

2016 specification
first exams in 2016



GCSE AQA A Worksheets

Component 2: Thematic Studies

Theme E: Crime and Punishment

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Teacher's Introduction

The worksheets in this pack are designed to support the GCSE AQA A Religious Studies specification (2016), specifically **Component 2: Theme E: Crime and Punishment**.

The worksheets included in the pack enable pupils to demonstrate their understanding of the key concepts of this course. All worksheets in the pack have been grouped by specification point and are presented in specification order. Nevertheless, all worksheets are stand-alone and can be used in any order to support your existing scheme of work.

A Worksheet Overview Grid can be located at the beginning of the pack. This grid provides details on each activity included across the worksheets, including the following: learning outcome and skills developed; topics / assessment objectives covered from the specification; the time it takes to complete each activity; activity types, and whether the activity is intended as individual, pair or group work. The grid also outlines any additional resources required, and whether the activity can be adapted for weaker or stronger groups.

'Taking it further' tasks have also been included throughout the pack to support higher-ability students or fast finishers.

These worksheets can be completed during lesson time (including cover lessons), as homework or as revision activities. Students should be encouraged to keep all completed worksheets so that they can refer to them throughout the course or as part of revision in the lead-up to the exam.

March 2022

Worksheet Overview

Spec area	Topic	Activity description on size	Type of activity	Adapting to weaker/stronger learners
Introductory activities	Worksheet 1: Intro activity 1	What types of punishment are handed out at each? Take it further (paired work): What is the Crown Prosecution Service and how does it decide who to take to court?	Individual Pairs Discussion Written	Weaker: Pupils could complete this activity in pairs, with each pupil researching one type of court. Stronger: Pupils could explain the pros and cons of this court system.
	Worksheet 1: Intro activity 2	Label each part of the image below and explain how it is relevant to the theme of crime and punishment.	Individual	Weaker: Pupils could be given the names for each image. Stronger: Pupils to explain whether each image represents an effective part of crime and punishment.
	Worksheet 1: Intro activity 3	What is a definition for each of the keywords from the Crime and Punishment unit.	Individual	Weaker: Pupils could be given simple definitions and asked to add an example for each one. Stronger: Pupils to give the definition and an example of how this is shown in the world today.
	Worksheet 2: Good and evil intentions and actions	Explain the meaning of the keywords. What makes an action good or evil? Colour-code the scenarios into good/evil actions. What is more important: action or intention? Colour-code the B's into good/evil actions.	Individual Individual Individual	Stronger: Pupils to explain whether intentions or actions matter more. Weaker: Pupils to work in groups to discuss the ideas together.
Religion, crime and the causes of crime			Visual Written Discussion Listening	Weaker: Pupils to work in groups to discuss the ideas together.

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Spec area	Topic	Activity description	Group size	Type of activity	Supporting to weaker/stronger learner
Religion, crime and the causes of crime	Work: Good intentions and actions	Explain which one you think is more important: intentions or actions. Give reasons for your answer. Stronger: Pupils to use a reference to scripture to explain their answer.	Individual Pairs	Written Discussion Listening	Weaker: Pupils to say why intentions are important and why actions are important with no evaluation. Stronger: Pupils to use a reference to scripture to explain their answer.
		Class/debate the scenarios. What would you do?	Group	Discussion Listening	Stronger: What would someone who disagrees with them say?
		Take it further (paired work): Below each scenario, explain how a Christian would respond and give a response from a different religion.	Individual	Discussion Listening	Weaker: Pupils are given the relevant quotes and asked to match them to the scenarios.
		Why do people commit crime? Fill in the mind map with as many reasons as possible that you can think of to explain why people commit crime.	Individual Pairs	Visual Written Discussion Creative	Weaker: Class/group discussion. Watch a relevant video on crime and ask pupils to use the information to populate their mind map. Stronger: Analyse whether there is ever a good reason for committing crime.
	Worksheet 3: Reasons for poverty and upbringing	Take it further: Fill in the seven colour-coded mind map into the seven categories. How many of your answers are related to the seven causes?	Individual Pairs	Creative Written	Stronger: Explain how each idea relates to the seven causes of crime.
		Choose the two correct definitions of poverty.	Individual	Visual Written	Stronger: Explain why people are in poverty.
		For both definitions create two chains of cause and effect. How might each situation lead to crime? One has been done for you.	Pairs		Weaker: Teacher to provide the beginning of the chain, and pupils to fill in the rest. Stronger: Pupils to complete a chain of cause and effect with multiple levels for white-collar crime.
		Take it further: List you at least three reasons to commit crime? Explain your answer.	Individual Pairs	Written Discussion Listening	Weaker: This could be a discussion exercise. Stronger: Pupils to add religious views.

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Spec area	Topic	Activity description	Group size	Type of activity	Supporting to weaker/stronger learner
Religion, crime and the causes of crime	Worksheet 3: Reasons for crime: poverty and upbringing	How might upbringing lead to crime? Complete the word fill.	Individual	Written Visual	Weaker: The first letter of each missing word could be provided.
		How might upbringing lead to crime? Complete the word fill.	Individual Pairs	Written Discussion Listening	Weaker: Pupils to discuss. Stronger: Pupils to create a chain of cause and effect to demonstrate their understanding.
	Worksheet 4: Reasons for crime: mental illness and addiction	Read the examples of some mental illnesses and explain how each one could lead to crime. One has been done for you.	Individual Pairs Group	Written	Weaker: In groups, pupils could research each of the mental illnesses and teach each other.
		What is addiction? Define the term.	Individual	Written	Weaker: Pupils could be given multiple definitions and asked to choose the correct one.
	Worksheet 5: Reasons for crime: greed and hate	Look at the image and write a short story explaining how addiction led to 'the crime'.	Individual	Visual Creative	Weaker: Pupils to be given story prompts to help them know where to start, or the general outline of the story.
		Tick the correct definition(s) of greed.	Individual	Visual	
		List examples of greed in our society.	Individual Pairs	Written Discussion	Weaker: This could be done as a class discussion. Pupils could research examples of greed.
		Read the definitions of the crimes. Identify the crimes caused by greed, and explain why those crimes have been motivated by greed.	Individual Pairs	Written	Weaker: Prepopulate the second column; need only to explain why they have haven't been motivated by greed.
		Tick the correct definition of hate.	Individual	Visual	

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Spec area	Topic	Activity description	Group size	Type of activity	Supporting to weaker/stronger learner
Religion, crime and the causes of crime	Worksheets for Reasoning for crime: greed and hate	Take it further: How might hatred lead to crime? Is it morally wrong to hate someone? Write in your own words.	Individual Pairs	Written Discussion	Weaker: Pupils to discuss their answers. Weaker and stronger: Pupils could give examples of when they have experienced hatred in their lives.
		What does the Bible say about greed and hatred? Match the scriptures to the correct keyword: greed or hatred.	Individual	Written Visual	Weaker: Pupils to work in pairs to highlight key parts of the scripture. Stronger: Pupils to explain the meaning of each quote.
		Take it further: Buddhism describes hatred and greed as poisons. Explain how these emotions may be considered poisonous.	Individual Pairs	Written Discussion	Weaker: Pupils to explain how those emotions may have negatively affected their lives. Stronger: Pupils to use the biblical quotes from the previous task to evaluate the question.
	Worksheet 6: Reasons for crime: opposition to an unjust law	Define the keywords.	Individual	Written	Stronger: Give examples to support the key terms.
		Research one of the people listed in the box and explain the law they broke and why this was in opposition to an unjust law.	Individual Group Pairs	Creative Written	Weaker: Pupils to work in groups of three (one person for each section). Stronger: Explain whether the person was justified in breaking the law.
		Explain the meaning of the Bible quote.	Individual Pairs	Written	Weaker: Highlight key aspects of the text, e.g. 'Obey the government' and 'Those who refuse to obey the laws of the land refuse to obey God'. Pupils could then explain the meaning of these parts. Stronger: Are there examples of Jesus opposing the government? How does that relate to this quote?
		How does the Bible quote relate to the idea of opposing a law because it is unjust? Explain your answer.	Individual	Written	Weaker: Change the question to 'Does the quote say people should break the law in protest?'.

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Spec area	Topic	Activity description	Group size	Type of activity	Supporting to weaker/stronger learner
Religion, crime and the causes of crime	Worksheet 6: Reasons for crime: opposition to an un-	Place the reasons for committing crime onto the diamond with the most important reason at the top and the least important reason at the bottom.	Individual Group Pairs	Visual Creative Discussion	This can be done as a group discussion.
		In the speech bubbles, pupils to explain: 1. What their opinion is of law; 2. What someone who disagrees with them might say; 3. What a religious person might say. (Pupils to choose any religion.)	Individual Pairs	Written	Weaker: Partners can give the opposing view. Stronger: Pupils to explain what a second religion might say.
	Worksheet 7: Views on people who break the law	Take it further (class discussion): How should people who break the law be treated?	Group	Discussion Learning	
		What does it mean to be a lawbreaker?	Individual	Written	Weaker: Pupils to be given the definitions of difficult words such as 'righteousness'.
		Create two scenarios about people who break the law. One scenario should be an example to sympathise with the lawbreaker. The other should be a scenario to not sympathise with the lawbreaker.	Individual Group	Creative Discussion	Weaker: Pupils could be given prompts or examples of scenarios that would sympathise / not sympathise with the lawbreaker. They could then sort these into categories.
	Worksheet 8: Views about different types of crime	Read the scenarios below. Which crime is the worst, and why?	Individual Pairs	Listening	
		Take it further: Show each scenario showing (hate crime, murder or theft).	Individual Pairs	Visual	Weaker: Give definitions of each type of crime.

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Spec area	Topic	Activity description	Group size	Type of activity	Supporting to weaker/stronger learner
Religion, crime and the causes of crime	Worksheet 8: Views about different types of crime	What is the sanctity of life? Choose the correct answer.	Individual	Visual	
		What is the sanctity of life? Choose the correct answer. What is the sanctity of life? Choose the correct answer. What is the sanctity of life? Choose the correct answer.	Individual Pairs	Written	Weaker: Give pupils key scriptures as support. Stronger: Pupils to input scriptures themselves.
		Can it ever be right to commit murder? Give reasons for and against.	Individual Pairs	Written Discussion	Weaker: Pupils to work in pairs – one person to complete for and one person to complete against. Stronger: Insert religious beliefs.
		List the reasons why people may turn to theft.	Individual Pairs Group	Written	This could be done as a class discussion.
		What emotion is being displayed? How does it relate to crime?	Individual		
Religion and punishment	Worksheet 9: The aims of punishment: retribution	Why might the emotion displayed above be considered as a crime? Justify your answer.	Individual	Written	Stronger: Pupils to create a chain that shows how greed can be a poison.
		Create an acrostic about hate crime and attitudes towards hate crime. Each letter must be related to hate crime.	Individual Pairs	Visual Creative	Stronger: Pupils to create additional acrostics for the words murder and theft.
		Label the quotes. Are they for or against retribution as an aim of punishment?	Individual	Visual Written	Stronger: Pupils to find additional scriptures from the religions they have studied and interpret them.
		What is your opinion of the quotes above? Do you think retribution should be used to punish crime? Explain your answer.	Individual	Written Discussion	Weaker: Give examples of retribution in action so pupils understand how retribution is applied. Stronger: Pupils to give their own example of retribution.

