"Pitchin' in Programme"

Engaging Inspiring Achieving

POLICE SCOTLAND
Keeping people safe

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1 | Introduction

The Pitchin' In Programme was developed by Police Scotland and Glasgow City Council in 2014-15 following a largescale incident of disorder involving young football supporters during which those involved put their own personal safety, and the safety of others, at risk.

This pack has been designed in-keeping with the articles of The United Nations Convention on the Rights of the Child (UNCRC), and has also be aligned with the Curriculum for Excellence. The programme is flexible whereby presenters can adapt the delivery of the material in a manner appropriate to the needs of the participants. This programme is for the use of police officers, educators or any other form of support agency. The details of the Curriculum for Excellence and UNCRC outcomes which are provided in appendix III at the end of the document.

It was recognised that the organisations involved in football could work together to reduce harmful behaviour and promote individual and community wellbeing, both in relation to football and more widely, through a collaborative approach to prevention, diversion and education based upon building decision-making skills and resilience.

The Pitchin' in Programme can be used proactively to assist young people to develop their decision making skills to help them avoid being drawn into harmful behaviour, with the Programme being delivered in schools, colleges and in conjunction with club community trusts.

Where individuals have already been charged with criminal offences, the Pitchin' in Programme can be used as a swift response, providing a constructive alternative to prosecution by harnessing the individuals' positive links with their chosen football club.

The programme is primarily designed to be delivered to children and young people ranging from the age of 12 upwards however on a case by case basis it can be delivered at any age.

Throughout this programme the welfare and wellbeing of the participants is of paramount importance and as such all care and consideration will be given in relation to each participant's experiences. As such, if any topic causes distress or makes any participant uncomfortable, the session is paused and the participant excused from the session and signposted to a suitable individual or agency for support and guidance.

2 | Programme ethos and structure

The programme ethos

The Pitchin' in Programme is designed to build decision-making and resilience through a participant-centred course of discussion which encourages participants to think for themselves, be more assertive and develop skills in anticipating the consequences of poor decisions. It is also founded upon harnessing links to football in a positive way by encouraging young people to volunteer at their chosen club, transition to employability programmes and / or obtain awards such as the Saltire Award.

The key objectives of the programme are:

- Reduction in violence, disorder and anti-social behaviour through an educative and participative approach;
- Development of decision-making skills to help young people make better life choices;
- Building of resilience in young people to help them resist the temptations of behaviour which places themselves or others at risk;
- Signposting of young people towards further personal and professional development opportunities.

The programme structure

The programme comprises nine sessions covering a range of topics (see Appendix I) relating to the types of harmful behaviour seen at football and in the wider community. As such, it can be delivered to participants whose harmful behaviour does not directly relate to football but who have an in interest in football.

Aside from session 9 which involves a practical exercise at a live football event, each session should last 50 minutes to allow incorporation into other educational settings such as a school curriculum.

The suggested appropriate participants for schools would be young people at either S2 or S3 stage but the programme can be delivered at any stage across the secondary school curriculum.

For example, it can be delivered to a selected group of young people across year groups who have been identified as being at risk of becoming involved in harmful behaviour. Football clubs and their community trusts can also take the lead in delivering the programme to supporter groups, either in a club setting or in partnership with local schools and this can be a proactive prevention measure or a reactive response to individuals who would benefit from being involved in the programme.

Where the programme is delivered as a formal criminal justice case disposal, via Crown Office and Procurator Fiscal Service, Scottish Children's Reporter Administration or Local Authority Early and Effective Intervention, the target audience is young people primarily under the age of 18. However, the programme is sufficiently flexible to be delivered to an older age group on a case by case basis.

It is not essential that all nine sessions are delivered, with the key factor being ensuring the selection of appropriate sessions is based upon the participants' reason for being referred to the programme. Details of referral methods are given in section 3 below.

3 |
Referral methods and evaluation

Referrals to the Pitchin' in Programme primarily come from Crown Office and Procurator Fiscal Service, Scottish Children's Reporter Administration and Local Authority Early and Effective Intervention process.

However, other organisations, either statutory or voluntary, or individuals can make referrals on a case by case basis. This could include football clubs wishing to offer a structured return for individuals who have been subject of a club ban or it could come from third sector organisations whose experience of working with an individual suggests they would benefit from the programme.

