

## **PSHCE: Unit 9 Respect for property (or equivalent)**

Group Work to discuss the consequences of playing on or near a railway track and railway vandalism.

### **ABOUT THIS UNIT**

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

#### **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

### **Quick Lesson Plan**

#### **Objective**

To make children aware of the consequences of vandalism of trains and tracks and playing on or near a railway.

#### **Teacher notes**

Decide which photos you are going to choose from the image bank. Print them out and laminate them. Give a selection to each group and ask them to discuss the pictures and identify the consequences of vandalism for individuals and communities. Use the downloaded image sheet to prompt discussion with children about the consequences of playing on or near a railway.

#### **Vocabulary**

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

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

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### Look at this picture - what do you think?

How will the driver feel?

How will the parents of the person that threw the stone feel?

Why do you think the person threw the rock?

What would you say to this person?

Could anyone be hurt?



### This young person is walking on the track.

Do you think he respects private property?

What do you think his parents would say or feel?

What could happen to him?



### This is a picture that no one wants to see - especially a parent.

How do you think this could have happened?