

S4 - 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	L4-L7	None
2	Domestic Abuse Racial Discrimination	L1-L5 ^^ L1-L3	None
3	Managing Conflict	L4a&L4b, L5&L6	None
4	Substance Misuse	L4.1&L4.2	None

Lessons with ^^ after their title are repeated from S3 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.

S4/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: Explain what an antisocial behaviour order is and how the government is using it to reduce youth crime. Analyse the effectiveness of ASBOs in addressing youth crime.</p>	<p>Lesson 4: Anti social Behaviour Orders Read over and discuss the passage on anti social behaviour orders. Pupils watch video The questions in the workbook are only suggested questions since other aspects of the video could be explored through discussion and debate.</p>	<p>“Tonight with Trevor McDonald – Bad Boys” video Parts 1 & 2 Teacher’s notes Worksheets (2 sides)</p>	Intermediate 1 & 2: Crime and Law in Society
Crime and the Law in Society	<p>Understand the structure of the Police Force. Describe the role of the Police Force. Identify different branches of the Police Force.</p>	<p>Lesson 5: the Police Read over and discuss the passage on structure of police. Pupils complete questions and using passage. Read over and discuss passage on Specialist Areas of the Police. Pupils play game “Who wears a Uniform like this?” Divide into groups and give each group a set of 5 pictures showing 5 special branches of the Police Force. At this stage in the lesson, the PowerPoint presentation “Who Wears a Uniform like this?” is required. During this presentation pupils are given clues relating to one of the specialist branches of the police. Pupils have to guess which branch the police constable belongs to. There are 6 clues for each specialist branch. The teacher will reveal one clue at a time for each specialist branch. Pupils can guess which branch at any time; however,</p>	<p>Worksheets (8 sides) Teacher’s notes PowerPoint presentation “Who wears a uniform like this?” Five sets of photos of the specialist ranches of the police., These photos should be laminated for durability. If teacher does not have access to a projector for the PowerPoint each slide can be copied onto overhead transparencies.</p>	Intermediate 1 & 2: Crime and Law in Society

		they are only allowed one guess. The idea is to guess correctly as quickly. A points system could also be introduced as part of the game.		
--	--	---	--	--

S4/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	Pupils will: Describe the procedures an individual experiences when arrested. Explain the role of the P.F. Understand the role and the powers of the 3 different Scottish Courts	Lesson 6: The Criminal Justice System Read over and discuss passage. Pupils will perform the play. The play can be performed by individual pupils to the class as a whole or can be performed in groups with all pupils taking on a role. After the play is performed, pupils should discuss the questions in their groups. They should then decide the fate of Martin Dempster. The decision of each group should then be revealed to the class as a whole. The additional case studies can be used as additional activities or as a follow up lesson.	Worksheets (11 sides including case studies)	Intermediate 1 & 2: Crime and Law in Society
Crime and the Law in Society	Pupils should: Understand the role of the Scottish Crime Prevention Panel. Describe ways in which crime could be prevented.	Lesson 7: Crime Prevention Read over and discuss the passage. Pupils are divided into 5 groups. The teacher should allocate each group with one of the crimes illustrated. The pupils should 'quickthink' in their groups, presenting ideas on how this crime could be reduced. Their ideas should be illustrated in a spider diagram on poster paper, which should be displayed for all the other class members to see. Each member of the class must choose one of the crime areas and use the suggested ideas to create a poster, leaflet or PowerPoint presentation, informing the public on how to reduce this type	Poster paper. Materials for posters or leaflets. Access to computers if some pupils are using PowerPoint Worksheet (1 side)	Intermediate 1 & 2: Crime and Law in Society

		of crime.		
--	--	-----------	--	--

S4

Theme	Learning Outcomes & Skills	Topic & lesson summary	Resources Required & suggested activities	Curriculum Match
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'. Bad uses of power. Worksheets can be found in Domestic abuse lessons for S2-S3	PSE Drama English Modern Studies 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 (5 sides) including: What is violence? Worksheet Music/Video and Violence. Worksheets can be found in Domestic abuse lessons for S2-S3	PSE Drama English Modern Studies Self-confidence, self-esteem, decision-making, bullying, personal safety, Rights and responsibilities, gender issues, assertiveness and relationships.