All referrals should be made to the National Football Information Point-Scotland (NFIP-Scotland) using their group mailbox:

NationalFootballInformationPointScot@scotland.pnn.police.uk

Any queries regarding the programme can also be directed to this email address or by phone on 01786 896290.

Pre-programme evaluation is carried out to establish a starting point for each participant and upon completion of the programme, a further evaluation is carried out to measure progress, with NFIP-Scotland forwarding a completion evaluation report to the referring body.

Programme delivery in schools or other educational settings as a proactive prevention measure does not require any referral to NFIP-Scotland, with local delivery undertaken by trained local police officers in conjunction with Head Teachers (or equivalent), and if required, supported by NFIP-Scotland officers.

4 |

Document templates

Session templates are provided in Appendix I below, giving a summary of the methods, intended outcomes and materials / facilities needed. In addition, further resources such as video clips are provided to individuals who undergo training to be able to deliver the Pitchin' in Programme.

The evaluation template is provided in Appendix II. This is in the form of a quiz which participants should complete before undertaking the Programme and then repeat once they have completed the Programme.

Appendix I

Session templates

Session templates are detailed in the following pages.

Session 1 – Roles, Rights and Responsibilities

Target Participants

Age 12 (S1) to Adulthood

Timing

50 minutes

Resources

Flip chart / pen board

Laptop and projector

Videos as detailed below

Session Aim

Introduce Pitchin' In Programme

Identify participants' knowledge of football

Hand out pre evaluation

Discussion with group on

- Who is in charge of football matches
- Supporters' rights and responsibilities at football matches

Session Outcomes

Participants should have an awareness of who is in charge of football matches, their rights and responsibilities at football

Activity	Time
Introduce yourself and any other speakers. Discuss the Pitchin' In Programme and what its aims are. Create rules for the course. (Use of language, confidentiality, respecting others) Have pre course evaluation completed.	10
Ice Breaker – group discussion to ascertain the participants' knowledge of football.	10

In groups – discuss who and what you see at the football, from when you leave the house to after the match. Groups to note on flipchart and feedback to the wider group.

After the group have fed back, discuss answers and provide guidance as appropriate regarding who is in charge of a football match, stadium, etc.

*Show appropriately edited videos of Ibrox disaster (66 deaths, 200 injuries) and Bradford fire (56 deaths, 265 injuries).

10

In groups – discuss your rights and responsibilities at the football, songs, flags, alcohol, pitch incursion, pyrotechnics, drugs, shouting and swearing etc. Groups to note on flipchart and feedback to the wider group.

After the group have fed back, discuss answers and provide guidance as appropriate regarding rights and responsibilities at football.

10

RECAP on the session.

10

Session 2 – Hate Crime

Target Participants

Age 12 (S1) to Adulthood

Timing

50 minutes

Resources

Flip chart / pen board

Session Aim

Create understanding of hate crime legislation.

Session Outcomes

Participants should be aware of hate crime and the consequences of committing a hate crime.

They should understand the reporting mechanisms available to them.

Activity	Time
Read out the definition of a crime *"An Illegal act or activity that can be punished by law".* Break that down and inform the participants that every country has their own laws. Ask group for 10 crimes and write on a flip chart.	5

Ask the group if they know what hate crime is? – read out the Police Scotland definition of a hate crime.

*"A hate crime in **any crime** which is perceived by the victim or any other person to be motivated (wholly or partly) by malice and ill will towards a social group".*

Explain that there are 5 protected characteristics (Race, Religion, Sexual Orientation, Transgender Identity and Disability) introduce 5 non protected characteristics (e.g. Ginger Hair, Eye Colour, Football Team, Job and Size). Ask the pupils to confirm which are the protected characteristics and those which are not. Write these on a flip chart using the headings "protected" and "not protected"

20

Discuss with the group the difference between a crime and a hate crime. Use an example to make the point, e.g.

- If person A punches person B is it a hate crime or a crime?

- If person A punches person B because of their protected characteristic is it a crime or a hate crime?

It is important to emphasise that a crime is committed either way.

Do this for all protected characteristics.

