

Crime reduction campaign – lesson three

LESSON FOCUS: Crime reduction campaign - lesson three

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: Speech PowerPoint

Resource B: analysing Martin Luther King's Speech

Resource C: Can you prove the impossible?

Resource D: Peer assessment 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

This lesson is the third in a series where students work with the local police to develop solutions in their local area to anti social behaviour. In this lesson, students will work on their speech writing skills. They will listen to a speech by Martin Luther King twice and analyse it before creating their own speeches, trying to prove the impossible, based on the SPEECH model and then peer assess each other's speeches before having time to use what they have learnt to begin to create a speech to promote their particular solution to the reduction of crime and/or anti social behaviour.

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This lesson could also be delivered as a standalone cross-curricular lesson with English on making a good speech.

Keywords

Crime, anti social behaviour, solution, police, response

Starter (20 minutes)

Resources:

- Resource A - Speech PowerPoint
- Resource B - analysing Martin Luther King's speech
- Post it notes
- Copy of Martin Luther King's speech "I have a dream." This is available in many places but a suitable short version is at http://www.youtube.com/watch?v=xQg1WUPdv_k&feature=related

Instructions:

- Give every student a post it note and tell them that you are going to play them an example of a famous speech. They need to write down words that describe the speech as they watch it. Show the video which lasts for just over a minute and then briefly discuss their answers.
- Display the PowerPoint slide which includes the SPEECH method of making speeches. Discuss with students what the words mean and then show the video again. This time, students need to complete Resource B, looking for evidence of each characteristic. The only one I do not think they will find within MLK's speech is that of humour. Discuss their answers.

Main (30 minutes)

Resources:

- Resource C - can you prove the impossible?
- Resource D - peer assessment sheet

Instructions:

- Explain to students that they are now going to practice writing their own speech making sure that they follow the SPEECH criteria. However, to make it harder they will be given an impossible topic to write a speech about. Cut out the cards on resource C and distribute them to students who can either work in pairs or small groups. They have ten minutes to write a speech following the rules trying to convince their audience that their statement is true.
- Then pair up the groups and get them to deliver their speech to each other. As one group is delivering the speech, the others assess them using resource D, the peer assessment sheet. They then swap roles. Alternatively, you could do this as a whole class exercise with everyone hearing all the speeches but then this lesson would need stretching into longer than an hour.

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Plenary (10 minutes)

Instructions:

- Explain to students that now they have practiced creating a speech on an impossible situation, they are now going to try and create a speech on their campaign idea for their project using all the skills they have just learnt. Give them some time to start the speech in the plenary but they will need more time in the next lesson before you move onto PowerPoint skills.

Attainment

Level 1	I can identify crimes that happen in the local area
Level 2	I can ask questions about crimes that happen in the local area
Level 3	I can describe issues of anti social behaviour that 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 that 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

There are some good examples of what makes a good speech at

<http://www.rogerdarlington.me.uk/Speech.html>

This could possibly be used by Gifted and Talented students.

Numerous videos giving examples of good speakers can be found on YouTube.

**RESOURCE B - ANALYSING MARTIN LUTHER KING'S
SPEECH**

Annotate each word with one reason why you think
Martin Luther King's speech met this quality.

SHORT

PERSUASIVE

EXCITING

ENTHUSIASTIC

CONFIDENT

HUMOROUS

RESOURCE C - CAN YOU PROVE THE IMPOSSIBLE?

Pigs can fly	Chocolate is now sweet	Spiders have six legs
Unicorns exist	The world is flat	England is not spelt with an E
Black is white	The world is still	Fairies exist
The sea is solid	Night is day	The moon is made of cheese

RESOURCE D - PEER ASSESSMENT SHEET

For each criteria, give the group a score out of five as to how well they met the criteria.

SHORT Was their speech too long? Did they need to use as many words as they did?	
PERSUASIVE How well did they succeed in persuading you that their statement was true? Be fair as it was a hard task!	
EXCITING Did you enjoy listening to their speech? Did you want to hear more?	
ENTHUSIASTIC Did it sound like they really believed that what they were saying was true? Did they speak up and project their voice or did they sound bored?	
CONFIDENT Had they practiced their speech or was there a lot of pausing? Did they do it at a sensible speed?	
HUMOROUS Did they include examples of humour? How funny was it?	

Total score: