activity 2	Ask students to look at their 'Victims and consequences?' continuum again and reconsider the position of their cards. Give them an opportunity to move cards if they wish. Students should work in their pairs or groups and use the 'and so?' technique to think of the knock-on effects of one or two of the crimes. Feedback their answers. This could be developed further by asking students to categorise effects as short, medium and long-term.	
Plenary	Students select one of the 'Victims and consequences?' cards. Use this as a starting point. Students add an 'and so' until one runs out of ideas.	
Further/ Additional Activities	Students use the crime cards and note down consequences and victims of this crime, using the 'And so' writing frame if needed.	'And so' writing frame, p. 43

© Citizenship Foundation 2010

5.4 Crime & the Law

What are the consequences of crime?

Information Point

There is an opportunity during this lesson to explain how to report crime if you are victim.

- In an emergency, dial 999
- For non-emergencies, you can either ring or visit your local police station
- Minor crime may also be reported online depending on your local police service.

Internet Research

Q1 What support is available for victims of crime? List organisations and any particular crime they address.

Q2 Do you think there is enough support for victims?

Q3 Why do you think some people do not use the support available?

The answers to these can be found on local police website, which can be found using a search engine.

Q4 How can people claim compensation if they are physically or mentally injured by crime.

Visit www.cica.gov.uk to find the answer.

Visitor Opportunity

There is an opportunity here for students to meet and question someone from Victim Support.

To find your local branch, go to www.victimsupport.org.uk.

© Citizenship Foundation 2010

5.4 Crime & the Law

What are the consequences of crime?

Victims & Consequences

Jay shoplifted a chocolate bar from a corner shop.	**Dale used a stolen credit card to buy a TV online.**
Chelsea and Tea physically assaulted another girl.	**Darryl was dealing cocaine.**
Sandra published material intended to hurt and intimidate people on her social networking profile.	**Mae has avoided paying enough tax for the last 5 years.**
Joe caused a car crash due to dangerous driving.	**Jess burgled a series of houses.**
Sandy sets fire to a factory.	**Keira illegally downloads music and films.**

© Citizenship Foundation 2010

5.4 Crime & the Law

What are the consequences of crime?

Victims and consequences continuum

© Citizenship Foundation 2010

5.4 Crime & the Law

What are the consequences of crime?

Just one victim?

David was cycling home through the park. There was a group of 4 or 5 people blocking the path. He rang his bell but they did not move and he had to stop. They immediately surrounded him. They started to push and shove him asking for the bike. He said "no" and was slapped by one of them. Shaken, he gave them the bike and they walked off laughing amongst themselves.

When he got home he told his wife what had happened. She told him he must report it to the police. He didn't want to saying he felt embarrassed and that it was nothing. Eventually he agreed to go to the police station the next day as he had to take their two children to their swimming club that evening. They would normally have walked through the park but David chose to drive this evening.

The police said they would do what they could but David was unable to give a description of any of the people as they were hiding their faces. He felt he had recognised one or two of the voices but could not think who they belonged to. Over the following weeks David started to have anxiety attacks and did not leave the house apart from to go to work. His wife was very concerned and the children did not understand.

David started to have anxiety attacks at work and eventually agreed to go the doctor's who signed him off work for a month with stress. The school where he was a teacher had to get a supply teacher to cover his classes. It was an important time of year as his English GCSE and A-Level classes had coursework to hand in.

© Citizenship Foundation 2010

5.4 Crime & the Law

What are the consequences of crime?

And so... writing frame

Write the information from the Victims and Consequences card in this box
And so...(describe a consequence of the crime and/or explain who might be a victim and why)
And so...(describe a consequence of the crime and/or explain who might be a victim and why)
And so...(describe a consequence of the crime and/or explain who might be a victim and why)

© Citizenship Foundation 2010

Activity 5.5 What do the police do?

Learning Outcomes

Key Learning Outcome The learner has:	Evidence
Shown knowledge of two strategies to improve the relationship between young people and the police.	Completed the improving relationships task, filled in 'Attitudes to the police' worksheet and participated in discussion.
Other Learning Outcomes The learner has:	**Evidence**
Acquired an understanding of the main roles of a police officer.	Completed the police officer picture task.
Acquired an understanding of why some young people have a negative opinion of police officers.	Completed the improving relationships task, filled in 'Attitudes to the police' worksheet and participated in discussion.

