



Police Scotland “Pitchin In”



**POLICE
SCOTLAND**
Keeping people safe
POILEAS ALBA

Introduction

This programme of lessons and activities has been developed by Glasgow City Council Education Services and Police Scotland working in partnership. The pack has been designed in a flexible fashion so as to allow schools to deliver the programme in a manner appropriate to their needs.

The suggested target client group would be young people at either S2 or S3 stage but can be appropriately delivered across the Secondary school curriculum. Alternatively, if the school has an identified group of young people across year groups who may be vulnerable to becoming involved in offending then this pack could be delivered to this type of group.

Similarly, the programme while being designed for 5 x 50 minute workshops has not been designed so that it must be delivered in its entirety. It would be recommended however that a minimum of the first 3 lessons should be delivered to help ensure a significant "impact" is achieved with the client group.

The key aim of the programme is to reduce youth offending, both in relation to football and more widely, by providing a constructive alternative to prosecution by harnessing the individuals' positive links with their chosen football club and using these to reduce their likelihood of offending. A key motivator for individuals to participate in the programme is the development of a full appreciation of the safety implications of engaging in behaviours such as violence, disorder or use of pyrotechnic devices which will allow participants to make more informed judgements about their future conduct.

A further motivator is the fact that this will offer them an alternative to being dealt with by the Criminal Justice system which is likely to have more negative outcomes for them both immediately and in the future.

The key objectives of the programme are:

- prevention of involvement in football-related criminality; less convictions and
- fewer young people being criminalised whether this is through "Breach of the Peace" (BOP) at Common Law, Section 38 Criminal Justice (Scotland) Act 2010 (threatening and abusive behaviour, or any other piece of legislation);
- a reduction in number of victims leading to less antisocial behaviour in the wider community;
- change in behaviours which will be evidenced through feedback from the individuals themselves, coaches, teachers, parents and guardians.

Staff training from the FoCUS team in Police Scotland is available to facilitate the delivery of this resource pack

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Programme Outline

Lesson One – What is offending?

Explain the background to this piece of work and explain exactly why it is important for football supporters of all ages, particularly those who are young and may be at risk of offending, to understand the current situation around offending principally in relation to the common law crime of Breach of the Peace and Section 38 of the Criminal Justice Licensing (Scotland) Act 2010.

Lesson Two – Why get involved? What does offending look like?

The purpose of this lesson is twofold. Firstly, to look at the reasons why people get involved in offending behaviour and secondly to confirm the results of lesson one by clarifying and portraying exactly what the offending behaviour looks like.

Lesson Three – What are the consequences of offending?

The purpose of this lesson is to clarify the consequences of offending by examining the rights and responsibilities of people as football supporters and as social media users.

The target is to get participants to recognise that these rights and responsibilities go "hand in hand" and that the rights are not exclusive.

Lesson Four – What is the language of offending?

The purpose of this lesson is to examine the language of offensive behaviour, both at football matches and online.

Lesson Five – Songs; National, Social or Cultural?

The purpose of this lesson is to look at songs which have often been sung and heard in and around a football environment. These songs will come under three broad headlines; national, social and cultural. But under scrutiny they may also be offensive.

Lesson One

What is Offending?

Outline

Explain the background to this piece of work and explain exactly why it is important for football supporters of all ages, particularly those who are young and may be at risk of offending, to understand the current situation in and around football grounds and criminal law.

Content

During this lesson it is important that the participants understand the following;

- The law as it is represented in legislation
- The definition of the term "offending"
- The definition of the term "violence"
- What exactly are pyrotechnics?
- The definition of the term "Hate Crime"
- The definition of the term "Pitch Incursion"
- How abuse of alcohol and/or drugs can affect offending

Method

The delivery of this lesson should be appropriate to the size of the group being worked with and the setting in which it is taking place. It is recommended that a groupwork approach should be employed where the educator explains the outline of the activity, sets the tasks, collects the feedback from the groups and manages the class in a structured conversation and/or debate. Initially the educator should provide an overview of the legislation and field any initial enquiries.

The participants should then be split into small groups (3-5), in order that all voices have a chance to be heard, and equipped with writing materials. The educator would then ask each group to work together to provide a written definition of each question in turn (a whiteboard, smart board or discussion cards should be used for reference and facilitation). The written response to each question should then be fed back to the class by the group and the educator should ensure that all participants have a clear understanding of each term by the end of this lesson.

NB. If the educator is working with a small group (less than 6 people) a whole group approach should be used with the same principles as above.

Lesson Two

Why get involved?

What does offending look like?

Outline

The purpose of this lesson is twofold. Firstly, to look at the reasons why people get involved in offending behaviour and secondly to confirm the results of lesson one by clarifying and portraying exactly what the offending behaviour looks like.

