

# 9 Law and Citizenship

## Activity 1

See  
textbook,  
page 179

### Desert Island Rules

Record your ideas for this activity.

Rules	Explanations	Consequences for breaking the rules
1.		
2.		
3.		
4.		
5.		

## Activity 2

### Law or Rule?

State whether each of the following is a rule or a law. Explain why you think so in the space provided.

	Rule or Law?	Explanation
1. Drive on the left side of the road.		
2. The player with the highest dice roll goes first.		
3. Do not walk on the grass.		
4. An employer may not discriminate against job applicants based on gender.		
5. You must be 16 or older to hold a dog licence.		
6. Collect €200 every time you pass 'Go'.		
7. Students who have not completed their homework assignments must do detention after school.		
8. Do not download pirated music from the internet.		
9. Only two substitutions are allowed during a competitive match.		
10. You must be 18 or older to purchase tobacco products.		
11. Do not graffiti.		
12. Applications must be submitted by Friday at 5pm.		

See  
textbook,  
page 179

## Activity 3

### Rules in My Life

- Think about the rules that apply to different areas of your life.
- For each of the areas below, list **three** rules.
- Choose **one** rule from each area and explain why this is an important rule.

Area of Life	Rules	Importance of Rules
School	1.  2.  3.	Choose one rule and explain why it is important.
Home	1.  2.  3.	Choose one rule and explain why it is important.
Local Community	1.  2.  3.	Choose one rule and explain why it is important.

## Activity 4

See  
textbook,  
page 181

### Symbol of Justice

After considering the well-known symbol of Lady Justice in your textbook, draw your own symbol of justice. Attach labels to your design to explain the features of your symbol.

MENTOR BOOKS

See  
textbook,  
page 182

## Activity 5

### Using the Law to Secure Human Rights

Read the case study in your textbook and answer the questions below.

1. Why did Robbie Sinnott initially take a legal case against the Irish government?

---

---

---

---

---

2. How do you think visually impaired people felt when they did not have the same voting rights as sighted people?

---

---

---

---

---

3. Why do you think the Irish Constitution guarantees the right to vote in secret?

---

---

---

---

---

4. The CEO of the National Council for the Blind commented that Robbie Sinnott was 'standing up for the whole community'. Explain how this case is important for the whole community of Ireland.

