

Unit 2: Democracy and the Rule of Law SEN (Inclusion)



Lesson 1: Law and punishments

This lesson relates to the concept of democracy. It requires pupils to explore different laws and their punishments and consider whether they agree or disagree with these laws.

Planning	
Prior Learning	<p>Pupils should have gained prior knowledge and understanding of:</p> <ul style="list-style-type: none"> • democracy; • the key features of democracy; and • individual and social responsibility.
Learning Outcomes	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> • discuss the meaning of democracy; • work as a group to create and rank laws and punishments; and • explore the concept of fairness.
Thinking Skills and Personal Capabilities Focus	<p>Pupils will have opportunities to develop the following:</p> <p>Working with Others</p> <ul style="list-style-type: none"> • respect the views and opinions of others and reach agreements using negotiation and compromise; • listen actively and share ideas and opinions; <p>Thinking, Problem Solving and Decision Making</p> <ul style="list-style-type: none"> • make and justify decisions; and • offer solutions and weigh up options.
Resources	<p>Transcript of animation: Democracy and the Rule of Law</p> <p>Unit 2: Lesson 1 Resource A – Island scenario</p> <p>Unit 2: Lesson 1 Resource B – Laws and punishments</p> <p>Unit 2: Lesson 1 Resource C – Job roles</p> <p>Unit 2: Lesson 1 Resource D – Ballot paper</p> <p>Unit 2: Lesson 1 Resource E – Islander video diary questions</p>

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Suggested Teaching and Learning Strategies

Launch

Lead a class discussion, using prompt questions and effective questioning techniques:

- 1. What is fairness?**
- 2. How can we ensure fairness when we are making decisions as a class?**
- 3. How can society ensure everyone's voice is heard when decisions are being made?**
- 4. Why do we have laws?**

You may now wish to show the transcript of the animation *Democracy and the Rule of Law*

Possible answers and discussion points:

- 1. Fairness is treating all people equally. It is ensuring consistency.*
- 2. Take into account everyone's opinion and respect the views of others, ensuring no one's voice goes unheard.*
- 3. Voting for a spokesperson for each area in society allows everyone's voice to be heard through the voice of someone else (indirect democracy).*
- 4. Laws are legislation put in place by government; laws are put in place to keep people safe.*

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Activities

Activity 1: Who gets your vote?

(Be aware of the potential for malicious voting in this activity and employ strategies to ensure this does not happen; if preferred, you can omit this activity.)

This activity involves pupils voting for who they would like to complete certain tasks in the classroom. Display the different job roles from **Resource C – Job roles** below.

Ask your pupils to:

- think about who would be good at the different job roles and why they would be the best person to choose for this role;
- consider how they can ensure everyone's voice is heard;
- write on the ballot paper who they would like to choose for each of the job roles in **Resource D – Ballot paper**;
- consider why is it important to think carefully about who you vote for and why this is a fair process;
- find similarities between this activity and voting in real life; and
- consider what happens if you do not vote.

Count and display the results. Then assign and discuss the job roles according to the results.

Activity 2: Island scenario

Give each group of pupils an island scenario and worksheet (**Resource A – Island scenario**). Ask them to read the scenario and discuss it. Note: It may be more appropriate for you to read out the island scenario to your pupils.

Ask your pupils to consider these questions:

- How can you ensure that there will be enough food for everyone?
- How can you ensure everyone's voice is heard when making decisions?
- How can you ensure that the island is peaceful and that everyone gets on as a society?
- What happens if someone does not abide by the laws set?

Next, ask your pupils to:

- nominate one person to share their group's response; and
- discuss and ask questions about each other's ideas.

Alternatively, link the scenario to real-life democracy in our society or another global democracy. You could use the example of the School Council to help explain the concept in more concrete terms.

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Activity 3: Islander video diaries

Using **Resource E – Islander video diary questions**, interview each islander. Record the interview using a suitable video recording device. Ask the pupils the questions on the resource and give them an opportunity to view each other's responses. Discuss any similarities in the responses and note any particularly good suggestions.

Once all video diaries have been recorded and viewed, discuss as a class any particularly good suggestions. Bring ideas together as a whole class and refer to why it is important to have a democratic society. Discuss issues such as civil unrest (if people feel their voices are not heard), safety and fairness.

Alternatively, refer to recent campaigns such as Me Too and Black Lives Matter and their quest to achieve fairness and equality.

Activity 4: Laws and punishments

Use the ideas and opinions from the video diary activity to come up with suitable laws and punishments for the island. Give your pupils **Resource B – Laws and punishments** and allow 10 minutes for them to discuss what rules and punishments they should enforce on the island. Take suggestions from each group and decide on ten laws and suitable punishments. Suggest some examples to stimulate discussion, for example:

- Law: Do not steal another islander's dinner. Punishment: no meals for two days
- Law: Everyone must brush their teeth. Punishment: no sweets, chocolate or pudding for two weeks
- Law: Everyone must do one hour's physical activity every day. Punishment: physical activity for one day.

Debrief

1. Why is a democratic society important?
2. Why are laws important?
3. Why is justice necessary?
4. What can you do to make sure laws are applied fairly and consistently over time?
5. What might happen if there were no laws?

Possible answers and discussion points:

1. It is important to hear everyone's voice when decisions are being made (either directly or indirectly through elected representatives).
2. For safety, peace and fairness.
3. To act as a deterrent for people who do not follow laws.
4. Give everyone a vote; have a government in place; have judges.
5. Fighting and violence might break out; people would not have a voice; people could die and buildings could be damaged.

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Unit 2: Lesson 1 Resource A

Island scenario

A Peaceful and Lawful Island

Imagine that you, thirty pupils from your school and thirty pupils from another school are stranded on an island. It's the first time you have met each other.