Content

During this lesson it is important that the participants understand the following;

- The reasons why people engage in offensive behaviour, violence, disorder or use of pyrotechnics
- What offensive behaviour "looks" like?
- That they are entitled to their opinions and should not be judged for them and that in return they should have an open mind to listen to the information being provided

Method

Initially this lesson should involve a recap of lesson one. As a period of time has elapsed the young people will have had time for reflection and this is an opportunity to capture alternative views and ideas.

The rest of the lesson should be split into two sections.

The first section should involve groupwork (3-5 per group), exactly as set out in lesson one, where groups are asked to work together and come up with a list of possible reasons why people get involved in this behaviour.

These reasons should be fed back to the whole class and discussed in a non-judgemental fashion.

The second section should be presented to the whole class through a series of images and photographs. They should be displayed one by one and open to a whole class discussion where all views and opinions should be welcomed and discussed.

These discussions should be around, what exactly is taking place, what are the reasons for this occurring, why these behaviours might be deemed to be offensive and / or criminal (reference the common law crime of Breach of the Peace and Section 38 of the Criminal Licensing (Scotland) Act 2010.). And the UEFA charter), how might these behaviours affect

Lesson Two

Why get involved?

What does offending look like?

people involved (both directly and indirectly) and how these behaviours may affect the reputation and portrayal of their club.

The possible reasons for being involved may include;

Tribalism

Peer pressure/support

Adrenalin (fun or thrill)

Bored

Bigoted Views

Lack of knowledge and understanding

Lesson Three

What are the consequences of offending?

Outline

The purpose of this lesson is to clarify the consequences of offending by examining the rights and responsibilities of people as football supporters and as social media users. The target is to get participants to recognise that these rights and responsibilities go "hand in hand" and that the rights are not exclusive.

Content

During this lesson it is important that the participants understand the following;

- What are the rights of football supporters?
- What are the responsibilities which are related to these rights?
- What are the rights of a social media user?
- What are the responsibilities which are related to these rights?
- What are the consequences of offending behaviour?

Method

The delivery of this lesson should be appropriate to the size of the group being worked with and the setting in which it is taking place.

It is recommended that a groupwork approach should be employed where the educator explains the outline of the activity, sets the tasks, collects the feedback from the groups and manages the class in a structured conversation or debate.

At the outset of this lesson a recap of the previous lessons should be facilitated and a general discussion should take place allowing for views and opinions to be expressed that may be present after a period of reflection from the previous lesson.

The participants should then be split into small groups (3-5), in order that all voices have a chance to be heard, and equipped with writing materials.

The educator would then ask each group to work together to provide a written response to each question in turn (a whiteboard, smart board or discussion cards should be used for reference and facilitation).

Lesson Three

What are the consequences of offending?

The written response to each question should then be fed back to the class by the group and the educator should ensure that all participants have a clear understanding of each possible consequence by the end of this lesson.

NB. If the educator is working with a small group (less than 6 people) a whole group approach should be used with the same principles as above.

The possible rights (Football Supporter)

- The right to choose which team to support
- The right to choose which religion to observe
- The right to attend matches
- The right to chant at football matches
- The right to sing songs
- The right to wear your colours
- The right to represent your club
- The right to wave flags and banners

The possible rights (Social Media user)

- The right to use social media platforms
- The right to add friends and followers
- The rights to post status
- The right to make comments
- The right to express an opinion
- The right to like pages
- The right to add photos
- The right to "check in"

The possible consequences

- Injury to you and others
- Offending behaviour towards supporters of their own and other teams
- Accusations of bigoted behaviour; including name calling and discrimination
- Negative manner of support for your team and portrayal of your team
- Financial penalty for your team
- Club Bans or Football Banning Orders (age 16 or over only for FBOs)
- Arrests and criminalisation
- Impact on family and career prospects

Lesson Four

What is the language of offending?

The purpose of this lesson is to examine the language of offensive behaviour, both at football matches and online.

Contents

During this lesson it is important that the participants understand the following;

- What language is associated with offensive behaviour?
- What language is not associated with offensive behaviour?
- Where this language comes from and where it is used?
- What this language actually means?
- What are the consequences of using this language?

Method

Initially this lesson should involve a recap of the previous lessons. As a period of time has elapsed the young people will have had time for reflection and this is an opportunity to capture alternative views and ideas.

The method used for this lesson is known as the A – Z which is a successful method of helping people to express themselves in a safe environment which provokes discussion and allows opinions to be aired, information to be provided and debate to take place.

The participants are asked to provide a word, place, person, group, team, identity, organisation, behaviour, crime, names used or indeed anything at all that they associate with offensive behaviour at football, or online, of every letter of the alphabet. Multiple answers for each letter should be encouraged.

The participants should then be split into small groups, in order that all voices have a chance to be heard, and equipped with writing materials.

The educator would then ask each group to work together to provide a written response to each question in turn.

