

# State Conference 2017 Sessions 5 & 6

## Teaching/learning Strategy Development

### Some Suggestions from the facilitators and the participants

#### **Justice reinvestment – Nicholas Cowdery**

**Prelim:** Criminal justice issue

**HSC:** Crime

Short answer: Compare and contrast justice reinvestment and diversionary programs.

Use the criteria on pg 5 to better evaluate.

PMI: “Regarding crime, prevention is better than cure”.

Pantometry – an area to evaluate

#### **The criminal investigation process – the Malcolm Nadan Story**

##### **Detective Superintendent Michael Willing**

**Prelim:** Contemporary issue

**HSC:** Criminal investigation process

Problems with collecting evidence

Role / influence of media (CH 7 breaching ‘no fly’ zone)

Admissibility of evidence

## **Victims of crime and the criminal justice system – Howard Brown**

Real law reform:

- changes in sexual assault laws and procedures
- one punch laws

Essay:

“The law needs to keep pace with the community...and it doesn’t”.

Evaluate the effectiveness of criminal law reform in NSW.

**Prelim:**

Zoe’s law. Would it meet the criteria of a just law?

Students role play a parole board

**HSC:**

Crime. Principal focus.

Evaluation: Charge negotiation. Justice.

## **Law reform – responding to a digital world – Sabina Wynn**

**Prelim:** The process of law reform. Students to work in small groups to identify an area of the law that they would like to see reformed and follow the process.

**Prelim:** Technology and law issue. Key terminology such as digital world, Copyright Act, fair use, individual privacy, digital era, transnational data flows, Privacy Act, tort, surveillance devices, drones, personal information online.

**Prelim:** (As Sabina said herself) Discussion of the 9 guiding principles in class!

**Overall;** law reform approach / essay using aspects all four presentations. Theme and challenge.

# HSC

## Justice Reinvested

- factors affecting criminal behaviour
- crime prevention - social
- types of penalties

④ H4  
H7

⑤ to determine most efficient use of funds in CJS

⑥ Clickview - interactive q's prepared for 4 Corners program  
Scan Cowdery's article → EDMODO  
→ FIREFLY

⑦ Watch Clickview / 4 CORNERS on BOURKE Review webpage of MANGANOKA JR Project  
Slide 'How much is crime costing Australia?'  
- STATS UNI SA

Boscar website - Presentation 2017 Conference  
"Given a budget of \$100m what would you do about <sup>reducing</sup> high crime rates in Bourke?"

⑧ → Debate  
→ Ext Response essay plan including LCMDI



1. Course	Prelim or HSC (please circle)
2. Presentation	Provide name of presentation <u>1. Nick C. - Justice Reinvested.</u>
3. Syllabus link	Which part/s of the syllabus does this strategy address? (be specific) <u>• Crime prevention</u> <u>• restorative justice</u> <u>• Diversionary programs.</u> <span style="float: right;">Young offenders.</span>
4. Outcome/s being addresses	
5. Learning intention	<u>Significance of Justice Reinvested</u> <u>to reduce crime which leads</u> <u>to incarceration.</u>
6. Materials/preparation required	<u>• Court visit (To a Drug Court)</u> <u>• Four Corners program</u> <u>• First assessment done by KPMG.</u>
7. Details of strategy	Provide details about what the teacher and students will be doing (consider any relevant legislation, case/s, media etc):- <u>Introduce to social crime prevention;</u> <u>- link in Bourke program</u> <u>teacher / driver - case study.</u> <u>Reinforce with stats from</u> <u>BOSCAR * pris. rates</u> <u>Four Corners program -</u> <u>Bourke program Sep 2016.</u>
8. Intended product	Indicate what the students will have produced through this strategy. (eg summary, mind map, collection of points, short answer, extended response, essay plan, table etc) <u>Effectiveness - could compare</u> <u>Essay: the difference between diversionary</u> <u>program and crime prevention (Justice</u> <u>reinvested).</u>

## Law Reform: Presentation 4 Thu 30/3

Prelim: Law Reform: Role of Agencies +  
Mechanisms + Conditions  
via A.L.R.C.

### Strategies/Resources:

- Groupwork: Brainstorm/Mind Map → <sup>List</sup> issues that give rise to law reform (Suggest needs for reform + practical e.g.s)
- Backward Mapping: Visit: [alrc.gov.au](http://alrc.gov.au)
  - Pick a publication, list the law reform concept, deconstruct the conditions giving rise to law reform, the mechanisms/role of various agencies
  - Consult Law Reform Process diagram:  
<https://www.alrc.gov.au/law-reform-process>



## PRELIMINARY COURSE: LAW REFORM IN ACTION

4

→ PRIVACY & TECHNOLOGY LAWS

OUTCOMES: P4 & P7

LEARNING INTENTION: understanding of the ALRC, relationship between law reform & real world issues (privacy)

MATERIALS: "IN GOOGLE WE TRUST" - 4 Corners Video (1hr)  
Flip lesson on Privacy Laws (prior to activity)  
Revise ALRC

DETAILS OF STRATEGY: DEBATE: Parliamentary Committee (Senate)

INFORMAL  
TASK

- \* Do we adopt the recommendations from the ALRC to amend the Privacy Act? FOR / AGAINST
- \* All students are Senators.
- \* 1 lesson to prepare & 1 lesson to present

FOLLOW UP ASSESSMENT TASK: EXTENDED RESPONSE QUESTION  
ASSESS The development of law as a reflection of society.

FORMAL  
TASK



## Victims of crime

(3)

Outcome - H7 - evaluate effectiveness... achieving justice

Learning Intention - Students form a quantitative judgement through the integration of legislation, case law

- Area of focus - Victims

Materials - R v Barker

- All page of the Crime (Sentencing) Procedure Act 1999 (UK)

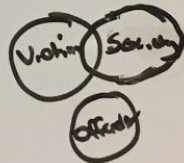
- Syllabus

Strategy -

① Students unpack the case - which T & C are present  
- what sections of the syllabus does it address (i.e. Reform, Sentencing etc)

② Visible Thinking Routine - Step Inside

• Students argue whether justice was achieved from the perspective of the



• Students need to support statements using evidence.

③ Formative assessment: "

④ Extension - research media article to support their position



## Malcom Naden - Case Study.

1. Create information / fact event cards.
2. Randomly hand out to students
3. Students collaborate on events
4. Create whiteboard size timeline  
(From act of crime to sentence.)
5. Identify weaknesses in process & discuss  
how to overcome weaknesses to ensure  
Justice is achieved.

\* Link to T & C = balance of rights.  
discretion = police & reporting

6. Individually answer HSC response.  
"To what extent is the CIP effective  
in achieving results"  
↓  
link to Sentencing.



## Session 2 - Crim. Investigation

HSC

Criminal  
Investigation

Nature of  
Crime

Naden

Criminal Trial

Sentencing &  
Punishment

\*As a revision activity at end of 'Crime' students explain how each heading links to this case