

# EL/Civics Lesson Plan

Program Name MVCTC EL/Civics Program\_\_\_\_\_

Staff Responsible for Lesson Mary Ann Oatney\_\_\_\_\_

| Date(s) Used                          | 3/2008   |                  |                 |                |                |                |                |                |                |                |                |                |                |      |                |                |                |  |           |           |           |
|---------------------------------------|--|------------------|-----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|------|----------------|----------------|----------------|--|-----------|-----------|-----------|
| Civics Category                       | II. Civic Participation  |                  |                 |                |                |                |                |                |                |                |                |                |                |      |                |                |                |  |           |           |           |
| Civics Objective                      | II. 16—Community Resources—Security<br>Describe ways to prevent accidents and avoid becoming a crime victim.<br>Describe ways, such as neighborhood watch, to prevent personal accidents and avoid becoming a crime victim.  |                  |                 |                |                |                |                |                |                |                |                |                |                |      |                |                |                |  |           |           |           |
| Time Frame to Complete Lesson         | 2.5 hours  |                  |                 |                |                |                |                |                |                |                |                |                |                |      |                |                |                |  |           |           |           |
| EFL(s)                                | High Beginning ESOL, Low Intermediate ESOL, High Intermediate ESOL   |                  |                 |                |                |                |                |                |                |                |                |                |                |      |                |                |                |  |           |           |           |
| Standard(s)/Components of Performance | <ul style="list-style-type: none"> <li>✓ Listen Actively</li> <li>✓ Speak so That Others Can Understand</li> <li>✓ Read With Understanding</li> <li>✓ Convey Ideas in Writing</li> </ul>   |                  |                 |                |                |                |                |                |                |                |                |                |                |      |                |                |                |  |           |           |           |
| Benchmark(s)                          | <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; border-bottom: 1px solid black;"><u>Listening</u></th> <th style="text-align: left; border-bottom: 1px solid black;"><u>Speaking</u></th> <th style="text-align: left; border-bottom: 1px solid black;"><u>Reading</u></th> <th style="text-align: left; border-bottom: 1px solid black;"><u>Writing</u></th> </tr> </thead> <tbody> <tr> <td>L3.1 L4.3 L5.1</td> <td>S3.1 S4.1 S5.1</td> <td>R3.1 R4.1 R5.1</td> <td>W3.1 W4.2 W5.2</td> </tr> <tr> <td>L3.3 L4.4 L5.3</td> <td>S3.2 S4.4 S5.4</td> <td>R3.3 R4.2 R5.3</td> <td>W3.2 W4.3 W5.3</td> </tr> <tr> <td>L3.4</td> <td>S3.4 S4.5 S5.5</td> <td>R3.4 R4.6 R5.4</td> <td>W3.5 W4.4 W5.4</td> </tr> <tr> <td></td> <td>S3.5 S5.5</td> <td>R3.5 R5.5</td> <td>W3.6 W4.5</td> </tr> </tbody> </table>  | <u>Listening</u> | <u>Speaking</u> | <u>Reading</u> | <u>Writing</u> | L3.1 L4.3 L5.1 | S3.1 S4.1 S5.1 | R3.1 R4.1 R5.1 | W3.1 W4.2 W5.2 | L3.3 L4.4 L5.3 | S3.2 S4.4 S5.4 | R3.3 R4.2 R5.3 | W3.2 W4.3 W5.3 | L3.4 | S3.4 S4.5 S5.5 | R3.4 R4.6 R5.4 | W3.5 W4.4 W5.4 |  | S3.5 S5.5 | R3.5 R5.5 | W3.6 W4.5 |
| <u>Listening</u>                      | <u>Speaking</u>  | <u>Reading</u>   | <u>Writing</u>  |                |                |                |                |                |                |                |                |                |                |      |                |                |                |  |           |           |           |
| L3.1 L4.3 L5.1                        | S3.1 S4.1 S5.1   | R3.1 R4.1 R5.1   | W3.1 W4.2 W5.2  |                |                |                |                |                |                |                |                |                |                |      |                |                |                |  |           |           |           |
| L3.3 L4.4 L5.3                        | S3.2 S4.4 S5.4   | R3.3 R4.2 R5.3   | W3.2 W4.3 W5.3  |                |                |                |                |                |                |                |                |                |                |      |                |                |                |  |           |           |           |
| L3.4                                  | S3.4 S4.5 S5.5   | R3.4 R4.6 R5.4   | W3.5 W4.4 W5.4  |                |                |                |                |                |                |                |                |                |                |      |                |                |                |  |           |           |           |
|                                       | S3.5 S5.5  | R3.5 R5.5        | W3.6 W4.5       |                |                |                |                |                |                |                |                |                |                |      |                |                |                |  |           |           |           |
| Materials                             | <p>Handouts:</p> <ul style="list-style-type: none"> <li>• Neighborhood Watch – Method in Crime Prevention</li> <li>• How to start a Neighborhood Watch Program</li> <li>• Maintaining a Neighborhood Watch Program</li> <li>• Types of Crime</li> <li>• Describing a Suspicious Person</li> <li>• Describing a Suspicious Vehicle</li> <li>• If a Crime Occurs, Report It.</li> </ul>  |                  |                 |                |                |                |                |                |                |                |                |                |                |      |                |                |                |  |           |           |           |
| Activities                            | <ol style="list-style-type: none"> <li>1. Have students to define "crime"; write responses on board. Use <u>handout: Types of Crime</u> and review crimes which occur frequently in area neighborhoods. Ask students if they have crime in their neighborhood; if so have them describe it. Discuss how they deal with crime?</li> <li>2. Using <u>handout: Neighborhood Watch—Method in Crime Prevention</u>, read and discuss information and how it would apply to their neighborhoods.</li> <li>3. Starting a neighborhood watch. Using handout, <u>How to start a Neighborhood Watch Program</u>, read and discuss each point and how each could be carried out in their neighborhood.</li> <li>4. <u>Handout: Maintaining A Neighborhood Watch</u>. Discuss first point, "Be Alert" and reinforce "suspicious behavior" using <u>handout: What May Be Suspicious</u>. Practice describing a suspicious person. Read the top portion of <u>handout: When Describing a Suspicious Person...</u> Have student descriptions using the bottom portion of handout. Additional practice: Have students break into pairs. Each member of the pair has 30 seconds to look/study his/her partner for details of physical appearance. At the end of 30 seconds, each pair stands back to back and describes his/her partner's physical appearance, using descriptors from the handout. Practice suspicious vehicle, using <u>handout: When Describing a Suspicious Vehicle...</u> Review descriptive vocabulary; then complete exercise at bottom of handout.</li> <li>5. Continue discussion of <u>handout: Maintaining A Neighborhood Watch</u>, addressing "Tell a Neighbor..."</li> </ol> |                  |                 |                |                |                |                |                |                |                |                |                |                |      |                |                |                |  |           |           |           |

