

# Unit 2: Democracy and the Rule of Law



## 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

<p><b>Prior Learning</b></p>	<p>Pupils should have gained prior knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• democracy;</li> <li>• the two main types of democracy – direct and representative;</li> <li>• the key features of democracy; and</li> <li>• individual and social responsibility.</li> </ul>
<p><b>Learning Outcomes</b></p>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>• discuss the meaning of democracy;</li> <li>• work as a group to create and rank laws and punishments; and</li> <li>• explore the concept of fairness.</li> </ul>
<p><b>Thinking Skills and Personal Capabilities Focus</b></p>	<p>Pupils will have opportunities to develop the following:</p> <p><b>Working with Others</b></p> <ul style="list-style-type: none"> <li>• Respect the views and opinions of others and reach agreements using negotiation and compromise</li> <li>• Listen actively and share ideas and opinions</li> </ul> <p><b>Thinking, Problem Solving and Decision Making</b></p> <ul style="list-style-type: none"> <li>• Make and justify decisions</li> <li>• Offer solutions and weigh up options.</li> </ul>
<p><b>Attitudes and Dispositions</b></p>	<p>Pupils will be encouraged to develop the following:</p> <ul style="list-style-type: none"> <li>• Integrity/Moral Courage</li> <li>• Openness to new ideas.</li> </ul>
<p><b>Resources</b></p>	<p><b>Animation: <i>Democracy and the Rule of Law</i></b></p> <p><b>Unit 2: Lesson 1 Resource A – Island scenario</b>  <b>Unit 2: Lesson 1 Resource B – Laws and punishments</b></p>

# Unit 2: Democracy and the Rule of Law

## Active Citizenship



## Suggested teaching and learning strategies

### Launch

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

1. **What is democracy?**
2. **What are the main types of democracy?**
3. **What is the difference between rules and laws?**
4. **Why do we have laws?**

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

*Possible answers and discussion points:*

1. *Democracy is a system where a country is governed by the whole population, typically through elected representatives.*
2. *There are two types of democracy: direct democracy and representative democracy.*
3. *Laws are legislation put in place by government; we have to follow rules but not by law*
4. *Laws are put in place to keep people safe.*

### Activities

#### Activity 1: Island scenario

- Give each group of pupils an island scenario and worksheet (**Resource A**). Ask them to read the scenario, discuss it and answer the questions. (Note that they only need to decide on a few laws at this point, as they will finalise a list of ten laws in Activity 2.)
- Next, ask the pupils to:
  - complete their worksheet and display it on the wall;
  - nominate one person to share their group's response; and
  - discuss and ask questions about each other's ideas.

#### Activity 2: Laws and punishments

- Give each group a copy of **Resource B**. Ask your pupils to:
  - agree on ten laws for people living on the island and punishments for those who break them;
  - discuss and complete the template;
  - nominate one person to share their group's response; and
  - view, discuss and ask questions about each other's ideas.

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*Possible answers and discussion points:*

*(You may wish to suggest some extreme examples to stimulate discussion.) For example:*

- *Law: Do not drive on the wrong side of the road. Punishment: death.*
- *Law: Everyone must brush their teeth. Punishment: chop off one hand.*
- *Law: Everyone must do one hour's physical activity every day. Punishment: prison for one year.*

## Debrief

Discuss the following:

- 1. What were the most important laws? Why?**
- 2. Was justice on the island fair?**
- 3. What can you do to make sure laws are applied fairly and consistently over time?**
- 4. What might happen if there were no laws on the island?**

*Possible answers and discussion points:*

- 1. (This will depend on which laws the pupils have chosen. You could ask them to rank the laws 1–10.)*
- 2. (This will depend on pupils' feedback. Use effective questions, for example 'How do you determine what is fair and not fair?')*
- 3. Give everyone a vote; have a government in place; have judges*
- 4. Fighting and violence might break out; people would not have a voice; buildings could be damaged and people could die.*

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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:

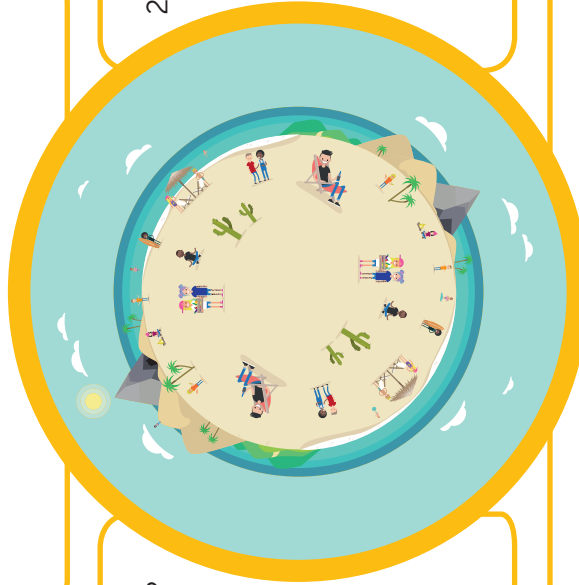
1. How will you organise yourselves so that you will survive?

5. What will happen if people break laws?

2. How will you make decisions?

4. Who should make laws?

3. What laws should be made?



# Unit 2: Democracy and the Rule of Law



## 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