Policing Matters

A citizenship education resource on law and policing

Education for Reconciliation Project
POLICING MATTERS

A Citizenship Education Resource on Law and Policing

Education for Reconciliation Project 2008
Acknowledgements

This resource would not have been possible without the work and contributions of the following people:

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Mary Gannon

Dedication

This resource is dedicated to the memory of Sergeant Gary King. Gary played a key role in the Policing Matters Working Group, and was one of the first PSNI officers to visit a school in the Republic of Ireland in an official capacity.

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Introduction

Education for Reconciliation is a curriculum development project funded by the EU Programme for Peace and Reconciliation and the Department of Education and Science. It is managed by the CDVEC Curriculum Development Unit. The Project is concerned with the exploration of key ideas and practices for introducing the concept of Reconciliation within the area of citizenship education, namely Civic, Social and Political Education (CSPE) in the Republic of Ireland and Local and Global Citizenship in Northern Ireland. The overall aim of Education for Reconciliation is to equip students with the knowledge, skills and attitudes necessary to participate actively in and contribute to the development of a peaceful and democratic society. The second aim is to progress the process of reconciliation through engaging teachers in a programme of personal and professional development.

In the context of the second aim the area of policing and law within some classrooms is a controversial issue, not least because it is often centre stage in the world of politics. The easy option is to evade the issue rather than accept the difficult professional challenge of creating a safe, participative classroom environment to deal with such an issue.

Young people exiting the education systems on the island of Ireland must perceive the peace process as a permanent static feature rather than a dynamic process. However many teachers are familiar with pre-peace situation and to them terms like ‘peace dividend’ are more tangible. The contributors and developers of this handbook have a degree of expertise in the classroom and the law (see acknowledgements) stretching back to the pre-peace period. It is unimaginable that a cross-border group with a shared interest in the law could have at any time heretofore engaged in a process of developing educational materials for use in both jurisdictions.

As a result of the peace process, and despite the frequent obstacles encountered by this process, co-operation between the Garda Síochána and the Police Service of Northern Ireland is now at its highest level since partition. A situation of normality is emerging with cross-border policing gradually coming to resemble what should be expected between two police services sharing a common land border. These developing relationships, a product of contemporary political realities, together with the links established by the wider work of the Education for Reconciliation Project meant that teachers and members of the police services were able to work together to develop this foundation module on law and policing for use by CSPE and Local and Global Citizenship educationalists.

Policing Matters is a curriculum initiative that seeks to bring students through a process of familiarisation with the concept of law and police at a local and cross-border level. For schools who wish to further their work in this area there is the option to undertake an action project/research in relation to policing. This may culminate in a visit from a local police officer and/or a visit to another jurisdiction, or if appropriate a visit from a police officer from another jurisdiction to the classroom.
Curriculum Links

Issues of law and policing are intrinsic to the citizenship curricula in both Northern Ireland and the Republic of Ireland. The chart below outlines the main concepts addressed in Local and Global Citizenship and CSPE through this Policing Matters module. More detailed information on curriculum links is given in the following sections.

<table>
<thead>
<tr>
<th>LOCAL AND GLOBAL CITIZENSHIP</th>
<th>CSPE</th>
</tr>
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<tbody>
<tr>
<td>Diversity and Inclusion</td>
<td>Human Dignity</td>
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<tr>
<td></td>
<td>Interdependence</td>
</tr>
<tr>
<td>Democracy and Active</td>
<td>Democracy</td>
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<tr>
<td>Participation</td>
<td>Law</td>
</tr>
<tr>
<td>Human Rights and Social</td>
<td>Rights and Responsibilities</td>
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<tr>
<td>Responsibility</td>
<td></td>
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<tr>
<td>Equality and Social Justice</td>
<td>Development</td>
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</table>

Civic, Social and Political Education

The content of the CSPE course incorporates four units of study:

Unit 1: The Individual and Citizenship
Unit 2: The Community
Unit 3: The State – Ireland
Unit 4: Ireland and the World

Through these units pupils should come to understand how the following seven concepts serve collectively, though not exclusively, to inform and clarify the concept of citizenship.

The 7 concepts are:
Democracy
Human Dignity
Development
Stewardship

Rights and Responsibilities
Interdependence
Law
Policing Matters supports the delivery of the concept of Law. The CSPE syllabus states that “pupils should be aware that laws and rules serve important purposes in any community or society, including the peaceful resolution of conflicts, the protection of life and property etc”\(^1\). This learning objective is addressed through the content of the Policing Matters programme.

The concept ‘law’ can be linked to all 4 units of study. However in particular, Law underpins much of the content of Unit 3: The State – Ireland: “The state can be seen as a large grouping of communities. As citizens we are responsible for …the observance of law and order”\(^2\).

**Local and Global Citizenship**

Local and Global Citizenship is based around 4 key themes at both key stage 3 and key stage 4.

These themes are:
- Diversity and Inclusion
- Equality and Social Justice
- Democracy and Active Participation
- Human Rights and Social Responsibility

**Key Stage 3**

At key stage 3 Policing Matters supports the theme of ‘Democracy and Participation’. In particular, the content of the lessons cover some of the statutory requirements of this theme as described below:

<table>
<thead>
<tr>
<th>Young people should have opportunities to:</th>
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<tbody>
<tr>
<td>▪ Investigate the basic characteristics of democracy, for example, participation, the rule of law, promotion of equality and human rights etc.</td>
</tr>
<tr>
<td>▪ Investigate why rules and laws are needed, how they are enforced and how breaches of the law affect the community, for example, school rules, classroom charter, age related law, the young person in the criminal justice system etc.</td>
</tr>
</tbody>
</table>

**Key Stage 4**

To continue progression from key stage 3 to key stage 4 these themes are written as Statements of Requirement at key stage 4. All teachers and pupils who have completed a local and global citizenship course at key stage 3 will be familiar with

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\(^1\) An Roinn Oideachais. The Junior Certificate Civic, Social and Political Education Syllabus

\(^2\) Ibid
these themes. The statutory requirements at key stage 4 build upon prior learning.

<table>
<thead>
<tr>
<th>Statements of requirement at key stage 4</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>At key stage 4, students should be enabled to:</td>
<td></td>
</tr>
<tr>
<td>1. <strong>Respond to the specific challenges and opportunities which diversity and inclusion present in Northern Ireland and the wider world;</strong></td>
<td></td>
</tr>
<tr>
<td>2. Identify and exercise their rights and social responsibilities in relation to local, national and global issues;</td>
<td></td>
</tr>
<tr>
<td>3. <strong>Develop their understanding of the role of society and government in safeguarding individual and collectives rights in order to promote equality and to ensure that everyone is treated fairly;</strong></td>
<td></td>
</tr>
<tr>
<td>4. Develop their understanding how to participate in a range of democratic processes;</td>
<td></td>
</tr>
<tr>
<td>5. Develop awareness of key democratic institutions and their role in promoting inclusion, justice and democracy;</td>
<td></td>
</tr>
<tr>
<td>6. Develop awareness of the role of non-governmental organisations</td>
<td></td>
</tr>
</tbody>
</table>

The Statements of Requirement that are addressed by *Policing Matters* are statements 1, 3, 4 and 5

The guidance notes for key stage 4⁴ provide examples of how teachers can interpret the Statements of Requirement. The following tables detail which statements are covered in each *Policing Matters* lesson and provide reference to the exemplifications.

<table>
<thead>
<tr>
<th>Lesson 1</th>
<th>Desert Island</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statement 3</td>
<td>Develop their understanding of the role of society and government in safeguarding individual and collectives rights in order to promote equality and to ensure that everyone is treated fairly</td>
</tr>
<tr>
<td>Reference to exemplification</td>
<td>An exploration of Social Justice would require pupils to be able to identify, explore and respond to the question of whether society is indeed fair and just for all</td>
</tr>
<tr>
<td>Statement 4</td>
<td>Develop their understanding of how to participate in a range of democratic processes</td>
</tr>
<tr>
<td>Reference to exemplification</td>
<td>▪ Requires that young people are encouraged to become more active and to participate in a range of appropriate processes both inside and outside of school</td>
</tr>
<tr>
<td></td>
<td>▪ Require pupils to be able to identify the benefits that democratic processes may bring</td>
</tr>
</tbody>
</table>

³ Northern Ireland Curriculum. Local and Global Citizenship: Guidance for Key Stage 4
⁴ Ibid
<table>
<thead>
<tr>
<th>Lesson 2</th>
<th>What is the law?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statement 5</td>
<td>Develop awareness of key democratic institutions and their role in promoting inclusion, justice and democracy</td>
</tr>
<tr>
<td>Reference to exemplification</td>
<td>For teachers and pupils to explore the characteristics associated with democracy. These include: rule of law etc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 3</th>
<th>History of Police forces on the Island of Ireland</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statement 5</td>
<td>Develop awareness of key democratic institutions and their role in promoting inclusion, justice and democracy</td>
</tr>
<tr>
<td>Reference to exemplification</td>
<td>… it may be necessary to examine the benefits that … justice may bring to a society, particularly in the context of Northern Ireland’s recent history.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 4</th>
<th>People and Places</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statement 5</td>
<td>Develop awareness of key democratic institutions and their role in promoting inclusion, justice and democracy</td>
</tr>
<tr>
<td>Reference to exemplification</td>
<td>An exploration of this statement would require pupils to be able to identify the various democratic institutions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 5</th>
<th>Perceptions of the PSNI / Garda Síochána</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statement 1</td>
<td>Respond to the specific challenges and opportunities which diversity and inclusion present in Northern Ireland and the wider world</td>
</tr>
<tr>
<td>Reference to exemplification</td>
<td>The first part of this statement would require pupils to identify, explore and respond to challenges and opportunities that relate specifically to Northern Ireland in the context of Diversity and Inclusion. This statement is clearly targeting many issues that currently present challenges to Northern Ireland. These issues include: …community relations.</td>
</tr>
<tr>
<td>Lesson 6</td>
<td>The work of the PSNI / An Garda Síochána</td>
</tr>
<tr>
<td>---------</td>
<td>-------------------------------------------</td>
</tr>
<tr>
<td>Statement 3</td>
<td>Develop their understanding of the role of society and government in safeguarding individual and collectives rights in order to promote equality and to ensure that everyone is treated fairly</td>
</tr>
<tr>
<td>Reference to exemplification</td>
<td>In issues of both equality and social justice, it is important to address the issues not only through the human rights standards …..but to look at ways of responding to these issues by facilitating chances for young people to answer the questions: what can I do about this? What can society do? What can the government do?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 7</th>
<th>Young People, Age and the Law</th>
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<tbody>
<tr>
<td>Statement 5</td>
<td>Develop awareness of key democratic institutions and their role in promoting inclusion, justice and democracy</td>
</tr>
<tr>
<td>Reference to exemplification</td>
<td>Teachers may wish to choose one or two institutions as a basis for exploring the out-workings of … justice. This may include … an examination of …. age related law.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Lesson 8</th>
<th>Young Offenders</th>
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</thead>
<tbody>
<tr>
<td>Statement 5</td>
<td>Develop awareness of key democratic institutions and their role in promoting inclusion, justice and democracy</td>
</tr>
<tr>
<td>Reference to exemplification</td>
<td>… exploring the out-workings of … justice. This may include research work on the chosen institutions, case studies … or possibly an examination of specialist areas like the Criminal Justice system or age related law.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 9</th>
<th>Cooperation between Police forces</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statement 5</td>
<td>Develop awareness of key democratic institutions and their role in promoting inclusion, justice and democracy</td>
</tr>
<tr>
<td>Reference to exemplification</td>
<td>Teachers may wish to choose one or two institutions as a basis for exploring the out-workings of … justice. This may include research work on the chosen institutions, case studies… or possibly an examination of specialist areas like the Criminal Justice system.</td>
</tr>
</tbody>
</table>
GCSE
Local and Global Citizenship is one of the four teaching and learning modules of the GCSE ‘Learning for Life and Work’ syllabus. The major topics to be covered in the module are:

Diversity and Inclusion
Equality and Social Justice
Democracy in action

Policing Matters can be used to support the latter two of these topics.