The written response to each question should then be fed back to the class by the group and the educator should ensure that all participants have a clear understanding of each term, and why they may be linked with offending, by the end of this lesson.

Lesson Four

What is the language of offending?

A – Z of Offending

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Lesson Five

Songs; National, Social or Cultural?

Outline

The purpose of this lesson is to look at songs which have often been sung and heard in and around a football environment. These songs will come under three broad headlines; national, social and cultural. But under scrutiny they may also be offensive.

Contents

During this lesson it is important that the participants understand the following;

- What is the origin of these songs?
- What the lyrical content of these songs mean?
- Why these songs are sung in a football environment?
- Why some of these songs may be deemed offensive?
- The difference between a song offending people and being 'offensive' in terms of the criminal law

Method

As this is the final lesson initially this lesson should involve a recap of the previous lessons and encourage a discussion about what has been learned over the course of the programme.

It should be pointed out that one area of offensive behaviour is the singing of particular songs.

The participants should then be split into small groups (3-5), in order that all voices have a chance to be heard, and equipped with writing materials. Give each group a copy of the songs.

The educator should go through each song and ask the class if they recognise the songs, know what they are about, ask where they are heard and what they think about each of them.

Get the group to write up the three headlines, national, social and cultural. They should then go through each song in turn, examine the lyrics and decide which heading it should be written under. Once this has been completed they should then go through the songs and decide if any of them would be deemed offensive and why.

Lesson Five

Songs; National, Social or Cultural?

Songs should include;

Rule Britannia

1 When Britain first, at Heaven's command
Arose from out the azure main;
This was the charter of the land,
And guardian angels sang this strain:
"Rule, Britannia! rule the waves:
"Britons never will be slaves."

2 The nations, not so blest as thee,
Must, in their turns, to tyrants fall;
While thou shalt flourish great and free,
The dread and envy of them all.
"Rule, Britannia! rule the waves:
"Britons never will be slaves."

3 Still more majestic shalt thou rise,
More dreadful, from each foreign stroke;
As the loud blast that tears the skies,
Serves but to root thy native oak.
"Rule, Britannia! rule the waves:
"Britons never will be slaves."

4 Thee haughty tyrants ne'er shall tame:
All their attempts to bend thee down,
Will but arouse thy generous flame;
But work their woe, and thy renown.
"Rule, Britannia! rule the waves:
"Britons never will be slaves."

5 To thee belongs the rural reign;
Thy cities shall with commerce shine:
All thine shall be the subject main,
And every shore it circles thine.
"Rule, Britannia! rule the waves:
"Britons never will be slaves."

6 The Muses, still with freedom found,
Shall to thy happy coast repair;
Blest Isle! With matchless beauty crown'd,
And manly hearts to guard the fair.
"Rule, Britannia! rule the waves:
"Britons never will be slaves."

Lesson Five

Songs; National, Social or Cultural?

The Sash

So sure I'm an Ulster Orangeman, from Erin's isle I came,
To see my British brethren all of honour and of fame,
And to tell them of my forefathers who fought in days of yore,
That I might have the right to wear, the sash my father wore!

Chorus:

It is old but it is beautiful, and its colours they are fine
It was worn at Derry, Aghrim, Enniskillen and the Boyne.
My father wore it as a youth in bygone days of yore,
And on the Twelfth I love to wear the sash my father wore.

Chorus

For those brave men who crossed the Boyne have not fought or died in vain
Our Unity, Religion, Laws, and Freedom to maintain,
If the call should come we'll follow the drum, and cross that river once more
That tomorrow's Ulsterman may wear the sash my father wore!

Chorus

And when some day, across the sea to Antrim's shore you come,
We'll welcome you in royal style, to the sound of flute and drum
And Ulster's hills shall echo still, from Rathlin to Dromore
As we sing again the loyal strain of the sash my father wore!]

Lesson Five

Songs; National, Social or Cultural?

Follow Follow

Though The Streets Be Broad And Narrow As Follow We Will
Follow We Will Follow We Will Though The Streets Be Broad
And Narrow As Follow We Will We Will Follow In The Footsteps Of
Our Team God Bell Us
Follow Follow We Will Follow Rangers Everywhere Anywhere
We Will Follow On. Dundee Hamilton Aberdeen And Back Again
If They Go To Dublin We Will Follow On
For there's Not A Team Like The Glasgow Rangers
No Not One And There Never Shall Be One
Celtic No All About There Troubles
We Will Fight Till The Day Is Done
For there's Not A Team Like The Glasgow Rangers
No Not One And There Never Shall Be One.

Lesson Five

Songs; National, Social or Cultural?

Billy Boys

Hello, Hello

We are the Billy Boys

Hello, Hello

You'll know us by our noise

We'll giv anything to see our team

At Ibrox or away

For we are the

The Glasgow Rangers Boys

Lesson Five

Songs; National, Social or Cultural?