15

Inform the consequences of a hate crime.

Summarise what you have discussed during the session.

- What is a hate crime?
- What makes a hate crime such a bad thing?
- Who can be the victim?
- Where can hate crime happen?
- How can you report hate crime?
- Explain greater punishment can be imposed for committing a Hate Crime in a court of law.

10

Session 3 – Life Choices Awareness

Target Participants

Age 12 (S1) to Adulthood

Timing

50 minutes

Resources

Flip chart / pen board

Laptop and projector

Videos as detailed below

Session Aim

Introduce what the stadium footprint is.

Discussion on Alcohol, Drugs, Violence, Disorder, Decision making and consequences.

Raise awareness of criminal boundaries in relation to alcohol at football.

Discuss impact on local communities

Discuss impact on wider communities

Discuss impact within stadium

Session Outcomes

Participants should understand what the stadium footprint is. They should understand the consequences of their decisions and actions in relation to Alcohol, Drugs, Violence and Disorder. Participants should have an understanding of legislation in relation to alcohol at football.

| Activity	Time
In groups – write what Drugs participants know about and what the effects of these drugs are. Discuss football's relationship with alcohol and drugs and the impact that this has on the local and wider communities including the stadium, toilets, seats, standing areas etc.	10
Group Discussion What is the stadium footprint? Who do you see in the stadium footprint? Legislation covering the stadium footprint – Sect 19 and 20	10

Show videos of violence and disorder. During videos discuss decision makings and life choices leading to the violence	20
Discuss decision making and the consequences of poor life choices.	10

Session 4 – Ultra Groups

Target Participants

Age 12 (S1) to Adulthood

Timing

50 minutes

Resources

Flip chart / pen board

Laptop and projector

Videos as detailed below

Session Aim

Discuss the benefits and risks of ultra-fandom:

- sense of belonging generated by involvement
- charity / campaigning work social responsibility
- resistance to authority and involvement in violence
- opportunity to travel and create friendships
- creativity through producing tifos
- pyrotechnics

Session Outcomes

Participants will be able to make an informed judgement about whether or not to engage in ultra-activities and the consequences of doing so.

Activity	Time
Introduce the session and carry out a knowledge check where groups note down what they know about ultra-groups and have each group report back. Discuss the results including: • What is an Ultra-Group? • What is the difference between Ultra and Casual Groups? • History of Ultra Groups	20

Show videos of ultra-activity (positive and negative) and discuss. Task the group with rating each ultra-activity as 'positive' or 'negative' and report back to the wider group. Discuss the answer given, including: pyrotechnics, tifos, camaraderie, social responsibility. Include discussion on the consequences of engaging in each activity (positive and negative). https://www.youtube.com/results?search_query=football+ultras **(Presenter MUST view videos before showing to groups to ensure it is suitable)**	20
RECAP and questions.	10

Session 5 – Social Media

Target Participants

Age 12 (S1) to Adulthood

Timing

50 minutes

Resources

Flip chart / pen board

Session Aim

Inform group of

- Supporters rights/ responsibilities of a social media user
- Provide an explanation of criminality and raise awareness of criminal boundaries over the inappropriate use of language on Social Media platforms.
- Possible consequences of using inappropriate language on Social Media platforms
- Strategies on how to deal with being a victim on witness of online

Session Outcomes

Participants should be aware of

- Supporters rights/responsibilities,
- Nature of online criminality and its consequences
- Strategies for dealing with online criminality as a witness or victim

Activity	Time
Introduction video - https://youtu.be/F7pYHN9iC9I In groups (Flipchart) – write what the group believes are the rights and responsibilities of a social media user who is a supporter of football. Discuss at length with the group all answers submitted which should include: Right to use social media platforms - add friends and followers – post status – make comments – express opinion – like pages – add photos – check in	20
<u>Group Discussion</u> Ask the class if they know what criminality looks like on social media platforms - Is it the real world? Does it 'count'?	10

Group Discussion Ask the group if they know how to stay safe online. Discuss in detail the answers given - include strategies for staying safe online, available reporting tools and mechanisms, coping with being a victim, actions if they are a witness.	10

Group Discussion Summarise the learning from the session and as a group discuss the possible consequences of committing a criminal act on social media. Possible consequences should include accusations of bigoted behaviour, negative manner of support for your team, arrest and criminalisation, impact on family and career prospects	10

Session 6 – A-Z of Football

Target Participants

Age 12 (S1) to Adulthood

Timing

50 minutes

Resources

Flip chart / pen board

Laptop and projector

Videos as detailed below

Session Aim

Introduce some of the key words that can be triggers in a football context. This will include words which relate to contexts such as:

- Sporting
- Cultural
- Religious
- Criminal

Session Outcomes

Participants will have an understanding of the impact language can have in a sporting context.

