

Legal Studies Association of NSW Inc



State Conference 2017

Sessions 5 & 6

Teaching/learning Strategy Development

- ✧ Session summary
- ✧ Collection of strategies produced by the conference participants.



State Conference 2017
Sessions 5 & 6
Teaching/learning Strategy Development

On Day 1 of the LSA Annual State Conference 2017, the first four papers were as follows:-

- Session 1 – Criminal Law – Justice Reinvestment
By Nicholas Cowdery AM QC, Life Member of LSA
- Session 2 – The Criminal Investigation Process – the Malcolm Naden case
By Detective Superintendent Michale Willing, Commander Homicide Squad NSW Police
- Session 3 – Victims Of Crime & The Criminal Justice System
By Howard Brown AM (VOCAL)
- Session 4 – Law Reform – Responding to a Digital World
By Sabina Wynn, Executive Director, Australian Law Reform Commission

Sessions 5 & 6 were workshop groups covering a range of topics. One of those involved considering the content of the four presentations listed above, and then integrating information from those presentations into teaching and learning strategies.

As part of the process, workshop participants were first invited to identify into which parts of the syllabus each presentation could fit. Participants were encouraged to go beyond the obvious and identify multiple sections where possible.

Following this, participants worked in groups to develop a teaching/learning strategy which utilised any aspect of the content of one of the papers. Each group completed a template, and their efforts are contained in the pages that follow.



1. Course	<u>Prelim</u> or HSC (please circle)
2. Presentation	Provide name of presentation <u>Law Reform</u>
3. Syllabus link	Which part/s of the syllabus does this strategy address? (be specific) <u>Individual & Technology</u>
4. Outcome/s being addresses	<u>P4 P5</u> <u>P8</u>
5. Learning intention	
6. Materials/ preparation required	<u>2014 ALRC Privacy Report</u> <u>Privacy Act 1998</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>1. Introduce Privacy as technology / reform issue</u> <u>2. Discuss breaches of Privacy & different platforms it occurs on eg FB</u> <u>3. Why is it worth reform?</u> <u>4. Groups allocate Principle from 2014 ALRC report</u> <u>5. Extract main arguments for principle with scaffold: Need/gap, Cases, Human rights & effectiveness</u> <u>6. Report findings to class.</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>Research & Presentation</u>



1. Course	Prelim of <u>HSC</u> (please circle)
2. Presentation	Provide name of presentation <u>victims of crime</u>
3. Syllabus link	Which part/s of the syllabus does this strategy address? (be specific) <u>- focus</u> <u>- the extent to which the law balances the rights of victims, offenders & society.</u>
4. Outcome/s being addresses	<u>H 10, H 9</u>
5. Learning intention	<u>to further knowledge of extent & balance. substantiate perspective from victim, offender & society.</u>
6. Materials/ preparation required	<ul style="list-style-type: none"><u>• large sheet of paper or a google doc</u><u>• text / info that students review.</u>
7. Details of strategy	Provide details about what the teacher and students will be doing (consider any relevant legislation, case/s, media etc):- <ul style="list-style-type: none"><u>• General overview of theme/challenge</u><u>• 3 groups: victim / offender / society</u><u>• How are the rights of each balanced?</u><u>• Go through the positives and negatives of how the law attempts to go through in groups</u><u>• list the related syllabus content points</u><u>• use LCM for support of stance.</u> <ul style="list-style-type: none"><u>• review as a class with a chance to adapt/add/change.</u><u>• write an evaluation paragraph for each one with qualifiers as to extent.</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>written paragraphs - qualified & supported.</u>



1. Course	Prelim or <u>HSC</u> (please circle)
2. Presentation	Provide name of presentation <u>Victims of Crime</u>
3. Syllabus link	Which part/s of the syllabus does this strategy address? (be specific) - sentencing & punishment ← main focus - post sentencing - the extent to which the law balances the rights of victims, offenders & society.
4. Outcome/s being addresses	<u>H1, H3, H4, H5, H6, H7, H8, H10</u>
5. Learning intention	Discuss → the effectiveness of legal & non legal measures in achieving justice
6. Materials/preparation required	<u>case study, articles, media files etc</u>
7. Details of strategy	Provide details about what the teacher and students will be doing (consider any relevant legislation, case/s, media etc):- - research case study - teacher to provide a choice of 3 case studies e.g. Naden case, Loveridge case, Roger Rogerson, Robert Xie - pick one case, students to investigate the laws regarding rights of victims, offenders & society. - students to make a judgement on how effective the law is in regards to the case
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) - media file - summary of case - relevant acts - evaluation on effectiveness