The Fields of Athenry

I heard a young girl calling
Michael they have taken you away,
For you stole Trevelyan's corn
So the young might see the morn,
Now a prison ship lies waiting in the bay

CHORUS

Low lie, The Fields of Athenry
where once we watched the small free birds fly
Our love was on the wing
we had dreams and songs to sing,
It's so lonely round the Fields of Athenry
By a lonely prison wall
I heard a young man calling
'Nothing matters Mary, when you're free'
Against the famine and the crown,
I rebelled, they cut me down
Now you must raise our child with dignity

CHORUS

By a lonely harbour wall
She watched the last star falling
As the prison ship sailed out against the sky
For she lived in hope and pray
For her love in Botany Bay
It's so lonely round the Fields Of Athenry

CHORUS

Lesson Five

Songs; National, Social or Cultural?

The Soldiers Song

We'll sing a song, a soldier's song,
With cheering rousing chorus,
As round our blazing fires we throng,
The starry heavens o'er us;
Impatient for the coming fight,
And as we wait the morning's light,
Here in the silence of the night,
We'll chant a soldier's song.

Chorus:

Soldiers are we
whose lives are pledged to Ireland;
Some have come
from a land beyond the wave.
Sworn to be free,
No more our ancient sire land
Shall shelter the despot or the slave.
Tonight we man the gap of danger
In Erin's cause, come woe or weal
"Mid cannons" roar and rifles peal,
We'll chant a soldier's song.
In valley green, on towering crag,
Our fathers fought before us,
And conquered 'neath the same old flag
That's proudly floating o'er us.
We're children of a fighting race,
That never yet has known disgrace,
And as we march, the foe to face,
We'll chant a soldier's song.

Chorus

Sons of the Gale! Men of the Pale!
The long wathed day is breaking;
The serried ranks of inisfail
shall set the Tryant quacking
Our campfires now are burning low
See in the silv'ry glow
Out yonder waits the saxon foe
we'll chant a soldiers song

Chorus

Lesson Five

Songs; National, Social or Cultural?

The Boys of the Old Brigade

Oh, father why are you so sad
On this bright Easter morn'
When Irish men are proud and glad
Of the land where they were born?
Oh, son, I see sad mem'ries view
Of far-off distant days
When, being just a boy like you
I joined the IRA.
The chorus is:
Where are the lads that stood with me
When history was made?
A ghrá mo chroí, I long to see
The boys of the old brigade.

Lesson Five

Songs; National, Social or Cultural?

Roll of Honour

Read the roll of honour for Ireland's bravest men
We must be united in memory of the ten,
England you're a monster, don't think that you have won
We will never be defeated while Ireland has such sons.

In those dreary H-Block cages ten brave young Irishmen lay
Hungering for justice as their young lives ebbed away,
For their rights as Irish soldiers and to free their native land
They stood beside their leader - the gallant Bobby Sands.
Now they mourn Hughes in Bellaghy,
Ray McCreesh in Armagh's hills
In those narrow streets of Derry they miss O'Hara still,
They so proudly gave their young lives to break Britannia's hold
Their names will be remembered as history unfolds.

Through the war torn streets of Ulster the black flags did sadly sway
To salute ten Irish martyrs the bravest of the brave,
Joe McDonnell, Martin Hurson, Kevin Lynch, Kieran Doherty
They gave their lives for freedom with Thomas McElwee.
Michael Devine from Derry you were the last to die
With your nine brave companions with the martyred dead you lie
Your souls cry out "Remember, our deaths were not in vain.
Fight on and make our homeland a nation once again!"

Appendix 1

The Law

Breach of the Peace

Breach of the peace is a crime at common law and is constituted by one or more persons conducting himself or themselves in a riotous or disorderly manner, where such conduct is severe enough to cause alarm to ordinary people **and** threaten serious disturbance to the community (**Smith v. Donnelly** (2001) S.L.T. 1007)

Disturbance to the community

There does not need to be actual disturbance, but the behaviour in question must be capable of threaten such a disturbance and must have a public element. The behaviour may be committed in private so long as there realistic possibility of it being discovered by the public (see **Harris v HMA** [2009] HCJAC 80 below).

The Criminal Justice and Licensing (Scotland) Act 2010

s.38 - Threatening or abusive behaviour

(1) A person ("A") commits an offence if—

- (a) A behaves in a threatening or abusive manner,
- (b) the behaviour would be likely to cause a reasonable person to suffer fear or alarm, and
- (c) A intends by the behaviour to cause fear or alarm or is reckless as to whether the behaviour would cause fear or alarm.

(2) It is a defence for a person charged with an offence under subsection (1) to show that the behaviour was, in the particular circumstances, reasonable.

