

Unit 4: What is Justice? SEN (Inclusion)



Lesson 1: The concept of justice

This lesson requires pupils to explore the idea of justice in relation to the law. This lesson also looks at the representation of Lady Justice.

Planning	
Prior Learning	<p>Pupils should have gained prior knowledge and understanding of:</p> <ul style="list-style-type: none"> • democracy and the rule of law; • human rights and children’s rights; and • inclusion and equality.
Learning Outcomes	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> • discuss the meaning of justice; • explore the concepts of justice and legal justice; and • describe, analyse and interpret images.
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"> • listen actively and share ideas and opinions; • give and respond positively to feedback; and <p>Thinking, Problem Solving and Decision Making</p> <ul style="list-style-type: none"> • justify opinions.
Resources	<p>Unit 4: Lesson 1 Resource A – Lady Justice Unit 4: Lesson 1 Resource B – Who delivers justice? Unit 4: Lesson 1 Resource C – Fitting the punishment to the crime</p> <p>The transcript of the animation: What Is Justice? (edited as appropriate for the class)</p> <p>Computer, laptop or tablet with internet access</p>

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Active Citizenship



Suggested Teaching and Learning Strategies

Launch

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

1. **What does justice mean?**
2. **What does justice mean in Northern Ireland?**
3. **Who decides what justice is? Do they have the authority or power to do so?**
4. **Why is justice important in a democratic society?**
5. **How is justice related to citizenship?**

You may now wish to show the transcript of the animation: *What Is Justice?*

Possible answers and discussion points:

1. *Justice is when the courts decide on your punishment if you have done something wrong. Justice is seeing someone who has broken the law sentenced by a judge.*
2. *Justice means being sentenced in court when you have committed a crime. Justice is sometimes used to describe people taking the law into their own hands, for example through paramilitary-style attacks.*
3. *The key bodies within the judicial system (judges and the magistrates) have the power to make decisions about what justice is. In some cases, paramilitaries claim they can decide what justice is even though they don't have the proper power to do so.*
4. *Justice is important because it means that when someone has done something wrong, they are properly punished in a fair way.*
5. *Citizenship covers human rights and, as part of our human rights, we are all entitled to a fair trial. Justice also means that our rights are protected under the law.*

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Activities

Activity 1: Lady Justice

Ask your pupils to get into pairs.

- Give each pair a copy of the **Resource A – Lady Justice**.
- Encourage each pair to discuss what the parts of the image could mean.

Ask the pupils to form groups of four or five. Explain that this is a research activity. They will need to use the internet to research the answers to these questions:

1. What does the image of Lady Justice represent?
2. What does the blindfold represent?
3. What do the scales represent?
4. Why does she have a sword?

Some key points:

1. She's *Justitia* (Lady Justice), the Roman goddess who was the equivalent of the Greek goddess *Themis*, the personification of divine order, law, natural law and custom.
2. The blindfold symbolises that justice is blind, justice is supposed to be objective, without bias; never favouring the strong nor the weak, the rich nor the poor, the righteous nor the wicked.
3. The scales symbolise that justice takes account of both sides of the story, from the accuser and the accused, or from two parties that make opposing claims. They also symbolise objectivity, as the verdict that Justice hands out is the result of the 'weight' of the evidence presented for or against a claim.
4. The sword symbolises the power of reason instead of any real physical power. This power manifests in the real world as law and, subsequently, the people who enforce the law. The sword is double-edged, meaning that reason can be used for or against anyone as it is impartial and objective.

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Activity 2: Who delivers justice?

Give each group of pupils a copy **Resource B – Who delivers justice?** Ask your pupils to create a symbol or image of the different roles listed in Table 1 and use the symbol to match them to the definitions in Table 2.

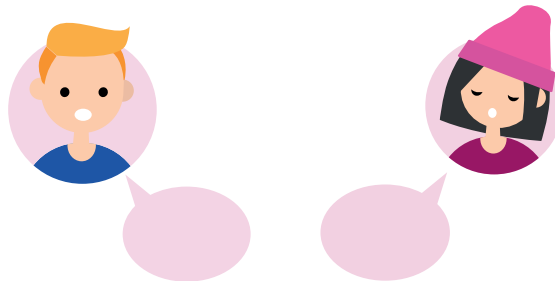
Possible answers and discussion points:

- discuss the roles in more detail as this activity is being completed; and
- identify and discuss character props that can be used for the images or symbols, for example handcuffs or the judge's gavel.

Activity 3: Fitting the punishment to the crime

Give each group a copy **Resource C – Fitting the punishment to the crime.** Ask the pupils to look through the different crimes and then the punishments.

Encourage them to cut out the punishments and stick them beside the corresponding crime. Discuss the punishments, for example the length of time served in prison. Do they think this is fair? If they think it is unfair, ask them to suggest an alternative.



Debrief

Discuss the following:

1. **Why do people have different ideas about justice?**
2. **What influences people's ideas about justice?**
3. **What can we, as individuals, do if we feel justice hasn't been served correctly?**



Possible answers and discussion points:

1. *People have different ideas about justice because we are all individuals with different life experiences; we don't all see the same situation in the same light.*
2. *If you have been a victim of a crime or know someone who has been, you may wish to see harsher sentences being given to people committing crimes.*
3. *Ask for help from a trusted and responsible adult. Think of ethical ways of using social media but ensure this use remains within the law.*

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Unit 4: Lesson 1 Resource A – Lady Justice

Discuss the images

Image 1



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Unit 4: Lesson 1 Resource A – Lady Justice Discuss the images

Image 2



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Unit 4: Lesson 1 Resource B – Who delivers justice?

Create a symbol for each of the following roles in Table 1 then match the symbol to the right definition in Table 2.

Table 1		Table 2	
Role	Symbol	Definition of Role	Symbol
Policeman		A charity that allows people to call them anonymously to report a crime.	
Judge		A person who serves their country to protect it and its citizens.	
Crimestoppers		A person who has the authority to make arrests if an individual breaks the law.	
Prison guard		A person who is responsible for the custody, safety and supervision of prisoners.	
Soldier		People who give their verdict in a legal case on the basis of evidence submitted to them in court.	
Jury		A public officer who is appointed to decide cases in court.	

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Unit 4: Lesson 1 Resource C – Fitting the punishment to the crime

Look at the crimes below, then cut and stick the correct punishments beside the crime.

Crime	Punishment
Producing or supplying a Class A drug	
Burglary	
Causing death by dangerous driving	
Murder	
Rioting	
Racially aggravated criminal damage	
Offences relating to safe custody of controlled drugs	

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Unit 4: Lesson 1 Resource C – Fitting the punishment to the crime

Cut and stick the punishments below into the corresponding cells in the table above:

Punishment
Life in prison
10 years
14 years
14 years
Life in prison
2 years
2 years