

SOCIETY, HEALTH AND DEVELOPMENT

Unit 6: The importance of the work of the community justice sector in society, health and development



Society, Health and Development

Level 2 Unit 6: The importance of the work of the community justice sector in society, health and development

Sample scheme of work

Total GLH	30, of which 6 will be needed for the internal assessment
Aim/s or statement of purpose	<p>To propose ideas for how crime and disorder can be reduced in an area and to consider the consequences of crime for themselves and others by:</p> <ul style="list-style-type: none"> • knowing about anti-social and offending behaviour • understanding the impact of crime on victims and witnesses • knowing the purpose and structure of the community justice sector • being able to propose ideas for reducing crime and disorder in areas.
Notes	<p>This unit is assessed through a centre set and marked assignment, which will be subject to moderation. This internal assessment will take approximately 6 of the 30 GLH.</p> <p>On completion of the learning outcomes learners should undertake the assessment appropriate for this unit. Within teaching and learning differentiation will take place through question and answer, pair or group work, through the level of support provided and extension activities undertaken.</p> <p>Learning activities</p> <p>A selection of activities has been designed to support the learning outcomes of each unit. These may be adapted to suit the centre, the learners and the local context. In addition, it is expected that learners will have access to employers and work experience as appropriate.</p>

Learning outcomes/topics/content	Activities/assignments/assessments/resources/teaching aids	PLTS
<p>Aim: to know about anti-social and offending behaviour (LO1)</p> <p>Learners will:</p> <ul style="list-style-type: none"> • describe different patterns of anti-social and offending behaviour (AC1a) • identify the factors affecting the likelihood of offending and re-offending (AC1b) 	<p>Learners:</p> <ul style="list-style-type: none"> • Brainstorm examples of behaviour that may be defined as anti-social and or offending behaviour • Consider the reasons why an individual may choose to behave in an anti-social manner • Using the local media, highlight examples of offending and/or anti-social behaviour • Discuss how age, gender and socio-economic status may influence patterns of anti-social and offending behaviour • Research the factors that may affect the likelihood of offending and re-offending <p>Tutors:</p> <ul style="list-style-type: none"> • Provide a list of anti-social and offending behaviours • Provide a list of factors that may affect the likelihood of offending and re-offending • Try to arrange a talk from the local police on crime in the local area 	
<p>Aim: to understand the impact of crime on victims and witnesses (LO2)</p> <p>Learners will:</p> <ul style="list-style-type: none"> • assess the impact of anti-social behaviour and crime on victims and witnesses (AC2a) • explain the needs of victims and witnesses of crime (AC2b) 	<p>Learners:</p> <ul style="list-style-type: none"> • Identify the emotional and social effects of crime on victims and witnesses • Research the organisation 'Victim Support' and feed back as a class • Discuss what the needs of victims and witnesses may be after their experience <p>Tutors:</p> <ul style="list-style-type: none"> • Try to arrange a visit from 'Victim Support' 	

Learning outcomes/topics/content	Activities/assignments/assessments/resources/teaching aids	PLTS
<p>Aim: to know the purpose and structure of the community justice sector (LO3)</p> <p>Learners will:</p> <ul style="list-style-type: none"> • outline the purpose and structure of the community justice sector (AC3a) • describe the range of conditions that may be imposed on people who commit anti-social or offending behaviour (AC3b) • describe how crime and disorder may be reduced in areas (AC3c) 	<p>Learners:</p> <ul style="list-style-type: none"> • Work individually or in pairs to research a given organisation or agency in terms of how they support the reduction of crime and disorder in an area • Produce a wall display of findings – the focus being how that organisation or agency supports the overall purpose of the community justice sector • Brainstorm the range of conditions that may be imposed on offenders • Individually place these conditions into a hierarchy and discuss with a partner • Discuss the contexts in which it would be appropriate to impose one of these conditions, and who may impose it • Research local and national strategies aimed at reducing crime and disorder. Produce an A4 fact sheet that covers one strategy. <p>Tutors:</p> <ul style="list-style-type: none"> • Provide learners with a statement of the broad purpose of the community justice sector • Provide appropriate local organisations/agencies for learners to research (examples in the specification) • Provide a handout that has examples of the range of conditions that may be imposed on offenders, when it would be appropriate to impose one of these conditions and who would impose it 	

Learning outcomes/topics/content	Activities/assignments/assessments/resources/teaching aids	PLTS
<p>Aim: to be able to propose ideas for reducing crime and disorder in areas (LO4)</p> <p>Learners will:</p> <ul style="list-style-type: none"> • analyse information about crime and disorder in specific areas (AC4a) • generate ideas for reducing crime and disorder in specific areas (AC4b) • present ideas to reduce crime and disorder supporting conclusions using reasoned arguments and evidence (AC4c) 	<p>Learners:</p> <ul style="list-style-type: none"> • Using local newspapers and other sources, try to identify local 'hot spots' for crime • Judge the relevance of this information given the nature of the source • Work in small groups to brainstorm ideas to reduce this offending behaviour • Explore the different possibilities and ideas • Present your thoughts to the rest of the class, highlighting the strengths and weaknesses of your suggestions, any evidence to support your ideas and a list of the resources you would need to implement your plan(s) <p>Tutors:</p> <ul style="list-style-type: none"> • Provide information on crime in the local area, eg local newspaper articles, official statistics 	<p>IE4</p> <p>CT1</p> <p>EP2</p> <p>IE6</p>