(3) Subsection (1) applies to—

- (a) behaviour of any kind including, in particular, things said or otherwise communicated as well as things done, and
- (b) behaviour consisting of—
 - (i) a single act, or
 - (ii) a course of conduct.

(4) A person guilty of an offence under subsection (1) is liable—

- (a) on conviction on indictment, to imprisonment for a term not exceeding 5 years, or to a fine, or to both, or
- (b) on summary conviction, to imprisonment for a term not exceeding 12 months, or to a fine not exceeding the statutory maximum, or to both. (Section 38)

Appendix 1

The Law

Criminal Law (Consolidation) (Scotland) Act 1995

Section 20 – Sporting events controls

- (3) Any person who has entered the relevant area of a designated sports ground and is in possession of a controlled article or substance at any time during the period of a designated sporting event shall be guilty of an offence.
- (4) Any person who, while in possession of a controlled article or substance, attempts to enter the relevant area of a designated sports ground at any time during the period of a designated sporting event at the ground shall be guilty of an offence.
- (5) A person guilty of an offence under subsection (3) or (4) above shall be liable on summary conviction to imprisonment for a period not exceeding 60 days or to a fine not exceeding level 3 on the standard scale or both.
- (6) It shall be a defence for a person charged with an offence under subsection (3) or (4) above to show that he had lawful authority to be in possession of the controlled article or substance.
- (8) In this section
“controlled article or substance” means
- (a) any article or substance whose main purpose is the emission of a flare for purposes of illuminating or signalling (as opposed to igniting or heating) or the emission of smoke or a visible gas; and in particular it includes distress flares, fog signals, and pellets and capsules intended to be used as fumigators or for testing pipes, but not matches, cigarette lighters or heaters; and
 - (b) any article which is a firework.
- “controlled container” means any bottle, can or other portable container, whether open or sealed, which is, or was, in its original manufactured state, capable of containing liquid and is made from such material or is of such construction, or is so adapted, that if it were thrown at or propelled against a person it would be capable of causing some injury to that person; but the term does not include a container holding a medicinal product for a medicinal purpose.

“medicinal product” and “medicinal purpose” have the meanings assigned to those terms by Section 130 of the Medicines Act 1968. (Section 20).

Appendix 2

Definition of Terms for Lesson 1

Offending

'Offending' can be understood as any breach of the criminal law.

Violence (& Disorder)

"Violence" means violence against persons or intentional damage to property and includes

- (a) Threatening violence; and
- (b) Doing anything which endangers the life of a person.

"Disorder" includes-

- (a) Stirring up hatred against a group of persons based on their membership (or presumed membership) of a group defined by reference to a thing mentioned in subsection (5), or against an individual as a member of such a group;
- (b) Using threatening, abusive or insulting words or behaviour or disorderly behaviour;
- (c) Displaying any writing or other thing which is threatening, abusive or insulting.

Appendix 2

Definition of Terms for Lesson 1

Hate Crime (& Incident)

A Hate Crime is 'any crime which is perceived by the victim or any other person as being motivated by malice or ill will towards a social group'

A Hate Incident is 'any incident which is perceived by the victim or any other person, as being motivated by malice or ill will towards a social group but which does not constitute a criminal offence'

Pitch Incursion

This is not defined in Scottish criminal law but can be described as any unauthorised entry by supporters onto the field of play / touchline area.

How can alcohol and drugs affect offending?

Alcohol has a disinhibiting effect which means people do things they may not otherwise do. At football in Scotland a high proportion of offenders who engage in offensive behaviour are under the influence of alcohol, many of whom tell police officers that they just got 'caught up' in things.

Some groups who engage in communal violence at football use controlled drugs, especially cocaine, and arrests for drugs possession at matches in Scotland are fairly common.

THE TERRORIST OR THE DREAMER

THE SAVAGE

OR THE BRAVE



DEPENDS WHOSE VOTE

YOU'RE TRYING TO CATCH

UP THE

FACE YOUR

TRYING TO SAVE



ED NEW TOURS

oken

Flags and Banners















Appendix 4

Song Guidelines for Lesson 5

Rule Britannia (https://en.wikipedia.org/wiki/Rule,_Britannia!)

Would not be regarded as criminal in the absence of other aggravating behaviour.

The Sash (https://en.wikipedia.org/wiki/The_Sash)

Would not be regarded as criminal in the absence of other aggravating behaviour.

Follow Follow (https://en.wikipedia.org/wiki/Follow_Follow)

This song has a legitimate version which would not result in police action but there are alternative lyrics which involve religious hatred towards the Pope and the Vatican which would result in police action.

Billy Boys (https://en.wikipedia.org/wiki/Billy_Boys)

Use of the lyrics 'up to our knees in fenian blood' will result in police action as in this context 'fenian' is regarded as a derogatory term directed at those of Irish Catholic descent but, following consultation with prosecutors, other versions such as 'Hibee blood' or 'Killie blood' would not result in police action.