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Spec area	Topic	Activity description	Group size	Type of activity	Supporting to weaker/stronger learner
Religion and punishment	Worksheet 9: The aims of punishment: retribution	How might the idea of retribution be helpful for families of victims? Write a newspaper headline about a family member who is seeking retribution for a crime.	Individual	Written Creative	Stronger: Pupils to create a news story from society's perspective to show society getting revenge on the criminal.
		Create a newspaper headline about getting revenge on a criminal.	Individual Pairs	Written Creative	Weaker: Pupils may be given a variety of buzzwords to help them construct a headline.
		Give the definition of deterrence.	Individual	Written	
		Read the punishments and highlight the punishments that are deterrence.	Individual Pairs	Visual	Weaker: Pupils to discuss the punishment in pairs. Stronger: Pupils to apply the other punishments to the three aims of punishment.
	Worksheet 10: The aims of punishment: deterrence	Choose one of the punishments that you have identified and explain how it might help prevent people from committing crime.	Individual	Written	Stronger: Pupils to identify other punishments and explain why they are examples of deterrence, retribution or reformation.
		Is deterrence an effective aim of punishment? Give reasons on both sides of the table.	Individual Pairs Group	Written Discussion	Weaker: Pupils to work in pairs – each pupil to complete one side of the table. Stronger: Pupils to apply religious beliefs to the table.
		Give examples of reformation in action.	Individual Pairs	Written	Weaker: Pupils to be given examples of reformation; they can then explain why these are examples of reformation in action.
		Take it further: Research reformation programmes around the world. Is reformation an effective aim of punishment? Write a letter to the Home Secretary explaining your view on reformation into society?	Individual Pairs	Creative Visual	Weaker: Pupils to be directed to specific examples of reformation in action around the world, e.g. Norway's prison system.
	Worksheet 11: The aims of punishment: reformation				

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Spec area	Topic	Activity description	Group size	Type of activity	Supporting to weaker/stronger learner
Religion and punishment	Worksheet 11: The aims of punishment: reformation	Complete the word fill. Explain why each word's meaning may be different from the other.	Individual Group	Visual	Weaker: Pupils to be given the first letter of each missing word. This could also be a class discussion/debate.
		Take it further: Give a religious response to your answer above.	Individual	Written	Weaker: Pupils to be given scriptural quotes and to interpret them. Stronger: Pupils to use examples from the religions they have studied.
		Colour-code the effects of prison into long-term and short-term effects.	Individual	Visual	Stronger: Pupils to explain why the issues are short-term/long-term issues.
		Take it further: Research prisons in the UK.	Individual Pairs	Creative	
	Worksheet 12: The treatment of criminals: prison	What are the pros and cons of prison as a form of punishment?	Individual Pairs	Written	Weaker: Pupils to work in pairs – each pupil to complete one side of the table. Stronger: Pupils to apply religious beliefs to the pros/cons.
		Which aim(s) of punishment do you think are most important? Write down your choice(s) below and explain your choice(s).	Individual	Visual	Weaker: Pupils to be given the definition of each of the aims of punishment again.
		Complete the table with definitions and examples for each type of punishment. Include a reference to scripture for each one and indicate whether the punishment is legal or illegal.	Individual Pairs	Written	Weaker: Pupils to be given either the definitions or the reference to scripture to help them.
	Worksheet 13: The treatment of criminals: corporal punishment	Should corporal punishment be legal? Give reasons for and against in the table.	Individual Pairs	Written	Weaker: Pupils to work in pairs – each pupil to complete one side of the table.
		Take it further: Write on whether corporal punishment should be legal/illegal.	Individual	Written	

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Spec area	Topic	Activity description	Group size	Type of activity	Supporting to weaker/stronger learner
Religion and punishment	Worksheet 13: The treatment of criminals: corporal punishment	Which aim of punishment does corporal punishment correspond to? Answer and explain your reasoning.	Individual	Visual	Weaker: Pupils to be given the definition of each of the aims of punishment again.
	Worksheet 14: The treatment of criminals: community service	How does community service link with the aim of punishment as reformation?	Individual	Written	Weaker: Pupils to be given the definition of reformation. Stronger: Pupils to give their opinion of community service.
		Give examples of community service.	Individual Pairs	Written	Weaker: Pupils to be given examples; they can then explain how each serves the community. Stronger: Pupils to explain how each of their examples serves the community.
		Take it further: Rank the examples of community service given above from most effective to least effective.	Individual Pairs	Visual	This could be a class/group discussion in which the pupils have to decide which form of community service is the most/least effective.
		Compare the pros and cons of community service.	Individual Pairs	Written	Weaker: Pupils to work in pairs – one pupil to complete each side of the table. Stronger: Pupils to apply religious beliefs to the pros/cons.
		Explain two religious beliefs about the use of community service.	Individual Pairs	Written	Weaker: Pupils to work in pairs – one pupil to research and write about one religious belief; the other pupil to research and write about the second belief. Stronger: Give a reference to scripture to support the point.
		Take it further: Should the punishment of the crime depend on the cause of crime? Explain your reasoning.	Individual	Written	Weaker: Explanation of the causes of crime.
		Read the crime and punishment. Do you think the punishment is fair? Do you think the punishment should get, and why?	Individual Pairs Group	Written Discussion Listening	Pupils could work in small groups to decide the punishment for each crime. They could justify their answers to others within the group.

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Spec area	Topic	Activity description	Group size	Type of activity	Adapting to weaker/stronger learners
Religion and punishment	Worksheet 15: Forgiveness	Explain the meaning of the quote and how it relates to forgiveness.	Individual Pairs	Written	Stronger: Pupils to give a contrasting quote to evaluate the first quote. Stronger: Pupils to give examples of this in the world today. Pupils to explain how Gandhi's quote link to the aim of punishment as retribution.
		Does forgiving others mean they should not be punished? Vote below, and explain each side of the argument next to the corresponding character.	Individual Pairs	Written Discussion Listening	Weaker: Pupils could work in pairs with each person completing a different side of the argument. Stronger: Pupils to apply religious beliefs each side of the argument.
		Research someone from the list and explain how they have incorporated forgiveness into their life.	Individual Pairs Group	Creative Writing	Pupils can complete this as a group to research the different sections for each person.
		Write the definitions of capital punishment. Match the method of execution to the definition.	Individual Pairs	Written	Weaker: Pupils could be given an example for each of the keywords and asked to deduce the definitions from those examples.
	Worksheet 16: The death penalty	Look at the examples of capital punishment. Match the method of execution to the definition.	Individual Pairs	Visual	
		Do you think the death penalty should be legal in the UK? Explain your answer.	Individual	Written Discussion Listening	
		Explain whether each religion would be for/against the death penalty as a form of punishment. Give reasons.	Individual	Written	Weaker: Pupils to work in groups of six – each member of the group is responsible for researching a different religion.

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Spec area	Topic	Activity description	Group size	Type of activity	Adapting to weaker/stronger learners
Consolidation		Pupils to complete the grid with as much detail as they can for each about each. They should try not to use their notes!	Individual Pairs	Written	Weaker: Pupils to use revision notes or the previous worksheets to help them. Stronger: Pupils to give one religious belief for each cause of crime.
		Pupils to give a five-minute speech on how criminals should be treated, and why.	Individual Pairs	Discussion Listening	Weaker: Pupils to work in pairs to craft a speech/presentation.
		In pairs, pupils create an A3 revision document that includes notes on the death penalty. They should try to remember as much about each topic as possible without consulting their notes or a textbook!	Pairs	Written Visual Creative	
		Pupils to complete the table with as much detail as they can for each about each. They should try to fill in as much information as possible without using their notes!	Individual Pairs	Written	Weaker: Pupils to use revision notes or the previous worksheets to help them.

Introductory Activities Works

Worksheet 1: Introductory activities

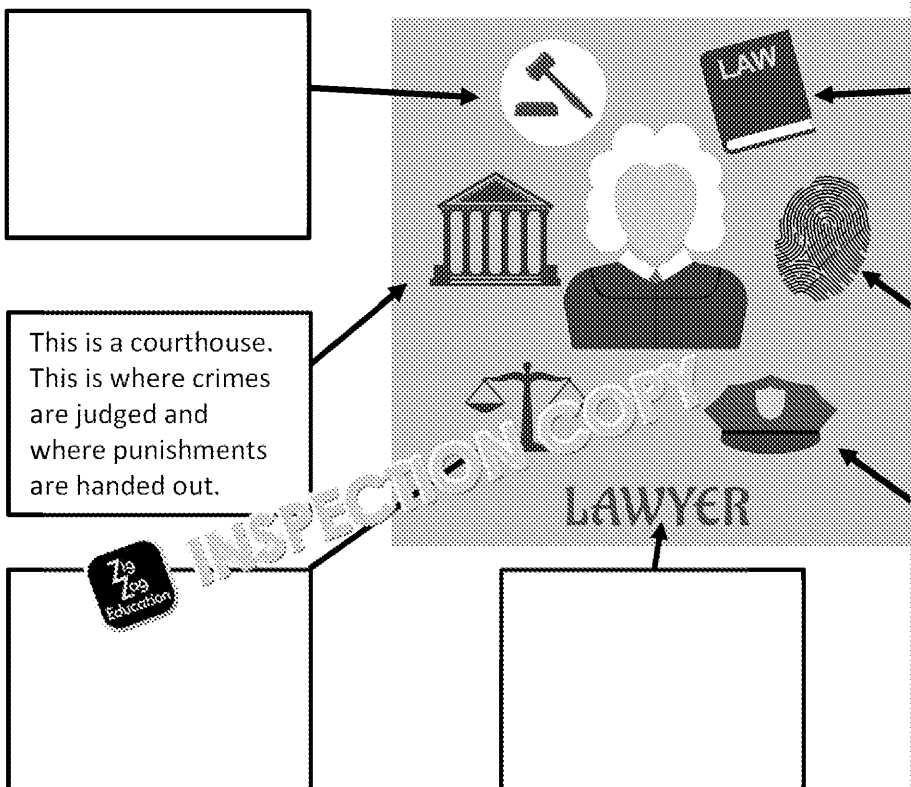
1. What is the difference between magistrates' court and Crown Court? What happens at each?

Crown Court	Magistrates' Court
	

Take it further (paired work):

What is the Crown Prosecution Service and how does it decide who to take to court?

2. Label the parts of the image below and explain how it is relevant to the theme of crime and punishment. One has been done for you.



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3. Write a definition for each of the keywords presented below from the Crime

Keyword	Definition
Crime	
Punishment	
Hate crime	
Deterrence	
Retribution	
Reformation	
Corporal punishment	

Take it further:

Can you think of any more words relating to crime and punishment? Write with their definitions.

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Religion, Crime and the Causes of Crime

Worksheet 2: Good and evil intentions and actions

1. Explain the meaning of each keyword listed below.

Keyword	Definition
Intention	
Good	
Evil	
Suffering	

2. What makes an action good or evil? Colour-code the scenarios below into good or evil.

	Giving money to charity.
	Breaking a law to protest an unfair rule.
	Stealing food to eat.
	Stealing to make yourself rich.
	Harming other people.
	Telling a lie.
	Offering support to a person who is struggling.
	Buying food for the homeless.
	Writing mean posts about someone on social media.

