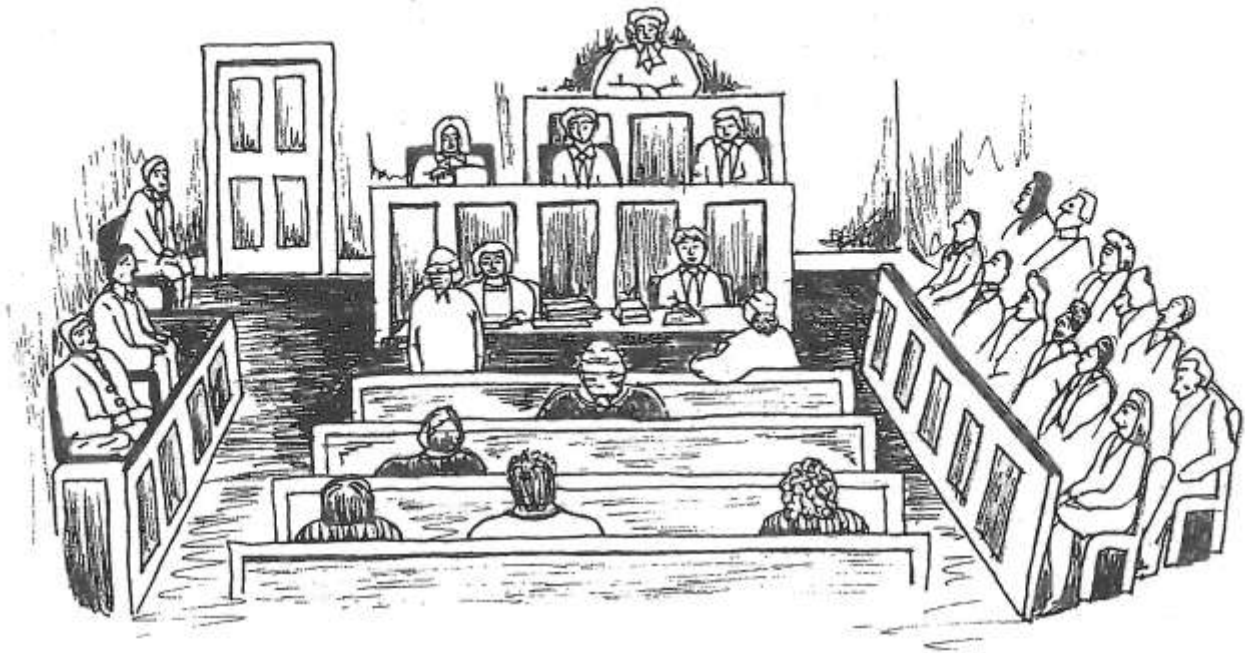


Laying Down the Law



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**Illustrations by
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Acknowledgements

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Special thanks to Conor Harrison (PDST).

LAYING DOWN THE LAW

Lesson Plan - Introducing the Law

Duration: 1 lesson

Aim: To enable the students to distinguish between rules and laws.

Learning Outcomes

At the end of this lesson, students will be able to:

- Distinguish between rules and laws and identify examples of them
- Examine the complex nature of law and order.

This lesson is taught as follows

- ***Distinguishing between Rules and Laws***
Elicit examples of rules and laws (some ideas included) from students to establish the difference between and definitions of Rules and Laws (see definition pg. 2)
- ***Examples of Rules and Laws***
Class discussion, followed by board work plus additional worksheet
- **Additional Worksheet** (could be used for homework) will illustrate a rule or law by making a poster.

Key Questions

- What is the difference between rules and laws?
- List examples of rules and laws.

Resources

- Teacher's sheet - A definition of laws and rules
- Student worksheet - differentiate between rules and laws.

LAYING DOWN THE LAW

Lesson Notes

Introduction - A definition for the CSPE Teacher

"Students should be aware that laws and rules serve important purposes in any community or society. They order and set out common codes of conduct for relationships between individuals, and between individuals, groups and society as a whole. They are a means through which we ensure that the rights of individuals are protected and promoted. They inform us of our rights and of our responsibilities for the observance of those rights...Changes in laws may reflect developments in society or may result from the actions of individuals... Lawlessness and ignorance of the value of laws results in the denial of the rights of each and every individual and a decline in the quality of life in communities and society"

CSPE Guidelines for Teachers, NCCA 2005

<http://www.ncca.ie/uploadedfiles/publications/cspe%20guide05.pdf>

TEACHER'S DEFINITIONS

The difference between a rule and a law

A rule is something that must be abided by some people whereas a law has to be abided by every person in that country or state.

Rule

A rule is a statement (often written) of how people in a group or community should behave. There are often punishments for those who breach the rules.

Law

A law is a statement of how people the community must behave. Everyone in the community must obey the law and there are punishments for those who break them.

(i) To introduce the lesson

- a) Question students about difference between a Rule and a Law through a 'walking debate' (see statements below).
- b) After the discussion, come to a definition for both a Rule and a Law; teachers can refer to 'Teacher's notes' for the definition of a rule and law.
- c) When a definition for both terms has been established, write them on the board, putting one on the left and the other on the right, so that two columns are established for the next part of the lesson.

LAYING DOWN THE LAW

Teachers' Notes

Examples of Rules and Laws

No talking in the Library

No walking on the grass

No driving while operating a mobile phone

No running in the corridor

All owners of television sets must have a licence

No littering

No chewing gum on these premises

Trespassers will be prosecuted

Drink will not be sold to persons under the age of 18

Do not drink under the influence of alcohol



LAYING DOWN THE LAW



Student Worksheet

Laws and Rules

A rule is _____

A Law is _____

Now read statements below and decide which are rules and which are laws.

Statement	Rule or Law?
You may not vote until you are aged 18 years old	
In Monopoly when you land on a property that is owned by another player, the owner collects rent from you in accordance with the list printed on its Title Deed card.	
Students arriving late to school must sign-in at the office	
The use of mobile phones is prohibited while in the cinema	
You may not buy cigarettes until you are aged 18	
You must attend school until you are 16 years old	
It is forbidden to smoke in a place where people are employed	
In Soccer, a player given a red card is sent off from the game and may not be replaced.	
In Inter-County Senior Championship and National League games (GAA), the playing time consists of two periods of 35 minute each for men.	
If you are a Learner driver, you must always be accompanied by a fully-licensed driver who is aged 18 years or over	

LAYING DOWN THE LAW



Student Worksheet

Make a list of rules/ laws which affect your life (at least three of each). State whether each one is a rule or a law.

Statement	Rule or Law?

LAYING DOWN THE LAW

Lesson Plan - Where Do Laws Come From?

Duration: 1 lesson

Aim: To enable the students to understand the source of our laws and the importance of Bunreacht na hÉireann.

Learning Outcomes:

At the end of this lesson, students will be able to:

- *Understand why we have rules and laws*
- *Recognise Bunreacht na hÉireann and understand the concept of an article.*

This lesson is taught as follows:

- Group activity to explore students concepts of rules and laws (Desert Island)
- Learning about Bunreacht na hÉireann and exploring it's meaning through a worksheet
- Exploring some quirky ancient laws through a newspaper article.

Key Question:

- What is the Constitution of Ireland and why is it so important?

Resources:

- Group activity with accompanying worksheet (Desert Island)
- Individual activity worksheet based on school rules and Bunreacht na hÉireann
- Worksheet - design a new cover for Bunreacht na hÉireann
- Newspaper article and questions
- Additional teacher notes.