Theme	Learning Outcomes & Skills	Topic & lesson summary	Resources Required & suggested activities	Curriculum Match
Domestic Abuse	Pupils should: Further develop their understanding of domestic abuse. To highlight and perhaps challenge attitudes and myths which arise.	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.	Worksheets (10 sides) including: Info sheet. Questionnaire Answer sheets Worksheets can be found in Domestic abuse lessons for S2-S3	PSE Drama English Modern Studies Self-confidence, self-esteem, decision-making, bullying, personal safety, Rights and responsibilities, gender issues, assertiveness and relationships.
Domestic Abuse	Demonstrate their understanding of children and domestic abuse. Exhibit a more 'open' attitude towards domestic abuse.	Lesson 4: Children and Domestic Abuse ^^ Read info sheets and discuss. Revisit ground rules. Pupils complete questionnaire individually and then discuss in groups. Pupils in groups should read through scenarios and consider what they would do. Feedback from pupils.	Worksheets (8 sides) Info sheet Answer sheet Children and Domestic Violence Questionnaire	PSE Drama English Modern Studies Self-confidence, self-esteem, decision-making, bullying, personal safety, Rights and responsibilities, gender issues, assertiveness and relationships.
Domestic Abuse	Raising awareness of the effects on young people of living with domestic abuse. Raising awareness of police responses to this situation. Have knowledge of other agencies that can become involved. Consider strategies a young person in a situation of domestic violence might employ.	Lesson 5: Agency response to Children and Domestic Abuse – a multi-agency response ^^ The Facilitator will write domestic abuse horizontally on the board and ask 'how do you think young people may feel in this situation?' Discuss which agencies/people they would talk to about these issues. Domestic Abuse PowerPoint presentation 2. Ask pupils to think and write answers to the advice they would give about...if your friend is in this	Domestic Abuse Folder CD Rom Worksheet (10 sides) including: 'Advice to a friend' Evaluation sheet. Resource sheet.	PSE Drama English Modern Studies Self-confidence, self-esteem, decision-making, bullying, personal safety, Rights and responsibilities, gender issues, assertiveness and

		situation, what should they do? What things should they not do? Feedback. Complete evaluation sheet.		relationships.
--	--	---	--	----------------

Theme	Learning Outcomes & Skills	Topic & lesson summary	Resources Required & suggested activities	Curriculum Match
Managing conflict	<p>Pupils should: Identify the meaning of the word 'Conflict'. Discuss ways of resolving conflict. Be aware of the statistics involving youths and knife-carrying. Search the internet and report back on findings regarding violent incidents.</p>	<p>Lesson 4(a):the Dangers of Knife-Carrying Introduction (20-25mins) Ask the pupils to work in two's to identify the meaning of the word 'conflict'. Give pairs 2 minutes and then discuss as a class (Collins definition: a struggle between opposing forces; battle). List examples of possible conflict within relationships around them on the board/OHP e.g. – differing points of view between teenagers and parents as to when they should be at home at night. Girl falls out with her best friend over a boy. Friends want to go to a nightclub and you don't. Gangs fighting over territory. Ask pairs to then get into four's and come up with different ways of resolving conflict. E.g. talking, arguing, compromising, falling out, violence etc. Give each group a large sheet of paper (A3) to list or brainstorm the ways they now of to resolve conflict. Ask each group back and discuss. The teacher should highlight any violent aspects and discuss them further. Discuss the fact that, unfortunately and with terrible consequences, violence is often used as a means of resolving' conflict. <u>Activity 1</u> (20mins) Distribute resource sheet 1. Ask the pupils to read the sheet on their own and then highlight any facts that surprised them. Discuss the info given and look at the figures from the tables. Each class will respond differently and the teacher/class will determine the amount of discussion. <u>Activity 2</u> (40mins) Put the pupils into 6 groups and explain task: each group will be directed towards a story from a newspaper on the internet. Give each group a copy of one of the Activity sheets (2a-f). Each group has a different story, and they are all incidents involving knives. Groups access the internet pages as indicated on their sheet, print out the story and use the story to create their news report. Groups report back to the class and discuss the findings together. Stories should prompt a lot of discussion about violence using knives. <u>Activity 3</u> (30-40mins) Put the pupils into groups and give out Resource sheet challenge - create a rap and/or design a</p>	<p>Worksheets (9 sides) including: Resource sheet 1 (MORI poll, statistics of knife-carrying among teenagers) Activity sheets (2a-f) Worksheets (3 sides)</p>	<p>S3-S6 Core PSE Promoting Positive relationships</p>