---

---

---

---

---

5. Write down any other ways you think the law in Ireland could be changed to help secure people's human rights.

---

---

---

---

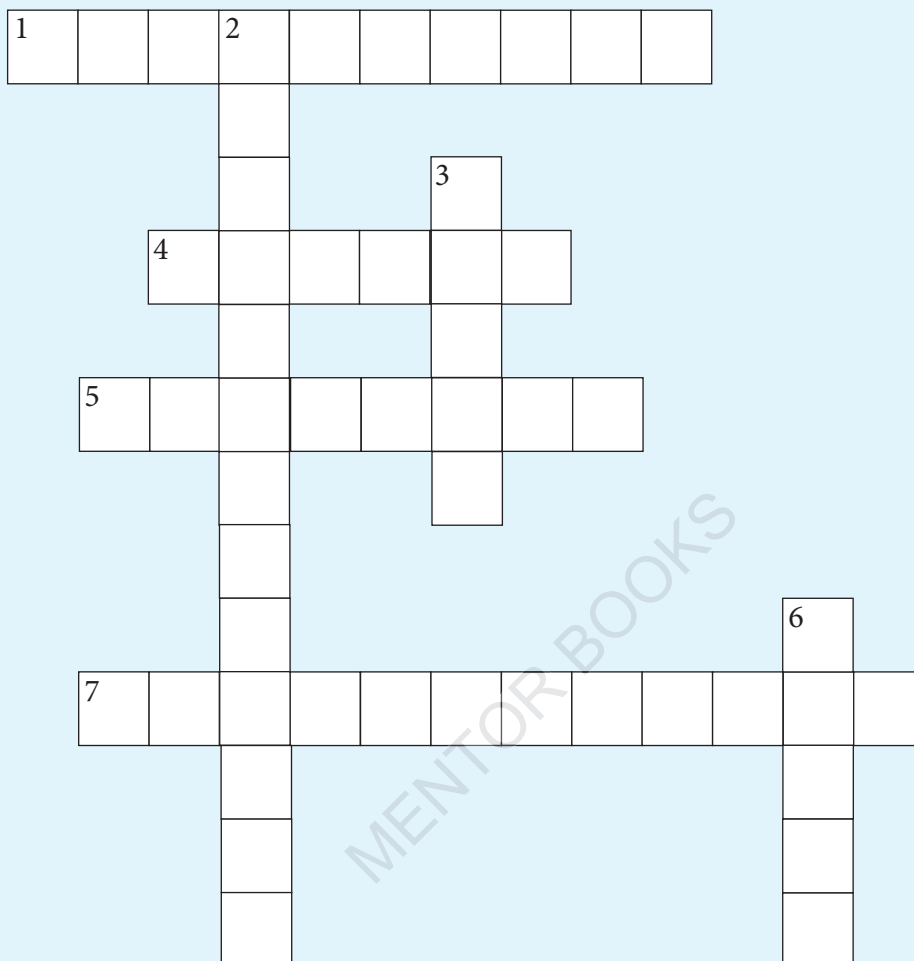
---

# Activity 6

See textbook, page 183

## Crossword

Revise some of the concepts you have learned about in your textbook using the crossword below.



### Across

1. The body made up of the Dáil, Seanad and the President.
4. A type of law that is made when a judge makes a decision in court.
5. Types of laws made by local authorities. (Hint: there is a hyphen in the answer.)
7. A document that sets out the rights, values and how the legal system works for a nation. It can only be changed by a referendum.

### Down

2. An association of European nations which makes some laws and regulations for its members. (2 words)
3. Types of authorities made up of city-councils and county councils.
6. The place where a judge makes a decision and hears cases.

See  
textbook,  
page 184

## Activity 7

### Bill to an Act

Learn how laws are made in Ireland by answering questions on this video piece. See the link on page 184 of your textbook.

1. Explain the difference between a bill and an act.

---

---

2. Why do you think there are so many stages to making a new law?

---

---

---

3. Do you think that it is a good idea that both houses of the Oireachtas discuss a proposed law? Why/why not?

---

---

---

4. (a) Write down a new law that you feel should be introduced in Ireland.

---

---

- (b) Explain why you think Ireland needs this new law.

---

---

5. (a) Are there any laws that you think Ireland should get rid of or change? Jot down your ideas here.

---

---

---

- (b) Explain why you think Ireland should get rid of or change this law.

