



PROGRAMME 5: COURT

AIM

The aim of this unit is for students to develop an awareness and an understanding of what is expected of a child witness in a court case.

LEARNING OBJECTIVES

Students will be able to:

- understand that being a witness is important in a court case
 - identify the roles and jobs people have in a court environment
 - compare and contrast two different court cases.
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SKILLS

- Co-operation
 - Work and study
 - Communication
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MATERIALS

- Episode Court, DVD1, Bryan & Bobby Series 3
 - Sets of items for a memory game and cloths to cover them
 - Large pieces of paper or the whiteboard
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VIRTUES

- Responsibility
- Honesty
- Reliability
- Courage
- Clarity

LESSON (please adapt for junior students)

Introduction Activities

1. Pair students up with their backs to each other and have one choose to be A and the other B. On a cue from the teacher, A will turn around and talk to B about their favourite game to play, giving as much detail as possible about the game. After 2 or 3 minutes B will do the same. Have them both turn with their backs to each other again and then have them remember what they were each wearing. Most students will find that they did not notice what the other was wearing. Tell them the point of the exercise was for the students to see what it is that they notice around them besides following the given task.

*If your school has a uniform this activity is best done on a "Mufti Day".

2. Set up three or four tables, each with a specific number of different everyday items on them covered with a cloth so no one can see the items. Provide each child with a piece of paper and a pencil and have them look over the items carefully. Give them a specific timeframe to look at the items once you remove the cloth (1–2 minutes), then cover the items and have the students list as many items as they can remember on the paper. Explain that this is a way for them to test their memory. Keep the lists and repeat the process again later in the day with the same items and compare the results. Do the students remember more items the second time round?

3. Have the students complete the 'Spot the Difference' activity on the opposite page. Select students to present one difference they found between the two images. Repeat this process with other spot the difference pictures, asking different students each time to present one difference they found.

4. Who can I talk to?

Talk to your students about trust and feeling safe. Talk about the attributes in a trusted person (they listen, they are calm, they are honest, they are kind etc) and list them on the whiteboard. Brainstorm on a large piece of paper all the people in the school that the students can talk to, that they trust. Discuss the attributes that each of those people hold. Expand on that to the greater community. Then have your students write on a piece of paper the people in their family they trust and that they can talk to. Have them add to their list names from the school and community of people they would be happy to talk to.

