

# I Didn't Think

## Teacher Follow-up Activities

The 'I Didn't Think!' follow-up activities provide pupils with opportunities to achieve Key stage 2 learning outcomes from the PSE Framework for 7 to 19 year olds in Wales and the National Literacy and Numeracy Framework in Wales 2013. The activities presented below are not sequential but rather are a menu for teachers to select from.

| Street Corner Culture Follow-up Activity | Links with the PSE Framework for 7 to 19 year olds in Wales |   |   |
|--|---|---|---|
|  | Literacy & Numeracy Framework                               | Skills  | Range   |
| 1. Introductory Activity                 |   |   |   |
| 2. Diary Entry                           | L(W)mpr<br>L(W)s&o<br>L(W)la<br>L(W)hgps                    | <ul style="list-style-type: none"> <li>Express their views and ideas confidently through a range of appropriate methods.</li> </ul>                                 | <ul style="list-style-type: none"> <li>Understand the range of their own and others feelings and emotions.</li> </ul>   |
| 3. Role Play                             | L(O)sp<br>L(O)l<br>L(O)c&d<br>L(R)c<br>L(R)r&a              | <ul style="list-style-type: none"> <li>Express their views and ideas confidently through a range of appropriate methods.</li> </ul>                                 | <ul style="list-style-type: none"> <li>Develop respect for themselves and others.</li> <li>Be honest and fair and have respect for rules, the law and authority.</li> </ul> |
| 4. Circle Time                           | L(O)sp<br>L(O)l<br>L(O)c&d                                  | <ul style="list-style-type: none"> <li>Contribute to class discussion and take part in debates.</li> <li>Empathise with others' experiences and feelings</li> </ul> | <ul style="list-style-type: none"> <li>Understand that personal actions have consequences.</li> </ul>   |



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| 5. Situation Cards | L(O)sp<br>L(O)l<br>L(O)c&d<br>L(R)rs                        | <ul style="list-style-type: none"> <li>Express their views and ideas confidently through a range of appropriate methods.</li> </ul>   | <ul style="list-style-type: none"> <li>Develop respect for themselves and others.</li> <li>Understand that personal actions have consequences.</li> </ul>   |
| 6. ASBO Snap Cards | L(O)sp<br>L(O)l<br>L(O)c&d<br>L(R)rs<br>L(R)c<br>L(R)r&a    | <ul style="list-style-type: none"> <li>Identify links between cause and effect. Express their views and ideas confidently.</li> </ul> | <ul style="list-style-type: none"> <li>Develop respect for themselves and others.</li> <li>Explore their personal values.</li> <li>Be honest and fair and have respect for rules, the law and authority.</li> </ul> |
| 7. Photo Survey    | L(O)sp<br>L(O)l<br>L(O)c&d<br>L(W)mpr<br>L(W)la<br>L(W)hgps | <ul style="list-style-type: none"> <li>Find and develop information and ideas.</li> </ul>   | <ul style="list-style-type: none"> <li>To understand how the environment can be affected by the decisions we make individually or collectively.</li> </ul>  |
| 8. Local Hot Spots | L(O)sp<br>L(O)l<br>L(O)c&d                                  | <ul style="list-style-type: none"> <li>Express their views and ideas confidently through a range of appropriate methods.</li> </ul>   | <ul style="list-style-type: none"> <li>The importance of personal safety</li> <li>Understand that personal actions have consequences.</li> </ul>  |
| 9. Golden Rules    | L(O)sp<br>L(O)l<br>L(O)c&d<br>L(W)mpr                       | <ul style="list-style-type: none"> <li>Work cooperatively to solve problems</li> </ul>  | <ul style="list-style-type: none"> <li>Be honest and fair and have respect for rules, the law and authority.</li> </ul>   |



## 1. Introductory Activity

As an introduction to 'connect' with previous learning, recap the officer's lesson.

## 2. Diary Entry

This is an individual pupil literacy activity. Ask pupils to write a diary entry for one of the following characters:

Ricky  
Ricky's mum  
Dawn  
Dawn's dad  
Ricky's friend

An outline (2a) is provided for pupils to use.

## 3. Role Play

Divide the class into groups and provide each group with a role play scenario (3a) to stimulate role play. The scenarios presented are:

- **Ricky did think!**
- **Mum and Dawn meet**
- **Grounded!**
- **The broken bottle**
- **The big telling off!**

The teacher can develop the pupils' responses to encourage the class to consider respectful and responsible behaviour. Further role plays could then be developed where the pupils act out situations where they have acted in a reasonable and responsible way.

## 4. Circle Time - Future Consequences



Show the 'Future Consequences' true story DVD clip (4.a) an actor plays Ricky at the age of eighteen. The clip is about three minutes long. Ricky talks about the effects of making the wrong decisions and that getting an ASBO has serious consequences.

Lead the pupils in a circle time discussion focusing on what they have seen.

Some discussion points for consideration could be:

- Ricky didn't think he was doing anything wrong
- He lost his girlfriend
- He was lonely because he could not go out with his friends
- Staying in all the time was boring
- His curfew meant that he couldn't stay out with friends and family
- What it is like to go to prison and get a criminal record

Remind pupils about the DVD they saw in the officer's lesson and the situation young Ricky was in when the anti-social behaviour letter arrived through his letter box.

