

S3 - EXAMPLE TIMETABLE FOR CITIZENSHIP AND THE LAW PACK

Total of 17 lessons covering 5 themes

<u>Term</u>	<u>Theme</u>	<u>Lesson</u>	<u>Special Requirements</u>
1	Crime and Law in Society	L1-L3	
2	Domestic Abuse Managing conflict	L1-L4 ^^ L1-L3, L5&L6	L4: Police Officer L1: Police Officer
3	Racial Abuse	L1-L3	
4	Substance Misuse	L3.1&L3.2	

Lessons with ^^ after their title are repeated from S2 so that they can be utilised in either year where teacher feels it appropriate. However this 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 where they feel it appropriate. Also teachers may find the differentiated lessons more useful for their class.

S3/Intermediate 1 & 2: Crime and Law in Society

Theme	Learning Outcomes & Skills	Topic & lesson summary	Resources Required & suggested activities	Curriculum Match
Crime and the Law in Society	<p>Pupils should:</p> <p>Understand the various elected bodies who make statute laws that affect the UK.</p> <p>Determine the difference between statute and common laws.</p> <p>Know and understand definitions of crime.</p> <p>Understand the diversity of crimes and offences.</p> <p>Interpret crime statistics and evaluate trends.</p>	<p>Lesson 1: Crimes and Offences</p> <p>Read passage then discuss.</p> <p>Identify the difference between statute and Common law crimes.</p> <p>‘Quickthink’ a wide variety of crimes from A-Z.</p> <p>In groups, pupils should ‘quickthink’ to determine what crimes could be included in the different categories of crimes. The pupils should record their ideas on poster paper which should be displayed in the class.</p>	<p>Access to internet.</p> <p>Poster paper</p> <p>Teacher’s notes</p> <p>Worksheets (3 sides)</p>	<p>Intermediate 1 & 2:</p> <p>Crime and Law in Society</p>
Crime and the Law in Society	<p>Pupils should:</p> <p>Understand the various elected bodies who make statute laws that affect the UK.</p> <p>Determine the difference between statute and common laws.</p> <p>Know and understand definitions of crime.</p> <p>Understand the diversity of crimes and offences.</p> <p>Interpret crime statistics and evaluate trends.</p>	<p>Lesson 2: Crimes and Offences</p> <p>Research Work</p> <p>Pupils complete internet activities.</p> <p>Teacher’s should complete these internet activities prior to pupils, in order to gain the correct answers for their area.</p>	<p>Teacher’s notes</p> <p>Worksheets (3 sides)</p>	<p>Intermediate 1 & 2:</p> <p>Crime and Law in Society</p>

S3/Intermediate 1 & 2: Crime and Law in Society

Theme	Learning Outcomes & Skills	Topic & lesson summary	Resources Required & suggested activities	Curriculum Match
Crime and the Law in Society	Discuss the reasons for youth crime. Make recommendations on how youth crime could be reduced. Explain the actions the government is taking to reduce youth crime.	Lesson 3: Youth Crime Read over and discuss passage and case studies. In their groups, pupils 'quickthink' the reasons for youth crime. It is important that social and economic factors are referred to during this discussion. At this stage of the lesson the PowerPoint presentation "Youth Crime" is required. This PowerPoint presentation contains 8 slides. After the pupils 'quickthink' on the reasons for youth crime, slide 2 should be displayed. The pupils are divided into 5 groups and should each be allocated one of the five reasons highlighted on slide 2 of the PowerPoint presentation. In their group they must 'quickthink' and put forward recommendations as to how the problem allocated to them could be solved. Each group should present their ideas to the rest of the class. After each group presentation, the teacher should show slides 4-8. Pupils should then compare their ideas with the ideas of the Labour Government in addressing youth crime.	Teacher's notes. Worksheets (3 sides) PowerPoint presentation "Youth crime" slides 1-8. If teacher does not have access to projector for the PowerPoint presentation, each slide can be printed out and copied onto overhead transparencies.	Intermediate 1 & 2: Crime and Law in Society

