



# STREET WISE

## TEACHING RESOURCE

### LESSON 2

#### Resources:

- PowerPoint presentation
- Living with the effects of crime: Josh handout

#### Curriculum links

##### ■ Citizenship:

2.1g

##### ■ PSHE:

1.4c

2.3d

3i

##### ■ English:

1.2c & d

1.4c

2.1j

3.1b & c

##### ■ Drama

## Living with the effects of crime

### Learning objectives

To identify different ways in which crime impacts on the lives of the victims.

To explore the range of emotions experienced by victims of crime.

To explore the impact of crime on family and friends.

### Learning outcomes

By the end of this session:

- All students will have discussed a range of emotions felt by victims of crime and the impact of crime on the lives of those close to it.
- Most students will also have been able to empathise with the emotions felt by Jane, her son and Sean's brother and role play a difficult situation effectively.
- Some students will have been able to empathise with the range of emotions felt by Jane, her son and Sean's brother and been able to effectively role play a difficult situation with sensitivity.

### Teaching sequence

Starter	How do you think a victim might feel after a crime? <b>(Slide 2)</b>	10 mins
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Give students a list of emotions (angry, embarrassed, frightened, shocked, confused, upset, hurt and guilty).

Ask them to discuss briefly in pairs which of these emotions they think a victim might feel after they have been involved in any type of crime. All of the emotions listed are examples of how victims might feel.

Take feedback.

Tell students that everyone will react differently following a crime and that their behaviour might change. Ask students to discuss as a class how they think victims might react in light of these emotions.

*Continued on next sheet ...*



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Some examples are:

- they might find it hard to eat or sleep
- they might feel sick
- they might feel stressed out
- they might be worried about going out
- they might find it difficult to concentrate at school or at work
- they might pretend that it didn't happen and ignore it
- they might try to take 'revenge'.

Main activities

In pairs, ask students to focus on Jane, the victim of the arson attack in 'Street Wise'. She's obviously very nervous about meeting with Sean, but:

10 mins

- Why did she agree to meet with him?
- What support did she receive after the crime?
- Why did she feel guilty after the attack?

**(Slide 3)**

Give pairs two minutes to discuss their answers before taking feedback.

*For example:*

*She agreed to meet with Sean because she wanted:*

- *to see him face to face*
- *to talk to him*
- *to try to understand his motivation behind the incident.*

*She spoke to a Victim Support Officer after the crime. A Victim Support Officer is a volunteer who supports victims of crimes and their families to help them come to terms with their experiences.*

*She felt guilty because she:*

- *thought she should have moved when the trouble started*
- *should have moved the wheelie bin*
- *can remember her son's face during the fire.*

*Continued on next sheet ...*



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10 mins

Tell students that they are now going to consider the effects of the arson attack on Jane's son who is 13 years old. Give students a copy of **Living with the effects of crime: Josh** and ask volunteers to read aloud.

Ask students to discuss the effect the fire had on Josh and whether they can empathise with his behaviour.

Tell students that they are now going to consider the effects of the arson attack on Jack, Sean's brother. He is also 13 years old. Sean said that he "really looked up to me, wore his hair the same as me, everything, but he don't respect me no more. He don't even talk to me no more, man, and that hurts." **(Slide 4)**

In pairs, ask students to write a profile for Jack following the arson attack focusing on:

15 mins

- the way he feels
- the way his behaviour may have changed
- how other people now view him.

**(Slide 5** could be used as a framework)

Ask a few pairs to read their example to the rest of the class.

Josh and Jack are both in Year 8 at the same school. Ask students to imagine Josh goes to toilet during an English lesson and meets Jack in the corridor (he's taking a message to the office). Ask them to role play in pairs the conversation between the two boys.

10 mins

If students have been unable to write a profile for Jack, the information **Slide 6: Jack** should be used.

*Continued on next sheet ...*



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Plenary

Invite at least one pair to perform their role play in front of the rest of the class.

5 mins

When they have finished, ask the audience to pose questions to 'Jack' and 'Josh' about the way in which they have spoken to each other. The students must stay in role and respond appropriately.

### Possible homework activity

Jane and Josh were given support following the arson attack. They both spoke to Bradley, a Victim Support Officer. Do you think Jack would benefit from speaking to someone like Bradley? Why?

### Suggestions for further activities

Students could research the role of the Victim Support Officer in more detail.

Students could design a leaflet aimed at teenage victims of crime informing them that how they are feeling is normal and what kind of support they could receive.



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## Living with the effects of crime: Josh

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Bradley said that Josh "...is a sweet kid, but he is so quiet. He hardly talks ... he's shocked, pale, lonely, traumatised." Read the following information about the effect of the fire on Jane's son:

*Josh didn't go to school for almost four weeks after the attack. He started going back for only a few hours in the mornings, and gradually built up to full time. He spoke to Bradley, a Victim Support Officer, who helped him to start feeling more confident and able to leave the house. He also needed support to adjust to the idea that he can no longer breathe easily. He carries his inhaler with him everywhere.*

*He doesn't like leaving his mum at the moment just in case there is another fire and he comes home to find out she is not there. He is having nightmares; he is always extremely tired because he doesn't want to go to sleep. He has panic attacks; he feels his heart racing and becomes very hot. He thinks everyone is staring at him as he is the 'kid whose house burnt down'. People he doesn't know just want to ask him what it feels like to almost die, others look at him really sympathetically and some of his friends avoid him, worried that associating with him could mean their homes will be targeted by Sean's gang.*

*Josh is too scared to go to toilet during break and lunch as he thinks he's going to run into Sean's brother or his friends. He goes to toilet during lessons – the teachers understand, but other students are getting annoyed that he has special allowances.*