1. Course	Prelim or <u>HSC</u> (please circle)
2. Presentation	Provide name of presentation <u>Criminal Investigation Process</u>
3. Syllabus link	Which part/s of the syllabus does this strategy address? (be specific) <u>Criminal Investigation process</u> <u>-police powers</u> <u>-investigating</u> <u>-reporting crime</u> <u>- arrest + charge</u>
4. Outcome/s being addresses	<u>H1, H4, H8</u>
5. Learning intention	<u>Use the Malcolm Naden case study to explore the criminal investigation process</u>
6. Materials/ preparation required	<u>Case summary with key facts of case</u> <u>Guiding questions for student research</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>Jigsaw activity</u> <u>Students will have a core group of 4. Each member of the core group will become an expert in one of the four dot points mentioned above.</u> <u>Teacher to scaffold the key questions for students. They will link the case with their allocated dot point.</u> <u>Students will then share their findings with their core group.</u> <u>Each student to then answer a paragraph "how effective is the criminal investigation process in achieving justice" using this case.</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>Summary of how case links to the dot points</u> <u>Paragraph</u>



1. Course	Prelim or HSC (please circle) <u>PRELIMINARY</u>
2. Presentation	Provide name of presentation <u>CRIMINAL INVESTIGATION PROCESS - NADIN</u>
3. Syllabus link	Which part/s of the syllabus does this strategy address? (be specific) <u>LAW IN PRACTICE - CRIMINAL CASE STUDY</u> <u>(platform for prior knowledge for 4R12)</u> <u>learn to: Evaluate effectiveness of</u> <u>legal and non-legal responses.</u>
4. Outcome/s being addresses	
5. Learning intention	<u>To develop the ability to effectively</u> <u>evaluate the law, using a</u> <u>case study such as Malcolm Nadin</u>
6. Materials/ preparation required	<u>Synopsis of case</u> <u>Scaffold link linking to criteria</u> <u>for judgement, eg: responsiveness, resource efficiency etc.</u>
7. Details of strategy	Provide details about what the teacher and students will be doing (consider any relevant legislation, case/s, media etc):- <ul style="list-style-type: none"> • Brainstorm of the Criminal Investigation process • Mind map of legal /non-legal responses • Group work - each given synopsis plus one criteria - work through synopsis to examine where the case highlights the criteria they have been given → leading to a judgement of effectiveness, with case examples.
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) <ul style="list-style-type: none"> • Presentation of findings • Model Based on criteria will model a scaffold response for an in class essay.



1. Course	<u>Prelim</u> or HSC (please circle)
2. Presentation	Provide name of presentation <u>Law Reform PBL Lesson Sequence</u>
3. Syllabus link	Which part/s of the syllabus does this strategy address? (be specific) <u>P1; P4; P7; P8; P9; P10</u>
4. Outcome/s being addresses	<u>5. Law reform in action - B) a contemporary law reform issue</u>
5. Learning intention	<u>① To develop knowledge of the ALRC's role in the law reform process ② To acquire skills in evaluating effectiveness of legal content ③ To acquire teamwork skills including communication using ICT</u>
6. Materials/preparation required	<u>ALRC website; scaffold - who are the stakeholders, what are their viewpoints; recommendations; has it been implemented</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>- Break into groups of 2-3 students. Each group chooses ONE different law reform issue which teacher has chosen from the ALRC website in advance. Using the scaffold, students outline the area law and why reform may be needed, the stakeholders involved and their viewpoints, and the recommendations that the ALRC made. Students are to then evaluate the effectiveness of the process by considering whether it was implemented substantially/partially/not at all/awaiting response.</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>Product can be of the students choosing, so long as it has an ICT component and can be uploaded to a Google Drive</u>