Additional Resources that may be of use:

- A copy of the Constitution of Ireland (Bunreacht na hÉireann) it can be downloaded from <http://www.constitution.ie> or purchase from the Government Publications Sale Office, Sun Alliance House, Molesworth Street, Dublin 2
- <http://www.oireachtas.ie>
- Iphone app. for Bunreacht na hÉireann is available for download (search under Irish Constitution)

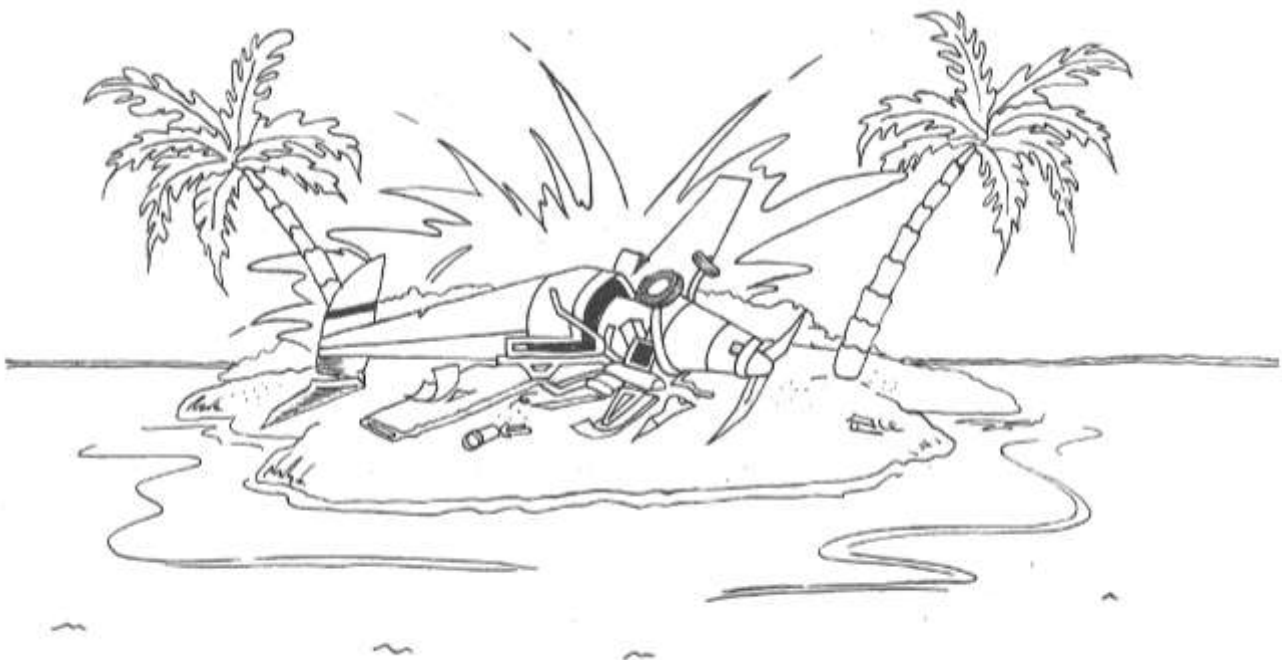
LAYING DOWN THE LAW

Student Worksheet

Guidelines for the Desert Island Scenario Exercise

After you have worked in groups to complete the Desert Island Scenario worksheet, think about the following

- Why did you choose these rules?
- What could potentially happen if they didn't exist?
- Why do we need laws?
- Where do laws come from?



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Student Worksheet

Bunreacht na hÉireann

1937 was a very important year for the Irish legal system. Eamonn deValera, the then Taoiseach, published the Irish Constitution, *Bunreacht na hÉireann*.

No law can be passed by the **government** if it does not comply with the Constitution.

Bunreacht na hÉireann tells us our constitutional rights. Each section is made up of Articles, these are important rules or points.



Article 13

The President shall, on the nomination of the Dáil Eireann, appoint the Taoiseach, that is, the head of the Government or Prime Minister.

Article 42

Parents shall be free to provide (this) education in home or in private schools or in schools recognised or established by the State.

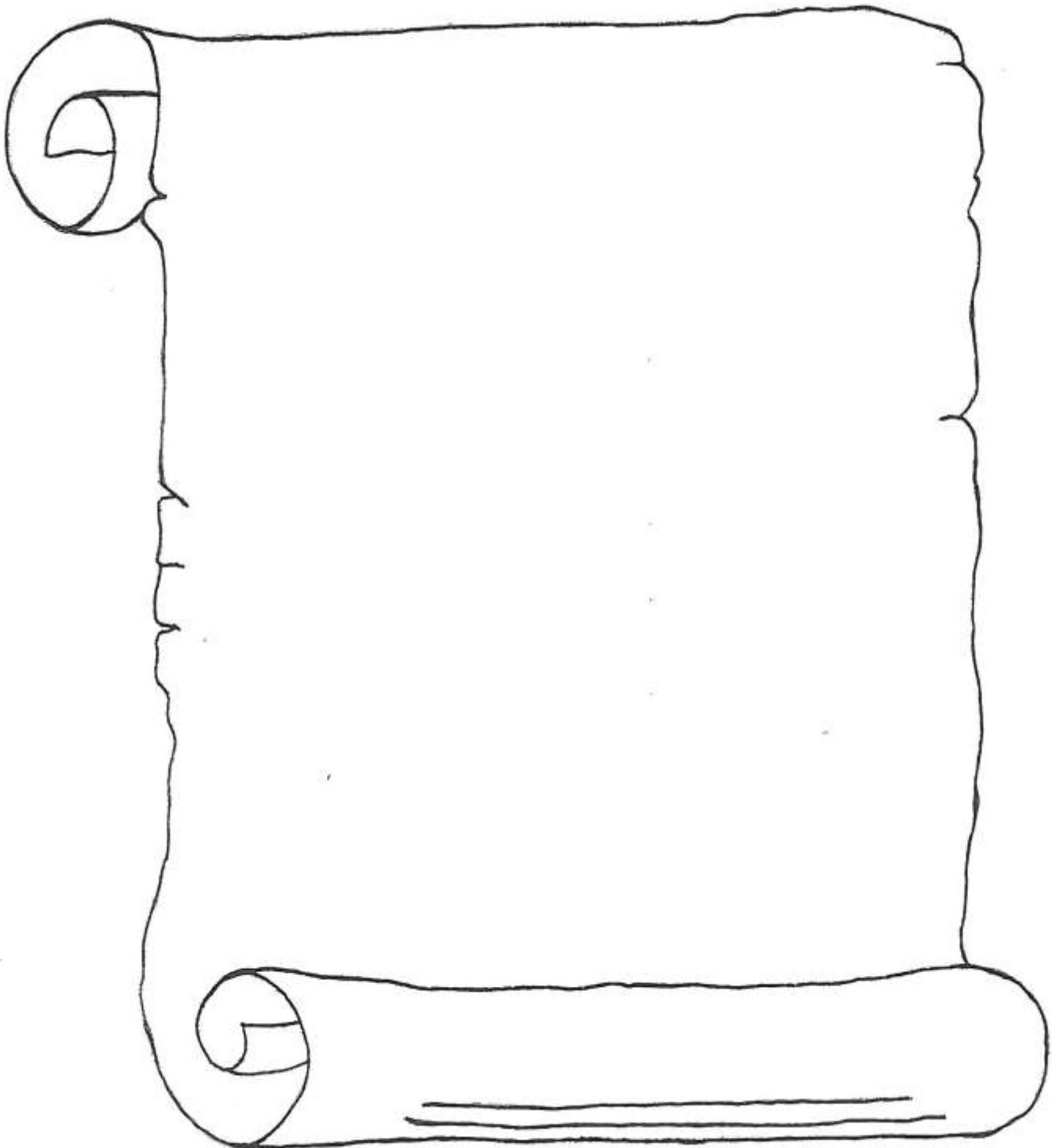
Add the name of your school and crest in the box below

Include 2 rules from your school

LAYING DOWN THE LAW

Student worksheet

Design a cover for our Irish Constitution, Bunreacht na hÉireann for the 21st century.



LAYING DOWN THE LAW

THANKS BERTIE, NOW YOU CAN HAVE SHEEP DUNG IN YOUR COFFEE

SPOILSPORT Bertie Ahern plans to prevent us from burning witches at the stake, and entertaining crowds with live tiger wrestling. Worse, he will now permit publicans to force us to pay our bar tabs. But at least there will no longer be anything on the statute book that specifically forbids us putting sheep dung in coffee.

The Taoiseach has put forward a Bill, binning thousands of archaic laws - some dating back more than 800 years. The Statute Law (Pre 1922) Revision Bill, will repeal ancient laws, and where appropriate, replace them with modern, simplified versions. ..

The Tippling Act 1735, for example, will be consigned to history. The Act, which is still valid, prohibits a publican from pursuing a customer for money owed for any drink given on credit. The law dates back to the era of the Georgian big house, whose servants, apparently, were in the habit of drinking too much and running up vast ale house bills. To pay the tavern owners, they often stole silver and valuables from the houses they worked in. It was such a problem that legislation was drafted to stop landlords demanding the ale money owed to them.

Luckily for newspaper astrologers, market researchers and economists, the *Witchcraft Acts* - covering anyone trying to predict the course of future events - is set to be repealed. Under the Act, those found guilty of "witchcraft" could be burned at the stake.

Another - the Adulteration Of Coffee Act 1718 - made it illegal to add other substances to coffee for profit. Among the substances used by unscrupulous traders to 'pad out' the sacks of coffee was ground-up sheep dung... and worse.