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3. What is more important: action or intention? Colour-code the Bible quotes and intentions.

'Every inclination of the human heart is evil from childhood.' **Genesis 8 verse**

'Do to others as you would have them do to you.' **Matthew 7 verse 12 (NIV)**

'But I tell you that anyone who looks at a woman lustfully has already committed adultery with her in his heart.' **Matthew 5 verse 28 (NIV)**

'There are six things that the Lord hates, seven that are detestable to him: eyes that shed blood, a tongue that sheds innocent blood, a heart that devises schemes, feet that are quick to rush into evil, a false witness who pours out lies, and a person who stirs up conflict in the community.'
Proverbs 6 verses 16–19 (NIV)

'Dear children, let us not love with words or speech but with actions and in truth.'
1 John 3 verse 18 (NIV)

4. Explain which one you think is more important: intentions or actions. Give reasons.

.....

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.....

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5. Can evil intentions ever lead to good actions? Vote below, and explain each corresponding character's **motivated work**.

.....

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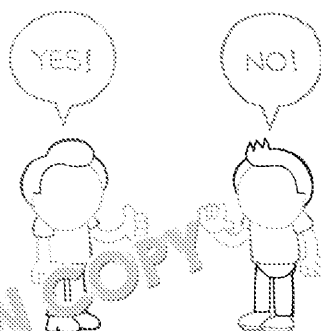
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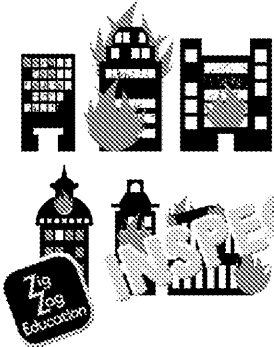

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6. Thinking time! Can it ever be good to cause suffering? Discuss/debate the scenario you do? **Group work / class discussion.**

	
<p>Scenario 1: Imagine you are in a burning building; you can escape and can save either one family member or six strangers. Who do you save, and why?</p>	<p>Scenario 2: You are being held captive along with 10 other people. The kidnapper tells you that they will let the rest of the hostages go free if you shoot and kill two people in the room. What do you do, and why?</p>

Take it further (paired work):

Below each scenario, explain how a Christian would respond and give a response from a different religion.

	
Response from a Christian	
	
Response from _____	

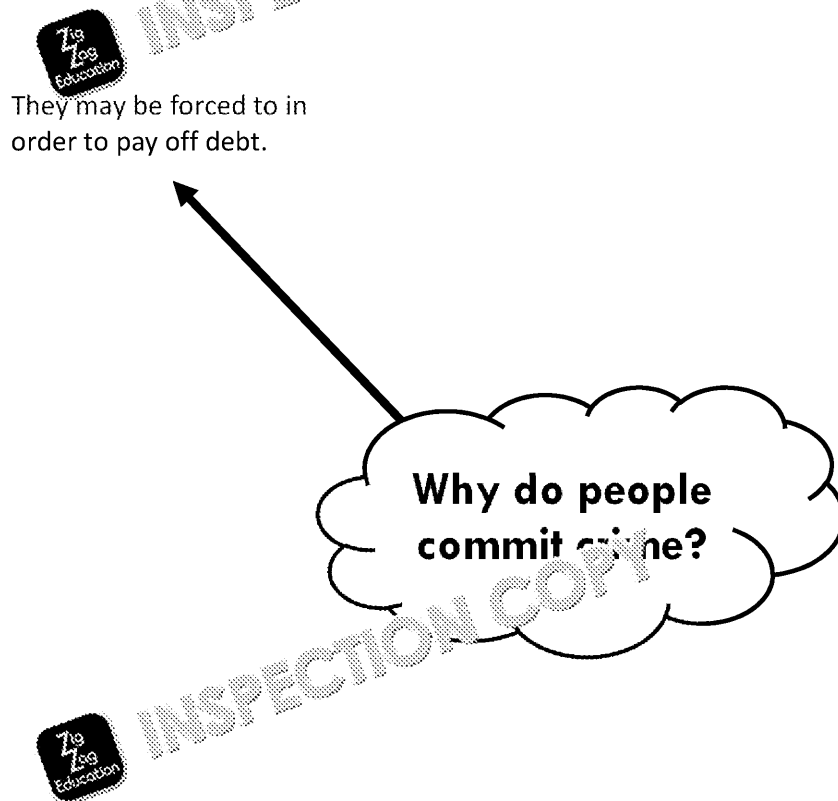
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Worksheet 3: Reasons for crime: poverty and upbringing

1. Why do people commit crime? Fill in the mind map with as many reasons as you can. Explain why people commit crime. One has been done for you.



Take it further

Once you have studied the seven causes of crime, colour-code the mind map. How many of your answers are related to the seven causes? Show below.

- | | | | |
|-------------|---------|------------------|---|
| • Poverty | • Hate | • Upbringing | • |
| • Addiction | • Greed | • Mental illness | |

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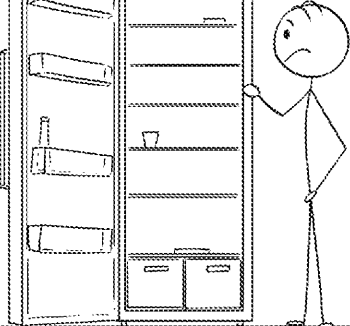



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2. What is meant by the term 'poverty'? Choose the two correct definitions of poverty from the options:

- ☐ You have enough money for basic needs but not enough for leisure
- ☐ When you have so much money that you can never spend it all
- ☐ When you cannot afford basic necessities such as food, clothing
- ☐ When you are poor

3. For both definitions of poverty, draw chains of cause and effect below. How might poverty lead to crime? One has to start with you.

	<p>May lead to</p>	
<p>Someone living in absolute poverty may not have the money to buy food. They may be hungry.</p>		<p>This could lead to</p>
	<p>May lead to</p>	
	<p>May lead to</p>	
	<p>May lead to</p>	

Take it further:

Do you think the above reasons are acceptable reasons to commit crime?



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4. How might upbringing lead to crime? Complete the word fill by using the words in the box.
- Upbringing is the way someone is _____ during their childhood. It influences _____ the behaviour of their _____ and often influences their _____ speech patterns, and may say the same phrases that their _____ parents say. The way someone is brought up has a significant _____ effect on crime. If someone is raised in a household in which they are _____ to steal, they may think that acting in that way is _____ . An example of this is if a parent _____ an stealing, they may think it is OK to steal. Some children may _____ to commit crime to help their families.

exposed	copy
parents	encouraged

Take it further:

How might upbringing as a cause of crime be connected to poverty as a cause of crime? Explain your answer.

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Worksheet 4: Reasons for crime: mental illness and addiction

- Mental illness in some cases may lead to crime. Read the examples of some how each one could lead to crime. One has been done for you.

Mental illness	Definition	How it could lead to crime
Kleptomania	A kleptomaniac is someone who feels compelled to steal things. Someone who has kleptomania may feel the urge to take things that they do not need or want.	This may lead to the need to help it. The person may be forced to steal things to help it.
Hallucinations	Hallucinating means seeing/hearing things that are not really there. The person experiencing the hallucination may be convinced that what they are feeling is real.	
Schizophrenia	People with schizophrenia may have difficulty understanding what is real and what is not real. They may hear voices or have hallucinations.	
Pyromania	Pyromania is to have the impulse to set fires.	

- What is addiction? Define the term below.

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- Look at the image and write a short story explaining how addiction led to the crime.



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Worksheet 5: Reasons for crime: greed and hate

1. Tick the correct definition(s) of greed. **There may be more than one correct answer.**

- ☐ Wanting to help others
- ☐ Being proud of others
- ☐ Desiring what others have
- ☐ Wanting more and more

2. List examples of greed in our society (e.g. a person hoarding more money than they need to spend).

1.
2.
3.

3. Read the definitions of the crimes below. Identify the crimes caused by greed. One has been done for you.

Crime	Definition	Was it caused by greed? ✓ or ✗	Explanation of your answer
Fraud	Using dishonesty to gain a financial advantage. This may include tricking people into giving up their money or possessions.	✓	As people are greedy, this means they will be dishonest. This is fraud.
Murder	Taking someone's life. Killing another person.		
Theft	Taking something that does not belong to you.		
Kidnapping	Taking someone away from their family and making them a prisoner.		

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Take it further:

'All crimes are motivated by greed.' Explain your opinion of this statement using your points.

4. Tick the correct definition of Envy.

- ☐ Being envious of others
- ☐ Being mean to others
- ☐ Having an intense dislike for someone
- ☐ Having love for someone

Take it further:

How might hatred lead to crime? Is it morally wrong to have hatred for others? Give an answer.

5. What does the Bible say about greed and hatred? Match the scriptures to the definitions of greed and hatred. One has already been done for you.

'Do not covet.' Deuteronomy 7:25 (NIV)	GREED	'Anyone who claims to be a friend but hates a brother or sister is in the darkness.'
'Love one another as I have loved you.' John 13:34 (NIV)		'Whoever claims to love a brother or sister but does not love him who has seen and who has not seen, cannot love the Father who has seen, cannot love the Father who has not seen.'
'For the love of money is a root of all kinds of evils.' 1 Timothy 6:10 (NIV)		'Such are the ways of the flesh: envy, hatred, self-interest, these are the ways of greed, which are ungodly and sinful, they are the life of the present age.'

Take it further:


Buddhism describes hatred and greed as poisons. Explain how these emotions are considered poisonous.

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Worksheet 6: Reasons for crime: opposition to an unjust

1. Define the keywords below.

Keyword	Definition
Opposition	
Unjust	
	
Law	

2. Some people break the law because they believe the law is unfair. Breaking the law. They may try to get the law changed by raising awareness of the unfair law.

Research one of the people listed below and fill in the boxes to explain who they were and why this was in opposition to an unjust law.

Martin Luther King Jr

Rosa Parks

Gandhi

Nicholas Winton

Who they were:



The law they broke:

Why this was in opposition to an unjust law:



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3. Read the Bible quote below and explain the meaning of the quote.

'Obey the government, for God is the one who has put it there. There is no power that God has not placed in power. So those who refuse to obey the laws of the land and punishment will follow.' **Romans 13:1-2** (NIV)

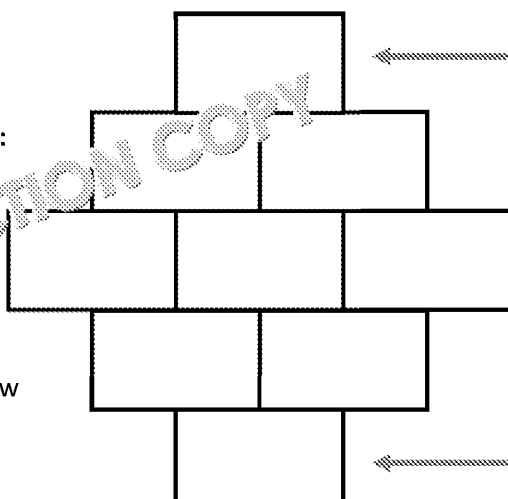
This quote means.....

