

# Anti Social Behaviour (KS2) input: Lesson plan

## Aim:

For students to avoid engaging in anti-social behaviour

## Objectives:

- To understand the types of ASB
- To understand the impact that ASB has on the community
- To understand what powers the police and the LA have in dealing with ASB
- To know where they can find help

## REQUIRED:



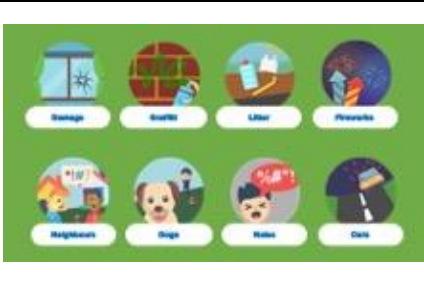
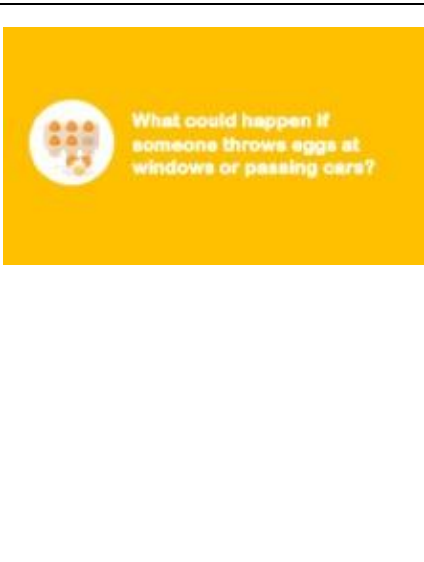

- Consider the classroom/location layout to enable engagement, i.e. group work, feeding back, extension activities
- Discuss with the teacher any additional needs for students in the class
- Check with the teacher if they have classroom rules. This ensures you know what expectations there are in the classroom re behaviour.
- PowerPoint presentation. Ensure the teacher has seen the presentation and lesson plan prior to delivery
- The Police officer is not responsible for behaviour and discipline in the class. This remains with the teacher
- Projector/Smart board (Tech to show the presentation)
- Add your name on slide one
- Paper (for extension activity)

## Lesson process

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	Introduce yourself (Name, role etc) Consider setting classroom rules (which may already be available). These may include <ul style="list-style-type: none"><li>• Raising a hand to talk</li><li>• Respecting what others say</li></ul>	2:00
	Tell the group that today you are going to talk about anti-social behaviours	1:00
	Ask the group if anyone can tell you what anti-social behaviour is. You can give hints: <ul style="list-style-type: none"><li>• Something that might annoy/upset people</li><li>• Something the police may deal with</li></ul>	3:00

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 <p><b>Anti social behaviour is...</b> Any behaviour that causes harassment, alarm or distress to any person not of the same household</p>	<p>Explain the definition of ASB, explaining the key terms</p> <ul style="list-style-type: none"> <li>• Harassment: annoying someone a lot</li> <li>• Alarm: Upsetting someone</li> <li>• Distress: Scaring someone</li> <li>• Same household: someone not in your house</li> </ul>	3:00
 <p><b>Can you think of any anti social behaviour?</b></p>	<p>Ask the group if they can think of any types of anti-social behaviour. You can give hints: Noise, Dogs, fireworks etc</p>	4:00
	<p>Slide shows the different types of ASB. Check with the class how many they guessed in the previous slide. Discuss any they missed and ensure the group understand the different types</p>	4:00
 <p><b>What could happen if someone throws eggs at windows or passing cars?</b></p>	<p>Explain to the group that you are going to create a scenario and you want them to think about how this would affect people.</p> <p>Either:</p> <ul style="list-style-type: none"> <li>• Discuss a whole group, asking for raised hands</li> <li>• Split the class into groups of 4-5 to. Explain how much time they have and that one person from each group will nominate someone to feedback. Depending on number of groups, get them to feedback 1-2 items</li> <li>• Discuss in pairs, then ask individuals one thing they thought of</li> </ul> <p>Ensure all of the class are engaged in the activity and that everyone who is comfortable to do so is able to speak.</p>	10.00
 <p><b>What can the police do about anti social behaviour?</b></p>	<p>Ask the group what they think the police can do about anti-social behaviour. Either:</p> <ul style="list-style-type: none"> <li>• Discuss as a whole group</li> <li>• Discuss in groups</li> <li>• Discuss in pairs</li> <li>• Write down their answers</li> </ul> <p>Feedback as in the previous section</p>	5.00-10.00



Explain the ASB escalation process without being too technical. Explain how parents are involved and how the process escalates if an individual repeats ASB behaviour. Encourage questions from the group.

3.00-  
5.00

Reassure the group that the police are there to help and we want our communities to be safe for everyone.



Reassure the class that the police are here to help and sometimes people do ASB because they are influenced by their friends or they are having a tough time. Read out the statement and emphasise that the police want to help young people do well.

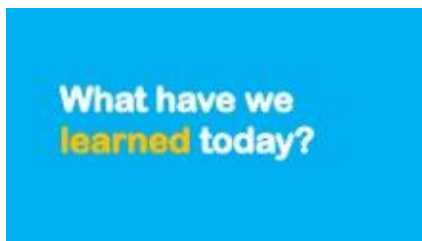
3.00



Explain that they can find help by speaking to their teachers or the police. They can talk to their family or look for support online on websites like Childline and Fearless.

3.00

## Consolidation



Ask the whole class what they have learned today, ensuring knowledge on

5.00

- The types of ASB
- The affect that ASB has on the community
- What powers the police and the LA have in dealing with ASB
- Where they can find help

## Extension activities

- Design posters encouraging community engagement and not being involved in ASB
- Ask the class to come up with the own rules for looking after their community. This can be done as a discussion, group work or individually.