

PRIMARY 4 - EXAMPLE TIMETABLE FOR CITIZENSHIP AND THE LAW PACK

Total of 14 lessons covering 4 themes

<u>Term</u>	<u>Theme</u>	<u>Lesson</u>	<u>Special Requirements</u>
1	Me and My Community	L1-L4	Police Officer if possible
2	Crime and Law in Society	L1&L2	
3	Managing conflict	L1-L4	
4	Racial discrimination	L1-L4 ^^	

Lessons with ^^ after their title are repeated in Primary 5 as they can be utilised in either year where the teacher feels it is most appropriate. The timetable above is only a possible timetable for lessons and does not detract from the fact that teachers can choose to dip into the pack at any time and utilise lessons for different age groups than suggested here depending on what they feel best suits their class.

Primary 4

Theme	Learning Outcomes & Skills	Topic & lesson summary	Resources Required & suggested activities	Curriculum Match
Me and My Community- Keeping Safe in the Community	<p>Pupils should:</p> <p>Have a greater awareness of the concept of 'community'.</p> <p>Be able to identify the 'communities' in which they belong (e.g. family, faith, school, neighbourhood, club and organisation).</p> <p>Begin to appreciate the importance of their community roles and responsibilities.</p>	<p>Establishing the concept of the local community/the various 'communities' to which they belong/their roles and responsibilities within them.</p> <p>Lesson 1: Coming to School Pupils make individual simple maps of their journey to school (homework/or in class). Describe the journey to a partner write directions. Identify particular safety issues with partners, list common ones in groups, collate as a class.</p> <p>Lesson 2: Places to go Create a class map of the area around the school. Pupils identify key places for them, in their booklets record two safety rules, class discuss implications, put appropriate symbols on class map. Police contribute appropriate observations/advice re their experience of safety issues in the community.</p> <p>Lesson 3: Favourite places Places to play. Parents/police/school staff. Assist class groups to take photos of area for future display/Powerpoint. Some pupils might be able to take their own.</p> <p>Lesson 4: Belonging Explore the idea of belonging: a. Discuss what it means to belong to various 'communities'. Discuss rules – what/why – consider what this means/revisit school rules and how they help the school/class community. What and how we give/receive/influence our 'communities'. b. Special role/responsibilities for myself/others/things I am responsible</p>	<p>TEACHER/POLICE joint input!! Each pupil creates a Moving around safely/keeping safe booklet.</p> <ol style="list-style-type: none"> 1. Coming to school Activity Worksheet 1a & 1b 2. Places I go e.g. shops, pool, play park, club/organisation, church – activity Worksheet 2. 3. Favourite places to play – activity Worksheet 3 – photos for display & camera. 4. I am an importance member of....., My special role/responsibilities e.g. family, school, class, club/organisation – activity Worksheet 4. <p>Camera Pens/ paper/notebooks</p>	<p>PSE English Language Art and design ES: Social subjects</p>

