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**Why is the Law Society of Scotland promoting Street Law?**

The Law Society of Scotland – the professional body for solicitors in Scotland – has, for many years, undertaken various aspects of public legal education. This has included taking part in ‘*Doors Open Day’* at Edinburgh and Glasgow Sheriff Court, running Scotland’s biggest schools debating competition (The Donald Dewar Memorial Debating Competition), organising lawyers visiting schools across Scotland, and supporting [Schools Law Web](http://www.schoolsproject.co.uk/slw.htm). We were also heavily involved in Consumer Focus Scotland’s innovative work on legal capability in 2013.

In 2013, the Society undertook a large-scale research project called ‘[*Fair Access to the Legal Profession*](http://www.lawscot.org.uk/media/707318/fair%20access%20for%20publication%20300114.pdf)*’* in response to concerns that access to the solicitors’ profession wasn’t as fair as it could be. It became very apparent from the research that individuals from certain backgrounds – particularly from SIMD20 and SIMD40 backgrounds – were less likely to commence the LLB (the first stage in the route to qualification as a lawyer).

Given our interest in ensuring the route to qualification is open to all of Scotland’s young people and given the development of public legal education it was clear that we needed to take our work to the next level and work closely with pupils in the important S3-S4 bracket to help ensure that, firstly, they have a better understanding of the law and how the law effects them and, secondly, that if they want to become a lawyer they have the best possible understanding of the law and the legal profession. It is our view that Street Law is the best way to introduce law to school pupils – one that ties in with careers, with skills development, with raising aspiration, and that fits neatly with Curriculum For Excellence and the NAR Flow Chart.

In 2014, we hope to launch a Street Law Pilot programme with 10-12 schools across Scotland. We would be particularly keen to work with schools that have not traditionally had many leavers go on to study the LLB. If you are interested in being part of the pilot programme please do get in touch with Rob Marrs at RobMarrs@lawscot.org.uk

**The Street Law Programme and Partnership with Schools**Each Street Law partnership will be uniquely tailored to the individual school’s needs and wants. In collaboration with the partner school, The Law Society of Scotland will send out an e-survey to the teachers and pupils involved in the Street Law programme to find out which areas of the law they would be particularly keen to learn about. This survey, and discussion with the teachers involved to ensure the content is appropriate, will form the basis for the eight Street Law lessons (the Street Law Programme will typically be eight lessons long but can be shortened/lengthened to fit school needs). One of the major strengths of Street Law is the highly participatory nature of the lessons – and we believe that participation can start by helping to design their school’s individual Street Law Curriculum.

*Our society and lives are fundamentally shaped by the law so it is of vital importance that young people understand why law matters, where law comes from, and what the law means to them.*

*With the help of committed law students, educational expertise, and a model that has worked world-wide Street Law will help to achieve this important aim’*

Bruce Beveridge WS
President of the Law Society of Scotland

That said, regardless of the areas of the law focused on in the survey and in discussions with the Schools, the Street Law Programme will always include:

1. The basic structures of the legal system, including the relationship between legislatures, courts, agencies, and citizens;
2. The fundamental rights, laws and processes involved in various areas of law;
3. The function and operation of trials.

The Street Law Programme will always be 8 lessons in duration. The first lesson will be the same for all schools (introducing the law and the legal system). The other 7 lessons, however, will be developed by Street Law Trainers in line with what the pupils and school want covered. Throughout those lessons the five principles of Street Law will be pervasive:

Challenging and enjoyable; Making the law relevant; Highly participatory; Rich legal content; Advocacy and what the law ought to be:

The lessons themselves might cover, for instance (this list is by no means exhaustive!):

* Contract law
* Conflict resolution and mediation
* Crime and evidence
* Definition and interpretation
* Democratic principles
* Employment law
* Ethics
* Individual Rights
* Intellectual Property – Copyrights, patents, trademarks
* Police Powers
* Social media
* Small claims (court claims for under £3,000).