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Domestic Abuse	Pupils should: Look at the meaning of power. Discuss how it impinges on pupils' lives. Discuss good and bad uses of power.	Lesson 1: Power Brainstorm the meaning of power Group exercise using worksheets to explore issues around power. Individual exercise. Class discussion about the use and abuse of power. Group exercise. Feedback	Flip chart Worksheets (5 sides) including: Who has power worksheet Who/what has power over me? Who/what I have power over? Worksheet ' Good uses/bad uses of power'.	PSE Drama English Self-confidence, self-esteem, decision-making, bullying, personal safety, Rights and responsibilities, gender issues, assertiveness and relationships.
Domestic Abuse	Pupils should: Discuss the meaning of violence. Understand different categories of violence.	Lesson 2: Violence Remind class of their responses to bad uses of power. Could any be classed as violent acts? Worksheets completed individually then feedback to class. The questionnaires can be used as homework	Worksheets (6 sides) including: What is violence? Worksheet Music/Video and Violence.	PSE Drama English Self-confidence, self-esteem, decision-making, bullying, personal safety, Rights and responsibilities, gender issues, assertiveness and relationships.

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Domestic Abuse	<p>Pupils should: Further develop their understanding of domestic abuse. To highlight and perhaps challenge attitudes and myths which arise. Define Domestic Abuse.</p>	<p>Lesson 3: What is domestic violence? Remind class of the responses produced in the session on Different types of Violence. Read out info sheet. Ask pupils to complete questionnaire on Domestic Violence. Feedback to large group.</p>	<p>Worksheets (10 sides) including: Info sheet. Questionnaire Answer sheets</p>	<p>PSE Drama English Self-confidence, self-esteem, decision-making, bullying, personal safety, Rights and responsibilities, gender issues, assertiveness and relationships.</p>
Domestic Abuse	<p>Understand all the different forms of abuse that can occur in a domestic context. Show awareness of the attitude of the police towards incidents of abuse.</p>	<p>Lesson 4: Domestic Abuse – the police response *****POLICE INPUT REQUIRED!***** Interactive PowerPoint presentation. Pupils ask Police Officer questions. Optional questions provided can be used. Evaluation forms Helpline sheet distributed.</p>	<p>Worksheets (10 sides) Questions Evaluation forms Resource sheet Police officer</p>	<p>PSE Drama English Self-confidence, self-esteem, decision-making, bullying, personal safety, Rights and responsibilities, gender issues, assertiveness and relationships.</p>

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Theme	Learning Outcomes & Skills	Topic & lesson summary	Resources Required & suggested activities	Curriculum Match
Managing Conflict	S3-S6 Core PSE Health Education Promoting Positive Relationships Action Against Abuse	<p>Lesson 1: Gangs ***BEST DELIVERED IN CONJUNCTION WITH POLICE***</p> <p><u>Activity 1</u> (5mins) Briefly present the info on Territory and Gangs. Teacher resource sheet 1.</p> <p><u>Activity 2</u> (10-15mins) Gangs: positive and negative. Teacher reminds class that a gang can be a group of young people who associate together and that gangs can provide a sense of belonging with all its members working together for one purpose. Different members of a gang may be involved for different reasons. Some may enjoy the teamwork, companionship or competitiveness. Some people within the gang may be natural leaders; others will be followers. However, within this kind of structure, peer pressure can be very strong, as many individuals find it difficult to stand up for themselves or to go against other gang members. Brainstorm with the whole class different types of gangs and their purpose. You may wish to give an example to set the ball rolling e.g. school, where the common purpose is to gain an education to prepare for life. Other ideas may include Scouts, Guides or football clubs.</p> <p><u>Activity 3</u> (15mins) Teacher briefly introduces idea of rules and why we need them. Then ask pupils to discuss rules in pairs and note their responses on the worksheet. Share and discuss some of the responses with the rest of the class. Teacher then introduces the topic of the Law. Teacher resource sheet 2.</p> <p><u>Activity 4</u> (15mins) Allow students to complete the Youth and the Law Quiz in pairs and then go through the responses with the whole class. Teacher resource sheet 3.</p>	<p>Worksheets (7 sides) including: Teacher resource 1: Gangs – background info Teacher resource sheet 2: The law – background info Student worksheet: Activity 2 – Gangs – Good or Bad?</p> <p>Police officer possibly required</p>	S3-S6 Core PSE Health Education Promoting Positive Relationships Action Against Abuse