Candidates should have opportunities to:  

- Demonstrate an awareness of the role of government in promoting equality and social justice through laws and the justice system (Equality and Social Justice)
- Identify key features of modern democratic societies including participation and rule of law (Democracy in action)

---

Design and Use of this handbook

This resource has two particular features which are central to its design and use. Firstly, it places particular emphasis on the use of group work, and secondly, it seeks to promote the practice of reconciliation through its action component. Other elements include teacher resource sheets, student worksheets, and the highlighting of potential opportunities for ICT activities.

A. Group Work
The teaching guidelines in Policing Matters encourage an approach to teaching
a) which is participative, with the aim of encouraging all students to engage and interact in work and discussion
b) where the teacher acts as a facilitator of learning rather than as a transmitter of knowledge. Students’ attitudes, opinions and experiences and their ability to express and discuss these and listen to those of others are as valuable as the knowledge and information which the teacher brings to the lesson.

Group-work is important in achieving these aims and thus is integral to most of the lessons in this resource.

- Working in groups makes it much easier for all students to be involved. Many students will be too shy to contribute to a full-class discussion, which usually tends to be dominated by the more vocal students. Working in a smaller group will give all students a chance to have a voice, which can be reported back to the full group.
- Skills of discussing, listening, expressing opinions, reporting, teamwork and co-operation, all of which are essential for participating in democratic dialogue, will be developed.
- Addressing controversial issues can be handled more easily and in a more controlled way by using discussion in pairs or small groups which report back to the full group rather than in a free-for-all full class discussion.

Starting group work, particularly with a class which is not accustomed to it, can be a challenge. Helpful guidelines include:
- Teacher and students can agree on a set of ground rules about how the class will work together.
- One way to start is to ask students to work on a task or worksheet individually first, then share with another student.
- Ask students to work in pairs before progressing to larger groups.
- It is usually a good idea to allocate students to groups rather than letting them form groups themselves. This will prevent some students being left out and you can separate students who may distract each other from focusing on the task at hand.
- Clear structure is very important. Give very clear guidelines regarding tasks and have materials well-prepared. For each group appoint a recorder/reporter who will report back to the class. This can be a good role for a student who tends to dominate or distract other students from the discussion.
- Keep it short. Allocate a length of time per task and keep an eye on how groups are doing in case you need to cut short or lengthen the time allocated.
Ten minutes is probably enough in most cases for the task to be done and focus maintained.

- Allow enough time for feedback and full group discussion/comments or sum-up before the end of class.

**B. Action**
The challenge of reconciliation lies in our capacity to act in ways which promote it in whatever sphere of life we have influence. This resource seeks to prepare students to begin to engage with others in a more positive way and to support the building of relationships. Examples of how to translate this into action in the form of Action Projects (Republic of Ireland) and Action Research Projects (Northern Ireland) are given in the final chapter of the resource.

**C. ICT**
The role of ICT in teaching and learning process is expanding. This resource, while not ICT driven, does seek to include the use of ICT. In each lesson potential ICT activities are highlighted and teachers are encouraged to think about these before they begin each lesson, and to make the necessary arrangements for incorporating them.

**D. Teacher Resource Sheets**
The Resource Sheets are for use by teachers, providing background information which will be useful in addressing topics in class. These sheets are not envisaged as being suitable for distribution to students; however they could be adapted for this use by *simplifying* and *reducing* content, and by emphasising *key words*. This is left to each teacher’s discretion.

**E. Student Worksheets**
Throughout the text there are a number of Worksheets. These are aimed at students, and teachers can use them as appropriate. As with the Resource Sheets, some of the Worksheets may need to be simplified and this is left to the teacher’s own discretion.

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This resource was not designed to be a rigid unit of study. Teachers should feel free to adapt lessons and fit them into appropriate schemes of work as they see fit.
### Legend

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Explanation</th>
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<tbody>
<tr>
<td>✖️</td>
<td>Denotes a double class period</td>
</tr>
<tr>
<td>✫</td>
<td>States the objectives of an individual lesson</td>
</tr>
<tr>
<td>🗿</td>
<td>Outlines the materials required for the teaching of lesson</td>
</tr>
<tr>
<td>🗿</td>
<td>Outlines the activities, some of which may be optional or extension activities</td>
</tr>
<tr>
<td>📂</td>
<td>Denotes a teacher’s resource sheet</td>
</tr>
<tr>
<td>📄</td>
<td>Denotes a student worksheet</td>
</tr>
<tr>
<td>📄</td>
<td>Outlines potential ICT links</td>
</tr>
<tr>
<td>🌐</td>
<td>Denotes a note for the teacher where sensitive or potentially controversial issues need to be flagged</td>
</tr>
<tr>
<td>🌐</td>
<td>Denotes comments from teachers who piloted an earlier version of this resource</td>
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</table>

Pupils in my class commented that the *Policing Matters* lessons are better than “normal class” and that “work is being done without realising it is happening”.


Lesson 1: Desert Island

Learning Objectives

- To introduce students to ideas of fairness, justice and the law through group work
- To enable students to experience the challenges of reaching consensus on issues relating to fairness, justice and the law

Materials

Copies of Worksheets: Survival Kit, Food for Thought, Stolen Goods and A Thief Among Us for each group of 4-5 students

Ideally this should be delivered as a double lesson. If this is not possible the teacher should select two worksheets to deliver in a single lesson. The further two worksheets could then be included in a follow-up lesson. However in this case the teacher should be aware of the need to link the material between the two lessons.

Activity 1: Survival Kit

The teacher begins by dividing the class into groups of four or five students. The teacher explains that over the course of this lesson each group will be given a number of discussion tasks that will require that they appoint a note-taker, spokesperson as well as chairperson.

Each group is then given a copy of Worksheet: Survival Kit and is asked to discuss with each other what they need to survive and to write their answers on the sheet. After approximately 7 or 8 minutes the teacher asks for feedback from the spokesperson from each group.

The teacher can process the responses through asking a number of simple questions.

- Is there any similarity in the answers you have heard?
- What as a class do you rate as being the most important type of items needed to survive?
- Were you surprised at any differences across the lists?

Activity 2: Food for Thought

The teacher then introduces the second worksheet: Worksheet: Food for Thought. This is distributed to each group and the students are given 10
minutes to discuss the questions and to reach some consensus on their answers.

The teacher can then ask each group to feedback their responses. The teacher can use the process questions above again to allow the students engage with the variety of responses given.

Activity 3: Stolen Goods

The teacher then distributes **Worksheet: Stolen Goods** and gives the groups another 10 minutes to consider the new situation and to prepare their answers. After the time has been called, the spokesperson from each group presents the group’s response. The teacher can again discuss some of the issues raised by the answers or ask for general feedback on the range of answers given.

Activity 4: A Thief Among Us

**Worksheet: A Thief Among Us** is distributed and the groups are given a final ten minutes to discuss what action they will take. They are then asked to feedback to the whole class.

After this has been completed the teacher may want to end the activity by spending more time on discussing some of the ideas emerging from the activity.

**Process Questions**

- What were some of the harder decisions you had to make during this activity?
- Was it difficult to reach consensus?
- What does the activity tell us about ‘fairness’ and ‘justice’?
- What is the relationship between these two ideas and the Law?
- What is the link between this activity and real life?

The students enjoyed working in groups and “negotiating” to try to reach a consensus.

I modified the Desert Island scenario. They had to imagine they were shipwrecked on an island. They could only have 4 laws on the island that everybody had to agree on.
Your group has just been shipwrecked on a desert island.

What do you think you will need to survive?

List these below…

<p>| | |</p>
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</tbody>
</table>
Your group has discovered some food washed up from the ship. This will keep you alive long enough to grow your own food. It is important that you keep this discovered food safe (at least until you can find a way to grow crops or trap wild animals).

How will you share this food?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Who will decide?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Who will control its distribution?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Your group have discovered that the only food available for the group’s survival has been stolen. Without it the group will not survive.

1. What action will your group take?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. Will your group appoint someone to find out?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. How will your group decide who to appoint?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Thanks to the hard work of the group, you have discovered the thief. Your group has also discovered the stolen food. The thief (one of your group) has admitted stealing the food.

1. What will you do with the thief?
2. Will he/she be punished?
3. How will you prevent this type of incident happening again and again?

Discuss these three questions and make brief notes.

Notes:
Lesson 2: What is the Law?

** Learning Objectives

- To encourage students to think about the various definitions of the concept of ‘law’
- To engage students in a process whereby they can define the concept of ‘law’ in their own words
- To encourage students to work together in small groups, to communicate and listen to each other

Materials

A3 sheets and markers for each group of 4-5 students

A flipchart sheet with three alternative definitions of the law written on it (see next page) or else the teacher can write these on the board after the students have completed their own definitions.

Activity 1

To begin this lesson the teacher should use a brainstorm activity to elicit from the students as many words as possible which they associate with the word ‘law’. These words can be written on the board. The teacher then asks the students to examine the words and identify those which they think are negative and those they think are positive. The teacher can circle the positive words and mark the negative words with a triangle. Finally words that students might think of as neutral (neither good nor bad) should be underlined.

Activity 2

The teacher continues the class by dividing the students into small groups (4-5 students each) and each group is given a large sheet of paper and markers. One individual in each group is asked to draw an outline of an arm, hand and fingers. The group as a whole are then given ten minutes to write one word, from those on the board, in each of the fingers which they think describes part or all of what the word ‘law’ means.

Each group should discuss the words they have chosen and then decide on a definition for the word ‘law’ that encompasses all five of their words. This definition should be written along the arm of their picture.

Each group should feedback to the larger group and the teacher should record their various definitions on the blackboard. Alternatively, the students’ sheets can be displayed on the walls. The teacher can then add the following three definitions to the list.

- A set of rules debated and agreed by a government who are elected by the people for the benefit of society
- A body of rules that seek to achieve a particular behaviour
- A set of rules that ensure the rights and safety of every individual are respected and protected

Using the list, the teacher can have a whole class discussion based on the process questions below. Alternatively, the class can be extended using the ranking activity described in Optional Extension Activity 2 below.

**QUESTION BOX**

- Are you surprised at how many interpretations of the word ‘law’ there are?
- How do you think others might respond to your definitions?

Should time permit the teacher can add the following extension activity:

 FileType="feed"

**Optional Extension Activity 3**

The students are then asked to write down the list from the board and asked to rank the definitions in order of preference, giving number 1 to their highest preference. This can be done in class individually, in pairs or in groups, or can be given as homework. The results of the ranking can be used as a stimulus for further discussion and debate.

