

Section 1

SHARING OUR COMMUNITY

1. This section is intended to help students to learn about the issues of living together in large and small communities. It is concerned with:
 - Appreciating other people's points of view.
 - Recognising our rights and responsibilities.
 - Understanding laws.
2. Activities in this section aim to:
 - Explore diversity in our communities.
 - Develop a tolerant awareness of differing viewpoints.
 - Improve understanding of rights and responsibilities, and how the two concepts are inextricably linked.
 - Increase understanding of the need for laws.
 - Appreciate the consequences for victims, offenders and the community when laws are broken.
3. Issues the class are likely to explore include:
 - Social diversity issues, such as racism, sexism, ageism, gay rights, disability discrimination, equal opportunities.
 - Age of consent.
 - Particular crimes of which students might have knowledge or experience.
 - Making complaints and saying 'thank you' effectively.

ACTIVITIES

What is a community?

You can't have one without the other

Making complaints face to face

The right to complain in prison

One law less

Child or adult?

A Bill of Rights

If I could choose who to be...

The biggest crook

True or false?

Don't do it!

Community mapping

WHAT IS A COMMUNITY?

Aim: to enable students to think about the different elements that make up a community.

Warm-up: As a whole class, brainstorm the meaning of the word 'community'. Dictionary definition: 1. body of people living in same location; body of people having religion, profession, interests, etc in common. 2. centre/place providing social, recreational and educational facilities for a neighbourhood.

1. Ask a student to briefly describe a community that they knew before they came into prison.
2. Use this as a stimulus to begin to focus on all the different elements that make up a community -- buildings, services, people, groups, etc.
3. Students write a description of a real or fictitious community. Less able students may create a collage or poster depicting a community or record their description on audiotape.

YOU CAN'T HAVE ONE WITHOUT THE OTHER

Aim: to help students recognise that rights and responsibilities go together.

1. Ask students to brainstorm a list of rights and write up on the board.
2. Ask the class to choose a 'right' from the board and think about a corresponding 'responsibility', e.g. the right to freedom of speech and the corresponding responsibility to respect the views of others. If the class is working at a more basic level, you could use the example of the right to play a game of pool and the corresponding responsibility to play fair and allow others to take their turn.
3. Repeat the above twice more.
4. Using Worksheet 1a, students complete the corresponding responsibility to the rights listed.

MAKING COMPLAINTS FACE TO FACE

Aim: to enable students to appreciate that they have rights, and that there are ways of dealing with complaints in a positive manner.

Warm-up: Ask students to each identify something that they have, or would like to have, complained about. Collect the ideas from the whole class and write them on the board.

1. Working in pairs, each student identifies a complaint to work on that would involve face to face interaction.
2. Using Worksheet 1b, and helping each other, each student writes a statement that they could use in making a complaint in a one-to-one situation. Less able students may record their description on audiotape.
3. The statements are read out in turn to the rest of the class.

THE RIGHT TO COMPLAIN IN PRISON

Aim: to enable students to understand that they have rights and can deal with complaints in a positive manner.

1. Ask the Head of Inmate Activities or another Prison Governor to explain the complaints procedure that exists in the prison.
2. Watch the video about the work of the Prison Ombudsman. There is a copy of this in every prison.
3. Ensure that students are clear about all the points raised.
4. Using Worksheet 1b as a model, students write, or record on audiotape, a letter of complaint.

Section 1 Activity 5
ONE LAW LESS

Aim: to encourage students to think about the benefits and consequences of laws.

Tutor's Note: *Students should become familiar with the process of voting. This could be done as a simple handcount or privately through a secret ballot by asking students to write down their choice on a piece of paper.*

Warm-up: Ask the group to identify some laws that they would like to abolish. Write their ideas up on the board.

1. Take a vote on which of the laws suggested they would most like to abolish. In groups, students use Worksheet 1c to think about the consequences of abolishing that law.
2. Each group presents back to the class.

This activity could provide evidence for: OCR.1, OCNS.1, OCNS.2, OCNS.4, OCNC.1, OCNC.2, OCNC.3, OCNC.4, OCNC.5, ESB.1, KSC1.1, KSC1.2, KSWI.1, KSWI.2

Section 1 Activity 6
CHILD OR ADULT?

Aim: to help students to think about what being an adult means in our society.

Warm-up: In groups, ask students to think of as many things as they can that may only be done by an adult, e.g. drinking alcohol, voting, hiring a car.

