

# Doing the Right Thing

## Focus area 3

Years 7-8

This section contains one of the following Focus areas from **Doing the Right Thing** for students at years 7–8 (ages 11–12):

1. Respect
2. Right and wrong
3. **Rules, laws, and consequences**
4. Honesty
5. Role models

## Focus area 3: Rules, laws, and consequences

### Contents

Focus area 3: Rules, laws, and consequences.....	2
Definitions .....	2
Key messages .....	2
Values.....	2
Curriculum links.....	2
Resources .....	3
Success criteria .....	3
Learning experience 1: Wanted – Goldilocks! .....	4
Learning intentions.....	4
Activities.....	4
Goldilocks and the Three Bears.....	6
Learning experience 2: What’s the offence? .....	8
Learning intentions.....	8
Activities.....	8
Copysheet: What’s the Offence? .....	10

## Focus area 3: Rules, laws, and consequences

### Definitions

**Rules:** A regulation or guideline designed to make people behave in a desired way for the good of all. An example of a school rule is that no student can leave the school grounds during the day without a note.

**Laws:** A set of rules accepted by a country to ensure that its members behave in a desired way for the good of all. Laws can be civil or criminal. If someone breaches a civil law – for example – he does not carry out his obligations under a contract, then the other party to the contract can take that person to court. The court may make a ruling requiring the person to meet his contractual obligations. Criminal laws are enforced by penalties. Anyone who breaks the criminal law commits an offence. An example of a New Zealand criminal law is that no-one is allowed to steal. This Focus area is about the criminal law.

**Customs:** Something that is usually done. An example is to have a Christmas tree at Christmas time.

**Consequences:** Things that happen because of what you have done. An example would be that if you break the driving speed limit you will be fined.

### Key messages

It is wise to obey the rules and laws.

If I break the rules, I will pay the price.

I know that my actions have consequences.

How would I feel if that was me?

I will remember to think before I speak or act?

Will my actions harm myself or others?

### Values

This focus area will help clarify students' understanding of the values of:

- respect
- honesty
- responsibility
- fairness
- consideration and concern for others.

### Curriculum links

**Key competencies:** Managing self; Participating and contributing; Relating to others.

**Learning areas:**

Level 3 and level 4 Health and Physical Education – Strand A: Personal identity; Strand C: Identity, sensitivity, and respect; Strand D: Rights, responsibilities, and laws

Level 3 and level 4 Social Sciences – Make and implement laws.

**Resources**

Copysheet: **Goldilocks and the Three Bears**

Chart paper and pens or OHTs and pens

Copysheet: **What's the Offence?** (Cut up the situations and offences into sets, one for each group. Note: The copysheet shows the correct answers for the teacher/police officer to use)

**Success criteria**

Students will be able to:

- identify times when Goldilocks, or other fictional characters, broke the law
- list possible consequences of Goldilocks' behaviour
- identify at least five common offences
- prepare a diagram to show how victims of crime feel.

## Learning experience 1: Wanted – Goldilocks!

### Learning intentions

Students will:

- identify behaviour that breaks the law
- list some of the consequences when a law is broken.

### Activities

#### 1. What are laws?

Work with the class to come up with a definition of **laws** and a list of reasons why we have them. Display these on a chart.

#### 2. Is Goldilocks a criminal?

Explain to the class that you are going to read them the story of Goldilocks and the Three Bears. You want them to think about Goldilocks' behaviour and to write down any things that she does that they think breaks the law.

Write the suggestions from the class on the board, in a chart like the one shown below. The School Community Officer or another police officer then discusses each one and says what offence, if any, has been committed.

#### 3. Consequences

Divide the class into groups and allocate each group one of the items in the first column of the chart. The group comes up with a list of possible consequences for Goldilocks as a result of her behaviour. The group could choose to draw or role-play a conversation with Goldilocks in which they point out these consequences. These can be filled in on the chart if you wish.

What Goldilocks did	What offence, if any, she committed	Possible consequences
Walking alone in the woods	Nil	
Going into the bears house without being invited	Summary Offences Act 1981 section 29 – being found on property without reasonable excuse (it is not burglary, because for that there must be intent to commit an offence beyond just entering)	
Eating the bears' food without being invited	Crimes Act 1961 section 219 – theft (it is not burglary, because for that there must be intent to commit the offence before entering)	
Breaking Baby Bear's chair	Summary Offences Act 1981 section 11 – wilful damage (if she intended to break the chair)	
Going to sleep in one of the bears' beds	Summary Offences Act 1981 section 29 – being found on property without reasonable excuse	
Running away without saying anything to the bears	Nil	

### Taking action options

The class can do one of the following:

- rewrite the story so that no laws are broken
- create a **Wanted poster** for Goldilocks
- hold a Family Group Conference for Goldilocks (the School Community Officer can advise on procedures)
- choose another traditional story to analyse in the same way.