		poster to highlight the dangers of knife-carrying.		
--	--	--	--	--

Theme	Learning Outcomes & Skills	Topic & lesson summary	Resources Required & suggested activities	Curriculum Match
Managing conflict	<p>Pupils will be able to: Discuss and identify peaceful ways in which conflict can be resolved. Use role play to show how conflict can be resolved in non-violent ways. Discuss the knife culture of today and give possible reasons for it. Create a rap and/or design poster to highlight the dangers of knife-carrying.</p>	<p>Lesson 4(b): The Dangers of Knife-carrying Introduction (5mins) Recap on the previous lesson: Conflict, ways of resolving conflict, knife-carrying statistics. Explain that the challenge today is to think of non-violent ways of resolving conflict. <u>Activity 1</u> (40mins) Give the following scenario or another or own or pupils' choice:- opposing gangs have clashed at a well-known flash-point. The leaders of both gangs are squaring up to one another. One of the members of gang A is supposed to have been slagging off one of the members of gang B's sister. Both leaders' have knives and both gangs are ready for a fight. Imagine that you can see into the future – you know that both leaders are going to end up slashing one another and that one of them will die. Put the pupils into groups. /Their challenge is to act out the situation, resolving the conflict peacefully without using knives. Ask groups to share their ideas with the class and discuss the problems e.g. gang leaders not wanting to lose face, gang members egging them on etc. (one method of doing this in theatre is 'hot seating' where the actors stay in character and the audience ask them questions. Sometimes it is easier to discuss difficult situations in this way because it is the 'character' who is responding). Ask the pupils if there is any way in which the knife-carrying culture of today can be changed. Has it become a fashion accessory? Does it look cool? Is it necessary? Talk about the people from the reports in the previous lesson. Try to establish a feeling of empathy – what if it was someone in their family? <u>Activity 2</u> (15-20mins) If possible, show the pupils articles from the Police website www.strathclyde.police.uk related to knife-carrying and violence, and discuss their opinions</p>	Worksheets (3sides)	S3-S6 Core PSE Promoting Positive relationships

		<p>on these initiatives.</p> <p><u>Activity 3</u> (30-40mins)</p> <p>Put the pupils into groups and give resource sheet challenge – create a rap and/or design a poster to highlight the dangers of knife-carrying.</p>		
--	--	---	--	--

Theme	Learning Outcomes & Skills	Topic & lesson summary	Resources Required & suggested activities	Curriculum Match
Managing Conflict	<p>Pupils should:</p> <p>Consider the concept of Community.</p> <p>Consider the positive effects of a policy of social inclusion within the community.</p> <p>Consider opportunities for involvement in community activities.</p> <p>Recognise opportunities to become involved in health-promoting activities.</p>	<p>Lesson 5: A sense of Community I ^^</p> <p>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.</p> <p><u>Activity 1</u> (5mins)</p> <p>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.</p> <p><u>Activity 2</u> (5mins)</p> <p>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.</p> <p>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.</p> <p><u>Activity 3</u> (40mins)</p> <p>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</p>	<p>Worksheets (3 sides) including:</p> <p>Student worksheet: activity 1 – What is Community?</p> <p>Student worksheet activity 3 – Plan a community Centre.</p>	PSE

		will have to report back to the rest of the class at the beginning of the next lesson.		
--	--	--	--	--

Theme	Learning Outcomes & Skills	Topic & lesson summary	Resources Required & suggested activities	Curriculum Match
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</p>	<p>Worksheets (5 sides) including: Student worksheet: activity 3 – Voluntary work</p>	<p>PSE</p>