1. With students working on their own, ask them to think about the age at which people become adults. As a class, compare the different views.
2. Using Worksheet 1d on the UN Convention on 'The Rights of the Child', discuss and add any other rights that the class think children should have.
3. Identify the responsibilities of adults in protecting those rights. Think of ways in which these can be reinforced within the law, and how the rights of children could be better protected.

This activity could provide evidence for: OCR.1, OCNS.1, OCNS.2, OCNS.4, OCNC.1, OCNC.3, OCNC.4, OCNC.5, ESB.2, KSC1.1, KSC1.2, KSWI.1, KSWI.2, KSWI.3

Section 1 Activity 7
A BILL OF RIGHTS

Aim: to enable students to consider a Bill of Rights, and to think about its effect on society.

Warm-up: Ask the class if they agree with the fact that all United States citizens are entitled to carry arms to protect and defend themselves. Discuss whether this makes for a safer society.

Tutor's Note: *A Bill of Rights was introduced into the American Constitution to protect the 'rights of free men against tyrants'. They make up the first 10 amendments to the written Constitution and list the USA's most important rights and freedoms. A Constitution sets out the relationship between individuals and the government. It defines the powers of the state and its agencies, who can do what, and where the limits of power are. The UK has a Constitution, but it is very old and is not contained in one document. It is made up of various laws and legislation. Some people think that the UK needs one written Constitution. See Useful Addresses for how to get more information.*

1. Ask the class to define what a Bill of Rights is. Discuss the absence of a Bill of Rights in the UK. Discuss the difference between rights and responsibilities. List examples.
2. Working in pairs or groups of three, students take one of the Human Rights and consider the following: Can you think of a famous example where this 'right' has been breached? Can you think of an example where this 'right' has been supported by the law? What responsibilities does this 'right' bring with it?
3. Hand out Worksheet 1e, a Bill of Rights based on the United Kingdom's Human Rights Act, 1998. Any difficult phrases should be clarified. Compare this with the Bill of Rights produced by the whole class and reflect on any differences. Working in pairs or groups of three, students suggest what they would like to see in a Bill of Rights.

This activity could provide evidence for: OCR.1, OCNS.1, OCNS.2, OCNS.4, OCNC.1, OCNC.2, OCNC.3, OCNC.4, OCNC.5, ESB.1, ESB.2, KSC1.1, KSC1.2, KSWI.1, KSWI.2

Section 1 Activity 8
IF I COULD CHOOSE WHO TO BE ...

Aim: to enable students to appreciate the diversity of people's lives in any one community.

Warm-up: Ask students to tell the class which famous person they would like to be for one day, and why.

1. Give each student a copy of Worksheet 1f. Make sure that everyone understands the characters and the instructions.
2. Ask students to mark the sheets with '1' for their first choice, '2' for the second, and so on down to '10' for the person they would least like to be. This could be done by cutting the sheet into strips beforehand if this is easier.
3. Working in pairs, ask the students to compare their rankings and whether they can agree on their favourite or least favourite choice.
4. As a whole class, discuss students' choices, the justification for these choices and why they agree or disagree.
5. Students could write either a short piece using one of the characters on the worksheet, or an essay entitled 'If I could choose to be someone else...'. Less able students may record on audiotape.
6. The exercise could be re-run using students' own categories of people from the warm-up.

This activity could provide evidence for: OCR.1, OCR.2, OCNS.1, OCNS.2, OCNS.3, OCNC.2, OCNC.4, OCNC.5, ESB.1, ESB.2, KSC1.1, KSC1.2, KSCI.3, KSWI.1, KSWI.2, KSWI.3

Section 1 Activity 9
THE BIGGEST CROOK

Aim: to enable students to see that people regard some crimes as being more serious than others, but that victims' lives are affected whatever the crime.

Warm-up: Ask students to think of some of the biggest crimes in modern history, e.g. the Great Train Robbery, the September 11 terrorist attacks in the United States, the Moors Murders.

1. Using Worksheet 1g, students list the crimes in order of seriousness.
2. Students compare their list with a partner and explain the reasons for their decision.
3. Students attempt to come to a whole class consensus as to the worst three crimes. Open discussion should be held, with challenges to attempts to justify a crime.
4. It might be possible to ask students to oppose each other in a debate about particular crimes, with the criminal's and the victim's points of view being put forward.
5. Students write or record on audiotape a short piece from the point of view of a victim of any one of the crimes.
6. The exercise may be re-run using the students' own list of crimes.

