



CHILDREN'S HEARINGS

A Teaching and Learning Resource
for High School

THE RESOURCE

This resource covers a variety of lessons and can be used as a 'block of lessons' or as a series of standalone lessons. It is suitable for use in a variety of subject areas as well.

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The Children's Hearing

The Teaching and Learning Resource can be used all together, or different elements of the resource can be used within different settings / for different purposes. It is intended for pupils at High School and has different levels of work which can be adapted according to age and stage.

The resource can be supplemented with other factual materials / an existing information pack but has been designed to teach about the ethos and approach of the Children's Hearing in a very practical and student-led way. You may want to start with our existing [e-book](#), or with the [new pages](#) on the Education Scotland National Improvement Hub.

The resource is also dynamic and we would ask for your feedback if there are elements which you change and which evaluate positively.

Please contact Melissa.Hunt@scra.gov.uk with comments or feedback on any element of the resource.

Some Preparatory / Exploratory Reading.

The articles have been taken from different publications and were written at different times so are also suitable for additional close reading and comprehension exercises. Check the resources before hand – some are quite old fashioned and may not be suitable for your class or group.

The Reading:

[Kilbrandon then, now and in the future](#)

[A Review like no other – Putting love at the heart of the care system](#)

[Enduring Principles in a changing world](#)

[Age of Criminal Responsibility article – The Sun](#)

[Age of Criminal Responsibility article – The Guardian](#)

Online resources:

[SCRA Resources for Young People](#) (variety of written and video resources)

[What is Children's Hearings Scotland?](#) (c. 2 mins)

[An Introduction to Children's Hearings](#) (c.16 mins)

[Billy's Story](#) (c. 4 ½ mins)

[Children's Views of the Hearing System](#) (c. 8 ½ mins)

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SECTION One - The History of the Children’s Hearing

TASK: PowerPoint presentation to be developed by the class on:
‘The History of the Children’s Hearing’.

Section one – Lesson Planning

		Content	Outcome
Lesson 1	Worksheet 1	Research presentation styles the: <ul style="list-style-type: none"> •Visual Style. •Freeform Style. •Instructor Style. 	Make notes on each style OR Make a slide / page using each style introducing YOU & list strengths / weaknesses of each style
Lesson 2	Worksheet 1	Research presentation styles the: <ul style="list-style-type: none"> •Coach Style. •Storytelling Style. •Connector Style. 	Make notes on each style OR Make a slide / page using each style introducing YOU & list strengths / weaknesses of each style
Lesson 3	Worksheet 1	Research presentation styles the: <ul style="list-style-type: none"> •Lessig Style. •Takahashi Style. 	Make notes on each style OR Make a slide / page using each style introducing YOU & list strengths / weaknesses of each style Final question – <i>which style is your favourite and which one will you use?</i>
Lesson 4	Worksheet 2	The Presentation	Slide 1 – What is the Children’s Hearing? Slide 2 – When does a Children’s Hearing happen? Slide 3 – The Ethos of the Children’s Hearing.

Lesson 5	Worksheet 2	The Presentation	Slides 4 – What is the law about Children’s Hearings? Slide 5 – Who comes to a Children’s Hearing? Slide 6 – What are the reasons for a Children’s Hearing?
Lesson 6	Worksheet 2	The Presentation	Slides 7 – What happens at a Children’s Hearing? Slide 8 – What do you think about the Children’s Hearing? Slide 9 – What changes would you make to the Children’s Hearing ?
Lesson 7	Worksheet 2	Presenting your work	The Slideshows....
Lesson 8	Worksheet 3	Close reading	Read a close reading passage and break it down into beginning / middle / end. Summarise the beginning / middle / end in your own words.
Lesson 9	Worksheet 3	Close reading	Answer the worksheet questions.



Worksheet 1 - PRESENTATION STYLES

The following are all DIFFERENT presentation styles.....they work in different ways, and focus on presenting ideas and information in different ways.

All the styles have strengths and weaknesses.

visual	FREEFORM	instructor	coach	<i>STORYTELLING</i>	Connector	Lessig	TAKAHASHI
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SO NOW TO YOU:

Notes on the styles:

The styles:	Notes:	Strengths:	Weaknesses:
visual			
FREEFORM			
instructor			
coach			
<i>STORYTELLING</i>			
Connector			
Lessig			
TAKAHASHI			
My favourite STYLE is:			

OR:

Write a slide about YOU, based on the information below - using each style:

Name Age Favourite sport Favourite food Favourite drink Favourite place Favourite song
--



Worksheet 2 – The History of The Children’s Hearing Presentation (Can be done individually or in groups)

Using your **FAVOURITE PRESENTATION STYLE** you are going to put the following presentation together.

