



The Big Legal Lesson

February 2025

What's the law got to do with me?

Classroom Notes

Ages 5-7



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The Big Legal Lesson

Classroom Notes

Age range: 5-7

Introduction: Thank you for taking part in The Big Legal Lesson 2025. You are joining a network of thousands of teachers across England and Wales who are committed to developing children's knowledge of the rule of law and their legal rights.

Thank you to international law firm Mishcon de Reya for sponsoring The Big Legal Lesson again in 2025. Their funding allows us to offer all resources and support to participating schools for free.

Also, thank you to our education partner The Law Society for their continued support in helping us deliver legal education to children and young people across the UK.

Time commitment: This resource has been designed to give you flexibility. One main activity is included, which is split into four distinct parts. A number of optional The Big Legal Lesson Big Challenges are also included.

You can choose to deliver all the suggested activities or select those that best suit the needs of your pupils and your time-frame.

The supporting PowerPoint can be used in its entirety, or it can be edited, saved, and delivered across several shorter sessions. For example, one activity could be run each day throughout The Big Legal Lesson campaign.

Learning objectives

After taking part in The Big Legal Lesson pupils will be able to:

Main activity:

- Describe what the law is;
- Describe why laws are important;
- Describe what role judges, lawyers and MPs play in the law.

The Big Legal Lesson Big Challenges:

- Describe the different ways they interact with the law each day;
- Identify the difference between school rules, home rules and laws;
- Describe a new law they would like to introduce in the UK and what difference the law would make.

Activity overview

	Description	Resources
Main activity	Pupils watch a read-aloud version of the book <i>What is the Law?</i> , in which a hedgehog called Snippet finds out about the law. The book has been separated into four chapters with a number of discussion questions at the end of each.	Slides 1-8 Video - https://vimeo.com/518533465/d42be9defd
Challenge 1 An alien has landed	Pupils are challenged to use all they have learnt to teach an alien about the law and why it is important.	Slide 9
Challenge 2 Rule or law?	Pupils are challenged to find the laws from amongst a list of home and school rules.	Slide 10 Worksheet 1
Challenge 3 The law and me	Pupils are asked to draw a time-line of their day and identify all the different times they have come into contact with the law?	Slide 11 Worksheet 2 (optional)
Challenge 4 A new law	Pupils consider what new law they would like to see introduced in the UK and what difference it would make.	Slide 12 Worksheet 3 (optional)



Make some noise about what you've done!

Help us spread the word about the importance of legal literacy! We'd love to see what you got up to as part of The Big Legal Lesson. Send us your photos, ideas and feedback via social media @YoungCitizensUK using the hashtag #TheBigLegalLesson.

Download our media pack for help with sharing your involvement. It includes branded graphics, social media posts, a press release template and other useful bits.

Tell us what you thought

Once you have delivered your activities, please take five minutes to complete a short evaluation form. Your feedback helps us to keep this campaign freely available. To say thank you we will put you into a prize draw for Amazon vouchers.



[Teacher Survey](#)



[Pupil Survey](#)



[Legal Volunteer Survey](#)

Other resources

Young Citizens has a range of other classroom resources available which explore the rules and the rule of law in more depth as well as resources that further explore democracy. For example:

- [Our Rules](#)
- [Why Do We Have Rules?](#)
- [What Happens When Rules Are Broken?](#)
- [What Is A Vote?](#)
- [Who Runs the Country?](#)

We also have resources covering topics such as social action, digital citizenship, media literacy, money and sustainability.

For more details and to access these free resources visit: <https://www.youngcitizens.org/resources>

Teacher training

Want to support your pupils to make their voices heard with key decision makers? Take a look at our online teacher training - [Getting Heard](#).

In this free training resource, we explore who holds 'the power' locally, and nationally, including political and financial decision-makers, and other influential people such as the media and religious and community leaders. The training provides you with the tools you need to support pupils to engage with decision-makers and influential people to make change in their communities.



Main Activity - Introduction

Use **slides 2-3** to introduce the class to The Big Legal Lesson and what they will be learning about today. Ask the class to discuss the questions on **slide 4**:

Q: Has anyone heard of the law?

Q: What is it?

Q: Can you give me an example of a law?

Take in some initial ideas; you might like to jot these down on a large piece of paper to come back to at the end of the lesson.

Explain to the class that the law is something you often hear about – e.g. ‘That’s against the law!’ During today’s lesson you will be sharing a book which explores what the law is. Pupils should listen carefully as you will be stopping the video at certain points to answer some questions and talk about what they have heard.

Main Activity - Chapter 1

Use **slide 5** to introduce the class to Snippet and play Chapter 1. In this chapter, Snippet finds out that the law is like a set of rules for everyone in the country to follow.

Pause the video at the end of the Chapter 1.

Ask pupils to turn to a partner and discuss one new thing they have learnt so far.

Remind pupils that they have just heard that the law is for everyone. Challenge pupils to tell you who this might include e.g. does it include:

- Their teachers?
- The headteacher?
- The prime minister?
- Celebrities?

Ensure that pupils understand that everyone has to obey the law.

Main Activity - Chapter 2

Display **slide 6** and play **Chapter 2** of the book. In this chapter Snippet finds some examples of the law in our every day lives.

Pause the video at the end of the chapter.