The oldest law still on the books is the Statute of Winchester 1285. The statute known as the first "*Police Act*" set up a Corp of Watchmen to arrest suspicious strangers...

The Attorney General's office has so far looked into 25,000 old laws and has identified 15,000 directly relating to Ireland. Out of this number, 1,500 will be made obsolete...The Bill has passed the Seanad and is before the Dáil in the autumn...

Repealed in 1818, the act allowed opposing parliamentarians to fight out their legislative differences - literally. The sponsor of a piece of legislation won or lost the right to introduce his law on the basis of a fist fight...

THE LANDS OF IDIOTS & LUNATICS ACT 1325

Means that if you fall into either category, Queen Elizabeth, is entitled to your property - but only to mind it. It's modern day equivalent is a Ward of Court.

THE DANGEROUS PERFORMANCES ACT 1897

This unusual law finally put an end to the Victorian equivalent of US TV Show "Jackass". The new statute put a damper on careless showmen staging acts such as live tiger wrestling - performances which sometimes ended up in the ringside punters getting eaten.

Adapted from The Sunday Mirror, August 14 2005

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Statement	True or False?
Until the Taoiseach repealed (changed) the laws, some of them dated back 800 years.	
The Tippling Act was drafted to prevent landlords from demanding money owed to them by servants who drank too much and run up bills in ale houses.	
Publicans can arrest people for not paying their bills.	
Under the Witchcraft Acts, predicting the future (including the writing of horoscopes and economic predictions) was illegal.	
The Adulteration of Coffee Act in 1718 was drafted to prevent people from drinking coffee.	
In the 1700s some traders padded out coffee sacks with cow dung.	
The oldest law still on the books, according to the article, is The Statue of Winchester 1285.	
Of the 25,000 old English laws examined by the Attorney General's Office, 15,000 related directly to Ireland.	
If you were believed to be an idiot or lunatic, Queen Elizabeth could sell your property.	

LAYING DOWN THE LAW

Our System of Government - The Separation of Powers

The constitution supports the separation of powers - three separate branches of government.

- The reason behind spreading the power of government is to ensure that one branch does not dominate the other two branches.
- It is the fundamental principle of the separation of powers that the three branches of government remain independent and separate.

Legislature

- Passes the law
- This is made up of the President, Dáil Éireann and Seanad Éireann
- They make laws (legislate) for the good of the people

Executive

- Puts the law into operation
- This is made up of the Government (An Taoiseach and the Ministers of all the government departments)
- This gives the government the power needed to run the country

Judiciary

- Interprets the law
- This is made up of judges
- This gives the judges the power to ensure justice is done in the courts

LAYING DOWN THE LAW

Lesson Plan - Civil and Criminal Law

Duration: 2 lessons

Aims: To enable the students to identify minor and major infractions of the law
To familiarise with the difference between civil and criminal law.

Learning Outcomes

At the end of these lessons students will be able to:

- Distinguish between Civil and Criminal Law
- Identify and give examples of Civil and Criminal offences.

This lesson is taught as follows

- **Lesson Notes:** Definitions of Civil and Criminal Law - teachers can use this to teach the basic differences between Civil and Criminal Law
- **Worksheet using case studies** whereby students will use their knowledge to differentiate between a criminal and civil case
- **Freeze frame activity** - based on crimes on cards, students will do a freeze frame. The teacher can use the thought bubble to encourage students to add dialogue
- **Student worksheet** with Mix and match exercises about Civil and Criminal Law (the same crimes as above)
- **Extra homework/ activity:-** Students will find examples of civil and criminal cases using the newspaper, tv or internet - they will write their answers on the sheet
- **Student Worksheet** - Students will study a picture of a community and identify the crimes being committed
- For a dynamic group, break students into groups of 4 or 5 and ask them to brainstorm a crime and then report on it through drama (think: Crimewatch).

Key Questions

- What is the difference between criminal and civil law?
- List examples of criminal and civil offences?
- What type of punishments are given for criminal offences?

Resources

- Lesson Notes and worksheets
- There are some excellent clips on YouTube including one on piracy (Movie Piracy - It's a Crime).

LAYING DOWN THE LAW



Lesson Notes

Civil and Criminal Law

1. Definitions of Civil and Criminal Law
2. Students will brainstorm the difference between the two on the board and then complete the student worksheet by writing in the brainstorm bubbles (writing the definition and examples inside the circles).

CIVIL LAW

This is the division of the law which deals with disputes between individuals and/ or organizations, in which compensation may be awarded to the victim. It can also deal with the State in certain instances.

Examples of civil law

Property; Personal injury (car crash; falling in a shop); Family law (separation; divorce; child custody etc); employment law; Licensing laws (e.g. bars; lottery ; nightclubs; liquor licences etc).

CRIMINAL LAW

Criminal law provides a set of laws which regulates people's behaviour and actions. Breaking a criminal law can result in you going to any one of the courts (District, Circuit, Central Criminal, Special Criminal, Court of Criminal Appeal, High Court and Supreme Court). If found guilty, punishments include community service, a fine and/or prison sentence.

Examples of criminal offences:

Manslaughter; theft; armed robbery; Dangerous driving; driving under the influence of alcohol; driving without insurance; assault; kidnapping; rape; piracy.

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Student Worksheet

Read the two articles below and decide which is a civil and which is a criminal case. Give a reason for your answer.

SIR PAUL IN DIVORCE COURT HEARING

Heather Mills and Sir Paul McCartney have appeared at the High Court in London for a hearing to reach a financial settlement for their divorce.

The hearing is expected to last five days.

The couple, who have a four-year-old daughter, Beatrice, announced the end of their four-year marriage in 2006.

Neither made any statement to reporters as they left, with Sir Paul saying "no comment" to questions.

Current estimates suggest that Heather is likely to receive anything from £50m to £100 million as her final settlement.

"In Heather and Sir Paul's negotiations, making sure that their child Beatrice is properly provided for will be a key consideration, as will ensuring that there is not a vast disparity between Heather's lifestyle and Paul's as viewed by Beatrice.

"The fact that this has been a short marriage will be taken into account and this could involve looking at the wealth that has been generated during the course of the marriage as distinct from pre-marital wealth."

The hearing is taking place behind closed doors, and the courtroom's windows have been blacked out. Any financial settlement will not be made public.

Adapted from BBC news article 11/02/08 www.bbc.co.uk

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Student Worksheet

A juror convicted of contacting a defendant through Facebook has been sentenced to eight months in prison.

Joanne Fraill exchanged messages with the defendant, Jamie Sewart, causing a multi-million pound drug trial to collapse last year.

British taxpayers were left picking up a bill of £6 million (€6.8m) after the judge was forced to discharge the jury.

The use of the internet by jurors has already derailed several cases in countries such as the United States.

When the Lord Chief Justice announced her eight-month sentence, Joanne Fraill said 'eight months!' and put her head on the table in front of her and cried.

Fraill, a mother-of-three with three stepchildren, cried uncontrollably with her head in her arms. The judge later announced a short adjournment 'for everyone to calm down'.

Sentencing Fraill, Lord Judge commented: 'Her conduct in visiting the internet repeatedly was directly contrary to her oath as a juror, and her contact with the acquitted defendant, as well as her repeated searches on the internet, constituted flagrant breaches of the orders made by the judge for the proper conduct of the trial.'

Jamie Sewart - the acquitted defendant - was given a two-month sentence suspended for two years after being found guilty of contempt.

Adapted from RTÉ news article 16/06/11 www.rte.ie


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Teachers' Notes

Instructions

- *Organise students into small groups*
- *Give each group a scene to act in the form of a freeze-frame*
- *When each group is ready, you can use the thought-bubble to encourage students to share their thoughts with the class about the scene.*

Disagreement about a Will	Assault
Selling a property	Selling drugs
Trespassing on private property	Bullying in the workplace
Speeding	Underage drinking
Faulty goods	Kidnap
Divorce	Drink driving



**What are
you thinking?**



LAYING DOWN THE LAW

Student Worksheet

Mix and Match exercises

Read the following crimes - tick the relevant box to indicate whether it is a civil or criminal offence

	Civil	Criminal
Drink driving		
Faulty goods		
Divorce		
Assault		
Selling drugs		
Unfair dismissal		
Speeding		
Underage drinking		
Selling a property		
Applying for a late-night licence for a nightclub		
Piracy (e.g. DVDs or CDs)		
Disagreement about a Will		
Bullying in the workplace		
Damage to property		

LAYING DOWN THE LAW

Student Homework Exercise

Using a newspaper, the internet or the news, find one or more examples of civil and a criminal case.

