



STREET WISE

TEACHING RESOURCE

LESSON 12

Resources:

- PowerPoint presentation
- Post-it notes

Curriculum links

■ Citizenship:

- 2.3b & c
- 3a & e
- 4c

■ PSHE:

- 1.4b
- 2.1f
- 4e

■ English:

- 1.4a
- 2.1e & g
- 3.1b
- 4.1f

Broken window theory

Learning objectives

To explore some of the reasons why people vandalise property.

To gain an understanding of the broken window theory and be able to apply it.

To begin to think about how we can sustain and improve our local environment.

Learning outcomes

By the end of this session:

- All students will have explored some of the reasons why people take part in vandalism and know what the broken window theory is.
- Most students will have explored reasons why people take part in vandalism and have understanding of the broken window theory.
- Some students will have grasped the concepts behind the broken window theory and have been able to effectively apply it to their local community, considering appropriate ways in which they can help to sustain and improve the environment.

Teaching sequence

Starter	Show students the first photo of can (Slide 2). Ask them to write down everything they know about it, ie, its colour and what it looks like. Take brief feedback. Show them the second photo (Slide 3) and ask them to add to their list of facts. Take brief feedback. Show them the third photo (Slide 4) and ask them to complete their list. Take feedback now the context has been shown. What facts do the students know? What do they think of the area? What questions do they want to ask? If the students do not mention the idea of wanting to know what has happened before this point when the photo was taken, bring it up.	10 mins
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Main activities

In 'Street Wise', Sean tries to explain why he was playing with matches. He says, "It's just, we were so completely ... bored. And it's so rubbish round there anyway. There's nothing for us to do, and it's not like it matters what we do 'cos it's already a mess." (Slide 5)

10 mins

Ask students what they think about the statement 'it doesn't matter what we do 'cos it's already a mess'. Is it true? They might be able to relate it to somewhere near where they live. If students find it difficult to relate to this idea, ask them how they feel would feel if they walked into a classroom which is untidy ie. tags drawn on tables, paper on the floor, displays hanging from the walls. Would they feel like working hard?

Introduce the term 'vandalism' if it hasn't been used already in the lesson (Slide 6 gives a definition).

10 mins

Ask students to list as many acts of vandalism as they can in one minute. When the time is up, listen to three lists starting with the student who has written down the most ideas.

Now in pairs, ask students to write a list of the reasons why they think people vandalise. Take feedback.

Display and read the definition of 'the broken window theory' to students (Slide 7). Ask them for their initial responses.

10 mins

Ask students to work in pairs and write each new idea on a clean post-it note. Give them two minutes to list as many consequences as they can think of following the breaking of one window in a community (or a school community) using this theory. For example:

- more broken windows in the same building
- a broken window in another building
- litter being dropped
- front gardens being left to overgrow.

Continued on next sheet ...



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(Use **Slide 8** as a framework if necessary to support students)

When the time is up, each pair should join with another to share their ideas and by positioning the post-it notes, list them in order of occurrence starting with the initial window breaking.

10 mins

Take feedback from at least two groups. Then ask students which events are more serious and when they occur.

Plenary

Re-cap that the broken window theory begins with a small defect in a community and although the title suggests it starts with an actual broken window, the window is symbolic of anything which is left unchecked like the image of the piece of litter in the starter activity.

10 mins

Ask the students to consider how they and their families/guardians can help to sustain and improve their environment. Draw up a list of at least five things on the board and ask the class to number these in order of importance.

Possible homework activities

Is graffiti art or vandalism? Students could either research one side of the argument or write their own argumentative piece from their own point of view.

Suggestions for further activities

Students could design a campaign to improve/sustain local area or school including assemblies, school council motions, blogs, school website, short film perhaps linking to feeder schools.

Students could research and then debate the use of surveillance cameras in order to monitor and control vandalism/anti-social behaviour in their local area.

In groups, students could draw a map of the local area and shade any areas or roads in red which they consider to be uninviting/dangerous, labelling why they think these places are like this and who in particular may feel vulnerable in this area. They could shade in green any areas which they feel are particularly safe for all members of the community labelling why they think these places are like this.