In addition to the eight-lesson Street Law programme, the Law Society of Scotland will arrange careers visits to the schools by a practising solicitor, ensure that all pupils receive a copy of the *Young Citizen’s Passport,* and ensure material about potential careers in law is distributed.

We will also highlight to the schools various programmes at universities and law firms to assist those considering joining the legal profession.

**The Street Law Programme Teaching Methodology**

*Street Law is a course in practical law; its focus is on the law that affects persons’ everyday lives.*

Professor Richard Roe,

Director.
D.C. Street Law Program.
Georgetown University.

Street Law provides highly-participatory, activity-based, law-focused education to school pupils whilst also contributing to the professional development of those on the route to qualification as a solicitor.

Street Law Teachers – who will be solicitors or individuals training to become solicitors – teach classes about the law, the legal process, and the knowledge and skills that school pupils can use to recognise, prevent, and (in some cases) resolve legal problems.

The lessons are characterised by rich legal content involving the examination of practical law and legal process, the constitution and legal policy. It also introduces pupils to the fundamental principles and values upon which law is based. Whilst the programme is challenging it will be based around the lives and experiences of the pupils and how the law relates to them. The Street Law Programme focuses on relevance to the pupils and its highly participatory nature, and its basis in pupil action, makes the programme an enjoyable one.

Importantly the lessons will inform pupils what the law is but also requires pupils to consider advocacy and what the law ought to be. It uses pupils’ inherent interest in law – and, crucially, their own knowledge and experiences – to develop their literacy skills, high-level cognitive skills, organisation and many other important personal and interpersonal skills which are vital in academic, social and economic success.

For instance, when pupils examine a specific legal problem, they will be asked to think about it first in their own terms and then from other points of view. They determine and apply the appropriate law, determine available legal remedies, and discuss the often competing policy concerns, societal interests and underlying values. A lesson which covers social media may ask students to examine the law as is, the law as they believe it should be, and consider competing interests of freedom of speech balanced against society’s interest in protecting citizens from injurious, obscene or dangerous words.

The reason for Street Law’s emphasis on interactive teaching in furtherance of pupils’ substantive understandings can be attributed to several factors:

* The dialectic nature of law and advocacy. As the law is dynamic, and involves interpreting and make meaning of the law, instruction in the law must include high-level thinking, analysis, and expression about values and alternatives.
* As part of a democratic participation, and responsible citizenship, non-lawyer involvement in the law is not simply a matter of following, or abiding by, the law but also a matter of appreciating that laws involve value choices and having a voice in shaping the law.
* Learners need high-level literacy, cognition, expression and critical thinking in order to realise deeper understanding of law and society and to have a voice in it.

Street Law Teachers are required to direct and lead their class in executing activities that are appropriate for learning and Street Law. With this requirement in mind, the instructors will:

* Present course material through a variety of pedagogical methods;
* Supervise the class as students work on activities; and
* Give assignments and assessments to evaluate student performance

All Street Law lessons will:

* Involve objectives which help students achieve the experiences and outcomes of *Curriculum For Excellence;*
* Be Learner-centred and firmly grounded in the experience of pupils;
* Be highly participatory, interactive and responsive;
* Law-focused and activity-based;
* Work across numerous modalities including large group teaching, small group work, individual learning;
* Involve evaluation, review and debrief;
* Designed with the NAR Flow Chart in mind; and
* Will link to a survey undertaken before the Street Law lessons take place which will allow pupils and teachers to help shape the programme.

The pupils and teachers of the school will have significant input into the topics covered in the course. The Street Law Teachers will also use their significant legal knowledge and skills to shape the lessons.

For instance, a lesson on ‘Crime’ might cover whether or not certain matters or should be considered a crime or not; or it might cover potential defences to crime; or it might involve evaluating evidence; or consider the nature of a trial.

