

LESSON FOCUS:
Crime reduction campaign - lesson one

Key stage	3
Key concepts	1.1
Key processes	2.1, 2.3
Range and content	3e, 3g
Curriculum opportunities	3e, 3g

PLTS: creative thinkers, team workers, effective participants

FUNCTIONAL SKILLS:

ICT - developing resources to present a campaign.

Numeracy - thinking about the cost of potential actions.

RESOURCES:

- Resource A - starter sheet
- Resource B - ranking sheet
- Resource C - any problems?
- Resource D - plenary sheet

OBJECTIVES:

- To argue the case for a particular response to crime within the community.
- To work with members of the local community to develop that response.

OUTCOMES:

- All will be able to suggest some ideas as to how crime can be reduced within the local area.
- Most will be able to explain how this idea might work in practice.
- Some will be able to evaluate their idea and work out what problems might come up with it and how they would solve these problems.

Overview

Working in collaboration with the police, students imagine that they are given £1,000 to spend on a project to reduce crime in the local area. This lesson is inspired by an actual project where the police approached us with such money to spend for a student project, so it may be worth enquiring if there is a possibility for a similar project to run in your area. Lesson one serves as an introduction to the campaign. There are then three lessons about different methods of campaigning that they might use to create the

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presentation. Students should then be given time to produce their campaign before presenting it to a police officer or PCSO for comments and/or judging. In all, this unit of work will take six or seven lessons.

Keywords

Crime, anti-social behaviour, solution, police, response

Starter (10 minutes)

Resources:

- Starter resource sheet

Instructions:

- Give students copies of the starter resource sheet and ask them to choose a particular street or area within the town. It might be the street that they live on or the area around the school or the town centre or anywhere else. They need to fill in the questions about this area in groups. The aim of this starter is that they will have all come up with some problems in the local community. Give students five minutes to complete this sheet.
- Explain to students that they are going to imagine that they have a chance to spend £1,000 on a project to reduce crime and anti-social behaviour in the local area. They need to develop a particular project which would work to try and reduce one particular problem they have identified.

Main (35 minutes)

Resources:

- Local police officer, councillor, youth worker who has been briefed on the project.

Instructions:

- This section of the lesson is designed to run in two stages
 - Choosing a few possible ideas to work with
 - Identifying possible problems with the ideas

CHOOSING THE IDEA

- This starts with a brief question and answer session in which students are invited to ask the police officer questions about some of the problems that they have identified in the local area. This should last about 10 minutes.

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- Students then complete resource B - the triangular ranking sheet. They need to write down six of their ideas from the starter sheet on post-it notes and decide which ideas they would be most interested in working with, putting the top idea on the top row, their next favourite choices on the middle row and then their three reserve choices on the bottom row. They need to discuss this in groups, and the authority figure and teacher can also discuss some of the issues with individual groups.

IDENTIFYING POSSIBLE PROBLEMS WITH THE IDEAS

- Still working in the same groups that they used for the triangular ranking sheet, students complete resource C which gets them to take three of their ideas and look at potential problems with the idea. They take their top three post-it notes off the triangular ranking sheet and stick them in the first section of the table before completing the section below it.

Plenary (10 minutes)

Resources:

- Resource D - plenary sheet

Instructions:

- Explain to students that, based on the work they have just done, they now need to choose the idea that they think is going to be the most successful.
- Each group of students completes the plenary sheet provided, which gets students to outline their suggestions for the campaign to follow.
- This should be then taken in by the teacher, who should write a brief comment as to how plausible they think the solution will be.

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Attainment

Level 1	I can identify crimes which happen in the local area.
Level 2	I can ask questions about crimes which happen in the local area.
Level 3	I can describe issues of anti-social behaviour which affect the local area.
Level 4	I can suggest some solutions to a problem of anti-social behaviour in the local area.
Level 5	I can suggest some solutions to a problem of anti-social behaviour in the local area which are well thought out and might work in practice.
Level 6	I can present a persuasive case for the solution to anti-social behaviour that I am suggesting.
Level 7	I can present a persuasive case and respond effectively to people who disagree with the solutions that I am presenting.
Level 8	I can present a comprehensive evaluation of the strengths and weaknesses of my campaign and suggest alternative courses of action should a particular part of my campaign not be successful.
Exceptional performance	I can present a comprehensive evaluation of the strengths and weaknesses of my campaign, using evidence and my understanding of how the local area works, and suggest alternative courses of action should a particular part of my campaign not be successful.

Stretch

This campaign allows for students of all ability to participate. In order to provide for gifted and talented students, you might think about choosing them as group leaders so that they can take a lead on a particular issue.

Recommended links

www.police.uk

RESOURCE A: STARTER WORKSHEET

Read through all the questions before you begin.

Choose a particular area in (write your town here) that you know well. Write down the name of the street or the name of the area.

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List some examples of anti-social behaviour which happens here. For example, graffiti, excessive noise, vandalism and so on. Describe what happens but do not mention names of people or particular houses.

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What do you think could be done to reduce the amount of anti-social behaviour which happens in the area?

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RESOURCE B: TRIANGULAR RANKING

<p>Top choice here</p>

<p>Second choices here</p>	
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<p>Third choices here</p>		
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RESOURCE C: ANY PROBLEMS?

<p>Stick top choice here</p>	<p>Stick second choice here</p>	<p>Stick third choice here</p>
<p>Possible problems with the idea</p>	<p>Possible problems with the idea</p>	<p>Possible problems with the idea</p>
<p>Some things to think about</p> <p>How much would it cost? Would it be too expensive? Would it affect the people who are causing the problem? What happens if the solution does not work?</p>		

RESOURCE D: PLENARY WORKSHEET

Names of group members

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What example of anti-social behaviour or crime do you want to try and work to reduce?

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What ideas do you have as to how you could reduce the problem where you to have the thousand pounds to spend?

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TEACHER COMMENTS

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