

PCSHE Booklet – Year 9

Topic 2 – The Justice System

Name: _____

Class: _____

Teacher: _____

Year 9 Curriculum Overview			
Topic 1: Peer influence and gangs Healthy and unhealthy social groups, assertiveness, and gang exploitation	Topic 2: Justice System Laws, justice systems, role of the police, courts and tribunals, public institutions and voluntary groups, the Equality and Protected Characteristics	Topic 3: Respectful and Intimate Relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes, consent, contraception, the risks of STIs, and attitudes to pornography.	Topic 4: Healthy lifestyle Choices about diet and exercise, healthy sleep, dental health

Year 9 PCSHE Topic 2 – The Justice System

Knowledge Organiser

Key Terms			
<ul style="list-style-type: none">• Law: a system of rules which a country uses to regulate the behaviour of its citizens.• Civil Law: When there is a dispute between two people and is usually a personal matter, rather than a crime. <u>E.g.</u> divorce• Criminal Law: When someone breaks a law. <u>E.g.</u> stealing• Barrister: A type of lawyer that defends the person charged with a crime in court.• Jury: is made up of 12 adults, who sit in a crown court and decide whether the accused person is innocent or guilty.• Judges: a person who is in charge of a trial in a court and decide how a guilty person should be punished.• Magistrate's Court: All trials starts in a Magistrate's court. A Magistrate can give out sentences but don't have the same power as a Judge so they only rule over minor offenses. More serious crimes get referred to a Crown court, in front of a Judge.• The Crown Prosecution Service: They advise the police on whether they have enough evidence to prosecute someone. They prepare cases for the court and can decide what charge they think the accused should receive.• Probation Officer: they supervise offenders in the community when they've been released from prison.• Bail: an amount of money that a person who has been accused of a crime pays so that they can be released until their trial.• Custody: being kept in prison, while waiting to go to court for trial.• Caution: a spoken warning given by the police to someone who has broken the law• Reoffend: To offend again• Joint Enterprise: a if a persons' presence, actions or knowledge <u>lead</u> to a murder or assault then they can be charged even if they didn't directly do anything.			
KPI1: Introduction to Laws		<p>Our law comes from legislation (laws passed by parliament) Common law and EU law. England and Wales have the same legal system; Northern Ireland has a very similar system. Scotland has its own system of laws</p> <p>Types of Law:</p> <ul style="list-style-type: none">• Criminal law: A specific crime has been committed. Case between an offender and the government (acting for all citizens) These cases will go through the criminal justice system and could lead to a custodial sentence. Range in severity, not all 'serious' An Act of Parliament has been broken.• Civil law: Disputes between individuals or group. Often linked to rights <u>e.g.</u> company law, adoption, consumer rights. A claimant can bring a case to civil court, normally to claim damages (to sue for money) Can still be 'serious' and involve very emotive issues. <p>Legal responsibilities:</p> <ul style="list-style-type: none">• Many people in the UK take a role in the running of the legal system. You still have rights, even if you are an offender Citizens can be on a jury <p>(compulsory) train to be a magistrate (to hear cases in courts in their community), become a special constable (trained volunteers who support police) or advise in a tribunal (as an expert) These roles offer great support to justice within the community. If you are arrested you must be told the reason for the arrest, can tell someone, able to get legal aid, offered medical help if needed, provided with a written notice about your rights and offered an interpreter. Human Rights must also be followed in prison (within reason <u>e.g.</u> liberty, democracy.</p>	
KPI2: Types of Court:		<p>Criminal Courts</p> <ul style="list-style-type: none">• Magistrates court: 95% of cases, less serious crimes <u>e.g.</u> theft. Led by trained magistrates, no jury can only give minimal penalties.• Crown court: Serious cases <u>e.g.</u> murder. Led by judge, formal, jury decides on guilt. <p>Courts must consider mitigating factors. The Crown prosecution Service (CPS) advises the police on cases for possible prosecution. It reviews cases submitted by the police for prosecution and decides the charge in very serious or complex cases.</p> <p>Civil Courts:</p> <ul style="list-style-type: none">• A dispute between two individuals or groups that requires legal advice <p>Disputes can be solved in civil courts, but also via tribunals (<u>less</u> formal courts) Ombudsmen (expert decision makers) Mediation (talking it through) these are often cheaper and quicker.</p> <ul style="list-style-type: none">• Tribunals produce rulings that are legally binding: an expert judge takes the lead. Ombudsmen are independent and free of charge but can be slow. Mediation can lead to a legally binding agreement.	
Youth Justice System:		<ul style="list-style-type: none">• The part of the justice system that deals with young people (10- 17) The youth justice system aims to prevent youth crime.• The UK recognise that YP who break the law should be treated differently.• Sentences will often focus on rehabilitation.• YP must have an appropriate adult with them before they are questioned.• Youth Offending Teams will work with YP to support and educate.• Youth courts (less formal) are used but very serious crimes can be passed to a crown court. <p>Office for national statistics:</p> <ul style="list-style-type: none">• The organisation that collects data about what is happening in the UK (including crime).• Most YP who commit crime have low literacy or difficult backgrounds. Rates of reoffending are high (especially with YP)• Violent crime has fallen over the last 20 years• There is a growing view that prisons need to focus more on rehabilitating prisoners.• Questions what government are doing to address the root causes of crime (literacy, poor home life)• Crime statistics can be misleading as certain crimes (<u>e.g.</u> rape) may be underreported	