You will probably be on the island for a long time. There is no way to contact anyone outside the island. There is shelter in nearby caves. There are plenty of trees, vegetation, fruit, vegetables, wildlife and water on the island.

It is very hot during the day and cold at night. There are many dangerous animals on land and sharks in the surrounding sea.

Your mission is to make sure everyone:

- survives for a year;
- is included in making decisions;
- agrees on ten laws and sanctions; and
- agrees on who makes decisions about justice.



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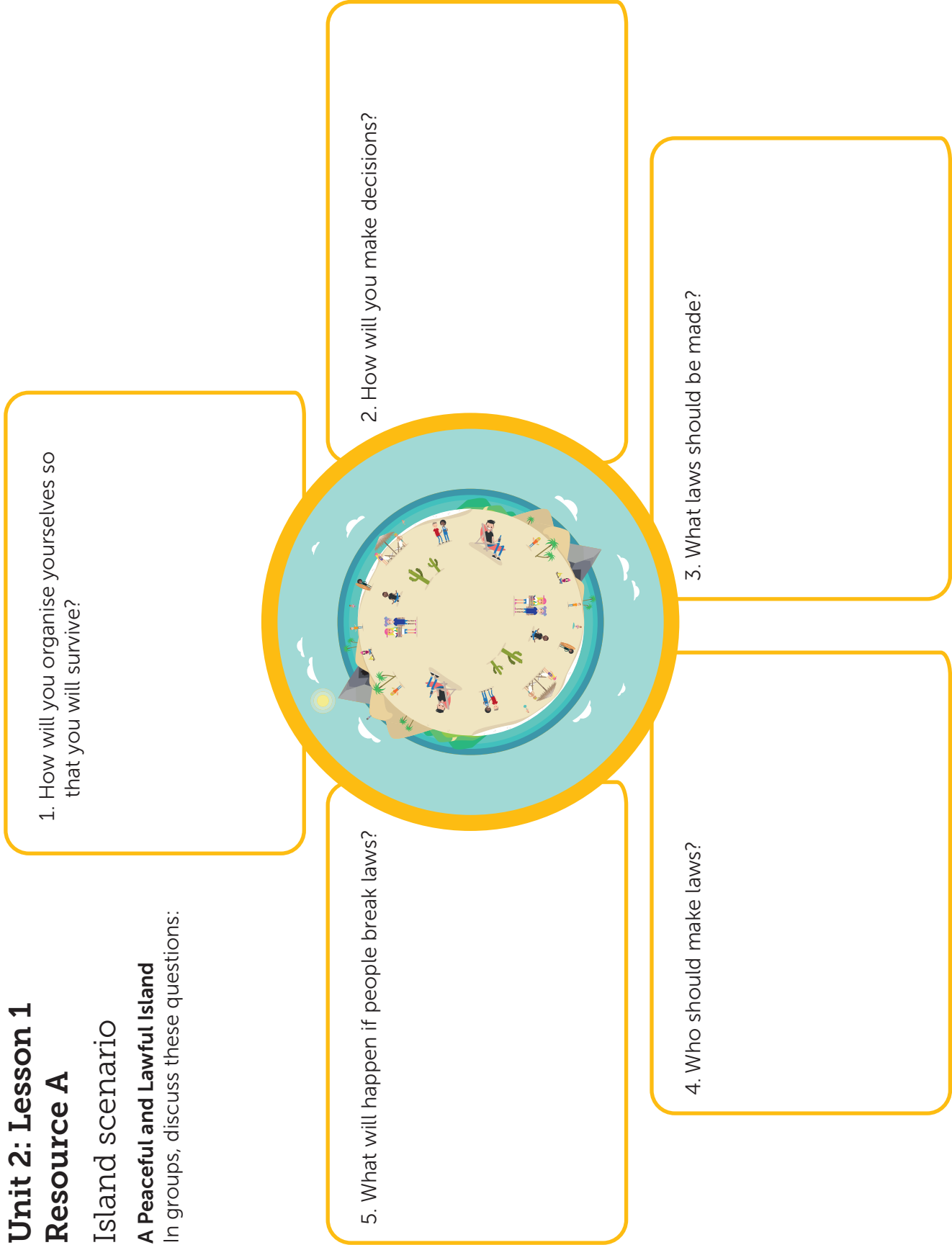


Unit 2: Lesson 1 Resource A

Island scenario

A Peaceful and Lawful Island

In groups, discuss these questions:



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Unit 2: Lesson 1 Resource B

Laws and punishments



Agree and write down ten laws for the people living on the island and the punishments for breaking them.

Laws	Punishments

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Unit 2: Lesson 1 Resource C

Job roles

Ask the class to come up with a symbol for each role and to add other roles and symbols.

Job Role	Symbol
Spokesperson	
Eco-Advisor	
UNCRC Ambassador	
Health and Fitness	
ICT Support	
Financial Advisor	

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Unit 2: Lesson 1 Resource D

Ballot paper

Ask the class to come up with a symbol for each role and to add other roles and symbols.

Job Role	Symbol	Name of Candidate
Spokesperson		
Eco-Advisor		
UNCRC Ambassador		
Health and Fitness		
ICT Support		
Financial Advisor		

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Unit 2: Lesson 1 Resource E

Islander video diary questions

1. What problems do you face on the island?
2. What do you need to survive?
3. How do you think it is best to organise yourselves so you will survive?
4. How will you make decisions for the whole of the island?
5. How will you ensure everyone's voice is heard?
6. Do you think laws should be made and why?
7. Who should make the laws?
8. What happens if they are broken?