Remember you don't have to pay for news - you can use the internet www.rte.ie www.irishtimes.com, the TV news or local free newspapers.

Example	Civil	Criminal

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Student Worksheet

A City in Chaos



LAYING DOWN THE LAW

Student Worksheet

Study the image "A City in Chaos" and use the grid below to answer the following questions:-



1. Make a list of all the crimes which are being committed in the picture?
2. Beside each crime, state whether you think it is a minor or major crime?
3. Now state whether each crime is civil or criminal offence?
4. What do you think should be the punishment for this crime?

Name of crime	Major/ Minor	Civil/ Criminal offence	Punishment
1			
2			
3			
4			
5			
6			
7			
8			

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Lesson Plan - Understanding the Court System

Duration: 2 lessons

Aim: To enable the students to understand the Irish legal system.

Learning Outcomes:

At the end of these lessons, students will be able to:

- Explain the Irish Legal System
- Recognise the layout of the courtroom
- Differentiate between the role of each person in the courtroom
- Understand the structure of the courts/ appeal system.

This lesson is taught as follows:

- Summary of the structure of the courts, which students will read and answer past exam questions
- Who's who in the courtroom, students can match the illustration with the description
- Activities included encouraging students to look at national news about the courts and international news
- Section 3 exam questions for the students to complete.

Key Questions

- What is the function of each court?
- What is the role of the members of the courtroom?

Resources

- Illustrations of the 12 members of the courtroom
- Information cards about the 12 members of the courtroom
- Worksheet - Structure of the courts
- Information sheet on Irish Legal System and the Appeal system in the courts.

Additional Resources:

- Courts Service of Ireland www.courts.ie

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Fact Sheet

The Irish Legal System

What the courts do?

Countries all over the world have court systems, some of which are very different to our system. However, they all have one aim in mind, to see that justice is done.

In Ireland there are two types of court cases: civil cases and criminal cases. The function of each court is to ensure that each case receives a fair trial.

Criminal Cases	Civil Cases
Supreme Court	Supreme Court
Court Of Criminal Appeal	
Central Criminal Court	High Court
Special Criminal Court	
Circuit Court	Circuit Court
District Court	District Court

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STRUCTURE OF THE COURTS

Each box contains information on each of the Courts in the Irish Legal System. Read the information below and answer the past examination questions.

<p>The Supreme Court</p> <p>This is the highest and most important court in Ireland.</p> <p>It hears appeals from the High Court and the Court of Criminal Appeal. Decisions made in the Supreme Court are final.</p> <p>This court can decide if a Bill passed by the Oireachtas is in keeping with the Constitution, if it is deemed unconstitutional it will not become a law.</p> <p>Most cases heard in this court have three judges present. However, matters regarding the Constitution are heard by five judges and there can be up to seven judges sitting.</p>	<p>The Court of Criminal Appeal</p> <p>This court deals with appeals by persons convicted in lower courts, when they believe they have not received justice when their case was tried.</p> <p>The cases in this court are heard by three judges (one Supreme Court judge and two High Court judges).</p>
<p>The High Court</p> <p>This court is the 2nd highest court in the land.</p> <p>It listens to both civil and criminal cases. It also deals with appeals from the Circuit Court.</p> <p>Most of the cases are dealt with by a single judge, however, some cases have both a judge and jury.</p>	<p>Central Criminal Court</p> <p>When criminal cases reach the High court they are heard in the Central Criminal Court.</p> <p>It hears the most serious criminal offences, such as murder and rape.</p> <p>A High Court judge and a jury deal with the cases in this court.</p>

LAYING DOWN THE LAW

<p>The Special Criminal Court</p> <p>This court hears very serious criminal cases that affect the security of the State. It would hear cases regarding terrorist organisations, gangland and drug crime.</p> <p>There is no jury in this court.</p> <p>The cases are heard by three judges from different court jurisdictions (High, Circuit and District court).</p>	<p>The Circuit Court</p> <p>This court hears civil cases where the claim is not more than €38,092.14 It also hears numerous cases in family law, such as divorce, separation, custody and access to children.</p> <p>It can deal with criminal cases, however, the more serious crimes are passed onto the Central Criminal Court.</p> <p>It also hears appeals from the District Court. The judge may be joined by a jury or they can decide to hear the case on his/her own</p>
<p>The District Court</p> <p>This court deals with civil and criminal cases. There are 23 such courts in Ireland.</p> <p>It deals with civil cases where the claim is not more than €6,348.69 It deals with family law, alcohol licensing laws and granting of the lottery to shops.</p> <p>It is this court that deals with the 'Small Claims Procedure', this allows consumers to bring claims to court without a solicitor.</p> <p>Almost all criminal cases start in the District court. Some offences include public order and road traffic cases. More serious criminal court cases are transferred to the higher criminal courts.</p>	<p>The Children's Court</p> <p>This court deals with people under the age of 16, except in murder cases.</p> <p>The public are not allowed attend this court. The media may attend but must not say or print anything that would identify the young person.</p> <p>There is no jury in these cases.</p>

LAYING DOWN THE LAW



Nenagh District Court Co. Tipperary



Criminal Courts of Justice

Source: Pictures courtesy of www.courts.ie

LAYING DOWN THE LAW

2001 (12 marks)

The Supreme Court

The High Court

The Special Criminal Court

The District Court

The Court of Criminal Appeal

The Childrens' Court

Each of the descriptions given below describes ONE of the six courts listed above. Under each description write the name of the court that you think it describes.

a) This court deals with offences committed by young people under the age of sixteen.

The name of this Court is _____

b) This court deals with very serious criminal offences. There is no jury in this court.

The name of this Court is _____

c) This court is the highest court in the land and deals with cases concerning the constitution. It also deals with appeals from the High Court.

The name of this Court is _____

d) This court deals with both civil and criminal cases. There are 23 such courts around the country.

The name of this Court is _____

e) This court hears appeals cases from other courts when convicted persons believe that they haven't received justice when their case was tried in a lower court.

The name of this Court is _____

f) This is the second highest court in the land. It can hear some appeals from lower courts and can decided on some constitutional cases.

The name of this Court is _____

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Teachers' Copy

Who's Who Information Cards

<p>I am in charge of the court. I need to listen to all the evidence very carefully. If the citizen is found guilty I must decide their punishment.</p> <p>Judge</p>	<p>I am here in court to tell my side of the story. I saw the crime being committed.</p> <p>Witness</p>
<p>I am in the court to ensure it is a safe place.</p> <p>Garda</p>	<p>It is my job to record every word that is said during the trial. The document I produce is called a transcript.</p> <p>Stenographer</p>
<p>If it is a criminal trial I am accompanied by a Garda but remember I am considered innocent until proven guilty.</p> <p>Accused/Defendant</p>	<p>I am one of twelve people brought to court today. We are selected from the electoral register. We are all eighteen years and older. We must listen to all the evidence in the courtroom and then make our decision in private. The chosen foreperson (chairperson) reads out the verdict (decision) in court.</p> <p>The Jury</p>

LAYING DOWN THE LAW

Teachers' Copy

Who's Who Information Cards

<p>I am in court today to see the trial in action. I will sit down the back of the courtroom and I must not say a word.</p> <p>A member of the Public</p>	<p>It is my job to listen to and record the information and bring this news to the public.</p> <p>The Press</p>
<p>I help the judge with the court cases. I am in charge of the court documents and evidence. I also administer the oath by giving the witness a bible to swear on.</p> <p>Clerk of the court/registrar</p>	<p>I represent the client and prosecutor in court. You might spot me in my wig and gown. I am a legal expert.</p> <p>Barrister</p>
<p>I am the judge's personal assistant. I say 'All rise', to signal the judge's arrival and 'All Stand' on departure from the courtroom.</p> <p>The Tipstaff/Judge's Usher</p>	

LAYING DOWN THE LAW

Who's Who Information Cards

I am in charge of the court. I need to listen to all the evidence very carefully. If the citizen is found guilty I must decide their punishment.

I am here in court to tell my side of the story. I saw the crime being committed.

I am in the court to ensure it is a safe place.

It is my job to record every word that is said during the trial. The document I produce is called a transcript.

If it is a criminal trial I am accompanied by a Garda but remember I am considered innocent until proven guilty.

I am one of twelve people brought to court today. We are selected from the electoral register. We are all eighteen years and older. We must listen to all the evidence in the courtroom and then make our decision in private. The chosen foreperson (chairperson) reads out the verdict (decision) in court.