You are then going to **PRESENT** to the class..... *Ask any questions you may have and Good Luck* 🍀 🐣 🍀

Slide 1 – What is the Children’s Hearing?
Slide 2 – When does a Children’s Hearing happen?
Slide 3 – What is the ethos of the Children’s Hearing.
Slides 4 – What is the law about Children’s Hearings?
Slide 5 – Who comes to a Children’s Hearing?
Slide 6 – What are the reasons for a Children’s Hearing?
Slides 7 – What happens at a Children’s Hearing?
Slide 8 – What do you think about the Children’s Hearing?
Slide 9 – What changes would you make to the Children’s Hearing?
The Slideshows..... Feedback:
<i>What worked well?</i>
<i>What didn’t really work?</i>



Worksheet 3 – Close Reading
(Can be done individually or in groups)

Take one reading –

- read it.
- Break it down into its beginning / middle and end by putting lines through the passage.
- Summarise the beginning, middle and end using no more than three sentences per section.

BEGINNING	1.
	2.
	3.
MIDDLE	1.
	2.
	3.
END	1.
	2.
	3.

Then answer the following questions:

1. What is the author trying to do in the writing?

2. What techniques are used by the author?

3. Do you think the author is successful or not? Explain why you think what you do.



Worksheet 3 – Close Reading - THE PASSAGES

1) From THE SUN Newspaper:

What is the age of criminal responsibility in Britain?

The age of criminal responsibility is the minimum age when a child can be prosecuted and punished for a crime. In essence, it is the age when children are deemed to be mature enough to know right from wrong. It is linked to the legal concept of *doli incapax*, which means the lack of ability to form criminal intent. The age of criminal responsibility in England, Wales and Northern Ireland is ten. This means children under ten are considered incapable of committing a crime. Although they cannot be prosecuted they can face actions such as a local child curfew or a child safety order. Children of ten or over are normally dealt with by special youth courts but they can face adult crown courts in serious cases.

Different rules apply in Scotland.

The age of criminal responsibility there is officially eight, but government rules say children under 12 will not be prosecuted. Children aged eight to 11 can be referred to a social worker and a children's hearing - a legal procedure that can lead to a criminal record. In March 2018 a bill was introduced to the Scottish parliament that would raise the age criminal responsibility to 12.

How does the UK compare with other countries?

The UN and other groups have said the age should be raised to at least 12, the internationally recognised minimum, but the governments in Westminster and Stormont have resisted.

How old do you have to be to go to prison in the UK?

Children given custodial sentences - which only happens in the most serious cases - do not go to jail. They are sent to secure children's homes, which are designed to house offenders under 18 with specially trained staff. Over the age of 18, offenders are treated as adults but they do not go to a normal adult prison. Instead they are sent to a young offenders institute, meant for people aged 18 to 25. Immaturity is a mitigating factor when it comes to sentencing and judges are less likely to send young people to jail than older adults who commit the same offence.

2) From Enduring Principles in a Changing World:

So, Kilbrandon's legacy is multi-faceted. His legacy is in a system which separates out the finding in fact from the decisions about what should happen next. His legacy is in a system that identifies the 'children in trouble' as a result of their behaviour or the behaviour of others and recognises that any child's 'needs and deeds' should be addressed together. His legacy is in a system that seeks to engage the child, their family, involved professionals and members of the community (the three members of the Children's Panel) in a constructive dialogue. In order for there to be a dialogue, there has to be an equal playing field, and for children and families who have experienced or who continue to experience adversity this may mean they require additional support, legal representation or advocacy in order for them to participate fully and effectively.

Lord Kilbrandon's legacy is in a system which recognises that your family is vital and has to be actively involved in decision-making. His legacy is in a system where the focus should be on the child and the child's welfare, and where decisions are made in the child's best interest – and those working in the system today would all say they try to adhere to this. However,

we also know that losing sight of the child is very easy in a meeting where there is conflict, no clear consensus and many, at times very loud, adult voices. His legacy is in a system where minimum intervention in the life of a child and family is the approach taken by the system, but that is very difficult to explain when a Children's Hearing convenes for 3 children, all of whom have a representative and a solicitor (9 people), four relevant people, all with representatives and solicitors (21 people), 3 different schools (24 people), 3 different social workers (27 people) and their team leaders (30 people). The principles are sound, but can, at times, be difficult to reconcile with the practical realities of the cases being dealt with by the Children's Hearings.

3) From the SCRA Fact Sheet 01 – The Children's Hearing System

Background and history

The Children's Hearings System is Scotland's distinct statutory child protection and youth justice system. It began with the recommendations of the Kilbrandon Committee in 1964. The Committee recognised that the existing model of juvenile courts was inadequate and they developed the principles and structure of our unique system which is still worthy of international recognition.

Guiding principles

- Decision making by volunteer Panel Members.
- The child/young person is at the centre of the Hearing.
- The child/young person's family have a vital role.
- Prevention and education are crucial.