---

---

---

---

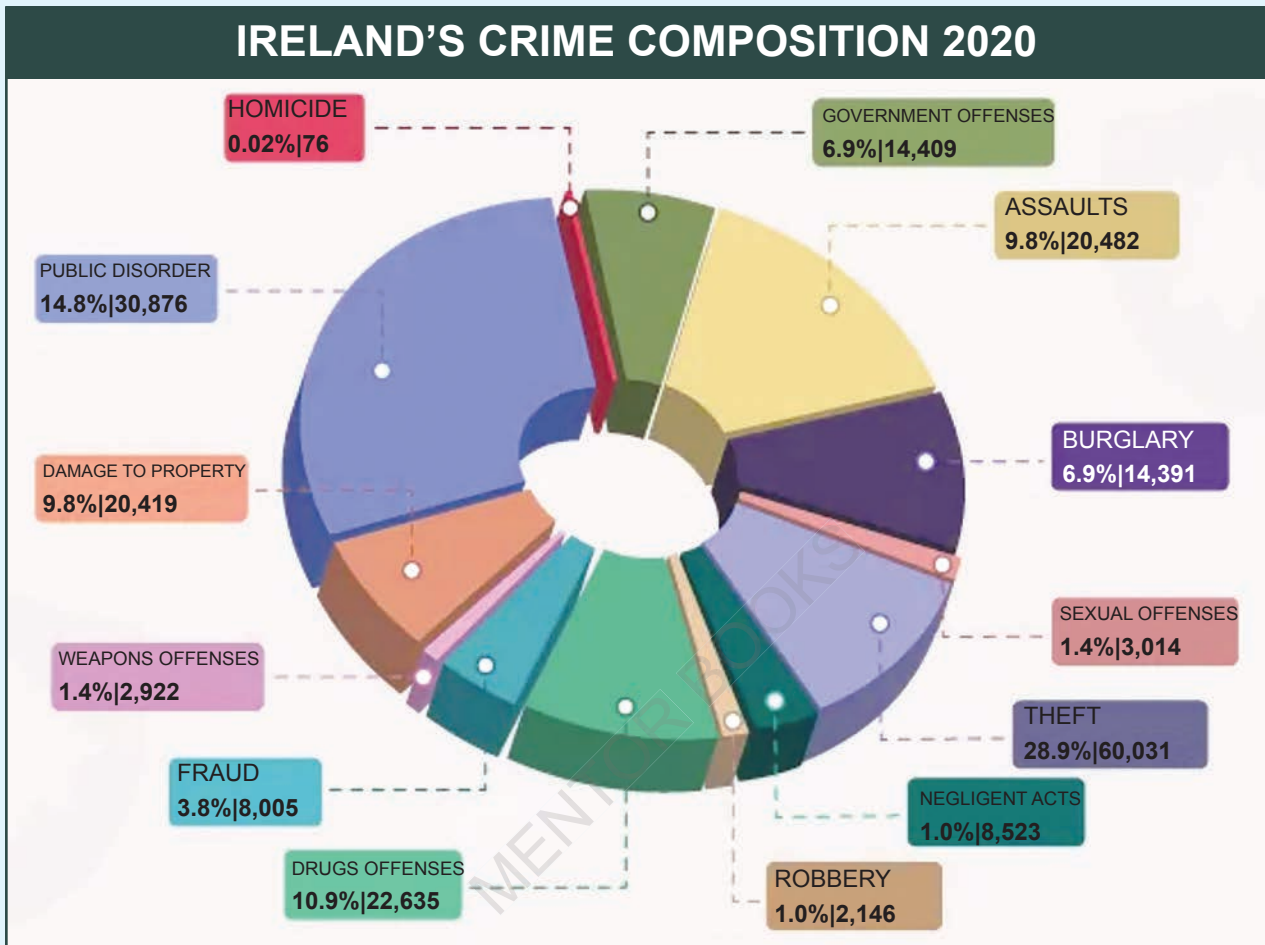
---

---

# Activity 8

## Crime in Ireland

Look at the infographic below and answer the questions on the next page to learn about the patterns of crime in Ireland.



Source: Central Statistics office



1. (a) Which is the most common crime committed in Ireland?

---

---

(b) What proportion of crimes does this represent?

---

---

2. What crime is committed the least in Ireland?

---

---

3. Do you think this infographic is an effective way of providing information about crime in Ireland? Why/why not?

---

---

---

---

---

---

4. Are you surprised by any of the statistics? For example, did you feel that some crimes would occur more or less often? Explain your thoughts.

---

---

---

---

---

---

---

---

---

---

5. Considering the information here, do you think the media gives an accurate picture of crime in Ireland? Explain your answer.

---

---

---

---

---

---

---

---

---

---

# Activity 9

See  
textbook,  
page 187

## Trip to the Courts

Organise a trip to the courts. You can find information about how to do this at [www.courts.ie](http://www.courts.ie). After your visit, fill out the following reflective journal.

