

TITLE: Neighborhood Watch Programs

ESTIMATED TIME: 2.5 hrs

LESSON OBJECTIVES:

- Students will recognize and state the main benefits of a Neighborhood Watch Program.
- Students will read an authentic text to identify and list the steps necessary to start a Neighborhood Watch Program.
- Students will use oral language and critical thinking skills to present the steps to start a Neighborhood Watch Program using the present passive with modals (should be done, must be established, can be formed).

Essential Vocabulary:	Materials Needed:
<ul style="list-style-type: none"> • Crime Prevention • Burglar/Burglary • Theft • Vandalism • Suspicious • To establish boundaries • Implementation (for example, implementation of crime preventing techniques (e.g., home security system)) 	<ul style="list-style-type: none"> • Neighborhood Watch Program Manual (16 pages): http://www.ci.santa-ana.ca.us/pd/documents/SAPDNeighborhoodWatchManual.pdf • Neighborhood Watch Crime Prevention Program Application Packet (10 pages): http://www.ci.santa-ana.ca.us/pd/documents/SAPDNeighborhoodWatchApplicationPacket_000.pdf • Neighborhood /Business Watch (city of Orange): http://www.cityoforange.org/1393/NeighborhoodBusiness-Watch • Video of necessary steps to start a Neighborhood program in the community • https://youtu.be/dPOvR9InV8c • Passive with modals: • https://www.learnamericanenglishonline.com/Green%20Level/G8%20Modal%20Passive.html • Santa Ana City Map or Orange City Map



WARM UP (10 minutes):

Project the following questions and solicited answers on the board:

- *Have you ever been a victim of a neighborhood crime? (Yes/No)*
- *What types of crimes are common in your neighborhood? (Vehicle Theft, Burglary, Vandalism,) *Supply vocabulary and help with definitions as needed*
- *Do you feel safe in your community? (If no, why not?)*
- *Do you have a doorbell or a home security system? (Yes/No)*
- *Do you ever notice suspicious activity near your house? (If yes, what kinds of suspicious activities have you observed?)*



INTRODUCTION (25 minutes):

Suggest a scenario of a neighborhood crime using real examples or make up a story and ask questions such as:

- What can be done to solve the problem of neighborhood crime?
 - (Closing doors and windows, keeping the light on at night if you are out of town)
- What should be done to prevent the crime from happening?

Using the above examples of passive modals, the teacher underlines the forms and identifies them as passive modal constructions. Write the formula on the board:

[modal + be+ past participle]

Explain to the students that this structure may include different modals (may, have to, must and others) but you will focus on the simple present form of:

can+ be + past participle
 should + be + past participle
 must + be + past participle

*Discuss the difference in meaning (can = possibility, should = advise, must = obligation)

Write on the board a sentence in the active voice and change it into the passive voice. Compare two sentences and identify parts of the sentence. For example:

Active voice:

Community residents (subject) can make (verb) their homes (direct object) more secure.

Tell the students that in the passive voice, the direct object becomes the subject of the sentence and the subject (agent) can be presented with the “by _____” phrase.

Passive voice:

Homes can be made more secure by the community residents.

Active voice:

Residents (subject) should (modal) report (verb) all the suspicious activities in their community to the police.

Passive voice:

All the suspicious activities in the community should be reported to the police.

Model example sentences for students that can later be used in their notes and presentations of the Neighborhood Watch steps identified in the Neighborhood Watch Manual.



INTRODUCTION (25 minutes):

For example:

“What can be done about the recent increase in vandalism?”

“What should be done first?”

“Residents should be made aware of the benefits of the Neighborhood Watch program.” etc.

At this time, you may show a picture of the Neighborhood Watch Program sign (attached) in the community and ask them:

Have you ever seen this sign in your community or any other communities?

(Show handout #1)

Have you ever heard of a Neighborhood Watch Program before?

Do you have a Neighborhood Watch Program in your native country?

Do you have a Neighborhood Watch Program in your community here?

Allow students to share their experiences.



PRESENTATION (25 minutes):

Talk to the students about a Neighborhood Watch Program and how effective it is in preventing crime in residential communities.

Tell the students that the Neighborhood Watch Program is a cooperative effort between a local police department, in this case the Santa Ana Police Department/Orange Police Department and the local citizens to prevent crime. A Neighborhood Watch Program can be formed around any neighborhood, block, park, apartment complex or business area. It is designed to help to reduce residential burglaries and other crimes. The Program encourages neighbors to talk to each other.

