



Teachers and Facilitators General Guidance Notes

Introduction

The Home Office has developed this suite of materials with the aim of engaging with young people between the ages of 13 - 15, educating them about the full implications of Criminal Damaging behaviour. It provides a valuable package of materials for teachers and others working with young people within a wide range of contexts.

Central to the resource is a series of six short plays; these offer opportunities to engage young people in exploring very real situations. During the development phase of this project, the plays were performed live, now they are available as downloadable short films. Examples of young people engaging in role play, and question and answer can also be downloaded. Each play is 10 - 15 minutes long. A dedicated note accompanies each play.

For use either in conjunction with these filmed plays, or independently of them, is a package of IT based or printable materials.

All the materials will be valuable for teachers in PSHEE and Citizenship lessons as well as youth leaders and adults working with young people in a variety of settings. English teachers will find some of the Print, Prose, and Poetry set of materials useful within English teaching for years 8 - 10.

Questions and suggestions for work have been arranged to take into account PSHEE, Citizenship and English contexts. Appropriate mappings to the National Curriculum are included on each activity; these mappings are also reproduced in this note.

The resources aim to stimulate discussion, increase informed debate and offer dynamic ways of exploring the implications and consequences of engaging in criminal damaging behaviour.

This suite of materials are approved by the Home Office as aids for discussion and learning, but do not necessarily represent official Home Office policy.



This suite of resources, which comprises four main groups of materials, is created to be as flexible as possible. Some resources will suit all ability ranges, others are more suited to less able students; this is indicated below. The materials are grouped as follows, the content of each group is identified:

Filmed Plays

- Sticks and Stones
- Swings and Roundabouts
- Success and Failure
- Just a Geezer's Car
- What's the Best Course of Action?
- Making My Mark

Each filmed play has an accompanying short film showing examples of genuine audience interactions with the play and actors.

There is also an additional short film. This is a Taster Film which gives an idea of the OUR SPACE TiE project as a whole. It's about 5 minutes long.

Research and Discussion

- Quick Quiz
- Research Task

Print, Prose, Poetry

- Nothing to Do
- Will I Have to Get a Brief?
- I Was Angry (True Story)
- It Was Just Frustration (True Story)

Case Studies

- Everything in the Garden
- Just a Geezer's Car
- What's the Best Course of Action?
- Our Shared Space
- Out to Impress
- Consequences.

All resources in the suite can be used as stand-alone activities. However, they are much stronger when used in conjunction with each other. Strong links exist between the following items - they are listed here together with their download file names.

Resource title	File name
Play: Sticks and Stones	Play 1 Sticks
Play Audience Responses	Play 1 Sticks Responses
Play Dedicated Note	Play 1 Sticks Note
Print, Prose, Poetry 1: Nothing To Do	PPP 1 Nothing
Case Study 1: Everything in the Garden	CS 1 Garden
Play: Success and Failure	Play 2 Success
Play Audience Responses	Play 2 Success Responses
Play Dedicated Note	Play 2 Success Note
Print, Prose, Poetry 2: Will I Have to Get a Brief?	PPP 2 Brief
Case Study 2: Our Shared Space	CS 2 Space
Play: Just a Geezer's Car	Play 3 Car
Play Audience Responses	Play 3 Car Responses
Play Dedicated Note	Play 3 Car Note
Case Study 3: Just a Geezer's Car	CS 3 Car
Play: Making My Mark	Play 4 Mark
Play Audience Responses	Play 4 Mark Responses
Play Dedicated Note	Play 4 Mark Note
Case Study 4: Out to Impress	CS 4 Impress
Play: Swings and Roundabouts	Play 5 Swings
Play Audience Responses	Play 5 Swings Responses
Play Dedicated Note	Play 5 Swings Note
Case Study 5: Consequences	CS 5 Consequences
Case Study 2: Our Shared Space	CS 2 Space
Play: What's the Best Course of Action?	Play 6 Action
Play Audience Responses	Play 6 Action Responses
Play Dedicated Note	Play 6 Swings Note
Print, Prose, Poetry 3: I Was Angry	PPP 3 Angry
Print, Prose, Poetry 4: It Was Frustration	PPP 4 Frustration
Case Study 6: What's the Best Course of Action?	CS 6 Action
Taster Film	Our Space Taster

Filmed Plays

Descriptions of each play and follow-up suggestions can be downloaded separately on this site. Very briefly, the issues covered are:

Sticks and Stones: Peer pressure, damage to domestic property, damage to empty or derelict property.

Success and Failure: Damage to shops, drinking alcohol, parental influences.

Just a Geezer's Car: Damage to Cars, victims.

Making My Mark: Graffiti, tagging, peer pressure, getting a buzz, danger of climbing on buildings.

Swings and Roundabouts: Damage to Public Property (in particular children's play area), personal conflict and peer pressure, truanting.

What's the Best Course of Action?: Damage to school property, anger management, bullying, victimisation.

There is a general point to note about these filmed plays, which may be useful to Drama teachers. These are all filmed versions of a theatre performance.

Places and objects represented in the plays include cars, children's playground equipment, a shop, a fence, a garden, a high railway arch and so on. All were created using three step ladders, two planks, a table and four chairs. There are other stylistic considerations, too, for instance, no paper in the ring binders (What's the Best Course of Action?), no tea in the flask (Sticks and Stones).

The 'unity' gained by these decisions and the flexibility of the set may be of interest to drama students who often need to improvise in a similar way.