Key Words

- **Attitude:** the way a person views something
- **Police:** an organisation with responsibility for maintaining a state of law and order

Resources

- Police Officer picture, p. 50
- Improving Relationships cards, p. 51
- Attitudes to police worksheet, p. 52

© Citizenship Foundation 2010

5.5 Crime & the Law

What do the police do?

Additional Resources

Resource	Source
Many local police forces have sections on their website for young people.	Use a search engine to find your local police website.

Found a broken link? Please email info@citizenshipfoundation.org.uk and let us know the unit, page number and link.

© Citizenship Foundation 2010

5.5 Crime & the Law

What do the police do?

Activities

	Activity	Resources
Starter	Around the Police Officer picture students write down what they think the roles of a police officer are (what do the police do?). Feedback their answers, using the information point to inform students of the actual roles. Ask: ■ Do you think the police do an important job? Why? ■ Which people in the community are most likely to believe the police do an important job? ■ Who do the police work for?	Police officer picture, p. 46
Main Activity 1	Tell students that a survey by the charity Crime Concern found that 86% of young people in Barnet, North London, had a negative attitude towards the police. Ask: ■ Why do you think some young people have a negative attitude to the police? This is an opportunity to discuss this in relation to the police doing such an important job. ■ Shouldn't we support them? Why do 14% not have a negative attitude? Ask students to choose their main reason why some young people have a negative attitude towards police officers and justify this.	

© Citizenship Foundation 2010

5.5 Crime & the Law

What do the police do?

Activities

	Activity	Resources
Main Activity 2	Ask: ■ What would help a young person form a positive opinion of the police? ■ Do you know of any ways the police try to improve relationships with young people? ■ Can you think of any other ways they could? Give students the improving relationships cards and ask them to write any others ideas they can think of on the blank cards. Students rank the cards in the order they think would help the most to improve the relationship between young people and the police. They should be able to justify their top choice.	Improving Relationships cards, p. 51
Plenary	Ask students to complete the sentences on the attitudes to police worksheet giving the main roles of police, a reason for negative attitudes and a strategy for improving relationships.	Attitudes to police worksheet, p. 52

© Citizenship Foundation 2010

5.5 Crime & the Law

What do the police do?

Activities

	Activity	Resources
Further/ Additional Activities	Students could rank the roles of the police in order of what they think is most important. Complete the starter task for PCSOs rather than police officers. Ask students if they know the difference between the two. The Perfect Police Officer – Using the Police Officer picture students add skills and qualities around the picture that they think are needed to be the perfect police officer. Ask students if they would be a police officer and explore their answers. Alternative Views of the Police – Students think of how different people may have alternative views of the police. What might the attitude of an elderly person be to the police or a shopkeeper? Relevant local examples of specific interest to students can be used. Students could also be asked if they think their attitudes to police might change in 5 years, 10 years or if they have children of their own. Improving Relationships Strategy Action Plan – For one of the strategies for improving the relationships between the police and young people, students write an action plan to make it happen. This might involve contacting the local police force. Police opinions of young people – In the Crime Concern survey 61% of police officers in Barnet, North London, had a bad opinion of young people. Ask students why they think this might be and what problems this might cause.	

© Citizenship Foundation 2010

5.5 Crime & the Law

What do the police do?

Information Point

The role of the police service is to:

- Uphold the law fairly and firmly
- Pursue and bring to justice those who break the law
- Protect, help and reassure the community
- Prevent crime
- Keep the peace
- Be seen to do all things with integrity, common sense and sound judgement.

Police Community Support Officers (PCSOs) deal with minor offences, offer early intervention to deter people from committing offences, provide support for front-line policing, conduct house-to-house enquiries, guard crime scenes and provide crime prevention advice.

The key differences between PCSOs and Police Officers are: PCSOs do not have police powers of arrest, cannot interview or process prisoners, cannot investigate crime and do not carry out the more complex and high-risk tasks that police officers perform.

Internet Research

Q1 What does your local police service do to improve relationship with young people?

Go to your area's police website and search for relevant information. You could also look at your local newspaper's website to see if the police have been involved in any public events.

Visitor Opportunity

Invite a local police officer in to discuss students' ideas of how to improve their relationship with young people.

© Citizenship Foundation 2010

5.5 Crime & the Law

What do the police do?