Neighborhood Watch Program participants:

- Are trained to identify and report suspicious activity, better safeguard their homes and property and be prepared in case of emergencies.
- Residents can receive free services:
 - Residential Security Consultation/ Implementing Crime Preventing Techniques
 - Residential Vacation Checks
 - Neighborhood Watch Signs
 - Professional Speakers on a variety of topics

Ask the students a few comprehension questions to see if they understand the main concept of the program such as:

What is the main goal of the program?

What are the participants of the program trained to do?

What free services can be received by the program participants?

Do you think it should be formed in your residential neighborhood and why?

How do you start Neighborhood Watch Program in your neighborhood?



PRESENTATION (25 minutes):

Tell the students that in this lesson they will learn more about the program and identify the main steps of how to start a Neighborhood Watch Program in the local community.



GUIDED PRACTICE (20 minutes):

Tell the students that they will watch a video about the program and to take notes using Handout #2. Go over the handout to make sure students understand the focused listening questions. See if students know the expressions 1) close-knit community (a community united by the strong relationships and common interests) and 2) to spot (to notice) since they will hear them in the video.

Once students are ready, show the video about how to start a Neighborhood Watch Program (<https://youtu.be/dPOvR9InV8c>).

Questions in the handout:

1. What is necessary to have a successful neighborhood crime prevention program?
(It takes teamwork of the neighbors and the police department.)
2. How can you keep your neighborhood safe?
(You can keep your neighborhood safe by joining a Neighborhood Watch program.)
3. Where can you get a guide on how to start a Neighborhood Watch Program?
(You can get a guide from the local Police Department)
4. Who is a Block Captain?
(A Block Captain is a spokesperson and the leader of the Neighborhood Watch group).
5. What do you need to do with the Neighborhood Watch Surveys?
(The surveys should be distributed to the neighbors).
6. Where do you have the first meeting?
(The first meeting can be held at the Block Captain's house).
7. What will you learn at the first Neighborhood Watch meeting?
(You will learn how to work with the police, how to spot suspicious activities, and how to build close-knit relationships with the community members.)

Put students in pairs and ask them to compare their notes. Tell them they have about 5 minutes to discuss their answers. Ask some students to share their answers orally or in writing on the board with the class.



COMMUNICATIVE PRACTICE (40 minutes):

It is time to learn the steps to start a Neighborhood Watch Program in the city of Santa Ana (or Orange). Hand out copies of the Neighborhood Watch Program Manual and Application if your classroom is no-tech or low-tech. If at all possible, have students go to the Manual via their smartphones, iPads, or laptops. Share the link with the students using remind.com.

Look over the documents with the students and answer any questions. Distribute Handout #3 and go over with the students so they understand what they will be doing with their groups.



COMMUNICATIVE PRACTICE (40 minutes):

Put the students in groups of 3. Tell the students that they will read the Santa Ana Neighborhood Watch Program Manual and identify the necessary steps to start the program in their community and then present the identified steps to the class.

- Inform the class that they will only have 25 minutes to complete this task.
- Provide each group with their city map and assign them a particular geographical location on the city map of Santa Ana or Orange.
- Each group of three will create a plan of action using the provided materials and Handout #3.
- Students will be highlighting the most important details (tell students to be aware of the passives with modals found in the text. See if they can find at least 3.)
- Ask the students to discuss all the benefits of having a Neighborhood Watch Program in the community and record them along with the steps of organizing a Neighborhood Watch Program.
- Have each group select a Block Captain (Director in the group) who will keep the group on task.

Walk around the room and make sure that:

- Students are discussing all the steps of starting a Neighborhood Watch Program in the community and its main benefits.
- Students are using the targeted vocabulary and passive with modals.
 - For example: A Neighborhood Watch Program is a crime prevention program in the community. All the suspicious neighborhood activities must be reported. Burglary, vandalism, and vehicle theft are common neighborhood crimes. The boundaries must be established by the Neighborhood Watch Committee.



APPLICATION (5 - 10 minutes):

- Using the city map, each group will establish the boundaries in their particular geographical location covered by their Neighborhood Watch Committee (group).
- Have students record their findings in Handout #3.
- Check with each group and get an update from each group's Block Captain on its progress.



