



## Basic Law

### Activity Facilitator Brief Sheet

Dear Facilitator,

Thank you for your help in facilitating the Basic Law course activity. Below are the instructions on how to conduct the activity, and the salient points that can be noted and shared with your cadets in the debrief.

#### **Instructions for Activity (total 30 min)**

1. Split your squad into two groups, each group will prepare a skit to present to the other group.
2. Students are to role-play a scenario (as given) where:
  - (a)
3. Give both groups a chance. Each group may take around **10 mins**.
4. At the end of the skits, please debrief the students based on the learning points listed in this handout.

#### **Scenario 1**

Peter and Jessie saw that their classmate, John, had left his wallet under the table in class when they were going for recess. John was an arrogant little rich boy who always made fun of others for being poor. He also constantly mocked their classmates when they did badly in tests, so they decided to teach him a lesson. Jessie would be the look-out at the classroom door, while Peter took the money from the wallet and put it back under the table. As Peter was taking the money, Jessie saw a teacher coming their way. She told Peter to hurry, and walked forward to distract the teacher.

#### **Scenario 2**

Alan, James and Rachel were very angry at the class next door. They had lost in the handball match during PE because the other class cheated by fouling when the referee was not watching. Jenny, who saw that they were angry, told them to just take matters into their own hands – after all, if the teachers did not do anything about it, then they have to get back at the other class in their own way. Jenny said that the class captain told them to cheat, so they should beat him up for fouling. Alan, James and Rachel agreed, and planned to do it the next day after school. They sent him a message to warn him, “You know what you did to us. Better watch your back”

## **Key Discussion Points (for teachers only)**

Discussion Question	Scenario 1	Scenario 2
What offences were committed, and by whom?	<p>Peter committed theft and Jessie committed abetment by aiding in theft.</p> <p>Jessie clearly knew what Peter was doing, and she helped him commit the offence.</p> <p>Both are also guilty of criminal conspiracy.</p>	<p>Alan, James and Rachel have caused fear through their text communication with the class captain. They threatened him with the intent to intimidate him.</p> <p>Jenny is guilty of instigation, because she was the one who encouraged them to do something to the class captain.</p>
Why do you think they did that?	<p>They felt upset at the way John behaves.</p>	<p>They felt that the handball results were unfair.</p>
What was the impact their actions would have had?	<p>John would have lost his money, and felt victimised. It may lead to more inconveniences for the class, which would be subject to checks by the teachers.</p>	<p>The class captain would have felt scared and intimidated. He might have informed his parents/teachers and Alan, James and Rachel would have been in trouble. There would have been mistrust between the classes.</p>
Was it right? If not, what should have been done?	<p>It was not right. If they were upset at the way John behaves, they should have spoken to him or to a teacher, and helped him behave the correct way. They should not have committed an offence.</p>	<p>It was not right. If they felt that the results were unfair, they should have spoken to a teacher. When the fouls happened, they should have alerted the referee or teachers present. Otherwise, they could have spoken to the other class (with or without teachers) to sort out the matter. They should not have committed an offence.</p>

Additional debrief questions for the students to check for learning:

- Have you observed similar behaviours in school before?
- What was done about the situation?
- If you found out that your friend was planning to commit an offence, what should you do?
- What is their biggest learning point from the session?
- How can they apply what they learnt to their lives in school?
- What can they do as NPCC cadets to raise awareness about crime?

**Thank you!**