

Learning 4 Life Schemes of work - Crime

<u>Key Question</u>	<u>Activities</u>	<u>Concepts</u>	<u>PLTS</u>	<u>Assessment</u>	<u>Resources</u>
<p>Week 1 How does crime affect people?</p>	<p>Card sort - what is/isn't crime - calling someone a name, stealing etc (citz txtbk) Class debate Story - highlighting to show how victim feels and predict the ending. (Alice) Groupwork - 6 groups with scenario cards - situations in school/street - right and wrong outcomes - 2 role plays on same scenario. Show how victim feels. Freeze frame - how does victim feel - thoughts in head. Perform and peer assess. Show pictures - who are the criminals - challenging stereotypes. (story of RE textbook) Anyone can be criminal. Crimewatch - Using thought bubbles pupils write about how victim/criminal/law enforcer etc feel. Class discussion of crimes which have</p>	<p>Geography</p>	<p>IE 5 IE 3</p>	<p>Peer and self</p>	<p>Powerpoint Video clips Story extract Highlighters Scenarios Pictures of criminals Thought bubble sheets</p>

	affected them and families and how they felt as victims. Write thoughts in Learning Journals.				
Week 2 How can we reduce the risk of being a victim of property crime?	<p>School map - highlight safe and threatening areas.</p> <p>Map of local area (Steve)- highlight risk areas, annotate why. Make Toy policeman- on map place policeman, don't have enough where are they going to go identify places of most risk.</p> <p>Report back to class.</p> <p>Teacher or police officer talks to pupils about property crime (use drama studio?) and various problems.</p> <p>Play house protection game and fill in follow up sheet. Peer assess.</p> <p>Hw bring in leaflet.</p>	Geography	EP 4 SM 3	Discussion and teacher assessment Peer assessment of sheets at end.	Powerpoint School map Highlighters Local area map (google earth?) Toy policeman House protection game
Week 3	Starter - textbook task - photos of	Geography	IE 1, 2	Peer and	Powerpoint

<p>How do I inform others about how to prevent property crime?</p>	<p>places. Pupils discuss and write about where they would choose to target and why. Task is to find out how they can reduce risk of property crime. Pairs produce a list of research questions - what do you need to know to reduce property crime - list of research questions (5) e.g. what is most common way to get in a house/where does most crime happen in Salford etc. Research on computers or from research packs if no IT available. From research create list of ways to prevent property crime. Share with class - self assessment and add to list. Look through leaflets and make 2 list of success criteria - presentation and language. E.g. presentation - sub headings, bullet points, language - connectives, second person. Individual work on leaflet for parents on how to reduce property crime. Teacher assessment circulating against success criteria.</p>	<p>Literacy</p>	<p>RL 2, 4</p>	<p>teacher of leaflets</p>	<p>† Photo task starter Leaflets Research packs</p>
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<p>Week 4 How does Walkden High School prevent itself being a victim of crime?</p>	<p>Starter - Brainstorm ways school has tried to prevent crime e.g. grills, locks cameras, lights etc Aim and LO's Pairs develop key based on this. Pupils outline rules for field work. Teachers posted around the school to manage. Pupils given time limit to mark on security measures school has taken using key in pairs. Everyone shares one thing they think other people wouldn't have noticed - could mark some on IWB with big map of the school. Show correct map on IWB (steve) self assess and write up findings in Learning Journal. Pupils then decide which area they think is most vulnerable and write an email to Mrs Hilton persuading her to spend money on this area to reduce the risk of property crime.</p>	<p>Geography Citizenship</p>	<p>IE 6 EP 2 EP 1</p>	<p>Self assessment of maps Teacher assessment of email.</p>	<p>Writing frame for email. Powerpoint School map</p>

<p>Week 5</p> <p>How can we be creative to try and reduce knife crime?</p>	<p>Starter - look through a newspaper in pairs and tally how many stories are about crime. Discuss as class.</p> <p>Read 2 newspaper articles on knife crime. Highlight anything that seems exaggerated. Discuss differences between tabloid and broadsheet.</p> <p>http://www.telegraph.co.uk/news/newstoppers/politics/lawandorder/5741371/Knife-crime-is-on-the-rise.html</p> <p>http://www.thesun.co.uk/sol/homepage/news/2518097/72-knife-crimes-a-day-in-Britain.html</p> <p>Explain what learnt in learning journal.</p> <p>Read article</p> <p>http://www.guardian.co.uk/commentisfree/2009/jun/14/knife-crime-ben-kinsella</p> <p>Draw attention to paragraph on how more proactive action needs taken...what can you do? Poss show dance act from BGT who raised awareness of knife crime.</p> <p>http://www.mdproductions.org/showgroup</p>	<p>Geography</p> <p>Citizenship</p>	<p>CT 1, 3,</p> <p>TW 6</p>		<p>Newspapers</p> <p>Newspaper articles</p> <p>Youtube clip</p>
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	<p>html http://news.bbc.co.uk/cbbcnews/hi/newsid_7310000/newsid_7314400/7314432.stm</p> <p>Pupils in groups of 4 mind map ideas. Choose best idea to focus on. Feedback to class and discuss. If pupils' ideas are similar then possibly do ideas in a hat. Pupils create their idea. Present in last half hour. WWW and EBI.</p>				
<p>Week 6 What are the global effects of the heroin trade?</p>	<p>Starter - card sort rank seriousness of drugs. Aim and LO's Teacher explanation of heroin and the heroin trail (pictures from textbook). Comprehension sheet - Chain of people in heroin put in order the questions - is everyone a criminal etc. Hot seat addict. Watch video on heroin addicts. http://www.youtube.com/watch?v=kOPOK</p>	<p>Geography Citizenship</p>	<p>IE 3, 5</p>	<p>Teacher assessment of web page</p>	<p>Powerpoint Heroin chain cards Youtube video Moviemaker</p>

	<p>24g9Cc</p> <p>Design a web page on the heroin trail. Plenary - movie maker of Abdul and Giles - pupils have to explain the chain.</p>				
<p>Week 7</p> <p>What is the role of the police?</p>	<p>Starter - Label a policeman with perceptions and role. PC Arthur talks to pupils about role of police. "In the bag" story. Pupils are police officers and answer questions through variety of techniques such as class discussion, paired discussion, group discussion role play and written work. Pupils match definition of solutions to crimes. List of crimes and pupils decide between deterrent, do nothing, punishment, rehabilitation, reparation, reprimand in groups. What qualities do you think makes a good policeman on outline.</p>	Citizenship	<p>IE 4, 3 TW2 IE 5</p>	<p>Oral assessment Teacher assessment</p>	<p>Powerpoint In the Bag story Crime and solutions card sort Outline of police figure.</p>
Week 8	<p>http://news.bbc.co.uk/cbbcnews/hi/newsi</p>				

How can I stay safe online?	d_7880000/newsid_7880700/7880707.stm Poster on being safe online.				
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