Focused on children and young people most at risk, SCRA's fundamental purpose is to:

- Make effective decisions about a need to refer a child/young person to a Children's Hearing
- Prepare for and participate in court proceedings where Statement of Grounds or Hearings findings are appealed, and ensure the wellbeing of children and young people – particularly vulnerable witnesses – are protected throughout the court process
- Support Panel Members (though we are not involved in making Hearing decisions) and ensure fair process in Hearings
- Enable children, young people and families to participate in Hearings
- Disseminate information and data to influence and inform the wider Children's Services community
- Provide premises for Hearings to take place
- Work collaboratively with partners to support and facilitate the Getting It Right For Every Child (GIRFEC) agenda

The Children's Hearings System has always recognised that the children and young people who offend are often the same children and young people who require care and protection.

Children's Reporters are the first key part in the Hearings System. Children and young people are referred to the Reporter from a number of sources, including police, social work, education and health. They are referred because some aspect of their life is giving cause for concern.

The Reporter investigates each referral and determines whether a compulsory supervision order may be required. If the Reporter determines that a Compulsory Supervision Order is required, they will arrange a Children's Hearing. There are three Panel Members at a Hearing – they are all trained volunteers from the local community. The Hearing listens to the child or young person's circumstances and then decides what measures are required, if any.



SECTION Two - The future - UNCRC & rights

Section Two – Lesson Planning

		Content	Outcome
Lesson 1 & 2	Worksheet 1 – Task 1	Ruby & Jack What are child rights? - Bing video	Identify and explain the key Child rights
Lesson 3, 4, 5, 6	Task 2, 3 & 4	That's my Robot	We all have rights and nothing can take them away
Lesson 7 & 8	Task 5 & 6	Priority Rights & Supporting Rights UNICEF Children's Rights - Bing video	Why rights are important.
Lesson 9	Task 7	THE ONLINE QUIZ (suitable for homework as well)	Complete the QUIZ.



Worksheet 1 – Ruby & Jack

TASK 1: Ruby & Jack

[What are child rights? - Bing video](#)

All About UNCRC

To find out more about the UNCRC you can look at the UNCRC – in summary [here](#) or in full [here](#).

You may want to look at other versions – [old](#) and [new](#).

CREATIVE WORK – Ruby explained children’s rights to her little brother. You need to explain children’s rights in Scotland to a five year old. **You can choose to:**

- 1) make a poster about one of these rights – the right to life / the right to play / the right to education
- 2) write a script to explain children’s rights
- 3) create a [biteable](#) or another animation to explain at least one child right

