

Active Citizenship Pushed

Lesson 3



Lesson 3: Breaking the Law and Justice

Planning

Theme	This lesson looks at the impact breaking the law has on individuals and the community. It also explores the difference between revenge and justice.
Prior Learning	Pupils should have gained prior knowledge and understanding about: <ul style="list-style-type: none">• drugs, alcohol and the risks;• the justice system in Northern Ireland; and• the effects of paramilitary-style attacks.
Learning Outcomes	Pupils will be able to: <ul style="list-style-type: none">• identify different crimes and the sentences that they carry;• evaluate the impact of the punishment fitting the crime; and• explore the impact law breaking has on individuals and the community.
Thinking Skills and Personal Capabilities Focus	Pupils will have opportunities to develop skills by: <ul style="list-style-type: none">• respecting the views and opinions of others and reaching agreements using negotiation and compromise (Working with Others and Self-Management); and• completing hot seat and thought tracking activities (Being Creative).
Resources	Film Pushed Breaking the Law and Justice PowerPoint presentation Post-it notes Worksheet 1: Mind Map Worksheet 2: Walking Debate cards Worksheet 3: Revenge or Justice

Active Citizenship *Pushed*

Lesson 3



Suggested Teaching and Learning Strategies

Launch

To begin, ask your pupils what role Mikey had to play in the film *Pushed*. Encourage your pupils to discuss their answers.

- **What role did Mikey play in the film *Pushed*?**

Pupils may suggest:

- drug dealer
- friend
- boyfriend
- murderer
- victim

Activities

Activity 1: Mind Map

1. Show the class slide 3 **What Crimes could Mikey be guilty of?** and take feedback on their responses.

Answers could include:

1. Murder
2. Manslaughter
3. Possession
4. Possession with intent to supply

2. Ask your pupils to form groups of four or five. Assign roles to members of each group, for example timekeeper, scribe and someone to feedback.
3. Give each group a copy of **Worksheet 1: Mind Map**. Encourage your pupils to discuss the two questions asked and write down all of the ideas mentioned.
4. Ask your pupils to feedback ideas. Write their ideas on the board or on slide 3 of the presentation.
5. Lead a class discussion on their responses, using effective questioning.

Active Citizenship Pushed

Lesson 3



Activity 2: Walking debate

1. Print the Agree, Disagree and Don't Know signs in **Worksheet 2: Walking Debate cards** and display these on three different walls.
2. Read out the following statements, one at a time. Ask your pupils to show if they agree or disagree by standing beside one of the cards:
 - **Mikey should go to prison for what he has done.**
 - **Mikey is a victim and someone else should be punished by law.**
 - **Zoe had the freedom to choose what she did and therefore no one is to blame.**
3. Lead a discussion on why pupils stood beside the card they chose. Encourage them to justify their thinking, ideas and opinions.

Tip

Some pupils may react strongly to these statements and have a lot to say. Encourage their responses to ensure that everyone has their say.

Activity 3: The Law

1. Display slide 6 and explain that Mikey could be convicted of two crimes for his involvement in Zoe's death.
2. Encourage your pupils to respond to the question: **What is the difference between murder and manslaughter?**

Tip

If no response is forthcoming, ask your pupils to think about what the images might suggest. For example, the picture of the man with his head in his hands could suggest that he may not have intended to do anything, the crashed car could suggest there has been an accident. The picture of the knife with the blood could suggest that the crime committed was with intent.

3. Take your pupils through the next series of slides that detail what each crime is. You may need to explain some of the terminology.

Provocation: being provoked or triggered

Diminished responsibility: an unbalanced mental state, that does not classify the person as insane

Negligence: carelessness or neglect

Malice: the desire to harm someone

Aforethought: previously in mind – premeditated

On Licence: the released prisoner must obey certain conditions

Active Citizenship Pushed

Lesson 3



Activity 4: Post-it vote

1. Tell your pupils they are going to vote to decide which crime Mikey is guilty of and explain their reasons.
2. Give your pupils a Post-it note each and remind them to add their name to their Post-it note. This is so you can ask individual pupils to explain their answer in more detail.
3. Ask your pupils to write down which crime they think Mikey is guilty of, for example murder, manslaughter, supply of drugs, and then stick their Post-it to a wall.
4. Ask your pupils to tally the vote for each crime and then calculate a percentage of votes for each.
5. Once all of the votes are in, select individual answers and encourage your pupil to justify their thinking, ideas and opinions.

Activity 5: Revenge or Justice

Before starting this activity, cut out the word cards from **Worksheet 3: Revenge or Justice**.

1. Lead a class discussion about the idea of the difference between Mikey going through the justice system as opposed to the so-called paramilitary-style attacks reported on the news. Use these prompts:

Who should decide what happens to Mikey as punishment?

Can we bring people to justice through violent means such as shootings or beatings?

2. Give out **Worksheet 3: Revenge or Justice** and the word cards you cut out earlier.
3. Ask your pupils to form pairs and assign each word card under either Revenge or Justice.
4. Lead a class discussion and encourage your pupils to justify their answers.

For more information, see Unit 4 What is Justice, Lesson 2 [Paramilitary-style attacks in Northern Ireland](#) and Unit 7 Criminality and Paramilitaries in Communities, Lesson 2: [The Effects of Organised Crime and Paramilitaries in Communities](#).