**Street Law Programme Goals**

**Educational goals for pupils**

The Street Law programme stresses concepts central to fostering an understanding of the law, legal processes and procedures, our systems of governance, and effective citizenship. Throughout the series of lessons, pupils will examine the role of law, justice, power, equality and citizenship in shaping our democracy and society. The goals for the pupils are to:

* Develop research, planning, and preparation skills;
* Understand the values and forces that shape the law;
* Learn how the law impacts them as citizens;
* Discover mechanisms through which to shape a more just society; and
* Develop academic, critical thinking, civic and communication skills

**Educational goals for Street Law Trainers**

Street Law Trainers will all be people on the route to qualification as a solicitor. This work will not only be beneficial to the pupils they teach but will also help them progress as professionals:

* Enable mentors to build confidence and further develop presentation skills;
* Educate mentors in practical applications of legal concepts, principles and policies;
* Provide mentors with an opportunity to develop, apply and refine their legal skills, and to set and pursue their own goals in this direction;
* Develop in mentors an appreciation for the multi-faceted roles and responsibilities in the community and appreciation for diversity in the community;
* Expose mentors to sources, contexts and resolutions of community legal problems, particularly as those problems exist for young people in Scotland.
* Develop research, planning, and preparation skills.

All Street Law Trainers will have undergone substantial Street Law Training at the Law Society of Scotland and will also have been given training by qualified teachers. The Street Law Trainers themselves will design the lessons and ensure that those lessons have clear links to the Experiences and Outcomes of Curriculum For Excellence and, also, designed using the NAR Flow Chart. The Society has developed guidance for Street Law Trainers on how to do this.

**Street Law Curriculum and the Curriculum For Excellence**

**Principles of Street Law**

Street Law is ideally placed to provide a range of real-world experiences for pupils supporting many of the outcomes of Curriculum For Excellence.

The Street Law Programme will help pupils achieve outcomes in a number of the curriculum areas

* **Languages**
* **Religious and moral education/religious education**
* **Social studies**

Moreover, the Street Law Programme will also help pupils achieve some outcomes areas which pervade all learning:

* **Health and wellbeing**
* **Literacy**

**Please note:**

* The examples given that follow are advisory. The Street Law Trainers, in consultation with schools, may add or reject outcomes where they feel this is appropriate in the context in which they plan to teach.
* All Street Law Programmes will be eight lessons long and the focus of these lessons will change depending on school wants and needs.
* Each outcome is quoted in full along with its relevant CfE code. The outcomes are also colour-coded as per the [Experiences and Outcomes](http://www.educationscotland.gov.uk/Images/all_experiences_outcomes_tcm4-539562.pdf).
* Each outcome has commentary below it to explain their inclusion and to give context. These are indicative.
* Ideas for inter-disciplinary learning across curricular areas are highlighted.
* While the documents highlight a varied number of relevant outcomes for each topic we have chosen to no lesson should try to encompass more than five outcomes (three to five being the general rule for Street Law). That said, other outcomes may be delivered through other lesson plans. Many lessons will necessarily deliver outcomes **Health and wellbeing** and **Literacy** whilst many will involve a cross-curricular approach.

**Sample Street Law Lesson: Introducing Rights***Aim and success criteria:*

1. To introduce the concepts of rights and freedoms and the role of the state regarding those rights.
2. To encourage students to consider the importance of some rights over others.

By the end of the lesson the pupils will be able explain what rights are, why they think some rights are more important than others (and why others may disagree), and the role of the state in protecting and promoting rights.

