

RESOURCES

Resources include:

- *You, Me, Us!* and *Introducing Citizenship*, which includes a video showing circle time activities on the issue of shoplifting (both published by the Citizenship Foundation)
- *New uses for empty buildings. Citizenship and the historic environment*, a leaflet available from English Heritage. English Heritage provides information and materials to support work that explores citizenship and the historical environment, including case studies of work by other schools. The National Monument Record (part of *All English Heritage*) and your local public record office or local library may have archive photographs and other details of buildings in your area

Many groups and organisations produce online resources that are relevant to citizenship. QCA has not printed these website addresses as it recognises that they can and do change, often at short notice. So that we can monitor and maintain a reliable and useful resource, the website addresses of the following organisations can be accessed through the key stage 1 and 2 citizenship scheme of work site at www.standards.dfes.gov.uk/schemes

- Citizenship Foundation (includes information, resources and details of events to support citizenship)
- English Heritage
- Channel 4 learning (provides details of a television series – *All about us* – that deals with citizenship issues, including vandalism)
- Crime Concern (provides details of publications and initiatives for schools, including information about Primary Action Groups)

EXPECTATIONS

At the end of this unit

<i>most children:</i>	offer some reasons why stealing is wrong and identify a range of consequences arising from vandalism and theft. They know that this is regarded as anti-social behaviour and could involve the police. They use their imagination to identify how victims of crime are affected and to consider effects of such actions on offenders. They understand that the right to use and enjoy shared property carries a responsibility to respect property. Working in groups, they investigate responsibilities towards community facilities, public space or property, developing ideas and suggestions. They understand the role of the council in making decisions and prioritising resources on behalf of the community.
<i>some children have not made so much progress and:</i>	know that theft and vandalism are against the law and appreciate the more punishment-based reasons for not committing crimes. They identify some consequences of anti-social behaviour. They begin to recognise that we all have a responsibility towards shared property.
<i>some children have progressed further and:</i>	know the consequences of crimes for the offender and victims, and use their imagination to consider the experiences of others. They generate ideas on how to address crime. They have a limited awareness of the role of government in framing relevant laws. They understand that with the right to use and enjoy shared property comes the responsibility to respect property. Through research and investigation they explore the implications for communities when property is damaged or vandalised and take responsibility by suggesting how community space or property can be improved. They appreciate the importance of consulting others on community issues and recognise that different views can conflict. They understand the role of the council in making decisions and prioritising resources on behalf of the community.

Unit 9 Respect for property

ABOUT THE UNIT

In this unit, children learn about their responsibility to respect other people's property, and property where there is shared use such as school grounds. Children should already know from work at key stage 1 that stealing and vandalism are wrong. This unit provides opportunities to think about and discuss the consequences of crime, to empathise with victims, and to consider punishment and the value of respecting shared or public property. Children explore the concept of taking responsibility for property in the community by working in groups to formulate ideas and devise strategies to improve the local area. The activities use story, circle time and class discussion.

The unit builds on the understanding developed at key stage 1 of fairness, and of right and wrong. It develops children's skills of sharing opinions and explaining views on issues that affect themselves and society.

There are opportunities for links with geography, history, English and RE. Some of these are indicated in the 'Points to note' section. Liaison with members of the local council and/or the police is also possible. The unit links with unit 4 'People who help us – the local police', unit 6 'Developing our school grounds' and unit 10 'Local democracy for young citizens'.

WHERE THE UNIT FITS IN

This unit addresses the following aspects of the non-statutory framework for PSHE and citizenship at key stage 2:

1a

Preparing to play an active role as citizens

Pupils should be taught:

2a to research, discuss and debate topical issues, problems and events

2b why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules

2c to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities

2d that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other

2g what democracy is, and about the basic institutions that support it locally and nationally

2j that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment

4a, 4b

5a

VOCABULARY

Through the activities in this unit, children will be able to understand, use and spell correctly words relating to:

- crime, eg *right and wrong, stealing, shoplifting, punishment, vandalism, victim, offender, law, consequences*
- property, eg *respect, sharing, belongings, buildings, community facilities*

LEARNING OBJECTIVES

POSSIBLE TEACHING ACTIVITIES

LEARNING OUTCOMES

POINTS TO NOTE

CHILDREN SHOULD LEARN

CHILDREN

WHAT ARE THE CONSEQUENCES OF CRIME?

