

Activity 1: Anti-social behaviour

Level:
CEFR C1

Time:
60 minutes

Resources:
▶ Handouts

Aims:

- ▶ To raise learners' awareness of common features of formal and informal writing
- ▶ To provide learners with opportunities to practise planning
- ▶ To give learners practice in completing a form to inform, request and justify
- ▶ To raise learners' confidence in giving factual accounts; giving views; making requests in formal situations and complaining

Exam task focus: Task 1

Procedure

1. Start the lesson by writing 'anti-social behaviour' on the board and asking the learners what they understand by the term. Elicit examples of types of anti-social behaviour and note them. Then put them into small groups and tell them to look at Activity 1A. Prior to the discussion, check understanding of the vocabulary eg harassment and intimidation. Some learners may feel uncomfortable talking about their own experiences, in which case they can depersonalise and talk about people they know. Conduct whole class feedback.
2. Having focused on some possible problems with anti-social behaviour, tell the learners that there are things they can do if they are experiencing difficulties. Elicit ideas for possible solutions. At this point, you could explain that there are various people / organisations that they can get involved with if they are having problems. Give learners a couple of minutes to look through the suggestions in Activity 1B and to look at the glossary in which some of the solutions are explained.
3. Regroup the learners and tell them to think of the different types of anti-social behaviour and consider possible solutions. Conduct whole class feedback. There are no right or wrong answers here, but the discussion will be useful for the final writing task. One thing that might be useful to suggest if they genuinely are experiencing a problem, is keeping a diary of events.
4. Set the context and explain that Shanet is having a problem with anti-social behaviour. Tell the learners to read her text message and find out the exact problem she is having.

Answer: *gang of youths spraying her property with graffiti.*

Focus on the fact that as it's a text message to a friend, it's informal. Tell the learners to look at the text and highlight any features that tell them it's informal. Put them into pairs to compare their ideas. Conduct whole class feedback.

Suggested answers:

- ▶ *begins with 'hi'*
- ▶ *use of 'How's things?' – grammatically incorrect, however used frequently to mean 'How are you?'*
- ▶ *incomplete sentences eg 'Pretty awful my end.' 'Any advice?'*
- ▶ *use of abbreviations eg probs, ASB*
- ▶ *use of contractions eg 'we've', 'it's'*
- ▶ *informal language eg kids, hoodies*
- ▶ *idiomatic language eg 'at my wits' end'*
- ▶ *no farewell phrase ie 'yours faithfully' or 'yours sincerely'*
- ▶ *no name at the end of the message*
- ▶ *no paragraphing.*

Having discussed the features of the message that make it informal, put the learners into pairs and tell them to make a list of things to avoid in formal writing. Conduct whole class feedback.

Suggested answers:

- ▶ *very short sentences that omit the verb, subject etc*
- ▶ *abbreviations*
- ▶ *contractions*
- ▶ *idiomatic/colloquial language.*

5. Introduce the learners to Task 1 of the Level 2 Writing exam. Tell them to read the task in Activity 3A and check that they understand what they have to do. Highlight the fact that they have to complete a form; that the form is formal and that they need to use the notes that they are given as if they were their own ideas. Explain the importance of planning and the fact that in the exam the examiner will expect to see evidence of planning.
6. Draw their attention to the notes on planning in Activity 3B. Explain that they are going to work with a partner to plan the task. Explain that they can write in bullet points or any other note form that works for them. Monitor closely to get an idea of what they are noting. Conduct whole class feedback.
7. Tell learners to use the notes they have made in Activity 3B to complete the form individually. Highlight the fact that there are several sections they need to complete in addition to the sections that have planned with a partner. Monitor the learners whilst they are writing to see how they are doing and to offer guidance where necessary. Conduct whole class feedback on how they felt about the lesson. Ask the learners whether they feel more confident about reporting anti-social behaviour and writing to complain about it.

Notes on cultural awareness and appropriacy

Anti-social behaviour is a growing problem in the UK and it's likely that learners have already experienced it, or are likely to experience it, on some level at some point. It may be bad enough that they want to do something about it and therefore it is useful for them to have the vocabulary to do this and some idea of where and how to complain.

There is a lot of information available online. You could start by sharing these documents.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/14873/1460701.pdf

<https://www.ourwatch.org.uk/sites/default/files/documents/2021-10/Recognising%20%26%20Reporting%20ASB%20FINAL.pdf>

Handout activity 1

Activity 1A

What is anti-social behaviour (ASB)?

Look at the list of examples of anti-social behaviour.

Which of the different types of anti-social behaviour do you or anyone you know have experience of? How did you / they feel as a result of experiencing anti-social behaviour?