Students enjoyed the group work and were delighted to see the similarity between their definitions and the given definitions of “the Law”.

22
Lesson 3: History of Police Forces on the Island of Ireland

Learning Outcomes

• To make students aware of the common origins of the police forces in Northern Ireland and the Republic of Ireland
• To identify the different police forces who have delivered policing in Ireland North and South

Materials

Materials required depend on the activity chosen for the class. The teacher will need either the PowerPoint presentation on the history of police forces in Ireland (see CD inside back cover of this manual) or a copy of Worksheet: Date Timeline and Worksheet: Event Cards for each group of four or five students. Note: teachers may wish to laminate the Date Timeline and Event Cards for future use.

The teacher can choose between Optional Activity 1 or Optional Activity 2 for this lesson.

Optional Activity 1: PowerPoint Presentation

The teacher uses the PowerPoint presentation to cover the history of Police Forces on the Island of Ireland. Following the presentation the teacher facilitates a discussion on various aspects of the transition of policing throughout Ireland.

The teacher may encourage the students to do some research on the content of the presentation by using the following websites:

www.psni.police.uk
www.garda.ie
www.policehistory.com

Optional Activity 2: Date Timeline

The teacher divides the class into groups of 4 – 5 and gives each group the Worksheet: Date Timeline and set of Event cards. The groups are given 15 minutes to match and place cards along the date continuum.

The teacher then uses the Teacher Resource Sheet: Completed Timeline to read out the correct order of events, and a representative from each group is chosen to check their results again their timeline. The teacher should make note
of which events were unknown to groups and record these on a flipchart / whiteboard.

The teacher can then facilitate a discussion around what aspects/time periods caused the groups the most difficulty. The teacher can provide further information if appropriate from the additional details on the Teacher Resource Sheet: Completed Timeline.

QUESTION BOX

- Were you surprised by any of the information?
- Did you know that the PSNI and An Garda Síochána evolved from the same police force?

If the teacher would like to cover this topic in more detail the following extension activities are suggested.

 рукомойник Extension Activity 1: Debate on PSNI Recruitment Policy
The teacher facilitates a discussion (or formal debate) on whether the 50:50 recruitment policy within the PSNI is fair to all applicants.

Background information:
Following recommendations of the Patten Report (2000), the Police (Northern Ireland) act evoked a provision that 50% of all new recruits to the RUC (and subsequently the PSNI) must be Catholic. A target was set that by 2010/11, 30% of full-time Police Officers will be from the Catholic community (in 1998 just 8.3% of full-time Police Officers were Catholic).

 рукомойник Extension Activity 2: Visit to Police / Garda Museum
Teachers may wish to organise a class visit to
- Garda Museum, Dublin Castle. Tel: 01 6669998 (Maximum of 15 per group due to nature of building)
- Police Museum, Police Headquarters, Knock Road, Belfast. Tel: 028 90 650222 (Maximum group of 10 per visit)

It is recommended that teachers contact the relevant museum in advance of a visit.
<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1786</td>
<td>Dublin Police established</td>
</tr>
<tr>
<td>1787</td>
<td></td>
</tr>
<tr>
<td>1814</td>
<td>Peace Preservation Force created by Sir Robert Peel</td>
</tr>
<tr>
<td>1822</td>
<td></td>
</tr>
<tr>
<td>1832</td>
<td>Revenue Police formed to enforce excise laws.</td>
</tr>
<tr>
<td>1835</td>
<td>Training of Police recruits in Phoenix Park, Dublin begins.</td>
</tr>
<tr>
<td>1835</td>
<td>Three new Police Forces were established in Dublin, Belfast and Londonderry/Derry. The minority Protestant officers held highest ranks.</td>
</tr>
<tr>
<td>1836</td>
<td></td>
</tr>
<tr>
<td>1857</td>
<td>Revenue Police and Irish Constabulary amalgamated.</td>
</tr>
<tr>
<td>1867</td>
<td></td>
</tr>
<tr>
<td>1900</td>
<td></td>
</tr>
<tr>
<td>March 1920</td>
<td>Royal Irish Constabulary Reserve Force created (“Black &amp; Tans”)</td>
</tr>
<tr>
<td>July 1920</td>
<td>The Auxiliary Division of the constabulary (known as 'Auxiliaries'), was recruited from unemployed young WW1 veterans who have been officers during the war.</td>
</tr>
<tr>
<td>November 1920</td>
<td>Ulster Special Constabulary formed (“B-Specials”)</td>
</tr>
<tr>
<td>Dec 1920</td>
<td>The Government of Ireland Act allowed for partition and two separate parliaments - one in Belfast for the six counties of Northern Ireland, and another in Dublin.</td>
</tr>
<tr>
<td>1922</td>
<td></td>
</tr>
</tbody>
</table>
**Worksheet: Date Timeline Part 2**

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1925</td>
<td>Dublin Metropolitan Police was amalgamated with the Garda Síochána</td>
</tr>
<tr>
<td>1930</td>
<td></td>
</tr>
<tr>
<td>1936</td>
<td>RUC training begins in Enniskillen, Co. Fermanagh</td>
</tr>
<tr>
<td>1943</td>
<td>The Ministry of Home Affairs gave approval to the enrolment of women as members of the RUC.</td>
</tr>
<tr>
<td>1959</td>
<td></td>
</tr>
<tr>
<td>1963</td>
<td>Garda Síochána Training Centre established in the old military barracks at Templemore, Co. Tipperary (now called Garda College)</td>
</tr>
<tr>
<td>1968</td>
<td></td>
</tr>
<tr>
<td>1969</td>
<td>British Army is deployed in Northern Ireland</td>
</tr>
<tr>
<td>1969</td>
<td>Hunt enquiry brings change in the RUC. B-Specials are abolished.</td>
</tr>
<tr>
<td>October 1969</td>
<td>Constable Arbuckle shot on Belfast's Shankill Road became the first police fatality of the Troubles.</td>
</tr>
<tr>
<td>1998</td>
<td>The Belfast Agreement (commonly known as the Good Friday Agreement) is signed.</td>
</tr>
<tr>
<td>1999</td>
<td></td>
</tr>
<tr>
<td>2000</td>
<td>The Patten Report - 50% of all new RUC recruits must be Catholic, plus by 2010/11 30% of full-time Officers will be Catholic (in 1998 just 8.3% were Catholic)</td>
</tr>
<tr>
<td>2001</td>
<td></td>
</tr>
<tr>
<td>2006</td>
<td>Establishment of a Garda Reserve to assist the existing Service at times when extra personnel are required.</td>
</tr>
<tr>
<td>2006</td>
<td>The St. Andrews Agreement states that the 50/50 recruitment arrangements to the PSNI will lapse when the Patten target for Catholic officers has been achieved.</td>
</tr>
<tr>
<td>2007</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>23.71% of full-time PSNI Officers are Catholic.</td>
</tr>
</tbody>
</table>
### Worksheet: Event cards
(to photocopy and cut up for each group)

<table>
<thead>
<tr>
<th>Event</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>From 1st August the British army’s longest continuous military operation finished when responsibility for security in Northern Ireland passed to the police.</td>
<td></td>
</tr>
<tr>
<td>The Civil Rights Campaign took place around this time, and also the beginning of what is generally referred to as ‘the Troubles’.</td>
<td></td>
</tr>
<tr>
<td>First women allowed to join An Garda Síochána. A female officer was called a “Ban-Garda” (since 2000 all officers, male or females, are given the title “Garda”).</td>
<td></td>
</tr>
<tr>
<td>RUC ceases to exist from 4th November. Police Service of Northern Ireland is formed.</td>
<td></td>
</tr>
<tr>
<td>The County Constabulary forces were merged into a new centralised Constabulary of Ireland.</td>
<td></td>
</tr>
<tr>
<td>Baronial Police created to police the remainder of Ireland (outside Dublin). All appointees had to be Protestant.</td>
<td></td>
</tr>
<tr>
<td>RUC Traffic Branch formed.</td>
<td></td>
</tr>
<tr>
<td>Royal Irish Constabulary (RIC) has about 11,000 men (70% of whom were Catholic)</td>
<td></td>
</tr>
<tr>
<td>The Patten Report made 175 recommendations about policing in Northern Ireland, including proposals regarding the composition, size and structure of the Police Service.</td>
<td></td>
</tr>
<tr>
<td>Establishment of the County Constabulary (this was a uniformed police force formed on a regional basis).</td>
<td></td>
</tr>
<tr>
<td>Queen Victoria prefixes Irish Constabulary with Royal and granted the right to use the insignia of the “The Most Illustrious Order of St. Patrick” (the harp, crown and shamrock).</td>
<td></td>
</tr>
<tr>
<td>Anglo Irish Treaty results in partition of Ireland and the RIC is disbanded. The Civic Guard (renamed An Garda Síochána in 1923) forms in the Irish Free State. The Royal Ulster Constabulary (RUC) forms in Northern Ireland.</td>
<td></td>
</tr>
</tbody>
</table>
Extra background information is given which teachers can use to provide students with more information.

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1786</td>
<td>Organised policing in Ireland began with the Dublin Police Act. The Dublin Police were formed.</td>
</tr>
<tr>
<td>1787</td>
<td>Baronial Police created to police the remainder of Ireland (outside Dublin). All appointees had to be Protestants, a clause that was later removed after the Penal Laws were abolished.</td>
</tr>
<tr>
<td>1814</td>
<td>The Peace Preservation Force was created by Sir Robert Peel (Chief Secretary of Ireland 1812 – 1818) as a result of ongoing disorder. The PPF could be sent to any part of Ireland to control areas in a “state of disturbance”.</td>
</tr>
<tr>
<td>1822</td>
<td>Establishment of the County Constabulary (this was a uniformed police force formed on a regional basis). Depots were based in North (Armagh), East (Daingean – formerly called Philipstown), Ballinrobe (West) and Ballincollig (South). There were four Inspector Generals – one for each province.</td>
</tr>
<tr>
<td>1832</td>
<td>Revenue Police formed to enforce excise laws.</td>
</tr>
<tr>
<td>1835</td>
<td>Training of Police recruits in Phoenix Park, Dublin begins.</td>
</tr>
<tr>
<td>1835</td>
<td>Three new Police Forces were established in Dublin, Belfast and Londonderry/Derry. Note: at this time 11,000 police in 1,600 barracks. Majority of police were Catholics however the minority Protestant held highest ranks.</td>
</tr>
<tr>
<td>1836</td>
<td>The County Constabulary forces were merged in to a new centralised Constabulary of Ireland, when the Constabulary (Ireland) Act was introduced by Thomas Drummond, Under Secretary for Ireland. This police force, with about 5,000 men, was under the direct control of a Inspector-General in Dublin Castle.</td>
</tr>
<tr>
<td>1857</td>
<td>Revenue Police and Irish Constabulary amalgamated.</td>
</tr>
<tr>
<td>1867</td>
<td>As a result of a revolt by the Irish Republican Brotherhood Queen Victoria prefixes Irish Constabulary with Royal. This was in recognition of their part played in the control of the revolt. Queen Victoria also granted the right to use the insignia of the “The Most Illustrious Order of St. Patrick” (the harp, crown and shamrock).</td>
</tr>
<tr>
<td>1900</td>
<td>Royal Irish Constabulary (RIC) has about 11,000 men (70% of whom were Catholic)</td>
</tr>
<tr>
<td>March 1920</td>
<td>Lloyd George’s London Government created a temporary police force to supplement and assist the RIC in their duties. These were employed on a contract basis as Temporary Constables and recruited from unemployed rank and file World War One veterans. The recruits were from England, Scotland and Wales, with possibly a third of the new recruits from Ireland. This force was nicknamed the “Black and Tans” after a famous pack of hounds. Due to the shortage of dark bottle green uniforms the Temporary Constables were dressed in a uniform which was half black (the rifle green police) and half khaki (army). Their official name was the Royal Irish Constabulary Reserve Force.</td>
</tr>
<tr>
<td>July 1920</td>
<td>A second temporary police force, the Auxiliary Division of the constabulary (commonly known as ‘Auxiliaries’), was recruited from unemployed young WW1 veterans who have been officers during the war. They were given the rank of Temporary Cadets.</td>
</tr>
</tbody>
</table>
### November 1920
The Ulster Special Constabulary (USC) was formed. The force originally consisted of three classes of constables: the most well-known were Class B or the “B-Specials”. Its function was primarily a security one, guarding installations and manning road blocks, but it was often used to reinforce the R.U.C. The USC came under the control of the newly formed Northern Ireland Government in 1922.