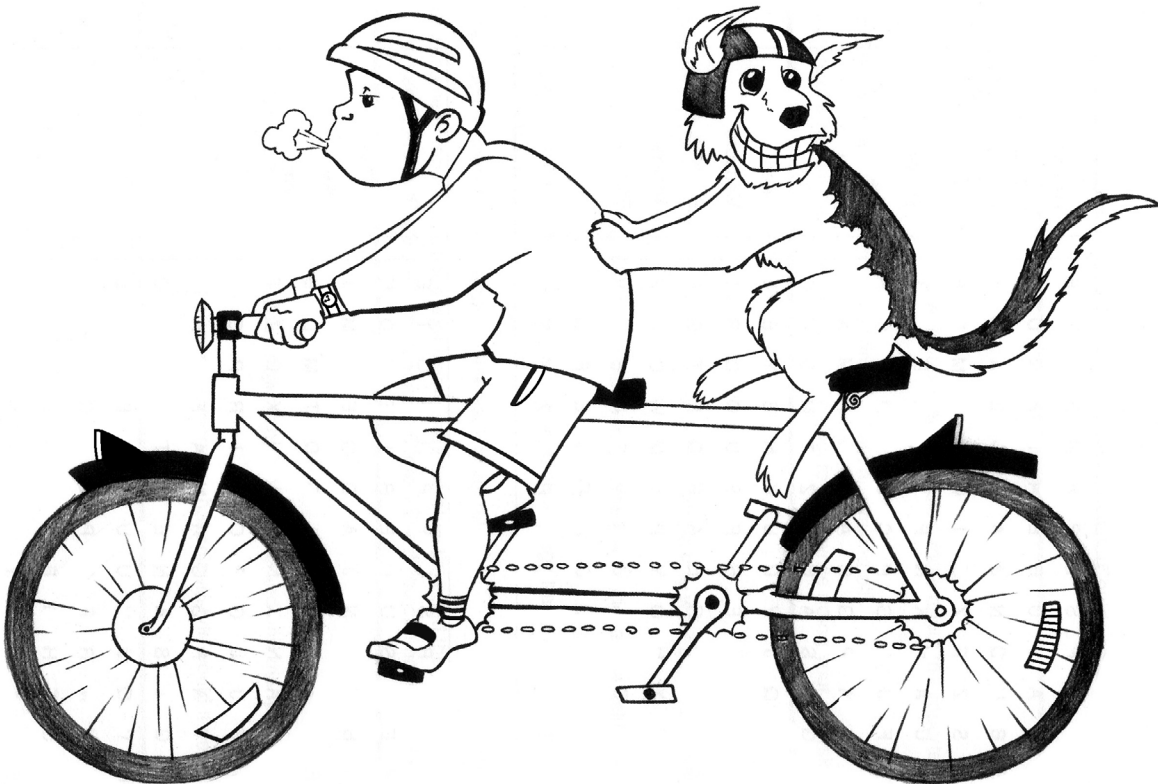
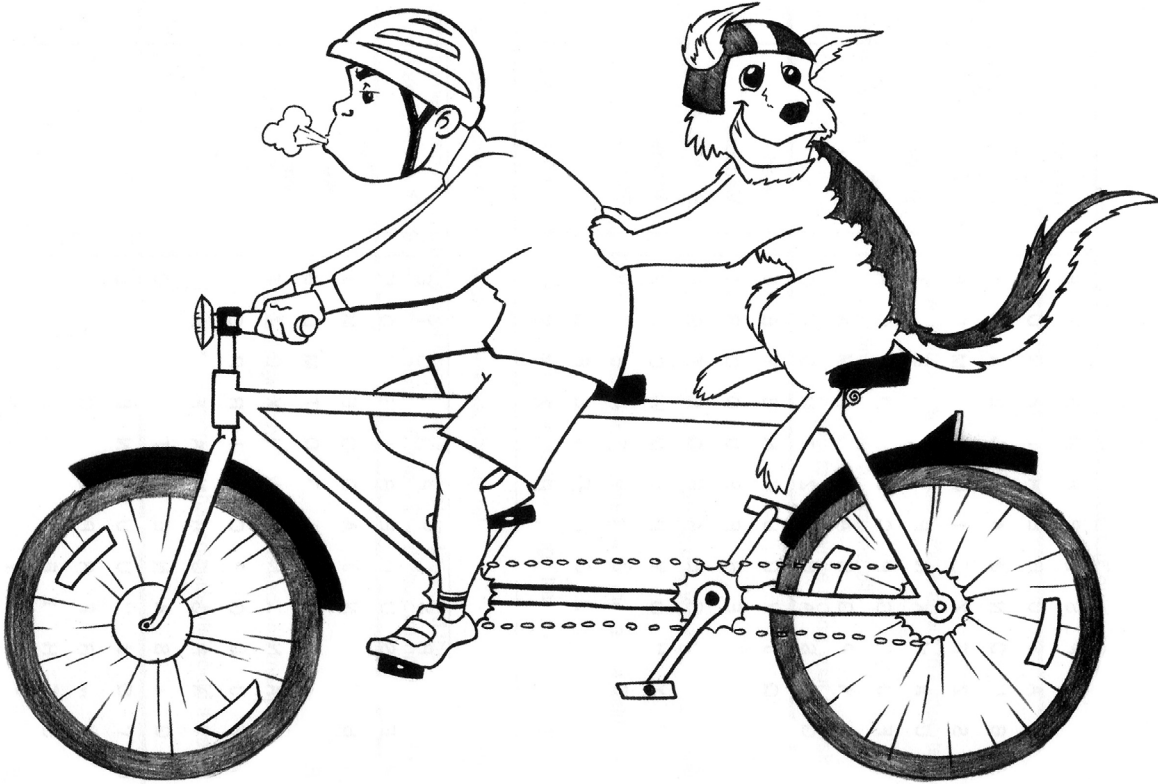
5. In groups of 3 or 4 have your students practise talking to people in authority. For example, one child assumes the role of the Principal and sits on a chair at a table. The rest of the group chooses a number of messages to be taken to the Principal (eg, return the key to the audio/visual cupboard, advise the Principal that the class is ready for their presentation in the hall, ask permission, deliver an invitation to join the class for a picnic on the top field at interval etc). They take turns delivering the message to the Principal, ensuring that a different child is the Principal each time.

6. Discuss with your class what it feels like when you're afraid. List the different emotions and bodily reactions on the whiteboard (scared, sad, anxious, nervous, tired, goosebumps, shaky, sore tummy, headache etc). Explain that these are all normal reactions and everyone feels these things or things like them when they are afraid. Talk about some of the things that you can do when you are scared to help you feel better (talk to someone you trust, ask for help, have a cuddle with someone you love, turn the lights on etc).

