



GOLDBLOCKS TRIAL DAY

WHO'S IN THE TRIAL ?

JURY

JUDGE

BEARS
(Prosecution)

GOLIDILOCKS
(Defence)



The Trial

R v Goldilocks



Opening statements



Prosecution (Bears)



Defence (Goldilocks)



Cross examination;

Prosecution Witness (Bears)



Cross examination;

Defence witness
(Goldilocks)

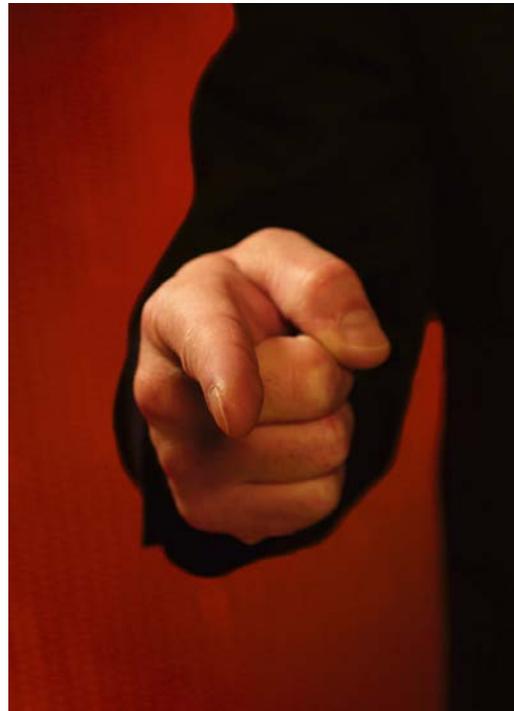


Judge's Direction to the Jury



Decision Time;

Guilty or not Guilty???



QUIZ TIME.

1.

- What is the age of criminal responsibility ??

2.

- What is the role of the jury ?

3.

- Can anyone tell us a couple of rights that you have as a person, for example right to a fair trial ?



4

- Provide an example of defamation ?.

5

- Why is this woman's actions wrong ?
- <http://www.youtube.com/watch?v=eYdUZdan5i8>

6

- Not knowing the law is a valid defence
....True or false ?



Thanks everyone!



Where do I stand? Group Materials

Aims and Objectives

Our main focus surrounding this workshop was based strongly on two legal principles. The first being that the age of criminal responsibility in this country is 10 years old and the second principle being that 'ignorance of the law' is not a valid defence under UK law.

Approach

The focus of our workshop which we created was to try and help the children understand an area of the law that may be of importance to their age group.

We focused on 2 main principles, the first of which being that the criminal age of responsibility is 10 and secondly that ignorance of the law is not a valid defence under UK law. We felt the best means to achieve these learning objective was by making the workshop as interactive as possible in order to include the children and spark their interest. With this in mind, we chose to create a situation where we put Goldilocks on trial. We decided upon this as we knew it would be a story the children would already be aware of so they would connect with the issues at hand quickly. These issues were the theft of the porridge and the breaking of the chair. We put the children in teams (prosecution, defence, judge and jury) and allowed them to play an active role in the trial and ultimately decide Goldilocks fate. This seemed to work well as the children showed great enthusiasm and really participated with the trial.

Structure and timings

The workshop is designed to be an hour in duration, with an introductory activity, the main body (the mock trial), and a reflective exercise to finish (dependent upon the trial).

1. Introduction of roles (10 Minutes)

- The workshop requires a minimum of 6 team leaders to represent each role in the mock trial.
- The teams are as follows: Jury (x2), Judge, Prosecution (Bears x2) and Defence (Goldilocks x1).
- Each team leader will introduce themselves as their character and ask/explain what their role and significance is in the Court.

2. Main body – Mock Trial of Goldilocks (40-45 Minutes)

- The team leader of team Judge will guide the trial, and keep track of timing.
- The trial runs as follows, complete with timings:
 - **Opening statements from Prosecution and Defence (5 Minutes each)**
 - **Cross examination of the Defence (5-10 Minutes)**
 - **Cross examination of the Prosecution (5-10 Minutes)**
 - **Judge's direction to the Jury (5 Minutes)**
 - **Jury's deliberation and verdict (5 Minutes)**
- After each section of the trial, the Judge will pause the proceedings for a minute or two, in order to allow each team to discuss amongst themselves what has happened, and to prompt elements to look out for/questions to think about/be asked.
- In the cross examination sections, the children are encouraged to ask any questions they may have regarding the trial.

3. Reflective Quiz (5-10 Minutes)

- **The quiz is optional and will depend on how receptive the children are to the workshop.**
- The duration of the quiz will depend on how the trial develops. The more involved the children get, the longer the trial may run, but this will also allow for the key concepts to be emphasised. The aim of quiz is to emphasise these key concepts if the children are not grasping the concepts clearly.
- The quiz will highlight areas such as; the criminal age of responsibility, the roles of each team in the Court and ignorance of the law is not a defence.