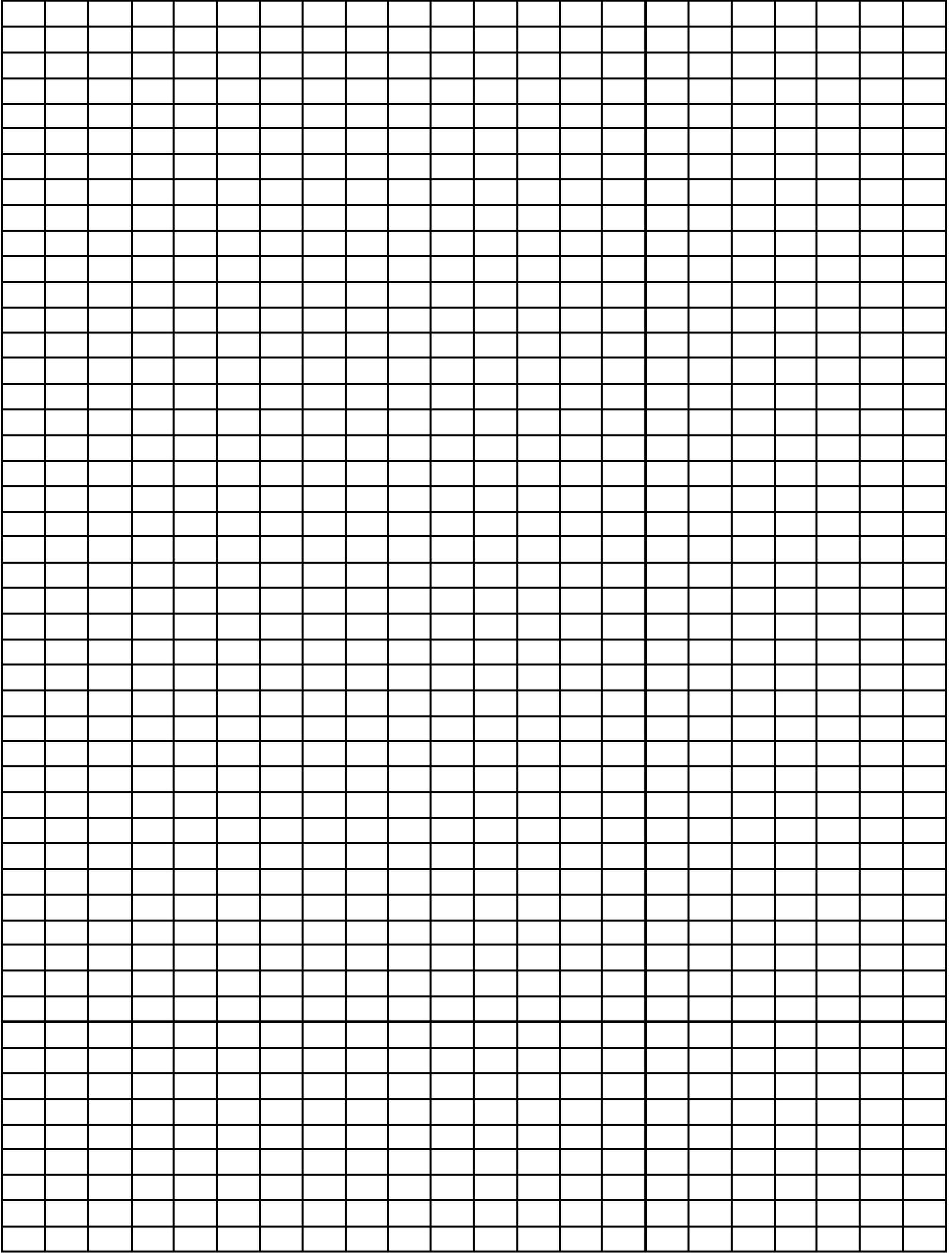
TASK 2: That’s my robot

CREATIVE WORK

You need to:

- 1) Design a robot
- 2) Give your robot a name
- 3) What language does your robot speak?
- 4) Who are you robot’s friends?
- 5) What does your robot like?
- 6) What does your robot not like?
- 7) Where does your robot live and who with?
- 8) What is your robot’s favourite colour?
- 9) Favourite pizza?
- 10) Favourite singer?
- 11) Favourite song?

THIS IS MY ROBOT CALLED



TASK 3: Robots in Common.....

This can be a group activity or a whole class activity (for a whole class there might need to be a wall with all the robots on for information to be gathered).

Answer the following questions:

1) How many robots have one thing in common with yours?

(It could be the colour / they have one arm / antennae or the kind of pizza they like.)

2) How many robots have two things in common with yours?

3) How many robots have three things in common with yours?

4) How many robots have more than three things in common?

Write a description of your robot in 50 words:

Read your description. How many people recognise your robot correctly?

TASK 4: Robot rights.....

Group or individual work:

All of the class robots want to go to robot school. At the moment there is not a school for them and they are all alone at home.

You are a lawyer hired by one of the robots to argue for a robot school and a right to robot education.

1) You need to write a letter persuading other robots to join in the case. It should be no longer than 500 words.

2) You need to write a speech explaining why robot school and a right to education is important for the robots. Your speech should last about a minute.

TASK 5: Priority Rights

Pairs or individual work:

Go back and look at the **UNCRC** – in summary [here](#) or in full [here](#).

You may want to look at other versions – [old](#) and [new](#).

Answer the questions:

- 1) What do you think are the MOST IMPORTANT RIGHTS?
- 2) CAN YOU CHOOSE THE FIVE MOST IMPORTANT?
- 3) WHY ARE THEY THE MOST IMPORTANT? Can you give three reasons for each?
- 4) Rights can protect children. Which of the UNCRC rights are about protections?
- 5) Rights can help children to participate. Which of the UNCRC rights are about participating?

TASK 6: Supporting Rights

Pairs or individual work:

WHO SUPPORTS CHILDREN'S RIGHTS?

Watch the film - [UNICEF Children's Rights - Bing video](#)

- 1) Make a diagram of you and your rights – with you in the middle. What rights are important to you and who supports them?
- 2) Write three sentences to explain you YOU can support YOUR OWN rights and the rights of other children.

AND A QUIZ FOR EVERYONE.....

On your knowledge of the Children's Hearing so far.....[The Quiz](#)

See how you score!!! Which group are you -

Amazing - you know a lot!!

Good – sound knowledge.

Okay – but some areas were sketchy.

Room for improvement, maybe?

Mmmmmm – maybe try again?

FINALLY - MAKE UP YOUR OWN QUIZ ON CHILDREN'S RIGHTS



SECTION Three - Key Roles & responsibilities

TASK: *Who does what in a Children's hearing?*

This is work to familiarise students with the roles and responsibilities of people in the children's hearing, and how these link into key strategic policy objectives in Scotland.