S3

Theme	Learning Outcomes & Skills	Topic & lesson summary	Resources Required & suggested activities	Curriculum Match
Managing Conflict	<p>Pupils should: Consider the consequences for the individual of violent and aggressive behaviour. Consider the consequences for the community of violent and aggressive behaviour.</p>	<p>Lesson 2: Young People and their affects on the Community Explain that most groups of young people who hang out together do not see themselves as the source of trouble within their communities. However, in a significant minority of cases, local residents of all ages are affected by the actions of groups of young people. <u>Activity 1</u> (10mins) Introduce Anne’s story & ask pupils to read this or read it with them. Then ask the class about what things the pupils would be most concerned about if they were in Anne’s position. Note responses on the board or the flipchart. <u>Activity 2</u> (15mins) Discuss key issues raised: lack of respect for property, lack of respect for people’s feelings, and aggressive or threatening behaviour. Individually, pupils select three examples from the story to put under each heading on the worksheet provided. <u>Activity 3</u> Next, they select one item from each column and write the response they think a young person might give if challenged about this. Bring the class back together to discuss. Reinforce the idea that the perception young people may have of their activities and their effects can be very different from the perception of members of the rest of the community. <u>Activity 4</u> (15mins) Anne blames “mothers for letting them act like this”. In small groups pupils consider: To what extent do they agree with this? Who is responsible for the way young people behave? Anne also says “They need to learn to behave”. How should this happen? Who should teach and monitor the way young people behave? Parents? Police? Schools? Note responses. Class discuss these. <u>Activity 5</u> (5-10mins) Class discuss. Begin by explaining to the class that Anne’s story is clearly a very extreme case. To what extent does this reflect the situation in the local community? What are the similarities or differences and why?</p>	<p>Worksheets (4 sides) including: Student worksheet: activity 1 – Anne’s story Student worksheet: activity 2 – What Worries you? Student worksheet: activity 3 – Who is Responsible?</p>	<p>S3-S6 Core PSE Health Education Promoting Positive Relationships Action Against Abuse</p>

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Managing Conflict	<p>Pupils should: Consider ways of reducing violent and aggressive behaviour through a policy of social inclusion and the practice of healthy lifestyles.</p>	<p>Lesson 3: Lost Valley – Territorialism Explain that in today’s lesson students, through role-play, will be given the opportunity to discuss problems caused by Territorialism and to explore ways of resolving these problems by working together.</p> <p><u>Activity 1</u> (5mins) Divide class into four “tribes” and give each tribe one or the four situation cards. These are to be read within the group. With less motivated classes, you may wish to read the situation with the class.</p> <p><u>Activity 2</u> (10-15mins) Pupils are to identify the problems arising from the situation created by the UN. They are then to outline possible solutions and examine their advantages and disadvantages. Pupils are to work within their own tribe. The exercise can initially be done in pairs, and then the tribe can come together and discuss its findings. Students should then note the tribe’s views on the table provided.</p> <p><u>Activity 3</u> (15mins) Inform the class that they are now going to work towards creating a Young Person’s Charter Explain that a Charter is a document, drawn up by the government, which outlines people’s rights. The Charter must give equal rights to all young people in Lost Valley, regardless of their tribe. Divide the class again, so that each group contains members of all four tribes. Student must avoid conflict by using compromise, negotiation and persuasion techniques. NB Remind the pupils that the object of the exercise is not to come up with a Charter in the shortest time, but, rather, to devise a Charter which is well thought out, fair and inclusive for all young people in lost Valley. It should also reflect the views of all members of the group. When the pupils are on task, distribute a blank Charter for each group.</p>	<p>Worksheets (5 sides) including: Student worksheet: activity 1 – Map of Lost Valley. Student worksheet: role-play situation card. Student worksheet: activity 2: solutions to Territorialism. Student worksheet: activity 3 – Skills for conflict resolution & Tribal Charter (can be enlarged to A3 size).</p>	