Roles

Team Judge

The role of the judge was quite popular with the children and the idea of being the ones in charge of the class was very appealing. The gavel was a very popular prop and the children understood its meaning as a method of gaining attention within the classroom and ordering silence. The first group discussion gave the children the chance to make notes of questions they wanted to ask and important points they thought were relevant to the case (e.g. how old Goldilocks' is, what the charges being dealt with are). When the children did not pick up on key points they should be encouraged to consider them so they can build on this knowledge throughout the trial.

Key questions/comments to be made by Team Judge:

- How old is Goldilocks?
- Did you know what you were doing was wrong?
- The age of criminal responsibility is 10.
- Ignorance of the law is not a defence.
- Is Goldilocks guilty or not guilty of criminal damage?
- Is Goldilocks guilty or not guilty of theft?

They generally understood what the judge's role is, an unbiased party who considers the law in court, but I think more focus is needed to express that the judge does not decide on the outcome but that that is the role of the jury. Also a mistake that was made which should be altered is to give the jury direction on points of law (i.e. age of criminal responsibility and ignorance of the law is not a defence) before they make their decision. Finally, many of the questions the children wanted to ask had already been answered by the prosecution and defence, so a recommendation would be to divide the questions up fairly between the different groups and increase the time the judges and jurors have to ask questions.

Team Jury

We prepared starter points for the children on small pieces of paper. These had two purposes; firstly, they could be used to prompt further questions from the children and secondly, if the children were not as confident they could ask the question in front of them to ensure participation. The starter questions were simple, but placed emphasis on the key elements of the trial to focus on.

Example questions include;

- Why should the Bears be questioned by the Defence? They did nothing wrong. Goldilocks shouldn't have stolen their porridge.
- Did Goldilocks intend to steal the porridge and break the chair? Was it an accident?
- Why is it important we know how old Goldilocks is?
- Why does Goldilocks have a say? She clearly ate the porridge and broke the chair. Why doesn't she just go to jail?
- Why doesn't the Judge just decide whether or not Goldilocks is guilty? Why do we have a jury?

- Should Goldilocks just replace what she took/broke instead of going to jail?

Pausing the trial proved extremely useful for team Jury. It allowed the children to ask questions to the team leaders; to discuss what they had heard amongst themselves, and to develop questions to ask at the appropriate points.

The use of clipboards also proved useful in that the children could note the important elements and concepts underpinning the trial, questions they wanted to ask, and answers to such questions when this was possible.

Team Prosecution (Bears)

We started off by discussing the relevant criminal liability issues that we wanted the children especially those in prosecution to highlight, which were:

- Age of responsibility
- Criminal damage
- Theft
- Trespass

After recognising the relevant issues, we started to construct questions that would get the children thinking. We prepared several questions. For example:

1. How old are you?
2. Did you get permission to enter the house from the bears?
3. How would you feel if someone came into your house without asking?
4. Did you intend to break the chair?
5. How would you define stealing?
6. Did you steal the porridge?
7. Where were your parents?

- Though we had planned questions for prosecution to ask Goldilocks we recognised the children would have questions of their own, which would develop as the trial went on.
- To get the children in the role of prosecution we asked them to discuss the story and list what they thought the unlawful acts committed by Goldilocks were. This gave the children an opportunity to think about the case for themselves, rather than us telling them the issues. Through that simple exercise we were able to explain theft, trespass and criminal damage in more detail.
- We found the pauses in the trial useful as the children were able to discuss the answers given by Goldilocks.
- Furthermore the use of props e.g. the wigs made the children in prosecution feel more enthusiastic about the mock trial, as they felt more in character.

Team Defence (Goldilocks)

For the workshop I was assigned to lead a group of children, 'the goldilocks team'. In preparation for this I had to prepare some questions to guide the children during the trial.

Examples of the questions and possible defences that I gave the children can be seen below

1. Why did you leave the door open if it was so important to you?

2. Goldilocks was hungry and had nowhere to go.
3. Goldilocks didn't think anyone was present in the house.
4. Goldilocks is not guilty, but she is a victim of circumstance.

During the two workshops the older children were much more engrossed in the trial and made more valid contributions. The younger kids became less interested at one point and didn't take the trial as seriously. However, the younger children did thoroughly enjoy it but may not have learnt as much as they could during the trial. Therefore, next time the workshop should be more tailored to suit their needs. Also, next time it would be better to have more visual cues and props as the kids became involved in their role more when they wore props such as the wigs.

Being part of team goldilocks was a learning experience for both me and the children. One thing that both the student team and the children gained was practical experience of a trial and gaining a real insight into how much pressure the defence may endure in the real courts. This is because in both workshops Goldilocks was almost under attack from the prosecution and the jury.

Props

The Judges:

- A gavel-
 - To help bring some sense of order back to the proceedings. The class is to be silent when the gavel is hit along with the words “order in court”
- Gowns and Wigs
 - Mainly for the children’s benefit to bring some elements of the court room to the classroom.
- Clipboards, paper and pens
 - A note taking mechanism for any questions or points the children may have.