4. How do you think the Bible quote in question 3 relate to the idea of opposing a law that goes against your ideas below.

5. Place the reasons for committing crime onto the diamond nine with the most important reason at the top and the least important reason at the bottom.

Reasons for committing crime:

1. Poverty
2. Upbringing
3. Mental illness
4. Peer pressure
5. Genetic factors
6. Hate
7. Opposition to an unjust law



6. I have chosen _____ as the most important reason because...

7. I have chosen _____ as the least important reason because...

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Worksheet 7: Views on people who break the law

1. In the speech bubbles below explain: 1. What your opinion is of people who break the law; 2. What someone who disagrees with you might say; 3. What a religious person might say (choose one)

My opinion of people who break the law is...



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Someone who disagrees with me might say...



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A religious person might say...



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Take it further (class discussion):

How should people who break the law be treated?

2. What does the illustration below teach about attitudes towards lawbreakers?

‘The **child** will not share the guilt of the parent, nor will the parent share the righteousness of the righteous will be credited to them, and the wickedness against them.’ **Ezekiel 18:20 (NIV)**

3. Create two scenarios about people who break the law. One scenario should be with the lawbreaker. The other should be a scenario to not sympathise with the lawbreaker.

Sympathising with the lawbreaker	Not sympathising
	
	

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Worksheet 8: Views about different types of crime

1. Read the scenarios below. Which crime is the worst, and why?

a. Amy stole money from a charity to pay for her son's medical treatment.	c. Simon bombed the local mosque as he disagreed with their religious beliefs.	e.
b. Robert married James and had an affair with another woman.	d. John refused to give David a job because David was disabled.	f.

The worst crime is

because

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Take it further:

Identify the type of crime in 15.1 and is showing. Choose either hate crime

- A =
B =
C =
D =
E =
F =



2. What is the sanctity of life? Choose the correct answer below.

- ☐ Life is special because it was given by God
- ☐ People should live good lives
- ☐ Life is what you make it
- ☐ You only live once

3. What would a religious person say for a murder as a type of crime? (Refer to your answer.) Write your answer below.



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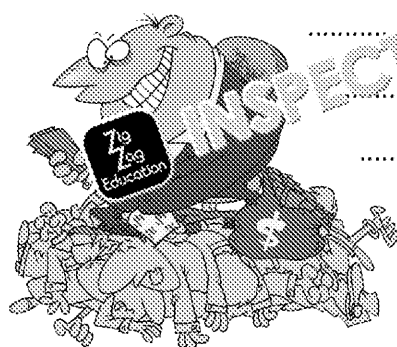
4. Can it ever be right to commit murder? Give reasons for and against below

FOR	
	

5. List the reasons why people may turn to theft.

1.
2.
3.

6. What emotion is being displayed here? How does it lead to crime?



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7. Why might the emotion displayed above be considered a worse reason for crime?

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8. Create an acrostic about hate crime and attitudes towards hate crime. Each crime. One has been done for you.

Hate crimes are crimes that are aimed at people for discriminatory discriminate against others due to their age, sex, gender, religion

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E

C

R

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M

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Religion and Punishment Work

Worksheet 9: The aims of punishment: retribution

1. Label the quotes below. Are they **for** or **against** retribution as an aim of punishment?

'You are to take life for life, eye for eye, tooth for tooth.'

Exodus 21:23–24 (NIV)



I have heard that it was said, 'Eye for eye, and tooth for tooth.' But I tell you, do not resist an evil person. If anyone slaps you on the right cheek, turn to them the other cheek also.'

Matthew 5:38–39 (NIV)

'An eye for an eye makes the whole world blind.'

Mohandas Gandhi

2. What is your opinion of the quotes above? Do you think retribution should be used? Explain the reasoning of your answer.



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3. How might the idea of retribution be helpful for families of victims? Write a view of a family member who is seeking retribution for a crime. You could imagine the criminal or that the criminal has just been sentenced. Think about what you would be feeling at the time.

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4. Create a newspaper headline about getting revenge on a criminal. (There is a template below)

DEATH DESERVES DEATH! BRING BACK THE D

Use the template to create your own newspaper headline about retribution

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Worksheet 10: The aims of punishment: deterrence

1. Give the definition of deterrence.

Keyword	Definition
Deterrence	

2. Read the punishments below and highlight those that are a form of deterrence.

Long prison sentence	Curfew
Community service	Death penalty
Antisocial behaviour order	Ban from driving
Rehabilitation	Losing a hand
Fine	Whipping
House arrest	Probation

3. Choose one of the punishments above that you have identified as a deterrence and explain how it may deter people from committing crime.

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4. Is deterrence an effective aim of punishment? Give reasons on both sides of the argument.

YES	

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Worksheet 11: The aims of punishment: reformation

1. Give examples of reformation in action. One has been done for you.

- **Rehabilitation** – to become sober from drugs; this may allow someone to steal / deal drugs in order to fund their drug habit.

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Take it further

Research reformation programmes around the world. Is reformation an effective way of encouraging criminals to better reintegrate into society?


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2. Complete the word fill below about reformation as an aim of punishment.

Reformation is a way of trying to get lawbreakers to _____
 that _____ can re-enter _____
 ended. _____ aims to reduce _____ amount of _____
 place to make _____ a safer place. In order for reformation
 to understand that the barriers are _____ to society

 damaging	society
reformation	change
	crime

3. Explain why some people may **disagree** with the idea of reformation.

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Take a further:

Give a religious response to your answer above.



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Worksheet 12: The treatment of criminals: prison

1. Colour-code the effects of prison into long-term and short-term effects.

Once the person leaves prison, other people may have negative attitudes towards them.	Society is safe from the criminal while they are in prison.	People are able to use their qualifications when they leave prison, which improves their chances of getting a job once they leave.
If a person is a single parent, the children may have to be taken into care.	Having a criminal record, which means the person may not be able to get certain jobs.	A person may lose their job when they are in prison.

Take it further:



Research prisons in the UK. What are they like? Do you think prisons are a good way of punishing criminals? Do you think imprisonment is an effective way of changing criminals into society? What is the probation service? How does this help criminals?

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2. What are the pros and cons of prison as a form of punishment?

PROS	
	
	

3. Which aim(s) of punishment does imprisonment correspond to? Circle one and explain your choice(s).

Deterrence

Reformation

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Worksheet 13: The treatment of criminals: corporal punishment

1. What is the difference between the home, school and prison in regard to control? Fill in the table below with definitions and examples for each type of punishment. For each one and indicate whether the punishment is legal or illegal. Some

Where?	Definition	Example	Reference
Home		Smacking	
School			'Whoever spanks their children who loves them is careful to discipline them.' Proverbs 13:24
Prison	Using violence or pain to punish a criminal.		

2. Should corporal punishment be used? Give reasons for and against in the table.

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Take it further:

Give two religious views on whether corporal punishment should be legal/



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3. Which aim of punishment does corporal punishment correspond to? Circle your reasoning below.



Deterrence

Reformation

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Worksheet 14: The treatment of criminals: community service

1. How does community service link with the aim of punishment as reformation?

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2. Give examples of community service.

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Take further:

Rank the examples of community service given above from most effective

Most effective	
	
Least effective	

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3. Complete the pros and cons table for community service.

PROS	

4. Explain two religious beliefs about the use of community service. Use the rest of the page for your answer.

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Take it further:

Should the punishment of the crime depend on the cause of crime? Explain.

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5. Read the list of crimes below. What punishment do you think each one should have? Write your answer in the table below.

Crime	Punishment	Explanation
Murder		I think they should get this punishment because...
Fraud		
Theft		
Tax evasion		
Arson		
Graffiti		

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Worksheet 15: Forgiveness

'You have heard that it was said, "Eye for eye, and tooth for tooth." But I tell you, do not resist an evil person. If anyone slaps you on the right cheek, turn to them with the other cheek.
Matthew 5:38–39 (NIV)

1. Explain the meaning of the above quote and how it relates to forgiveness.

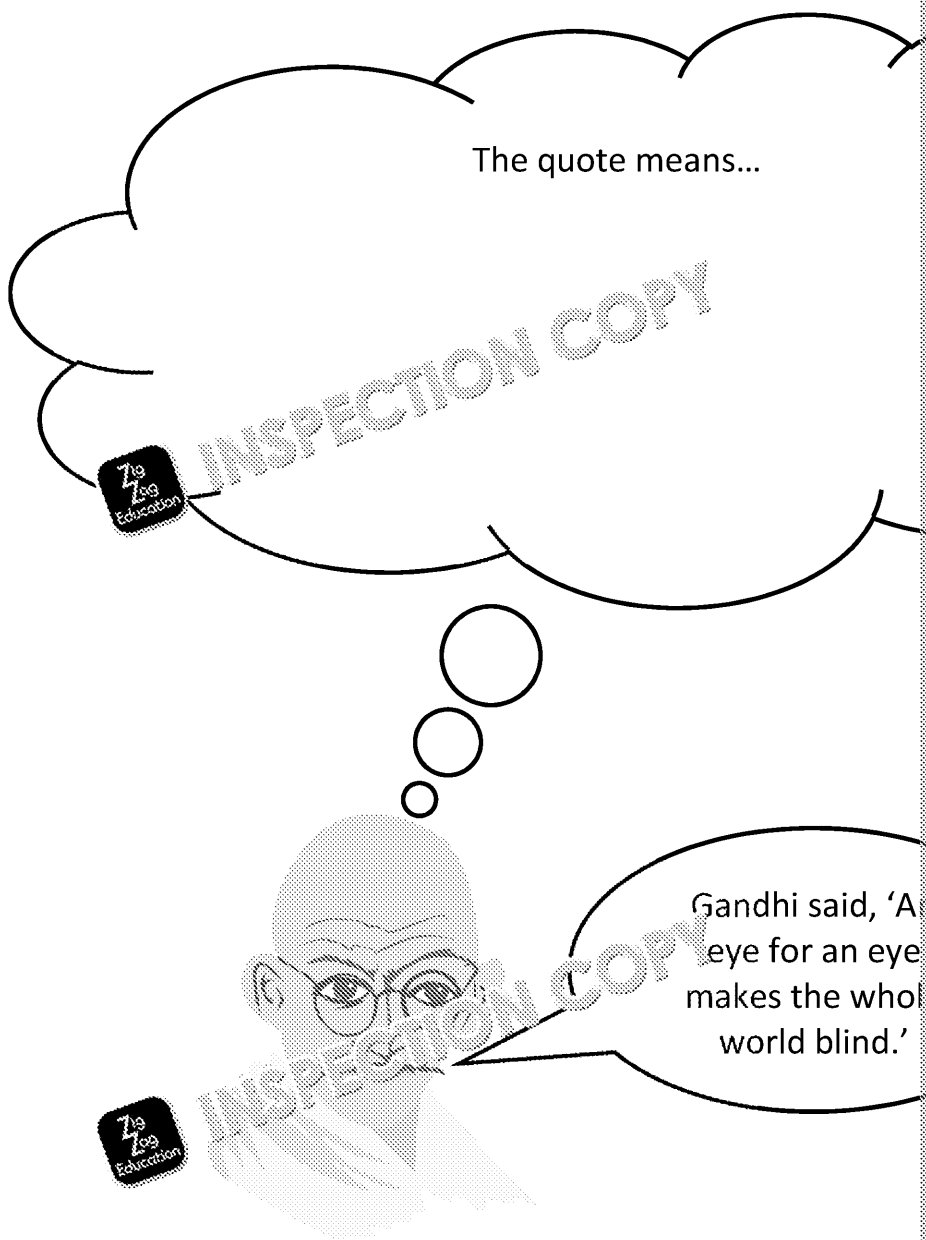
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2. Explain the meaning behind Gandhi's quote and how it relates to forgiveness.