Section Three Lesson Planning

		Content	Outcome
Lesson 1	Worksheet 1	SHANARRI – for each indicator say one thing that you think you would check if you were checking for these indicators....	To be familiar with the GIRFEC wheel.
Lesson 2	Worksheet 2	The people around a child	Two news items about two roles....
Lesson 3	Worksheet 3	Using case studies develop chains of people linked to children in certain circumstances....	Make the 'people chains'
Lesson 4	Worksheet 3	The communication in the 'people chain'	How easy is it for people to speak to each other??
Lesson 5	Worksheet 4	The referral (1)	Read the case studies again – and discuss the concerns.
Lesson 6	Worksheet 4	The referral (2)	Complete the table.
Lesson 7	Worksheet 5	Assessment	Complete an assessment for one of the children
Lesson 8	Worksheet 6	Decision making	Complete the worksheet – what decisions do people make?



Worksheet 1 – the SHANARRI Wheel and Getting It Right For Every Child

GIRFEC – Getting it right for every child

SHANARRI - the SHANARRI indicators are:



TASK: All about SHANARRI?

Fill out your own SHANARRI grid below. Fill it using either 'I am safe when / because

- Safe
- Healthy
- Achieving
- Nurtured
- Active
- Respected
- Responsible
- Included



Worksheet 2 – the people around a child



TASK: Who are 'the people around a child'?

- 1) Who are the key people around a child?
- 2) What are their roles and responsibilities?

FIND TWO NEWS ITEMS ABOUT TWO OF THE KEY ROLES.....(could be other children, could be parents or grandparents, could be someone professional – a doctor or a teacher).

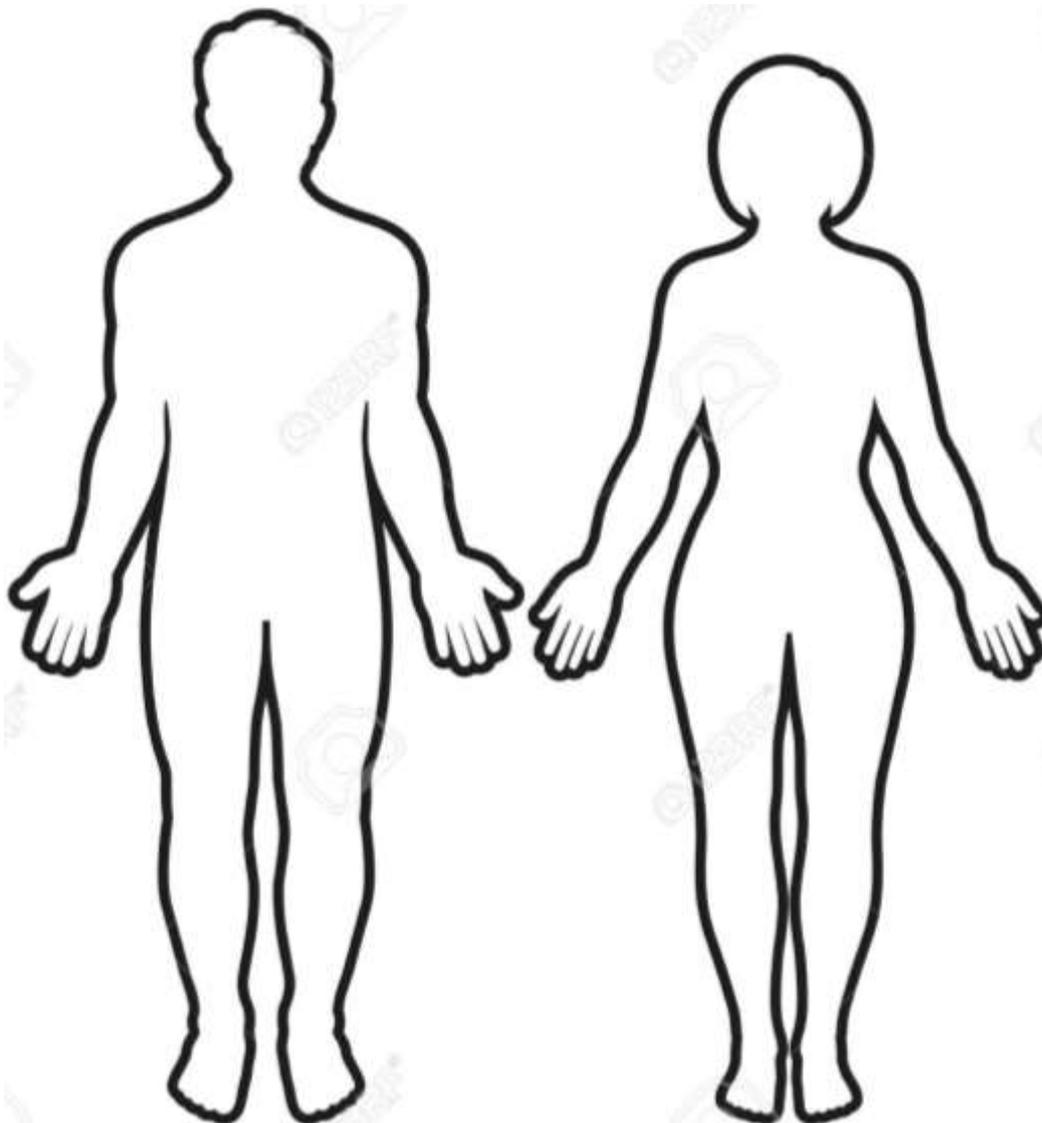
- 1) Are the news items positive or negative?
- 2) Pick out no more than ten words that are crucial to whether the item is positive or negative.
- 3) In no more than 500 words re-write the item so it is the opposite of how it originally read.