## EL/Civics Lesson Plan

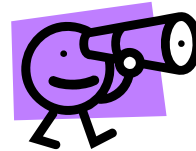
|                         |   |
|-------------------------|---|
|                         | <p>6. Using 911 to report a crime. <u>Handouts:</u> <b>Reporting to the Police</b> and <b>If Crime Occurs, Report It</b>, detail information that should be reported to 911 operator.</p> <p><b>Student Activities:</b></p> <ul style="list-style-type: none"><li>• Create crime scenarios and have students and have students practice calling 911 to report the crime, using descriptions from handouts.</li><li>• Invite a law enforcement representative to speak to students about neighborhood watch.</li></ul> |
| Assessment/<br>Evidence | Student oral responses<br>Student written responses on handouts   |
| Reflection              | Since many of the students in this class lived in the intercity, crime in not uncommon. Using 911 to reports neighborhood problems was an important exercise. The policeman who spoke to the class re: neighborhood watch was informative not just about the topic but about how to report a crime. Definitely recommend having a police officer speak.   |

# Neighborhood Watch - A Method in Crime Prevention



## WHAT IS NEIGHBORHOOD WATCH?

Neighborhood Watch is a program of neighbors watching other neighbors' property. They organize together to report suspicious activities or crime to the police. Crime watchers are networks of neighbors trained by Crime Prevention deputies in home and self-protection and suspect identification. Neighborhood Watch groups provide a way for neighbors to help one another by watching each other's homes and property. When a member of the network sees a suspicious person or vehicle, he or she should call the police office immediately.



## WHY A NEIGHBORHOOD WATCH?

You and your neighbors are the ones who really know what is going on in your neighborhood. By working with each other and the police, people can help stop crime. Neighborhood Watch members place stickers in their windows and post Neighborhood watch signs on the streets, warning criminals that neighbors are watching out for each other.



