**Scottish Sentencing Council Teaching Resources**

**S1-3 Teacher Guide**

[www.scottishsentencingcouncil.org.uk](http://www.scottishsentencingcouncil.org.uk)

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**S1-3 Teacher Guide**

These teaching resources, which have been developed by Pamela Farr, author of CfE Higher Modern Studies Course Notes can be used within an existing Crime and Law Broad General Education (BGE) unit. They should be used once pupils have covered:

* Types of Crime
* Sentencing Options
* Different Courts

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| **S1 Activities:*** Watch, Listen and Note Jigsaw
* Fly Swatter PowerPoint
 |  | **S2 Activities:*** Watch, Listen and Note Jigsaw
* Fly Swatter PowerPoint
* Lucky Dip
* Deciding a Sentence PowerPoint
 |  | **S3 Activities:*** Watch, Listen and Note Jigsaw
* Lucky Dip
* Deciding a Sentence PowerPoint
* ICT Task and Deciding a Sentence worksheet
 |

**Watch, Listen and Note Jigsaw Activity S1/2**

Show the *Easy Listen and Watch* video on the Scottish Sentencing Council Website.

The video can be found following this link:

<https://www.scottishsentencingcouncil.org.uk/about-sentencing/videos>

Split pupils into groups of 3 and allocate them a number 1-3. Each pupil will have the responsibility of filling in the corresponding section of the Sentencing Placemat with as much detail as possible.

1. What Jack did
2. Factors which make the sentence more and less severe
3. Sentencing options available to the judge

Once the placemat is complete, pupils will read through it to make sure no vital information has been missed.

Ask pupils to consider Jack’s case. What is the aim of the Scottish Sentencing Council? Answers should include that guidelines help make sentences more consistent across Scotland.

**Watch, Listen and Note Jigsaw Activity S3**

Show the *If you were the Judge* video on the Scottish Sentencing Council Website.

The video can be found following this link:

<https://www.scottishsentencingcouncil.org.uk/about-sentencing/videos>

A quiz can be found on this page which can be completed as a class exercise.

Split pupils into groups of 4 and allocate them a number 1-4. Each pupil will have the responsibility of filling in the corresponding section of the Sentencing Placemat with as much detail as possible:

1. What Jack did
2. Factors which make the sentence more and less severe
3. Type of courts in Scotland
4. Sentencing options available to the judge.

Once the placemat is complete, pupils will read through it to make sure no vital information has been missed. Pupils must now decide what sentence they would give Jack. They must provide reasons for their answer. Ask pupils to consider what the Scottish Sentencing Council’s am is in providing sentencing guidelines to judges. Answers should include that guidelines help make sentences more consistent across Scotland.

**Fly Swatter PowerPoint S1/2**

This task is designed to assess learning. It is based on two players at a time. Use the Fly Swatter Clues. The first pupil to hit the correct answer on the slide wins the point. Most of the terminology has been taken from the *Easy Listen and Watch* video on the Scottish Sentencing Council Website. The other words refer to a pupil’s previous learning or general knowledge.

The video can be found following this link:

<https://www.scottishsentencingcouncil.org.uk/about-sentencing/videos/easy-listen-and-watch>

**Lucky Dip S2/3**

This task is designed to promote higher-order thinking and create discussion. Begin by asking pupils to discuss and write down all the factors they think a judge must consider before deciding on a sentence. This will allow pupils to recall their knowledge from the *Easy Listen and Watch* video.

There are a total of 9 cards showing some of the factors a judge might take into consideration when deciding a sentence. Cut these cards up, conceal them and ask pupils to pick one. This activity can be carried out with individual pupils, pairs or groups. This task can be used with the *Deciding a Sentence* PowerPoint.

Task: Once pupils have chosen their card ask them to explain how this factor might make a sentence less severe or might make a sentence more severe, and **provide examples**.

If a pupil chose ***the offender’s criminal record****,* you would be looking for them to tell you that the judge might consider a more severe sentence if the offender had a criminal record. For example, if they had been convicted of the same type of crime before, then the judge might sentence them even more severely.

If a pupil chose ***the age and vulnerability of the victim****,* you would be looking for them to tell you that the judge might consider a more severe sentence if the victim were vulnerable such as a child or elderly person. For example if the victim were vulnerable, they might suffer greater harm from an offence.

If the pupil chose ***the age of the offender****,* you would be looking for them to tell you that the judge might consider a less severe sentence if the offender were a teenager or young adult. For example, younger adults often aren’t as mature as older adults.

If the pupil chose ***whether the offender has pleaded guilty or not guilty****,* you would be looking for them to tell you that the judge would consider a less severe sentence if the offender pled guilty. This saves the victim from having to give evidence in court at a trial and saves the court time and money.

If the pupil chose ***the circumstances of the offender, such as taking steps to stop offending****,* you would be looking for them to tell you that the judge might consider a less severe sentence if the the offender had taken steps to stop offending such as overcoming a drink problem. This may prevent them from offending again and causing harm.

If the pupil chose ***evidence the crime was planned****,* you would be looking for them to tell you that the judge might consider a more severe sentence if there was evidence that the crime had been planned in advance. This shows that the offender thought about committing the crime ahead of time.

**Deciding a Sentence PowerPoint S2/3**

Discuss the first slide with pupils as a class. Ask them to consider which factors in each category would result in the judge considering a more severe sentence.

The second slide provides 3 examples of different offences. Without knowing anymore details of the crime that took place ask the pupils to consider what factors would be crucial for the judge to know and take into consideration for sentencing. Pupils could carry out this task in pairs or small groups to generate discussion. In the next lesson they will be provided with a detailed scenario of a crime.

**ICT Task S3**

Read through the information on the Deciding a Sentence worksheet for S3.

Use the interactive court scenarios at the following link:

<https://www.scottishsentencingcouncil.org.uk/about-sentencing/if-you-were-the-judge-case-studies>

Put pupils into groups or pairs allocating **either** Paul or Gillian’s case to each group. Pupils must make the decisions together and complete the ‘*If you were the judge’* **Case File sheet** noting the options selected. The pupils must decide the sentence to give the offender and explain their reasons. Only once they have written the sentence that the group has decided, do they read on and discover the sentence given in the case study. The pupils must then reflect on whether they agreed or disagreed with the judge.

Peer discussion: Pupils should now get together with another group who considered the case they did not. Each group will take turns in describing the case details and ask the other group to consider what sentence they would choose out of the options available.

Pupil Feedback: Evaluate the extent to which the pupils agreed with the judges on their scenario and also the extent that they agreed with one another.

Pupils now complete the written task on the *Deciding a Sentence* worksheet for S2 and S3 and/or the Extended Writing Task.

To answer the question: ‘What shows sentencing and sentences are fair?’ the pupils should note that guidelines aim to make sentencing more consistent across Scotland.

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