This activity could provide evidence for: OCR.1, OCNS.1, OCNS.2, OCNS.4, OCNC.1, OCNC.4, OCNC.5, ESB.1, ESB.2, KSC1.1, KSC1.2, KSC1.3, KSWI.2, KSWI.3

Section 1 Activity 10
TRUE OR FALSE?

Aim: to encourage recognition of the difference between fact and opinion.

Warm-up: Write on the board the following opinion (or one of your choice): '20% of the population are illegal immigrants'. Ask students to raise their hands to indicate whether they believe it is true or false.

1. On the board write some simple facts, and opinions disguised as facts, e.g. it is worse to steal from an adult than a child (false), pensioners do not pay Council Tax (false), prisoners are not allowed to vote in a General Election (true).
2. Create two areas in the classroom, one for 'True' and one for 'False'.
3. Read out the propositions one by one and ask students to move to the appropriate area of the room. Observe how students vote. Ask them to justify their position.
4. Make sure that correct answers are given to factual questions before the end of the exercise.
5. Engage the whole class in a discussion about peer pressure, particularly if there are strong opinion formers in the class.
6. Elicit students' own propositions and write them on the board. Then re-run the exercise using these.
7. Ask the class about things they do or have done because of peer pressure. Discuss why they felt they had to do it.

NB: this is a useful exercise to gauge students' understanding of a particular issue or to introduce a discussion.

This activity could provide evidence for: OCR.1, OCNS.2, OCNS.4, OCNC.1, OCNC.2, OCNC.3, OCNC.4, OCNC.5, ESB.1, ESB.2, KSC1.1

Section 1 Activity 11
DON'T DO IT!

Aim: to enable students to pass on some of their acquired wisdom to other potential offenders.

Warm-up: As a class, discuss things about prison that are bad and things that are good. List on the board.

1. In groups of three, students read *Worksheet 1h* and discuss the case study.
2. Each group thinks of five points that could be used to persuade Joel not to commit the intended crime.
3. Each group feeds their ideas back to the class, and any other ideas are added after discussion.
4. Students write or record on audiotape a suitable letter that could be sent to Joel.

This activity could provide evidence for: OCR.1, OCNS.1, OCNS.2, OCNS.3, OCNS.4, OCNC.1, OCNC.2, OCNC.4, OCNC.5, ESB.2, KSC1.1, KSC1.2, KSCI.3

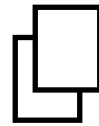
Section 1 Activity 12
COMMUNITY MAPPING

Aim: to enable students to understand that different communities are fundamentally similar.

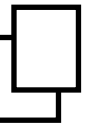
Warm-up: Brainstorm what makes up a community and draw a map on the board, including the different elements, e.g. church, mosque, synagogue, temple, shops, school, Town Hall, pubs, factories, offices, parks, and so on.

1. Discuss the concept of community, including the prison as a community of people, and encourage students to share their experiences of their community. In groups of three or four, ask students to decide the best and worst things about their communities and what they think would happen if an element was removed.
2. If possible, arrange for students to interview various staff in the prison, e.g. the chaplain, and compare his/her role inside and outside prison.
3. As a class, students decide who to interview and write or record on audiotape a letter asking permission. In pairs, students think about, and write or record on audiotape, a list of challenging questions. Elicit open-ended questions that do not require a 'yes' or 'no' answer and that have some depth. Encourage students to start by asking positive questions before building up to the more negative. For example, if they were to interview the chaplain, they might ask: 'What do you enjoy about your job?', then eventually ask a more negative question, e.g. 'What does God do for us?'

This activity could provide evidence for: OCR.1, OCR.2, OCNC.2, ESB.1, ESB.2, KSC1.1, KSC1.2, KSWI.1, KSWI.2

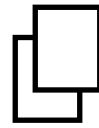
YOU CAN'T HAVE ONE WITHOUT THE OTHER

RIGHTS		RESPONSIBILITIES
to drive a car		to pass a driving test and to drive safely
to drink alcohol		
to walk the streets without fear for your safety		
to get married		
to own a stereo		
to have a home		
to work		
to vote		

MAKING COMPLAINTS FACE TO FACE

When you are making a complaint to someone, you want to bring about a change. It is important to be clear about this when talking face to face.

1. Choose your time carefully.
2. Describe the problem clearly, for example:
 - “When you behave rudely ...”
 - “When you are late ...”
 - “I bought this item from you and it doesn’t work ...”
 - “You haven’t given me back the money I lent you ...”
3. Do not use words intended to insult, hurt or wind up the other person.
4. Tell the person what effect their behaviour has had on you, and how you feel about it.
5. Say what you would like to happen, for example:
 - “I want you to stop ...”
 - “I want you to keep better time in future ...”
 - “I’d like a replacement ...”
 - “I’d like the money back by tomorrow ...”
6. Try to finish on a positive note.