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3. Does forgiving others mean they should not be punished? Vote below, and argument next to the corresponding character.

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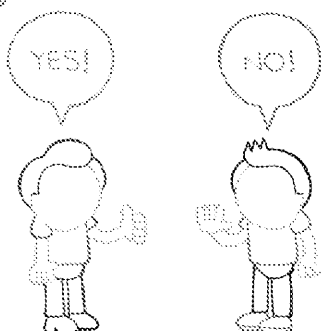
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4. Research someone from the list below and explain how they have incorporated

- A member of Anthony Walker's family
- Stephen Lawrence's father
- Corrie Ten Boom
- Pope John Paul II
- Jesus

Describe the event

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How they showed forgiveness

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Worksheet 16: The death penalty

1. Write the definitions of the keywords below.

Keyword	Definition
Capital punishment	
Death penalty	
Capital punishment	

2. Look at the examples of capital punishment below. Match the method of execution with the definition.

Method of execution	Definition
Hanging	To have heavy rocks thrown at you
Lethal injection	To be given drugs which stop your heart
Beheading	To be electrocuted until dead
Electric chair	To be hung from a rope until dead
Stoning	To have the head removed

3. Do you think the death penalty should be legal in the UK? Explain your answer.

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4. Explain whether each religion you are studying would be for/against the death punishment. Give reasons for your answers.

<p>Buddhism</p>  	
<p>Christianity</p>  	
<p>Islam</p>  	

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Worksheet 17: Ethical arguments related to the death penalty

'You shall not murder.'
Exodus 20:13 (NIV)




1. Is the death penalty murder? Discuss with a partner and write your answer.

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2. Your teacher will split the class into groups of six. Each person in the group will be given a task relating to the topic of the death penalty. You have **15 minutes** to complete your task and then be asked to present your work to the class!

<p>White hat</p>  <p>What is the death penalty? Why is it used? Why is it illegal in the UK? Make a mind map / notes / flash cards for group. Be the expert.</p>	<p>Yellow hat</p> <p>Create a debate / an argument based on the statement: 'It is never right to execute a murderer.' You will be arguing that it is right to execute murderers. Consider how this may affect the victims of the crimes / family members / the criminals and their families.</p>
<p>Red hat</p>  <p>Explain how the fact that the person convicted may be innocent could have an effect on the death penalty. Do some research to give examples and statistics to support this point.</p>	<p>Green hat</p> <p>Create a campaign to make the death penalty illegal or legal. Come up with a poster, a speech, an advertisement or anything else you can think of.</p>
<p>Black hat</p>  <p>Create a debate / an argument with the yellow hat based on the statement: 'It is never right to execute a murderer.' You will be arguing that it is not right to execute murderers. Consider how this may affect the victims of the crimes / family members / the criminals and their families.</p>	<p>Blue hat</p> <p>You are in charge of the group. You are on task and working with your group. You will be presenting their work to the class. You will be understanding the context of the task and the people in your group. You will be in the leadership of the group.</p>

Take it further:

Are you able to explain the different beliefs about the use of the death penalty?



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3. **Class discussion:** Should people be allowed to watch executions? Is it more relate to the aims of punishment – retribution? Do the victims **need** to see

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4. Identify whether each of the arguments below is **FOR** the use of the death penalty or **AGAINST** the death penalty.

The death penalty puts other people off committing serious crimes – it is a deterrent.
It brings justice to the victims and their families.
All life is sacred because it was made by God – sanctity of life.
The world is safer when murderers are killed.
'Do not murder.' Therefore, the death penalty should not be used.
Prison is enough of a punishment.
When someone is sentenced to 'life in prison' this is often not a full lifetime.
An innocent person could end up being executed if the wrong person has been convicted.
'An eye for an eye, a life for a life.'

Take it further:

Which arguments do you agree with, and why?






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Consolidation Worksheet

Worksheet 18: Consolidation worksheet

- Complete the following grid with as much detail as you can remember about use your notes!

Poverty 	Upbringing
Addiction 	Causes of crime
Hate 	Opposition to an unjust law




- Give a 1 minute speech on how criminals should be treated, and why.
- In pairs, create an A3 revision document that includes notes on the death penalty about each topic as possible without consulting your notes or a textbook!

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4. Complete the table with notes about the aims of punishment. Try to fill in as much as you can without using your notes!

	Aims of punishment		
	Deterrence	Reformation	Retribution
Definition			
 Examples of this punishment			
 Arguments FOR this punishment			
 Arguments AGAINST this punishment			

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Answers

Worksheet 1: Introductory worksheets

1. What is the difference between magistrates' court and Crown Court? What types of

Crown Court	Magistrates' Court
The Crown Court is for serious or severe crimes, e.g. murder and rape. The Crown Court hears criminal cases by the magistrates. The Crown Court typically has a judge and a jury that decide on the outcome of criminal proceedings. Longer prison sentences may be handed out here, such as life imprisonment.	Criminal proceedings. The magistrates' court deals with less serious offences or offences that are sent to the magistrates' court and punishments imposed are usually shorter prison sentences, or fines.

Take it further: What is the Crown Prosecution Service and how does it decide who to prosecute? The Crown Prosecution Service is in charge of investigating/prosecuting crimes in the UK. They use the evidence to accuse a criminal in order to take them to court.

2. Label each part of the image below and explain how it is relevant to the theme of crime and justice done for you.

This is the judge's gavel. The judge rules on cases in a law court and gives out sentences.

This is a courtroom. This is where a judge hears cases and where punishments are handed out.

This represents the justice system. Everyone is entitled to a fair trial and an unbiased judge/jury.

A lawyer is also known as a solicitor in the UK. Lawyers are responsible for defending people accused of crime. They are also responsible for prosecuting someone accused of crime.

3. Write a definition for each of the keywords presented below in the Crime and Punishment worksheet.

Keyword	Definition
Crime	An action that breaks the law.
Punishment	The consequences of crime.
Hate crime	Crimes committed against someone due to race, religion, sex, gender, etc. Hate crimes are a form of discrimination.
Deterrence	Giving a harsh/severe punishment to scare people away from committing a crime.
Retribution	Revenge.
Reformation	Trying to change someone's behaviour so that they are less likely to commit a crime.
Corporal punishment	Using physical punishment such as caning.

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Worksheet 2: Good and evil intentions and actions

1. Explain the meaning of each keyword listed below.

Keyword	Definition
Intention	The aim/goal that someone is trying to achieve.
Action	Completing a deed.
Good	The idea that something is morally good/right.
Evil	The idea that something is morally wrong.
Suffering	Feeling pain.

2. What makes an action good or evil? Colour-code the scenarios below into good/evil.

Giving £5 to a charity.

Breaking a law to protest an unfair rule.

Stealing food to eat.

Stealing to make yourself rich.

Harming other people.

Telling a lie.

Offering support to a person who is struggling.

Buying food for the homeless.

Writing mean posts about someone on social media.

3. What is more important: action or intention? Colour-code the Bible quotes into the

'Every inclination of the human heart is evil from childhood.' **Genesis 8 verse 21 (NIV)**

'Do to others as you would have them do to you.' **Matthew 22 verse 39 (NIV)**

'But I tell you that anyone who looks at a woman lustfully has already committed adultery with her in his heart.' **Matthew 5 verse 27-28 (NIV)**

'There are six things that the Lord hates, seven that are detestable to him: haughty eyes, a lying tongue, hands that shed innocent blood, a heart that devises wicked schemes, a quarrelsome spirit, a false witness who pours out lies, and a person who stirs up conflict in a community.' **Proverbs 6 verses 16-19 (NIV)**

'Dear children, let us not love with words or speech but with actions and in truth.' **1 John 3 verse 18 (NIV)**

4. Explain which one you think is more important: intentions or actions. Give reasons for your answer. This answer is dependent on individual opinion.

5. Can evil intentions ever lead to good actions? Vote below, and explain each side of the corresponding character.

YES: People can think evil things and yet still carry out good actions. An example of this is when a burglar enters a home intending to steal finds the homeowner has collapsed and calls an ambulance. The only thing that happened because of evil intent.

NO: When someone has evil intentions, this permeates their actions. If good comes from evil intentions, some actions will always be morally wrong because the intention behind them is evil.

6. Thinking time! Can it ever be good to cause suffering? Discuss/debate the scenario below. The answers to the scenario will be subjective and, therefore, the answers will vary from individual to individual.

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Take it further: Below each scenario, explain how a Christian would respond and give a reason.

Scenario 1: Imagine you are in a burning building; you can escape and can save either yourself or a stranger. Who do you save, and why?

Christian: A Christian may say that everyone is family ('Love thy neighbour'); therefore, saving a stranger would be better than one. God the Father sacrificed his only son to save humanity, so saving more lives is the better option.

Judaism: The principle of pikuach nefesh argues that saving a life is an important commandment from God. Therefore, a Jew would try to save as many lives as possible.

Buddhism: The principle of ahimsa posits that one should do no harm; all life is protected. A Buddhist may argue to save multiple lives over one.

Hinduism: The principle of ahimsa posits that one should do no harm; all life is protected. A Hindu may argue to save multiple lives over one.

Sikhism: The principle of sewa means to serve others – this means looking after the needs of others. A Sikh may choose to save multiple people.

Islam: Islam teaches that all life is sacred as it was created by Allah; therefore, a Muslim would try to save multiple lives over one.

Scenario 2: You are being held captive along with 10 other people. The kidnapper tells you that if you shoot and kill two people in the room, the other hostages go free. What do you do, and why?

Christian: In the Bible it clearly states that murder is wrong; the Ten Commandments say 'Thou shalt not kill'. A Christian would not kill someone.

Judaism: Jews are not permitted to take a life; therefore, they may not shoot anyone.

Buddhism: The principle of ahimsa posits that one should do no harm; all life is protected. A Buddhist may choose not to shoot anyone.

Hinduism: The principle of ahimsa posits that one should do no harm; all life is protected. A Hindu may argue to save multiple lives over one. They may choose to shoot two people.

Sikhism: The principle of sewa means to serve others – this means looking after the needs of others. A Sikh may choose not to shoot anyone.

Islam: Islam teaches that everyone is equal; therefore, a Muslim would not choose to kill someone else.

Scenario 3: Someone has planned to release a nuclear bomb that will kill millions of people. Your friend knows where the bomber is. Do you torture them to find out where the bomber is?

Christian: Jesus advocated for non-violence; he taught people to love their enemies. A Christian may choose not to harm the bomber's friend.

Judaism: Jewish people may be divided on this issue. The principle of pikuach nefesh argues that saving a life is important. A nuclear bomb would kill many people so some Jews may argue that the bomber's friend should be tortured.

Buddhism: The principle of ahimsa posits that one should do no harm; all life is protected. A Buddhist may choose not to torture anyone.