Active Citizenship Pushed

Lesson 3



Activity 6: Is Mikey the only one to blame?

1. Display the questions posed on slide 15 of the presentation.
 - **Where is Mikey at the end of the film?**
 - **Is Mikey getting the punishment he deserves?**
 - **What impact will this have on his future?**
2. Ask your pupils to discuss this in groups and then take feedback from each group.
3. Show slide 16 and remind the class of the quote from the film and who said it.

'D'ye hear me? Don't get caught. It won't just be being locked up is all you'll have to worry about.'

(Joe, the older man)

What do your pupils infer from this quote?
4. Display the picture of Joe on slide 17.
5. Ask your pupils to discuss in their groups the two questions asked on the slide.
 - **What is Joe's involvement?**
 - **Should he face any punishment?**

Tip

Some pupils might recognise Joe's role in controlling Mikey. They may see him as a drug dealer, gangster or member of a paramilitary group.

This does not mean that Mikey is innocent, but that he is under someone else's control and may also be a victim of circumstance.

Active Citizenship Pushed

Lesson 3



Activity 7: The Impact – Thought Tracking

1. Assign pupils some or all of the characters below who are seen or not seen in the film.
 - Mikey
 - Mikey's Mum, Dad or Granda
 - Zoe's Mum, Dad or Granny
 - Katie
 - Katie's Mum, Dad or Granda
 - Katie and Zoe's friends
 - Other community characters or neighbours
 - Teacher at school who knows Katie and Zoe
 - Youth worker who knows Mikey
 - Doctor in Accident and Emergency
 - Joe the gangster

Ask them to position themselves in a semicircle, facing the rest of the class.

2. Ask the rest of the class, in groups of four, to think of questions to ask some or all of the characters.
3. Ask the groups to question each character.

Questions could include:

- Where do you work?
- Where do you live?
- How do you know Zoe, Katie or Mikey?
- What has life been like since Zoe died?
- How do you feel about Mikey?
- Who do you blame for what happened?
- How has this affected you?
- What have you learned from this situation?
- What would you like the rest of the world to know?

4. Following the hot seating activity, ask all the characters, in role, to think of how they feel at the end of the film. Choose a few pupils, in role, to say how they feel.

Pupil answers might include:

- Teacher: I wish one of the girls had spoken to me sooner.
- Mikey: I wasn't thinking about anyone dying.
- Joe: Mikey better keep his mouth shut or There's plenty more lads to replace him.
- Zoe's granda: We'll never see Zoe again.
- Teacher: At least the guy who gave her the drugs has been found guilty.
- Doctor in A&E: This is the sixth teenager I've seen affected by drugs this month.

Active Citizenship Pushed

Lesson 3



5. Tell your pupils that they are going to look at the impact on all of these people if the film had two different outcomes.
6. Read out each scenario (slide 18). Ask the characters to think about how they might feel in each scenario. Ask a few pupils to say how they feel.
 - a) **Scenario 1: Katie doesn't tell anyone about Mickey and he remains free.**
 - b) **Scenario 2: Mikey is not in a Young Offenders' Centre. Joe has attacked him as a 'punishment'.**
 - c) **Scenario 3: Zoe listened to Katie and left when Mikey produced drugs.**
 - d) **Scenario 4: Katie told someone sooner.**
7. After each scenario, lead a class discussion on the impact of each scenario on the characters and those around them.

Debrief

Display slides 19 and 20. Use effective questioning techniques to gather responses from the class. Ask questions, for example:

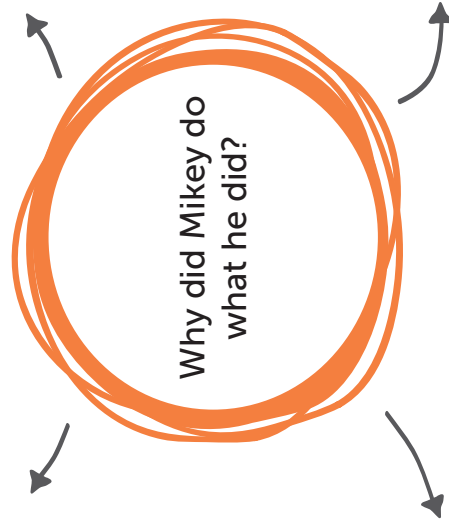
- **Did you know that there are organised crime gangs working in Northern Ireland?**
- **How do you feel about that?**
- **What do you think should be done to tackle these criminal groups?**

Active Citizenship Pushed

Lesson 3: Resources



Worksheet 1: Mind Map



Active Citizenship *Pushed*

Lesson 3: Resources



Worksheet 2: Walking Debate cards



Agree

Active Citizenship *Pushed*

Lesson 3: Resources



Worksheet 2: Walking Debate cards



Disagree



Worksheet 2: Walking Debate cards



**Don't
Know**

Active Citizenship Pushed

Lesson 3: Resources



Worksheet 3: Revenge or Justice

Revenge	Justice

emotional	rational
personal	impersonal
getting back at someone	impartial
proving the truth	continues a cycle
closure	retaliation
restoring balance	fair