LAYING DOWN THE LAW

Who's Who Information Cards

<p>I am in court today to see the trial in action. I will sit down the back of the courtroom and I must not say a word.</p>	<p>It is my job to listen to and record the information and bring this news to the public.</p>
<p>I help the judge with the court cases. I am in charge of the court documents and evidence. I also administer the oath by giving the witness a bible to swear on.</p>	<p>I represent the client and prosecutor in court. You might spot me in my wig and gown. I am a legal expert.</p>
<p>I am the judge's personal assistant. I say 'All rise', to signal the judge's arrival and 'All Stand' on departure from the courtroom.</p>	

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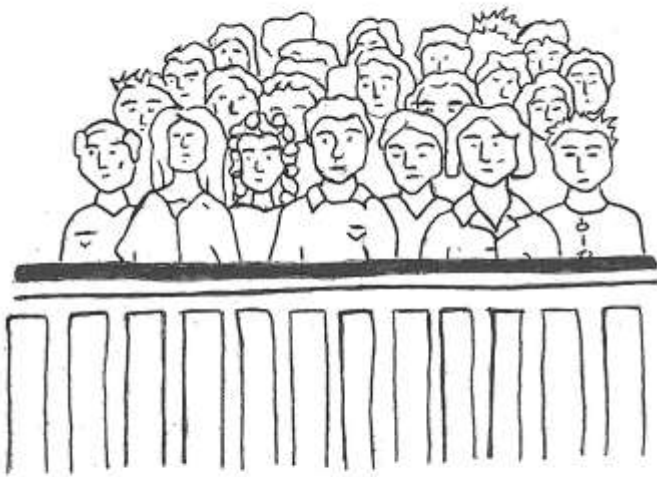
Who's Who Information Cards

Jury	Cleric of Court
Accused / Defendant	Garda
The Press	Judge
Stenographer	Barrister
Witness	A Member of the Public
Tipstaff/ Judge's Usher	

LAYING DOWN THE LAW



LAYING DOWN THE LAW



LAYING DOWN THE LAW

Lesson Notes

Structure of the Courts

Activities

- 1) Get the students to cut out and bring in articles and headlines from newspapers about current court cases. Discuss and decide which court they would be heard in.
- 2) Make a class collage of the various headlines.

In groups ask the students to research some facts of the court system in different countries.

Useful link

www.uscourts.gov is a great website that has a student/teacher link and the Irish Court Service www.courts.ie

You could get them to present their findings to the class, get them to create a factsheet and pull all the factsheets together to make a book showing what they have learned on National and International Court Systems.

Action Project idea

Why not organise a visit to the Criminal Courts of Justice, and discuss the operation of the courts with a practicing barrister? For further information contact the Court Service www.courts.ie

LAYING DOWN THE LAW

Past Exam Questions

2005

A Visit to a Court House or a Prison - 20 marks

Your CSPE class has just completed work on 'The Law in Our Lives' and you have decided to organise a visit to a Court House or a Prison to see the Irish justice system in action.

- a) Describe the work of **THREE** Committees you would set up in order to plan and organise the visit. (State clearly which place you plan to visit).
- b) Write **THREE** questions that you would ask your guide on the visit in order to develop your understanding of the law in Ireland.
- c) Describe **TWO** follow-up activities that your CSPE class could undertake as a result of this visit.

2007

The Four Courts - 20 marks

The courts play a very important role in our society, but many people have never visited a court building. Your CSPE class has decided to organise a visit to the Four Courts in Dublin to help you understand the role that the courts play.

- a) Name and explain **TWO** activities you could undertake before your visit in order to help you understand how the courts work.
- b) Write a letter to The Court Service Information Office asking for a guided tour of The Four Courts for your CSPE class. In your letter you should mention **TWO** reasons why you and your classmates would like to visit the court.
- c) Apart from letter writing, describe in detail the work of **THREE** groups that you would set up in order to organise your class visit to The Four Courts.

2011 Section B Q3, (e) - 3 marks

- When people who commit serious crimes go to court there is a jury.
- Why is it important to have a jury and not just judges in these cases?

LAYING DOWN THE LAW

Lesson Plan - An Garda Síochána

Duration: 2 lessons

Aim: To enable the students to understand the functions of An Garda Síochána and The Garda Reserve



Learning Outcomes

At the end of these lessons, students will be able to:

- List the functions and work of An Garda Síochána
- Distinguish between the work of An Garda Síochána and The Garda Reserve
- Understand the key functions of *Neighbourhood Watch* and *Community Alert* Programmes.

This lesson is taught as follows

- Background information about An Garda Síochána
- Image worksheet to describe the work of An Garda Síochána
- Information about The Garda Reserve followed by worksheet about YouTube clip
- Factsheets about Neighbourhood Watch and Community Alert with a poster worksheet
- Past Exam Questions.

Key Questions

- What is the role of An Garda Síochána?
- What are the differences between An Garda Síochána and The Garda Reserve?
- Why do we have Neighbourhood Watch and Community Alert Programmes?

Resources

- Factsheets and worksheet based on the An Garda Síochána , The Garda reserve, Neighbourhood Watch and Community Alert
- YouTube Clip is available at <http://www.youtube.com/watch?v=wqIrgBzSX8w> It is also available on www.garda.ie (click on Garda Reserve Information Video link at bottom of website) - Worksheet Pg 6).

Additional Resources that may be of use:

- Website of An Garda Síochána - <http://www.garda.ie/>
- Website of Citizens Information section on Neighbourhood Watch http://www.citizensinformation.ie/en/justice/crime_and_crime_prevention/neighbourhood_watch.html
- Muintir na Tíre website <http://www.muintir.ie/>

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Factsheet

History of An Garda Síochána

The tradition of organised policing in Ireland can be traced back to the establishment of the County Constabulary in 1822. The County Constabulary was a uniformed police force formed on a regional basis. Before this there existed a basic police force known as The Peace Preservation Force. This had been set up in 1816 through an act of the Westminster Parliament.

In 1836 the Irish Constabulary (later to be known as the Royal Irish Constabulary - RIC) and the Dublin Metropolitan Police (DMP) were established to replace the County Constabulary. By 1900 the RIC had roughly 11,000 men stationed in about 1,600 barracks.

Following the Civil War and the truce of July 1921 the RIC disbanded and a new police force, "The Civic Guard" (renamed the Garda Síochána na hÉireann on 8 August 1923) was formed by Michael Collins and the Irish Government.

Dublin Castle, the centre of British Rule in Ireland for nearly 700 years was formally handed over on August 17, 1922 when Commissioner Michael Staines led his new police force through the castle gates.

An Garda Síochána

An Garda Síochána is the national police service of Ireland. The Mission of An Garda Síochána is **Working with Communities to Protect and Serve**.

Today, An Garda Síochána is a community based organisation with over 14,500 Garda and Civilian employees, who serve all sections of the community. Headquartered in Dublin's Phoenix Park, it is represented in every county in Ireland, listening to, acting and working with the community.

Some of An Garda Síochána's core functions include -

- The detection and prevention of crime
- Ensuring our nation's security
- Reducing the incidence of fatal and serious injuries on our roads and improving road safety
- Working with communities to prevent anti-social behaviour
- Promoting an approach to problem solving and improving the overall quality of life.

(Adapted from An Garda Síochána website)

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Student Worksheet

Using the photos below, write a list of the work of An Garda Síochána



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LAYING DOWN THE LAW

Factsheet



The Garda Reserve

The Garda Síochána Act, 2005 provides for the establishment of a Garda Reserve. The Garda Reserve is a voluntary unpaid body drawn from the community to assist the existing Service at times when extra personnel are required.

Reserve Gardaí have certain garda powers while on duty and perform their policing duties as determined by the Commissioner under the supervision of, and supported by, regular garda members.

The principal role of the Reserve consists of local patrols and crime reduction initiatives, targeted at specific local urban or rural problem areas.

Members of the Garda Reserve are also involved in policing major incidents and events, and in providing other operational support to regular garda members on the basis of an individual garda reserve member's skills or local knowledge. They are expected to provide a quality service at all times and are a clear sign of partnership between An Garda Síochána and the community.

The first intake of Garda Reserves began training at the Garda College, Templemore, Co. Tipperary on 30 September 2006. They were assigned to Pearse Street and Store Street in the Dublin Metropolitan Region, Anglesea Street in Cork City, Galway City and Sligo Town stations. These trainees became fully operational members of the Garda Reserve on 15 December 2006 following a graduation ceremony at the Garda College.