Worksheet 3 – the ‘people chains’ for a child

TASK: ‘PEOPLE CHAINS’

- 1) Read the child stories 1 – 5.
- 2) Who are the important people linked to the children?
- 3) Make a ‘people chain’ for one of the children.
- 4) How easy or difficult do you think is it for the child you chose to speak to the adults?
- 5) What is easy for the children / what is difficult in relation to each of the people in their people chain.



Child 1

Zainuddin and Azrah

- Zainuddin and Azrah are the children of a cabinet maker, Asaf, who lost his job after a long period of ill-health. Asaf recently met a new partner, Sara, who has moved into the family home.
- There is not enough food in the house for Asaf, Sara and Zainuddin and Azrah. Sara and Asaf decide to abandon the children in a large wood, so that they have enough food to feed themselves.
- Zainuddin and Azrah overhear this conversation, and Zainuddin fills his rucksack the next day with white pebbles from gravel near their home.
- The next day the family walk deep into the woods. Zainuddin leaves a trail of white pebbles to follow home. Asaf lights a fire and tells the children he is going to get more wood but he doesn't come back.
- Zainuddin leads Azrah home, following the pebble trail. Asaf is pleased to see them – he had been worried about leaving them on their own. Sara is not pleased to see them, and locks the children in their bedroom.
- The next day Sara takes the children back to the wood, without telling Asaf. She gives Zainuddin a bread and butter sandwich – and he makes a trail from crumbling it up as they walk. However, birds eat all the crumbs and when Sara leaves them Zainuddin and Azrah can't find their way home.
- After walking for a long, long time and feeling very hungry indeed the children come across a house made of bread, cake, biscuit and sweets. They tear chunks off the house to eat because they are so hungry.
- While they are eating, a witch comes out, invites them inside, and gives them a hot meal – pretending that she is a harmless old woman. After feeding them, she traps them in her house and makes them do chores each day, feeding them well in order to fatten them up so that she can eat them.
- One day, the witch decides it is time to eat the children. She has Azrah light the big oven and boil a massive pan of water to make the soup. After a while the witch asks Azrah to jump in the oven and check it is warm enough for baking. Azrah pretends not to understand, so the witch gets in the oven to show what she means and the children are able to shut the door behind her.
- Zainuddin and Azrah find a jar of gold and jewels which they take home with them as they set off home.
- When they get back Sara has left to go and live with a man who has no children, and Asaf is pleased to have them back.

Child 2

RYSZARD WOZNIAK

- Ryszard Wozniak was living with Saskia, the cousin of his mother's friend. He hadn't seen his mother in a long time, didn't know who his father was and Saskia was never at home.
- Ryszard decided to go to London to seek his fortune – as he has heard the streets were paved with gold.
- Ryszard walked for many days, with no-one for company. However, after a while he noticed that he was being followed by a cat, and after he had shared food with the cat a couple of times the cat decided to stay with him.
- However, the weather changed for the worse and Ryszard and his cat were soon cold and hungry and sought shelter in a doorway, where they fell asleep.
- The doorway was to a shop and the shop owner gave him a job when he found him there in the morning.
- The shop also had a problem with rats and mice – who were eating all the stored grain in the shop's outbuildings. Cat soon made herself very valuable – chasing away the rodents – and a ship's captain decided that Cat should come on board his ship, and chase the mice who were a problem there.
- The ship's captain didn't ask Ryszard, and stole Cat.
- Ryszard found out where Cat was, after hearing two sailors speaking in the shop about the Cat making a massive difference to their ship. He tried to leave the shop, but the shopkeeper was not happy and beat him black and blue.
- Ryszard climbed out of a window when the shop keeper was asleep, found his way to the harbour and rescued Cat off the ship, before she set sail.
- Ryszard continued to London, with Cat, where he made a fortune from having the best rat and mouse catching Cat in England. Ryszard and Cat were never cold or hungry again.