Police officer

© Citizenship Foundation 2010

Improving Relationships cards

A sports tournament for local schools organised and sponsored by the police.	**A police officer working from a school to serve the local community.**
Police officers visit schools and youth clubs to talk to young people about crime and safety.	**Police information points at local events, such as church fetes.**

© Citizenship Foundation 2010

5.5 Crime & the Law

What do the police do?

Attitudes to the police

Our main roles are...

A reason for negative attitudes towards us is...

To have a better relationship with young people, we should...

© Citizenship Foundation 2010

5.6 Crime & the Law

How should the police and PCSOs treat you?

Activity 5.6 How should the police and PCSOs treat you?

Learning Outcomes

Key Learning Outcome The learner has:	Evidence
Demonstrated the ability to identify three rights when someone is stopped by the police.	Completed and discussed 'Stop and Search' true or false quiz.
Other Learning Outcomes The learner has:	**Evidence**
Acquired an understanding of reasons police stop and search an individual.	Discussed 'Youth knife search figures soar' article.
Acquired an understanding of reasons police stop and search an individual.	Discussed 'Youth knife search figures soar' article.

Key Words

- **Stop and search:** Police can stop and search a person if they have good reason such as they believe you are acting suspiciously.
- **Right:** something you are entitled to
- **Arrested:** when the police hold someone they think has committed a crime
- **Custody:** another word for being arrested

Resources

- 'Youth knife search figures soar' article, p. 59
- 'Stop and Search' true or false quiz, p. 60 or Unit 5 PowerPoint Presentation
- 'Stop and Search' true or false quiz answers, p. 61
- 'Role Playing Stop and Search' sheet, p. 62

© Citizenship Foundation 2010

5.6 Crime & the Law

How should the police and PCSOs treat you?

Additional Resources

Resource	Source
Search 'Our Area – Our Lives' on YouTube. This is a video about stop and search in the Queens Park area of London made by young people.	www.youtube.com
Search 'Stop and Search Me 2008' on YouTube. This is a video where a reporter talks with young people about getting stopped and searched.	

Found a broken link? Please email info@citizenshipfoundation.org.uk and let us know the unit, page number and link.

© Citizenship Foundation 2010

5.6 Crime & the Law

How should the police and PCSOs treat you?

Activities

	Activity	Resources
Starter	Give out the article 'Youth knife search figures soar' and ask students to read it. For each of the statements in bold ask students: ■ Is this fair?	'Youth knife search figures soar' article, p. 59
Main Activity 1	Students complete the 'Stop and Search' true or false quiz. Go through the answers. Ask: ■ Do you think young people have enough rights when they are stopped by the police? Or do you think they have too many? Why?	'Stop and Search' true or false quiz, p. 60 or Unit 5 PowerPoint Presentation 'Stop and Search' true or false quiz answers, p. 61
Main Activity 2	In pairs or threes, students are going to act a role play about a stop and search by a police officer with one or two young people. They should act out the role play in two ways. Firstly with the young people refusing to co-operate and secondly with the young person/people acting co-operatively. The should use the 'Role Playing Stop and Search' sheet to help them.	'Role Playing Stop and Search' sheet, p. 62

© Citizenship Foundation 2010

5.6 Crime & the Law

How should the police and PCSOs treat you?

Activities

	Activity	Resources
Plenary	Ask: ■ How did it feel to be the police officer (before, during, after)? Do you feel differently about stop and search now? ■ Which way was took longer? Which way was most stressful?	
Further/ Additional Activities	Students to design an information poster for young people about stop and search. It must include 3 rights young people have, why the police stop and search. Students could add advice about how to act during a stop and search from their role play experience.	

© Citizenship Foundation 2010

5.6 Crime & the Law

How should the police and PCSOs treat you?

Information Point

If a police officer stops you in the street, you are entitled to know the officer's name and the police station where they work. You are also entitled to know why the officer has stopped you. It is not acceptable for this to be simply because of your colour, dress, hairstyle or the fact that you might have been in trouble before.

Strictly speaking, you don't have to answer a police officer's questions, but someone who refuses to give their name and address may well find themselves arrested if the officer believes that they have something to hide.

However, if the police suspect you have committed a crime or some kind of anti-social behaviour, you must give your name and address, but need not say any more. You have the right not to answer any more questions until you have received legal advice.