Low Stake Quiz

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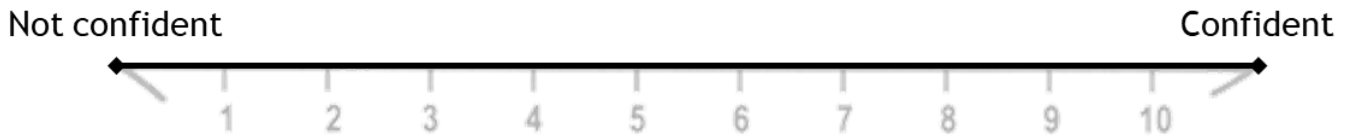
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Sliding Scale – Lesson 1

The Law

Sliding Scales

I am able to outline what the law is in the UK



I am able to describe the different people involved in the creation and implementation of the law.



I am able to explain the differences between civil and criminal law.



Key words: Law, court, judges, police, solicitor, barrister, magistrates, prosecution, defence, criminal law, civil law,

Task 1: Write down your answers independently to the following questions. We will come back to these questions at the end of the booklet.

Why do we have laws?

Who makes the laws?

Who applies the law?

How does the law affect your life?

Task: Match the roles to the job description.

Role	Job description
Police	The legal team presenting the case for the person being accused of a crime.
Judge	A person who is a volunteer serving in magistrates' courts. They do not need legal qualifications.
Barrister	A lawyer who is qualified to give opinions to clients and argue cases in all courts, including the higher courts.
Solicitor	An organised force for maintaining order, preventing and detecting crime, and enforcing the laws.
Magistrate	The legal team presenting the case accusing a person of committing a crime.
Prosecution	A lawyer who is qualified to advise clients on certain legal matters and represent them in lower courts.
Defence	A person who makes decisions in legal matters taken to court.

Task: Define the following terms:

