

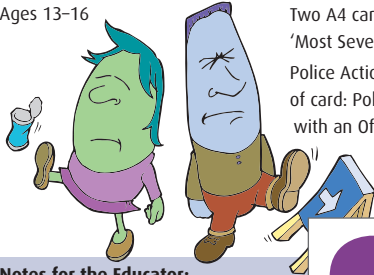
Activity 10: Consequences of Anti-Social Behaviour

Learning Objectives:

For students to understand what anti-social behaviour is, the consequences of anti-social behaviour, and in particular the implications of breaking the law.

Age Range:

Ages 13–16



Materials Needed:

Two A4 cards, one labelled ‘Least Severe Action’ and the other labelled ‘Most Severe Action’.
Police Action Cards, each action written clearly on a single sheet of card: Police Investigation, Reprimand, Final Warning, Charge with an Offence, Find Guilty, Conditional Discharge, Fine, Fixed Penalty Notice, Custodial Sentence (in a Young Offenders’ Institution), ASBO – ABC – ABA (Anti-social Behaviour Order, Contract or Agreement).

Notes for the Educator:

Different countries, including the different procedures. Also, certain procedures can on the continuum correspond to the con

Method:

Explain the learning objective and remind of the time most people carry on their lives choose to do things that are anti-social a

Brainstorm and write on the board examples. Then look at a selection of these behaviours, eg playing ‘chicken’ on the road and can lead to imprisonment. Ask students situations that you have selected. Explain the police become involved.

Clear a space in the room and place the ends of the space. Lay out the Police Action cards up a card and place it in what they believe may move another card up or down the that at this stage no one should come challenge or question the placing of the

Draw out that the police:

- will probably INVESTIGATE
- will possibly REPRIMAND, if the young person
- will give a FINAL WARNING if the young person
- may CHARGE the young person with the offence is especially serious

Chapter 1 Exploring Risk

This chapter explores what we mean by risk. It introduces the idea of positive and negative risk-taking, likelihood and severity of risk, and risk, probability and chance. It goes on to develop students’ understanding of risk assessment and risk management.

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Activity 1: What is Risk?

Learning Objective:

For students to understand what risk is and to introduce the concepts of positive and negative risk and likelihood and severity of risk (see page 1).

Age Range:

Ages 9–16

Materials Needed:

Sheets of paper.

Notes for the Educator:

Children and young people often find it difficult to articulate their thoughts and feelings about risk, so it is worth taking time to explore risk in different ways.

Method:

Explain that in this activity you are going to explore risk. Start by asking students for some examples of risks people take, eg crossing a busy road, going mountain-climbing or smoking cigarettes. Then put the word ‘Risk’ on the board and ask students to brainstorm what they think the word means, writing up their ideas. Using what has been written, draw out a definition of what risk means, ie doing something that may have a positive or negative outcome, and write this up. Discuss with students their views on other issues that may have been raised in the brainstorm, eg uncertainty, challenge, getting a buzz.

Give each student a sheet of paper and have them draw a picture of someone their own age taking a risk, and they should write what that risk is. While they are doing so, move around to familiarise yourself with what is being drawn. Have students share with others the content of their drawings in small groups, then bring the whole group back together and discuss:

- examples of the kinds of risks students drew
- how the risks might be categorised, eg road hazards, personal safety, misbehaviour, sports or skills mastery, social risks
- whether the risks were positive (ie challenging in new situations where there are benefits that give a sense of achievement) or negative (ie illegal, harmful or anti-social)
- how likely it is that in your drawing something bad would happen
- if in your drawing something bad did happen how severe the outcome might be
- what students would say to someone taking some of the risks illustrated

Review:

Invite students to complete the following sentence stem: ‘One thing I have learned about risk today is . . .’