If you're stopped by the police, keep calm and don't overreact. If you're obstructive and rude, you're more likely to be arrested. Staying calm will also help you remember what happened and what was said. If you deliberately mislead the police by giving false information or wasting their time, you risk a fine or even imprisonment.

The police do not have the power to search anyone they choose, but they can search someone (and the vehicle in which they are travelling), who has been arrested or is suspected of carrying:

- illegal drugs
- stolen goods or goods on which duty has not been paid
- weapons, or anything that might be used as a weapon
- anything that might be used for theft, burglary, deception, joyriding, causing criminal damage or the hunting or poaching of animals.

(Information taken from Thorpe, T (2009) Young Citizen's Passport 14th Edition, Hodder Education).

© Citizenship Foundation 2010

5.6 Crime & the Law

How should the police and PCSOs treat you?

Internet Research

Q1 How can you make a complaint if you are treated poorly by the police?

Visit the Independent Police Complaints Commission to find out: www.ipcc.gov.uk

Visitor Opportunity

There is an opportunity here for students to meet and question a police officer or PCSO about stop and search as well as their rights.

© Citizenship Foundation 2010

5.6 Crime & the Law

How should the police and PCSOs treat you?

Youth knife search figures soar

The number of primary school pupils stopped and searched for knives in London has soared, police figures show.

Almost twice as many 10-year-olds were searched in the capital in the year up to March compared with the year before.

Figures revealed 755 10-year-olds were searched by officers in the 12 months to March 2009, compared with 420 during the previous 12 months.

A Metropolitan Police (Met) spokesman admitted that some ethnic communities were 'disproportionally affected'.

Although more white young people were searched than any other group, a disproportionate number of those searched were black.

'Just one bad interaction can damage a young person's opinion of police for life'

Councillor Jenny Jones

The Met said the figures were a result of a huge crackdown on knife-carrying in the wake of a series of teenage murders and knife attacks.

A Met spokesman said: 'The use of stop and search is a powerful tool to combat youth violence, deter the carrying and use of weapons on our streets and we intend to continue this activity as we believe that it prevents the loss of young lives.'

Police figures show the number of young people killed and seriously injured by knives has fallen dramatically this year. There were 11 youth homicides in London between January and October 2009 compared with 28 for the same period in in 2008, according to Met figures.

Story adapted from BBC News. http://news.bbc.co.uk/go/pr/fr/-/1/hi/england/london/8364472.stm
Published: 17/11/2009. © BBC MMX

5.6 Crime & the Law

How should the police and PCSOs treat you?

Stop and Search True or False Quiz

True or false? If a police officer stops you in the street, you are allowed to:

	True	False
1 Ask for the officer's name.	☐	☐
2 Ask for the name of the police station where he or she is based.	☐	☐
3 Ask why you have been stopped.	☐	☐
4 Refuse to answer the officer's questions.	☐	☐
5 Refuse to be searched.	☐	☐
6 Refuse to empty your pockets.	☐	☐
7 Ask for written details of the stop and search.	☐	☐

© Citizenship Foundation 2010

5.6 Crime & the Law

How should the police and PCSOs treat you?

Stop and Search True or False Quiz – Answers

1 True

2 True

3 True

4 Depends
Strictly speaking, you don't have to answer the police officer's questions. However, if the police officer tells you that he or she thinks you have committed (or are about to commit) a crime for which you can be arrested, you must give your name and address. That is all you need say. You don't have to say any more if you don't want to.

5 Depends
The police do not have the power to search anyone they please. However, they are allowed to search you if they think you might have: illegal drugs; stolen goods; a weapon; other items used for crime. They are also allowed to search the vehicle in which you are travelling.

6 Depends
As 5 – You can also be asked to remove your outer clothing, e.g., coat, jacket or gloves, and have a body rub down – or be asked to remove anything that covers your face, if the officer thinks you are using it to hide or disguise your identity.

7 True
Like with one, two and three, the Police officer should give this information to you. Following a stop or stop and search the officer should give you a form with the reason for stopping you, the outcome and their name. You have the right to this information.

© Citizenship Foundation 2010

5.6 Crime & the Law

How should the police and PCSOs treat you?

Role Playing Stop and Search

Police Officer
In the area you patrol there have been a number of muggings by one or two young people. On your radio you are told another one has just happened by the parade of shops and a laptop was stolen. When you get to the parade of shops you see one or two young people stood outside the leisure centre who match the description of the mugger/s. You decide to speak to the young person/people and if necessary search them for the laptop.

You must tell them why you are speaking to them and give them your name and station where you work if they ask. You should also give them a form with the reason for stopping them, the outcome (e.g. no further action, arrested) and your name.

One or Two Young People
You are standing outside the leisure centre waiting for some friends who said they would meet you there. You have just been at your sports class in the centre for the past hour. You have not done anything wrong and have never committed a crime.

© Citizenship Foundation 2010

Activity 5.7 What happens after you are arrested?

Learning Outcomes

Key Learning Outcome The learner has:	Evidence
Shown knowledge of the process when entering the Criminal Justice System.	Used the 'Criminal Justice' cards to show criminal procedure, discussed scenarios and completed 'Path through the CJS' writing frame.
Other Learning Outcomes The learner has:	**Evidence**
Shown knowledge of three types of sentences when someone is found guilty.	Discussed scenarios

Key Words

- **Criminal Justice System:** The system of procedures and organisations for upholding the law and sanctioning those who break laws. It includes the police, the Crown Prosecution Service and the courts.
- **Prosecute:** To bring about legal proceedings against a person.

Resources

- 'Criminal Justice' cards, p. 68
- 'Criminal Justice' card definitions, pp. 69-70
- 'Out-of- court disposals and sentencing' information, p. 71
- 'Criminal justice procedure' sheet, pp. 72-73
- 'Which out-of- court disposal or sentence?' scenarios, p. 74
- 'Path through the CJS' writing frame, p. 75

© Citizenship Foundation 2010

5.7 Politics & Power

What happens after you are arrested?

Additional Resources

Resource	Source
An interactive video-based resource looking at different case studies of offenders and how the probation officer can recommend sentences.	http://www.directgov.coionline.tv/judgeforyourself
Link in top right corner to CBBC Newsround report on ASBOS.	http://news.bbc.co.uk/cbbcnews/hi/newsid_4760000/newsid_4768800/4768802.stm
An interactive online sentencing activity.	http://ybtj.cjsonline.gov.uk/

Found a broken link? Please email info@citizenshipfoundation.org.uk and let us know the unit, page number and link.

© Citizenship Foundation 2010

5.7 Politics & Power

What happens after you are arrested?

Activities

	Activity	Resources
Starter	Give students a copy of the 'Criminal Justice' cards and ask them to put them into three piles; ■ Can explain what is on the card ■ Some idea of what is on the card ■ No clue about what is on the card. Go through each card with the group asking them to explain each one and discussing in more detail the ones they have no clue about using the definitions sheet to guide you. Be sure to address any misconceptions, particularly about the role of the police. Young people often think they make the laws, arrest people and then decide how they will be sentenced. Alternatively, this could be carried out as a quiz or bingo activity with the teacher reading out the definitions and students holding up or crossing out the card they think is appropriate.	'Criminal Justice' cards, p. 68 'Criminal Justice' card definitions, pp. 69-70
Main Activity 1	Now ask them to put the 'Criminal Justice' cards in order to show how someone would proceed through the system. The correct order is shown on the 'Criminal Justice' procedure sheet. If you feel it would help students you could use a scenario, such as Jermaine assaulted another man or Polly was using a stolen credit card. It is worth explaining here that for young people they try to avoid the courts by using out-of-court disposals such as ASBOs, curfews and community sentences. These would involve the Youth Offending Team including representatives from the police and many local authority services with interests in young people.	'Criminal justice procedure' sheet, p. 71

© Citizenship Foundation 2010

5.7 Politics & Power

What happens after you are arrested?

Activities

	Activity	Resources
Main Activity 2	Ask students what types of punishment can be given if someone is guilty of an offence. Explain that punishments can be given at different points in the Criminal Justice System by different people depending on the seriousness of the crime. Give students the 'Out-of- court disposals and sentencing' information and read through it with them to ensure they understand the different levels. Students read through the 'Which out-of- court disposal or sentence?' scenarios and decide the type of out-of-court disposal or sentence the person should receive. Feedback as a group.	'Out-of- court disposals and sentencing' information, pp. 72-73 'Which out-of-court disposal or sentence?' scenarios, p. 74
Plenary	Students complete the 'Path through the CJS' writing frame using one of the scenarios from the last activity.	'Path through the CJS' writing frame, p. 75
Further/ Additional Activities	Students look at the out-of-court disposals and sentences and consider the positives and negatives of each one. Getting students to think in role as the criminal who has received one of these could help them understand what effects they have.	