Activity	Time
Task the group to list keywords for each letter of the alphabet and then report back to the wider group. Discuss the answers given, using opportunities to reinforce the learning from previous sessions, highlighting where choice of language can instigate/ reinforce or prevent/defuse violence, disorder, hatred etc.	45
RECAP	5

V5.00

20

Session 7 – Safe supporters

Target Participants

Age 12 (S1) to Adulthood

Timing

60 minutes

Resources

Flip chart / pen board

Laptop and projector

Videos as detailed below

Session Aim

Explain and discuss the importance of safety

Examine how supporters' actions can impact on their safety and the safety of others e.g. pitch incursion

Explore the unintended safety consequences of some football-related actions

Session Outcomes

Participants should understand how their actions / reactions can have safety consequences for themselves and for those around them, especially the unintended consequences of doing what they regard as 'having fun'. They should also understand how much work goes into having safe football events.

Activity	Time
Discuss with the group their opinions with supporters running onto the pitch. Ask them, in groups to discuss the positive and negatives of fans running onto the pitch and then report back.	5
Show the video of the Derren Brown 'Experiments' – based on crowd dynamics. Derren Brown - https://youtu.be/ReUHhStG70k	30

Videos of players and of fan actions impacting on crowd dynamics then discussion on how those involved could have acted differently.

Adebayor - https://youtu.be/oTXfA-urOP8

Cantona - https://youtu.be/C7PSY7KYThk

Alvarado - https://youtu.be/J6-sw9oIgg4

Grealish - https://youtu.be/gCOUiycidjI

Tavernier – https://youtu.be/2sbrvVDtp3Y

Man City & Man Utd Fans - https://youtu.be/lJ8T2vos9BI

Lennon - https://youtu.be/EpXBgDZVoak

10

Show the video of the pitch incursion from the Rangers v Hibs Scottish Cup Final

https://youtu.be/jM30Wk9rBBw (start 6:12)

10

RECAP and introduce links to final lesson (practical session).

5

Session 8 - A day in the life of the Police
(With police officer as primary presenter)

Target Audience

Age 12 (S1) to Adulthood

Timing

50 minutes

Resources

Flip chart / pen board

Laptop and projector

Videos as detailed below

Session Aim

Introduce the roles and responsibilities of the police

Inform the group of some of the departments within the police

Try and clear up some misconceptions of the police.

Session Outcomes

Participants should have a better awareness of the role of the police and the day to day job carried out by officers.

Activity	Time
Group discussion on the roles and responsibilities of the police. Ask the group what their understanding of what the police do day to day. Introduce departments in the police.	20
Play the videos attached below. Video 1 - Video 2 - Video 3 - Video 4 Discussion after each video to be centred about what would the group do in that situation and if they were aware the police dealt with these types on situations.	20

Recap

10

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Session 9 – Practical Experience

Target Participants

Age 12 (S1) to Adulthood

Timing

4 hours 30 minutes

Resources

Outdoor clothing and footwear for all participants.

Stadium access passes for all participants.

Sufficient escort staff to ensure safety of participants.

Session Aim

This session will bring together all of the learning from previous sessions to show a real match day operation, including behind the scenes insight into the event security and policing operations.