*CfE Outcomes:*

|  |  |
| --- | --- |
| **Level 3** | **Level 4** |
| * **RME – 309d** *I am developing my understanding of the nature of belief and morality.*
 | * **RME – 409e**: *I can apply philosophical enquire to explore questions or ethical issues*
 |
| * **LIT 3-02a** - *I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking.*
 | * **LIT 4-02a**: *When I engage with others I can make a relevant contribution, ensure that everyone has an opportunity to contribute and encourage them to take account of others’ points of view or alternative solutions.*
 |
| * **SOC 3-04a** *I can explain the similarities and differences between the lifestyles, values and attitudes of people in the past by comparing Scotland with a society in Europe or elsewhere.*
 | * **SOC 4-04c:** *I can make reasoned judgements about how the exercise of power affects the rights and responsibilities of citizens by comparing a more democratic and a less democratic society*
 |
| * **SOC 3-17a** *I have compared the rights and responsibilities of citizens in Scotland with a contrasting society and can describe and begin to understand reasons for differences.*
 | * **SOC 4-16a:** *I can contribute to a discussion on the extent to which people’s needs should be met by the state or the individual*
 |

 *Outline of lesson:*

1. Divide students into small groups of 4-6. Give one envelope to each group. Each envelope should contain 16 strips of paper. Each piece of paper should have a separate right printed on it.
2. Introduction: Tell the students that aliens have taken over our country. Thankfully, the aliens are friendly. They want to let us live our lives without interruption. However, they think we have far too many rights. They’ve asked the students to meet as a group to eliminate five of our rights. Groups should discuss the rights that are the least important to them. They must come to a decision and that decision must be **unanimous.**
	1. Allow as much time as there is for fruitful discussion (5-10 minutes)
	2. Give students frequent warnings about how long they have left (especially a one minute warning)
	3. At the end of the time, collect the discarded rights.
3. Tell the students that the aliens are happy with the work but they still think we have too many rights. Ask the pupils to eliminate a further 4 more rights and remind them to come to a **unanimous decision:**
4. same as above, give them time to discuss matters. (5-10 minutes)
5. Collect discarded rights
6. Tell the students that, again, the aliens are happy. In fact the aliens let us live with their 7 remaining rights for a full year. Then, they decided that 7 rights were still too many. They want you to eliminate 4 more rights (**again, unanimously**) leaving them with their 3 most important rights:
7. Allow 5 minutes
8. Collect discarded rights
9. Ask each group to report their decision as to what the most important rights are. Write the result in four (Group A had these three, Group B had these three etc).
10. **Group discussion (and evaluation of learning):**
11. Note which rights were most commonly/least commonly picked (in a tally system on the board)
12. What strategies did the groups use to come to their decisions?
13. What were the challenges they faced?
14. Why did they preserve certain rights and eliminate others? What makes a right ‘important to them?
15. Why did different groups differ?
16. **Feedback and next steps**
* Give feedback which is based on the group discussion and the aims of the lesson.
* Wrap up with an overview of rights in the UK legal system.
* Consider any next steps (it may be appropriate to give the class some reading on rights)

**Example rights for Introducing Rights lesson plan:**

|  |  |
| --- | --- |
| Freedom of Speech | Right to privacy |
| Freedom of the press | Right to the peaceful enjoyment of one’s possessions |
| Freedom of religion | Right to education |
| Right to life | Freedom from torture and inhuman or degrading treatment or punishment |
| Right to liberty | Right to a fair trial |
| Right to assemble peaceably | Right to marriage |
| Freedom from slavery | Right to a lawyer |
| Right to vote | Right to work |

 **‘Individual Rights’ Lesson – Curriculum For Excellence Outcomes**

*Street Law Principles:
(1) Making the law relevant to pupils (2) Highly participatory (3) Rich legal content (4) Challenging and enjoyable (5) Advocacy and what the law should be.*

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| ***RME – 309d: I am developing my understanding of the nature of belief and moralityRME – 409e: I can apply philosophical enquiry to explore questions or ethical issues*** |
| The ‘Individual Rights’ lesson will involve a discussion of what rights are and ask pupils, in groups, to rank rights in order of importance to them. The lesson will include comparative discussion and evaluation as different groups will give different rights different levels of importance. Why pupils have ranked the rights in such a way will often be shaped by philosophical, moral and ethical thoughts. |