1. Type of court visited (e.g. District/High/Circuit).

---

2. Address of court.

---

---

3. Summarise what you saw in the court. Was there a trial taking place? Describe the courtroom. Who was there?

---

---

---

---

---

---

---

---

4. What was the most interesting thing about the experience? Did anything surprise you?

---

---

---

---

---

---

---

---

5. Did the trip to the courtroom give you a better sense of the Irish justice system? Explain.

---

---

---

---

---

---

---

---

---

---

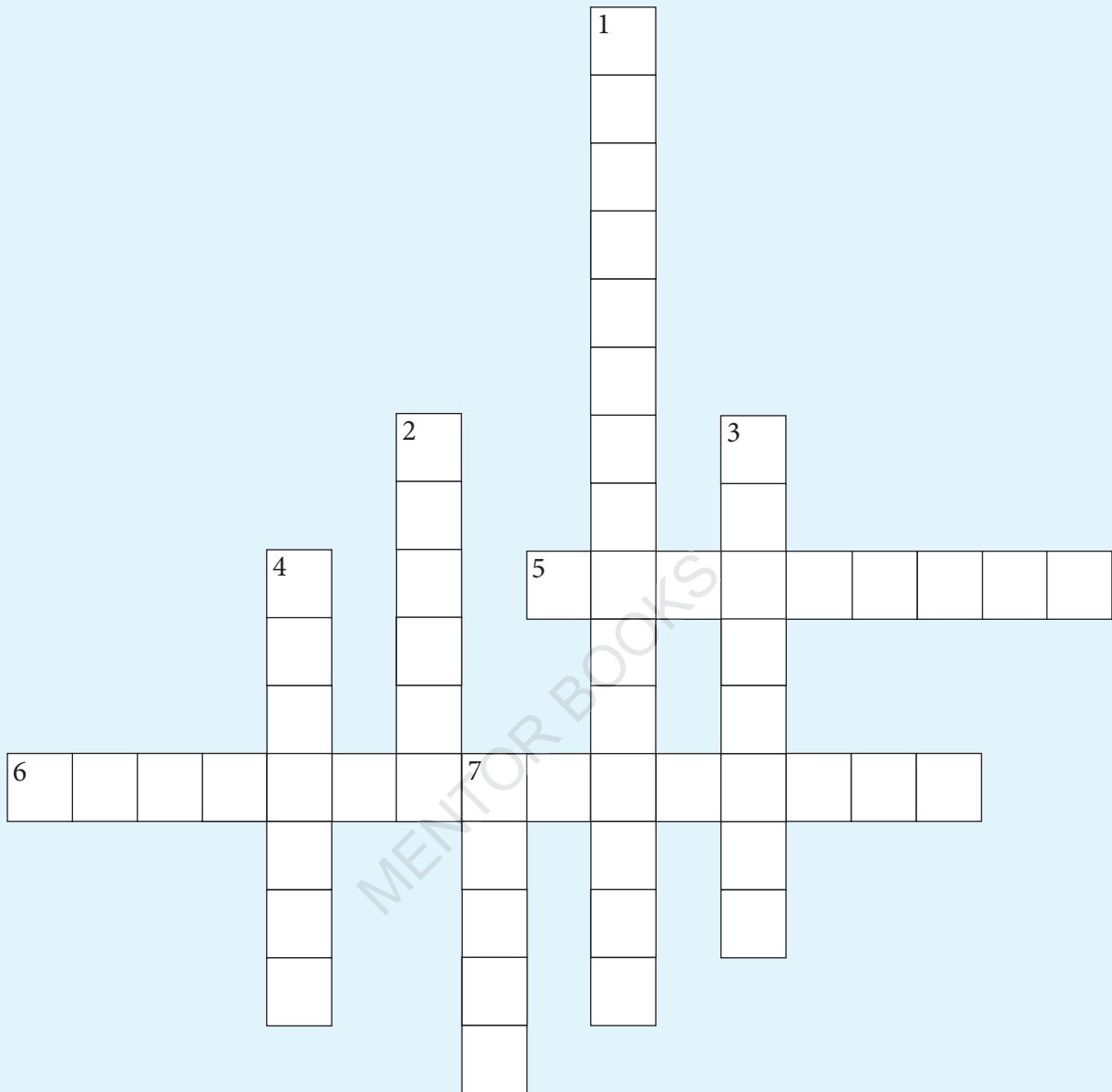
MENTOR BOOKS

See  
textbook,  
page 187

# Activity 10

## Courts Crossword

Test your knowledge of the court system by doing the crossword below.



### Across

- The person who can ask the Supreme Court to consider a bill to ensure that it is constitutional.
- What the High Court is known as when it deals with serious criminal cases. (2 words)

### Down

- The court that deals with gangland crimes and terrorism. (2 words)
- When an individual goes to a higher court to have their case reconsidered if he/she is unhappy with a verdict.
- The court that deals with less serious cases.
- This court is the highest in Ireland.
- The court system that deals with noncriminal cases.

# Activity 11

See  
textbook,  
page 187

## Case Study: Trial in the Circuit Court

Read the case study and answer the questions.

1. Is this a criminal or civil trial? Explain why you think so.

---

---

2. What is Conor accused of?

---

---

3. What defence does Conor offer?

---

---

---

4. Why is this particular case being heard in the Circuit Court?

---

---

5. Why do you think the prosecution is not allowed to refer to Conor's previous convictions for assault?

---

---

6. The case study mentions that the prosecution is not allowed to ask 'leading questions'. What do you understand by the phrase 'leading questions'?

---

---

---

---

7. (a) What do you think the judge means when he/she says the jury must only convict if they are certain of Conor's guilt 'beyond reasonable doubt'?

---

---

---

(b) Why do you think this is an important principle?

---

---

---

See  
textbook,  
page 189

## Activity 12

### Newspaper Report

Imagine you are a journalist reporting on the events of the trial. Write the article you would submit to your paper. Include key facts, the evidence given and the outcome of the trial. Include a drawing as an illustration and a headline. You might like to consult with the students in your class who acted as journalists during the mock trial and made notes of the event.

