

## Junior Lawyers Club Programme of Study

### Skills and Competencies

Skills and Competencies are taught alongside the Knowledge Programme. Students complete the programme at their own pace and can attend a single workshop or regular workshops over a number of years. Completion is determined by a number of factors, including age of child, regularity of attendance, level of study, complexity according to age group and the subject area being discussed.

<b>Key Transferable Skill of a Lawyer</b>	<b>Elements</b>	<b>Practical Application</b>
<b>Debating Skills</b>	Mental Attributes such as listening and mental agility.	Universal: e.g. Debating, social situations, exam and assessments
	Content – creating and structuring arguments. Expressing them clearly and concisely.	Universal: in particular all formal and informal exams and assessments Interviews
	Delivery, including tone pace pitch  Body Language	Useful for GCSE spoken presentation components in English Language and others.  Presentations, interviews, school assemblies, school committees
	Critical Thinking, Rhetoric and logic	Essential for navigating information on the Internet - identifying fake news  Debating skills  GCSEs, e.g. English Language, Literature, History, etc.

	Terminology- building up suitable terminology or technical phrases	Speaking fluently and persuasively with authority, for example in an interview or school presentation.
<b>Presentation Skills</b>	Preparation and overcoming nerves  Persuasion  Debating skills as above  Responding to questions	GCSE English Language spoken presentation element or for GCSE Language spoken element  School or outside club presentations, oral exams, assemblies, social speeches.
<b>Public Speaking/Advocacy</b>	Presence, delivery, persuasion and preparation	
<b>Critical and Lateral Thinking</b>	Meaning  Arguments and evidence  Questioning presumptions	Essential for GCSE English Language, English Literature, History, etc.  Now a major component of job selection, done in the form of assessment programmes.

<b>Creative Thinking &amp; Problem Solving</b>	Innovative solutions New approaches	An essential life skill. Specifically useful for exam and interview scenarios. Also a component on assessment selection days for many jobs (e.g. for Banks and Graduate Assessment Programmes).
<b>Communication Skills</b>	Delivery, Rhetoric and Body Language	
<b>Research Skills</b>	Carrying out research, including literature reviews, research methodology and collating results.	Research projects in schools from KS2 to A Levels.  Researching University choices, employment decisions, making key life decisions.  Learning Research Skills is also very useful for future university study and postgraduate degrees.
<b>Essay Writing Skills</b>	Clarity and Lucidity  Structure, sources and terminology  Spelling, Grammar and Punctuation  Technical Writing	Debating Competitions  SATS/11 Plus exams/GCSEs/A Levels  Application forms  Coursework - for secondary school, university, etc.

<b>Exam/Assessment Skills</b>	Study Planning Timeboxing Focussing Prioritising Revision Techniques	Exams and assessments from secondary school to university to postgraduate.
<b>Leadership and Teamwork</b>	Qualities, theories and styles  Emotional Intelligence	For school situations, for example, becoming a prefect or representative on the School Council.  Often tested as an exercise on a Graduate Assessment Programme or in job interviews.
<b>Negotiation Skills</b>	Advocacy style  Manner and Delivery  Theories of Principled Negotiation	Useful for negotiating pocket money, screentimes, parental restrictions, etc.
<b>Interview Skills</b>	Preparation  Performance  Feedback	Secondary school interviews, university and employment interviews.

<b>Diplomacy Skills</b>	Tactfulness	A universally needed skill, especially so, given globalisation.
<b>Networking and Communication Skills</b>	The Art of Conversation, Networking and Social Communication	Becoming adept at making friends and contacts - an essential skill in an increasingly online world.

### **Substantive Knowledge- Law, Politics and Philosophy**

The following table is an abridged version of the areas and topics covered on the JLC Programme of Study, taught alongside the skills in the workshop. Topics are introduced in an age-appropriate way by UK lawyers or UK university lecturers, as a brief introduction to some of the activities or debates.

The information below is intended as a short guide as topics are regularly reviewed by our Board of Professional Advisors. All classroom topics are gauged and assessed as to their suitability for the age profile of the group.

Area	Why is this useful?
<b>Constitutional Law</b>	<p>This topic puts into context issues such as the Rule of Law, who runs the country, how states and leaders interact, and how the British Parliamentary System works. It teaches the vocabulary and concepts to understand the news and current affairs.</p> <p><b>Issues you might discuss include:</b></p> <p><i>Where are the rules regarding how a country is governed? How can you change the law?</i></p> <p><i>Should Britain have a written (codified) constitution?</i></p> <p><i>If you wanted to create the most 'just society' what rules would you draft? How do these compare to the rules we have in place in the United Kingdom?</i></p>
<b>Human Rights Law</b>	<p><i>This topic looks at how what Human Rights are and how they are protected under the European Convention on Human Rights and the Human Rights Act 1998.</i></p> <p><b>Examples:</b></p> <p><i>How does the court balance the right to privacy, and the right to freedom of speech?</i></p> <p><i>Should we have complete freedom of speech with no restrictions?</i></p> <p><i>Should parents be allowed to smack their children?</i></p>

<p><b>Additional Topics on the programme include key concepts and discussions from areas including:</b></p>	<p><b><i>Criminal Law</i></b> – e.g. <i>should a person be guilty for simply thinking of committing a crime?</i></p> <p><b><i>Criminology</i></b> - e.g. <i>what is the aim of punishment? Can you design a punishment system for various crimes?</i></p> <p><b><i>Tort Law</i></b> -e.g. <i>you see someone about to walk off a cliff – are you legally bound to shout out a warning? Should you be?</i></p> <p><b><i>Contract Law</i></b> – e.g. <i>can children make binding contracts?</i></p> <p><b><i>Business Law</i></b> -e.g. <i>you develop a new product with a friend. How can you turn this into a business?</i></p> <p><b><i>Legal Philosophy</i></b>- e.g. <i>if you were creating the rules of society from scratch, what would they be and why?</i></p> <p><b><i>Moral Philosophy</i></b> – e.g. <i>is lying always wrong? Is it morally wrong to eat animals?</i></p> <p><b><i>The Philosophy of Art/Aesthetics</i></b>- e.g. <i>what makes something a work of art? Is it the context, the value, or the creator?</i></p> <p><b><i>Politics</i></b>- e.g. <i>how would you organise a new society? Is there a contract between the citizen and the state?</i></p>
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