- that stealing is wrong
 - that victims of crime may be affected in a number of ways
 - to use their imagination to understand the experiences of others
 - to consider the consequences of shoplifting
 - about different crimes and the consequences of crime
- Tell the class a story about when you or someone you know had something stolen, or use a published story or video clip from a children's drama that features stealing. As a class, the children consider the act of theft and how it affects its victims and others. Encourage them to think about the effects of stealing, *eg the inconvenience suffered, what the object meant to the owner, the victim's feelings*. Use circle time to discuss children's own experiences as victims of theft. Make a shared list of reasons why it is wrong to steal, and how stealing affects different people. Elicit a range of views. Some children may show concern for a perpetrator facing punishment rather than the victim. Ask them why this is so.
 - Use a well-known story to stimulate a discussion about theft, *eg in 'Goldilocks and the three bears', 'Who do the children feel most sorry for? What might happen at the end of the story after Goldilocks has run off? How will the three bears cope? How do they feel about their house being entered? What if there were no more porridge? Who will repair the broken furniture? Translate these concerns to a real-life setting. What would it feel like to be the victim of stealing? Ask the children to think about the emotional consequences of theft as much as the physical ones. They share their thoughts and then write an imaginative piece from the point of view of a victim of theft. The choice of story will vary with the age and interests of the children. A similar activity could be carried out using a television drama.*
 - Ask the class to consider a situation in which the owner of a small shop is continually being the victim of theft. Why is this happening? Who is responsible, *eg is it the fault of the shopkeeper for not having adequate security?* How is the shopkeeper affected? What should the shopkeeper do? What options does the shopkeeper have? To what extent do the shopkeeper's options depend on the age and circumstances of the children who commit the crime? The children could work in groups to draw up a questionnaire to find out what local shopkeepers think, and either visit them or invite them into the school.
 - The children discuss, from the point of view of both victims and offenders, whether there is any difference between stealing from a corner shop and stealing from a large chain store.
 - The class investigates what the punishment for shoplifting is. Invite the local school police liaison officer to visit the school to talk to the children about what happens to those who are caught shoplifting. The children could devise a list of questions before the visit, similar to those they asked shopkeepers.

- know why it is wrong to steal
- recognise the consequences of stealing for victims
- use their imagination to understand the experiences of others
- know that shoplifting is a crime
- understand that breaking the law results in punishment for the offender and that it affects the victims
- recognise the consequences of crime, for both the victim and the offender

- This section could be linked with unit 8 'How do rules and laws affect me?'. The first section in unit 8 could be used here.
- This unit provides opportunities to draw on the expert knowledge of the local police. Visits from the police are often more effective when the visiting officer provides expert information, *eg about the extent and costs of vandalism or the role of the police in combating crime*, rather than giving a crime prevention lecture.
- Link with RE: work on right and wrong.
- The issues in the third activity are addressed in the story 'A problem for Mr and Mrs Shah' in *You, Me, Us!*, published by the Citizenship Foundation.
- The fifth activity helps children realise the consequences of shoplifting, especially for small shops, where many small stolen items add up to a considerable loss for the shopkeeper. The fact that a chain store can cope more easily means that the consequences are less serious, but the crime is no less wrong.
- The *Teacher's guide* includes information on the use of visitors in school. It is a good idea for children to prepare for the visit, *eg by working out questions to ask*.
- This section could be linked with unit 4 'People who help us – the local police', which also addresses crime prevention.
- Link with geography: opportunity for fieldwork to identify local areas prone to crime or vandalism; 1a–c, 2b, 2c, 3d in the key stage 2 programme of study.
- This section could be linked with unit 6 'Developing our school grounds'.

WHY SHOULD WE RESPECT SHARED PROPERTY?

- to consider the consequences of lack of respect for school property
- Use a school-based example or scenario to discuss the implications of damage to shared property, *eg some of the class are preparing for an art lesson and find that all the paintbrushes have been stolen or ruined through careless behaviour*. Ask the children to consider what they would do in this situation. Widen the discussion to cover other aspects of shared school property, including the school grounds, and what happens when vandalism or damage occurs. Remind the children that it is the right of every child to enjoy and use school property. Ask why they think this is such an important right or, if anyone disagrees, to give their reasons. Consider the consequent responsibilities on all children.

- identify shared school property to which all children should have access to further their education
- know why irresponsible or thoughtless behaviour affects the education and enjoyment of others in the school
- respect the rights of others
- understand that with rights come responsibilities

- Where possible, use real examples of damage or vandalism to school property.
- This activity could be supported by facts and figures about what the school spends each year on replacing lost, stolen or broken items. It would be useful to calculate what else could be purchased if this expenditure were not necessary.
- The story 'Wild life' in *You, Me, Us!*, published by the Citizenship Foundation, concerns the actions of Anthony, a pupil who, in a fit of temper, pollutes the school pond. The story invites children to examine the consequences of this action for the whole school and to consider the shared responsibility of the class towards Anthony.
- The story 'A lucky break' in *You, Me, Us!* addresses issues that arise when someone in a class is stealing regularly.

WHY SHOULD WE TAKE RESPONSIBILITY FOR PUBLIC SPACES?

- to respect property in the community
 - to reflect on the consequences of vandalism for different members of the community
 - about how resources are used and the implications for individuals and communities
- Ask the children to identify the open spaces in their neighbourhood. In groups, they list all the people who might use these spaces and why. They consider why public open spaces are important. What other amenities do they use and enjoy, *eg woodland, national parks? Who or what might be affected by vandalism, eg broken glass on paths, broken swings, chewing gum on seats, litter on flower beds?*
 - Ask the children to imagine that they are members of the local council's Parks and Leisure Department. A large local park is badly in need of new play equipment, vandal-proof seating, a parks attendant, more litter bins, improved facilities for people with a physical disability or visual impairment. Unfortunately, there is insufficient money to pay for everything. The children list in order of preference how they would spend the money, deciding which groups should benefit most. One councillor has proposed closing the park altogether and selling the land for housing to provide money for refurbishing the local leisure centre. What arguments can be offered for and against such a plan? Divide the class into two groups to debate the different points of view.
 - Alternatively, give the class an outline map of an area that has just been cleared of industrial buildings and is to be turned into a public park. A stream runs across one corner of the area and there is a small clump of trees in another part. Ask the children, in groups, to design a public park which will benefit local citizens of all ages. They identify likely problems of vandalism, litter and crime, and suggest ways of preventing or combating them.