Hinduism: The principle of ahimsa posits that one should do no harm; all life is protected. A Hindu may argue to save multiple lives over one. They may choose to torture the bomber's friend.

Sikhism: The principle of sewa means to serve others – this means looking after the needs of others. A Sikh may choose not to torture anyone.

Islam: Islam teaches that torture is wrong.

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Worksheet 3: Reasons for crime: poverty and upbringing

1. Why do people commit crime? Fill in the mind map with as many reasons as possible why people commit crime.
 - Greed
 - Hate
 - Upbringing
 - Addiction
 - Mental illness
 - Poverty
 - Opposition to an unjust law

2. What is meant by the term 'poverty'? Choose the 2 correct definitions of poverty from the list below.
You have enough money for basic needs but not enough for leisure activities
When you cannot afford basic necessities such as food, clothing and housing

3. For both definitions create two chains of cause and effect below. How might each situation be done for you.

Take it further: Do you think the above reasons are acceptable reasons to commit crime? The answer is subjective depending on the examples given by the pupils.

4. How might upbringing lead to crime? Complete the word fill.
Answers in order: raised, copy, parents, exposed, acceptable, encouraged

Take it further: How might upbringing as a cause of crime be connected to poverty as a cause of crime? If someone is brought up in poverty, they may not want to live that same life / they may

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Worksheet 4: Reasons for crime: mental illness and addiction

1. *Mental illness in some cases may lead to crime. Read the examples of some mental illnesses that could lead to crime. One has been done for you.*

Mental Illness	Definition	
Kleptomania	A kleptomaniac is someone who feels compelled to steal things. Someone who has kleptomania may feel the urge to take things that they do not need or want.	The person who has kleptomania may feel the urge to take things that they do not need or want.
Hallucinations	Hallucinating means seeing/hearing things that are not really there. The person experiencing the hallucination may be convinced that what they are feeling is real.	The person experiencing the hallucination may be convinced that what they are feeling is real.
Schizophrenia	People with schizophrenia may have difficulty understanding what is real and what is not real. They may hear voices or have hallucinations.	The person with schizophrenia may have difficulty understanding what is real and what is not real. They may hear voices or have hallucinations.
Pyromania	Pyromania is to have the impulse to set fires.	Pyromania is to have the impulse to set fires.

2. *What is addiction? Define the term.*

Addiction is when someone has a dependence on something. In the case of drugs, it is a dependence on the drug.

3. *Look at the image and write a short story explaining how addiction led to this person's crime. Story writing is subjective. Here is a list of possible scenarios that may be included in your story.*

- Someone no longer has money to fuel their drug habit; they may steal in order to get more money.
- Someone no longer has money to fuel their drug habit; they may become a drug dealer.
- Someone may be in debt to their drug dealer; their dealer may force them to commit a crime to pay back the debt.
- The drug dealer may refuse to give someone unless they are committing a crime.
- The person may be a drug dealer/manufacturing drugs to sell to other people.

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Worksheet 5: Reasons for crime: greed and hate

1. Tick the correct definition(s) of greed. **There may be more than one correct answer**
Desiring what others have
Wanting more and more
2. List examples of greed in our society (e.g. a person hoarding more money than they need)
 - Robbing a bank
 - Paying low wages to increase personal profit
 - Finding a large sum of money and keeping it instead of handing it over to the police
3. Read the definitions of theft, fraud, murder and kidnapping. Identify the crimes caused by greed, and explain why. (You may find it helpful to think about what has been done for you.)

Crime	Definition	Was it caused by greed? ✓ or ✗	Explanation of the motivation
Fraud	Using dishonesty to gain a financial advantage. This may include tricking people into giving up their personal information.	✓	As people are getting rich, it means they value money more. This is a type of greed.
Murder	Taking someone's life. Killing another person.	✓ and ✗	This could be motivated by greed to kill another over jealousy. However, murder does not have to be motivated by greed; it can be motivated by hate.
Theft	Taking something that does not belong to you.	✓	Stealing is motivated by greed because someone else has it and they want it.
Kidnapping	Taking someone and keeping them prisoner.	✓ and ✗	Kidnapping could be motivated by greed to kidnap another person for ransom. A ransom may be paid in exchange for the hostage. However, kidnapping can also be motivated by hate, for example, in a relationship – one person may be kidnapped because they do not want to be with the other person, or they may be kidnapped for punishment.

Take it further: 'All crimes are motivated by greed.' Explain your opinion of this statement using your points.

FOR: Crimes are committed out of a 'want' for something. This may be to want to be rich, to want a person. Rage, lust and greed are all equally emotions of desire. Lust = greed.

AGAINST: Some crimes are committed due to mental illness; in some cases, the person committing the crime is not motivated by greed.

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4. Tick the correct definition of hate.
Having an intense dislike for someone

Take it further: How might hatred lead to crime? Is it morally wrong to have hatred?
answer.

Hatred may lead to crime as someone may hate someone so much that they kill them. It is morally wrong to harbour hatred for others as hatred can lead to unkind thoughts and actions, which can be damaging mentally.

5. What does the Bible say about greed and hatred? Match the scriptures to the correct definition.
been done for you.

 'Do not love the world.' 1 John 2:15 (NIV)	GREED	'Anyone who claims to love God but hates a brother or sister is a liar. Anyone who does not love the brother they have seen, cannot love the brother they have not seen.' 1 John 4:20 (NIV)
'Love one another as I have loved you.' John 13:34 (NIV)	HATRED	'Whoever claims to love a brother or sister but hates them is a liar. Whoever does not love their brother and sister, whom they have seen, cannot love God whom they have not seen.' 1 John 4:20 (NIV)
'For the love of money is a root of all kinds of evils.' 1 Timothy 6:10 (NIV)	GREED	'Such are the ways of the flesh: envy, hatred, anger, selfishness, pride, and jealousy. These are the things that lead to conflict and strife. These are the things that lead to the life of the flesh.' Proverbs 1:19-21 (NIV)

Take it further: Buddhism describes hatred and greed as poisons. Explain how these emotions are considered poisonous.

These emotions may be considered poisonous as they may make someone have negative feelings towards others, which may make them feel weighed down and stressed by these emotions. These emotions can also lead to actions that are bitter and negative, changing their world view.



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Worksheet 6: Reasons for crime: opposition to an unjust law

1. Define the keywords below:

Keyword	Definition
Opposition	Being opposed to something means being against something.
Unjust	Something that is unfair.
Just	Something that is fair.
Law	The rules that govern society.

2. Research **one** of the people listed below and fill in the boxes to explain who they were in opposition to and why.

- Martin Luther King Jr.
- Rosa Parks
- Gandhi
- Nicholas Winton
- Oscar Romero

<p>Martin Luther King Jr:</p> <p>Martin Luther King Jr was a civil rights activist who fought for equality of black people and white people. The laws that Martin Luther King Jr broke were trespassing laws, marching/protesting laws and disturbing the peace. He broke these laws in order to protest civil rights and segregation laws. Martin Luther King argued that laws should follow the laws of God.</p>	<p>Rosa Parks:</p> <p>Rosa Parks was a civil rights activist who fought for equality for black and white people. She was refusing to sit at the back of the bus where black people were required to sit. She was also required to sit next to a white person. Rosa Parks was arrested for breaking the law. She was arrested because of an unjust law because it was not fair for all people to be treated equally.</p>
<p>Gandhi:</p> <p>Gandhi was someone who fought for Indian independence from British rule. The law he broke was to defy the salt tax by illegally selling salt (by boiling salty mud in seawater). He was arrested as a form of protest against British rule in India.</p>	<p>Nicholas Winton:</p> <p>Nicholas Winton was a Czechoslovakian who saved Jewish children from Nazi-occupied Czechoslovakia. He organized the rescue of 669 children from the country so that they could escape the extermination camps in Germany.</p>
<p>Oscar Romero:</p> <p>Oscar Romero was the Archbishop of El Salvador. He spoke on the radio about how the rich of El Salvador were corrupt and abusive to the poor. Oscar Romero was shot and killed during a church service for speaking out against those who controlled El Salvador.</p>	

3. Read the Bible quote and explain the meaning of the quote.

The quote means that a government is put in charge of a country by God and, therefore, the government is there for a reason. If they break the law, they are turning against God.

4. How does the quote relate to the idea of opposing a law because it is unjust? Explain.

The quote shows that one should not oppose the law even if it is unjust as laws have been put in charge by God.

5. Place the reasons for committing crime on the diamond nine with the most important reason at the bottom.

The answers are subjective as they are based on the pupil's opinion.

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Worksheet 7: Views on people who break the law

1. In the speech bubbles below explain: 1. What your opinion is of people who break the law; 2. What a person who disagrees with you might say; 3. What a religious person might say (**choose any religion**).

Christianity: Some Christians believe that lawbreakers should be reformed so that the punishment has ended. Many Christians believe that the crime is wrong but the law is not. In the parable of the sheep and goats, Jesus indicates that lawbreakers should be treated fairly.

Judaism: Jews believe that punishments for crime should be proportionate to the crime. If they believe a lawbreaker should get a serious punishment, then severe punishments should also be used. Lawbreakers should be reformed so that they do not return to crime once the punishment has ended.

Buddhism: Buddhists believe in ahimsa and metta – compassion and loving kindness. They believe that lawbreakers should be treated with kindness and compassion. Buddhists believe that lawbreakers should be reformed so that they do not return to crime once the punishment has ended. They agree that punishments are needed to keep people on the right path, but they do not believe in excessive force.

Hinduism: Hindus believe that lawbreakers should be subject to punishment and that excessive force should be used, and lawbreakers should be encouraged back into society once the punishment has ended.

Sikhism: Lawbreakers should be treated fairly; they should be given a fair trial and a fair punishment. If needed, the prisoner should be treated humanely and fairly.

Islam: Some Muslims believe that lawbreakers need to be taught a lesson that breaks their bad habits. Muslims believe that the lawbreaker needs to be reformed so that they do not commit the same crime again. They mean they can re-enter society once the punishment has ended. The crime may be forgiven, but they should be treated fairly.

Take it further: Class discussion, how should people who break the law be treated? This is individual opinion.

2. What does the Jewish quote teach about attitude to lawbreakers?
It shows that only the person who broke the law should be responsible for the guilt. They should not have to live with or feel the shame of the broken law. Parents and society should support the lawbreaker with the judgement of a court regarding the broken law.
3. Create scenarios about people who break the law. One scenario should be an example of a lawbreaker who you sympathise with. The other should be a scenario to not sympathise with the lawbreaker. Here are some examples pupils could use.

Sympathising with the lawbreaker	Not sympathising with the lawbreaker
<ul style="list-style-type: none"> The person stole food for their children, who had not eaten in days. Someone took illegal drugs to ease their pain from their terminal illness. Someone defended themselves from an attacker – accidentally killing them in the process. Someone was speeding in the car to get their friend to a hospital after they had a heart attack. 	<ul style="list-style-type: none"> Jealousy of a friend. Someone forced into prostitution to pay their debt. Someone beat up a friend to get revenge. Someone stole money from a friend who they wanted.

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Worksheet 8: Views about different types of crime

1. Read the scenarios below. Which crime is the worst, and why?
This is dependent on the pupil's opinion. No answer provided.

