

THEME: EXHIBITING RESPONSIBLE CITIZENSHIP

CITIZENSHIP

GRADE: SIXTH

Core Curriculum: Supplements social studies

Focus: Critical thinking, good citizenship

Overview: The number of crimes that occur every day in cities across the United States is staggering. Many of these crimes go unreported. This lesson will focus on actions students should take if they witness a crime.

Goals: Students will take action to report any crime witnessed.

Materials: The activity sheets for this lesson can be found in the student workbook. A doll, overhead transparency of “To Report a Crime” (Activity 2)

Family/Home Activity: The family/home activity can also be found in the student workbook and is for each student to take home to do with their parent/guardian.

Lesson Plan

Ask students whether they’ve ever wondered how *observant* they are. That is, when they see a person or a place, how well do they see, and how well can they tell someone else what they’ve seen?

Tell them: *If you see a crime, it’s important to be able to tell exactly what happened and what the people looked like who were involved. Whether or not the person who did the crime is punished could depend on how well you remember what you saw. Today, you’ll see just how well you can remember what you see. We’ll do some activities to let you describe situations and people. Then we’ll talk about how accurate your descriptions were.*

Activity 1: Briefly (for five to 10 seconds) display a doll. Then hide the doll from sight, and ask students to describe it. List identifying features on the board as students recall them. Compare students’ descriptions of the doll with its actual appearance. How accurately did the students describe its length, skin color, hair color, eye color, color and type of clothing, etc.?

Activity 2: Refer to the sheet “To Report a Crime.” The sheet can also be found in the student workbook. Discuss in detail how to report a crime.

Activity 3: Have the students work in pairs to complete an observation activity. Allow 30 to 45 seconds for students to observe details about their partners, including hairstyle, hair color, jewelry, how clothing fits, shoe style, color of clothing, etc. Ask students to turn their backs to each other and make three changes in their appearance, such as removing earrings, rolling up sleeves, changing watch to other arm, etc. Have students then turn around and try to identify what changes their partners made.

Activity 4: Perform the observation exercise as follows. Ask students to keep in mind that the goal of this activity is to demonstrate to themselves how accurately they see what happens in real life. Have a volunteer enter the room and act suspiciously. Ask the volunteer to commit a “crime,” such as pretending to steal something.

Distribute and explain the worksheet “Describing the Scene,” parts A and B (or have the students get it from the student workbook), for students to complete individually about what they saw the volunteer do. Allow students about 10 minutes for students to complete parts A and B. Have the volunteer return

to the room and tell what actually happened. Have students compare their worksheet responses (their perceptions) with what actually happened. Finally, have students complete part C individually.

Reflection: Discuss with the students: *How observant are you? What was difficult about the activities? Why or why not? What did you learn today? Why is it important to learn to be really observant? What will you practice?*

Recognition: See “Classroom Instructions,” page 5, for information regarding recognitions.

ACTIVITY 2

TO REPORT A CRIME

1. Call 911 to report a crime in progress (while it is being committed).
2. Tell the location of the crime (where it is happening).
3. Tell the type of crime (what is happening).
4. Give your name and address if different from No. 2.
5. Tell what direction the perpetrator (whoever did it) is going in. You might be asked if the person is on a particular street, near a particular building, etc.
6. Tell how the person is traveling (on foot, in a car, etc.). If the person is in a car, describe the car.
7. Give a physical description of each offender (person who committed the crime), including
 - a. clothing the person is wearing (type and color)
 - b. the person's hair and skin color
 - c. the person's approximate height and weight
8. Describe the weapon, if any was used.
9. If possible, have someone keep watching the situation while you are on the phone, and tell you any other information. If you remember more information after you hang up, call back.
10. Stay on the phone until the dispatcher tells you that you have given all the information the police need. Let the dispatcher ask the questions. Do not interrupt unless there is some new or important information you need to give. Otherwise, wait until the dispatcher asks all the questions, then add any other information you think will help.
11. Stay calm. Talk in a clear voice; don't scream or cry, which can waste valuable time because the dispatcher can't understand you.

Note: By phoning 911, your call is treated as an emergency. It is answered right away. As you talk to the dispatcher, the phone number of the phone you are using flashes on a screen. If the call is disconnected, the dispatcher can call you back for more information. **Call 911 only for emergencies and crimes in progress.**

ACTIVITY 4

DESCRIBING THE SCENE

Part A: Remember the person who came into the room, and write a description of that person below. Include as many details as you can remember about how the person looked.

Race/nationality _____

Sex _____

Age _____

Height (approximate) _____

Weight (approximate) _____

Hair color and length _____

Beard, mustache, or sideburns: color, length, style _____

Eyes: color, eyebrows, distance apart, glasses _____

Complexion: color, blemishes _____

Scars or marks: _____

Speech: choice of words, volume, accent, grammar _____

Way of walking: limp, fast, slow _____

Teeth _____

Hands and fingernails _____

Shirt or blouse: color, type, condition _____

Coat or jacket: color, type, condition _____

Trousers or skirt: color, type, condition _____

Shoes: color, type, soles, condition _____

Jewelry _____

ACTIVITY 4 (CONTINUED)

Part B: Write what happened when the person came into the room. Include as many details as you can remember.

Part C: Fill in these blanks after the person has come back and talked with you about what happened.

1. Write down any details you missed about how the person looked.

2. Write down any details you missed about what happened.

FAMILY/HOME ACTIVITY

Theme: Exhibiting Responsible Citizenship Grade: Sixth

Dear parent/guardian, here is a character-building activity to do with your child as part of the school's Learning for Life program. It reinforces the Learning for Life lesson that was taught in the classroom.

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- **Goal:** A great number of crimes that occur go unreported. This lesson focuses on the actions your child should take if they witness a crime.
- **Activity:** What would I do if . . . ?
- **Materials:** Copy of worksheet

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Directions: Have your child read each situation and decide what they would do.

WHAT WOULD I DO IF . . . ?

Read each situation. What would you do if this were you?

1. You were watching television one night when the news showed a fuzzy picture of a person who robbed the corner store in your neighborhood. You are pretty sure that it is a picture of your best friend's brother.

2. A sign was posted at the community center looking for math tutors for younger children. You are a pretty good math student.

3. You overheard some kids in your neighborhood talking about buying some drugs, specifically cocaine and ecstasy. You know the names of the kids, but not much else about them.

4. You are walking home from school and you see a very small child you don't know alone and crying on the sidewalk.