7. Have your students complete the Spot the Difference exercise on the following page. Junior students to find at least 4, Middle students to find at least 8, Senior students to find all 12.

These are the answers to the Spot the Difference activity on the following page.

Helmet air vent - Constable Bryan's	Stripe on shorts leg	Front wheel reflector
Eyebrow	Black stripe on shoe	Front mudguard reflector
Watch	Sock stripe	Rear wheel reflector stripes
Pocket on shorts	Stripe on helmet - Bobby's	Teeth



SPOT THE DIFFERENCE

Name: Date:

Scenario

Explain that today's lesson will be about a court case that involves a child.

Read out the following scenario to your class:

On a warm, sunny afternoon Jack and Roimata were playing outside in the backyard when they heard the sound of a window smashing from the direction of their neighbour's house. Being curious, Roimata stood on the fence and peered over. She saw two young teenage boys jumping through a window and putting items into their bags. Roimata recognised the teenagers, but one of them saw her too. She quickly jumped off the fence and ran inside to tell her mother. However, her mother was on the phone and she waved Roimata away. Roimata reluctantly went outside and continued to play the game with Jack.

Ask your students what they would do if they had the same experience. Would they tell their mother later? Would they tell someone else? How would they try to remember what was happening?

Read: A few days later, the two teenagers were apprehended and taken into custody. Roimata was visited by a police officer and was asked about the incident. Days later she has received a letter requiring her to go to court to testify as a witness. She has been given the option of testifying in court, via video link, or by using a shield so she can't be seen by the defendants.

Explain what apprehend, custody, testify, witness and video link mean.

Arrange your class into 5 groups. Each group should have a large piece of paper and markers with the roles of the following people written down. Ask your class what **the role** of each person involved in this case is, and what they would **feel and why**. Have them write their answers on the paper. Each group should share their findings at the end.

Police officer/s – determined, strong, curious, kind.

Defendant/s (burglars) – angry (at being caught), scared, guilty, mad, sneaky.

Witness (Roimata) – angry (at the theft), frightened (at having to testify), anxious (because she knew the teenagers would get into trouble by her telling).

Mother – annoyed (that she did not listen to Roimata), worried (about Roimata having to testify in the court case), sad (that the teens had committed the crime).

Judge – curious, determined, strong, concerned (that they reach the right verdict).

Lawyers – strong, determined, focused, concerned.

Play the episode 'Court' on DVD1 of Bryan & Bobby Series 3 and discuss the case Bobby had to go through. Have children ask questions about the cases, and note the similarities and differences between the two cases.

Visit www.bryanandbobby.co.nz for more information.

Watch the following episodes in the previous Bryan & Bobby Resource Kits:

Episode Law, DVD1, Bryan & Bobby Series 1 and use the corresponding unit in Workbook 1

Episode Liar, Liar, DVD1, Bryan & Bobby Series 1 and use the corresponding unit in Workbook 1

Episode School Rules, DVD2, Bryan & Bobby Series 2 and use the corresponding unit in Workbook 2

SUPPLEMENTARY ACTIVITIES

Topic

Have a police officer, victim adviser or family lawyer come into your class and talk about expectations for children if they are asked to come in and be a witness in a case.

Visit a court and have a court representative/lawyer take your class around to show them what children have to do, and where they have to be, if they are called in as a witness.

Know the names and roles of people in a court situation. List each with explanations beside them.

Written Language

Write a detailed report on given scenarios where a crime has been committed and then solved.

Write a fiction story which involves a crime, a witness, a perpetrator, police, a judge and the court.

Using the story Goldilocks and the Three Bears, have students write up a case with who, when, why, what and where did the crime occur and how was it solved.

Write an explanation on why some people choose to commit crimes in their lives.

Oral Language

Debate various petty crimes using students to stand in as the judge, the defense and the prosecution. Have both sides present their evidence to court so that the judge can make the ultimate decision, guilty or not guilty, citing reasons why they have given the sentence they have.

Drama

Liar, Liar. Group the students in threes and tell them that one of them will lie about something amazing in their lives and the other two will tell the truth. Once each group tells their stories to the class as a whole, the class will decide who the 'liar' is and who is telling the truth.

Reading

Using appropriate newspaper articles about court cases (discretion advised) have small groups of students describe the situation. Each child could have a role: reader, scribe, reporter and timekeeper.

For more information please visit: <http://www.justice.govt.nz>