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| **LIT 3-02a** - ***I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking.*** ***LIT 4-02a: When I engage with others I can make a relevant contribution, ensure that everyone has an opportunity to contribute and encourage them to take account of others’ points of view or alternative solutions.*** |
| The nature of the small group discussion encourages all to contribute as it relies on unanimity. The importance of unanimity in these discussions will ensure that all contribute and also that all pupils’ reasoning will be taken into account |

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| **SOC 3-04a: *I can explain the similarities and differences between the lifestyles, values and attitudes of people in the past by comparing Scotland with a society in Europe or elsewhere*** ***SOC 4-04c: I can make reasoned judgements about how the exercise of power affects the rights and responsibilities of citizens by comparing a more democratic and a less democratic society*** |
| The focus on rights and the ranking thereof will allow space for pupils to discuss which rights are most important (and least important) in a democratic society and will allow discussion of how other societies may prioritise rights. At the end of the ‘Individual Rights’ lesson the class as a whole will consider how each small group came to their unanimous verdicts. This will allow pupils to discuss voting techniques, the exercise of power and compare accordingly.  |

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| **SOC 3-17a: *I have compared the rights and responsibilities of citizens in Scotland with a contrasting society and can describe and begin to understand reasons for differences.*** ***SOC 4-16a: I can contribute to a discussion on the extent to which people’s needs should be met by the state or the individual*** |
| The ranking of rights exercise will give pupils 15 rights and, over a series of discussions, they will discuss which rights are most important. Moreover, they will discuss whether the state should be responsible for certain things or whether the individual should be (so, for instance, pupils will have to consider whether there really is a right to education). This will also allow space for pupils to discuss the differences between different societies and their ideal societies. |

**Sample Street Law Lesson: Crime and Evidence (Michael Morton Murder)**

Aims and success criteria

1. To introduce the concept of evidence to school pupils.
2. To examine various sources of evidence to establish their usefulness and make decisions upon the evidence presented.

By the end of the lesson the pupils will be to explain what evidence is and why some evidence should be treated as more important; explain the importance of remaining fair and balanced when considering evidence; and understand the consequences of what happens when evidence is tainted/withheld from proceedings.

CfE Outcomes:

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| **Level 3** | **Level 4** |
| * **Lit 3-05a** - *As I listen or watch, I can make notes and organise these to develop thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.*
 | * **Lit4-05a** - *As I listen or watch I can make notes and organise these to develop thinking, help retain and recall information, explore ideas and create new texts, using my own words as appropriate*
 |
| * **Lit 308a** - *To help me develop an informed view, I am learning about the techniques used to influence opinion and how to assess the value of my sources, and I can recognise persuasion.*
 | * **Lit 4-08a** - *To help me develop an informed view, I can identify some of the techniques used to influence or persuade and can assess the value of my sources*.
 |
| * **RME – 3-05b** - *I can demonstrate my developing understanding of moral values through participating in events and projects which make a positive difference to others.*
 | * **RME – 4-05b** - *I can apply my developing understanding of morality to consider moral dilemmas in order to find ways which could promote a more just and compassionate society*
 |

Outline of lesson:

1. Explain to the pupils the lesson. **Do not** at this stage explain to them they will be evaluating evidence rather explain this is about observational skills, listening skills, and the ability to analyse things.
2. Divide the students into small groups of 4-6. On the smart-board, show the first picture from the Powerpoint. The picture is a note on a bathroom mirror. Ask them to (quickly) consider in groups what they can see.
3. Flick on to the next picture. This should be a picture of the note up close. Give each student the sheet attached at the end of this document to work through and ask them to work through the questions quickly on the note individually (or in group discussions).
4. After a few minutes, take the class through the questions. When you get to the final question announce that the couple never saw each other again.
5. Hand out the next sheet ‘*Finding the Killer’*. Go through the following slides explaining the evidence for each one and asking the groups to decide whether the evidence points to ‘*Michael Morton’, ‘Someone unknown third party’ or ‘neither’*.
6. Encourage the pupils to ask questions of the evidence. If you don’t know the answer just say that you don’t know. There are 15 pieces of evidence. The PowerPoint has some notes.