What could happen next to young Ricky? Explore and discuss the choices that he has.

### **Teacher Note: Community Resolution - Youth Restorative Disposals**

Community Resolution is a non-statutory alternative way of dealing with less serious crimes, allowing the police to use their professional judgment when dealing with offenders. It can be used for offences such as low-level public disorder, criminal damage, theft and minor assaults. Community Resolution aims to enable victims to have a quick resolution and reach closure after the crime. Offenders will receive speedy justice. There will be reduced bureaucracy for police officers.

#### ***How would this look in practice?***

Reparative: The offender might have to

- apologise to the victim,
- pay compensation, or
- make good any damage.

Rehabilitative: The offender might have to:

- attend a drug or alcohol treatment course

Punitive: The offender might have to:

- pay fines for damage, or
- do unpaid work (community service).

## **5. Situation Cards**

The aim of this activity is for the pupils to understand that it is wrong to behave in an anti-social way.

Divide the class into 5 groups and give each group a situation card (5a) to discuss and answer the questions set.

## 6. ASBO Snap Cards

The aims of this activity are for the pupils to understand the consequences of behaving inappropriately. At the beginning of the lesson, ask the children the following questions, and discuss the answers as a class:

- What is anti-social behaviour?
- Why do people behave in an anti-social way?
- What do you think are the consequences of anti-social behaviour?

Divide the class into groups and distribute a set of ASBO snap cards (6a) to each group. One pupil in each group reads out the card to the rest of the group. As a group match up the negative behaviour with the appropriate ASBO card. (Answer cards below) The ASBO penalty cards explain the punishment for inappropriate behaviour. In order for the pupils to understand the consequences of behaving inappropriately, ask each group to draw a spider gram identifying how they would feel if they were the victims. Answers can be verified by using the PowerPoint (6b).

Ask the class to feedback as a plenary activity.

## 6. ASBO Snap Cards - Answers

|  |   |
|--|---|
| A young boy is out in the street at nine o' clock at night. He is knocking on his neighbours' doors and then running away. | After a chat with local police, the boy's parents make him apologise and ground him, to stop him from disturbing his neighbours. From now on he has to be in at 7 o' clock every night for the next six months. |
| There are a group of six children hanging around, making a lot of noise in a   | These children must now be stopped from hanging around with each other. If  |



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| corner street. They are asked to move by a woman living in one of the houses, but the children ignore the woman.  | more than two children are found hanging around, they will be moved by the police and taken home for the rest of the day.   |
| There is a teenage boy riding his motorbike up and down a street where many young children play. The children are very frightened and they all go home. The motorbike stays in the street for most of the day, so the children stay indoors.  | This teenage boy has his motorbike confiscated by the police. He doesn't get it back until 3 months later. If he rides his bike illegally again in a street, the bike will be confiscated for 12 months.  |
| There are a group of teenagers down the local park. They are drinking alcohol and vandalising the scenery. A few boys are pulling at the bars of the bandstand and the bars begin to bend, the gate has already been ripped off.  | These teenagers have their alcohol taken off them. All those found vandalising are given fines for the damage they have caused. They are also forced to make the scenery in the park look good again by planting flowers and cleaning up the rubbish. |
| There is a small park for young children. In the park there are a few children who are being forced off the swings by older children. They are also calling them horrible names. The older children are now getting the swings stuck on the top bars so nobody is able to play on them. | The older children would be taken home from the park by the police and would no longer be allowed in the park. If they are found in the park again the police will take them home to spend the rest of the day at home.                               |

## 7. Photo Survey

In groups the pupils carry out a photo survey of the area in / around school taking photographs of all the examples of anti - social behaviour they can find. In class they use the pictures to discuss:

- How does this affect YOU?
- What would you do to stop this happening?
- How could you improve the school?

The results of the survey could be used to

1. Identify the most common form of vandalism. The pupils could then produce an anti-vandalism poster with a catchy slogan to be displayed around the school e.g. *'It's a scandal to be a vandal!'*
2. Create a chart listing 10 points that would encourage other children to make their environment a more pleasant place e.g.





- *Never litter, Use a bin.*
- *Graffiti is unsightly - Don't do it!*

## 8. Local Hot Spots

Divide the class into small groups and give each group 2/3 pictures from the set of photographs provided (8a).

Give each group a copy of the Local hot spot questions (8b)

Ask the pupils to discuss the questions and feedback their responses to the class in turn.

Develop their answers to consider the impact of any anti-social behaviour such as the examples in the photographs.

Note that when in a group - the impact of any behaviour is greater and can be frightening or intimidating to others - especially the elderly, families with young children, other children and young people not known to the group, people who live nearby etc.

*N.B. It would be helpful for the teacher to have some information to hand about clubs and activities and where young people can go in the area local to the school.*

Alternatively, give the groups full sets of the photographs and ask pupils to sort them into two piles - those places which are good places to meet with friends and those which are bad places to meet up with friends.

In feedback ask the pupils to justify their choices.

## 9. Golden rules

Ask the pupils to devise a set of "Community Golden Rules" to share in their class assembly and with the rest of the school: 'In our Community we will . . . .'