### Dec 1920
The Government of Ireland Act allowed for partition and the establishment of two separate parliaments - one in Belfast for the six counties making up Northern Ireland and another in Dublin.

### 1922
Anglo Irish Treaty results in partition of Ireland. The Royal Irish Constabulary was disbanded on the foundation of the new Irish Free State. The Civic Guard (renamed An Garda Síochána in 1923) forms in the Irish Free State. The Royal Ulster Constabulary forms in Northern Ireland.

### 1925
Dublin Metropolitan Police was amalgamated with the Garda Síochána.

### 1930
RUC Traffic Branch formed.

### 1936
RUC training begins in Enniskillen, Co. Fermanagh

### 1943
The Ministry of Home Affairs gave approval to the enrolment of women as members of the RUC.

### 1959
First women allowed to join An Garda Síochána. A female officer was called a "Ban-Garda" (since 2000 all officers, male or females, are given the title "Garda").

### 1963
Garda Síochána Training Centre established in the old military barracks at Templemore, Co. Tipperary (now called Garda College).

### 1968
The Civil Rights Campaign took place around this time and also the beginning of what is generally referred to as 'the Troubles'.

### 1969
In response to the rapidly deteriorating public order situation the British Army is deployed in Northern Ireland.

### October 1969
On the 11th October 1969 Constable Arbuckle was shot on Belfast's Shankill Road during serious rioting in protest at the recommendations of the Hunt report. He became the first police fatality of the Troubles.

### 1986
Training moves to Belfast

### 1998
The Belfast Agreement (commonly known as the Good Friday Agreement) is signed.

### 1999
The Patten Report (the Report of the Independent Commission on Policing in Northern Ireland) is published. The Commission made 175 recommendations about policing in Northern Ireland. Amongst the recommendations were proposals regarding the composition, size and structure of the Police Service. It also recommended the creation of new accountability structures, and said that Human Rights and community policing should underline all of the work carried out by the Police Service.
<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>Following recommendations of the Patten Report, the Police (Northern Ireland) act evokes a provision that 50% of all new recruits to the RUC must be Catholic. This temporary measure is given effect by the Race Relations (Northern Ireland) Order 1997 and the Fair Employment and Treatment (Northern Ireland) Order 1998. A target is set that by 2010/11 30% of full-time Police Officers will be from the Catholic community (there were 8.3% Catholic full-time Police Officers in 1998).</td>
</tr>
<tr>
<td>2001</td>
<td>RUC ceases to exist from 4th November. Police Service of Northern Ireland is formed.</td>
</tr>
<tr>
<td>2005</td>
<td>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 first intake of Garda Reserves commenced training at the Garda College, Templemore, Co. Tipperary on the 30th September 2006.</td>
</tr>
<tr>
<td>2006</td>
<td>The St. Andrews Agreement states that the 50/50 recruitment arrangements to the PSNI will lapse when the Patten target for Catholic officers has been achieved (the St Andrews' Agreement provided for a timetabled series of steps leading towards the restoration of the Northern Ireland Assembly).</td>
</tr>
<tr>
<td>2007</td>
<td>From 1st August the British army's longest continuous military operation finished when responsibility for security in Northern Ireland passed to the police.</td>
</tr>
<tr>
<td>2008</td>
<td>23.71% of full-time PSNI Officers are Catholic.</td>
</tr>
</tbody>
</table>

Sources:
www.policehistory.com
www.psni.police.uk
Lesson 4: People and Places

🌟 Learning Outcomes
- To enable students to identify the personnel, buildings and concepts associated with the law

🎵 Materials
Pre-printed labels with adhesive backing (See Resource Sheet: Labels for People and Places for list)
A3 sheets of paper and markers for each group of 4-5 students

👋 Activity 1
The teacher explains to the students that they will be each given a label, which will be stuck to their back so that each student cannot see their own label, and that the objective of the game is to find out who or what you are by asking questions. All the words are connected to ‘the law’.

Students will circulate around the classroom, and are allowed to ask three questions from each student they meet. The only answers permitted in the game are ‘yes’ or ‘no’. On finding out who or what they are the student can still answer questions for students who are still trying to identify what their label says. The teacher integrates discreetly to ensure that students with more difficult labels in terms of challenge are not isolated.

Students are invited to form small working groups of 4-5 and each group is given a large sheet of paper and a marker. The teacher writes the following two discussion questions on the board and asks the group to discuss them and to write their answers on the sheet.

Each group feeds back to the class through a spokesperson.

Group Discussion Questions
1. How did you feel during the game?
2. List four things you discovered about the law during the game.

The teacher ends the lesson by summarising the feedback on the blackboard.

A fun activity…students enjoyed asking other questions and seeing how quickly they could work out what the label contained. They commented on the new terms they learned, e.g. “plaintiff, “barrister” in relation to the law.
<table>
<thead>
<tr>
<th>POLICE STATION/GARDA STATION</th>
<th>PRISON OFFICER</th>
<th>CRIMINAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLICE/GARDAÍ</td>
<td>COURT</td>
<td>HIGH COURT</td>
</tr>
<tr>
<td>PLANTIFF</td>
<td>SUSPECT</td>
<td>DEFENDANT</td>
</tr>
<tr>
<td>CHIEF CONSTABLE/GARDA COMMISSIONER</td>
<td>VICTIM</td>
<td>SERGEANT</td>
</tr>
<tr>
<td>BARRISTER</td>
<td>PRISONER</td>
<td>JUDGE</td>
</tr>
<tr>
<td>POLICE OFFICER/GARDA</td>
<td>SOLICITOR</td>
<td>CELL</td>
</tr>
</tbody>
</table>
Lesson 5: Perceptions of the PSNI / Garda Síochána

Learning Objective
To enable the students to consider their attitudes to the PSNI / An Garda Síochána.

Materials
Old national and local newspapers, magazines, large sheets of paper, (for students to use when producing collages). Glue sticks, pens, 4 or 5 envelopes with cards with either ‘PSNI’ or ‘An Garda Síochána’ written on them.

Sensitivity may be required during this lesson as individual students may have strong feelings on this topic based on personal experience and experience of their families. Additionally, teachers should be aware of the possibility that members of a student’s family may be police officers.

The teacher can choose between Activity 1 or Activity 2 for this lesson.

Optional Activity 1
The teacher begins by dividing the class into groups of 4-5 students. Each group is given a selection of newspapers and magazines.

The teacher explains that each group will receive an envelope containing a card which will have a word written on it. It is their task to make a collage depicting the word on their card. They may use words and pictures from the newspapers or magazines, or they can write or draw their own pictures but they should NOT use the word itself.

Their aim is to portray their views on the word on the card and what they perceive the role of the group to be in society today using a collage. Groups should not be told that they all have the same cards, they will discover this themselves as the lesson develops.

Once students have completed their collages, these are then displayed on the walls and each group has the opportunity to try and identify the word(s) as portrayed by the other groups. It should be apparent that they have each described the work of and their attitudes to the PSNI / An Garda Síochána.

Discussion may then take place on the images / attitudes they have displayed and the reasons for them. Depending on the nature of their responses, the teacher can intervene if the discussion becomes too heated by pointing out that we often have preconceptions about things that we do not fully understand. It is important that as young people they have a chance to voice their opinions but also that they have a clear understanding of the importance of having laws and of the work of those involved in enforcing these laws.
The collages are then taken down and kept for use in the next lesson and the teacher can summarise the opinions aired by the class on the blackboard or flipchart. Ideally this should also be kept for future reference.

Students worked well and produced good posters. The concept could be used in other lessons, e.g. on people with disabilities, Travellers, elderly etc.

 Strikes  Optional Activity 2: Walking Debate.

The teacher designates one side of the room “agree” and the other side “disagree”. The students begin the activity by standing in the centre. The teacher reads a statement aloud. Students must then move to the “Agree” or “Disagree” side of the room, or in the space between. The teacher should introduce students to the idea of a walking debate if not previously used, by using a “dummy run”. Use a statement and topic which remove complexity, not necessarily a law related topic e.g.

(a) Apples are nicer than oranges.
(b) Coronation Street is better than Eastenders.

Having briefly practiced with lighter topics students are then provided with a statement e.g. “It’s okay to break the law in some circumstances”. Students are requested to move to the “Agee” or “Disagree” side of the room. The teacher acts as facilitator for the discussion and asks students why they have taken up such a position or stance. Students are encouraged to move further or closer to the “Agree” or “Disagree” side depending on their reaction to points made by other students. The teacher then engages in a debriefing exercise that ends the discussion in the classroom.

Following is a list of sample statements. However the teacher is best placed to decide which statements are appropriate to their own particular class. Creation of suitable statements which encourage debate is a skill in itself.

- “Police / Gardaí always treat students with respect”
- “Police are effecting in dealing with crime”
- “It is your duty to report a crime to the police”
- “All young people should feel free to join the police PSNI/Garda Síochána”
- “Ex-prisoners should be allowed to join the PSNI/Garda Síochána”
- “We should have the right to refuse being searched by the PSNI/Garda Síochána”
- “It is okay to break the law”

Students worked well and produced good posters. The concept could be used in other lessons, e.g. on people with disabilities, Travellers, elderly etc.
Individual students can sometimes be isolated for reasons not related to the subject of the debate. The teacher as facilitator must intervene to move on the debate or terminate it with a debriefing exercise if the debate is sterile or overwhelmingly one-sided. Common sense applies here.
Lesson 6: The work of the PSNI / Garda Síochána

Learning Objectives

• To develop students’ understanding of the work of the police on a day to day basis
• To give students some understanding of the range of criminal activities and other issues that can arise in a community

Materials

A set of all three matching cards (Matter Reported Cards, Priority Cards and Action Cards) for each group of 4-5 students, which need to be photocopied and cut up beforehand.

Activity 1

The teacher begins the class by explaining to the students that a police officer’s duties can be summarised under three main headings (the teacher can write these headings on the blackboard or flipchart):

• The protection of life and property
• The prevention and detection of crime
• The maintenance of order

Teachers should note that PSNI/Garda Síochána also deal with a large number of enquiries and requests from the public about matters that are not strictly their responsibility.