Primary 4 continued

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Managing Conflict	<p>Children should: Recognise expressions on people's faces reflect their meanings</p> <p>Identify name-calling (including racist names) as one type of bullying. Describe the effect of name-calling on people's feelings. Relate this to and describe their own experiences in a variety of ways. Give their opinion about the rhyme 'Sticks and Stones'.</p>	<p>Lesson 1: Sticks and Stones</p> <p>Awareness of feelings -</p> <p>a. Groups given a feeling to mime and let the others guess what it is and what might be causing it – to begin to identify and compile a class word bank of 'feelings'.</p> <p>b. Children should fill in 'faces and feelings' worksheet individually.</p> <p>c. Use the illustrations to promote discussion on the effect one person's behaviour can have on other people's feelings. Draw particular attention to unhappy faces.</p>	<p>Class Wordbank of feelings. Faces and feelings worksheets. Worksheets may be displayed on computer/SMART board/OHP</p> <p>Illustrations for display from magazines/commercially produced/teacher made photo pack.</p>	<p>PSE: Self-Awareness & Interpersonal relations. Expressive Arts: Drama using movement and mime. Using language. Creating and designing. Communicating and presenting. Observing, listening, reflecting, describing and responding.</p>
Managing Conflict	<p>Children should: Recognise expressions on people's faces reflect their meanings</p> <p>Identify name-calling (including racist names) as one type of bullying. Describe the effect of name-calling on people's feelings. Relate this to and describe their own experiences in a variety of ways. Give their opinion about the rhyme 'Sticks and Stones'.</p>	<p>Lesson 2: How Can We Help – Ourselves? Others?</p> <p><u>Activity 1</u></p> <p>a. Ask pupil to describe/draw a time when they have called people names or they have been called names or heard it happening.</p> <p>b/c. TACADE 'I am, I know, I can' miming feelings, emotions, calling names, being called names.</p> <p>c. Circle time round 'If someone called me names I would feel...'</p> <p><u>Activity 2</u></p> <p>a. Name Calling. In groups, make charts of acceptable names that would make them feel good themselves (clever girl/boy, superb athlete) and unacceptable names that can upset people (e.g. racist/homophobic insults). Explore the feelings/attitudes/actions raised by different names.</p> <p>b. Acceptable 'praising names' can be written on 'foot patterns' and used to 'stamp out' the unacceptable as one way of hiding them from view.</p> <p>C. Discuss what type of behaviour persistent hurtful name calling is for children or adults</p> <p>D. Discuss what could be done if you or someone else is called unacceptable names.</p> <p>E. Let children hear/see the rhyme and give their opinions/reasons for them.</p> <p>Police Officer could join in the discussion helping pupils understand their involvement in this sort of behaviour.</p>	<p>A3 card TACADE 'I am, I know, I can' Lesson 35 Core activity paras. 2,3.</p> <p>Children's own 'foot patterns'.</p> <p>Rhyme 'sticks and stones will break my bones but names will never hurt me'.</p>	<p>Language: Talking/listening.</p> <p>Health education: Emotional Health.</p> <p>Strategies: Circle Time, Bubble Time, Think Books, trained playground squad</p>

Primary 4 continued

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Managing Conflict	<p>Children should be able to:</p> <p>Identify name-calling of all identified types as one way of bullying.</p> <p>Relate this to, and describe their own experiences – personal or as bystanders, hearing it happen to someone else.</p> <p>Suggest strategies for dealing with name-calling.</p> <p>Produce materials suitable for use throughout the school.</p>	<p>Lesson 3-4: Let's try to stop it!</p> <ol style="list-style-type: none">1. 'Silent statements' children sit in a circle as statements are called out they change seats.2. Verbal Bullying. Refer back to previous lessons/experiences, names/feelings. Discuss one-off incidents and persistent name-calling. Would it be bullying if it only happened once? Might it still hurt someone? Would it matter?3. Role play/puppetry. Divide into small groups. Each one selects an unpleasant experience and either re-enacts it or uses the puppets to show what happened to the others. Those watching try to suggest ways to stop what is happening.	<p>Silent Statement suggestion sheets</p> <p>Puppets bought/or made by the pupils</p>	<p>PSE: Self-awareness & Interpersonal relations.</p> <p>Expressive Arts – Drama. Using language. Creating and designing.</p> <p>Communicating and presenting.</p> <p>Observing, listening, reflecting, describing.</p> <p>Art- investigating visually and recording. Using media. Using visual elements. Creating and designing.</p> <p>Communicating.</p> <p>ICT – Using the Technology. Creating and presenting.</p> <p>Communicating and collaborating.</p>

Primary 4 continued

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Racial Discrimination	<p>Pupils should:</p> <p>Understand that everyone has prejudices.</p> <p>Reflect on and evaluate their prejudices.</p> <p>Realise that people should not be judged on their appearance.</p> <p>Cultivate the acquisition of a positive attitude to others.</p> <p>Communicating and expressing ideas.</p> <p>Reflecting on their attitudes to others.</p> <p>Listening and responding to others.</p>	<p>Lesson 1: People and Occupations ^^</p> <p>Pin numbered photos round the wall. Hand out worksheet 1 to children. Ask them to work in twos or threes to match each photo to an occupation shown on the sheet. Allow about 10 minutes for the activity. Gather pupils together and go through the photos. Record results on board.</p> <p>Examine choices as you go along. Discuss why particular people were chosen and ask pupils to explain their reasons. Challenge stereotyping by asking why. How did they match people with occupations? Did they match them because of their age, colour, sex or for any other reason? Have they ever been discriminated against? When? Why? How did it feel? Reveal correct matching. Ask children if anything has surprised them? Were their choices based on fact? What were they based on? Encourage pupils to examine their own prejudices and realise that we all make judgements about people on appearance. Is this right?</p>	<p>Resource sheet 1</p> <p>Photo-pack of people of varying age/sex/colour.</p> <p>Worksheet - occupations</p>	PSE
Racial Discrimination	<p>Understand the things we say/do affect other people. The actions of an individual can affect the way other people view a whole race/community. All people have prejudices. Realise that people should not be judged on their appearance. Expressing prejudices can be very hurtful and damaging.</p> <p>Listen/respond to others needs.</p> <p>Communicate/express ideas.</p> <p>Interact with others in a positive way. Analyse and resolve problems through role play.</p> <p>Reflecting on their attitudes to</p>	<p>Lesson 2: The New Boy ^^</p> <p>Pupils view the video and take part in discussion of issues – can be whole class or group led.</p>	Video 'The New Boy'	PSE

