

Unit 4: What is Justice? SEN (Inclusion)



Lesson 2: Paramilitaries

This lesson requires pupils to explore the terminology of punishment beating and the impact that punishment beatings are having on the people of Northern Ireland.

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 • inclusion and equality.
Learning Outcomes	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> • discuss the meaning of justice; • explore what the term justice means in different groups in society; and • demonstrate understanding of the problems associated with paramilitary-style justice.
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 agreement 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; • offer ideas and reasons to support them; and • justify a personal viewpoint and offer a range of reasons to back it up.
Resources	<p>The transcript of the animation: What Is Justice? Unit 4: Lesson 2 Resource A – Justice or paramilitary attack?</p>

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Suggested Teaching and Learning Strategies

Launch

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

1. **Who should enforce justice in society?**
2. **Can you think of any groups in Northern Ireland society who carry out their own forms of so-called justice?**
3. **Why do you think these groups carry out their own forms of justice and do not rely on lawful methods of justice?**

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

Possible answers and discussion points:

1. *Police, lawyers and courts.*
2. *Paramilitary groups.*
3. *They believe they are above the law; some people in the community might support their actions; some people may be afraid of challenging their actions.*



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Activities

Activity 1: Exploring terminology (Think – Pair – Share)

Give the pupils an opportunity to discuss the following as a Think, Pair and Share activity (see [Active Learning and Teaching Methods for Key Stage 3](#)):

1. What does the term 'punishment beating' suggest?
2. With what groups in society do you relate this term?
3. What comes to mind when you hear the term 'punishment beating'? Come up with as many answers as you can.
4. Who do the paramilitary groups carry out the 'punishment beatings' on? Try to think of as many scenarios as you can.
5. Are 'punishment beatings' lawful? Explain your answer, thinking back on your prior learning.
6. Why do you think 'punishment beatings' are still allowed to occur and are deemed acceptable by some people in communities in Northern Ireland?
7. There is an attempt to change the name used in the media from 'punishment beatings' to 'paramilitary-style attacks'. Why do you think that might be?

Possible answers and discussion points:

1. *Beating someone up because they did something bad; giving someone a 'kicking'; 'teaching someone a lesson'.*
2. *Paramilitary groups.*
3. *Someone getting beaten up.*
4. *Young people joy riding; someone dealing drugs 'without permission'; someone who owes them money; someone who has had a minor disagreement.*
5. *Punishment beatings are not lawful, as people are not using the democratic system of the courts.*
6. *Some people within the communities support them; some people are too scared to stand up to the paramilitaries; some people see it as a way of life and a form of 'justice'.*
7. *'Punishment beatings' makes it sound as though people are getting what they deserve; 'attacks' suggests that the person is being victimised and those carrying out the attacks have no authority to take justice into their own hands.*



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Activity 2: Justice or paramilitary attack

Divide the class into groups. Give each group a copy of the two cards from the **Resource A – Justice or paramilitary attack?** to hold up. Read out each scenario from the resource. Give the pupils an opportunity to discuss each scenario. Then ask them to hold up the correct card when asked – Justice or Paramilitary Attack.

Ask the pupils to discuss:

1. what might happen in each scenario;
2. why the outcome could be good or bad for their area; and
3. why some may see the punishment received is preferable to another punishment for the same crime, paramilitary justice versus legal justice system.

Debrief

Discuss the following:

1. **How do you think we can stop punishment beatings and shootings happening in communities?**
2. **Do you think punishment beatings or justice via the legal system would be a greater deterrent? Give reasons for your answers.**

Possible answers and discussion points:

1. *Higher penalties for those carrying out attacks; stronger police presence in some areas to deter attacks; more events to improve trust in the police in some communities.*
2. *Discuss that some sentences or penalties may seem too lenient and may not act as a deterrent. The threat of violence may be more of a deterrent to some people.*



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Active Citizenship



Unit 4: Lesson 2 Resource A – Justice or paramilitary attack?

Cut out enough of the two cards below to give a set to each group.

Justice



Paramilitary Attack



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Active Citizenship



Unit 4: Lesson 2 Resource A – Justice or paramilitary attack?

Read out each scenario below to your pupils:

A boy has been graffitiing in the area. A man calls to his door to tell him: stop graffitiing the walls in our area or you will regret it.

A woman was speeding through a red traffic light. She has been given a fine and now has points on her licence.

A group of boys have stolen a car from someone's house. They drove it around the countryside and then crashed it. The police are called to the scene.

A young boy has been selling drugs in his community. His school has received information about this and contacted the boy's parents and the police. The police arrive to take a statement.

A young boy has been selling drugs in his community. He has been warned several times by a group of men that this must stop. The boy ignores the warning and continues to do this.