Further explore the scene in which Snippet buys a bucket of food from Nutty Buckets by asking pupils the questions on the slide. Explain to pupils that the law says how this problem should be solved. They can go back into the shop and get a new chocolate bar from the shopkeeper. Remind pupils that even if we don’t realise it, the law is around us all the time.



Main Activity - Chapter 3

Display **slide 7** and play **Chapter 3** of the book. In this chapter, Snippet meets a lawyer and a judge who explain what they do in their jobs.

Pause the video at the end of the chapter.

Ask pupils if they can remember what Ms Doodles (the deer) does for a job.

Answer: She is a lawyer. She helps people with problems about the law.

Remind pupils of the tasty treat example they discussed in the last chapter. Ask pupils to discuss:

Q: Who might be able to help you if you didn't know what to do about your mouldy treat?

Pupils are likely to list a lot of people at this stage (parents, sibling, friends, other trusted adults). Explain to them that Ms Doodles could have helped them by explaining what the law says they should do.

Q: Where does Judge Hoop-lah work?

Answer: She works in a court. You might tell pupils where your nearest court is.

Explain to the pupils that a judge is a person who is in control of a court of law. Part of their job is to make sure that the person taken to court is treated in a fair way. They also decide on what the sentence should be when someone is found guilty of breaking the law.

Main Activity - Chapter 4

Display **slide 8** and play **Chapter 4**. In this chapter, Snippet finds out who makes our laws. The story then ends at a party Snippet has invited everyone to.

Pause the video at the end of the chapter.

- You might tell the children where members of parliament work. They work next to Big Ben, in the Houses of Parliament. That's where all the most important laws are made.
- You might want to tell the children who their local MP is. You can find details about your local MP here - <https://members.parliament.uk/FindYourMP>

Go back to the information you wrote down at the start of the lesson which described everything pupils thought they knew about the law. Is all the information they wrote down correct? Can they add anything new they have learnt?



The Big Legal Lesson Big Challenges

Challenge 1: An alien has landed

Display **slide 9**. Explain to pupils that an alien has landed in the playground. It is their job to explain to the alien how life in the UK works, what the law is and why it is important. Pupils can choose to display the information in whatever way they think would help the alien the most.

Challenge 2: Rule or law?

Display **slide 10**. Give pupils a copy of **worksheet 1**. Ask them to colour in all the laws in green, school rules in blue and home rules in red. If you would prefer to create your own examples a blank version can be found on **worksheet 1a**.

Home Rules	School Rules	Law
Bedtime is 7pm.	Wear the correct school uniform.	You must not take something from a shop without paying for it.
You cannot have pudding until you have eaten your dinner.	Tidy the classroom at the end of a lesson.	Wear a seatbelt in a car.
You cannot have a mobile phone until you are 16 years old.	Arrive at school by 8.45am.	Children must be given an education.
Share your toys.	Bring your PE kit to class each day.	Do not enter someone's home without their permission.
You cannot cook in the kitchen without an adult.	Do not talk when the teacher is talking.	You must not drop your litter on the streets.

Challenge 3: The law and me

Display **slide 11**. Challenge pupils to draw out a time-line of their day and identify on the time-line all the different ways they have come into contact with the law. Alternatively, pupils could write about their day using **worksheet 2**.

Challenge 4: A new law

Display **slide 12**. Using all they have learnt so far, ask pupils to think about one new law that they would like to see introduced in the UK and what difference this law would make.

Extension: Why not try and get your local representatives involved? Pupils could write to their MP explaining their ideas for new laws. A template has been provided on **worksheet 3**. You can find out contact details for your local MP at www.writetothem.com

Tell us about your new laws: We'd love to hear what new laws pupils suggest. Get pupils to write them down, take a picture and share with us @YoungCitizensUK #TheBigLegalLesson. A template is included for this at the end of this pack.



The Big Legal Lesson Big Challenge

Worksheet 1

Colour **school rules blue**, **home rules red** and **laws green**

<p>Arrive at school by 8:45.</p> 	<p>Wear a seatbelt.</p> 	<p>You cannot cook without an adult.</p> 	<p>Do not talk when the teacher is talking.</p> 	<p>Do not drop litter.</p> 
<p>Do not enter someone's home without their permission.</p> 	<p>Bring your PE kit to school each day.</p> 	<p>Children must be given an education.</p> 	<p>Share your toys.</p> 	<p>You cannot have a phone until you are 16.</p> 
<p>Tidy the classroom at the end of the day.</p> 	<p>Bedtime is 7:00pm.</p> 	<p>You cannot take something from a shop without paying.</p> 	<p>You can only have pudding if you eat your dinner.</p> 	<p>Wear the right uniform to school.</p> 



The Big Legal Lesson Big Challenge

Worksheet 1a

Colour **school rules blue**, **home rules red** and **laws green**



The Law and Me

My day started when _____

At school I _____

After school I _____

Before bed I _____

Re-read your day. Describe three different ways the law affected your day.

1) _____

2) _____

3) _____



The Big Legal Lesson

Classroom Notes

Dear _____

My name is _____ and I am a pupil at _____.

At school we have been taking part in The Big Legal Lesson, learning what the law is and why it is so important.

We have been thinking about new laws we would like to see in the UK. My idea for a new law is _____

I think we need this law because _____

Yours sincerely,