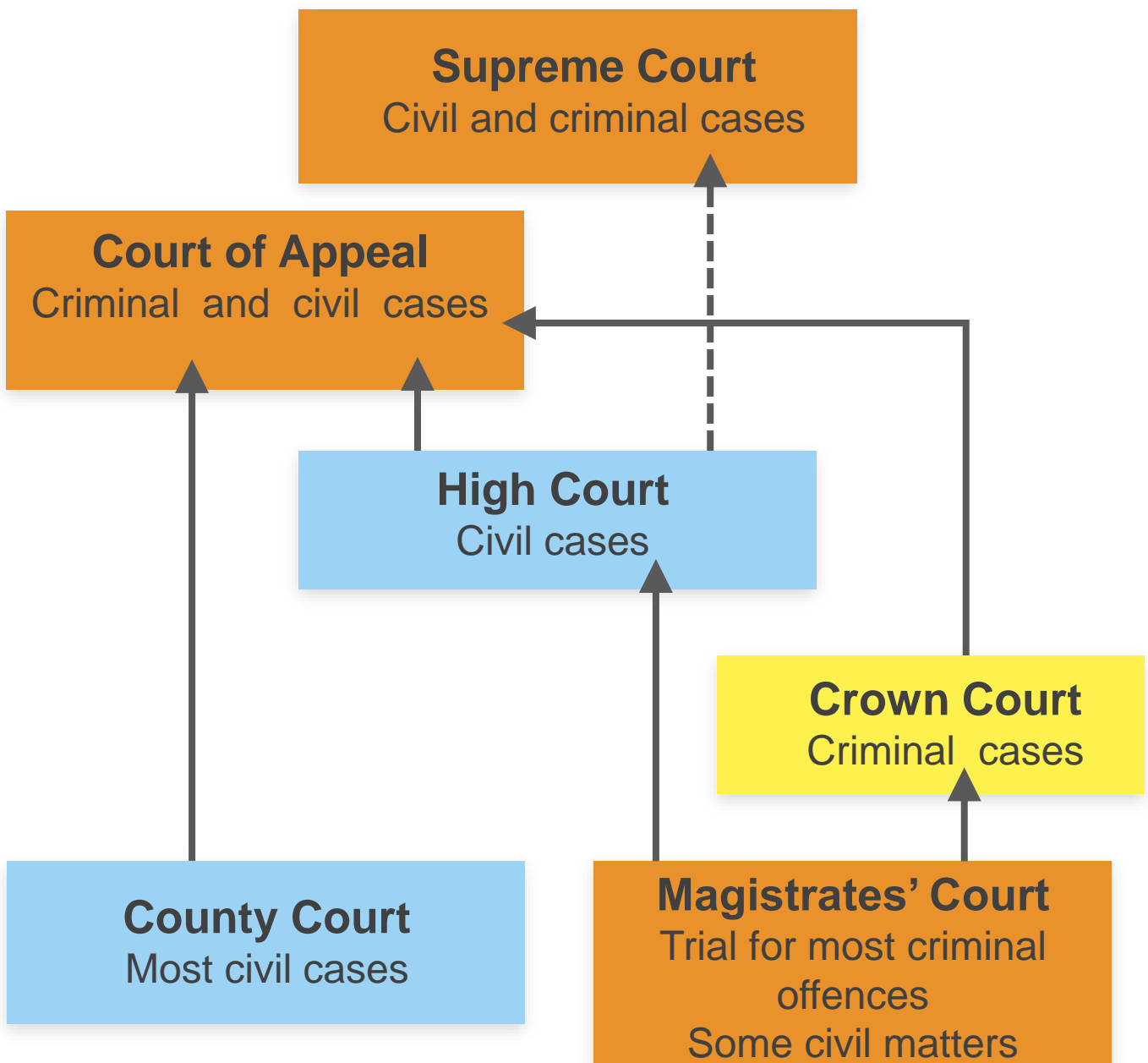
Crime:

Criminal Law:

Civil Law:

This diagram shows a simplification of the hierarchy of courts in England and Wales

- **Criminal justice system: Yellow**
- **Civil system: blue**
- **Both: Orange**



Task: Complete the quiz in your booklet working with your partner.

Extension: What court would this be tried in?

A

Someone deliberately takes something from a shop without paying for it.

☐

Criminal

☐

Civil

B

A bus shelter is smashed and covered in graffiti.

☐

Criminal

☐

Civil

C

You buy an MP3 player that stops working after two weeks.

☐

Criminal

☐

Civil

D

You download a lot of music from the internet without paying for it.

☐

Criminal

☐

Civil

E

Your neighbours play loud music at night, which stops you from sleeping.

☐

Criminal

☐

Civil

F

You apply for a part-time job, but are turned down. You believe it is because of your ethnicity.

☐

Criminal

☐

Civil

G

You are in a hurry, and take a short cut across what you know is private land.

☐

Criminal

☐

Civil

H

A married couple split up and can't agree who will look after their child.

☐

Criminal

☐

Civil

Low Stake Quiz

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Sliding Scale – Lesson 2

How are laws made?

Sliding Scales

I can explain which people have the most influence when making and changing laws.



I can explain how laws are made.



I can explain how I can influence the law.



Key words: Legislature, judge, police, house of commons, house of lords, Queen, Government, Green Paper, White Paper, Bill

Task: Answer the following questions in your booklet independently.

What is the law?

Give some examples of laws.

Why do we need laws?

What do you think would happen if we did not have any laws in the UK?



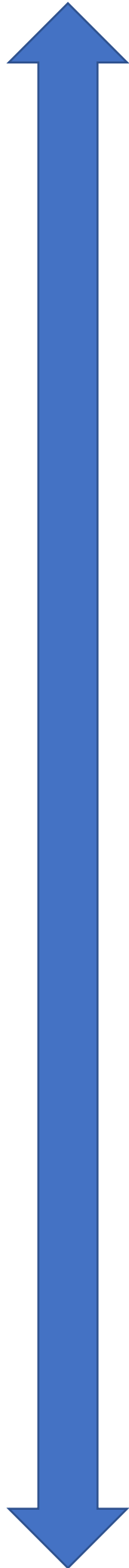
Who makes the law?