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Student Worksheet

Watch the Video at <http://www.youtube.com/watch?v=wqIrgBzSX8w> about the Garda Reserve and answer the following questions:-

1) What was Lorraine McGinty's reason for joining the Garda Reserve?

2) Name one of the main differences between a member of the Garda Reserve and a member of An Garda Síochána?

3) What kind of organisation is the Garda Reserve?

4) List some of the jobs that volunteers in the Garda Reserve do.

5) According to the video, what is the role of the Garda Reserve?

6) Why are the members of the Garda Reserve always in the company of when on duty outside the station?

7) List two duties that the Garda Reserve do unaccompanied (alone)?

8) Name two of the requirements for people wishing to join the Garda Reserve?

9) Mention one of the benefits of being a member of the Garda Reserve?



LAYING DOWN THE LAW

Factsheet

What is Neighbourhood Watch?

Neighbourhood Watch is a crime prevention and community safety programme for urban areas. It operates as a partnership between An Garda Síochána and the public. It works on the basis that every member of a community can help to improve the quality of life in the area by keeping a look out for neighbours and reporting suspicious activities to the Gardaí.

Who can set up a Neighbourhood Watch Scheme?

Every community or neighbourhood, no matter how large or small, can set up a scheme. A scheme can cover a single street, an apartment complex, a part or the whole of a housing estate. The heart of every scheme is the commitment of each household taking part in it.

What are some of the aims of Neighbourhood Watch?

- To improve community safety
- To prevent crime
- To develop Garda and community links
- To increase public confidence in An Garda Síochána
- To foster a caring environment for older and vulnerable people
- To reduce anti-social behaviour, including graffiti and harassment.

How do I set up a Neighbourhood Watch Scheme?

To set up a scheme in your area, contact your local Garda Station. A Garda will outline what has to be done and will help to organise your first meeting. Before you set up a scheme, talk to local residents to see if they will support it. It is important to make sure that everyone taking part understands what the scheme is about.

It is important to involve young people in Neighbourhood Watch. To this end, there are successful crime prevention and community safety initiatives aimed at TY students.

What is the Garda Input into Neighbourhood Watch Schemes?

While Neighbourhood Watch is a partnership programme, An Garda Síochána works to promote and support the establishment and operation of Neighbourhood Watch schemes.

- They include Neighbourhood Watch in all crime prevention and crime reduction strategies, including Policing Plans
- They provide all resource material (booklets, window stickers, survey forms and administration forms)
- Each Neighbourhood Watch scheme is assigned a Liaison Garda.

LAYING DOWN THE LAW

Factsheet

What is Community Alert?

Community Alert is a community safety programme for rural areas with an emphasis on older and vulnerable people. It operates as a partnership between the community, An Garda Síochána and Muintir na Tíre (National Association for the Promotion of Community Development in Ireland). It works on the principle of shared responsibility for crime prevention and reduction.



What are the Aims of the Community Alert Programme?

- To foster the process of community development
- To reduce opportunities for crimes to occur
- To unite communities in a spirit of neighbourliness and community service
- To devise programmes to improve the quality of life for all in rural communities.

How do I set up a Community Alert Group?

To set up a group in your area, contact your local Garda Station or your local the Muintir na Tíre Community Alert Development Officer (Tel: 062-51163 or view a list of Development Officers). The group may be set up in response to community demand or as a result of Garda contact. It is important to canvass local residents with a view to securing their support and involvement before introducing a group in the area.

What is the Garda Input into Community Alert Schemes?

While Community Alert is a partnership programme between An Garda Síochána and Muintir na Tíre, An Garda Síochána works to promote and support the establishment and operation of Community Alert groups.

- They include Community Alert in District and Divisional Annual Policing Plans with performance indicators to realise the full potential of this partnership programme
- All resource material (booklets, window stickers, survey forms and associated administration forms) is provided by An Garda Síochána along with appropriate promotion material.



Adapted from www.garda.ie

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Student Worksheet

Your local neighbourhood has decided to set up a Neighbourhood Watch/ Community Alert Scheme.



Make a poster to encourage young people in the community to become involved.

Include the following two pieces of information on your poster

- A slogan
- Contact details

You might find the following website useful for your research
www.garda.ie (click on the Community Relations tab)



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Past Exam Questions

2006 Section 3, Question 3

A Visit from a Member of An Garda Síochána

Your class has been learning about law in CSPE and wants to do an action project on it. As your part in the Action Project you decide to invite a Garda to talk about his/her work.

- (a) Write out the welcome speech you would make to introduce the Garda to your class. In it include **THREE** reasons why it is important for people to respect the law. (8 marks)
- (b) Describe the work of **THREE** committees that your class would set up in order to organise this Action Project. (6 marks)
- (c) Design a poster highlighting the work of An Garda Síochána. You should include a slogan about the role of An Garda Síochána in the community, as well as a drawing or picture. (A blank page for the poster has been included on page 16 of this answer book). (6 marks)



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2001 Section 2, Question 3

COMMUNITY ALERT

Study the *Community Alert* brochure. When you have studied this brochure answer the questions given below.

- (a) Name **TWO** organisations that are supporting the Garda Síochána's Community Alert project.

Name of the first organisation _____

Name of the second organisation _____

(2 marks)

- (b) Which particular group of people in the community is this project trying to protect?

(2 marks)

- (c) Why does this particular group of people need help and advice from projects like the Community Alert project? Give **THREE** reasons.

First reason

(2 marks)

Second reason

(2 marks)

Third reason

(2 marks)

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- (d) Name **ONE** other group that the *Garda Síochána* help in the community and describe **TWO** ways they help this group.

Name of the group _____ (2 marks)

How the *Garda* help them _____

_____ (2 marks)

How the *Garda* help them _____

_____ (2 marks)

- (e) Describe in detail **ONE** way that a group of school students could help elderly people living in their community.

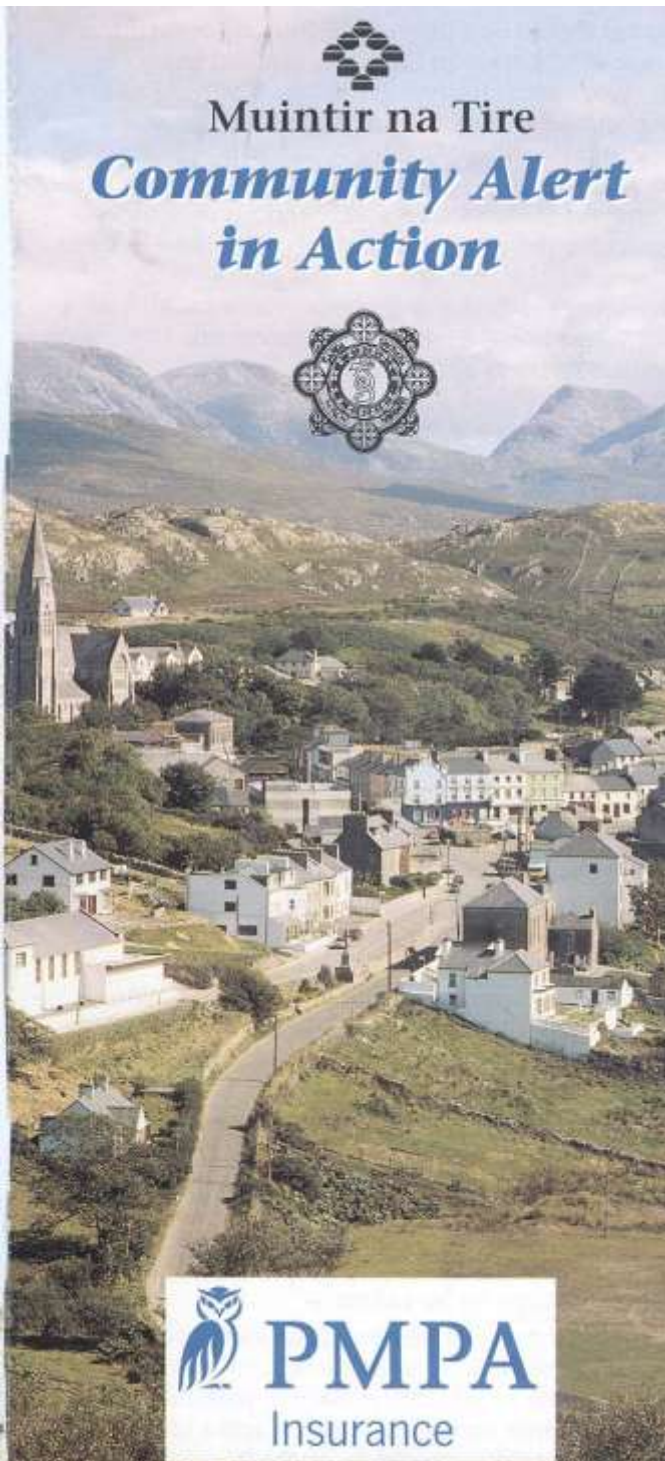
_____ (4 marks)

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Community Alert brochure - 2001 Section 2, Question 3

What is Community Alert?