The Fields of Athenry (<http://celtic-lyrics.com/lyrics/195.html>)

Would not be regarded as criminal in the absence of other aggravating behaviour.

The Soldiers Song (http://www.lyricsmode.com/lyrics/w/wolfe_tones/a_soldiers_song_irish_national_anthem_english_ver.html)

National anthems would not be regarded as criminal in the absence of other aggravating behaviour.

The Boys of the Old Brigade (<http://celtic-lyrics.com/lyrics/505.html>)

This song has resulted in prosecution and conviction due to its reference to joining the IRA.

Roll of Honour (<http://www.irish-folk-songs.com/roll-of-honour-song-lyrics-and-chords.html>)

This song has resulted in prosecution and conviction due to its support for members of the IRA and INLA who engaged in a hunger strike in 1981.

Appendix 5

Police Scotland & Curriculum for Excellence

Introduction:

Secondary schools across Scotland have access to the work of Police Scotland within their curriculum and using the resources that have been developed to support the work including:

- “Pitchin In” – Lesson Pack
- Workshops delivered by Police Scotland

These resources provide the opportunity for teachers, with the assistance of Police Scotland, to explore the issue of offending behaviour at football in a safe and challenging environment and address 4 key questions:

- What is offending?
- Why young people get involved in offending?
- What are the consequences of offending?
- What does offending look like?

While many schools shape up their own projects and may use different resources, exploring these key questions through the above resources gives the opportunity for teachers to deliver to the following experiences and outcomes at the 3rd & 4th Level within Curriculum for Excellence:

1. Health and Wellbeing

Learning in health and wellbeing ensures that young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Learning through health and wellbeing enables young people to:

- make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- experience challenge and enjoyment
- experience positive aspects of healthy living and activity for themselves
- apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- make a successful move to the next stage of education or work
- establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children.

Appendix 5

Police Scotland & Curriculum for Excellence

Potential 3rd & 4th Level Health and Wellbeing Outcomes that could be met:

- I am aware of and able to express my feelings and am developing the ability to talk about them.
(HWB 3-01/ 4-01a)
- I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them.
(HWB 3-02/ 4-02a)
- I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances.
(HWB 3-03/ 4-03a)
- I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave.
(HWB 3-04/ 4-04a)
- I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.
(HWB 3-05/ 4-05a)
- I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss.
(HWB 3-07/ 4-07a)
- I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support.
(HWB 3-08/ 4-08a)
- As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others.
(HWB 3-09/ 4-09a)