© Citizenship Foundation 2010

5.7 Politics & Power

What happens after you are arrested?

Information Point

The criminal justice system is quite complex, it can often be difficult for young people to understand. A good source of information is the Young Citizen's Passport which is available from Hodder Education and written by the Citizenship Foundation.

Internet Research

Q1 Work through the activities in Unit 4 'What's in a sentence?' at http://yjyw.teachernet.gov.uk/students.php

Q2 What types of sentences are there for young people?

Find out at www.yjb.gov.uk

Visitor Opportunity

There is an opportunity here for students to meet and question someone from the local magistrates' court.

To find your local court, go to http://www.hmcourts-service.gov.uk/HMCSCourtFinder or request a presentation from the Magistrates' Association's Magistrates in the Community Project by emailing micrequests@magistrates-association.org.uk.

© Citizenship Foundation 2010

5.7 Politics & Power

What happens after you are arrested?

Criminal Justice Cards

Criminal Justice System	**Police**
Courts (Youth, Magistrates and Crown)	**Crown Prosecution Service**
Charge, Caution, Release	**Arrest**
Out-of-court disposal	**Custodial Sentence**
Community order	**Verdict and Sentencing**

© Citizenship Foundation 2010

5.7 Politics & Power

What happens after you are arrested?

Criminal Justice System definitions

Criminal Justice System The criminal justice system is quite complex, it can often be difficult for young people to understand. A good source of information is the Young Citizen's Passport which is available from Hodder Education and written by the Citizenship Foundation.
Courts (Youth, Magistrates and Crown) The key role of all the courts is to decide whether a defendant is guilty of the charge against them.
Charge, Caution, Release Following questioning the police can charge you passing papers onto the CPS. This may result in a caution or release without charge or on bail.
Out-of-court disposal Not all offences have to be dealt with by the courts. The police can deal with some people by using one of a range of out-of-court disposals. These are designed to deal with low-risk, low-level and mostly first time offenders.
Custodial Sentence This simply means being put in prison or some other form of secure unit.
Police The role of the police is to uphold the law fairly and firmly; to prevent crime; to pursue and bring to justice those who break the law; to keep The Queen's Peace to protect, help and reassure people; and to be seen to do all this with integrity, common sense and sound judgment.

© Citizenship Foundation 2010

5.7 Politics & Power

What happens after you are arrested?

Criminal Justice System definitions

Crown Prosecution Service
The CPS is the Government Department responsible for determining the charge and then prosecuting criminal cases investigated by the police. They decide if it is worth taking to court.

Arrest
You are under the care of the police and lose the freedom to come and go as you please. However if you are arrested and taken to a police station, you are entitled to know the reason for your arrest; see a solicitor; have someone told where you are.

Community order
A community sentence/order is not a soft option. It combines punishment with changing offenders' behaviour and making amends - sometimes directly to the victim of the crime.
It can also encourage the offender to deal with any problems that might be making them commit crime - like drugs. Most young offenders would receive one of these unless the crime is very serious.