Take it further: Identify the type of crime each scenario is showing. Choose either ha

- A = Theft
B = Murder
C = Hate crime
D = Hate crime
E = Theft
F = Murder

2. What is the significance of the Bible? Choose the correct answer.
Life is sacred because it was given by God
3. What would a religious person say about murder as a type of crime? (Refer to the story of Cain and Abel)
A religious person would say murder is wrong because it is the taking of a life. God made it.
4. Can it ever be right to commit murder? Give reasons for and against.

FOR	
<ul style="list-style-type: none"> Someone may be being attacked by someone with a weapon and the only way to stop them is to kill them / use deadly force. Someone may have a gun and the only way to stop them from hurting others with it is to shoot them. Some people say that war is murder – war that is done to protect others may be seen as acceptable. Someone may be living in an abusive relationship and unable to escape unless they kill their attacker. 	<ul style="list-style-type: none"> Everybody has the right to life. Everybody has the right to know the truth. Killing is wrong. Killing goes against the Commandments. Only God can take a life.

5. List the reasons why people might commit theft.
- They may need money/resources to survive.
 - People may be forced to steal by their kidnappers.
 - People may steal to get out of a dangerous situation.
 - People may be greedy.
 - People may steal to hurt another person.
 - People may steal out of jealousy.
6. What emotion is being displayed here? How does it relate to crime?
The emotion is greed. The character in the picture is trampling over others to get more money.
7. Why might the emotion displayed above be considered a worse reason for crime than greed?
Some say greed is worse because it is an intense and selfish desire to have more than what one needs. Sometimes it can be at other people's expense. Wanting what other people have stolen. Christians, Jews, and Muslims have been taught not to covet.

Some say hate is worse because: people should be kind to their fellow man, and many religions teach this.

8. Create an acrostic about hate crime and attitudes towards race. Each letter in the word **HATE** should be the start of a sentence.
- Hate** crimes are crimes that are aimed at people for discriminatory reasons. People are often targeted because of their age, sex, gender, religion, race, sexual orientation, etc.
- Actions** should be judged on whether people can't change.
- Tolerate** and include people from all walks of life.
- Equality** should be given to all.
- Celebrate** people's differences.
- Race**, religion, age, gender and sexual orientation should not be a reason to hate another person.
- Inclusivity** is important and necessary.
- Multicultural** means we should accept people from lots of different backgrounds.
- Equality** for all.

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Worksheet 9: The aims of punishment: retribution

1. Label the quotes. Are they for or against retribution as an aim of punishment?

'You are to take life for life, eye for eye, tooth for tooth.'
Exodus 21:23–24

'You have heard that it was said, 'Eye for eye, and tooth for tooth.' But I tell you, if anyone slaps you on the right cheek, turn to them the other cheek.'
Matthew 5:38–39

'An eye for an eye makes the whole world blind.'
Mohandas Gandhi

2. What is your opinion of the quotes above? Do you think retribution should be used? Give your reasoning of your answer.

This is subjective to pupil opinion – no answer provided.

3. How might the idea of retribution be helpful for families of victims? Write a diary entry as a family member who is seeking retribution for a crime.

Answers may include:

- Seeing the lawbreaker punished / in prison may make the family feel safe.
- Seeing the lawbreaker go through the same thing that happened to the victim (victim) may be comforting.
- People may want the criminal to feel as badly as they do.

4. Create a newspaper headline about getting revenge on a criminal. There is an example below.

DEATH DESERVES DEATH! BRING BACK THE DEATH PENALTY!

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Worksheet 10: The aims of punishment: deterrence

1. Give the definition of deterrence.

Giving a harsh/severe punishment to scare people away from committing the crime

2. Read the punishments and highlight those that are a form of deterrence. **They have**

Long prison sentence

Community service

Antisocial behaviour order

Rehabilitation

Fine

House arrest

Curfew

Death

Ban from driving

Losing a hand after stealing

Whipping

Probation

3. Choose one of the punishments above that you have identified as a deterrent. Explain how it deters people from committing crime.

- A long prison sentence may be a deterrent as people do not want to spend their freedom restricted.
- House arrest may be a deterrent as people will know that if they commit the crime they will not be able to leave their houses and will not be able to leave.
- The death penalty may be a deterrent as people do not want to lose their lives and will be less likely to commit the crime.
- A ban from driving is a deterrent as cars may be necessary for people to get to work for work. Driving also allows people the freedom to go where they want to and have transport that a family has. People may be deterred from committing driving offences as cars to provide for their families, e.g. their work may be far away and they need to go by car.
- Losing a hand after stealing is a deterrent as people may weigh up the risk of losing a hand for gain. In most cases this would not be worth the risk.
- Whipping is a deterrent as people generally try to avoid physical pain.

4. Is deterrence an effective aim of punishment? Give reasons on both sides of the table.

YES	
<ul style="list-style-type: none">• People may be less likely to commit crime if they know the punishment is severe.• People may know that if other people have been punished in a harsh way then they too will get that punishment and so be less likely to commit the crime.	<ul style="list-style-type: none">• People still commit crime even if they know the punishment will be severe.• People commit crime at the moment they are given the punishment.

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Worksheet 11: The aims of punishment: reformation

1. Give examples of reformation in action.

- **Rehabilitation** – to become sober from drugs; this may allow someone to get deal drugs in order to fund their drug habit.
- **Education** – people may be given the opportunity to take classes / enrol on courses. This means that when they are released from prison they are more likely to be employed and not turn back to crime.
- **Therapy** – this allows lawbreakers to understand / deal with their past and the help them to develop coping strategies and healthy behaviours so that they can move on.
- **Anger management training** – this helps people to control their anger so that they do not act in harmful ways.
- **Community work** – this allows lawbreakers to see the damage they have done and make amends for their ways and be more mindful of others in the future.
- **Group therapy sessions** – this allows lawbreakers to connect with others and learn from what has helped others to develop better habits.

Take it further: Research reformation programmes around the world. Is reformation the best way to help criminals to better reintegrate into society?

Pupils could research Halden Prison in Norway, which specialises in reform as an aim.

2. Complete the word fill.

Answers in order: change, criminals, society, reformation, crime, society, damaging

3. Explain why some people may **disagree** with the idea of reformation.

- People should be punished harshly so they and others do not commit further crimes.
- People should feel the same pain their victims do.
- People should not be allowed to re-enter society if they have committed a dangerous crime.

Take it further: Give a religious response to your answers above.

Christianity: Some Christians believe that lawbreakers should be reformed so that the punishment has ended. Many Christians believe that the crime is wrong but the lawbreaker can be forgiven. In the parable of the sheep and goats, Jesus indicates that lawbreakers should be treated with compassion.

Judaism: Jews believe that punishments for crime should match the crime. If they are lawbreakers, they should get a serious punishment. However, punishments should also include reformation so that they do not turn back to crime once the punishment has ended.

Buddhism: Buddhists believe in karuna and metta – compassion and loving kindness. Lawbreakers should be treated with kindness and compassion. Buddhists believe that lawbreakers should be punished excessively. They agree that punishments are needed to keep people on the right path, but the punishment should not be broken.

Hinduism: Hindus believe that lawbreakers should be subject to punishment and that excessive force should be used, and lawbreakers should be encouraged back into society once the punishment has ended.

Sikhism: Lawbreakers should be treated fairly; they should be given a fair trial and if found guilty, the prisoner should be treated humanely and fairly.

Islam: Some Muslims believe that lawbreakers need to be taught a lesson that breaks their bad habits. Muslims believe that the lawbreaker needs to be reformed so that they do not commit the same crime again. They mean they can re-enter society once the punishment has ended. The crime may be forgiven, but they should be treated fairly.

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Worksheet 12: The treatment of criminals: prison

1. Colour-code the effects of prison into long-term and short-term effects.

Once the person leaves prison, other people may have negative attitudes towards them.	Society is safe from the criminal while they are in prison.	People are also given qualifications which improves their chances of getting a job when they leave.
If a person is a single parent when sent to prison, their children may have to be taken into care.	Having a criminal record, even if it is a short one, means the person may not be able to get certain jobs.	A person may lose their job when they are sent to prison.

Take it further Research prisons in the UK. What are they like? Do you think that prison is a good way to be punished? Do you think imprisonment is an effective way of changing criminal behaviour? What is the probation service? How does this help criminals to reintegrate into society? The probation service is used when someone is released from prison. When someone is released, they are supervised by a probation officer. They must be subject to certain conditions and if they break these, they can be returned to prison.

2. What are the pros and cons of prison as a form of punishment?

PROS	
<ul style="list-style-type: none"> • Society is protected from the criminal. • The criminal is serving a punishment. • The victim receives justice. • Rehabilitation programmes / education programmes can still be given while in prison. • Can be a deterrence. 	<ul style="list-style-type: none"> • Does not change criminal behaviour. • Prisoners are mixed with dangerous criminals which may lead to more crime. • Many prisoners are not given rehabilitation programmes. • Prisons are becoming overcrowded and they are not a deterrent.

3. Which aim(s) of punishment does imprisonment correspond to? Circle one or more of your choice(s).

Prison can be classified as a form of deterrence and retribution.

Deterrence is the aim of making people not want to have long prison stays and, therefore, they may commit fewer crimes.

Retribution is the aim of making long prison stays mean that society is paying the criminal back for the crime they have committed.

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Worksheet 13: The treatment of criminals: corporal punishment

1. What is the difference between the home, school and prison in regard to corporal punishment below with definitions and examples for each type of punishment. Include a reference to indicate whether the punishment is legal or illegal. Some have been done for you.

Where?	Definition	Example	Reference
Home	Using physical pain to punish children at home.	Smacking	'Whoever spares the children, but the one who disciplines them is careful to do so.' Proverbs 13:24 (NIV)
School	Using physical pain to punish children in school. This was done by teachers.	Using a cane to hit a child	'Whoever spares the children, but the one who disciplines them is careful to do so.' Proverbs 13:24 (NIV)
Prison	Using violence or pain to punish a criminal.	Flogging (whipping)	'If the guilty person is beaten, the judge shall not feel pity and have them die with the criminals, for the crime they deserve, but shall impose more than forty lashes.' Deuteronomy 25:1-3

2. Should corporal punishment be legal? Give reasons for and against in the table below.

<ul style="list-style-type: none"> It is a deterrent. It teaches the criminal to feel the same suffering as the victim. 	<ul style="list-style-type: none"> It is a breach of human rights. It does not reform the criminal.
---	---

Take it further: Give two religious views on whether corporal punishment should be legal.
Christianity: Christians would say that Jesus treated people with kindness, compassion and forgiveness. Therefore, corporal punishment is wrong.

Judaism: Corporal punishment does not take place within Judaism today. Jews believe in the principle of loving kindness to people and treating them with compassion. Jews believe that corporal punishment does not do.

Buddhism: Buddhists believe in karuna and metta – compassion and loving kindness. Lawbreakers should be treated with kindness and compassion. Buddhists believe that lawbreakers should be punished excessively. Buddhists do not believe in corporal punishment.

Hinduism: Hindus believe that lawbreakers should be subjected to punishment and that excessive force should be used; therefore, corporal punishment should not be used.

