



THE ALL WALES POLICE SCHOOL LIAISON CORE PROGRAMME

Lesson Overview: Kiddo's Choice?



STRAND:	Social Behaviour & Community	<u>Lesson Duration:</u> Variable up to 60 minutes, by agreement with centre staff, dependent on whether lesson is delivered as a whole, or in parts and how pupils respond.
KEY STAGE:	KS3	
LESSON:	Kiddo's Choice?	

AIM

To understand what will happen to me, my family, friends and community (school & neighbours) if I behave in an anti-social way, or commit a crime.

PSE FRAMEWORK OBJECTIVES 2008

- To use some prior knowledge to explain links between cause and effect. S (DT)
- To consider others' views to inform opinions and make informed decisions and choices effectively. S (DT)
- To express opinions clearly and justify a personal standpoint. S (DC)
- To be assertive and resist unwanted peer pressure. S (WFO)
- To understand the key aspects of the criminal justice system and how they relate to young people. R (AC)
- To understand what they believe to be right and wrong actions and the moral dilemmas involved in life situations. R (M&S)

LESSON OBJECTIVES

- Show care and consideration for others and their property and be sensitive towards their feelings.
- Understand the difference between anti-social behaviour and crime.

KEY WORDS

community, peer pressure, anti-social behaviour, anti-social behaviour order (ASBO), crime, victim, consequence.

RESOURCES

- Timer & Promotional "Prize" for Countdown Activity,
- Key words,
- Display set and group sets photos of local ASB (cut for Diamond 9s Activity),
- A3 display copy of ASB definition,
- A4 display stills photos/A5 sets of stills photos for groups,
- Kiddo Choice DVD,
- A4 named portraits of the central characters,
- PowerPoint presentation or A3 display copies of slides,
- A3 Display copies of local ASB procedure, e.g. 1st, 2nd, 3rd Strike,
- 15 A4 Acceptable Behaviour Contracts;
- Double-sided A4 copies (per pupil) of local press cutting/headlines & anonymous photos (Qs on back: If this were you, how would you/your family/your friends/your community (school & Neighbours) feel?



ACTIVITIES

INTRODUCTION

- Optional warm-up activity.
- Ensure the link with the previous lesson is explained.
- Agree Golden Rules.
- Clearly outline the classroom agreement about confidentiality.
- Introduce and display Aim and Key Words.
- Introductory Activity: Countdown.

MAIN ACTIVITIES

- Baseline Activity: Establish group's understanding of anti-social/acceptable behaviour.
- Introduce definition of ASB.
- Introduce & Show Kiddo DVD ($\frac{1}{2}$ hour).
- Whole class demonstration & group activity: Diamond Nines/Ranking using Kiddo stills.
- What happens next? Outline local ASB, e.g. 1st, 2nd, 3rd Strike procedure & support available from agencies such as YOTs.
- Discussion of Acceptable Behaviour Contracts using blank examples.
- Discussion of ASBOs using press headline.
- Group Activity: Use press cuttings to empathise with victims and families of offenders.

REVIEW/PLENARY

- Learning Outcomes

SUGGESTED - TEACHER FOLLOW-UP ACTIVITIES

For more detailed information and resources for the listed activities below see the teachers section of the website

Activities

Introductory Activity - highlights issues related to under-age drinking.

Perceptions of Alcohol (use and abuse) - to discuss class attitudes to alcohol and compare to facts and figures related to under-age drinking and consider the effect alcohol has on the community.

Scenarios - to explore anti-social behaviour situations and their consequences

Making choices resisting peer pressure - to consider the choices Jay made in the film and develop strategies to resist peer pressure.



Further suggestions

- **Collage (Visual Display)** - create a collage from newspaper articles
- **"Streetwise"** - an interactive education resource for students aged 11-16. The Drinkaware Trust www.drinkawaretrust.org.uk Activities from Teachers' Resource Pack to explore under-age drinking, making choices, relationships and peer pressure.
- **Mind Map & Acceptable Behaviour Charter** - Discussion in groups to consider can we make sure that anti-social behaviour doesn't happen in our community? Pupils to present their conclusions as mind maps to the class. Discuss the pupils' ideas. Class decides on the most effective and practical suggestions.
- Using the outcomes of the mind maps the class could devise an 'Acceptable Behaviour Charter' to prevent anti-social behaviour locally: In our Community we will..., similar in format to their school's Golden Rules.
- **Playing with Fire** - a teaching pack distributed to all schools in Wales developed by the Fire and Police Services of Wales looking at the issue of grass fires, the effects and consequences