		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.		
--	--	---	--	--

Theme	Learning Outcomes & Skills	Topic & lesson summary	Resources Required & suggested activities	Curriculum Match
Racial Discrimination	<p>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.</p>	<p>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.</p>	<p>Worksheets (7 sides) including: Quiz Recording sheet Pens/pencils</p>	<p>PSE</p>
Racial Discrimination	<p>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.</p>	<p>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.</p>	<p>Worksheets (9 sides) including: Fact sheets Access to the Internet Scissors card Glustix Pens/pencils 'Extra Extra' worksheet Voiceovers from CD Rom</p>	<p>PSE Social Subjects</p>
Racial Discrimination	<p>Understand the discrimination faced by minority groups living in Scotland.</p>	<p>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.</p>	<p>Worksheets (11 sides) Voiceovers from Living in Scotland: Real Life Experiences.</p>	<p>PSE Social subjects English</p>

Theme	Learning Outcomes & Skills	Topic & lesson summary	Resources Required & suggested activities	Curriculum Match
<p>Substance Misuse</p> <p>Aspect of theme,</p> <p>The Law and Drugs, Alcohol and Tobacco</p>	<p>Pupils should know :</p> <ul style="list-style-type: none"> the benefits of being assertive to convey your wish not to take drugs, alcohol or tobacco. <p>Pupils will have practiced:</p> <ul style="list-style-type: none"> Skills of assertiveness to avoid taking drugs, alcohol or tobacco. 	<p>Lesson 4.1 Being Assertive in relation to drugs, alcohol & tobacco</p> <p>1: Brainstorm what assertiveness means.</p> <p>2: In small groups / pairs give three examples of situations where it is difficult to say no.</p> <p>3: Give three examples of situations where it is easy to say no.</p> <p>4: Give an example of an awkward situation you may have experienced.</p> <p>5: What is the difference between assertiveness and aggression?</p> <p>6: In groups (or pairs), discuss the six situations in Resource Sheet S 4.1 each Group has to develop a role play, then act it out.</p> <p>7: Why is it easier to say no in some situations? Discuss in groups, then as class.</p>	<p>Resource Sheet S4.1 'Being Assertive in Relation Drug, Alcohol and Tobacco.</p> <p>Also, TACADE 'World of Drugs, Unit 5, 'Want to Say No?'</p>	<p>Glasgow's Health, 'Assertiveness' p309 (partial coverage)</p> <p>Health Education for Living Project (HELP): p.201 'Personal Profiles Developing Assertiveness' and p. 219 'Drug Education' – Developing Strategies to Support Decisions', E.g. Assertiveness</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"> the benefits of becoming a responsible citizen, and dangers to society of substance misuse involvement. <p>Pupils will have practiced</p> <ul style="list-style-type: none"> communication skills to allow clear messages against drugs , alcohol and tobacco to be given. 	<p>Lesson 4.2 Drugs & Citizenship</p> <p>1: As a class, brainstorm the names of drugs and write on to blank cards. In small groups, ask pupils to 'rate' the relative harm of substances to society from 1 (least harmful) to 10 (most harmful). Use Resource Sheets S4.2 (i) and (ii) to help you.</p> <p>2: Class create an imaginary drug by filling out the 'Drug Bug' sheets.</p> <p>3: Using Resource Sheet S4.2 (iii), complete a whole class role play exercise in which attitudes to the drug are explored from the point of view of different members of society. Each 'character' should think about their view of the imaginary drug. Begin the scenario by asking the 'Mother' to confront the 'Daughter' who is using the drug. Build up the role play by including other characters one by one.</p> <p>4: Debrief the exercise, making clear the response of the wider community to substance misuse.</p>	<p>Resource Sheet S4.2 (i) and (ii)</p> <p>Pupil Sheets S4.2 (i) and (ii) 'The Drug Bug'</p> <p>Resource Sheet S4.2 (iii) Role play Characters</p> <p>For full account of lesson plan, see GGNHSB pack 'Drug Education in Secondary Schools' Unit S3.2 ' What is Harm?' Unit S3.3 'Whose Problem?'</p> <p>Strathclyde Police DVD: 'Which way' Choice S3-4 'Career'.</p>	<p>Glasgow's Health, 'Citizenship' p.311 (partial coverage)</p> <p>Health Education for Living Project (HELP): p.219 'Drug Education – Attitudes and Beliefs About Drugs'.</p>