## Goldilocks and the Three Bears

### *Traditional story*

Once upon a time there was a little girl named Goldilocks. She went for a walk in the forest. Pretty soon, she came upon a house. She knocked and, when no one answered, she walked right in.

At the table in the kitchen there were three bowls of porridge. Goldilocks was hungry. She tasted the porridge from the first bowl.

"This porridge is too hot!" she exclaimed.

So she tasted the porridge from the second bowl.

"This porridge is too cold," she said

So she tasted the last bowl of porridge.

"Ahhh, this porridge is just right," she said happily, and she ate it all up.

After she'd eaten breakfast she decided she was feeling a little tired. So she walked into the living room where she saw three chairs. Goldilocks sat in the first chair to rest her feet.

"This chair is too big!" she exclaimed.

So she sat in the second chair.

"This chair is too big, too!" she whined.

So she tried the last and smallest chair.

"Ahhh, this chair is just right," she sighed. But just as she settled down into the chair to rest, it broke into pieces!

Goldilocks was very tired by this time, so she went upstairs to the bedroom. She lay down in the first bed, but it was too hard. Then she lay in the second bed, but it was too soft. Then she lay down in the third bed, and it was just right. Goldilocks fell asleep.

As she was sleeping, the three bears came home.

"Someone's been eating my porridge," growled the Papa Bear.

"Someone's been eating my porridge," said the Mama Bear.

"Someone's been eating my porridge, and they ate it all up!" cried the Baby Bear.

"Someone's been sitting in my chair," growled the Papa Bear.

"Someone's been sitting in my chair," said the Mama Bear.

"Someone's been sitting in my chair, and they've broken it all to pieces," cried the Baby Bear.

They decided to look around some more. When they got upstairs to the bedroom, Papa Bear growled, "Someone's been sleeping in my bed."

"Someone's been sleeping in my bed, too," said the Mama Bear.

"Someone's been sleeping in my bed, and she's still there!" exclaimed Baby Bear.

Just then, Goldilocks woke up and saw the three bears. She screamed, “Help!” And she jumped up and ran out of the room. Goldilocks ran down the stairs, opened the door, and ran away into the forest. And she never returned to the home of the three bears.

## Learning experience 2: What's the offence?

### Learning intentions

At the end of this learning experience students will be able to:

- identify common offences in New Zealand
- explain the effects of crime on victims.

### Activities

#### 1. Laws in New Zealand

With the class, brainstorm laws that we have in New Zealand. Record ideas on the board. Accept students' own words and expressions, such as: "You can't break into someone's house" or "You have to put your baby in a car seat". The School Community Officer or another police officer can discuss any examples that are not actually laws. Work with the class to classify the examples into groups – for example, Traffic, Personal Safety, Property.

Note that there are three situations that are **not** offences. These are included to make the task more challenging for students. One of these is about using the pedestrian crossing. You have to use the crossing if you are **20** metres from it, not **30** metres.

Ask: Why do we have laws such as these?  
What happens if people break the law?