Task: Read the different through the different cards showing who influences and creates laws. Match the card to the correct description.

Person/Group		Description
The Police		The role of this organisation is to maintain law and order within our communities. This includes protecting the public and preventing crime.
The House of Lords		Someone who is currently studying at an institute of Higher Education
The Queen		Led by the Prime Minister they are responsible for all policy decisions across the UK.
A University Student		The Head of State.
A Judge		A public officer appointed to preside over cases in a court of law
The Media		Part of Parliament, it has around 800 members who were appointed by the Queen on the advice of the Prime Minister. Members have a number of roles, one of which is to consider and debate changes to the law.
The Government		A not for profit organisation set up to provide support or financial aid for a particular cause or purpose. These organisations must remain independent and not give their support to a particular political party or group.
A Charity		The highest ranking person in a company or organisation.
Chief Executive Officer (CEO)		Someone who is currently not in work.
An Unemployed person		A range of communication outlets through which news can be spread.
An MP		A person who has been elected to represent the people from a particular area in the House of Commons.
A Pensioner (some who is retired)		Someone aged between 13-19
A Teenager		Someone who has retired and is receiving a pension.

Task: Rank these individuals/groups along the following continuum line. Explain below why you have placed them in this order.

No power

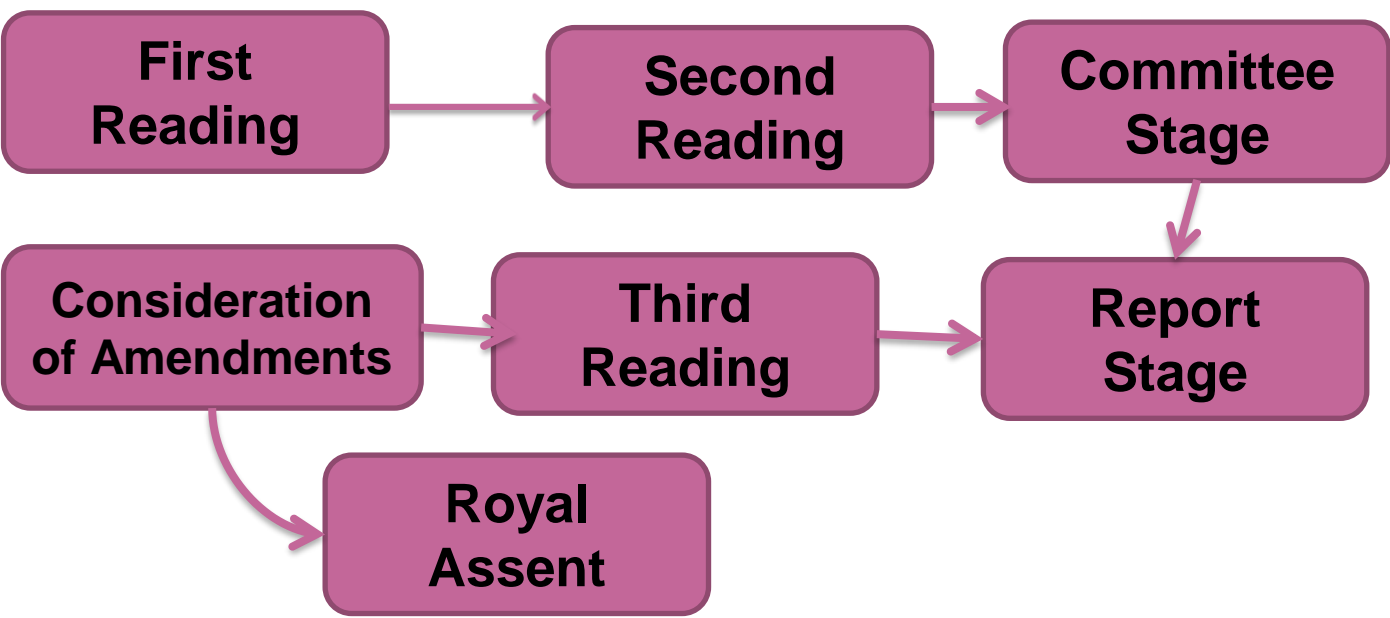


Some power

A lot of
power

Parliamentary Stages

New Bills must be approved by both the House of Commons and the House of Lords and can be introduced into either House. A Bill will go through the following stages in Parliament:



Task: What are the advantages and disadvantages of this system to create a law.