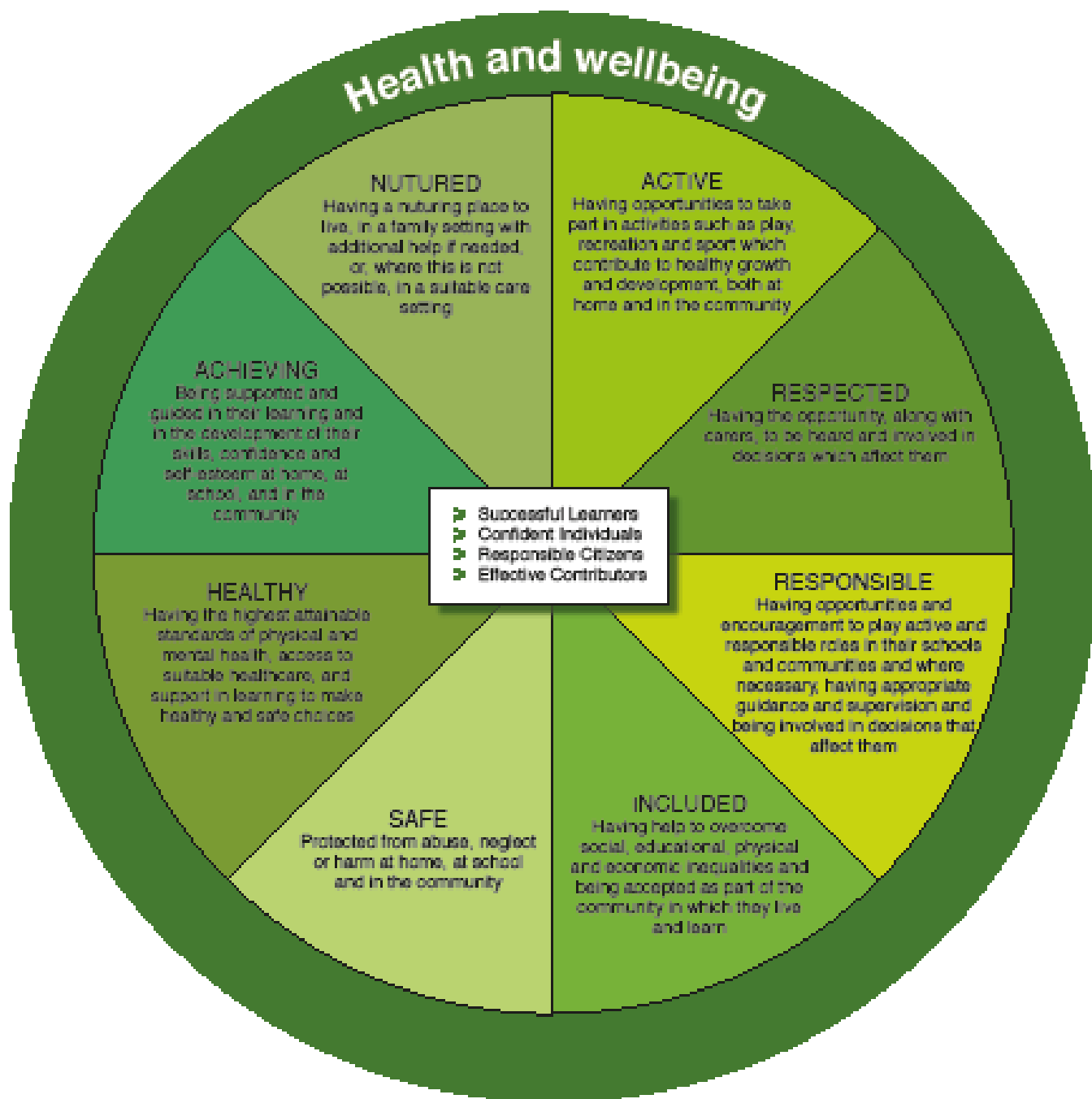
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- I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.
(HWB 3-010/ 4-10a)
- I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others.
(HWB 3-11/ 4-11a)
- Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society.
(HWB 3-12/ 4-12a)
- Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community.
(HWB 3-13/ 4-13a)
- I value the opportunities I am given to make friends and be part of a group in a range of situations.
(HWB 3-14/ 4-14a)
- I am developing the skills and attributes which I will need for learning, life and work. I am gaining understanding of the relevance of my current learning to future opportunities. This is helping me to make informed choices about my life and learning
(HWB3-19a)
- Based on my interests, skills, strengths and preferences, I am supported to make suitable, realistic and informed choices, set manageable goals and plan for my further transitions.
(HWB4-19a)
- I understand the importance of being cared for and caring for others in relationships, and can explain why.
(HWB 3-44a/4-44a)

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2. Literacy across Learning

The literacy experiences and outcomes promote the development of critical and creative thinking as well as competence in listening and talking, reading, writing and the personal, interpersonal and team-working skills which are so important in life and in the world of work. The framework provides, for learners, parents and teachers, broad descriptions of the range of learning opportunities which will contribute to the development of literacy, including critical literacy.

The development of literacy skills plays an important role in all learning. I develop and extend my literacy skills when I have opportunities to:

- communicate, collaborate and build relationships
- reflect on and explain my literacy and thinking skills, using feedback to help me improve and sensitively provide useful feedback for others
- engage with and create a wide range of texts in different media, taking advantage of the opportunities offered by ICT
- develop my understanding of what is special, vibrant and valuable about my own and other cultures and their languages
- explore the richness and diversity of language, how it can affect me, and the wide range of ways in which I and others can be creative
- extend and enrich my vocabulary through listening, talking, watching and reading.

Potential 3rd & 4th Level Literacy Outcomes that could be met are:

- I regularly select and listen to or watch texts for enjoyment and interest, and I can express how well they meet my needs and expectations, and I can give reasons, with evidence, for my personal response. I regularly select subject, purpose, format and resources to create texts of my choice and am developing my own style.
(LIT 3-01a/4-01a)
- When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion. I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking
(LIT 3-02a)

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- When I engage with others I can make a relevant contribution, ensure that everyone has an opportunity to contribute and encourage them to take account of others' points of view or alternative solutions. I can respond in ways appropriate to my role, exploring and expanding on contributions to reflect on, clarify or adapt thinking.
(LIT 4-02a)
- As I listen or watch, I can:
 - identify and give an accurate account of the purpose and main concerns of the text, and can make inferences from key statements
 - identify and discuss similarities and differences between different types of text
 - use this information for different purposes.(LIT 3-04a)
- As I listen or watch, I can:
 - clearly state the purpose and main concerns of a text and make inferences from key statements compare and contrast different types of text
 - Gather, link and use information from different sources and use this for different purposes.(LIT 4-04a)
- As I listen or watch, I can make notes and organise these to develop thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.
(LIT 3-05a/4-05a)
- I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience.
(LIT 3-06a/4-06a)
- I can show my understanding of what I listen to or watch by commenting, with evidence, on the content and form of short and extended texts.
(LIT 3-07a)
- I can show my understanding of what I listen to or watch by giving detailed, evaluative comments, with evidence, about the content and form of short and extended texts.
(LIT 4-07a)