Session Outcomes

Participants will gain an appreciation of how the learning from previous sessions applies in a practical setting as well as the application of this learning beyond football including their engagement with wider society

| Activity	Time
Attend football match / stadium to observe / discuss the event security and policing operations.	2-4 hours
RECAP and introductions to club Safety Officer to discuss re-engagement with club, volunteering opportunities, employability etc.	30

Evaluation template   **Appendix II**

School _____   **Name** _____   **Class** _____

Pre- programme quiz _____ or **Post-programme quiz** ____ **(tick one option)**

Q1

Who do you think is in charge of a stadium during a football match?
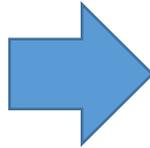
a. The Police
b. The Club Safety Officer
c. The Scottish Football Association
d. The Chief Executive of the home club

Tick the answer(s) that you think is correct.

Q2

Tick which of these a football fan can do at a stadium
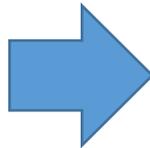
a. Use a Pyrotechnic (e.g. smoke bomb)
b. Sing and shout anything you like
c. Drink alcohol whilst watching the game
d. Gamble on the match

Tick the answer(s) that you think is correct.

Q3

How many Protected Characteristics are there in Hate Crime Legislation?
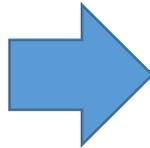
a. Three
b. Five
c. Nine
d. Ten

Tick the answer(s) that you think is correct.

Q4

Who can be the victim of a Hate Crime?
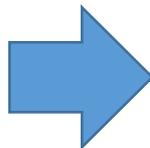
a. The Police
b. Asylum Seekers
c. People from Minority Groups
d. Football Fans

Tick the answer(s) that you think is correct.

Q5

Alcohol and Drugs can lead to you making bad decisions
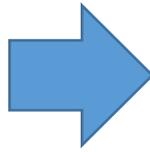
a. True
b. False

Tick the answer that you think is correct.

Q6

When using social media I…
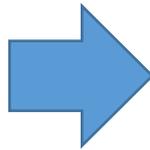
a. Am happy that I can stay safe online
b. Am unsure if I can stay safe online
c. Don't know how to stay safe online

Tick the answer that you think is correct.

Q7

Organised violence at Football is…

a. Exciting
b. Shows how much you love your team
c. A laugh
d. Dangerous and can lead to being banned from matches.

Tick the answer that you think is correct.

Q8

Ultra-Groups are a …
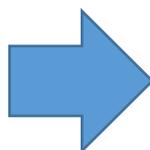
a. Positive feature in football
b. Negative feature in football
c. Both positive and negative feature in football

Tick the answer that you think is correct.

Q9

I think fans running onto the pitch is …
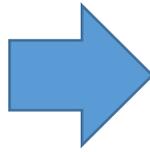
a. A great laugh
b. A football fans right to celebrate on the pitch
c. A bit silly but doesn't deserve being arrested
d. Very Dangerous and illegal

Tick the answer that you think is correct.

Q10

My opinion of the Police is …
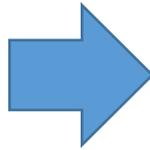
a. Positive
b. Negative
c. No opinion

Tick the answer that you think is correct.

Q11

I make good choices in my life?
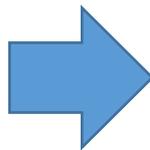
a. All of the time
b. Most of the time
c. Some of the time
d. Never

Tick the answer that you think is correct.

Q12

It is hard to make the choice I want when in a group
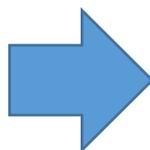
a. All of the time
b. Most of the time
c. Some of the time
d. Never

Tick the answer that you think is correct.

Appendix III

UNCRC (The United Nations Convention on the Rights of the Child)

[UN Convention on the Rights of the Child (UNCRC) - UNICEF UK](#)

MEETING CURRICULUM FOR EXCELLENCE EXPERIENCES AND OUTCOMES FOR THE POLICE SCOTLAND PITCHIN IN PROGRAMME (PIP) LESSON PACK IN YOUR SECONDARY SCHOOL.