Advantages	Disadvantages

Changing the Law

Task: Look at the following laws which are proposed. Discuss the following questions with your partner.

1. What are the advantages and disadvantages of changing these laws?
2. Who will need to be involved if the law is to be changed?

Age of Criminal Responsibility Bill:

A Bill to change the age at which someone can be arrested and charged with a crime from 10 to 12

Schools Uniform Bill

Representation of the People Bill

A Bill to reduce the voting age to 16 in parliamentary and other elections; to make provision for auto-enrolment onto the electoral register for people aged 16 to 24.

Schools Uniform Bill

A Bill to require school governing bodies to implement affordability policies when setting school uniform requirements.

Wild Animals in Circuses Bill

A Bill to make provision to prohibit the use of wild animals in travelling circuses.

Plenary

Q: List three groups of people that are influential in getting laws changed

Q: List three of the stages that a new law must go through before it is approved

Q: Name one way that you can influence the law

Q: What one thing surprised you most about what you have learnt today?

Low Stake Quiz

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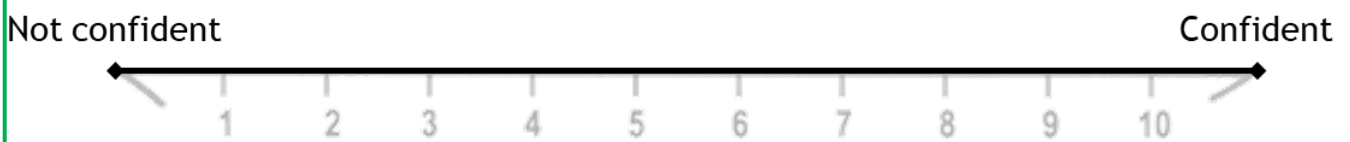
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Sliding Scale – Lesson 3

The Police

Sliding Scales

I am able to describe police powers and the limits placed on them.



I am able to describe the rules of stop and search



I am able to describe the rules of and limits on police detention.



Key words: police, stop and search, rights and responsibilities, arrest, detention, police caution.

What do you think about the police?

Task: Answer the following questions in your booklet.

1. Who are the police and what do they do?

2. Should the police be able to do whatever it takes to catch criminals?

3. How do you think the police should behave?

4. How could the police improve their reputation amongst young people?

Stop and Search

Task: Complete the quiz in pairs to test your knowledge about Stop and Search.

		True	It Depends	False
1	The police can stop me on the street because I have an unusual hairstyle.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	I have a right to know the police officer's name if I am stopped.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	I have a right to know why the police have stopped me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	I do not have to give my name or address to the police.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	The police have the right to search anyone they choose.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	The police don't have the right to search me in public.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	I have to be searched by a member of the same sex.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Only my clothing can be searched.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	I have a right to know why the police have stopped me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Arrest and Detention

Arrest is a power that the police have to stop someone going about their daily life and to take them and hold them in a police station.

In most circumstances, the police must have a warrant to arrest someone.

Task: Create your ideal police force. What powers of arrest would **they** have?

1. My ideal police force is called ...

2. Who has the power of arrest in your country?
The police, another group or both?

3. When should people be arrested?

4. Should people be told why they are being arrested? Why or why not?

5. Have you decided to put rules in place for the use of the power of arrest? If so, why?

Extension: How are police powers in your ideal police force different to police powers in England and Wales?

Task: Using the information and the scenarios, work in pairs to decide whether the police officer has used his/her powers lawfully or unlawfully.