**Group discussion**

1. When you have been through all 15 pieces of evidence ask each group to decide whether they thought Michael Morton should be found guilty or not? Ask each group to decide ‘Guilty’ and ‘Not guilty’. Explore any dissenting opinions or if there were disagreements for the groups.
2. If there are differences of opinion between the groups encourage them to explain their differences in thinking.
3. Now say there has been a mistake and four pieces of evidence (all favourable to Michael being innocent) should be removed. Again, ask each group to decide ‘Guilty’ and ‘Not guilty’.
4. It is likely the majority of the class will find him guilty. Congratulate them on a job well done – they’ve listened to the evidence. But Morton was innocent.
5. Explain the back story and the outcome of the case. (It is possible that the lesson could link to another lesson on prosecutorial misconduct or homework)
6. **Group discussion (and evaluation of learning):**
7. What did the group learn about evidence?
8. What did they learn about the importance of evidence of procedure?
9. Why did some people find Morton guilty and not others?
10. Ask questions on how best to stop prosecutorial misconduct and ensure fair trials in the future
11. **Feedback and next steps**
* Give feedback which is based on the group discussion and the aims of the lesson
* Wrap up with some information on trials in Scotland (perhaps handing out a chart of the Scots Legal system).
* Consider any next steps (it may be appropriate to give the class some reading on the Morton Case)

**Morton Case: Worksheet 1:
Name(s):
Date:

1. Look at the non close-up picture. Describe what you are looking at.**

**2. Next, look at the close-up.

Who wrote the note?

What do you know about him/her?

Why is the note unsigned?

To whom is it written?

What do you think the relationship is between these two people?

Why do you think the note was left where it was left?

How would you describe the tone or mood of the note?

How would you describe the frame of mind of the person who wrote the note?

What do you think will happen the next time these two people see each other?

When do you think the next time these two people will see each other?**

**Worksheet 2: Finding the killer**

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| **Briefly describe the evidence** | **Does this evidence make you more likely to think Michael did it, an unknown 3rd party or neither?** | **Why?** |
| **1.** |  |  |
| **2.** |  |  |
| **3.** |  |  |
| **4.** |  |  |
| **5.** |  |  |
| **6.** |  |  |
| **7.** |  |  |
| **8.** |  |  |
| **9.** |  |  |
| **10.** |  |  |
| **11.** |  |  |
| **12.** |  |  |
| **13.** |  |  |
| **14.** |  |  |
| **15.** |  |  |

**Based on the above evidence, I think \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Crime Lesson – Morton Murder Trial – Curriculum For Excellence Outcomes**

*Street Law Principles:
(1) Making the law relevant to pupils (2) Highly participatory (3) Rich legal content (4) Challenging and enjoyable (5) Advocacy and what the law should be.*

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| ***Lit 3-05a: As I listen or watch, I can make notes and organise these to develop thinking, help retain and recall information, explore issues and create new texts, using my words as appropriate.******Lit 4-05a: As I listen or watch I can make notes and organise these to develop thinking, help retain and recall information, explore ideas and create new texts, using my own words as appropriate*** |
| The Michael Morton Murder Trial asks pupils to evaluate evidence that is being put before the court (i.e. them). They will be asked to make notes, hear stories about the case, and, in due course, decide whether Michael Morton is guilty or not. They will be asked to consider whether certain pieces of evidence matter and, in deciding whether he is guilty or not, will require to recall information and develop their own thinking.It is possible that other exercises would spring from this (such as a piece of homework called ‘*What would the Procurator Fiscal do?’*. |