1. Course	Prelim of <u>HSC</u> (please circle)
2. Presentation	Provide name of presentation <u>Nick Cowdery - Justice Reinvestment</u>
3. Syllabus link	Which part/s of the syllabus does this strategy address? (be specific) <u>Crime Principal Focus</u> <u>- factors affecting criminal beh.</u> <u>- Social crime prevention</u> <u>TAC</u> <u>- effectiveness</u> <u>- balance</u> <u>- compliance</u> <u>- moral + ethical law reform</u>
4. Outcome/s being addresses	<u>H4, H5, H8</u>
5. Learning intention	<u>Students can evaluate the CJS & government policy in the light of alternatives to present practice, using LCMID.</u>
6. Materials/ preparation required	<u>NSW justice budget</u> <u>Bowke justice Reinvestment programme article</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>Students brainstorm factors affecting criminal behaviour</u> <u>For each factor, identify which penalties address that problem (ie they don't)</u> <u>Ask students what the alternatives are, which could address the problem?</u> <u>Students examine the Bowke justice reinvestment programme & one from overseas, as alternatives to punishment. Which they research</u> <u>Students are given the NSW justice budget amount, & asked to divide up by corrections, courts, police, discretionary programmes etc</u> <u>Students are then given the original NSW justice budget.</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>In groups, students produce a briefing paper lobbying for increased investment in justice reinvestment programmes, in the role of an NGO.</u>



1. Course	Prelim or <u>HSC</u> (please circle)
2. Presentation	Provide name of presentation <u>Justice Reinvestment</u>
3. Syllabus link	Which part/s of the syllabus does this strategy address? (be specific) <u>Crime Prevention : Social and situational</u>
4. Outcome/s being addresses	<u>H4</u>
5. Learning intention	<u>To investigate current incarceration statistics and evaluate the effectiveness of crime prevention strategies.</u>
6. Materials/ preparation required	<u>rd quote extract from NSW Custody Statistics (pg.8)</u>
7. Details of strategy	<p>Provide details about what the teacher and students will be doing (consider any relevant legislation, case/s, media etc):-</p> <p>→ students are provided with extract incorporating statistics</p> <p>→ students are given a budget and must hypothesise how they would spend their money to lower/solve high incarceration statistics.</p>
8. Intended product	<p>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)</p> <p><u>A short response of justification</u></p>



1. Course	Prelim or <u>HSC</u> (please circle)
2. Presentation	Provide name of presentation <u>Criminal Investigation Process - Mike Willing</u>
3. Syllabus link	Which part/s of the syllabus does this strategy address? (be specific) <u>Criminal Investigation process</u>
4. Outcome/s being addresses	<u>The eff extent to which the law balances the rights of victims, offenders, & society</u>
5. Learning intention	<u>Law Enforcement Powers & Responsibility Act</u>
6. Materials/ preparation required	<u>Edited reports</u>
7. Details of strategy	<p>Provide details about what the teacher and students will be doing (consider any relevant legislation, case/s, media etc):-</p> <p><u>Abridged case details given</u></p> <p><u>Victims</u> <u>offenders</u> <u>Society</u> → <u>Student form one of three & decide viewpoint from that perspective & write response → then group</u></p> <p><u>* Assess the effectiveness of the criminal investigation process in achieving a balance of rights of victims, offenders & society</u></p>
8. Intended product	<p>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)</p> <p><u>② Written response (individual)</u></p> <p><u>① Powerpoint from their "perspective" (group)</u></p>



1. Course	Prelim or <u>HSC</u> (please circle)
2. Presentation	Provide name of presentation <u>Criminal Investigation Process</u>
3. Syllabus link CIP	Which part/s of the syllabus does this strategy address? (be specific) <ul style="list-style-type: none"> • <u>LEPPA</u> • <u>Sentencing Procedures</u>
4. Outcome/s being addresses	<ul style="list-style-type: none"> • <u>The role of discretion in cjs</u> • <u>- Sentencing (ag + mit factors)</u>
5. Learning intention	<ul style="list-style-type: none"> • <u>Understanding of sentencing factors (particularly aggravating + mitigating factors)</u>
6. Materials/ preparation required	<ul style="list-style-type: none"> • <u>Copy of Det Sup Willing paper for students</u> • <u>Sentencing Package (NSW AG website)</u>
7. Details of strategy	<p>Provide details about what the teacher and students will be doing (consider any relevant legislation, case/s, media etc):-</p> <p>→ <u>class reading + discussion of Malcolm Naden sentencing judgement (summarised version may be required)</u></p> <p>→ <u>highlight aggravating and mitigating factors</u></p> <p>→ <u>possible extension</u> <u>What sentence would you give Malcolm Naden?</u></p> <p>→ <u>Role of discretion discussion</u></p>
8. Intended product	<p>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)</p> <p>→ <u>chart - colour coded doc</u></p>