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Managing Conflict	<p>Pupils should: Consider the concept of Community. Consider the positive effects of a policy of social inclusion within the community. Consider opportunities for involvement in community activities. Recognise opportunities to become involved in health-promoting activities.</p>	<p>Lesson 5: A sense of Community I Begin the lesson by asking the class for definitions of the word “Community” before writing the following definitions on the board or flipchart: community, a body of people living in one place and considered as a whole. A group of people living in one place and considered as a whole. A group with common interests. Fellowship, being alike in some way. Explain that the lesson today will focus on the idea of belonging to, and contributing to, a community. <u>Activity 1</u> (5mins) Ask pupils to work individually and to list all the different types of people who live in the different types of people who live in their area. You may give an example to start them off e.g. teenagers or disabled adults. <u>Activity 2</u> (5mins) Give the class the definition of a Community Centre. A place which provides social, recreational and educational facilities for all members of a community. Divide the students into pairs. Each pair now has to decide what each group of people might hope to find in their local Community Centre. Try to ensure that all groups identified in activity 1 are dealt with. Again, you may wish to give some examples e.g. Teenagers – coffee shop or computer club; disabled adults – coffee shop, Braille signs on doors or wheelchair access. <u>Activity 3</u> (40mins) Ask the pairs to move into groups of four. Their task is to plan a Community Centre. Take the class through the instructions carefully and ensure that everyone understands the rubric. Distribute sheets of A4 for planning and a sheet of A3 for the final draft. Give until the end of the period to complete this task. Tell the groups that they will have to report back to the rest of the class at the beginning of the next lesson.</p>	<p>Worksheets (3 sides) including: Student worksheet: activity 1 – What is Community? Student worksheet activity 3 – Plan a community Centre</p>	

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Managing Conflict	<p>Pupils should: Consider opportunities for active citizenship and involvement in community activities. Focus on methods of enhancing self-esteem.</p>	<p>Lesson 6: A sense of Community II <u>Activity 1</u> (10-15mins) Display the plans for the new Community Centres. Have one member of each group report back to the class on their plan from last week. Allow pupils to comment on what they think are the strengths from each plan. <u>Activity 2</u> (5mins) Explain that being part of a community means more than simply living in a geographical area or using the facilities in that area. On the board or on flipchart ‘quickthink’ responses to the questions “What can you do to be a real part of your community?” Some ideas you may wish to elicit would include: ways of maintaining or improving the area, helping people, helping to make decisions within the community. Ways of contributing to rather than taking from the community. <u>Activity 3</u> (15mins) Explain that one aspect of contributing to and being part of, a community is through voluntary work. This can vary from being involved in a one-off fundraising event to giving one or two years of your normal life and helping people in faraway places. Read through the four testimonials with the class. Lead a brief talk on why the class thinks that people participate and help to outline some of the benefits to the local, national and global community. Note views on flipchart or on the board <u>Activity 4</u> (10-15mins) Ask the class to work in pairs. They are to discuss and note their thoughts on what people who take part in voluntary work get out of the experience. Bring the class together and let them share their ideas. Lead a discussion, using the reasons the pupils have come up with, to explore why taking part in voluntary work strengthens one’s sense of community. You may wish to remind the students of the definitions at the beginning of Lesson 5.</p>	<p>Worksheets (5 sides) including: Student worksheet: activity 3 – Voluntary work.</p>	

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Racial Discrimination	Pupils should: Understand that racism can affect people in different ways. Understand that our own prejudices can affect our decisions. Understand that there are solutions to racial vandalism if we work together.	Lesson 1: Racial Vandalism <u>Activity 1</u> Read the article and then open discussion <u>Activity 2</u> Answer questions and then discuss answers in groups and as a class.	Worksheets (7 sides) including: Quiz Recording sheet Pens/pencils	PSE
Racial Discrimination	Understand why some people are forced to move countries. Understand some of the problems of ethnic minorities in Britain. Understand there are other prejudices in Britain apart from race or colour. Realise that our prejudices can effect the way we deal with situations and the way we treat other people. Understand that our speech and actions can affect other people. Demonstrate respect towards others. Understand what an 'Equal Opportunities Policy' is.	Lesson 2: Immigration <u>Activity 1</u> Whole class 'quickthinking' at the start of the lesson. Use map of Scotland in act Sheet 1 to identify different people. <u>Homework</u> in tracing family history. <u>Activity 2</u> Passage is read and questions answered. Timeline is made using cut-out cards and working in groups. Follow-on work to search the web on specified sites. Passage is read and listened to. Questions answered and discussed. Pupils in groups discuss what they have heard. <u>Extension Material</u> Read the poem out. Give copy to each pupil. Discuss emotions and possible outcomes.	Worksheets (9 sides) including: Fact sheets Access to the Internet Scissors card Glustix Pens/pencils 'Extra Extra' worksheet Voiceovers from CD Rom	PSE Social Subjects
Racial Discrimination	Understand the discrimination faced by minority groups living in Scotland.	Lesson 3: Living in Scotland Pupils listen to audio clips of real life experiences of people on the CD Rom living in Scotland. Pupils discuss and answer questions based on these experiences.	Worksheets (11 sides) Voiceovers from Living in Scotland: Real Life Experiences.	PSE Social subjects English

