

Where would you draw the line?

Stealing food from a shop	Swearing at a stranger	Spraying graffiti in an underpass
Punching someone	Lying for a friend	Cheating during an exam
Carrying a knife	Refusing to go to school	Lying about your age
Joining in a fight	Refusing to follow a school rule	Breaking into a car

<p>Stealing food from a shop because you are a single parent struggling to buy food for your children</p>	<p>Swearing at a stranger who you have just witnessed verbally abusing a homeless person</p>	<p>Spraying graffiti in an underpass of an area that is experiencing lots of racism, your graffiti spreads the message of unity</p>
<p>Punching someone to stop them from punching you</p>	<p>Lying for a friend so that they don't get into trouble with their abusive parents</p>	<p>Cheating during an exam so that you can get the grades needed to be a social worker, you want to dedicate your life to helping others</p>
<p>Carrying a knife so that others will be too scared to start a fight with you, you don't want to ever be in that situation</p>	<p>Refusing to go to school because you don't want to leave your mum, who is sick, home alone</p>	<p>Lying about your age so that you can enter a nightclub with your friend, you have been worried about their drinking so want to be with them</p>
<p>Joining in a fight because it was unfair (3 against 1)</p>	<p>Refusing to follow a school rule because you believe it goes against fundamental human rights</p>	<p>Breaking into a car because you need somewhere warm to sleep</p>

Teacher tips:

Step 1 – Hand out the first worksheet ‘where would you draw the line?’ try not to be drawn into discussion at this stage. Students work in small groups to rank the statements according to whether they could ever imagine/think its ok to do them.

Step 2 – Discuss as a class, ask groups to justify their answers.

Step 3 – Add the 2nd layer. Hand out the second worksheet ‘where would you draw the line?’ This gives a bit more potential context to each statement. Ask students to re-rank.

Step 4 – Discuss as a class, ask students to justify any changes.

Use the questioning support provided below, if needed

<p>Stealing food from a shop Is it ever ok to steal? The UK supports equality within the law, therefore should we all face the same punishment for stealing? Is mitigation a good or bad thing for UK law?</p>	<p>Swearing at a stranger Is swearing illegal? Should freedom of speech always be supported? Why might swearing cause distress to others? Are there better ways to use language to challenge?</p>	<p>Spraying graffiti in an underpass Would you consider Banksy an artist or criminal? Can graffiti serve a positive purpose? What impact might graffiti have on local residents?</p>
<p>Punching someone Can violence ever be justified? What could happen because of a single punch? How else could you defend yourself?</p>	<p>Lying for a friend Are there better ways to protect someone? How could one single lie, escalate? NOTE – A LIE COULD BE HIDING A SAFEGUARDING ISSUE FROM PEOPLE THAT COULD ACTUALLY HELP</p>	<p>Cheating during an exam Are exams a good way to test ability? Is cheating justified if its for a greater good? What should happen to people who are caught cheating?</p>
<p>Carrying a knife What are the legal implications? Is carrying a weapon ever justifiable? NOTE – SELF DEFENSE IS NOT A JUSTIFIABLE DEFENSE FOR CARRYING A KNIFE</p>	<p>Refusing to go to school Education is a legal right, what does this mean? Should school be optional? Is it right that parents/carers are responsible for ensuring their children go to school? NOTE – A REFUSAL COULD BE HIDING A SAFEGUARDING ISSUE FROM PEOPLE THAT COULD ACTUALLY HELP</p>	<p>Lying about your age Why do we have age restriction laws? Some people might be more mature than others, therefore, should age restriction laws be more flexible? Why are children refused entry onto certain places?</p>
<p>Joining in a fight Can violence ever be solved with more violence? Can violence solve disputes?</p>	<p>Refusing to follow a school rule Should school authority ever be questioned? Why do schools have rules? What might a school be like without rules? Should schools consult students about their rules?</p>	<p>Breaking into a car Should more spaces be open to support the homeless? Would the owner of the car be cruel to report this crime?</p>

It is useful to close this activity with a discussion around rules and laws. Students should know that from the age of 10 they are criminally responsible and could be arrested and go to court. They should understand that the UK Rule of Law means people are innocent until proven guilty and will have the right to defend and explain themselves, however, the law is there for everyone to follow to ensure order and safety. We are entitled to protect our rights and protest for the rights of others, but only if this action is responsible and complies with UK law.