Each filmed play has a 'partner' short film. Each one shows short examples of role play, re-runs or question and answer that enable young people to explore issues. Similar processes could be used after watching the filmed play. Further suggestions are contained in the Support Note which accompanies each film.

Filmed plays last between 10 and 15 minutes; audience response films are about 2 minutes. The Taster Film, mentioned earlier, is about 5 minutes.

The plays are engaging and convincing, partly because of the language used, which is as true to life as possible. The audience feedback is also genuine. As a result there may be some language that could cause offence (e.g. mild swearing).

Research and Discussion

There are two items in this section:

- Quick Quiz - aimed as a 'warm up' stimulation to discussion
- Research Project - a research project into Criminal Damage, can be 'reported' back to encompass less able students.

Relevant mappings are:

Quick Quiz

English	Speaking and Listening	Group discussion and interaction (3); 9c
PSHEE	Knowledge, skills and understanding	4c, g
Citizenship	Knowledge and understanding about becoming informed citizens	1a
	Developing skills of enquiry and communication	2a, b

Research Task

English	Speaking and Listening	2b, f; 3b; 8a; 9a, b
	Reading	1c, d, e; 4a, b, c, d; 5a, b, c; 9b, c
	Writing	1e, f, g, h, l, m, n, o; 2a, b,; 5a, c; 9b, d
PSHEE	Knowledge, skills and understanding	4c; 9
Citizenship	Knowledge and understanding about becoming informed citizens	1a
	Developing skills of enquiry and communication	2a, b

This task is widely differentiated; it can be completed as a long, in-depth study or in a recording medium needing, therefore, little writing.

Print, Prose, Poetry

The general format for each activity comprises an existing text which is used to promote deeper thinking about criminal damaging behaviour. It does this through reading, text analysis, imaginative response - written and practical, and discussion of social context. This section contains a range of invented and actual material.

The Print, Prose, Poetry group comprises:

Nothing To Do: This is a sharp poem using three different voices. It is suitable for use in English, Citizenship and PSHEE.

English	Speaking and Listening	1f; 2a, b, c, f; 4a, b, c; 11a
	Reading	1a, b, c, d, g, h, j; 8b
	Writing	1g, i, j, k, l, m, n, o
PSHE	Developing good relationships and respecting the difference between people	3i, j
	Knowledge, skills and understanding	9c, g
Citizenship		1g

Will I Have To Get a Brief? This a self-contained short play for three characters. The play appears in two versions, the first deals with tagging or graffiti, the second with damage to railway property.

English	Speaking and Listening	3; 4a, b, c; 11a, b, c
	Reading	1a, b, c, d, e, g, h, j; 8b
	Writing	1a, b, d, d; 9a; 11
PSHEE	Developing a healthy, safer, lifestyle	2g
	Developing good relationships and respecting the difference between people	3a, b, c, i, j, k
	Knowledge, skills and understanding	4c, e, g, h
Citizenship		1g; 2; 3

I Was Angry: A True Story. A lad is in a bad mood at home, smashes a door and ends up with a criminal record.

PSHEE	Developing a healthy, safer, lifestyle	2g
	Developing good relationships and respecting the difference between people	3a, b, j, k
	Knowledge, skills and understanding	4a, c, f, g, h
Citizenship	Knowledge and understanding about becoming informed citizens	1a, g
	Developing skills of enquiry and communication	2a, c
	Developing skills of participation and responsible action	3

It Was Frustration: A True Story. A 15 year old causes serious damage to school property.

PSHEE	Developing a healthy, safer lifestyle	2g
	Developing good relationships and respecting the difference between people	3a, b, i, j, k
	Knowledge, skills and understanding	4a, c, f, g, h
Citizenship	Developing skills of participation and responsible actions	3

Case Studies

Each of the Case Studies is a self-contained PowerPoint file.

The team selected PowerPoint as being the most readily available, suitable software. Your students will have some ability at using this software. However, keep in mind that screens will expand or font size may change as material is keyed into them.

These can be used in three ways:

- Pupils can fill these in, individually, working at a PC
- Pages can be printed off for use by individuals or small groups of students
- It can be used as a whole-group PowerPoint.

Here is a brief outline of each Case Study:

Everything in the Garden: Duologue (a two person dialogue) set out in play format. A pensioner, Mrs Ray, is interviewed in a police station about young people damaging her garden. Students are asked questions about the text and invited at the end to make an imaginative response.

Our Shared Space: An unusual activity that may, in itself, give rise to some lively discussion. Two extremely different examples of prose concerning a local parade of shops. Students are asked to give a personal response to a public space they know. They are then asked to write about it in the style of one of the extracts.

Just a Geezer's Car: Four duologues set out in play form. Three people in conversation about the damage to their cars and the other a conversation between the two young people who vandalised them. Students are asked questions about each duologue and invited to make an imaginative response at the end.

Out to Impress: This is a true account. A young man explains how a friend of his was seriously injured taking a foolish risk by climbing over a factory roof. Students are invited to explore risk taking, both 'foolish' risks and sensibly calculated risks.

Consequences: This is a fun activity which requires quite a sophisticated level of IT. It's suitable for less able readers and writers but all students will enjoy it. Students are given a sequence of pictures about an arson event. They are asked to reorder the pictures to tell the story, then invited to put speech or thought bubbles into the pictures. (This can all be achieved within PowerPoint.)

What's the Best Course of Action?: This is suitable for less able readers and writers. The story of the play is told in bullet-pointed episodes. Students are asked some questions about the story; they are then invited to speculate about what might happen.