Sikhism: Lawbreakers should be treated with respect. They should be given a fair trial and a fair sentence. If needed, the prisoner should be treated humanely and fairly. There should be no cruelty to the prisoner.

Islam: Muslims may believe corporal punishment is necessary. The Qur'an allows for it.

3. Which aim of punishment does corporal punishment correspond to? Circle the correct answer.
 Corporal punishment links to retribution as it is inflicting pain on an offender in payment for what they have caused.

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Worksheet 14: The treatment of criminals: community service

1. How does community service link with the aim of punishment as reformation?

Community service links with reformation as it aims to help the offender understand and help them to work within society to correct their wrong. This will help better in the community.

2. Give examples of community service.

- Collecting litter
- Removing graffiti
- Working for a charity
- Decorating/cleaning public buildings
- Receiving treatment for drug/alcohol abuse

Take it further: Rank the examples of community service given above from most effective to least. This is subjective, based on opinion – no answer provided.

3. Complete the pros and cons table for community service.

PROS	
<ul style="list-style-type: none">• Allows the criminal to reform.• Allows the criminal to make up for what they have done.• Allows the offender and society to work together to right the wrong.• Allows criminals to receive treatment needed.	<ul style="list-style-type: none">• Some people may see it as a 'true' punishment.• Society is not protected as well as it would be if they were in prison.

4. Explain two religious beliefs about the use of community service. Use the religions you have studied.
- Christians:** The parable of the sheep and goats suggests people should always help others. This is a good example of doing this.

People should always be given a chance to reform, which community service allows. The fact that mankind's sin shows this.

Judaism: Some Jews believe that punishment should fit the crime, following the eye for an eye principle. However, this should not be used for all situations. Most Jews believe community service is important as it follows the principles of loving kindness, healing the world, and charity (tzedaqa).

Islam: Muslims believe community service is important as it encourages people to be good, and it allows criminals the chance to reform.

Sikhism: Sikhs practise the principle of sewa – community service allows criminals to reform.

Take it further: Should the punishment of the crime depend on the cause of crime? This is subjective – no answer provided.

5. Read the list of crimes below. What punishment do you think each one should get, and why? Personal response. This could include: prison, the death penalty, corporal punishment, etc.

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Worksheet 15: Forgiveness

1. *Explain the meaning of the quote and how it relates to forgiveness.*
The quote tells people not to retaliate when someone does them harm, not to get revenge on others also as one should not harm the other person in any way in response.
2. *Explain the meaning behind Gandhi's quote and how it relates to forgiveness.*
The quote means that if people turn to retribution then eventually everyone would interpret this to mean to forgive others as revenge should not be sought and violence should be avoided.
3. *Does forgiving others mean they should not be punished? Vote below, and explain the corresponding character.*
Yes: If people are forgiven for others it means they have completely put the act behind them and on to a new chapter or frustration. If someone is undergoing a long punishment they are not completely forgiven them.
No: People can forgive others but still make them face the consequences of their actions and be unforgiven. If someone breaks a rule, they have a punishment so that they can learn from it.
4. *Research someone from the list below and explain how they have incorporated forgiveness.*
 - A member of Anthony Walker's family
 - Stephen Lawrence's father
 - Corrie Ten Boom
 - Pope John Paul II
 - Jesus

<u>A member of Anthony Walker's family:</u> Anthony Walker was a boy who was killed in a racially motivated attack in 2005. Anthony Walker's family explained that it was not their place to judge the attackers, but God called on them to forgive them.	<u>Stephen Lawrence's father:</u> Stephen Lawrence was a black teenager who was killed in 1993. His father explained that he had forgiven the attackers and explained that it was not their place to judge the attackers. He explained that even though he wanted them to be punished, he wanted them to be forgiven.
<u>Corrie Ten Boom:</u> Corrie Ten Boom was a woman who spent time in a concentration camp as a prisoner due to aiding the resistance movement against Nazi persecution. After the Holocaust, Corrie Ten Boom spent time evangelising and giving services on forgiveness. She forgave a guard who had been cruel at the concentration camp. She forgave him when she came face to face with him.	<u>Jesus:</u> Jesus is considered the son of God. He was put to death by being nailed to a cross. As he forgave them they do not need to be punished. Luke 23:34 (NIV)
<u>Pope John Paul II:</u> Pope John Paul II was shot by a man in 1981. While he was in recovery, Pope John Paul II asked his followers to pray for the attacker and explained that he had forgiven him. The Pope even visited his attacker in prison.	

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Worksheet 16: The death penalty

1. Write the definitions of the keywords.

Keyword	Definition
Capital punishment	The execution of someone for a serious crime such as murder.
Death penalty	The execution of someone for a serious crime such as murder.
Corporal punishment	The use of physical pain as punishment.

2. Look at the methods of capital punishment below. Match the method of execution with the definition.

Method of execution	Definition
Hanging	To have heavy rocks thrown at you
Lethal injection	To be given drugs to die
Beheading	To be electrocuted
Electric chair	To be hung from a gallows
Stoning	To have the head removed

3. Do you think the death penalty should be legal in the UK? Explain your answer.
This is a subjective question – no answer provided.

4. Explain whether each religion would support or oppose the death penalty as a form of punishment. Give your answers.

Christianity: Some Christians believe that the death penalty should be allowed as the Bible says: 'eye for eye, tooth for tooth, hand for hand, foot for foot.' **Deuteronomy 19:21 (NIV)**. Some Christians believe the death penalty is wrong as the Ten Commandments instruct Christians to 'thou shalt not kill', which says that only God can take life.

Judaism: Some Jews believe the death penalty should be allowed as the Torah says: 'eye for eye, tooth for tooth, hand for hand, foot for foot.' **Deuteronomy 19:21 (NIV)**. Some Jews believe the death penalty is wrong as the Ten Commandments instruct Jews not to kill. They believe only God can take life.

Buddhism: Buddhists believe in the principle of ahimsa, which means to do no harm. They do not support the death penalty.

Hinduism: Hindus believe in the principle of ahimsa, which means to do no harm to any living being. They do not support the death penalty.

Sikhism: Many Sikhs would not agree with the death penalty as they follow the example of Guru Nanak, who taught that all life is sacred. However, there is no teaching in the Guru Granth Sahib either for or against the death penalty.

Islam: Some Muslims accept the death penalty if the crime was a serious crime. The Quran says: 'We have made man sacred, except by way of justice and law. Thus, does He command you.' **Qur'an 6:151**

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Worksheet 17: Ethical arguments related to the death penalty

1. *Is the death penalty murder? Discuss with a partner and write your answer below.*
Subjective question based on opinion – no answer provided.
2. *Your teacher will split the class into groups of six. Each person in the group will be assigned a role relating to the topic of the death penalty. You have **15 minutes** to complete your task and then present your work to the class!*

White hat: The death penalty is the execution / killing of a person in order for a certain crime. A person can no longer commit the crime / hurt an innocent. The death penalty was argued that it is unethical to kill other people.

Yellow hat: possible answers: To keep society safe from them. To ensure they can't take revenge on the people who caused the pain and suffering they caused. To help the victim's families. To help someone who has been hurt by them. To help someone who has been hurt by them. **Mark other relevant answers as correct.**

Red hat: possible answers: It is unjust if someone who is innocent is executed. The death penalty could lead to the death penalty being abolished so that there is no risk of a wrongful execution. **Mark other relevant answers as correct.**

Green hat: Create a campaign to make the death penalty either illegal or legal. Create a poster, a speech, a letter, a leaflet, a TV advertisement or any other creative way to communicate your message. **Possible answers: Instagram post:**



Black hat: possible answers: A life sentence means that eventually there will be no life, therefore, the death penalty is wrong. It can be mentally damaging to be the executioner. The death penalty does not give the criminal a chance to change their ways. Only God can take a life away. **Mark other relevant answers.**

Take it further: Are you able to explain two beliefs about the use of the death penalty?

- Some people argue that the death penalty is wrong as it is the same thing as taking a life.
- Some people believe that the death penalty is wrong because sometimes innocent people are executed.
- Some people believe that the death penalty should be used as it makes society safer as murderers can no longer hurt people.
- Some people believe that the death penalty should be used as taking a life should be justified.

3. **Class discussion:** Should people be allowed to watch executions? Is it more of a spectacle or a punishment – retribution? Do the victims **need** to see the criminal brought to justice? This is subject to opinion – no answer provided.

4. *Identify whether each of the arguments below is FOR the use of the death penalty or AGAINST it.*

The death penalty puts other people off committing serious crimes – it is a deterrent.	FOR
It brings justice to the victims and their families.	FOR
All life is sacred because it was made by God – sanctity of life.	AGAINST
The world is safer when murderers are killed.	FOR
'Do not murder' – the death penalty should not be used.	AGAINST
Prison is a punishment.	FOR
When someone is sentenced to 'life in prison' this is often not a full lifetime.	FOR
An innocent person could end up being executed if the wrong person has been convicted.	AGAINST
'An eye for an eye, a life for a life.'	FOR

Take it further: Which arguments do you agree with, and why?
This is subject to opinion – no answer provided.

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Worksheet 18: Consolidation worksheet

1. Complete the following grid with as much detail as you can remember about each cause.

Poverty Not having access to necessary resources / money to live. Someone may feel the need to steal in order to feed their family or keep their house.	Upbringing Someone may be raised in an environment where crime happens; this may lead children to copy those behaviours. Children may also be encouraged to steal / commit crime to help provide for the family.	
Addiction Some people may be addicted to substances. Need to pay for the substances may lead to crime as this may involve theft or turning to drug dealing in order to afford this. Some substances can make people act violently.	Causes of crime	
Hate Hatred of others could lead to people attacking others / violence. Hate crimes are caused by prejudice and discrimination.	Opposition to an unjust law Some people may consider some laws unfair / against their rights. They may break this law to protest it to try to get the law changed. Notable examples are: Martin Luther King Jr, Rosa Parks, Gandhi and Nicholas Winton.	

2. Give a five-minute speech on how criminals should be treated, and why.
 Answers are not provided to this consolidation activity as it designed for revision purposes and varied.
3. In pairs, create an A3 revision document that includes notes on the death penalty. Try to cover as much of the topic as possible without consulting your notes or a textbook!
 Answers are not provided to this consolidation activity as it designed for revision purposes and varied.
4. Complete the table with notes about the aims of punishment. Try to fill in as much as you can.

	Aims of punishment		
	Deterrence	Reformation	Retribution
Definition	A punishment so severe that it dissuades people from committing the crime.	Changing a criminal's mindset and behaviour so they are less likely to reoffend.	Revenge on a criminal for their actions.
Examples of this punishment	Death penalty. Losing a hand for stealing. Whipping/flogging. Long prison sentence.	Community service. Rehabilitation. Education programmes. Anger management.	Death penalty. Flogging/whipping. Long prison sentence.
Arguments FOR this punishment	This will stop people from committing the crime.	This will encourage people to change their ways. This allows people to be given a second chance so they can re-enter society.	This allows the family to feel justice. It allows society to feel safe and to know crime is dealt with.
Arguments AGAINST this punishment	People may commit crimes of passion or have no choice.	People should be punished severely for their actions.	Getting revenge may lead to the law feeling out of control. It could make it harder for them to re-enter society. Punishment may not be the best solution.

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