

# Unit 4: What is Justice?

## Active Citizenship



### Lesson 3: How is justice served?

This lesson requires pupils to think about a case from the news and debate whether they feel justice was served appropriately. They will explore different ideas about justice and think about different ways in which justice might be served to suit a crime.

#### 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 and the rule of law;</li> <li>• human rights and children’s rights; and</li> <li>• inclusion and equality.</li> </ul>
<p><b>Learning Outcomes</b></p>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>• discuss different types of justice;</li> <li>• explore different ideas about how justice could be served more effectively;</li> <li>• play a role and discuss their ideas and opinions with others; and</li> <li>• demonstrate understanding of the problems associated with ensuring fairness and effective justice.</li> </ul>
<p><b>Thinking Skills and Personal Capabilities Focus</b></p>	<p>Pupils will have opportunities to develop the following:</p> <p><b>Managing Information</b></p> <ul style="list-style-type: none"> <li>• Communicate with a sense of audience and purpose</li> </ul> <p><b>Being Creative</b></p> <ul style="list-style-type: none"> <li>• Learn from and value other people’s ideas</li> </ul> <p><b>Working with Others</b></p> <ul style="list-style-type: none"> <li>• Listen actively and share ideas and opinions</li> <li>• Give and respond positively to feedback</li> <li>• Adapt their behaviour and language to suit different people and situations</li> </ul> <p><b>Thinking Skills, Problem Solving and Decision Making</b></p> <ul style="list-style-type: none"> <li>• Justify opinions.</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>

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## Resources

Animation: *What Is Justice?*

Unit 4: Lesson 3 Resource A – News article

Unit 4: Lesson 3 Resource B – Discussion role cards

Post-it notes

## Suggested teaching and learning strategies

### Launch

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

1. Are there different types of justice?
2. What is the difference between justice and revenge?
3. Does everybody who is deemed to have committed a crime always experience justice?
4. Does everybody who is deemed to be a victim of a crime always experience justice?
5. Should the general public be allowed to have a say in how justice is served in individual cases?

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

Possible answers and discussion points:

1. There are two main types of justice delivered by the courts: custodial and non-custodial sentences.  
*There is the justice that is carried out by the courts and judges, and then there is the type of 'justice' that is carried out outside of the law by paramilitary groups.*
2. Justice should be impartial and restore balance. Revenge is one-sided and inflicts hurt or harm on someone.
3. **No** – sometimes when someone commits a crime they can get a long sentence, even though their crime may not have been as bad as others; sometimes people who didn't commit a crime are wrongly imprisoned.  
**Yes** – the judges and courts must follow the law and know the correct type of punishment to give for the crime committed.
4. **No** – sometimes when someone commits a crime they can get a short sentence and the victim feels it should be longer because of the harm that was caused.  
**Yes** – the judges and courts know which type of punishments suit each crime.
5. **No** – there would be too many conflicting views, and no-one could agree on what the sentence should be.  
**Yes** – in a democracy, everyone's voice should be heard.

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### Activities

#### Activity 1: Was justice served?

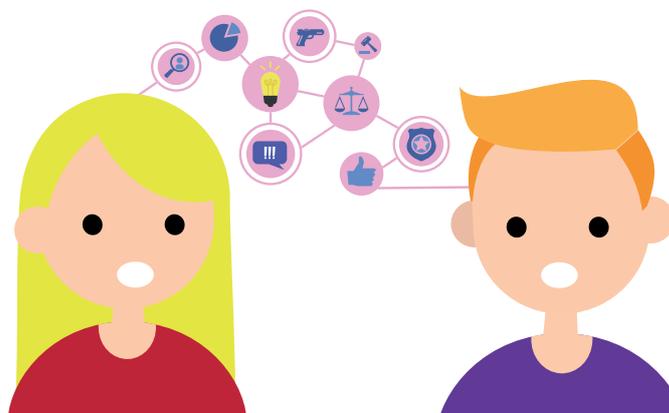
- Give each pupil a copy of the article in **Resource A**.
- Ask the pupils to read the article and answer the question 'Do you think justice was served in this case?'
- Ask for a thumbs up if their answer is 'yes' and a thumbs down if their answer is 'no'.
- Facilitate a class discussion, asking pupils to explain their opinions.

*Possible answers and discussion points:*

- **No** – *the woman was old and very ill. She had mobility issues, so it would not have been easy for her to get out and about to pay her bill. She was helping her ill sister so she probably forgot about it. There were other ways they could have dealt with this case; she did not have to go to jail.*
- **Yes** – *she broke the law. Everyone has to pay their TV licence and if the lady couldn't do it herself, she should have got someone else to do it for her.*

#### Activity 2: Discussion role cards

- Ask the pupils to get into groups of five or six.
- Give out the **Resource B** discussion role cards so that each member of the group has a particular role to play.
- Explain to the pupils that they are now going to discuss the article in more detail, taking on the role that they have been given on their card.
- Allow time for discussion, then ask follow-up questions:
  - Did you find this activity interesting? Why?
  - Do you feel that you learned anything more about the situation than you knew before?
  - How do you feel about the situation after this activity?



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### Activity 3: Post-it challenge

- Ask the pupils to stay in their groups.
- Display the following statement on the board: 'Under the law and after the warrant had been issued, the PSNI were legally obligated to arrest Mrs Smith from her home and transport her to Hydebank Prison'.
- Give 3–4 Post-it notes to each group.
- Thinking about how justice could have been served in a different way, ask the pupils to come up with 3–4 different ideas of how the case could have been handled.
- Ask the pupils to place their finished Post-it notes on the wall.
- All the pupils should now walk around the room and look at other people's ideas.
- Facilitate a discussion using effective questioning.