1. What is the law you want abolished?

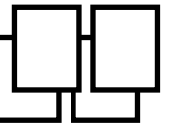
2. Which people might agree with you?

3. Which people might disagree with you?

4. What would be better if this law was changed?

5. What might go wrong if this law was changed?

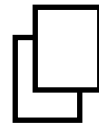
6. Would you want to put a different law in its place?



1. The right to an identity.
2. The right to a family.
3. The right to express yourself and have access to information.
4. The right to a safe and healthy life.
5. The right for special protection in times of war.
6. The right to an education.
7. The right to special care for the disabled.
8. The right to protection from discrimination.
9. The right to protection against abuse.
10. The right to protection from harmful work.
11. The right to special treatment if arrested.

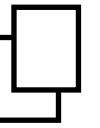
NB: The UN Convention on the Rights of the Child has 54 articles which set out the rights of every child in the world. The above statements are an outline of that Convention and each article relates to one of the statements. For information on which articles relate to which statement, visit the UNICEF website at: www.unicef.org/voy/

Source: The United Nations Convention on the Rights of the Child



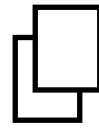
1. The right to life.
2. The right not to be tortured or to suffer inhuman or degrading treatment or punishment.
3. The right not to be held in slavery or servitude.
4. The right to liberty and security.
5. The right to a fair trial.
6. The right to not be punished without any law.
7. The right to respect for private and family life.
8. The right to freedom of thought, conscience and religion.
9. The right to freedom of expression.
10. The right to freedom of assembly and association.
11. The right to marry.
12. The right not to encounter discrimination on grounds such as sex, race, colour, language, religion, political or other opinion, national or social origin, association with a national minority, property, birth or other status.
13. The right for a foreign national to have no restrictions placed upon his/her political activity.

Note: This is an abridged version of the United Kingdom's Human Rights Act, 1998. For more detailed information go to: www.hmsa.gov.uk



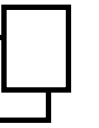
Rank the following people in order. Put the person you would most like to be as number 1, and the person you would next like to be as number 2, and continue until you have the person you would least like to be as number 10.

- A. Lucky holder of a lottery ticket with a £200 prize.
- B. Single mother who has just been allocated a comfortable council flat.
- C. Young man who has just been given an eight year old Ford Fiesta.
- D. Pensioner who has just had a successful heart operation.
- E. 30 year old chip shop owner who has just gone bust.
- F. Teenager who has just been offered a part-time apprenticeship with Scunthorpe United.
- G. Prisoner who has just been offered a hostel place on release.
- H. Young mother who has just arrived at a women's refuge.
- I. Man who has been a police constable for 20 years.
- J. Young Asian woman arriving in the UK for an arranged marriage.



Look at the following crimes and put a 1 against the one you decide is the most serious, a 2 against the next serious and so on, until you get to 10 for the least serious.

- A. Trick a pensioner into parting with £200. _____
- B. Steal a neighbour's car. _____
- C. Sell Ecstasy at a party. _____
- D. Steal £500 cash at night from a newsagent's shop. _____
- E. Threaten violence to someone having an affair with your partner. _____
- F. Take away and burn your teacher's car. _____
- G. Water down the beer in a pub. _____
- H. Sell fake perfume on a street stall. _____
- I. Steal a lawnmower from a garden shed. _____
- J. Steal a car stereo. _____



Look at the case study below. What advice would you give Joel? Try to think of five different points that you wish to make to Joel in order to persuade him not to go ahead with his plans.



You have a younger brother called Joel, who has always looked up to you. He is 15 years old. Joel has mentioned that he has been seeing some mates who have been stealing cars on a regular basis. They have all been caught, and three of them have done time inside.

Your mum has told you that Joel has started going out with a girl called Zadie, who your mum thinks is very nice. You know Zadie, and that she has been a drug user for some time. You cannot tell your mum because she has been ill and you do not want her to worry.

Joel has started not going to school, even though he has always been clever. A friend lets you know that the guys Joel hangs around with are planning a big car theft and that drugs might be involved as well. You try to warn Joel, but he says he knows what he is doing, and will not get caught.

1. _____
2. _____
3. _____
4. _____
5. _____