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<p>Substance Misuse</p> <p>Aspect of theme,</p> <p>The Law and Drugs, Alcohol and Tobacco</p>	<p>Pupils will know:</p> <ul style="list-style-type: none"> Ways of resisting pressure to take drugs, alcohol and tobacco <p>Pupils will have practiced:</p> <ul style="list-style-type: none"> Role play and / or scenarios to show ways of coping in risky situations. 	<p>Lesson 3.1 Resisting the Pressure to take drugs</p> <p>1: Split class into small groups / pairs, as appropriate.</p> <p>2: Issue first picture (Resource Sheet S3.1 (i) and ask groups to write down what they would say if they were responding to the boy in the scenario.</p> <p>3: Feedback leading to class discussion using Resource Sheet S3.1 (vii) and (viii) provide points for discussion.</p> <p>4: Repeat the process for each scene. Resource Sheets S3.1 (ii) – (vi)</p> <p>5: Debrief using the following questions: Would you have acted differently in Scene 1, if you knew the outcome of Scene 2? Etc How could you have affected the outcome and stopped anyone from coming to harm?</p> <p>Emphasis should be placed on issues relating to resisting peer pressure and defusing risky situations.</p>	<p>Resource Sheets S3.1 (i) – (vi) Series of photographs</p> <p>Resource Sheet S3.1 (vii)- (viii) provide points for discussion.</p> <p>For full account of lesson plan , see GGNHSB pack ‘Drug Education in Secondary Schools’ S3:4</p> <p>Strathclyde Police DVD: Choice S3-4 ‘ Me and Groups’</p> <p>For Information see, www.mind.gov.uk</p> <p>See also,</p> <p>TACADE World of Drugs Unit 4 ‘ They Made Me Do It.’</p>	<p>Glasgow’s Health, Illicit Drugs 2, p.294</p> <p>Health Education for Living Project (HELP): p.219 ‘Drug Education’ Peer Group Pressure, Decision Making Concerning Drug Use</p>
<p>Substance Misuse</p> <p>Aspect of theme,</p> <p>The Law and Drugs, Alcohol and Tobacco</p>	<p>Pupils will know:</p> <ul style="list-style-type: none"> Social and legal implications of taking drugs. 	<p>Lesson 3.2 The Law & Drugs, Alcohol & Tobacco</p> <p>1: Pupils begin by considering the possible consequences of the scenarios on the ‘Drug Cases’ Pupil Sheet S3.2 (i) Answers will be referred to later.</p> <p>2: Issue Resource Sheet S3.2(i) Misuse of Drugs Act</p> <p>3: In groups (or pairs), pupils should decide the legal implications of activities listed on the ‘ Drug Activities Cards’ Pupil Sheet S3.2 (ii)</p> <p>4: Revisit ‘Drug Cases’ sheet and review original answers</p> <p>5: Debrief as a class, focusing on the reaction to the severity of the sentences and the notion of prosecution as a solution to the drug issue.</p> <p>6: Do ‘Police Powers Quiz’ Pupil Sheet S3.2 (iii). Discuss answers – Resource Sheet S3.2 (iv) and clarify misconceptions.</p>	<p>Pupil Sheet S3.2 (i) ‘Drug Cases’.</p> <p>Resource Sheet S3.2 (i) ‘Drug Cases Answer Sheet.</p> <p>Resource Sheet S3.2 (ii) Misuse of Drugs Act.</p> <p>Resource Sheet S3.2 (iii) ‘Drug Activities Cards’</p> <p>Resource Sheet S3.2 (iv) ‘Which Class Answer Sheet.’</p> <p>Pupil Sheet S3.2 (ii) ‘Police Powers Quiz’</p> <p>Resource Sheet S3.2 (v) ‘Police Powers Quiz’ Answer Sheet</p> <p>GGNHSB ‘Drugs Education in Secondary Schools’ ‘Drugs and the Law S4.2</p> <p>Police Input – legal implications of substance misuse</p> <p>Strathclyde Police DVD ‘Which Way’ Choice S3-4 ‘Me and the Law’</p>	<p>Glasgow’s Health, ‘ Me and the Law’ p298 (partial coverage)</p> <p>Health Education for Living Project (HELP): p.219 ‘Drug Education’ , Decision Making Concerning Drug Use.</p>