Police power	Description under the Police and Criminal Evidence Act (PACE) 1984 and Serious Organised Crime and Police Act (SOCA) 2005	Safeguards for the suspect
Stop and search	The police can stop and search people and vehicles in a public place only if they have ‘....reasonable grounds for suspecting that the person is in possession of (or the vehicle contains) stolen or prohibited articles. Prohibited articles include offensive weapons and articles for use in connection with burglary or theft.’	The police officer should: <ul style="list-style-type: none">• give his/her name and police station• state the reason for the search• not stop you because of your sex, age, colour, disability or any other general physical characteristics.
Arrest and detention	The police can arrest someone without a warrant in the following circumstances: <ul style="list-style-type: none">• the person is about to commit an offence• the person is in the act of committing an offence• the person is guilty of an offence• the officer has reasonable grounds for suspecting any of the above.	The officer must: <ul style="list-style-type: none">• inform the suspect that s/he is being arrested• tell the suspect that independent legal advice is available free of charge. A consultation with a solicitor in private is allowed.
Interviewing and collecting evidence	Strip searches Strip searches should happen in a police station. Searches should not be made in a public area and should be carried out by a police officer who is of the same sex as the suspect. Intimate searches A high ranking police officer can approve an intimate search of a suspect if there is cause to believe that: <ul style="list-style-type: none">• the person has with them an item which could be used to cause physical injury to themselves or others• they are in possession of a class A drug. Such searches should be carried out by a doctor or nurse.	‘The court shall not allow statements which have been obtained through oppression to be used as evidence’. The interview room must be well lit, heated and ventilated adequately. Suspects must be given adequate breaks for meals, refreshments and sleep. For intimate body samples (such as urine, blood or dental samples) the police need the suspect’s consent. An imitate search is ‘a search which consists of the physical examination of a person’s body orifices other than the mouth’.

Did the police officer in each scenario use his/her powers lawfully or unlawfully? Justify your answers.

Scenario 1: Kwame is a young black boy living in Peckham. He has not committed any offences before and so he does not have a criminal record. Kwame was walking to school with his friend Daniel, who is white, when he was stopped and searched by a police man for wearing a hoodie. Daniel was also wearing a hoodie, but was not stopped by the police.

Scenario 2: Saba, who wears a hijab, was driving back from the supermarket and was waiting at a red traffic light when the police stopped her and searched her for dangerous weapons. They said that someone at the supermarket had seen a gun in the boot of her car.

Scenario 3: A man aged 60 was shouting at two young boys down the road, ‘Stop them! They’ve stolen my TV and CD player’. The boys, carrying a TV and CD player, kept running down the road. They bumped into two police officers who asked them to stop.

Scenario 4: A man in a shopping centre was acting suspiciously in a clothes store. He was opening and closing his bag, but not trying anything on. The security guard called the police and the police stopped the man as he was walking out and searched him.

Scenario 5: Two elderly women took some fruit from their local fruit and vegetable market. The stallholder saw some fruit was missing and called over a nearby police officer. The police officer stopped two young boys wearing hoodies instead of the old women.

Scenario 6: Karim was arrested as a suspect in a murder inquiry. The police took him to the police station and forced him to give a blood sample without the permission of a high ranking officer.

Scenario 7: Sonja was seen by police peering through the windows of a house that had been burgled recently. When the police approached her, she tried to hide and then swore at a police officer. The officer forced her to give fingerprints on the spot.

Plenary: Answer the following questions in your booklet:

1. What have you most agreed or disagreed with today?

2. Have any of your thoughts about the police changed? If so, what and why?

3. Would you consider a career as a police officer? Why/Why not?

Low Stake Quiz

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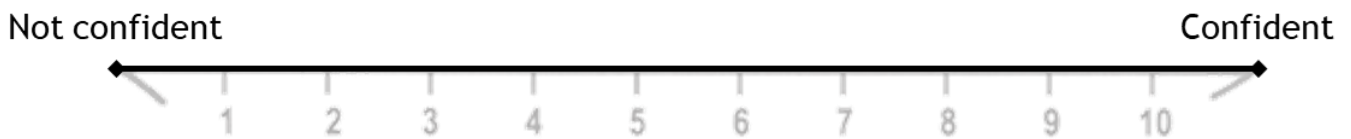
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Sliding Scale – Lesson 4

Young Justice

Sliding Scales

I can describe the rights young people have within the criminal justice system.



I can explain why we punish criminals.



I can discuss the different types of punishment and their advantages and disadvantages.



Key words: Justice system, police station, court, criminal responsibility, fine, community sentence, criminal behaviour order, crime prevention injunctions, custodial sentences.

What should the justice system look like?

Justice

What do you think justice should look like?

The police would be able to arrest young people if...

The police should treat young people...

In order to become a police officer working with young people, you should have to...

If you were arrested, how would you want to be treated? List your ideas below.



From the Police Station to the Court

Task: Complete the quiz in pairs to test your existing knowledge of the criminal justice system.