The teacher goes on to explain that in this lesson the students will be asked to think about the different problems the police deal with on a day-to-day basis. Every day they face a wide range of calls from the public and come across a variety of incidents when they are on patrol. With so many demands on their time, they may not be able to act on every matter immediately and therefore they may have to prioritise. This means that they have to decide:

• Which matters are high priority and require urgent attention
• Which matters are medium priority, and should be attended to as soon as time allows,
• Which matters are low priority and can wait for attention.

The teacher then divides the class into groups of 4-5 students and explains the group tasks. Each group is given a set of Matter Reported and Action Cards.
**Group Task**

Imagine that your group is the officer on duty and in charge when the following matters are reported to your station. With your group, in each case you need to decide whether the matter is:

- **A:** High Priority, to be dealt with immediately
- **B:** Medium Priority, to be dealt with as soon as time allows
- **C:** Low priority, and can wait

Once the groups have matched have prioritised the matters, the teacher then distributed the **Action Cards**. The groups must match these to the matters reported. When the students have completed this task, the teacher can invite each group to tour the classroom to see how others have organised the cards, or the groups can compare their answers as a whole class. The teacher can then engage the students in a more in-depth discussion on a number of the responses by telling the students how a number of officers said they might respond (See **Resource Sheet 2: In Any One Day**).

The teacher can end the lesson by asking students to name one new thing they have learned about the work of the police.

**NOTE TO TEACHERS**

It is at this point that the teacher can highlight to the students the opportunity that exists to develop further their understanding of the role of the PSNI/Garda Síochána through inviting in a guest speaker from the local station (if appropriate).

Students really enjoyed this lesson and participated well in class discussion. There were interesting debates in regards to priorities and responsibilities.

**♣ Optional Extension Activity: Ombudsman**

Students are asked to conduct research into the independent organisations that monitor the work of the PSNI and An Garda Síochána. They could also be asked to outline the steps involved in making a complaint in both jurisdictions.

Teachers can direct students to the following official websites:

- www.policeombudsman.org (Police Ombudsman for Northern Ireland)
- www.gardaombudsman.ie (Garda Síochána Ombudsman Commission)
### Worksheet: Matter Reported Cards

<table>
<thead>
<tr>
<th>MATTER REPORTED CARD</th>
<th>MATTER REPORTED CARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>A teacher reports that primary school children have been approached by a man in a car asking them to go with him.</td>
<td>Teenagers are caught shop lifting in shopping centre</td>
</tr>
<tr>
<td>A young boy calls in to report that his bicycle has been stolen from outside the local library.</td>
<td>Neighbour claims that children are being neglected by their parents.</td>
</tr>
<tr>
<td>A school principal rings in to report that a local school has been vandalised but nothing has been stolen.</td>
<td>Complaint from a family about noise from neighbours’ birthday party.</td>
</tr>
<tr>
<td>A pub owner reports that youths are fighting outside the pub.</td>
<td>A passer-by reports that youths are damaging a local phone-box</td>
</tr>
</tbody>
</table>
### Worksheet: Priority Cards and Action Cards

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>B</td>
<td>B</td>
</tr>
<tr>
<td>C</td>
<td>C</td>
<td></td>
</tr>
</tbody>
</table>

**ACTION CARD**
Send one officer/garda to scene and child care unit to interview children.

**ACTION CARD**
Check with neighbourhood police officer/garda and social services.

**ACTION CARD**
Take a report in the station.

**ACTION CARD**
Officer/garda sent to call.

**ACTION CARD**
Send two officers/gardai.

**ACTION CARD**
Send one officer/garda.

**ACTION CARD**
Send a minimum of two officers/gardai.

**ACTION CARD**
Send one/two officers/gardai to make arrest.
<table>
<thead>
<tr>
<th>MATTER REPORTED</th>
<th>POSSIBLE PRIORITY</th>
<th>EXAMPLE ACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>A teacher reports that primary school children have been approached by a man in a car asking them to go with him.</td>
<td>A</td>
<td>Send one officer/garda to scene and child care unit to interview children</td>
</tr>
<tr>
<td>A young boy calls in to report that his bicycle has been stolen from outside the local library.</td>
<td>C</td>
<td>Take report in station</td>
</tr>
<tr>
<td>A school principal rings in to report that a local school has been vandalised but nothing has been stolen</td>
<td>B</td>
<td>Send two officers/gardaí</td>
</tr>
<tr>
<td>A pub owner reports that youths are fighting outside the pub.</td>
<td>B</td>
<td>Send a minimum of two officers/gardaí</td>
</tr>
<tr>
<td>Teenagers are caught shop lifting in shopping centre</td>
<td>B</td>
<td>Send one/two officers/gardaí to make arrest</td>
</tr>
<tr>
<td>A neighbour claims that children are being neglected by their parents.</td>
<td>B</td>
<td>Check with neighbourhood police officer/garda and social services</td>
</tr>
<tr>
<td>Complaint from neighbours about noise from next-door neighbours’ party.</td>
<td>C</td>
<td>Officer/garda sent to call to ascertain if criminal law has been broken</td>
</tr>
<tr>
<td>A passer-by reports that youths are damaging a phone-box</td>
<td>B</td>
<td>Send two officers/gardaí</td>
</tr>
</tbody>
</table>
Lesson 7: Young People, Age and the Law

** Learning Outcomes

- To provide students with information relating to laws that protect them
- To make students aware of the ages at which these laws apply

Materials

Interactive Quiz (On CD inside back cover of this manual). If a computer is not available the teacher can copy Worksheet: At What Age Can I...? for each student. The teacher will also need the Resource sheet: Answers to Quiz.

Optional Activity 1: Stop in the name of the Law!

The teacher may wish to use this optional activity to begin the lesson. In pairs, pupils construct a list of things which they believe the law says their age prohibits them from doing in society (e.g. buying alcohol).

Activity 2: At What Age Can I...? Quiz

Depending on the availability of computers in the classroom the teacher can use the interactive version of the Quiz (on CD) or the student worksheet version.

Interactive Quiz

Pupils complete the PowerPoint challenge highlighting exactly what the law allows and at what age. Answers are recapped throughout the quiz to confirm understanding.

This can be a single, paired or group activity depending on the number of computers available.

Worksheet Quiz

The teacher distributes a copy of the quiz to each student. Note there are 2 versions - one relating to Northern Ireland and one relating to the Republic of Ireland.

The teacher allows time for the pupils to complete the multiple choice questions. This can be done individually or in pairs. The teacher then reads out the correct answers and the pupils can score their results.

Once students have completed the quiz the teacher can ask for feedback from the class.
QUESTION BOX

- Why are these laws in place?
- Are they fair?
- Is the government breaching your human rights? If so, why?
- Why do you think these laws in relation to age are enforced?
- Who are these laws protecting, and why?

To conclude, the teacher can highlight that these laws are not a list of “don’ts” but a list to protect society's most vulnerable or impressionable citizens until they are mature and experienced enough to make informed decisions. In some instances it is not only for their own safety, but for the safety of everyone else, e.g. a car licence or buying fireworks.

To highlight this, pupils may look at examples where these laws are not in force, e.g arranged marriage (of girls as young as 14) or child soldiers.

Note: Teachers wishing to change the questions and answers in the interactive quiz should refer to the instructions in a Word file on the CD.

Further information is available from:

Northern Ireland
www.childrenslawcentre.org/atwhatage.htm

Republic of Ireland
www.spunout.ie/health/rights/main/52

Optional Extension Activity: Comparison

Students could be asked to compare the laws in Northern Ireland and the Republic of Ireland relating to age. Are there similarities / differences? Why do they think this is the case? If there are differences, which law do they feel best protects young people?
Worksheet: At What Age Can I…?
(Northern Ireland version)

Read all the questions carefully. Circle what you think is the correct answer.

Q.1: What is the minimum age requirement for holding a driving licence for a car?
   a) 17  
   b) 18  
   c) 19  
   d) 16

Q. 2: What is the minimum age requirement for buying cigarettes?
   a) 15  
   b) 14  
   c) 13  
   d) 18

Q. 3: What is the minimum age requirement for having your ear/s pierced without your parents consent?
   a) 10  
   b) 12  
   c) 14  
   d) 16

Q.4: What is the minimum age requirement for having a tattoo?
   a) 15  
   b) 16  
   c) 17  
   d) 18

Q. 5: What is the minimum age requirement for buying fireworks?
   a) 14  
   b) 16  
   c) 18  
   d) 17

Q.6: What is the minimum age requirement for leaving school?
   a) 16  
   b) 15  
   c) 17  
   d) 18

Q.7: What is the minimum age requirement for buying a pet without parental consent?
   a) 11  
   b) 12  
   c) 14  
   d) 16

Q. 8: At what age does the law consider you criminally responsible?
   a) 12  
   b) 11  
   c) 9  
   d) 10
Q. 9: At what age can you be sent to prison?
   a) 14   b) 15
   c) 16   d) 17

Q. 10: At what age can you buy and drink alcohol in a pub?
   a) 17   b) 18
   c) 15   d) 16

Q. 11: At what age can you place a bet in a public betting shop?
   a) 16   b) 17
   c) 18   d) 19

Q. 12: At what age can you get a motorcycle (over 125cc) licence?
   a) 17   b) 16
   c) 19   d) 18

Q. 13: At what age can you get married with the consent of your parents?
   a) 19   b) 18
   c) 17   d) 16

Q. 14: What is the age of consent to have sexual intercourse if you are a young woman living in Northern Ireland?
   a) 15   b) 17
   c) 16   d) 18

Q. 15: At what age have you the legal right to know the identity of your birth parents if you are adopted?
   a) 16   b) 17
   c) 18   d) 19

Q. 16: At what age do you get the right to see your school records?
   a) 16   b) 15
   c) 14   d) 13
Worksheet: At What Age Can I…?
(Republic of Ireland version)

Read all the questions carefully. Circle what you think is the correct answer.