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| ***Lit 308a: To help me develop an informed view, I am learning about the techniques used to influence opinion and how to assess the value of my sources, and I can recognise persuasion.******Lit 4-08a: To help me develop an informed view, I can identify some of the techniques used to influence or persuade and can assess the value of my sources.*** |
| The Street Law Trainer will use various techniques to try and persuade the class of the importance of some pieces of evidence (and, also, the lack of importance of others). Pupils will be asked to identify if there is any bias and, also, will be asked to evaluate the sources of evidence. They will, at the end, be asked to give two views – one on all the evidence presented and one with some of the evidence redacted. |

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| **RME – 3-05b: *I can demonstrate my developing understanding of moral values through participating in events which make a positive difference to others.******RME – 4-05b: I can apply my developing understanding of morality to consider moral dilemmas in order to find ways which could promote a more just and compassionate society***  |
| The Morton Murder Case revolves around a miscarriage of justice. The Street Law Trainer should deliver the class in such a way that, when asked to evaluate the evidence both times, a significant percentage of pupils will find Morton guilty (even more will find him guilty when some evidence is redacted). Pupils will then be told the truth behind the story and be asked to consider the moral dimensions to miscarriages of justice.  |

**Measuring the impact of Street Law and ensuring a lasting impact**

Street Law works because it is so highly participatory. Pupils in Street Law lessons will routinely be analysing concepts, synthesising ideas, and evaluating materials and ideas. Participation, though, does not start and finish in the classroom. We hope that through evaluation before and after the course we will be able to evidence improvement and, also, make sure the course is as relevant as possible to the lives of the pupils the Street Law Trainers will be teaching.

**How will we measure the impact?**

* Pupil pre-programme evaluation forms – this will also help the Street Law Trainers shape a course that will be of the utmost relevance to the schools in question. It will also allow us to understand how well pupils understand the law and legal system.
* Pupil post-programme evaluation forms – to show how knowledge, skills and attitudes have changed and improved.
* Teacher post-programme online evaluation survey
* Street Law Trainer training evaluation forms
* Street Law Trainer post-programme online evaluation survey
* Depending on whether schools are interested, we would be happy to run pre-programme and post-programme focus groups considering things like ‘*What are lawyers like?’*, *‘Should young people learn about the law?’* and ‘*why do we have laws?’*. This would add considerably to the pre-programme evaluation forms.
* Depending on whether schools are interested, we would be happy to run a comparative cohort study comparing those individuals who have been through the Street Law programme with a control group who have not been through the programme.

**What we will measure?**

* Developing awareness of the law and building legal knowledge and understanding
* Building legal capability
* Developing students’ skills and confidence
* Raising aspirations
* Support given to teachers to deliver citizenship education, enrich the curriculum and ethos of the school, and link to *Curriculum for Excellence*

We will publish our findings and give them to participating schools. This will be done on a school by school basis and also for the entire pilot group.

We will also monitor the equality and diversity backgrounds of our trainers.

We will also deliberately work with secondary schools in predominantly economically deprived areas. The reasoning for this is to help redress misconceptions about the legal profession and legal system. Moreover, we are sure that this will improve attitudes towards the legal system whilst developing legal knowledge, skills, ethics and capability.

Street Law gives the pupils they work with a chance to interact with, and question, emerging legal professionals allowing them to challenge authority in a productive way. Moreover, it will allow pupils to consider a wider range of options for their future careers.

**How will we ensure a lasting impact?**

The Law Society of Scotland will ask all Street Law Trainers to submit their lesson plans to a central resource. This will be accessible to all Street Law Trainers. We hope that this will share best practice and Street Law Trainers will learn from each other.

The Society would be very keen to share access to these lesson plans with teachers so they could repeat, or extend, the Street Law programme at their schools.

The Society would be very keen to investigate – post-Pilot – how best it can help embed Street Law at the schools we have worked with (e.g. either by ensuring on an annual basis that the school is involved in Street Law or working with teachers in the school to embed Street Law).