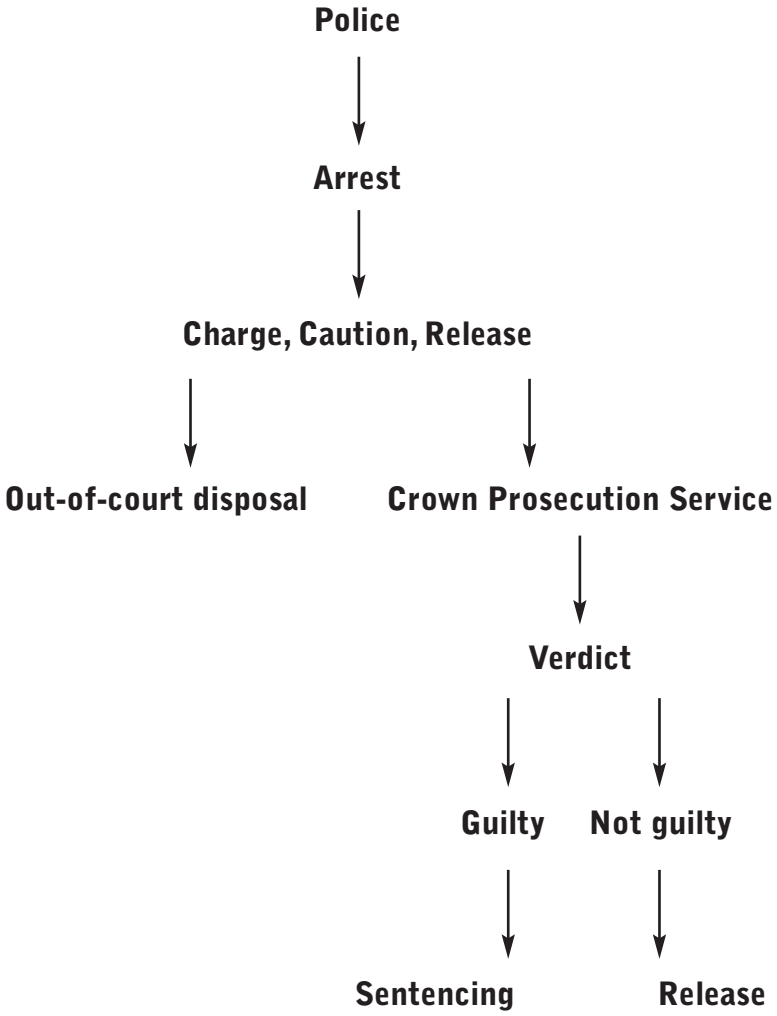
Verdict and Sentencing
This is when the decision is made on whether the defendant is guilty and the sentence they should face.

© Citizenship Foundation 2010

5.7 Politics & Power

What happens after you are arrested?

Criminal justice procedure



© Citizenship Foundation 2010

5.7 Politics & Power

What happens after you are arrested?

Out-of- court disposals and sentencing information

Out-of-court disposals

Not all offences have to be dealt with by the courts. The police can deal with some people using an out-of-court disposals. These include:

for adults (18+), a	for youths (10 - 17), a:
■ cannabis warning ■ simple caution ■ conditional caution ■ penalty notice for disorder ■ fixed penalty notice (for driving offences)	■ reprimand ■ final warning ■ penalty notice for disorder (16 & 17 year olds only)

Sentencing

Community Sentences/Orders

A community sentence is not a soft option. It combines punishment with changing offenders' behaviour and making amends - sometimes directly to the victim of the crime.

- Community sentences or Community Orders can be
- Compulsory (unpaid) work
- Participation in any specified activities
- Programmes aimed at changing offending behaviour
- Prohibition from certain activities
- Curfew
- Exclusion from certain areas
- Residence requirement
- Mental health, drug and/or alcohol treatment (with consent of the offender)
- Supervision.

© Citizenship Foundation 2010

Out-of- court disposals and sentencing information

Prison/Custodial Sentences

For the most serious offences the court may impose a prison, or 'custodial', sentence. The length of sentence imposed by the court will be limited by the maximum penalty for that crime.

A custodial sentence can only be imposed if:

- the offence is so serious that neither a fine alone nor a community sentence can be justified for the offence
- the offender refuses to comply with the requirements of a community order; or
- the offender is convicted of a specified sexual or violent offence and the court finds that the offender poses a risk of harm to the public
- The sentence imposed by the court represents the maximum amount of time that the offender will remain in custody.

Information adapted from CJSonline.gov.uk

© Citizenship Foundation 2010

5.7 Politics & Power

What happens after you are arrested?

Which out-of-court disposal or sentence?

Steven was driving at 35mph in a 30mph zone.
Tom burgled a house (he has been convicted of this twice before).
Mandy was smoking cannabis.
Darren beat up a man with a weapon.
Barry was smuggling cocaine into the country.
Tony refused to do his community sentence.
Laura was repeating anti-social behaviour late at night.

© Citizenship Foundation 2010

5.7 Politics & Power

What happens after you are arrested?

Path through the CJS

Write out the scenario first

As a result write what would happen next

Finally, he / she was given a (describe the out-of-court disposal or sentence they might be given)

Keywords

- Police
- Court
- Arrest
- Charge
- Out-of-court disposal
- Custodial sentence
- Community order
- Verdict
- Sentence

© Citizenship Foundation 2010