Q.1: What is the minimum age requirement for holding a provisional driving licence for a car?
   a) 17  b) 18
   c) 15  d) 16

Q. 2: What is the minimum age requirement for buying cigarettes?
   a) 15  b) 14
   c) 16  d) 18

Q.3: What is the minimum age requirement for having a tattoo?
   a) 15  b) 16
   c) 18  d) 17

Q.4: What is the legal age for babysitting where you are responsible for the children?
   a) 13  b) 14
   c) 15  d) 16

Q.5: What age must you be to buy a lottery ticket?
   a) 17  b) 18
   c) 16  d) 15

Q.6: What is the minimum age requirement for leaving school?
   a) 16  b) 15
   c) 17  d) 18

Q.7: What is the legal age to hold a tenancy?
   a) 17  b) 18
   c) 19  d) 21

Q. 8: At what age does the law consider you criminally responsible?
   a) 14  b) 18
   c) 16  d) 10/12
(Republic of Ireland version)

Q.9: At what age can you buy and drink alcohol in a pub?
   a) 15  b) 16  c) 17  d) 18

Q. 10: Age what age can you get a licence for a moped/tractor?
   a) 15  b) 16  c) 17  d) 18

Q. 11: At what age can you place a bet in a public betting shop?
   a) 15  b) 16  c) 18  d) 17

Q.12: What is the minimum age at which you can legally get a part-time job?
   a) 15  b) 16  c) 17  d) 18

Q. 13: At what age may a person be called upon to serve on a jury in a court of law?
   a) 21  b) 20  c) 19  d) 18

Q.14: At what age can you open a current bank account?
   a) 15  b) 14  c) 13  d) 18

Q.15: What is the age of consent to have sexual intercourse?
   a) 15  b) 16  c) 17  d) 18

Q. 16: What is the age of consent to have a homosexual or lesbian sexual relationship?
   a) 17  b) 16  c) 18  d) 19
Teacher Resource Sheet: Answers to Quiz
(Northern Ireland version)

Q. 1: What is the minimum age requirement for holding a driving licence for a car?
Answer: 17

Q. 2: What is the minimum age requirement for buying cigarettes?
Answer: 18

Q. 3: What is the minimum age requirement for having your ear/s pierced without your parents consent?
Answer: 14

Q. 4: What is the minimum age requirement for having a tattoo?
Answer: 18

Q. 5: What is the minimum age requirement for buying fireworks?
Answer: 16

Q. 6: What is the minimum age requirement for leaving school?
Answer: 16

Q. 7: What is the minimum age requirement for buying a pet without parental consent?
Answer: 12

Q. 8: At what age does the law consider you criminally responsible?
Answer: 10

Q. 9: At what age can you be sent to prison?
Answer: 17

Q. 10: At what age can you buy and drink alcohol in a pub?
Answer: 18

Q. 11: At what age can you place a bet in a public betting shop?
Answer: 18

Q. 12: At what age can you get a motorcycle (over 125cc) licence?
Answer: 17

Q. 13: At what age can you get married with the consent of your parents?
Answer: 16

Q. 14: What is the age of consent to have sexual intercourse if you are a young woman living in Northern Ireland?
Answer: 16

Q. 15: At what age have you the legal right to know the identity of your birth parents if you are adopted?
Answer: 18

Q. 16: At what age do you get the right to see your school records?
Answer: 16
Teacher Resource Sheet: Answers to Quiz
(Republic of Ireland version)

Q.1: What is the minimum age requirement for holding a provisional driving licence for a car?
Answer: 17

Q. 2: What is the minimum age requirement for buying cigarettes
Answer: 18

Q.3: What is the minimum age requirement for having a tattoo?
Answer: 18

Q.4: What is the legal age for babysitting where you are responsible for the children?
Answer: 16

Q.5: What age must you be to buy a lottery ticket?
Answer: 18

Q.6: What is the minimum age requirement for leaving school?
Answer: 16

Q.7: What is the legal age to hold a tenancy?
Answer: 18

Q. 8: At what age does the law consider you criminally responsible?
Answer: Normally 12, but 10 for very serious crime causing grave physical hurt

Q.9: At what age can you buy and drink alcohol in a pub?
Answer: 18

Q. 10: Age what age can you get a licence for a moped/tractor?
Answer: 16

Q. 11: At what age can you place a bet in a public betting shop?
Answer: 18

Q.12: What is the minimum age at which you can legally get a part-time job?
Answer: 15

Q. 13: At what age may a person be called upon to serve on a jury in a court of law?
Answer: 18

Q.14: At what age can you open a current bank account?
Answer: 13 (or younger if you are a 2nd level student and have parental permission)

Q.15: What is the age of consent to have sexual intercourse?
Answer: 17

Q. 16: What is the age of consent to have a homosexual or lesbian sexual relationship?
Answer: 17
Lesson 8: Young Offenders

** Learning outcomes
- To make students aware of the consequences of breaking the law

** Materials
PowerPoint presentation with photo-story on the consequences of committing a crime (see CD inside back cover). If it not possible to use PowerPoint, use the Worksheet: Photo Story. You will need to photocopy one for each pupil. You will also need to photocopy a set of matching cards (Offence Cards and Consequence Cards) for each group of 4-5 students.

Note: all of the people featured in the photos, apart from the Police Officer, are actors.

** Activity 1: Photo Story

Begin the lesson with the PowerPoint presentation, which shows what happens when a young person breaks the law. Each slide can be discussed with the pupils and questions arising can be answered. The teacher should remind the pupils that once they reach the age of ten in Northern Ireland or twelve in the Republic of Ireland, they are responsible for their own actions if they get into trouble.

Note: If presentation facilities are not available the teacher can distribute copies of the Worksheet: Photo Story.

** Activity 2: Offence and Consequence

Divide the class into groups of four or five and give out the offence cards and the consequence cards. Ask the pupils to decide which consequence might be appropriate for each offence and then match the offence cards with the consequence cards. (Note: there are 2 versions of the consequence cards – one for Northern Ireland and another for the Republic of Ireland.)

Explain that they do not have to use all the consequence cards. They may use the same consequence card for more than one offence. They may also match more than one consequence card per offence if they think it is necessary.

Allow time for pupils to complete this activity and then get each group to appoint a spokesperson to give feedback to the class. The pupils should give reasons for their choices. The teacher can then clarify was the most likely consequence would be for each offence (refer to Resource Sheet: Offence and Consequence).
Additional process questions

If time permits, you could also ask the groups to consider the following questions:
• Do you feel the consequences are fair?
• Could the systems presently in place could be improved? If so, how?
• How did your group reach its decisions?

.Optional follow-up Activity

As a follow up to this lesson, a Youth Diversion Officer (NI) or Juvenile Liaison Officer (RoI) might be invited to the school to talk to the class about their work.
1. Youth committing a crime of Criminal Damage

2. Police officer affecting an arrest for Criminal Damage

3. Detained person placed in police car

4. Arriving at Police Custody Suite

5. Arresting officer presenting the facts of the arrest to the Custody Sergeant. Custody Sergeant authorises detention for the offence of Criminal Damage

6. Detained person being photographed
7. Detained person being fingerprinted

8. Detained person placed in police cell

9. Detained person being interviewed in presence of parent/guardian or other appropriate adult. A solicitor may also be present if wished.

10. Detained person being released to be reported for the offence of Criminal damage
## Worksheet: Offence Cards

<table>
<thead>
<tr>
<th>OFFENCE CARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 16 year old girl takes her parents car without their permission and drives to see a friend. She is stopped by the Police and is found to have been drinking.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OFFENCE CARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>A ten year old boy smashes a shop window causing one thousand pounds worth of damage</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OFFENCE CARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>A group of twelve year old boys and girls have been reported to the Police for damaging trees in a housing estate. They have been pulling off the branches and setting them alight also causing damage to the grass in the area.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OFFENCE CARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>A thirteen year old girl is reported to the police for deliberately pushing a teacher at her school. The push resulted in the teacher hitting her head on a door.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OFFENCE CARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>A twelve year old boy is caught shoplifting by a shopkeeper and is reported to the Police, he has stolen 2 bottles of Coke and several chocolate bars.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OFFENCE CARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 16 year old boy gets into a fight on a night out with his friends. He punches another boy a number of times on the head resulting in a broken cheekbone.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OFFENCE CARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two 15 year old girls are caught selling ecstasy tablets to their friends and are reported to the Police. They have previous convictions for this type of offence.</td>
</tr>
</tbody>
</table>
### Worksheet: Consequence Cards (Northern Ireland)

<table>
<thead>
<tr>
<th><strong>Restorative Caution</strong></th>
<th><strong>Probation Order (Court Outcome)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>This means that a meeting will be held with parents/ carers, the police, and sometimes the victim. The Police must be satisfied that there is enough evidence, the young person must admit the offence and must agree to the caution being given. A restorative caution will remain on the young person’s record for 2½ years.</td>
<td>The offender is put under the supervision of a Probation Officer for a period of between six months and three years. During this time, probation staff will assess and manage the offender, and try to help him/her to avoid re-offending.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Informed Warning</strong></th>
<th><strong>Diversionary Youth Conference</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The Police can give a young person an Informed Warning. To receive an Informed warning the young person must admit the offence and fully consent to receiving a warning. An Informed Warning remains on a young person’s record for twelve months.</td>
<td>Where the offender is a youth, the Public Prosecutor may consider a diversionary youth conference as an alternative to prosecution. This type of restorative conference must include at least the offender, police, an appropriate adult for the offender, and a youth conference co-ordinator. The victim is entitled to attend as well as a legal representative of the offender. The offender is given the opportunity to discuss the offence and what he/she is prepared to do to repair the harm caused to the victim (called an action plan). The victim has an opportunity to tell the offender of the impact of the offence and what they feel should be done to repair the harm. This may include an apology, reparation to the victim or community, participation in activities to address offending behaviour, treatment for alcohol or drug dependency. This plan must be agreed by the Public Prosecutor. If the offender fails to co-operate or to fulfil his/her responsibilities after the conference, then criminal proceedings can be commenced. A Youth Conference is a formal process and, although not a conviction, is recorded on a person’s criminal record for a period of 2½ years.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Sentence (Court Outcome)</strong></th>
<th><strong>Fines (Court Outcome)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>If an offence is very serious in nature, a young person might well be sentenced to a period of time at a young offenders centre. This is a type of prison for young people.</td>
<td>The young person has to pay a fine to the courts.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Conditional Discharge (Court Outcome)</strong></th>
<th><strong>Deferred Sentence (Court Outcome)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The young person may be discharged on condition that they do not re-offend during the next six months to two years. If they commit another offence during this time, the court can look at the original offence as well as the new one.</td>
<td>This is when the magistrate imposes a sentence, but defers it for up to six months. If the young person stays out of trouble, or makes some effort to repair any damage to the victim, the court may reconsider the case in a positive light.</td>
</tr>
</tbody>
</table>
**Worksheet: Consequence Cards (Republic of Ireland)**

<table>
<thead>
<tr>
<th><strong>Anti Social Behaviour Order (ASBO)</strong></th>
<th><strong>Juvenile Diversion Programme</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>ASBOs are civil orders granted by the court to restrict or prevent certain behaviours. Breaking an Order is a criminal offence. The order usually requires the young person to do certain things, for example, attend school every day, or report to a Garda, teacher or other person.</td>
<td>The aim of the Diversion Programme is to prevent young offenders from committing further offences. The programme is run by specially trained Gardai called Juvenile Liaison Officers. A young person admitted to the programme may receive a ‘caution’, be placed under ‘supervision’ of a Juvenile Liaison Officer, or be subject to a ‘conference’.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Anti Social Behaviour Warning</strong></th>
<th><strong>Sentence (Court Outcome)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>This is a warning, either written or verbal, given by a Garda Síochána, to stop anti-social behaviour.</td>
<td>If an offence is very serious in nature, a young person might well be sentenced to a period of time at a young offenders centre. This is a type of prison for young people.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Formal Caution and Supervision</strong></th>
<th><strong>Juvenile Diversion Programme Conference</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>A Caution is a formal warning. It is given in the presence of parents/guardian in a Garda station by a Garda Síochána who is an Inspector or higher rank, and a Juvenile Liaison Officer. Every young person who receives a formal caution is placed under the supervision of a Juvenile Liaison Officer for 12 months.</td>
<td>A conference may be held if a young person has been formally cautioned and is being supervised by a Juvenile Liaison Officer. A conference usually looks at the young person’s problems and reasons for offending. It will try to help the young person getting into trouble again, and will discuss family support and community involvement. This is often done through an action plan.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Informal Caution</strong></th>
<th><strong>Restorative Caution</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>This is usually given where no previous caution has been given. An informal caution is usually given by the Juvenile Liaison Officer in a Garda station, or in the young person’s own home.</td>
<td>This is where the victim may be present when a formal caution is given. This means the young person will have to face up to the effects of his or her behaviour. The young person can also be invited to apologise and to make up to the victim for the harm done.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Fines (Court Outcome)</strong></th>
<th><strong>Referral to HSE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The young person has to pay a fine to the courts.</td>
<td>The young person is referred to a Social Worker.</td>
</tr>
</tbody>
</table>
## Teacher Resource Sheet: Offence & Consequence
*(As suggested by Police Officers/Gardaí)*

