

Unit 3: What is Lawfulness? SEN (Inclusion)



Lesson 3: The benefits of a lawful society

This lesson relates to how using incentives to encourage people to abide by the law can have a positive impact on society. It requires pupils to explore different ideas to inspire law-abiding behaviour.

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"> • explain ideas for incentives to abide by the law; • explain the importance of people using their vote; • explain the benefits of living in a lawful community or society; and • think about and ask appropriate questions of others.
Thinking Skills and Personal Capabilities Focus	<p>Pupils will have opportunities to develop the following:</p> <p>Managing Information</p> <ul style="list-style-type: none"> • communicate with a sense of audience and purpose; <p>Being Creative</p> <ul style="list-style-type: none"> • learn from and value other people’s ideas or opinions; • challenge the routine method; <p>Thinking, Problem Solving and Decision Making</p> <ul style="list-style-type: none"> • justify opinions; and • examine options and weigh up pros and cons.
Attitudes and Dispositions	<p>Pupils will be encouraged to develop the following:</p> <ul style="list-style-type: none"> • community spirit; and • personal responsibility.
Resources	<p>Transcript of animation: What Is Lawfulness?</p> <p>Unit 3: Lesson 3 Resource A – Law and task cards</p> <p>Unit 3: Lesson 3 Resource B – Statement mind map</p> <p>Unit 3: Lesson 3 Resource C – Group roles</p> <p>Unit 3: Lesson 3 Resource D – Thumbs up and down cards</p> <p>Flip chart paper Pens Post-it notes</p>
Links	<p>Video The Speed Camera Lottery – The Fun Theory available on Youtube</p>

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Suggested Teaching and Learning Strategies

Launch

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

- 1. Why do people break the law?**
- 2. What is the impact of breaking the law?**
- 3. Is there anything more that can be done to ensure people abide by the law?**

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

Possible answers and discussion points:

- 1. Poverty may be a factor, for example people steal to have what they cannot afford.*
- 2. People face prosecution and go to prison; it could affect their chances of getting a job.*
- 3. Increasing prison sentences; educating people on the impact of crime.*

Unit 3: What is Lawfulness? SEN (Inclusion)



Activities

Activity 1: Incentives

- Ask your pupils what the word incentive means. It is something that motivates you or encourages you to do something.
- Ask your pupils to think of what they do at home or in school that involves incentives, for example tidying your room, doing the dishes or collecting litter.
- What type of incentives are they rewarded with, for example an hour on their Xbox or pocket money?
- Show the class the video [The Speed Camera Lottery – The Fun Theory](#), available on YouTube.
- Ask the pupils to form groups of four or five and designate roles to each member such as scribe, timekeeper, illustrator and reporter.
- Encourage your pupils to use **Resource C** to record the roles they take on. Keep this resource to use in further lessons so that pupils have the opportunity to track and take on more than one role.
- Ask the groups to imagine that they are entering the Fun Theory Award.
- Give each group one of the cards from **Resource A – Law and task cards**, a piece of flip chart paper and pens.
- Encourage pupils to work together to come up with an incentive for people to comply with the law that they have been given. They can be as creative as they wish.
- Once they have completed the activity, ask each group to present their idea to the rest of the class.

Possible answers and discussion points:

- *Incentives to stop using cannabis such as ad campaigns to highlight the negative impact it can have or stronger penalties if you are caught with it;*
- *Incentives not to drive under age – imposing stricter laws on those who break the law; offering an incentive such as free car insurance for the first year of driving for those without convictions; or*
- *Incentives not to drink under age – ad campaigns to highlight the negative impact it can have; offering young people free entry to the cinema or bowling on weekends when they might otherwise be tempted to drink.*

Unit 3: What is Lawfulness? SEN (Inclusion)



Activity 2: Think – Pair – Share

- Show this statement on the board: In Northern Ireland, it is legal to vote from age 18 onwards. (You can also show slides 1 to 3 from the Unit 3 Lessons PowerPoint.) Add this question: Why, in a lawful society, is it important for people to use their vote?
- Give each pupil a sticky note and ask them to write down an answer to the question.
- Encourage your pupils to then discuss their answer with a partner.
- Ask the pairs to share their ideas with the rest of the class.

Possible answers and discussion points:

- It is people's democratic right to vote to have their voice heard.
- In some countries people do not have the opportunity to vote – we should take advantage of the fact that we do.

Activity 3: Mind Map

- Show the class the [How a Law is Made](#) video from the Northern Ireland Assembly Education Service.
- Ask your pupils to get back into their original groups. Give each group a copy of **Resource B – Statement mind map** and pens.
- Explain to the class that they have been looking at incentives to stop people from doing something against the law. In this activity, they will consider incentives to encourage more people to vote.
- Working together, ask them to come up with as many ideas as possible and note them on the mind map in **Resource B**.
- Give each group an opportunity to present their ideas to the rest of the class.
- Next ask the class to choose their favourite group idea.
- Record the ideas on a flip chart. Ask the groups to consider all the suggestions and decide which one they would vote for as a group.
- Read out each one and ask them to give a thumbs up if they agree and thumbs down if they don't from **Resource D – Thumbs up and thumbs down cards**.