Child 3

Ella

- Ella is a very kind and thoughtful girl. She loved her mother and father very much, but both died from a viral infection.
- Ella now lives with her father's second wife and her two children. Ella's stepmother is wicked, she spoils her own children and makes Ella do all of the hard and difficult work in their very big house,
- Ella spends all day, cleaning, cooking, sewing and mending. She sleeps in the kitchen on a drafty floor and often curls up for the night in front of the fireplace. When she wakes in the morning she can be covered in soot and smoke and she gets called 'Cinderella' by everyone.
- The Prince decides he wants a girlfriend, and invites all the young ladies in the country to a ball at the palace. Cinderella's stepsisters get very fancy outfits, but Cinderella is not allowed to go to the ball.
- When Cinderella starts to cry, exhausted after getting her sisters ready, a fairy godmother appears and sends Ella to the ball – by turning a pumpkin into a carriage, mice into horses, a rat into a coachman and by giving Ella a beautiful outfit and glass slippers that will last till midnight.
- Ella is a hit at the ball. Everyone loves her and the Prince wants her as his bae. Ella loses track of time and when she hears the bells ringing for midnight she has to run. She loses a slipper on the steps as she is leaving – but is left with one magical slipper that doesn't turn back after midnight.
- The Prince travels around trying the slipper on all the girls.
- At last he arrives at Ella's house. The slipper doesn't fit on the massive feet of her sisters – but it fits Ella perfectly. She then shows the Prince the other slipper.

Child 4

Gayle-Mae Winter

- Gayle-Mae's mother wished for her before she was born. When she was born she was everything her mother had wished for – but her mother does not live for very long and doesn't get to see Gayle-Mae grow up.
- A year later, Gayle-Mae's father, marries again. His new wife is very beautiful, but she is a vain and wicked woman who practices witchcraft. The new Queen has a magic mirror, and she asks the mirror every day "Mirror mirror on the wall, who is the fairest one of all?".
- For years the Queen is the fairest. Then one day the mirror tells the Queen that Gayle-Mae is the fairest.
- The Queen begins to hate Gayle-Mae. She orders a huntsman to take her into the forest and kill her, but the Huntsman sets her free.
- Gayle-Mae is looked after by people in the forest but the Queen knows she is not dead – as the mirror still claims she is the fairest of them all.
- The Queen disguises herself and sells Gayle-Mae a poisoned apple. Gayle-Mae chokes on the apple and everyone thinks she is dead. But she is still so beautiful the people of the forest can't bear to let her go, so they keep her in a glass coffin.
- A passing Prince falls in love with Gayle-Mae and when her kisses her she wakes up.
- When the mirror tells the Queen she is no longer the fairest of them all she has a panic attack and ends up requiring 24 hour nursing care. She can no longer harm Gayle-Mae who returns home with her Prince.

Child 5

Stanley Panmore

- George and Mary Darling are finding their children difficult to manage. Their eldest child, Wendy, is constantly winding up her younger brothers, John and Michael. George thinks Wendy needs to stop being such a baby – and that she should grow up.
- Wendy doesn't want to grow up and starts to spend time with Stanley Panmore and his friend Tink, from school. Stanley doesn't seem to have rules that he has to follow and seems to come and go as he pleases.
- Often Wendy will wake up at night and will find Stanley, or Stanley and Tink in the corner of her room, playing with her toys or just watching her.
- At school, John and Michael start to spend more time with Stanley and start to miss classes. They also start to be late to dinner and Mr and Mrs Darling don't know where they are.
- Wendy is worried about her brothers but is also jealous of the time they are spending with Stanley and Tink.
- Tink is also very jealous and is unhappy that Wendy and Stanley are such good friends. Tink does all she can to make Wendy look bad at school and at home, by ruining her school work and her clothes.
- Stanley and Tink are influenced by some older children and some adults who think that they can get Stanley and Tink to do things for them. Stanley tries to get John and Michael to meet these adults.
- However, Wendy had already said no to meeting the 'Pirates' as she calls them – and when she hears that Stanley and Tink are trying to get the boys to meet the pirates she goes and speaks to her Mum and Dad.
- Mr and Mrs Darling are very kind and sensible. They speak to Stanley and Tink the next time they appear in the house in the middle of the night and they make sure that they get the help that they need.

How easy is it to speak in the 'people chain'.....

For each square –

- 1) change the names so they match your 'people chain'
- 2) add in EASY / MEDIUM / HARD for how easy it is for those people to speak to each other
- 3) if you want add in the reasons why speaking is easy / not so easy / hard.

	Child	Person 1	Person 2	Person 3	Person 4	Person 5
Child						
Person 1						
Person 2						
Person 3						
Person 4						
Person 5						



Worksheet 4 – the ‘referral’

TASK: How do you say you are worried / have concerns?

Complete the table below for each child (1-5)

- 1) What are the concerns?
- 2) How do you decide which concern is the most important?
- 3) Who are you most worried about – rank the children 1 -5 in order where you have the most concern for 1 and the least concern for 5?
- 4) WHY?

Children	What are the concerns?	How do you decide what concern is the most important?	Who are you most concerned about?	WHY?
<i>Zainuddin and Azrah</i>				
RYSZARD WOZNIAK				
<i>Ella</i>				
Gayle-Mae Winter				
Stanley Panmore				



Worksheet 5 – the ‘assessment’

TASK: How do you assess what is going on?