From Police Station to Court Quiz

1.

Can you be arrested for a criminal offence if you are under 14?

Yes☐

No☐

Only in serious cases☐

2.

Is a young person, of any age, entitled to have a solicitor present when they are interviewed at a police station?

Yes☐

No☐

Only in serious cases☐

3.

Do the police have to caution all suspects at the start of an interview?

Yes☐

No☐

Only in serious cases☐

4.

Can a young person be forced to give their fingerprints?

Yes☐

No☐

Only in serious cases☐

5.

For how long can a suspect normally be held at a police station without charge?

Up to 24 hours☐

Up to 2 days☐

Up to 4 days☐

6.

Can a young person be kept in a police cell?

Yes☐

No☐

☐

7.

Does a young person who is arrested have to pay for legal help and advice?

Yes☐

No☐

Only in serious cases☐

8.

Up to what age will a young person usually be interviewed by the police with one of their parents present?

14☐

17☐

19☐

9.

Does a young person who is arrested have to answer a police officer's questions?

Yes☐

No☐

Only in serious cases☐

10.


Until what age are young people tried in a Youth Court?

17☐

19☐

21☐

Task: With your partner, write down as many reasons as possible to explain why we punish people who commit crimes.



**Why do we punish
people who
commit crimes?**

What is the best way to punish a crime?

Task: Complete the following table in your booklet to suggest some of the advantages and disadvantages of the punishments below.

Punishment	What does it involve?	Advantages	Disadvantages
Fines	A fine is the most common form of punishment for an offence given by the criminal courts. The judge will decide how much the fine is and any other costs you must pay including compensation to the victim of your crime. You must pay the fine by a certain date.		
Community Sentence	Community sentencing can give offenders opportunities to make amends for their crime. Community sentencing includes: community service, doing challenging unpaid such as removing graffiti, cleaning up derelict areas or working for charities.		
Criminal Behaviour Orders/Crime Prevention injunctions	The order is aimed at tackling the most serious and persistent offenders where their behaviour has brought them before a criminal court. CBOs include prohibitions to stop the anti-social behaviour, and may also include requirements to address the underlying causes of the offender's behaviour.		
Custodial Sentences	Custody probation orders are for serious offences that deserve a custodial sentence of one year or more. The offender must be aged 17 or older and consent to the order. The order will involve time in custody followed by supervision by a probation officer in the community.		

Plenary: Answer the following questions in your booklet.

Q: What have you most agreed or disagreed with in this lesson?

Q: Do you think young people are aware of the processes involved when someone commits a crime?

Q: Have any of your thoughts about the justice system changed?

Q: Do you think that it is important to punish someone that has committed a crime? Why/why not?

Low Stake Quiz

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Sliding Scale – Lesson 5

Your Rights and Responsibilities

Sliding Scales

I can explain at what age young people have a variety of rights and responsibilities.



I can identify which laws affect my life.

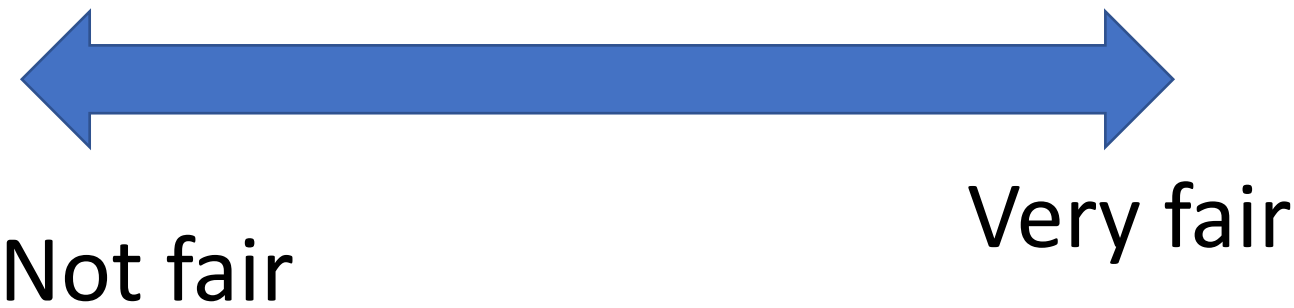


Key words: Age, rights, responsibilities, laws, age restrictions

Task: With your partner, decide what age are you allowed to do each of the following.

