

Target group:

Young drivers and passengers carried in cars by young drivers. Particularly relevant in rural areas where there is a significant lack of public transport.

Programme outline:

Crime scenario – at roadside a young driver is “stopped” by police; breath-tested, (“positive”), arrested and taken to police station.

At the police station formal procedures are conducted including breathalyser; search, (“drugs” can be found at this point), incarceration in a cell; interminable paperwork etc leading to being bailed to court.

At Magistrates’ Court the charge is read, plea entered and case dealt with – all scripted role-play and all parts played by participants.

Debrief role play; discuss outcomes, expectations, consequences; where decisions may have been different; why the law is as it is etc. The magistrate has a facilitating role.

Consider how alcohol and other substances may affect driving and behaviour.

Relevance to formal education:

- 1 Knowledge and understanding about becoming an informed citizen

The legal and human rights and responsibilities underpinning society and how they relate to citizens, including the role and operation of the criminal and civil justice systems

The work of parliament, the government and the courts in making and shaping the law

- 2 Developing skills of enquiry and communication

Contribute to group and exploratory class discussions, and take part in formal debates.

- 3 Developing skills of participation and responsible action

Negotiate, decide and take part responsibly in both school and community-based activities

Relevance to North Yorkshire:

The rural nature of the area and lack of public transport increase the risk of young people drinking and driving. Also of young people being carried as passengers by young drivers who, even if not over the prescribed limit, pose an increased risk, in statistical terms, of having an accident when influenced by alcohol and / or other drugs.

Strengths of Court in the Act:

- 1 The virtual reality – real settings, real police officers, real handcuffs, real court building, real magistrates - where else can you get this experience without it being really real!
- 2 Consistently positive evaluation – all aspects valued. Recall of experience excellent.
- 3 Partners work to their own strengths and skills unlike, for example, when police officers visits

schools and may become quasi-teachers

Overview

- 1 Experiential learning is effective – 6 months after taking part 60% of participants interviewed stated how they had changed their behaviour
- 2 Works well in rural settings – easier access to less busy police stations and to courts, although mainly at weekends.
- 3 Has a real relevance to young people’s lives.
- 4 Has a real relevance to Citizenship programme (see above)

Adapted by Ingleton Middle School from the work of:

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