



# STREET WISE

## TEACHING RESOURCE

### LESSON 7

#### Resources:

- PowerPoint presentation
- How anti-social are you?
- Living in fear

#### Curriculum links

##### ■ Citizenship:

- 2.3c
- 3a
- 4a & c

##### ■ PSHE:

- 2.1f
- 2.3c & d
- 4c

##### ■ English:

- 2.1e & g
- 2.2a
- 3.1b & e

##### ■ RE:

- 1.6b

## Anti-social behaviour: says who?

### Learning objectives

To understand the definition of anti-social behaviour.

To be able to list some forms of ASB.

To assess how aspects of their own behaviour could be interpreted as ASB.

To evaluate the impact of yobbish behaviour on local residents.

### Learning outcomes

By the end of this session:

- All students will have discussed a range of anti-social behaviour and responded to a case study.
- Most students will have assessed a range of anti-social behaviour, including their own, and responded with empathy.
- Some students will have evaluated a range of anti-social behaviour, including their own, and will be able to effectively explain the impact it might have on different people.

### Teaching sequence

Starter	Show the students the images of anti-social behaviour or the results of anti-social behaviour ( <b>Slide 2</b> ). Ask them to decide which images are anti-social and which ones are not (they are all examples):	5 mins
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*Image 1: Graffiti is illegal on private property and many people think it is ugly vandalism.*

*Image 2: Flytipping is illegal and causes huge environmental problems.*

*Image 3: Knocking on people's doors isn't actually considered to be anti-social behaviour but it is if you knock on a door and run away. However, a serial con man has been given an ASBO banning him from knocking on any door in the UK.*

Continued on next sheet ...



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Main activities

*Image 4: Pigeons aren't actually anti-social, but imagine a lot of them outside your house regularly coming to feed. A retired man was given an ASBO to stop him feeding pigeons outside his house.*

5 mins

Give your students the definition of anti-social behaviour (**Slide 3**):

*To paraphrase the Crime and Disorder Act 1998, it is behaviour which causes or is likely to cause harassment, alarm or distress to one or more people who are not in the same household as the perpetrator.*

Ask students to discuss what they think this means focusing on the words 'harassment', 'alarm' and 'distress'. Hopefully students will address the idea that different people interpret behaviour in different ways.

Possible definitions are as follows:

### **Harassment**

*The act of systematic and/or continued unwanted and annoying actions of one party or a group, including threats and demands.*

### **Alarm**

*A sudden fear caused by the threat of danger.*

### **Distress**

*Suffering, pain or worry.*

Now ask students to try to list as many types of anti-social behaviour they can in one minute. Ask one student to read out their list and then ask others to add any they many have missed ie:

10 mins

- nuisance neighbours
- rowdy and nuisance behaviour
- yobbish behaviour and intimidating groups taking over public spaces (including abusive language often aimed at minorities)

*Continued on next sheet ...*



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- vandalism, graffiti and fly-posting
- dealing drugs
- people dumping rubbish and abandoning cars
- drunken behaviour and the mess it causes
- the misuse of fireworks.

(Slide 4 although there are more examples)

Give students a copy of **How anti-social are you?** and ask them to tick the behaviour they take part in which might cause 'harassment', 'alarm' or 'distress' to others. If they think of anything else which could be seen as anti-social, whether they take part in this or not, they should add it to the list. Ask students if they are surprised by some of the things they do which others may interpret as ASB. Are they going to change any of their behaviour? 10 mins

Tell the students that they are now going to focus on what people generally perceive to be ASB and the types of ASB which can affect an entire community. They are going to read about the impact Sean and his friends had on the residents of the parade of shops where he used to hang around. 20 mins

Give students a copy of **Living in fear**. Ask students to read aloud.

In groups of four, ask them to re-read the text and discuss the following questions (Slide 5):

- why do you think the teens started hanging around the parade of shops?
- why do you think their anti-social behaviour increased after the complaints from residents?
- what aspect of their behaviour do you find most 'alarming' or 'distressing'? What can be seen as 'harassment'? Why?
- why do you think that the residents felt that they could not leave their homes in the evenings?
- how do you think this situation can be resolved?

*Continued on next sheet ...*



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Support the students during this discussion by developing their line of enquiry especially if students find it difficult to empathise with the residents (ask them to imagine they live above the shops, or their grandparents do).

Plenary	In their group of four, ask students to rank their top ten anti-social behaviours. Listen to some lists.	10 mins
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### Possible homework activities

Imagine that the Simpsons have just moved in next door. After the first week, their anti-social behaviour has really started to distress your family. Write a diary entry after this first week. Students could also write about any family from a popular soap opera or film if they do not watch 'The Simpsons.'

### Suggestions for further activities

Students could imagine they are one of Jane's neighbours living above the parade of shops plagued by Sean and his friends' behaviour. They could write a dramatic monologue following the arson attack.

Role play the interview between this resident and a police officer following the fire.

Students could research and debate how teens are portrayed and represented in the media. The focus of the debate could be on whether they believe this is a fair representation or not.



# STREET WISE

## How anti-social are you?

Read the following questions and answer truthfully by ticking in the correct column:

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Do you...	always	often	sometimes	never
listen to loud music?				
talk loudly on your mobile phone?				
hang around the streets with your friends?				
walk about in a group larger than three people?				
spit?				
wear a hoodie or a baseball cap?				
drop litter?				
throw stones or other objects?				
film/take photos on your mobile phone when people aren't aware?				
swear?				
sit with your friends outside a shop for longer than 5 minutes?				
ride your bike or skateboard on the path?				
tag or graffiti?				
insult people?				
hang around a playground?				
stick chewing gum anywhere but the bin?				
scream when you meet your friends?				

Continued on next sheet ...

## Living in fear

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When the off-licence opened, the atmosphere of the parade of shops changed dramatically. A group of between 6 – 15 youths started hanging around outside, generally during Friday and Saturday evenings. Most of the time they were just noisy and causing a nuisance through kicking a football at the shop fronts. They were often drunk.

Following complaints from some of the residents, the anti-social behaviour escalated and there were some incidents of windows being broken and various offensive pictures and words being sprayed onto shop fronts. On Saturday and Sunday mornings the residents would be faced with a substantial amount of rubbish that had been left from the night before, usually pushed into the shop doorways, along with urine. On several occasions there were incidents of damage to cars which varied from twisted aerials to broken wing mirrors and scratches along the paintwork.

The police were called on a regular basis but usually the youths would disappear as soon as the police car came round the corner. When the police had gone they would reappear and be even more rowdy and offensive. It got so bad that residents didn't go out at night for fear of being set upon. When a young mother did try to confront the youths about the amount of noise they were making while her baby was trying to sleep, she was pushed. Friends and family also chose not to visit in the evenings; the residents felt as though they were prisoners in their own homes.

There were occasions when the police managed to catch and arrest some of the youths and the local Police Community Support Officer got to know the names of those responsible. Three youths were given anti-social behaviour orders following arrest and conviction for offences of public order, assault and criminal damage. One of those was Sean.