Prosecution:

- Gowns and Wigs
 - Mainly for the children’s benefit to bring some elements of the court room to the classroom.
- Clipboards, paper and pens
 - A note taking mechanism for any questions or points the children may have.

Defence:

- Same as prosecution

Jury:

- Clipboards, paper and pens
 - A note taking mechanism for any questions or points the children may have.

General props:

- Some sweets as a reward for the winners of the quiz.

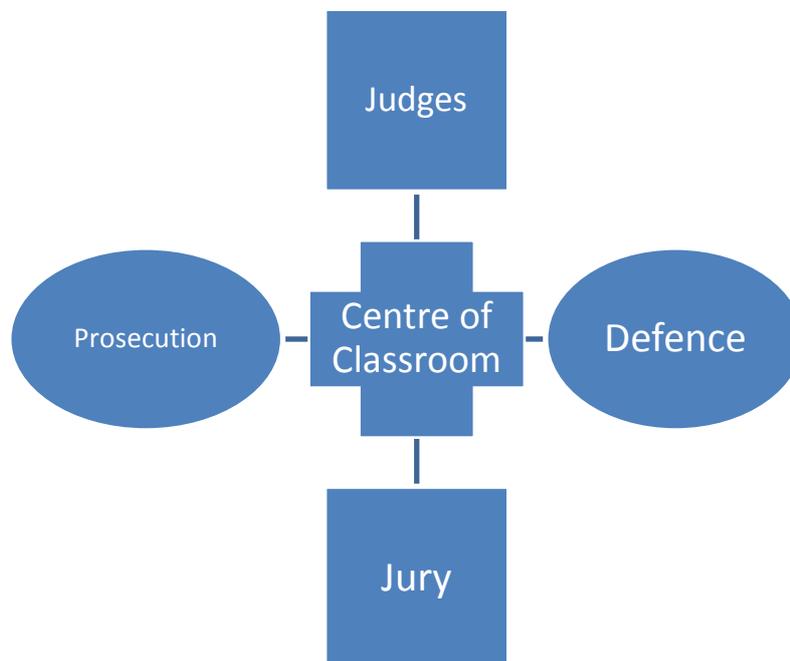
Quiz Questions (if required)

1. What is the age of criminal responsibility?
2. What is the role of the jury?
3. Can anyone tell us a couple of rights that you have as a person, for example right to a fair trial?
4. Provide an example of defamation.
5. Why is this woman’s actions wrong? <https://www.youtube.com/watch?v=eYdUZdan5i8>
6. Not knowing the law is a valid defence. True or False?

Class Layout

The class room should be set out as follows:

- The judges should be the focal point of the class room. Preferably at one end of the class and elevated on chairs around a table.
- The prosecution and defence should be sat at opposite ends of the class room, preferably on the floor.
 - Additional note: It may help to create lines on the floor that the children are not allowed to cross as an additional measure of order. So perhaps create a box that the children must stay within.
- The jury should be sat opposite the judges, preferably on benches.



Final Thoughts

What worked?

- Civil and criminal distinction changes
 - In our first meeting, we decided our aim was to teach the children about civil and criminal liability. However, after much consideration and discussion we concluded our focus should be concentrated on criminal liability. As we had chosen Goldilocks as our case in the trial it seemed like the perfect opportunity to deal with trespass, criminal damage, theft and age of criminal responsibility.
- Clipboards
 - The children were given clipboards by their teachers; the children found this extremely useful as it allowed them to write their own notes as the trial proceeded, for example it allowed the jury to write questions they felt needed to be asked either to Goldilocks (defence) or the bears (prosecution).
- Props
 - The gavel was given to the judges. We found in the year 5 class, the children often spoke over themselves. After the workshop we discussed ways in which we could control the next group. We concluded it would be necessary to encourage the judges to use the gavel when the children were not listening to each other. Remembering this discussion, before the year 4 mock trial, we briefly emphasised the importance of the gavel and the phrase “order in the court” to the children. This was successful as the children seemed more controlled in the year 4 class.

Suggestions

- Year 5/year 4
 - We found the year 5's seemed more receptive to the legal issues, whereas the year 4 group, though very enthusiastic and active were not as focused on the legal issues. Therefore, assuming this workshop is produced again the legal issues that are presented to the years 4's should be slightly different. Overall the year 4 group did enjoy the mock trial indicating a mock trial itself is a perfect way to get them involved.
- Layout improvement
 - Due to the excitement of the mock trial the children often did not stay confined to their groups. We often had to tell the children to “move back” or “don't get too close to them”. If we could do the mock trial again, we would set e.g. a tape line on the floor in between prosecution and defence, as this is safe, cheap and easy to do.
- Time
 - We prepared a quiz to review what the children had learnt. Unfortunately we did not have enough time to present this quiz. If we could do this workshop again we

would spend less time on the trial to answer any questions the children wanted to ask and review what they had learnt to signify whether we had achieved our aims.

What was unnecessary?

- PowerPoint
 - Though we had prepared a PowerPoint, this was rarely used, as our workshop had a fairly simple structure.