A project organised by voluntary community groups with the Gardai and aimed at preventing attacks on people in rural areas, especially the elderly.



Community Alert has three main objectives:

1. Taking steps to show the elderly that the community cares for them.
2. Giving the elderly advice on how to protect themselves from attack and robbery.
3. Encouraging the elderly to report to the Gardai any person behaving suspiciously around their house or in the area

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2011 Section 2, Question 3

Burglary - The Facts

Study the Burglary - The Facts - Leaflet for Section 2, Question 3, printed on a separate page (page 3).

When you have studied this Leaflet, answer the questions below.

- (a) What percentage of burglaries happen between 8:00 am and 8:00 pm?

How long does it take for the average burglar to break into your home?

What section of An Garda Síochána produced this leaflet?

(3 marks)

- (b) Name **TWO** actions people can do to prevent burglaries from happening?

First Action: _____

Second Action: _____

(2 marks)

- (c) Other than helping to prevent burglaries, name **THREE** other things that An Garda Síochána do.

First Thing: _____

Second Thing: _____

Third Thing: _____

(3 marks)

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- (d) *Neighbourhood Watch* and *Community Alert* are two projects between local communities and An Garda Síochána trying to prevent crime. What do local communities involved in these projects do?

(3 marks)

- (e) When people who commit serious crimes go to court there is a jury. Why is it important to have a jury and not just judges in these cases?

(3 marks)



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Burglary - The Facts Leaflet - 2011 Section 2, Question 3

Burglary - the facts!

Did you know?

- **60% of burglaries take place between the hours of 8am and 8pm!**
- **Thieves will make use of implements found outside your home or in unlocked garden sheds!**
- **The average burglar can break into your home in less than 3 minutes!**
- **Many burglaries occur when persons leave their home for a short period of time!**

What can you do?

- **Fit quality security locks to all doors and windows and use them.**
- **Install a certified intruder alarm and use it.**
- **Invest in a securely fitted safe for your valuables.**
- **Store and lock any external household items properly.**
- **Be a good neighbour - report suspicious behaviour.**

Play your part in Preventing Crime.
Issued by the Garda National Crime Prevention Unit,
Community Relations Section, Harcourt Square, Dublin 2.
Tel: 01 8863363 website: www.garda.ie
E-mail: crime_prevention@garda.ie



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LAYING DOWN THE LAW



Lesson Plan – Prisons in Ireland

Duration: 2 lessons

Aim: To enable the students to understand the purpose of prisons and gain an insight into the life of a prisoner.

Learning Outcomes

At the end of these lessons, students will be able to:

- Understand the importance and purpose of prisons and the impact they have on prisoners.

This lesson is taught as follows

- Use the 'Crime' word storm and ask the students to come up with 10 words that come to mind when they think of the word Crime
- Walking Debate- use the statements on 'personal values' and 'attitudes to crime'
- Crime Hierarchy, use the blank template of the hierarchy and insert the crimes ranking from 1-10
- Daily routine of Mountjoy Prison, students can come up with a timetable prior to the teacher handing out the sheet
- Poem and story with questions.

Key Questions

- What are the functions of prisons?
- Is there a difference between a 'crime' and something that is 'wrong'?- What about moral crimes?
- What if we don't agree with the law?
- Are some crimes worse or more serious than others?

Resources

- Crime word storm for the 'Think, Pair, Share' activity
- Crime Hierarchy blank template and crime cards
- Statements for a walking debate- (personal values and attitudes to crime),

Additional Resources that may be of use:

- Copping On- Ireland's National Crime Awareness Initiative www.coppingon.ie
- www.irishprisons.ie

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CRIME

LAYING DOWN THE LAW

Instructions for Walking Debates

Stick the two posters "Agree" and "Disagree" at opposite ends of the classroom. Then call out the statements above and ask students to move toward one of the statements, depending on their opinion.

Students can choose to stand at any point between the two statements, if they don't fully agree or disagree. When all students are in place, depending on your class, you may like to discuss their opinions on these statements.

Statements for the Walking Debate

- You are walking around the supermarket and are very hungry so you pick up a bar of chocolate, you eat it and throw away the wrapper before you get to the check out. This is okay!
- You have just paid for your shopping, the cashier gives you too much change. It's okay to keep because it's not your fault.
- It is ok to buy 'hot' DVDs.
- You help yourself to money from your mother's purse - it's okay because she would have given it to if you'd asked.
- You are under 18 and get your other sister/brother to buy you alcohol. This is okay because you didn't buy the alcohol.
- Buying cannabis from someone you don't know is playing with fire therefore growing your own is a much better idea.
- You lost your CSPE book, you will get detention if you turn up to class without a book so you decide to take your friend's book from their locker. It's okay because she/ he never uses it.

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The Heinz Dilemma - A Walking Debate

Background

This is a story about a man who breaks the law in order to save his sick wife. The story is told in three parts, at the end of each a decision has to be made. Before the story continues students are asked to decide how they would proceed. This exercise allows students to explore not only the complex nature of the law and order but also issues like human rights, ethics and the nature of obedience and conformity.

Instructions

Read each of the scenarios below to the class (or get a student to read it). After the each of the three scenarios, students will either partake in a walking debate or do Think Pair share. Probe students about their decisions in order to encourage discussion about the complex nature of the law, by asking why/ why not etc.

Scenario 1

A woman was near death from a unique kind of cancer. There is a drug that might save her. The drug costs \$4,000 per dosage. The sick woman's husband, Heinz, went to everyone he knew to borrow the money and tried every legal means, but he could only get together about \$2,000. He asked the doctor scientist who discovered the drug for a discount or let him pay later. But the doctor scientist refused.

Question: Heinz should break into the laboratory to steal the drug for his wife. (AGREE/DISAGREE)

Scenario 2

Heinz broke into the laboratory and stole the drug. The next day, the newspapers reported the break-in and theft. Brown, a police officer and a friend of Heinz remembered seeing Heinz last evening, behaving suspiciously near the laboratory. Later that night, he saw Heinz running away from the laboratory.

Question: Brown should report what he saw. (AGREE/ DISAGREE)

Scenario 3

Officer Brown reported what he saw. Heinz was arrested and brought to court. If convicted, he faces up to two years' jail. Heinz was found guilty.

Question: The judge should sentence Heinz to prison. (AGREE/ DISAGREE)

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Student Worksheet

Read the following ten crimes and rank them in order of the most serious (1) to the least serious (10)

Drink driving
Manslaughter
Faulty goods
Assault
Selling drugs
Speeding
Underage drinking
Piracy (e.g. DVDs or CDs)
Bullying in the workplace
Damage to property



LAYING DOWN THE LAW

Teachers' Notes

Walking Debate statements cards - Attitudes to crime

- The Gardai are only out to cause hassle for people.
- People rob because they are poor.
- It's ok to rob people if they can afford it.
- Your frightened brother who was involved in a hit and run doesn't want to go to the Gardai. You should help him.
- The justice system in Ireland does not work.
- All weapons should be banned.
- People use drugs to forget their problems.
- Sex offenders should be locked up for life.
- Prisons in Ireland are not strict enough.
- We should bring back the death penalty for murder.



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Understanding the prison system



The aims of the prison system are:-

- 1) To punish those who were found guilty of a crime
- 2) To try and rehabilitate criminals so they will not commit a crime again when they are released.

There are 14 prisons in Ireland; 11 are closed, 2 are open and one is semi-open There are three types of prisons in Ireland:-

- **Closed:** These prisons have very strict security and a rigid routine, have bars on the windows and doors are kept locked. We have eleven closed prisons in Ireland. Mountjoy, Portlaoise, Limerick and Dóchas are closed prisons.
- **Semi-closed:** This has a traditional perimeter security but minimal internal security. The Training Unit, in Glengarriff Parade, Dublin 7 is a semi-closed prison.
- **Open:** In these prisons nothing keeps the prisoners there except trust, as there are no locks, bars and so on. The routine and atmosphere are more relaxed. Shelton Abbey is an open prison.



