**Teachers’ notes**

**Keeping Safe Street Safety B1.2**

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| Burglary, Crime, Theft, Criminal, Fear**Learning outcomes**  By the end of the lesson students will have:   * reviewed words connected to different street crimes * produced a leaflet/ poster for people new to their area on safe behaviour on the streets |

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| **Materials**  Student’s handout / PPT  Material for producing a poster/ leaflet: paper, coloured pens or access to computers  Appendix 1 Crime cards  Online learners’ dictionaries  All images taken from Pixabay.com |

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| **Time** | **Procedure** | **Materials** |
| **5 mins** | * Display and clarify learning outcomes | **PPT** |
| **5-10 minutes** | * Explain that you want to know how safe students feel on the streets. You may wish to share how safe you feel and give an example. * Ask students to choose a number that best describes how they feel on the streets and then ask them to explain their answer to their partner. * Conduct whole class feedback. Show students the slide with different comments and ask them if any of the statements describe how they feel.   I feel fine in the daytime but I’m a little more nervous at night.  I feel safe on my local streets.  I know which streets are safe and which aren’t.  I think it’s more dangerous for me than for other people I know.   * Find out whether how safe they feel on their local streets has changed at all. For example, if they’re new to an area they might feel less safe than if they knew an area very well. Ask them how they think people new to their area or visiting their area might feel. | **PPT** |
| **15-20**  **minutes** | * Tell students you are going to give them a set of six cards. They need to read the cards and decide what the street crime is, what the person who commits this crime is called and to think of other words connected to the crime. Encourage them to discuss their answers together first before consulting online dictionaries such as   <https://www.oxfordlearnersdictionaries.com/definition/english>   * Place students in small groups/ create breakout rooms. Monitor and offer support as necessary. If teaching face to face, encourage students to look at each other’s work and to compare what they’ve written. * Conduct whole class feedback. Review meaning, pronunciation and form. Find out which street crimes students think are more common where they live and why. | **PPT**  **Activity 1** |
| **20+ minutes** | * Tell students they are going to produce a leaflet/ poster for people new to their area on street safety. Depending on the group they may want to focus on producing a leaflet for a particular age group, gender etc. * Review features of a leaflet/ poster. For example: ***leaflet*** - heading, subheading, short paragraph, use of pronoun ‘you’ / ***poster*** - eye-catching, visuals, catchy heading, short simple points. * Encourage students to do some research so the information they write about applies to their local area rather than on street safety in general. * Place students in small groups of 3-4/ create breakout rooms. Monitor and offer support as necessary. * Bring the students together and ask them to share their posters or leaflets. If teaching face to face, display posters and leaflets around the room and ask students to vote on which they like the best/talk about the good aspects of each. | **PPT**  **Activity 2** |
| **5 minutes** | * Conduct a plenary and ask students to discuss the questions together. This can be done as a class. | **PPT**  **Activity 4** |

**Keeping Safe Street Safety**

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| Burglary, Crime, Theft, Criminal, Fear**Learning outcomes**  By the end of the lesson, you will have:   * reviewed the meaning of different street crimes * produced a leaflet on how to keep safe on the streets where you live. |



**Activity 1: How I feel.**



On a scale of 1-5, how safe do you feel on the streets?

(1= very safe; 2=safe 3=neither safe nor unsafe; 4= unsafe; 5=very unsafe)



Explain your answer to your partner. Talk about what makes you feel safe or unsafe.

**Activity 2: Street crimes.**

Look at the set of cards your teacher has given you. Complete the information below. 

You can use a dictionary to help you.

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| 1  Crime card  The crime:  The person who commits the crime:  Other words connected to the crime: | 2  Crime card  The crime:  The person who commits the crime:  Other words connected to the crime: | 3  Crime card  The crime:  The person who commits the crime:  Other words connected to the crime: |
| 4  Crime card  The crime:  The person who commits the crime:  Other words connected to the crime: | 5  Crime card  The crime:  The person who commits the crime:  Other words connected to the crime: | 6  Crime card  The crime:  The person who commits the crime:  Other words connected to the crime: |

**Activity 3: How to be and feel safe on the streets**



You want to help people feel safe on the streets where you live. You can either design a poster or create a leaflet.

Before you start think about:

* **Who your poster or leaflet is for:** Is it for people your age? Is it for both sexes?
* **What to include in your poster or leaflet:** Do you want to include images? Do you want to use statistics?

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**Activity 4**

What do you think makes some areas feel safer than other areas?

Why do some people feel safer than others?

What can you do if you don’t feel safe on the streets?

**Appendix 1**

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| **1**  I was on my way to meet my friends but I was a little bit late, so I took **a shortcut.** I was holding my phone and listening to music when suddenly a moped stopped in front of me and the passenger jumped off, pushed me to the ground and grabbed my mobile and my bag.  **a shortcut: a shorter or quicker way of getting somewhere** | **2**  I have no idea how it happened. My friends and I were walking down the high street.  We saw a group of kids coming towards us but were not worried about anything. As they got nearer, they started shouting rude names at us and one of them stood in front of me and shouted in my face. It was really scary. | **3**  I work in a local restaurant in the evenings.  My sister always picks me up when I finish work because she doesn’t want me to walk home in the dark.  She comes into the restaurant and waits for me to finish.  When we left the restaurant on Saturday night her car had gone. It wasn’t there. We had to call the police and take a bus home. |
| **4**  There are some empty **garages** at the end of the road. Some of the local teenagers **hang out** there.  Yesterday when I walked past there was a fire in one of the garages. There was lots of smoke everywhere. My mum told me the next day that the police said it wasn’t an accident.  **a garage: a building where you can keep a car**  **to hang out: to spend time in a place** | **5**  There’s a park at the end of my road and every day after school I see the same people hanging out there.  They always smile and ask me if I need anything. I’ve seen some of the older kids from my school go up to them, chat to them for a few minutes and then leave. | **6**  My neighbour is really scared. She came home on Friday and saw that her front door was open.  When she went into her house.it was **a mess.** Her laptop and other **valuables** had been stolen. She was really upset.  **a mess: not tidy**  **valuables: things that are worth a lot of money such as jewellery** |