<table>
<thead>
<tr>
<th>Offence</th>
<th>Consequence Northern Ireland</th>
<th>Consequence Republic of Ireland</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 16 year old girl takes her parents car without their permission and drives to see a friend. She is stopped by the Police and is found to have been drinking.</td>
<td>Diversionary Youth Conference</td>
<td>Juvenile Diversion Programme</td>
</tr>
<tr>
<td>A ten year old boy smashes a shop window causing £1,000 worth of damage.</td>
<td>Caution</td>
<td>Referred to local HSE (Social Worker)</td>
</tr>
<tr>
<td>A group of twelve year old boys and girls have been reported to the Police for damaging trees in a housing estate. They have been pulling off the branches and setting them alight also causing damage to the grass in the area.</td>
<td>Restorative Caution</td>
<td>Juvenile Diversion Programme leading probably to formal caution and supervision (ASBO might also be considered).</td>
</tr>
<tr>
<td>A thirteen year old girl is reported to the police for deliberately pushing a teacher at her school. The push resulted in the teacher hitting her head on a door.</td>
<td>Restorative Caution/Informed Warning</td>
<td>Juvenile Diversion Programme leading probably to formal caution and supervision</td>
</tr>
<tr>
<td>A twelve year old boy is caught shoplifting by a shopkeeper and is reported to the Police, he has stolen 2 bottles of Coke and several chocolate bars.</td>
<td>Restorative Caution</td>
<td>Juvenile Diversion Programme leading probably to formal caution and supervision</td>
</tr>
<tr>
<td>A 16 year old boy gets into a fight on a night out with his friends. He punches another boy a number of times on the head resulting in a broken cheekbone.</td>
<td>Diversionary Youth Conference</td>
<td>Could go forward to Court for trial or Juvenile Diversion Programme for formal caution and supervision.</td>
</tr>
<tr>
<td>Two 15 year old girls are caught selling ecstasy tablets to their friends and are reported to the Police. They have previous convictions for this type of offence</td>
<td>Sentence</td>
<td>Sentence</td>
</tr>
</tbody>
</table>
**Teacher Resource Sheet: Supporting Websites**

Teachers may find the following websites useful in preparing for the lesson and directing students to find out more information on the topic.

<table>
<thead>
<tr>
<th>Republic of Ireland</th>
<th>Northern Ireland</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Irish Courts Service</strong></td>
<td><strong>Northern Ireland Court Service</strong></td>
</tr>
<tr>
<td><a href="http://www.courts.ie">www.courts.ie</a></td>
<td><a href="http://www.courtsni.gov.uk">www.courtsni.gov.uk</a></td>
</tr>
<tr>
<td><strong>Garda Síochána</strong></td>
<td><strong>PSNI</strong></td>
</tr>
<tr>
<td><a href="http://www.garda.ie">www.garda.ie</a></td>
<td><a href="http://www.psni.police.uk">www.psni.police.uk</a></td>
</tr>
<tr>
<td><strong>Juvenile Diversion Programme</strong></td>
<td><strong>UrZone</strong></td>
</tr>
<tr>
<td><a href="http://www.garda.ie/juveniles_diversion.html">www.garda.ie/juveniles_diversion.html</a></td>
<td><a href="http://www.urzone.com">www.urzone.com</a></td>
</tr>
<tr>
<td><strong>Ombudsman for Children</strong></td>
<td><strong>Northern Ireland Commissioner for Children and Young People</strong></td>
</tr>
<tr>
<td><a href="http://www.oco.ie">www.oco.ie</a></td>
<td><a href="http://www.niccy.org">www.niccy.org</a></td>
</tr>
<tr>
<td><strong>Children’s Rights Alliance</strong></td>
<td><strong>Children’s Law Centre</strong></td>
</tr>
<tr>
<td><a href="http://www.childrensrights.ie">www.childrensrights.ie</a></td>
<td><a href="http://www.childrenslawcentre.org">www.childrenslawcentre.org</a></td>
</tr>
<tr>
<td></td>
<td><strong>Youth Justice Agency of NI</strong></td>
</tr>
<tr>
<td></td>
<td><a href="http://www.youthjusticeagencyni.gov.uk">www.youthjusticeagencyni.gov.uk</a></td>
</tr>
</tbody>
</table>
Lesson 9: Cooperation between Police forces

** Learning outcomes
- To enable students to understand how the PSNI and Garda Síochána cooperate on a strategic level
- To make students aware that crossing the border does not give them immunity to the law

** Materials
Newspaper cuttings of cross border co-operation in relation to local issues e.g. road traffic collisions, missing persons, large sporting/social events, enforcement of liquor laws.
A copy of the Worksheet: Case Study for each group of 4 - 5 students.

Background information

Overview of Northern Ireland / Republic of Ireland border:
- 360 km (224 miles) of border
- 291 Border Crossing Points
- 3 major urban developments – Derry, Dundalk & Newry
- Mainly sparsely populated rural community

Activity 1: Case study
The teacher divides the class into groups of 4 – 5 and distributes the Worksheet: Case Study to each group. The groups should read the case study and then answer the questions in relation to scenario A and scenario B. Groups should nominate one person to give feedback to the remainder of the class. The teacher then outlines the potential consequence for this offence:

Scenario A:
Republic of Ireland: if a 17 year old is stopped for speeding while over the legal alcohol limit he/she would be considered for formal cautioning and 1 year supervision as part of the Juvenile Diversion Programme. If unsuitable for the Programme he/she could receive the following:
- For speeding: a Fixed Charge Notice for 2 points and €80 fine
For the drink driving offence: 1 year driving ban and a fine up to €5,000. Possibly 6 months in prison in exceptional cases. The cost of getting insurance will be substantially higher when the young person is allowed back his/her driving license and wishes to drive again.

Northern Ireland: if a 17 year old (on R plates) is stopped for speeding while over the legal alcohol limit the likely consequence would be:

- For the offence of speeding: monetary fine and penalty points on driving licence
- For drunk driving: specimen of breath obtained and he/she would be charged to appear at the next available court. Mandatory period of 1 year disqualification from driving, plus a monetary fine. He/she would be required to re-sit the driving test, and if successful undergo one year restriction (R plates). Also his/her insurance premium would increase substantially, with many insurance companies refusing cover.

Scenario B:
If a driver is bring pursued by a police car in one jurisdiction and then crosses the border, the PSNI/Garda Síochána may work together in the following ways to apprehend the individual:

- The Gardaí will communicate the information through Command Control H.Q. to PSNI Communications H.Q., and vice versa. In a matter of minutes, if deemed appropriate, checkpoints can be in place and the suspect car apprehended. Failing to stop when directed by a member of the Garda Síochána/PSNI is a serious offence, as is speeding. A charge of dangerous driving would most likely be laid against the suspect.
- If the driver has committed a motoring offence in the jurisdiction in which he has been stopped, he/she would be considered for formal cautioning and 1 year supervision as part of the Juvenile Diversion Programme. If unsuitable for the Programme he/she could be charged to appear at the next available court. Both PSNI and Garda officers will share information relating to the driver. The resulting consequence for the 17 year old could be criminal conviction for motoring offences, and the possibility of a driving ban.

It should be pointed out to students that being caught by the gardaí/police is much less serious than causing death or horrific injuries to themselves or others in attempting to escape punishment. The criminal justice system always seeks to give offenders a second chance if at all appropriate. Road accident victims do not get that second chance. The teacher should also explain to the students that an offence detected locally can result in co-operation between the PSNI/Garda Síochána and other police forces throughout the world. If the offence is of a serious nature, an arrest warrant may be issued, so that when the offender appears back in the jurisdiction where the offence was initially committed, they will be arrested.

 OPTIONAL EXTENSION ACTIVITY 2: RESEARCH
Students could be asked to undertake further research on current media reports of co-operation between different police forces (both on the island of Ireland and internationally). The results of this research can be used for further discussion and debate to reinforce the content of this lesson.
In your group read the following case-study and then answer the questions in relation to Scenario A and Scenario B.

Jack is a 17 year old who lives outside Strabane, close to the Northern Ireland/Republic of Ireland border. He recently passed his driving test and is insured to drive his mother’s car. One Saturday night he collects 3 of his friends from the town. They stop by an off-licence where they buy alcohol. Jack drives to the outskirts of the town and pulls into a side road. The group drink the beer and listen to music for a while. Jack also has a few beers. After a few hours they decide to head home. Jack is driving over the speed-limit when approaching Strabane. A Police Officer spots Jack’s car. He speeds after him, siren blazing, and signals for him to pull over. Jack knows that he should not be speeding but is worried that if he stops he might be breathalysed and might lose his licence.

Scenario A:
Jack slows down and pulls to the side of the road. The Police Officer approaches.

*What do you think are the potential consequences for Jack in this situation? Discuss this in your group and make notes below.*

Scenario B:
Jack can see the Police car in his rear-view mirror. The Police Officer obviously wants Jack to pull to the side of the road. One of Jack’s friends suggests that they try to get across the border to Co. Donegal, as the police won’t be able to do anything if they are in the Republic of Ireland. Jack takes the next road leading to the border and accelerates. He crosses the border before the Police car catches up with him.

*What do you think are the potential consequences for Jack in this situation? Discuss this in your group and make notes below.*
Worksheet: Case Study (Republic of Ireland Version)

In your group read the following case-study and then answer the questions in relation to Scenario A and Scenario B.

Joe is a 17 year old who lives outside Castleblayney, close to the Northern Ireland/Republic of Ireland border. He recently passed his driving test and is insured to drive his mother’s car. One Saturday night he collects 3 of his friends from the town. They stop by an off-licence where they buy alcohol. Joe drives to the outskirts of the town and pulls into a side road. The group drink the beer and listen to music for a while. Jack also has a few beers. After a few hours they decide to head home. Jack is driving over the speed-limit when approaching Castleblayney. A Garda spots Joe’s car. He speeds after him, siren blazing, and signals for him to pull over. Joe knows that he should not be speeding, but is worried that if he stops he might be breathalysed and might lose his licence.

Scenario A:
Joe slows down and pulls to the side of the road. The Garda approaches.

What do you think are the potential consequences for Jack in this situation? Discuss this in your group and make notes below.

Scenario B:
Joe can see the Garda car in his rear-view mirror. The Garda obviously wants him to pull to the side of the road. One of Joe’s friends suggests that they try to get across the border to Co. Armagh, as the guards won’t be able to do anything if they are in Northern Ireland. Joe takes the next road leading to the border and accelerates. He crosses the border before the Garda car catches up with him.

What do you think are the potential consequences for Joe in this situation? Discuss this in your group and make notes below.
Guidelines for Action Projects

Citizenship is hugely focussed around action and active participation in society. Having used some or all of the lessons as presented in this handbook some classes may wish to extend the module by including a research and/or action project relating to the concept of law. Action projects, in essence, are student centred activities where the actions are performed by the students and facilitated by the citizenship teacher with the support of the school.