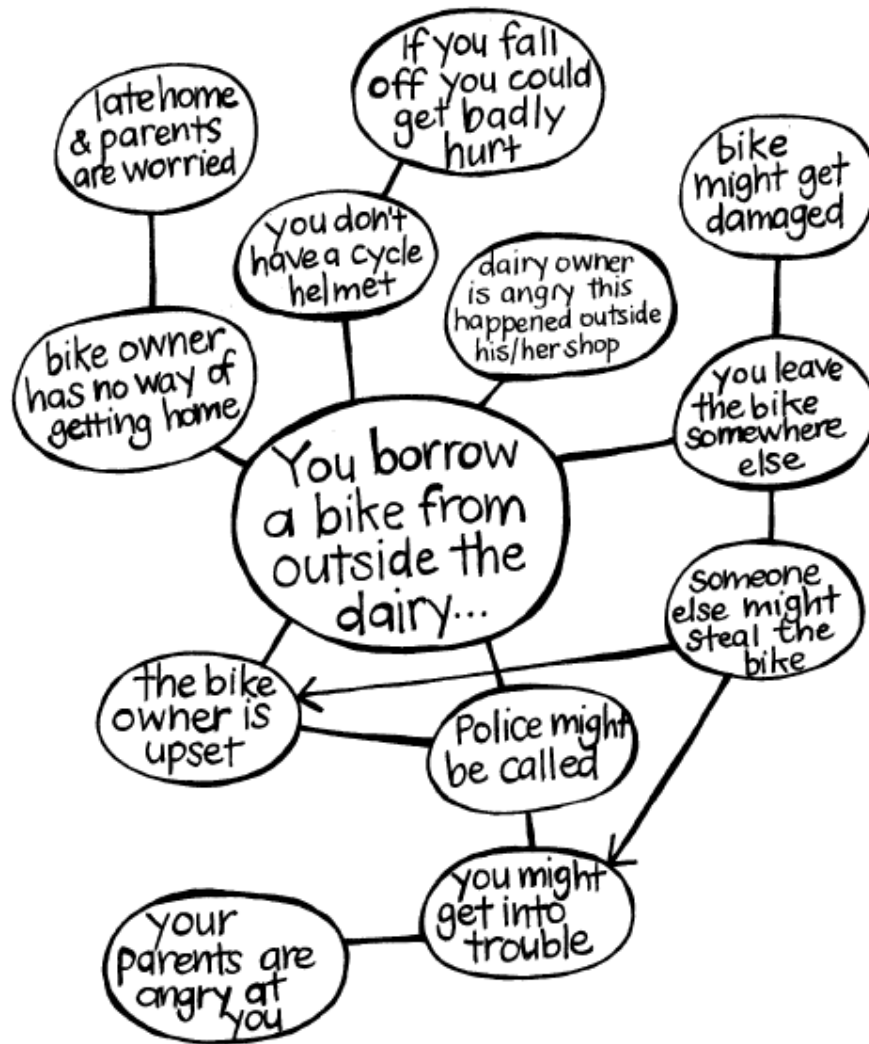
#### 2. What's the offence?

Divide students into small groups or pairs. Give each group a set of Situations and Offences cards cut up from Copysheet: **What's the Offence?** Students discuss each situation and take out any that they think do not break the law. They then match up the situation with the law that they think has been broken (note that some of the situations do not break the law). The School Community Officer goes over the correct answers with the class.

#### 3. Consequences

Each group now chooses one of the situations that break the law. They prepare a consequences diagram, like the one below, on chart paper, to show any consequences of the situation and how the **victim/other people** might be affected and what their feelings might be. The teacher might like to do one example on the board first. Display completed charts on the wall.





Ask: Do you think people who commit offences think how their actions will affect other people?  
Do you think it would change their behaviour if they did?  
Do you always think how your actions might affect other people?

Ask for a show of hands and invite some students to give examples. Remind them to always think:

How would I feel if that was me?

Will you think about that in the future? Why, or why not?

## Copysheet: What's the Offence?

The situations and offences given here should be cut up into sets for group work. The correct answers are given below. Note that there are three situations that are **not** offences. These are included to make the task more challenging for students. One of these is about using the pedestrian crossing. You have to use the crossing if you are **20** metres from it, not **30** metres.

Situation	Offence, if any, that has been committed
Borrowing a bike from outside the dairy	Crimes Act 1961 section 226– conversion of a vehicle. A bicycle is a vehicle for the purposes of the Act
Riding a bicycle on the footpath	Traffic Regulations – riding a bike on a footpath
Drawing a picture on someone's fence with spray paint	Summary Offences Act 1981 section 11A – graffiti vandalism, tagging, defacing, etc
Opening and climbing through someone's window and taking some money	Crimes Act 1961 section 231 – burglary
Throwing a whole lot of rubbish over someone's fence	Litter Act 1979 section 15 – deposit litter in public place or private land
Leaving a child of 10 at home on their own for an afternoon	Summary Offences Act 1981 section 10B – leaving a child without reasonable supervision or care
Punching someone on the nose	Summary Offences Act 1981 section 9 or possibly Crimes Act section 196 - Assault

Ringing someone on the phone and being offensive	Telecommunications Act 2001 section 112 – misuse of a telephone device
Saying you will beat someone up if they don't give you their cell phone	Crimes Act 1961 section 239 – demanding with intent to steal
Taking fruit off a neighbour's tree without asking	Crimes Act 1961 section 219 – theft
Going to the toilet in a public place, such as a shop doorway	Summary Offences Act 1981 section 32 – excreting in a public place
Not using the pedestrian crossing to cross the road when it is 30 metres away	
Leaving a 12-year-old at home alone for an hour, supervised by his neighbour and with his Mum's cell phone number	
Leaving your bag in the aisle of the bus where someone could fall over it	