- identify the consequences of vandalism for individuals and communities
- recognise that members of the local community have different needs and priorities
- understand that the priorities of different individuals and groups can conflict
- understand that resources are limited and priorities and decisions are made by the local council in consultation with members of the community

- Reference to the local community safety strategy may be useful. Details are published on local authority websites.
- This section could be linked with unit 10 'Local democracy for young citizens'.
- Children could write to the local council, or it may be possible for them to present their ideas to a council representative, to discuss ideas for the use of community spaces and areas for children.
- The Channel 4 learning website provides details of a TV series, *All about us*, that deals with citizenship issues, including vandalism.
- Link with geography: 3a, 3d, 5a in the key stage 2 programme of study.
- Link with history: 11a in the key stage 2 programme of study; unit 12 'How did life change in our locality in Victorian times?' in the scheme of work.

LEARNING OBJECTIVES

POSSIBLE TEACHING ACTIVITIES

LEARNING OUTCOMES

POINTS TO NOTE

CHILDREN SHOULD LEARN

CHILDREN

ADDITIONAL/ALTERNATIVE ACTIVITY: TAKING RESPONSIBILITY – WHAT NEW USES CAN WE FIND FOR EMPTY BUILDINGS?

- about the need to respect property in the community
- about the consequences for the community if property is vandalised
- about resources and the way these are used and the implications for individuals and communities
- to devise enquiry questions to investigate the use of buildings in the community
- about the local planning process
- about the importance of consultation with different members of the community about community issues
- about local council priorities and decision-making
- to engage in group discussions for a range of purposes
- The children investigate an empty building in the community. They list the things that have happened to it since it became empty, *eg broken windows, graffiti*, and describe how this affects the area around the building, *eg makes it feel unsafe, makes it look unattractive, encourages vandalism to other buildings*. They locate it on a local map, then work in groups to devise enquiry questions about the building and to explore what should happen to it in the future, *eg What was the building used for in the past? Do you like the building? What state of repair is it in? Should it be left as it is, or redeveloped and reused, or demolished to make way for a new building?*
- If possible, make a class visit to the building and/or use a range of sources, including photographs, video, newspaper cuttings and any information from the local planning office. The children could work in pairs to record their answers to the enquiry questions. They examine the building to see if it has any special features, such as architectural details, and make drawings or take photos of these. They compare the building with others nearby to determine the character of the area, *eg retail, housing, industrial*. Where possible, the children consult with members of the local community about what they think should happen to the building, using a simple questionnaire or interview based on the enquiry questions.
- Explain the process used by the local council to consider planning proposals. The children work in groups to discuss what they think should happen to the building and prepare a proposal, setting out the building's previous use, proposed new use, and the changes that need to be made to it. They could use a form for this. They then prepare annotated drawings of the building to illustrate their proposal, using information collected during their investigation of resources or their visit to the site. They present their ideas to the class and record any objections. A planning officer could be invited to hear the ideas and discuss them with the class. The children vote for the idea they think best.
- The children could make a display to show their ideas to the rest of the school.

- understand that empty and unused buildings represent a potential resource for individuals and communities and, if left, may be subject to vandalism
- identify the consequences of vandalism for individuals and communities
- recognise that members of the local community have different views, needs and priorities
- understand that the priorities of different individuals and groups can conflict
- understand that priorities and decisions are made by the local council in consultation with members of the community
- take part in group discussions to investigate, explore and explain their ideas

- These activities can be linked with work on enquiry and local issues in history and geography.
- Link with geography: 1a, 1b, 1d, 1e, 2c, 2d, 2g, 4b, 5a, 5g in the key stage 2 programme of study; unit 8 'Improving the environment' and unit 21 'How can we improve the area we can see from our window?' in the scheme of work.
- Link with history: unit 18 'What was it like to live here in the past?' in the scheme of work.
- Link with English: En1 S&L 10a, 10b, 10c in the key stage 2 programme of study.
- English Heritage provides information and materials to support work that explores citizenship and the historical environment, including case studies of work by schools. The National Monument Record (part of English Heritage) and your local public record office or local library may have archive photographs, historical sources and other details of buildings in your area.
- Before the visit, it is important to check who owns the building. If it is derelict, it is unlikely that you will be able to go inside. However, the owners may be able to supply internal and external photographs. If the building is not normally open to the public, check prior to the visit for health and safety issues and access.
- The local authority may have details of a suitable property for this kind of project. Many local councils employ conservation officers who may be able to advise on local conservation schemes.