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- To help me develop an informed view, I am learning about the techniques used to influence opinion and how to assess the value of my sources, and I can recognise persuasion.
(LIT 3-08a)
- To help me develop an informed view, I can identify some of the techniques used to influence or persuade and can assess the value of my sources.
(LIT 4-08a)
- When listening and talking to others for different purposes and ideas, I can
 - communicate information, ideas or opinions
 - explain processes, concepts or ideas
 - identify issues raised, summarise findings or draw conclusions.(Lit3-09a)
- When listening and talking to others for different purposes and ideas, I can
 - communicate information, ideas or opinions
 - explain processes, concepts or ideas with some relevant supporting detail
 - sum up ideas, issues, findings or conclusions.(Lit4-09a)
- I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently.
(LIT3-10a)
- I can communicate in a clear, expressive manner when engaging with others within and beyond my place of learning, and can independently select and organise appropriate resources as required.
(LIT4-10a)
- To help me develop an informed view, I am exploring the techniques used to influence my opinion. I can recognise persuasion and assess the reliability of information and credibility and value of my sources.
(LIT3-18a)
- To help me develop an informed view, I can recognise persuasion and bias, identify some of the techniques used to influence my opinion, and assess the reliability of information and credibility and value of my sources.
(LIT4-18a)

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3. Other Experiences and Outcomes:

While Health and Wellbeing and Literacy across Learning are the main areas where outcomes can be met from this work there are other outcomes that can also be met:

- I can demonstrate my developing understanding of moral values through participating in events and projects which make a positive difference to others
(RME 3-02b)
- I can apply my developing understanding of morality to consider a range of moral dilemmas in order to find ways which could promote a more just and compassionate society.
(RME 3-02b)
- I am developing respect for others and my understanding of their beliefs and values.
(RME 3-07a/4-04a)
- I am developing an increasing awareness and understanding of my own beliefs and I put them in to action in positive ways.
(RME 3-08a/4-08a)
- Through reflection and discussion, I can explain a range of beliefs which people hold and can participate in debates about 'ultimate questions'.
(RME3-09a)
- Having reflected upon and considered a range of beliefs, belief systems and moral viewpoints, I can express reasoned views on how putting these beliefs and values into action might lead to changes in society.
(RME4-09a)
- I am developing my own understanding of values such as honesty, respect and compassion and am able to identify how these values might be applied in relation to moral issues.
(RME3-09b)
- I am able to apply my understanding of a range of moral viewpoints, including those which are independent of religion, to specific moral issues and am aware of the diversity of moral viewpoints held in modern Scotland and the wider world.
(RME4-09b)

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- I can explain how the different beliefs that people have, including beliefs which are independent of religion, relate to their moral viewpoints and how this leads them to respond to moral issues.
(RME3-09c)
- I can explain my own responses to the benefits and challenges presented by the increasing diversity of belief to modern Scotland and the wider world.
(RME4-09c)
- I am developing my understanding of the nature of belief and morality
(RME 3-09d)
- I am able to offer a basic analysis of the origins and development of beliefs and morality.
(RME 3-09d)
- I can use my knowledge of a historical period to interpret the evidence and present an informed view.
(SOC 3-01a)
- I can evaluate conflicting sources of evidence to sustain a line of argument.
(SOC 4-01a)
- I can make links between my current and previous studies, and show my understanding of how people and events have contributed to the development of the Scottish nation.
(SOC 3-02a)
- I have developed a sense of my heritage and identity as a British, European or global citizen and can present arguments about the importance of respecting the heritage and identity of others.
(SOC 4-02a)
- I can use my knowledge of current social, political or economic issues to interpret evidence and present an informed view.
(SOC 3-15a)
- I can evaluate conflicting sources of evidence to sustain a line of argument.
(SOC 4-15a)

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- I can explain why a group I have identified might experience inequality and can suggest ways in which this inequality might be addressed.
(SOC 3-16a)
- I can contribute to a discussion on the extent to which people's needs should be met by the state or the individual.
(SOC 4-16a)
- Through discussion, I have identified aspects of a social issue to investigate and by gathering information I can assess its impact and the attitudes of the people affected.
(SOC4-16b)
- I can analyse the factors contributing to the development of a multicultural society and can express an informed view on issues associated with this.
(SOC 4-16c)
- I can discuss the extent to which my choices and decisions are influenced by the ways in which I am informed.
(SOC 3-17b)

Conclusion:

It is important to remember that this list is neither definitive nor exhaustive. Individual teachers will shape up their own anti-offending projects and as a result may well meet different experiences and outcomes linked to Curriculum for Excellence. This paper seeks to give schools and teachers an insight in to what is possible when structuring a project using the resources highlighted.

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