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Racial Discrimination	<p>Understand that there are things that can be done to stop racial abuse. Understand that there are legal steps which can be taken to stop racial abuse.</p> <p>Realise when intervention by adults, including parents, teachers and when police are necessary.</p> <p>Listen/respond to needs of others Communicate/express ideas and experiences. Interact with others. Analyse situations and make decisions.</p>	<p>Lesson 4:What we can do about discrimination ^^</p> <p>Re-cap on the outcome of lesson 3. Discuss what we have learned about judging people by their appearance and skin colour. Encourage pupils to discuss any experiences they have had of being discriminated against or when they have discriminated against others. Lead off with an experience of your own if necessary. Do not force reluctant pupils, but encourage all pupils to contribute. Discuss ways they dealt with situations. Record on blackboard their solutions. Review and analyse. Were these the best ways of</p>	<p>Part 2 – Virtue Police Officer</p>	PSE

		dealing with them? Discuss with pupils when adult intervention would be necessary. If pupils do not give any scenarios, teacher could propose some. Police input at this point to tell pupils what legal actions can be taken and when. Can round off lessons by designing./making an anti-racist poster of by making up new rules of their own.		
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Crime and Law in Society	Understand that vandalism is a crime. Recognise the need for punishment of that crime. Empathise with victims of crime.	<p>Lesson 1: Vandalism is a crime Class produce some artwork for display. Display and establish feelings of pride. Create a wordbank to display alongside. Vandalise the display after school hours. ***SEE RESOURCE COLUMN FOR EXAMPLE*** Note how the children reacted to their 'vandalised' display. Discuss & record their feelings on the board. Establish vandalism as a crime and the class as victims of that crime. What do they want to do? The children will probably come up with 'find whoever did it and punish them!' Otherwise the teacher should lead them to this conclusion. Put the pupils in twos and give a task sheet to each pair. Tell them they are going to act out a situation where they are confronting the vandal. One child is a member of the class and the other is the vandal. Guide the children in their questioning of the vandal and possible vandal responses: Why did you do it? Who helped you? Do you know how I feel? Etc. As a class report back and record on the board how they tackled the problem. Why the vandal did it? What the victim wants to do? End session with a discussion on punishment.</p>	<p>Task sheet</p> <p>***EXAMPLE of 'Vandalism' (Perhaps cover the display with cling film and cover with paint splashes to seem vandalised. This can later be removed after a short time once the children have had a chance to react to the situation but at the same time will avoid any longer term upset being caused. Similarly the children could be asked to make a paper mache model of something relevant and when they have left school the teacher could hide this and put a similar vandalised model on display for the children to see next day and react to before the teacher shows them that their work is actually safe).***</p>	People in Society PSD
Crime and Law in Society	. Understand that vandalism is a crime. Recognise the need for punishment of that crime. Empathise with victims of crime.	<p>Lesson 2: Vandalism is a crime. Split the class into 6 groups and distribute one photo per group. PHOTOS WITH DESCRIPTION OF CRIME 1 school toilets vandalised – 2 teenage boys seen and identified by the janitor. 2 Gang graffiti – gang of teenage boys/girls caught on CCTV 3 Phone box smashed up rendered unusable – boys/girls aged 10-15 seen doing it. 4 Car stolen, abandoned and burned out – 2 teenagers seen running off. 5 Greenhouse smashed and plants stolen – 5 children seen running away. 6 Bus shelter smashed – 2 boys aged 10 admitted this. Explain to the children that all the vandals were reported to police and admitted the acts. Each group has to decide what punishment, if any, they think the children involved should get. Give each group a copy of the task sheet as a guide. After discussion in groups have a class discussion to report on all decisions. Tell the class what the</p>	<p>Photographs (6) of vandalism with a description of the crime and guilty children. Task sheet per group Resource sheet outlining possible punishment.</p>	People in Society PSD

		punishments could have been for these children and compare their thoughts with that of the sheet. Use resource sheet for lesson 2.		
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