As an ASSESSOR / SOMEONE ASSESSING THE SITUATION

- 1) What do you need to find out?
- 2) What do you need to tell people about what you have found out?
- 3) What would be your ‘do’s’ and ‘don’ts’ of assessment / looking at the situation?

What do you need to say about.....pick a child and complete the assessment grid.

CASE STUDY ASSESSMENT GRID

CHILD:	
FACT 1)	WHAT THIS MEANS:
FACT 2)	WHAT THIS MEANS:
FACT 3)	WHAT THIS MEANS:
FACT 4)	WHAT THIS MEANS:



Worksheet 6 – the ‘decision making’ for a child

TASK: How to decide what to do?

As the DECISION MAKER

- 1) What is ‘decision making’?
- 2) What decisions do adults make about children?
- 3) Should children be involved in decision making about them?
- 4) How should children be involved in decision making about them?

What DECISIONS ABOUT CHILDREN ARE MADE by the following:

Teachers

Doctors

Children’s Reporters

friends

POLICE

courts

Children’s Hearing

parents or carers

brothers and sisters



SECTION Four - The Children's Hearing

Section Four Lesson Planning

		Content	Outcome
Lesson 1	Worksheet 1	Designing a Hearing	What should a room for a 'children's hearing' look like?
Lesson 2	Worksheet 2	YOUR Hearing V the 'real' thing	Answer questions about your hearing. Watch a film. Compare the 2.



Worksheet 1 – Designing a children’s hearing

TASK: *What should the children’s hearing look like?*

This is creative work – if starting **NOW** what should the room for a meeting between a child and adults look like? *Draw the room in the box below...*

A large empty rectangular box with a black border, intended for drawing the room for a meeting between a child and adults.



Worksheet 2 – what should happen in a ‘hearing’?

TASK: *What should happen in a ‘hearing’?*

This is creative work – if starting NOW what should happen? *Think about and then answer the questions below...*

- What should happen in your Hearing?
- What information would your Hearing get?
- What should your Hearing need to do with this information?
- When does a child come to your Hearing?
- How does a child get told about your Hearing?



Now - **GO COMPARE**

WATCH A SUMMARY - [SCRA film on Going to a Hearing](#). (4 mins 29).

CONCLUSIONS –

What was the same and what was different, between your Hearing and the film?

Which did you think was better – and why?



SECTION Five - Court and Justice

Section Five Lesson Planning

		Content	Outcome
Lesson 1	Worksheet 1	Designing court	What should a child friendly court look like?
Lesson 2	Worksheet 2	Concept and definition	Define key concepts to do with COURT
Lesson 3	Worksheet 3	Additional Tasks	3 ADDITIONAL TASKS – Could choose one, or could spend a lesson on each



Worksheet 1 – Designing a children’s hearing

TASK: What should a child friendly court look like?

This is creative work – if starting NOW what should the room for a court meeting between a child and adults look like?

Start off by collecting images of Court and of lawyers from around the world. Then decide what is good and what isn’t.

Write your **FIVE RULES FOR A CHILD FRIENDLY COURT ROOM**

Draw the room in the box below...



Worksheet 2 – concepts and definitions

TASK: DEFINITIONS

Write definitions for the terms below. Try without looking anything up – then look them up to check your understanding.....

JUSTICE	
PROSECUTION	
SHERIFF	
CLERK	
WITNESS	
ACCUSED	
DEFENCE	
JUDGE	
BAR OFFICER	
PARTIES	
REPORTS	



Worksheet 3 – Additional work

TASK: CIVIL AND CRIMINAL LAW

What are the differences between CIVIL and CRIMINAL LAW?

Give a 5 minute presentation on this topic.....

TASK: YOU BE THE JUDGE

ONLINE ACTIVITY: Ministry of Justice – You be the Judge

<http://ybtj.justice.gov.uk/>

TASK: ARGUING A CASE

- 1) What is **advocacy**?
- 2) What key skills do you need to make an argument?
- 3) Find a great speech from history, prepare some of the speech to read to the class, summarise the speech and explain why it was effective.



SECTION Six - Compulsory Supervision Order

Section Five Lesson Planning

		Content	Outcome
Lesson 1	Worksheet 1	What is a compulsory supervision order?	Discussion or research Film Final Thoughts



Worksheet 1 – What is a Compulsory Supervision Order (CSO)?

TASK: **What is a CSO?**

What does compulsory mean?

What does supervision mean?

What does order mean?

How do you think a CSO changes anything?

What does and doesn't work to change your own behaviour?

TASK: **watch a film on a CSO**

[FILM](#) (4 mins 28 seconds).

What do you think?

Are you surprised?

TASK: **Final thoughts**

Would a CSO help you? If it would – why? If it wouldn't help – why not? What do you think would help you instead of a CSO?