Pictures courtesy of the Irish Prison Service, Annual Report 2007.

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Daily Routine of Mountjoy Prisoners (Men's Prison)



(Picture courtesy of the Irish Prison Service)

8:15am

Doors unlocked, empty chamber pot, get fresh water and go collect breakfast, if you don't get up won't get food until dinner time. If you wish to visit the prison doctor/dentist/other prison support/services, name needs to be given to a prison officer. Cells doors locked.

9:15am

Doors unlocked and it's time to empty basins, make beds and clean cells and landing, Then off to place of employment, school, gym, or yard.

12:15am

Time for dinner, get trays from cell, get your dinner and fresh water and then back to your cell to eat.

2:15pm

Doors unlocked again, empty basins, tidy cell and back to either place of employment, school, gym or yard.

4:15pm

Teatime, again fetch trays and queue at the kitchen hatch for tea and fresh water. Prisoners are then locked back in their cell.

5:30pm

Empty basins, tidy cell and choice of gym or the recreation room available. 2 hours until lock up.

7:30pm

Fetch trays, get supper and fresh water and off to bed. Prisoners are now locked up for the night, on their own, nobody to talk to until the doors are unlocked at 8.15am the following morning.

10:00pm

Lights out! (this is controlled centrally). Please note that Lock-up on Tuesdays is 8pm

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Daily routine in the Dóchas Centre (Mountjoy's Female Prison)

8:00am:

Rooms unlocked, time for breakfast, tidy rooms, get ready for school, workshops or gym. Each house has its own kitchen. Houses are kept clean by the prisoners according to a cleaning rota. All requests are made to the house officer such as wishing to see the governor, probation etc.

9:15am:

School, Workshops, Gym, Library or work in kitchen, grounds, painting or tuck-shop is available. Electricity is turned off in the lock up houses at this time to encourage the prisoners take up an activity.

12:45pm:

Lunch served in the Dining Halls (Communal dining). Electricity is turned back on during lunch hour. Tuck-shop open.

2:15 pm:

Resume school, workshops, gym or work in kitchen, grounds, painting or tuck-shop. Electricity is once again turned off.

4:00 pm:

Medication is issued in the Health Care Unit at this time. Electricity is turned back on now also. Tuck-shop open.

4:30 pm:

Tea is served in the Dining Halls.

5:00 pm:

Free time, for the gym, library, yard, study. Narcotics Anonymous and Alcoholics Anonymous hold classes every Tuesdays and Thursdays. Each house has its own washing machine/dryer. Time for phone calls, each prisoner can make one phone call for 6 mins.

7:30 pm:

Lock up until 8.00am the next morning unless you're in a 24 hour house, where the front door is locked at this time and you are free to use the house facilities up to any reasonable time, your bedroom door remains unlocked all night.

Source: **Copping On - Ireland's National Crime Awareness Initiative** www.coppingon.ie



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My Home, My Hell

My room, my home, my prison cell
For twelve months this is my living hell
Doors locked, double locked tight
To keep you locked in your hell for the night
"Time up, fall in", the officers say
Go back to your hell for another day
A day, a year, it's all the same
We just seem to come back again and again
I wonder were we born for this?
"No! Now come on Chris, get a grip",
No one is born to live in hell then why am I here in this prison cell?
That's a silly question to ask
When you do something wrong, you're taken to task
That's why I'm here, because I've done wrong
So I'll just have to smile and try to get along
So here's my new plan, for me an' my man
No. 1. We'll start a new life
No. 2. No more trouble and strife
No. 3. Look after the kids and be a good wife
Hold on a minute, I've tried that before
And came back through that revolving door
What door? is what I hear you say
The door I stare at day after day
My door, my room, my prison cell.
Straight back into my living hell



By an Inmate from Mountjoy Prison

Taken from "Copping On" Education Resource Pack www.coppingon.ie

LAYING DOWN THE LAW

MY LIFE

My name is James. I just thought I would write this and let people know that a life of crime and drugs is a waste of life. The first time I took drugs I was still at school. I injected heroin before I went to school, I got sick all over the place and was sent home. It wasn't a very nice experience, in fact it was horrible. The first time I came to prison I was 14. The reason for this was because I wanted to show how I progressed through the drug scene since I came to jail. When I was 14, I swore I'd never go back to a place like that again, but two years later when I was just gone 16 I received two years for a car robbery and ever since that I have been in and out of jail. Since I'm now after serving seven prison sentences and am now doing three years for false imprisoning or as the police put it kidnapping. Before I got the three years I was a full-time crack and heroin addict.

I'm 22 years old now and have been taking drugs since I was 12. After my first time taking heroin I thought I was great in front of my mates. I didn't take heroin for about four years after that, but I was smoking hash and sniffing tippex. It was only for fun. I tried everything from shoe polish to gas, but preferred hash so I had to get money for hash every night. So, my mates and I started to rob anything that we could sell. I never thought for a minute I was addicted. Anytime anybody said that hash was addictive I'd laugh at them like I knew it all. Then we would take acid and hash. Then came the rave scene and I took 'E' at the raves, to come down off the 'E' at the end of the night I would smoke heroin.

I have lost everything through drugs. I don't speak to any of my family and have just recently got back with my girlfriend and baby Ryan. It has taken me the best part of nine years to realise that I have been wasting my life. I'm not looking for sympathy or pity, I just want kids to realise that there is a future out there. Just stay away from drugs, because the life I have been living was not a life, it was more like a nightmare. Waking up dying sick every morning and having to go robbing for crack. I'm glad I got the chance to tell younger people my story, because when they are listening to adults like teachers, JLO's, parents/guardians, they think it's a load of rubbish and won't happen to them, but I hope that whoever reads this before they decide to take the road I took, they will think twice, because I have messed up my life and left my family very upset.

So, if you read this and take heed of what I'm saying I wish you the best of luck and you could go places. But if you choose the road I did, stop before it gets any further, because the reality of it is either doing loads of jail time and you know you don't get medals for doing jail time, or ending up strung out and lose everything. So just cop on early, before it's too late because it's no joke when the cell door gets locked at 7.30 p.m. Because in here time is very slow and it's a really terrible. You are in a cell 18 hours out of 24, so where is the fun in that? There is no fun, so anybody that reads this and sees the reality of it they would soon

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stop. I know most of you have probably been in Mountjoy on a tour and everybody acting the hard men, but as I said when the door is locked there are no hard men. So think twice before you choose what road you want to take.

Source: James, a prisoner in Mountjoy Prison. Adapted from the Copping On Resource Pack, produced by Copping On National Crime Awareness Initiative. www.coppingon.ie

Questions

1. When did James first take drugs?
2. What happened the first time he took drugs?
3. How long has James been taking drugs?
4. Where did James get the money from to buy drugs?
5. In paragraph 4 how does James feel about this life?
6. How does James describe his life in Mountjoy?
7. What do you think the Irish prison service could do to help drug addicts?



LAYING DOWN THE LAW

Prisoners take time out to sit Junior and Leaving Cert exams

Among those sitting this month's State examinations are almost 280 prisoners, many of them returning to education years after leaving school.

117 prisoners are sitting the Leaving Cert this year, while 161 are taking the Junior Cert exams. The highest numbers of Leaving Cert students are in the Midlands Prison, where there are 32 candidates. The highest number of candidates (44) sitting the Junior Cert are in St. Patrick's Institution.

Other courses are on offer from the prison education system, including FETAC, creative and health courses, there is 'something very special about the State exams' says Brenda Fitzpatrick, head teacher at Wheatfield Prison. She adds 'most left school before they were 15, and had negative experiences of school, for them to re-engage with education is a huge step'.

Eric (38) is sitting his Junior Cert this June 'At school I thought I couldn't read or write. I hated it. I wasn't getting anything out of it, so I got a job on a milk round and left when I was 13'. Eric got involved in drugs from a young age and he was sentenced to eight years for possession of cocaine. When he entered the education unit, he was assessed and found to be dyslexic. He sat the foundation level English last year and received an A grade, this year he is taking the ordinary level. Eric says that when he got an A last year he 'felt amazing' and he received 87% in his mock exam earlier this year.

Another prisoner sitting the Junior Cert exams is Clayton (27), he is in his eighth year of a life sentence and is sitting Junior Cert Spanish, 'I'm enjoying it. I want to do this. I want to be a good person and get out to be with my son,' he says. 'I'd hope to do some kind of community work, gave something back'.

(The prisoners' name have been changed)

Adapted from an Irish Times article 9/6/2011

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