	At what age does the law allow a young person to:	Answer
1	Buy cigarettes?	
2	Drive on a public road?	
3	Drink alcohol in a pub?	
4	Vote in an election?	
5	Get a tattoo?	
6	Get a job?	
7	Serve on a jury?	
8	Have sex?	
9	Be convicted of a criminal offence?	
10	Join the armed forces?	

Task: How fair are these laws?



Task: Read through each case study and answer the questions below. You may work with your partner to complete these.

Melanie is 15 years old. She was fit and active, and enjoyed swimming and playing netball. She believed she was perfectly healthy.

In May 2015 Melanie became seriously ill and was diagnosed with heart failure. Her consultant explained to her that unless she had a heart transplant she would not be expected to live more than a few weeks. If the operation was successful Melanie would feel much stronger and it was expected that she would be able to lead a normal life.

However, she would need to visit the hospital regularly for check-ups and would also have to take a combination of medication. This would involve taking between 20-30 tablets every day. Some of the medication would have painful and unpleasant side effects. Having considered the information Melanie decided that, although she did not want to die, she simply couldn't face the rest of her life on drugs. She also added that she felt very uncomfortable with the idea of having someone else's heart.

Melanie's parents disagreed and said that the operation should go ahead. The doctors did not want to operate without Melanie's agreement.

- Q Is 15 old enough to make a decision such as this?**
- Q Do you think that Melanie's parents are entitled to a say in this decision?**
- Q Imagine that this case is taken to court and you are the judge. Would you rule that the treatment should go ahead? Why / why not?**

Sophie is 14 and has been in a secure, loving relationship with her boyfriend, Alex, for nearly a year. Alex is 17.

Sophie feels she would like to take their relationship to the next level and is ready for them to have sex.

Sophie: "I know I'm still young but I don't believe that my feelings will change if I wait until I am 16 so why should I wait? Two years is such a long time. It's my life and I should be able to do what I want. Anyway people grow up more quickly nowadays and young people's bodies mature at an earlier age than they used to."

Alex: "I know Sophie is young but most of the time she seems older than me. Girls always seem older as they mature more quickly than boys."

- Q Under current law what would the possible consequences of Sophie and Alex having sex be?**
- Q Do you agree that the age of sexual consent should be 16?**
- Q Do you think it is right that the age of consent should be decided by law?**
- Q Do you think the views of parents should be considered?**

In August 2015 the Daily Mail published an article stating that children as young as 12 were being prescribed the contraceptive pill by GPs without their parents knowledge.

The article quoted some research carried out by Kings College, London which estimated that 75,000 girls under the age of 16 were being prescribed the pill every year. This compares to around 50,000 in 2002.

- Q Do you agree that young people under 16 should be given contraception without their parents' knowledge? Give your reasons why.**
- Q Do parents have the right to know if their son/daughter is involved in a sexual relationship?**
- Q Some people would argue that making contraception more easily available encourages young people to have sex. Do you agree? Give your reasons why.**

On the 12th February 1993 a two year old boy, James Bulger, was abducted and killed by two ten year old boys, Robert Thompson and Jon Venables.

Bulger was out shopping with his mother, having taken her eyes off of him for just a moment Thompson and Venables led him away. His body was later found more than two miles away on a railway line.

At 10 years old Thompson and Venables were considered old enough to have criminal responsibility. They were both charged and found guilty of murder. They were the youngest convicted murderers in England.

They were both given custodial sentences. In 2001 both boys were released from custody aged 18. They will remain on licence for the rest of their lives.

- Q Do you think that the age of criminal responsibility should be raised? Why / why not?**
- Q Do you think you are fully aware and responsible for your actions at the age of 10?**
- Q What do you think should happen to children under the age of criminal responsibility who break the law? Does it depend on the level of the crime committed?**

Task: Use the questions from the 'At What Age' quiz to identify one age restriction that you do not agree with.

Prepare a case for why you think the age should be changed. Consider the following questions:

1. What does the law currently say?
2. What change would you like to make to the law?
3. What are the arguments for and against your suggested change?
4. Which individuals would be affected if the law was changed?
5. How would society be affected if the law was changed?

Key influencers: Think about who you would need to get on board to support your argument? For example... Young people; MPs; Legal professionals; Experts in the area; Media.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

[illegible]

Plenary: Answer these questions in your booklet.

Q: What surprised you most about what we discussed today?

Q: Are there any laws that you particularly agree or disagree with?

Q: How do the laws we discussed impact your life?

[illegible]

[illegible]