Headline

---

By-line

---

Body text

MENTOR BOOKS

Image



Caption: \_\_\_\_\_

# Activity 13

See  
textbook,  
page 191

## Visit from a Garda

Contact the Garda Schools Programme Office and organise a visit from a member of An Garda Síochána. Visit [www.garda.ie](http://www.garda.ie) (search under Community Engagement Offices) or contact your local Garda station to learn more.

### In preparation:

Write down three questions you would like to ask the Garda.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

### During the visit:

Jot down any further questions you have or any ideas that you found interesting during the Garda's visit.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### After the visit:

Write down your thoughts about the visit. For example: What did you learn about the work of An Garda Síochána? Why is it important to have a police force? Would you consider a career in this area?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

See  
textbook,  
page 192

## Activity 14

### Fact Finder

Use the internet to find out the following facts about An Garda Síochána. The website [www.garda.ie](http://www.garda.ie) may prove helpful.

1. Who is the current Minister for Justice?

---

2. Who is the current Garda Commissioner?

---

3. What year was the police force in Ireland named An Garda Síochána?

---

4. Where is the Garda headquarters located?

---

5. Are there physical requirements to join An Garda Síochána?

---

---

6. What are the educational requirements to join An Garda Síochána?

---

---

7. Is there a Neighbourhood Watch or Community Alert scheme in your area?

---

8. What is the address of the Garda station closest to your school?

---

---

---

---

---

---

---

---

---

---

---

---

---

---

# Activity 15

## Exploring the Fact Sheet

Use the Prison Fact Sheet in your textbook to answer the following questions.

1. According to the fact sheet, how many prisoners are there in Ireland?

---

2. How much, on average, does it cost per year to imprison a person?

---

3. What connection is suggested between the school system and prisons?

---

---

---

---

---

4. The fact sheet mentions prisoners' county, social background and occupation. Do you think these facts are important? Why/why not?

---

---

---

---

---

5. Did any of the facts surprise you? Explain.

---

---

---

---

---

6. Taking these facts into consideration, what can be done to stop people getting involved in crime? Explain your answer.

---

---

---

---

---

---

---

---

---

---

MENTOR BOOKS



See  
textbook,  
page 196

## Activity 16

### Case Study: Prison Systems in other Countries

Answer the following questions on this case study.

1. Summarise the differences between the two prison systems described here.

---

---

---

---

---

2. Norway caps prison sentences at 21 years (with some exceptions). Do you think this is a good policy? Explain.

---

---

---

---

3. 'Recidivism' means to return to crime after being punished. Why do you think the recidivism rates are so different between the two prison systems described here?

---

---

---

---

4. The death penalty is used in the USA but not in Norway. Do you think it is a just punishment for some crimes? Give a reason for your answer.

---

---

---

---

5. In your view, which prison system is better, Norway's or the USA's? Explain.

---

---

---

---

6. Do you think Ireland should adopt any of the approaches taken by the USA or Norway? Explain your answer.

---

---

---

---

## Activity 17

### **Poster:** Young People and the Law

Using the information in your textbook, create a poster to show how the law applies to young people in Ireland. Make your poster informative and visually appealing.

MENTOR BOOKS

See  
textbook,  
page 201

# Activity 18

## Reflective Statement

Reflect on all that you have learned in **Chapter 9: Law and Citizenship**.

1. To what extent do you agree with each of the following statements? Tick the response that applies to you.
  - (a) I feel that I know more about law and citizenship in Ireland after studying this chapter.  
Agree       Not sure       Disagree
  - (b) This topic made me appreciate why we have laws in Ireland and abroad.  
Agree       Not sure       Disagree
  - (c) I understand how laws are applied in Ireland after learning about this subject.  
Agree       Not sure       Disagree
2. Three ideas that I found interesting in this chapter are:
  - (a) \_\_\_\_\_
  - (b) \_\_\_\_\_
  - (c) \_\_\_\_\_
3. I found the first idea interesting because ...  
\_\_\_\_\_  
\_\_\_\_\_
4. I found the second idea interesting because ...  
\_\_\_\_\_  
\_\_\_\_\_
5. I found the third idea interesting because ...  
\_\_\_\_\_  
\_\_\_\_\_
6. The thing that surprised me the most during my study of law and the citizen is ...  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. After studying this topic, I would like to learn more about ...  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_