Possible answers and discussion points:

- Provide monetary incentives, for example if people vote they get a £100 voucher.
- Penalise people who don't vote with a fine.
- Reduce the voting age to 16, so pupils start voting while still at school where teachers can encourage them to vote.

Unit 3: What is Lawfulness? SEN (Inclusion)



Debrief

Discuss the following:

- 1. How does it benefit the community if people abide by laws?**
- 2. Are there any benefits to people individually if they choose to abide by laws?**

Possible answers and discussion points:

- 1. Less money is spent on our public services: policing, fire brigade and ambulance crew. We live in a more peaceful society.*
- 2. They will not get in trouble with the law and face criminal charges. They will not negatively affect their own future job prospects. They will be trusted members of society.*

Unit 3: What is Lawfulness? SEN (Inclusion)

Active Citizenship



Unit 3: Lesson 3 Resource A

Law and task cards

Law

In Northern Ireland cannabis is an illegal drug.



Task

What incentive would you use to encourage people to stop using cannabis?

Law

In Northern Ireland it is illegal to drive before you are 17 years of age.



Task

What incentive would you use to encourage people not to drive until they are 17?

Law

In Northern Ireland it is against the law for a person to consume alcohol under the age of 18.



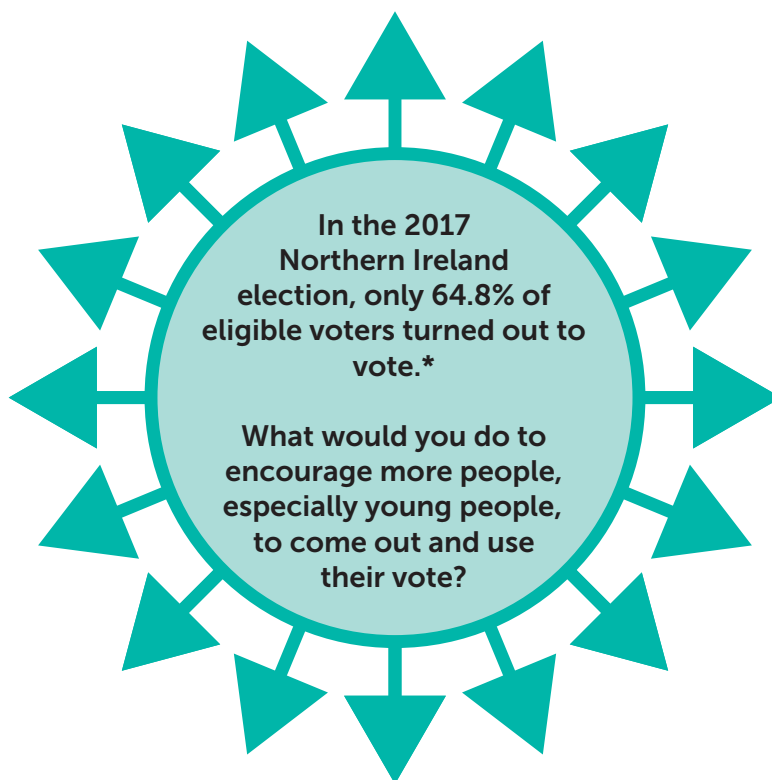
Task

What incentive would you use to encourage people not to drink until they are 18?

Unit 3: What is Lawfulness? SEN (Inclusion)



Unit 3: Lesson 3 Resource B Statement mind map



Unit 3: What is Lawfulness? SEN (Inclusion)

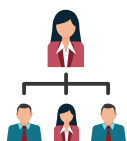


Unit 3: Lesson 3 Resource C

Group roles

Decide on roles for each member of the group. Remember to try a new role each time. For different group sizes, you will need the following roles:

Group of 3	Group of 4	Group of 5	Group of 6
1. Manager	1. Manager	1. Manager	1. Manager
2. Motivator and Scribe	2. Motivator	2. Motivator	2. Motivator
3. Timekeeper and Reporter	3. Scribe	3. Scribe	3. Scribe
	4. Timekeeper and Reporter	4. Timekeeper	4. Timekeeper
		5. Reporter	5. Reporter
			6. Reporter



Manager

- Organises the group's activities
- Makes sure everyone has a job



Motivator

- Makes sure everyone is kept happy and on track
- Gives encouragement and praise



Scribe

- Takes notes and makes sure that a record is kept of the group work
- Keeps the reporter informed as they go along



Timekeeper

- Keeps an eye on the time and makes sure that the work gets finished on time
- Gently reminds the group of how long they have left



Reporter

- Reports back at the end of the task
- Works closely with the scribe

Push yourself and move out of your comfort zone!

Try to take on a different role each time you take part in group activities.

Unit 3: What is Lawfulness? SEN (Inclusion)



Unit 3: Lesson 3 Resource D Thumbs up and thumbs down cards



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