1. Course	Prelim or HSC (please circle)
2. Presentation	Provide name of presentation <u>Victims of Crime</u>
3. Syllabus link	Which part/s of the syllabus does this strategy address? (be specific) T&C - Relationship between justice, law and society - Individual rights and responsibilities - Law Reform - conditions that give rise to law reform - T&C - Balancing rights of individuals with the needs of state.
4. Outcome/s being addresses	P4, P6, P7 & P10.
5. Learning intention	Students understand the interrelationship between law, justice and the changing nature of the law.
6. Materials/preparation required	- Online media articles/accounts Cases such as Robert Lim, and Tower, R v Barker and <u>Lo's Law</u> .
7. Details of strategy	Provide details about what the teacher and students will be doing (consider any relevant legislation, case/s, media etc):- ① Review issues about what is just and fair. ② Access copies of the latest amendments for the 10yr hit and revision (8 year automatic sentence) e.g. Thomas Kelly's case. ③ Run a debate: Is justice served by providing victims with legal entitlements? (Provide students with evidents and statistics - Bureau of Stat Criminology)
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) - Collection of points - Reflection - what side was more successful and why? - Discussion question at the end.

Issues with this and strict liability

1. Course	Prelim or <u>HSC</u> (please circle)
2. Presentation	Provide name of presentation <u>Victims of Crime</u>
3. Syllabus link	Which part/s of the syllabus does this strategy address? (be specific) <u>Theme: balancing the rights of victims, offenders and society</u>
4. Outcome/s being addresses	<u>H1, H6, H7, H8, H9, H10</u>
5. Learning intention	<u>Gain a better understanding of how the justice system recognises the rights of victims</u>
6. Materials/preparation required	<u>Copies of victims charter</u>
7. Details of strategy	<p>Provide details about what the teacher and students will be doing (consider any relevant legislation, case/s, media etc):-</p> <p><u>Group task:</u> <u>students look at the victims charter and use this to assess the cases from the presentation from the perspective of:</u> <u>- society</u> <u>- offenders</u> <u>- victims</u></p> <p><u>* Each group can be given a different case</u></p> <p><u>* Groups come back together to compare findings.</u></p>
8. Intended product	<p>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)</p> <p><u>Produce a table to collect ideas as a group.</u></p> <p><u>Then individuals produce a paragraph evaluating the effectiveness incorporating the case example</u></p>



1. Course	Prelim or <u>HSC</u> (please circle)
2. Presentation	Provide name of presentation <u>Victims of Crime - Howard Brown</u>
3. Syllabus link	Which part/s of the syllabus does this strategy address? (be specific) <u>CORE - Crime</u> • examine the implications of post sentencing considerations in achieving justice
4. Outcome/s being addresses	<u>H14, H17</u>
5. Learning intention	<u>Themes + Challenges - the extent to which the law balances the rights of victims, offenders + society.</u>
6. Materials/ preparation required	<u>List of cases from Presentation.</u>
7. Details of strategy	Provide details about what the teacher and students will be doing (consider any relevant legislation, case/s, media etc):- • Can be a group work or individual task. • We did group task. • Groups of 3 - assigned a case to investigate together + write facts of the case. Each student then assigned a point of view: victim, offender + society. • Each student to write an empathy task from their assigned point of view. • Collate viewpoints on a Googledoc • Then each individual student to write an answer to the Theme Q.
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) • Googledoc of info about a specific case + written evaluation.



1. Course	Prelim or HSC (please circle)
2. Presentation	Provide name of presentation Law Reform
3. Syllabus link	Which part/s of the syllabus does this strategy address? (be specific) The individual & the law → contemporary issue: the individual & the law.
4. Outcome/s being addresses	Atta P3 operation... P6 Interrelationship... P8 locates...
5. Learning intention	Explain the difficulties with enforcing rights.
6. Materials/ preparation required	Google Docs.
7. Details of strategy	Provide details about what the teacher and students will be doing (consider any relevant legislation, case/s, media etc):- • Ask students to split up into a different groups. Each group is allocated a different principle & they are summarise each of them into a google collaborative. • Students are then to make a judgement & rank them 1-9 on importance to their own lives. • This would allow for a discussion.
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) • Summaries • Discussion. • Possible short answer response to follow.