*Possible answers and discussion points:*

- The TV licensing people could have asked Mrs Smith to pay in small instalments over a period of time.
- Mrs Smith could have got a family member or friends to pay her TV licence bill for her.
- The local councillor could have stepped in earlier and done more to help the situation.
- She could have had a lesser sentence, rather than being sent to Hydebank prison.

### 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 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 out to people committing crimes.*
- 3. Go to your local councillor and ask for help.  
Contact a new lawyer and see if they can help in any way.  
Use social media to start an online campaign and get people to sign up to help your cause.*

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## Unit 4: Lesson 3 Resource A

### News article

From Belfast Telegraph Digital at [www.belfasttelegraph.co.uk/news/northern-ireland/chronicallyill-belfast-grandmother-jailed-after-not-paying-tv-licence-37158334.html](http://www.belfasttelegraph.co.uk/news/northern-ireland/chronicallyill-belfast-grandmother-jailed-after-not-paying-tv-licence-37158334.html)

# Chronically-ill Belfast grandmother jailed after not paying TV licence

July 26 2018

A chronically-ill grandmother from Belfast has been jailed for six days after she did not pay her TV licence.

The Irish News reports Anne Smith (59), from Poleglass, who has serious mobility issues and is awaiting a double-hip replacement, was ordered to present herself to police by 5pm on Wednesday so she could begin a six-day sentence behind bars.

She was jailed after she did not pay a £1,100 court fine for failing to pay her television licence.

The mother-of-four, who has 12 grandchildren, told The Irish News yesterday that she was "terrified" at the prospect of being imprisoned.

"I think it is utterly ridiculous that they would arrest a woman over a TV licence. I wish I had just paid the fines," she said.

"I broke my hip and was unable to get out of the house for a whole year. In hindsight, I should have had a licence but because of my health, and I had to help my sister through cancer, I didn't get to do it."

Sinn Fein MLA Raymond McCartney, the party's justice spokesman, said: "This is a distressing case and the arrest and imprisonment of this woman for a fairly minor offence.

"The family have made it clear there are mitigating factors given her very serious health problems and efforts were actually being made to pay the outstanding fines at the time she was arrested.

"However, it seems that because the bench warrant had already been issued, this was not accepted and she was instead arrested from her home and is now being held in Hydebank Prison.



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"I believe that is a gross over-reaction. The system should have showed some flexibility in this case because jailing a chronically ill grandmother does no-one any service, particularly when she was making good on her efforts to pay the fines.

"The relevant authorities should now intervene, show some common sense and ensure she is immediately released."

People Before Profit Councillor Matt Collins said: "I have been speaking to Anne's family today, who are naturally very worried and stressed. It is disgraceful that a 59-year-old chronically ill woman has been jailed for not paying her TV licence. This is callous treatment of a vulnerable working class woman.

"No one was arrested for the £650 million RHI bill, but when an ordinary person struggles to make ends meet they are thrown in jail. One law for the rich, one law for the poor- it's sickening and draconian. PBP are calling for Anne to be released immediately." In a statement, a TV Licensing spokesperson said: "Newspaper reports say Mrs Smith has been sentenced to prison for non-payment of court fines for TV Licence evasion.

"The sentence is a matter for the courts and TV Licensing has no involvement in this decision. We do everything we can to help people pay and only prosecute as a last resort when all other options are exhausted. The maximum penalty for watching TV illegally is a fine of up to £1,000 (plus court costs and a victim surcharge).

"The majority of first time offenders are not prosecuted if they buy a licence within a specified time. There are many ways to pay, including weekly cash payments and we are currently trialling the Simple Payment Plan which offers even more help to those who might struggle to pay. We work with nearly 500 organisations across the UK, including many in Northern Ireland, to offer advice and support."

*Belfast Telegraph Digital*

Source: Belfast Telegraph

# Unit 4: What is Justice?



### Unit 4: Lesson 3 Resource B

#### Discussion role cards

#### Neutral Facilitator



You are in charge of keeping the debate flowing and intervening where any disagreements may be starting, to get the conversation back on track. You don't have a personal opinion on the topic but can ask prompt questions or make statements to get the conversation flowing if you feel that it is moving off topic.



#### Challenger



You will challenge statements made by other people, asking them to justify their opinions. It is your job to make sure that people fully explain the points they are making, so you will keep challenging and asking questions until you feel that their position has been fully explained.

#### Declared Interests



You believe what has happened in this situation is wrong. You will be defending the position of the accused by explaining your reasons as to why you think it's wrong. You believe fully in the innocence of the affected party, and you will justify your points to explain why you feel this way. You should make your feelings known straight away.

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### Unit 4: Lesson 3 Resource B

#### Discussion role cards

#### Devil's Advocate



You will express contentious (argumentative) opinions in order to provoke debate or test the strength of the opposing arguments made by other members of the discussion.

#### Ally



You will support the views of another member of the discussion and agree with what they are saying. You can make your own arguments but they must be in support of the particular individual you have chosen to side with. You should use some of what they have said in your own arguments.

#### In-Role



In this situation you will take on the role of a spokesperson for the TV Licencing Company and will present your arguments within the discussion. You are taking a professional standpoint and must present your thoughts and feelings in this light.