## HOW TO START A NEIGHBORHOOD WATCH PROGRAM

1. **Survey** neighborhood residents and businesses, asking them about their concerns and their interest in a neighborhood watch program.
2. **Discuss** crime problems in your neighborhood and the effect of a neighborhood watch on stopping these problems.
3. **Develop** a core group of neighbors and hold a planning meeting. Invite police to develop a good working relationship and help you plan.
4. **Hold** a start-up meeting. Set priorities and goals for the program.
5. **Initiate** training in crime prevention techniques. Identify drug-dealing and other suspicious situations. Find out:
  - How to report information to the police
  - How to make accurate descriptions of persons who appear to be involved in criminal activities
  - Where and whom to call in an emergency
  - How to use self defense tactics

All neighborhood watch members should be trained.
6. **Create** volunteer patrol and schedule days and hours of operation. Notify police of the schedule.
7. **Set-up** a telephone chain which helps neighbors keep track of one another:
  - informed of any criminal activity
  - receive information from police concerning descriptions of suspected criminals and other important information.
8. **Identify** other activities that the neighborhood watch may want to do, i.e. community clean-ups, block parties, youth recreation, and code enforcement.

## MAINTINING A NEIGHBORHOOD WATCH PROGRAM

- ✚ **Be alert** to unusual or suspicious behavior in your neighborhood.
  - Call police if needed.
  - Write down descriptions of person(s) involved.
  - Write down license number of cars involved
  
- ✚ **Tell a neighbor** if you will be out of your house for a long time.
  - Tell your neighbor:
    - Where you are going
    - How to reach you in an emergency.
    - When you will return
    - If anybody will be at you home - such as family member
  - Call police department and request a vacation check of your residence while you are away.
  - Cancel newspaper deliveries
  - Have post office hold your mail, or have it collected by a neighbor, friend, or family member.
  - Store items of high value in a safe place.
  - Use timers to turn on lights and radios to give your home a "lived" in look.
  
- ✚ **Look after your neighbors' homes while they are away.**
  - Pick up the mail and newspapers
  - Put back garbage cans in their correct places.
  - Don't leave signs that say "no one is home".
  
- ✚ **Attend Neighborhood Watch meetings.**
  - Your local crime prevention officer will teach you about local crime trends and what you can do about them.
  
- ✚ **Get involved.**

## TYPES OF CRIME



- **Theft:** taking of another's property
- **Burglary:** illegally entering a structure, such as a house, trailer, garage, shed
- **Vandalism:** damaging another's property with criminal intent
- **Trespassing:** being on someone else's property without their permission
- **Prowler:** someone trespassing with intent to cause harm
- **Robbery:** taking another person's property by use of fear, force or weapon

## WHAT MAY BE SUSPICIOUS

- ❖ A stranger carrying TVs, household items from your neighbor's house when they are not at home.
- ❖ Strange person loitering around your neighbor house while the neighbor is away.
- ❖ Strange cars, vans, trucks that are driving around the neighborhood with no apparent reason.
- ❖ Broken or open doors or windows
- ❖ Persons walking down the street repeatedly looking into parked cars
- ❖ Anyone not the owner removing parts of a car, such as stereo systems, batteries, license plates
- ❖ You hear screams or sounds of distress, loud and unusual noises or explosions.

**When describing a suspicious person, include the following:**

sex  
age  
race  
height  
weight  
hair color, length, type, style  
eyes: color, glasses  
face: mustache, beard  
ski mask, stocking mask, hat with  
logos or writing, hood  
tattoos

amputation  
scars/birthmarks or other  
unusual marks  
speech/accent  
limp  
bag or backpack  
clothing: t-shirt/ sweatshirt with  
logos or writing  
gym shoes  
jewelry  
weapon: gun, knife

Can you describe these people?



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# If a Crime Occurs, Report It!



**Call the police immediately.**

**Tell the police as much as you can:**

- ✓ What occurred?
- ✓ When did it occur?
- ✓ Where did it occur?
- ✓ How many suspects were there?
- ✓ What did they do?
- ✓ What did they say?
- ✓ What did they take?
- ✓ Which way did they go?
- ✓ Were there any other witnesses?
- ✓ What are their names, addresses or phone numbers?
- ✓ Is there any other information which you feel is important?
- ✓ Can you describe their vehicle?
- ✓ Did you get a license plate number?

# Reporting to the Police



Call 911

Say, "I would like to report ...(type of incident)"

Give the following information:

- ✓ correct house or apartment number
- ✓ name of street
- ✓ closest major intersection
- ✓ give complete description of suspect
- ✓ give description of suspect's vehicle (if there is one), include-
  - license plate number
  - state of license