



STREET WISE

TEACHING RESOURCE

LESSON 3

Resources:

- PowerPoint presentation
- Sean's profile
- Support cards

Curriculum links

■ Citizenship:

2.2a, c & d
4a & c

■ PSHE:

1.3b
1.4b
2.1e
2.3c & d
4d & e

■ English:

1.4c
2.1a, e, g & h
2.2a
3.1a & b

■ RE

3i

Sean as a role model?

Learning objectives

To explore the idea of Sean as a role model.

To understand that a person can be a negative or positive influence on the behaviour of others.

Learning outcomes

By the end of this session:

- All students will have discussed whether they believe Sean is a positive role model or not.
- Most students will have effectively discussed a range of facts and opinions in order to reach a decision.
- Some students will have effectively analysed and discussed a complex range of facts and opinions in order to reach a decision.

Teaching sequence

Starter	At the end of 'Street Wise' Sean seems truly sorry for what he has done. Does this make him a role model? (Slide 2) Ask students to raise their hands to signal 'yes', 'no' or 'not sure'. Take a few comments from students at this stage (for example, you may have to ask students what they think a role model is if their comments are inappropriate).	5 mins
Main activities	Tell students that this lesson they are going to look at the character of Sean in more detail in order to consider this question further. Give students a definition of what it means to be a 'role model' (Slide 3) . Focus on the meaning of 'behaviour, example or success... emulated'. Give students a copy of Sean's profile. Ask students to read aloud the information from his background leading up to his conviction of arson.	5 mins 15 mins

Continued on next sheet ...



STREET WISE

TEACHING RESOURCE

In pairs, ask the students to highlight or underline Sean's negative behaviour in red and his positive behaviour in green.

Take feedback, ie, students should discover that there isn't anything positive and his negative behaviour is:

- stealing
- being drunk and disorderly
- breaking a window
- spraying graffiti
- failing to report as directed (following his Supervision Order)
- pushing a woman (common assault)
- arson.

Students may raise questions, for example, they may want to know why he was excluded. At this point, they may raise the fact that they are only reading about his criminal offences and that they do not find out anything about other aspects of his life so this overview does not give a true representation of his character.

Now ask students what they consider to be Sean's positive behaviour based on their only contact with him during his meeting with Jane. 5 mins

Show the students the definition of 'role model' again (**Slide 4** which is the same as **Slide 3** except this slide has graphics). 15 mins
Tell students that people can be a positive or negative role model and that they are going to debate whether Sean fits into either one of these categories thinking about his 'behaviour, example or success'.

Divide the class into four groups (you may want to divide the class further into smaller groups within these larger groups).

Continued on next sheet ...



STREET WISE

TEACHING RESOURCE

Ask each group to nominate:

- a chairman (to organise the discussion by asking questions and deciding whose turn it is to speak)
- a scribe (to keep notes during the discussion)
- a spokesperson (to present the argument at the end of the discussion to the rest of the class).

Each group is going to discuss and prepare a different argument focused on the following statements **(Slide 5)**:

- Sean is a positive role model.
- Sean is a negative role model.
- Sean is a role model, but he cannot be considered 'good' or 'bad'.
- Sean isn't a role model at all.

(Support cards are available for some students in order to prompt discussion)

Each spokesperson must persuade the rest of the class that their statement is the correct answer. 10 mins

Plenary Ask the question again: 5 mins

At the end of 'Street Wise' Sean seems truly sorry for what he has done. Does this make him a positive role model?

(Slide 6)

Ask students to raise their hands to signal 'yes', 'no' or 'not sure'.

Possible homework activity

Students could write their own response to the question 'Is Sean a positive role model?' considering at least two different arguments.

Suggestions for further activities

At the end of 'Street Wise', Sean seems truly sorry. Role play the moment he is reunited with his mother who did not come to see him in prison.



STREET WISE

Sean's profile

TEACHING RESOURCE

Sean used to hang around the parade of shops with a group of friends. He was excluded from school when he was 14 and shortly afterwards was given a formal reprimand from the police for stealing from the off-licence on the parade.

Three weeks later, he was given a final warning by the police for being drunk and disorderly when outside the parade on a Saturday night.

Three months later, he was charged with an offence of criminal damage: breaking a shop window on the parade on a Friday night. He had been drinking. He pleaded guilty at the Youth Court and was sentenced to a Referral Order.

Two months later, he was charged with an offence of criminal damage: spraying graffiti on the shop fronts on the parade on a Saturday night. He pleaded guilty at the Youth Court and was given a Supervision Order for two years which required him to report to a supervisor.

Six weeks later, he was taken back to the Youth Court for breaching the order by failing to report as directed. The Youth Court made a curfew order, requiring him to remain inside his home between the hours of 8pm and 7am.

Two months later, he was charged with an offence of common assault: at just before midnight he pushed one of the residents who told him to leave the area as her child was trying to sleep. He was drunk. He pleaded guilty at the Youth Court and was sentenced to an attendance centre order of 12 hours. The court also made an anti-social behaviour order on conviction which prohibited him from being drunk in a public place and prohibited him from going to the parade of shops because this was where all his offending had occurred.

When he was 15, he pleaded guilty to arson because he had set light to a wheelie bin that was behind the parade of shops. He said he knew that the wheelie bin would be damaged but he never thought that the shops on the parade and the flats above would be affected. The bin was well alight when he was pushing it around, but he ran when he heard a police siren because he thought the police had been called. He didn't realise until afterwards that anyone had been in danger.

He was sentenced to the maximum that can be imposed by a Youth Court: two year detention and training order, to be served at the detention centre in Rochester.



Support cards

Students can use these statements to structure their argument:

TEACHING RESOURCE

Sean is a positive role model

Sean has changed his attitude after spending time in prison and after having reflected upon his former behaviour. He shows that anyone can change.

Sean is a negative role model

Sean's offences are irresponsible and easy to emulate. He is about to leave prison, but how can we believe he has really changed?

Sean is a role model, but he cannot be considered 'good' or 'bad'

Sean's offending past makes him a negative role model, although his feelings after the arson attack show that he has learnt from his mistakes and that he has changed. However, he cannot be considered a positive role model because of his former behaviour.

Sean isn't a role model at all

Sean broke the law on many occasions. His negative behaviour is not something that anyone would want to emulate and just because he is sorry for what he has done after he has been in prison doesn't mean he is any kind of role model.