

Citizenship

Youth justice

Warmer

- 1 Ask students to work with a partner and write down the minimum age to do these things in their countries: vote, leave school, drive a car.
- 2 Ask students to work in small groups and discuss whether they think any of these ages should be changed and if so, why.
- 1 Ask the students to work with a partner to discuss the questions. Then ask them to compare their ideas in small groups. Elicit some answers from the class.
- 2 Ask the students to read the text and to underline anything that is similar to their own countries. Where there are differences, ask students whether they think the differences would be an improvement on the system in their countries.

Fast finishers

Ask fast finishers to write down the differences they find and to divide them into two lists, one headed *I would like this change* and the other *I wouldn't like this change*. Elicit one or two examples of the lists as you check class ideas on the main task.

- 3 Ask the students to look at the highlighted words and to match them to the definitions. After a few minutes, elicit answers from the class.

Mixed ability

With weaker students, put the students in pairs. Ask one person to find 1–5 and the other to find 6–10. Then put students in groups of four to check and compare their answers.

Extension

Ask students to divide and organise the words into categories, for example, *people related to crime*. Elicit the categories and the words in each one. Then ask students to add words to each group e.g. *people related to crime* – lawyer, solicitor, burglar, shoplifter, policeman, etc.


Answers

- 1 compensation 2 court 3 fine 4 judge
5 young offenders' institutes 6 offences 7 offenders
8 sentence 9 victims

- 4 Ask the students to read the statements and predict which parts of the text they will find the answers in – the introduction, or sections 1, 2, 3, or 4. Ask the students to read the text again and decide whether the statements are true or false. Check the answers as a class.

Answers

- 1 False 2 False 3 True 4 False 5 True

- 5 Ask the students to work in small groups and discuss which statements they agree with and why. After the students have had time to discuss each one, elicit some opinions on each statement. Hold a class vote to decide which ones the students most agree with.
- 6  2.29 Ask the students to read the questions and predict some of the answers. Play the audio and check answers as a class.

Answers

- 1 People under 18 who commit minor crimes.
2 Saying sorry, paying a fine, paying compensation and community service.
3 a 10%
b 20%
4 Largely run by volunteers.
5 She wants to be a lawyer or a judge in the future.

Audioscript

Kevin: Hi Justine. What's that you're reading?

Justine: Hi Kevin. You mean this? It's my guidebook for Youth Court. I just got it in the mail today.

Kevin: Youth Court? Why? Are you in some kind of trouble?

Justine: Nooo! I'm going to be working on a Youth Court this year, and I have to read all the rules and regulations first, so I know what to do.

Kevin: Oh! And what exactly is Youth Court all about?

Justine: Well, it's a special court for young offenders – you know, people under 18 who've committed a minor crime, like shoplifting or painting graffiti – things like that.

Kevin: And what are you going to do? Will you be a judge or something? That sounds a bit difficult.

Justine: No, no ... people go to Youth Court *after* a judge hears their case in a regular court. Then the Youth Court decides what their punishment should be.

Kevin: Like sending them to prison?

Justine: No, not prison. Youth Court isn't for offenders who commit any serious or violent crimes. And it's usually the person's first offence, too. The idea is to give them an alternative sentence, instead of time in prison.

Kevin: Alternative sentences? Like what?

Justine: Well, that depends on the offence, but it usually includes things like apologising to the victims – you know, saying they're sorry for what they did. And sometimes they have to pay a fine, or give money to the victim – that's called compensation.

Kevin: And that's all? That sounds pretty easy to me.

Justine: Well, sometimes that's enough, but they might also have to take social education courses too, so they'll understand their mistakes, and won't do the same thing again. Or if they've got problems at home, or addictions, they might need to see a psychologist or a social worker too.

Kevin: And what about community service? Can Youth Courts make offenders do volunteer jobs? You know, make them work to help other people? I think that that would be the best thing.

Justine: Yeah, of course. That's the part I was reading now ... about the different jobs that they can do, like helping at hospitals or taking care of public parks, or cleaning up graffiti and rubbish in the streets.

Kevin: That sounds good ... but does it really work?

Justine: Well, it says in the guidebook that only 10% of young offenders commit more crimes after they go to Youth Court.

Kevin: And if they don't go to Youth Court? I mean, if they just go to a regular court?

Justine: Then about 20% gets into trouble again. So it seems to work pretty well. And Youth Court is also cheaper than regular court.

Kevin: How so?

Justine: Well, in Youth Court, most of the people are volunteers, like me. I won't make any money for being a court member. Only the adults make money ... the ones who work with us in the court. They organise everything, and they help us make decisions if we have problems. I think it's a great idea, and I can get lots of work experience too. I'd like to be a lawyer some day ... maybe even a judge!

Kevin: Sounds great ... and how did you sign up for this?

Justine: It's easy. There's a website you can read. Have you got your tablet with you? I'll show you now.

Cooler

Ask the students to work in pairs and write a short crime story. When students have finished their stories, ask them to think how they could mime them. Ask some pairs to mime their story to the class. The class should try to reconstruct the story.

Project

For the project you could simply ask students to discuss each case and the appropriate punishment for the crime. If you have more time, you could put students into groups of four. Each student should choose a story and imagine they are that person. Individually, ask students to think of an explanation and a defence for their crime. Once they have worked out more details, each group should hold mini-trials for each other. Elicit from the groups whether or not they decided if anyone was innocent.