

Anti Social Behaviour/Knife (KS2) input: Lesson plan (60 mins)

Aim:

For students to avoid engaging in anti-social behaviour

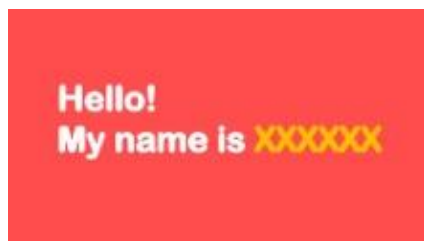
Objectives:

- To understand the types of ASB
- To understand the impact that ASB has on the community
- Weapons will make them less safe and using them will have a massive impact on their life
- 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



Introduce yourself (Name, role etc)
Consider setting classroom rules (which may already be available). These may include

- Raising a hand to talk
- Respecting what others say

2:00



Tell the group that today you are going to talk about anti-social behaviours

1:00

Can anyone tell me what is anti social behaviour?

Ask the group if anyone can tell you what anti-social behaviour is. You can give hints:

- Something that might annoy/upset people
- Something the police may deal with

2:00



Explain the definition of ASB, explaining the key terms

- Harassment: annoying someone a lot
- Alarm: Upsetting someone
- Distress: Scaring someone
- Same household: someone not in your house

2:00

Can you think of any anti social behaviour?

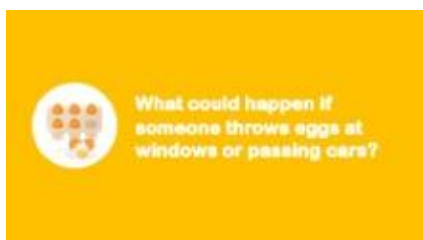
Ask the group if they can think of any types of anti-social behaviour. You can give hints: Noise, Dogs, fireworks etc

2:00



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

3:00



Explain to the group that you are going to create a scenario and you want them to think about how this would affect people.

Either:

- Discuss a whole group, asking for raised hands
- 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
- Discuss in pairs, then ask individuals one thing they thought of

Ensure all of the class are engaged in the activity and that everyone who is comfortable to do so is able to speak.

5.00-10.00

What can the police do about anti social behaviour?

Ask the group what they think the police can do about anti-social behaviour. Either:

- Discuss as a whole group
- Discuss in groups
- Discuss in pairs
- Write down their answers

Feedback as in the previous section

5.00



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.

Explain to the class that you are going to talk about weapons. (this is just to pause the previous section) 0.30

Let's talk about **weapons**

What is a **weapon**?

Ask the group 'What is a weapon'? Either

- As a whole group, hand up, give answer
- In pairs
- In small groups

3.00-
5.00



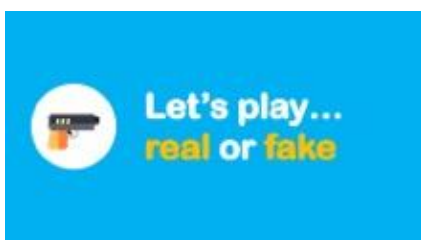
Explain to the class anything can be a weapon. It doesn't have to be made as a weapon. Go through the examples on screen asking the class, what can make them dangerous.

The points to cover:

- Anything can be a weapon.
- It's the person with the object that makes something dangerous

Who knows someone who has a **BB Gun**?

Ask the question, 'Who knows someone with a BB gun'? Ask as a whole group. Raised hands and ask individuals questions. Elicit why people have BB guns and go on to ask do they look and feel like real guns.



Tell the group we are going to 'play' real or fake. You are going to show 5 weapons, some which are real and some that are replicas or toy guns. 5.00- 10.00

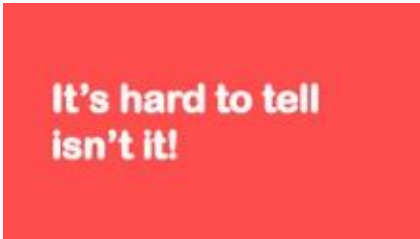


Following 5 slides:

By putting hands up, they can tell you whether they think they are fake or real

Ask questions: What makes it look real/fake?

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Emphasise that it is just as hard for members of the public and the police to tell, particularly from a distance. 3.00

If a member of the public sees someone with what they think is a real gun, they will send out an armed response (Explain). This can be serious and scary.



Ask the group to answer the following question: 3.00

Section 19: it is an offence for a person to have with them in a public place without lawful authority or reasonable excuse a loaded shot gun, an air weapon (whether loaded or not), any other firearm (whether loaded or not) together with ammunition suitable for use in that firearm, or an imitation firearm. CPS



Explain to the class that you are going to talk about knives 0.30



Ask the class to discuss 'Is someone safer if they carry a knife'? Either do this in groups, pairs or as a whole class.

Some young people think if you carry a knife then it will provide protection. But statistics show that if you carry a knife or weapon then you are more likely to end up being hurt. You can be seen as threatening. You might also end up being hurt by your own weapon. It is also illegal to carry knives and other weapons. Met website



Explain that any weapons incident, you are likely to be arrested and your details taken.

Your parents will become involved and it is taken very seriously



Explain that if you get a criminal record, it will impact on your life, including:

You may be excluded from school

You will not be allowed to visit some countries, including USA

It will affect your relationships with people

It will stop you being able to get jobs.

Remember, for young people these are quite abstract ideas and the consequences may feel far away. Try to tie it to examples, like going to Disneyland, getting that job they wanted



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.

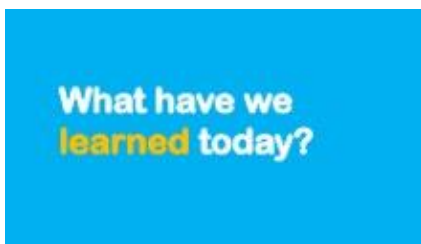
3.00



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
- Weapons will make them less safe and using them will have a massive impact on their life
- Where they can find help

Extension activities

- Design posters encouraging community engagement and not being involved in ASB
 - Design anti weapon posters
 - 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.
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