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 Programme (PIP) – Lesson Pack
- Workshops delivered by Police Scotland

These resources provide the opportunity for Education Practitioners, with the assistance of Police Scotland, to explore the issue of harmful behaviour at football and in the wider community in a safe and challenging environment'

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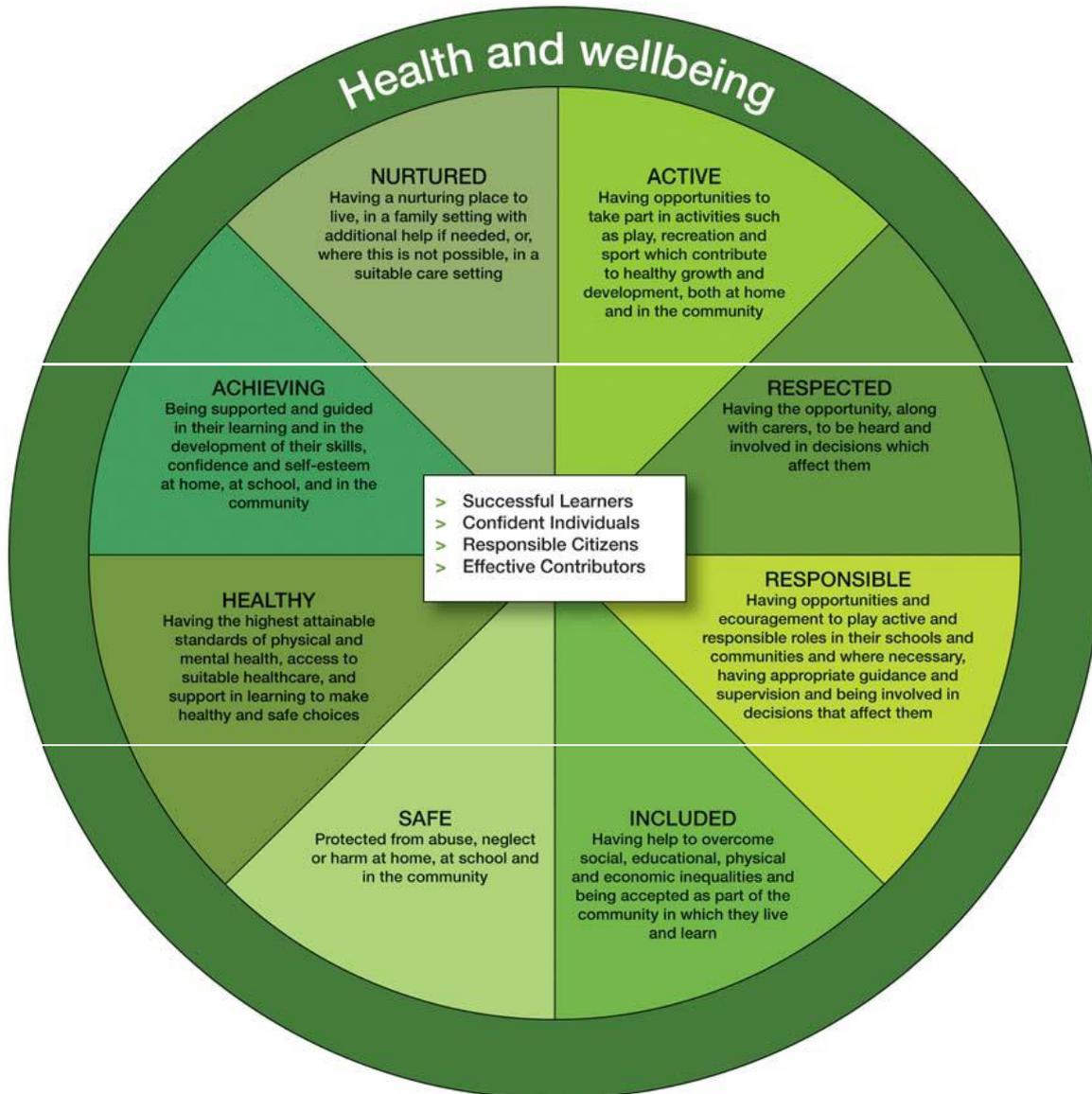
Potential 3rd & 4th Level Health and Wellbeing Outcomes that could be met:

- 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)

- 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)

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)

- 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)

- 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)

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)

- 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)

- 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 Education Practitioners will shape up their own related projects and as a result may well meet different experiences and outcomes linked to Curriculum for Excellence. This paper seeks to give Educations Centres and Practitioners an insight in to what is possible when structuring a project using the resources highlighted.

For any further information directly relating to the curriculum of excellence please contact:

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