Within the context of this module the training and lessons provided may give teachers the opportunity to involve students at a deeper level in terms of an action project type component. Examples of Action Projects related to Policing Matters include:

1) Inviting a local PSNI Officer / Garda to speak in the school
2) Organising a visit to the local Garda / PSNI station
3) Organising a court visit
4) Organising a prison visit
5) Organising a Cross border visit to a Police Station in Northern Ireland / Garda Station in the Republic of Ireland
6) Organising a joint visit from the PSNI / Garda Síochána to the school

This is not an exhaustive list. The first four are frequently and successfully carried out by schools, while the last two are more challenging for both teachers and students. However, in the context of Education for Reconciliation and increased cross-border co-operation between the PSNI and the Garda Síochána, numbers 5 and 6 are extremely relevant and very worthwhile.

Involving a class in a project on cross border policing project brings with it additional responsibilities for the teachers involved. Teachers should consider:

- School policies
- Permission from school authorities for participation
- Permission from Guardians / Parents for participation
- School insurance
- Risk Assessment
- Curriculum requirements
- Time implications
- The class & individual students in the class.

Civic, Social and Political Education

In the initial stages students will be aware of choosing a suitable title for the Action Project. There should be a clear link between the concept of law and the Action Project undertaken and clarity of reason for choosing the Action Project.

As young citizens involved in, and taking ownership of the project the students are expected to communicate with a range of people during the course of the
Action Project. There is a curricular imperative on the student to explain why such named people were communicated with.

The main tasks or activities undertaken in the Action Project.
Classroom and task management needs to be a major consideration in this section if the teacher is to function as an efficient and stress free professional facilitator. Small committees/groups will work best e.g. Research committee, Questions committee, Finance committee etc. Each group must be aware of their own role as active citizens and the role of other groups in bringing about the Action Project.

Individual tasks and skills of the student
In this part of the Action project the individual student takes responsibility for his/her task in the Action Project. The student will be expected to give a comprehensive account of his/her contribution to the overall project and describe how TWO SKILLS were applied during this activity e.g. communication, IT skills, writing, listening etc.

Summary of information……facts
In this part of the Action project the Student is expected to present at least five pieces of information or facts about the subject of the Action Project e.g. law or policing in Northern Ireland.

Reflections and reasons………opinion.
In this section a student should show his/her own thinking on the Action Project undertaken and outline the reasons why s/he thinks this way, within the context of the Action Project. The student may reflect on the process engaged in and /or the skills used during the course of the Action Project.

CSPE Action Project Checklist

- The Action Project should be based on one of the 7 concepts.
- The Action Project should be consistent with the human rights and social responsibility perspective of CSPE.
- The Action Project should have an Action component (research on its own is not acceptable).
- The Action Project should enable the student to engage/communicate with other people or communities about the subject of her/his action.
- The Action Project should enable the student to practice the skills associated with CSPE.
- The Action Project should enable the student to develop her/his knowledge and understanding of the subject of the action.
- The Action Project should include a reflection and evaluation dimension.

Local and Global Citizenship (GCSE)

For GCSE Learning for Life and Work students may choose to relate their Action Based Project to Local and Global Citizenship.

Candidates must engage in the following four activities: 7

Activity 1: Introducing the Action Based Project
- Provide a background context
- Consider relevant factors
- Define the task

Activity 2: Planning and sequencing the research
- Identify information required and sources (including an ICT source) from which it can be obtained
- Consider and select methods of research and give reasons for using these
- Draw up an Action Plan to assist with sequencing the research and monitoring of the progress in carrying out the research

Activity 3: Obtaining, selecting, presenting and interpreting the information and drawing conclusions
- Obtain the required information from primary and secondary sources (one of which is an ICT source)
- Select and present information using a range of methods
- Interpret the information and draw conclusions

Activity 4: Reviewing own learning and performance and evaluating the process used in carrying out the Action Based Project.
- Evaluate the process used in carrying out the Action Based Project
- Review own learning and performance in carrying out the Action Based Project

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Example of an Action Project

*Teacher guidelines for preparing for a visit from a police guest speaker*

Bringing in a police guest speaker may mean something different for schools in Northern Ireland and those in the Republic of Ireland. It is up to each teacher to reflect on his/her own context and decide how to proceed with the potential visit. In addition, the outcomes and student activities may be different due to different curriculum requirements.

The following guidelines therefore are not a ‘how to’ guide, but rather are prompts to be kept in mind when thinking about the task and the process. It is advisable to read the guidelines in full before commencing, as the task of the teacher is to be prepared for their role as support person, facilitator and guide.

| **Curriculum Preparation** | Ensure that the class are well prepared for the visit by having covered the lessons leading up to the visit. The teacher also needs to reflect on what s/he wants the students to learn from the visit, for example:
- To make the concept of law more real for students
- To give students the opportunity to engage directly in a positive way with the local police
- To actively involve the class in preparing for the visit of a guest speaker |
| **Who Needs to Know** | The teacher might need to check with school authorities in regard to the visit and also may need to consider if parents should be contacted. Ensuring that protocol is followed will depend on each individual school and teacher. |
| **All Play a Part** | Ensure that all students become active in the visit thus giving a sense of ownership. Remember that this might be the first time the students are involved in inviting a speaker, so it is a learning time for them and good preparation for them taking an even more active role in a later action/research project. |
| **Create a Question Bank** | The teacher needs to work with the students on deciding the kind of things the students would like to find out from the visit. This can be a group work or individual activity

Questions might include:
- What does the uniform consists of?
- Why are uniforms normally worn?
- Name six different aspects to the officer’s job.
- How do we contact the PSNI/Garda Síochána in an emergency and what information should we give?
- What are the dangers associated with bogus calls?
- What are the primary duties of an police officer or guard? |
<table>
<thead>
<tr>
<th><strong>Remember if this visit is a first in a series which may include visiting or having a visitor from another jurisdiction, it would be appropriate to add some questions with a slightly wider focus, e.g. do you work with police from other jurisdictions? How do you do-operate?</strong></th>
</tr>
</thead>
</table>
| **BRIEF THE SPEAKER**  
As this is the first time the students might be asking a visitor to come to the school, the teacher might need to work closely with them in briefing the speaker.  
*It might also be useful for the teacher to have a separate conversation with the officer/guard in regard to the curriculum context and the future cross-border dimension that s/he hopes to develop.*  
Suggested content for presentation:  
1. Who I am, where I am from, brief career summary etc.  
2. A scenario, theft from member in community (sensitivity needed check with teacher for survivors of crime in group).  
3. The communication systems in policing  
4. The mission statement of the PSNI/Garda Síochána  
5. How to summon help or help others  
6. The necessity of community support  
7. Question and answer session |
| **ON THE DAY**  
The role of the teacher on the day of the arrival of the guest speaker should be one of supportive presence. As much as possible the visit should be the students’ responsibility. However, the teacher, in terms of school protocol, might need to remind students of their role should the occasion require it. |
| **PUBLICITY**  
As this may be the first time the students have had a visitor into the classroom, perhaps try and create a bit of publicity (if this is appropriate). Invite the local press or take photographs for the school magazine. |
| **WHAT DID WE LEARN**  
After the event, the teacher works with the students to examine what worked well, what could have been done differently, what was learned, what might they do as a result of what they have heard? |
| **WRITE IT UP**  
Give the students the opportunity to write about the experience, what they learned about the day-to-day role of the police and also about the issues and challenges they have to deal with. It is also good that students get the opportunity to write what they learned from ‘doing’ the activity. |
APPENDIX

Past Exam Questions Junior Certificate CSPE Exams

2006 Exam Paper

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.

(6 marks)

2005 Exam Paper

Section 2: Question 3

(c) The Protection of Young Persons (Employment) Act, 1996 states that the maximum weekly working hours are 0 hours for 14 year olds and 8 hours for 15 years olds during school term-time and 35 hours per week during holidays.

Give ONE reason why you think this law was brought in.

________________________________________________________________
________________________________________________________________
________________________________________________________________

(2 marks)

Section 3: Question 4. A Visit to a Court House or a Prison

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. (8 marks)

(c) Describe **TWO** follow-up activities that your CSPE class could undertake as a result of this visit. (6 marks)

2003 Exam Paper

**Section 1: Question 3.** Write a sentence to explain **EACH** of these CSPE course concepts

Stewardship
________________________________________________________________________
________________________________________________________________________

Law
________________________________________________________________________
________________________________________________________________________

Interdependence
________________________________________________________________________
________________________________________________________________________

Human Dignity
________________________________________________________________________
________________________________________________________________________

Development
________________________________________________________________________
________________________________________________________________________

(10 marks)
**1999 Exam Paper**

**Section 1: Question 3.** Below is a list of organisations in Ireland. In the boxes provided below match any five of the letters in row X with the number in row Y. The first pair is complete for you.

(10 marks)

<table>
<thead>
<tr>
<th>X</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y</td>
<td>5</td>
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</table>

<table>
<thead>
<tr>
<th>X</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>AN TÁISCE</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>NATİNAL YOUTH COUNCIL OF IRELAND</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>RESIDENTS’ ASSOCIATION</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>TROCAIRE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>NEIGHBOURHOOD WATCH/COMMUNITY ALERT</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>THE DEPARTMENT OF FOREIGN AFFAIRS</td>
<td></td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>G</td>
<td>AN GARDA SIÓCHÁNA</td>
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<tr>
<td>H</td>
<td>MEALS ON WHEELS</td>
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</tr>
</tbody>
</table>

**X**
- A: AN TÁISCE
  - Y: 1
  - Description: Deals with our relations with other countries

**Y**
- 1: Deals with our relations with other countries

---

**X**
- B: NATİNAL YOUTH COUNCIL OF IRELAND
  - Y: 2
  - Description: Investigates crimes

**Y**
- 2: Investigates crimes

---

**X**
- C: RESIDENTS’ ASSOCIATION
  - Y: 3
  - Description: Encourages people to report suspicious activity

**Y**
- 3: Encourages people to report suspicious activity

---

**X**
- D: TROCAIRE
  - Y: 4
  - Description: Provides meals for elderly people

**Y**
- 4: Provides meals for elderly people

---

**X**
- E: NEIGHBOURHOOD WATCH/COMMUNITY ALERT
  - Y: 5
  - Description: Campaigns for a better environment

**Y**
- 5: Campaigns for a better environment

---

**X**
- F: THE DEPARTMENT OF FOREIGN AFFAIRS
  - Y: 6
  - Description: Works with communities in the developing world

**Y**
- 6: Works with communities in the developing world

---

**X**
- G: AN GARDA SIÓCHÁNA
  - Y: 7
  - Description: Looks after the interests of people who live in a particular area

**Y**
- 7: Looks after the interests of people who live in a particular area

---

**X**
- H: MEALS ON WHEELS
  - Y: 8
  - Description: Works for the interests of young people

**Y**
- 8: Works for the interests of young people
Education for Reconciliation Project
CDVEC Curriculum Development Unit
Captain’s Road, Crumlin, Dublin12

This project is part financed by the European Union through the Programme for Peace and Reconciliation and managed for the Special EU Programmes Body by Border Action and part-financed by the Department of Education and Science, Ireland.