- ▶ vandalism eg property damage and graffiti
- ▶ harassment and intimidation eg threats, verbal abusive
- ▶ nuisance neighbours eg noise, trespassing
- ▶ rowdy or inconsiderate behaviour eg shouting, swearing, fighting
- ▶ littering eg dumping rubbish, fly-tipping
- ▶ substance abuse eg street drinking, drug-taking / dealing on the street
- ▶ inconsiderate or careless driving.

Activity 1B

Look at some possible solutions to anti-social behaviour. Which ones would be appropriate for the different situations?

- ▶ mediation
- ▶ contact the police /parents / landlord / local council
- ▶ compensation / a fine
- ▶ an apology
- ▶ victim or offender to be moved
- ▶ monitoring equipment eg CCTV cameras
- ▶ Anti-social Behaviour Order
- ▶ Acceptable Behaviour Contract

Glossary

rowdy – extremely noisy, disruptive and possibly violent

trespassing – going on somebody's land or into their property without permission

fly-tipping – illegally leaving things you don't want on the road, outside a building etc

mediation – the process of talking to the people involved in a disagreement to find a solution that is acceptable to everyone

Anti-social Behaviour Order (ASBO) – an order given out by a court to stop a person from behaving in an unacceptable way/s

Acceptable Behaviour Contract (ABC) – a voluntary contract where a person recognises the impact of their bad behaviour and agrees to stop. A contract is drawn up detailing what they will stop doing

compensation – something, usually money, given to people who have experienced suffering

social housing – housing provided at fairly low costs for rent or sale by housing associations or local councils

tag – graffiti signature

Handout activity 2

Activity 2A

Shanet has recently been having difficulties with anti-social behaviour in her area. Read the text she sent her friend Juno. What specific problem does she mention?

Hi Juno, how's things? Pretty awful my end! I think I mentioned the probs we've been having with ASB round here. It's still a problem. There's a gang of young kids in hoodies who seem to think it's hilarious to spray can our walls and sometimes our front door with their graffiti tags. As soon as they do, I clean it off - next morning it's back! I'm at my wits' end. Any advice?

Shanet is writing a text message to a friend, so it is informal. Look back at the text and highlight any of the language or features that tell you it is informal. Note them below.

Activity 2B

Make a list of language and features to avoid when writing formally.

Activity 3A

In Task 1 of the Skills for Life Level 2 Writing exam, you have to complete a form from a wide range of **formal** contexts. The purpose of the form is to inform, justify, request or persuade.

Look at the task below.

You have ongoing problems with anti-social behaviour in your area. Complete the anti-social behaviour reporting form below in your own words using the notes provided.

Write about 200 words in total for the form.

Problem	<p>Live in social housing and have problems with neighbours</p> <ul style="list-style-type: none"> ▶ frequently play loud music at all times ▶ people constantly arriving and leaving at all times of the day and night ▶ children kick balls against the side of the house ▶ tried speaking to them – rude response ▶ let their dog come and foul in the garden
Impact	<ul style="list-style-type: none"> ▶ difficulty sleeping ▶ reduced quality of life

Activity 3B
Planning

Exam hint

In your Level 2 Skills for Life Writing exam, you will be asked to show your planning. Examiners want to see you know how to plan your writing. There will always be a section in your exam paper to plan your answer to up to three tasks in your exam. If you don't plan at least one question you will lose marks.

Why do you need to plan?

Planning helps you organise your ideas and decide what information you want to include in your writing.

How can you plan your answers?

Look carefully at the rubric of the task and highlight exactly what you need to do. For example:

- ▶ number of sections you need to complete
- ▶ what information you need to include in your response
- ▶ number of words you should use (consider how many words overall and in the different sections).

Work with a partner to plan your response to the task.

- ▶ Look at the notes and decide which section the information needs to go in. Note it in bullet form.
- ▶ Think about approximately how many words you should use in each section; it may be that one section needs more words than the others. Note this.
- ▶ Consider what additional information you could include that is not mentioned in the notes. Note it in bullet form.

Planning section

Use this section to plan your answer.

Briefly describe the situation and what impact it has on you / the people around you:

Explain what you would like the council to do:

Outline the benefits taking action will have on the local community:

Use your planning to complete the form.

Canstable Council Anti-social Behaviour Reporting Form	
Section 1 – Personal details	
Full Name	
Address and postcode	
Telephone	
Email	
Section 2 – Details of incident / problem	
Date and time of incident <i>(leave blank if you are reporting an ongoing problem)</i>	<input type="text"/> <input type="text"/> / <input type="text"/> <input type="text"/> / <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> : <input type="text"/> <input type="text"/>
Location of incident / problem	
Briefly describe the situation and what impact it has on you / the people around you:	
Explain what you would like the council to do:	
Outline the benefits taking action will have on the local community:	