EVALUATION (20 - 30 minutes):

- Ask the groups to present their identified sequential steps of starting a Neighborhood Watch Program in their community. Each group can draw a number from a container to get the order of their presentations. Students can present as a group or designate a group member (Block Captain).
- Remind students to use targeted vocabulary and passive with modal when presenting.
- Establish a time limit for each presentation of no more than 3-5 minutes each.

**EVALUATION (20 - 30 minutes):**

For example:

STEPS TO START THE NEIGHBORHOOD WATCH PROGRAM:

1. Neighbors should be encouraged to participate.
2. Introductory letter or survey must be distributed to the neighbors.
3. A Neighborhood Watch group can be formed around any block, apartment, park or public housing complex.
4. Geographical borders must be established
5. Residential meeting should be organized (location, time and date).
6. The Block Captain must be selected.
7. The Neighborhood Watch Program Application must be filled out and submitted by the Block Captain.
8. Signs must be requested.

**EXTENSION:**

Students may write a reflective paragraph about the Neighborhood Watch Program and all its benefits and compare it with the native countries' programs.

CORE LESSON COMPONENTS:**BASIC COMMUNICATION:**

- Students will discuss all the benefits of the Neighborhood Watch Program and present a plan of action using the Santa Ana City Neighborhood Watch Program manual or a city of Orange Neighborhood Watch Program information.

COLLEGE/WORKFORCE PREP:

- Students will apply critical thinking and problem solving skills to come up with the neighborhood crime prevention ideas.
- Students will write down the plan for the residents to follow in order to start a Neighborhood program in the community.

DIGITAL PREP:

- Students can use Padlet.com created by their teacher to post their plan of action and make comments.

21ST CENTURY SKILLS

- Critical Thinking Skills
- Collaboration & Leadership
- Agility & adaptability
- Initiative & entrepreneurship
- Oral communication
- Written Communication
- Access & analyze information
- Have & use curiosity & imagination
- Play, passion & purpose beyond the classroom

CORE LESSON COMPONENTS:**ONLINE RESOURCES:**

- Neighborhood Watch Program Manual (16 pages): <http://www.ci.santa-ana.ca.us/pd/documents/SAPDNeighborhoodWatchManual.pdf>
- Neighborhood Watch Crime Prevention Program Application Packet (10 pages): http://www.ci.santa-ana.ca.us/pd/documents/SAPDNeighborhoodWatchApplicationPacket_000.pdf
- Neighborhood /Business Watch (city of Orange): <http://www.cityoforange.org/1393/NeighborhoodBusiness-Watch>
- Video of necessary steps to start a Neighborhood program in the community
- <https://youtu.be/dPOvR9InV8c>
- Passive with modals: <https://www.learnamericanenglishonline.com/Green%20Level/G8%20Modal%20Passive.html>

ADAPTATIONS:**Warm Up:**

Multi-level: If lower level students have trouble understanding the vocabulary, explain the ideas using additional visuals and using a dictionary.

No tech: Use the white board to explain any new vocabulary and pictures printed earlier.

High Tech: You may show some neighborhood crime ideas on the computer.

Introduction:

Multi-level: Use simplified vocabulary and visuals to introduce the idea of a Neighborhood Watch program.

No tech: Use the white board to explain any unknown vocabulary or concepts. Use visuals if necessary.

High Tech: Show some signs and videos of successful neighborhood watch programs

Guided Practice: Students can also work in groups of three.

Multi-level: Put pairs together mixing lower-level and higher-level students.

No tech: Provide hard copies of the script of the video to turn this lesson from a listening to a reading practice.

High Tech: Project the questions on a shareable document (e.g., Padlet or Google Docs) and have students type their answers using their smartphones, iPads, or laptops to take a snapshot of students focused listening comprehension. Go over the answers with the class.

Communicative Practice: Students may scan for the important information. Form groups mixing higher-level students with the lower-level students.

Multi-level: Lower-level students may be given only a part of the manual to focus on. Higher-level students may be asked to find a additional information in the manual.

No tech: N/A.

ADAPTATIONS:

High Tech: Students may be asked to find the manual online and post their Neighborhood Watch Program steps on Padlet.com to compare their work with others.

Application: If the group is on task, each Block Captain can fill out a simple application to the police department to start a Neighborhood Watch Program and record its members.

Evaluation:

Each group can contribute and identify benefits of the program.

Multi-level: Have higher-level students present the steps.

High Tech: Students may create a simple PowToon to help them present the steps.

TEACHER TIPS:**Warm Up:**

*Teacher tip: Ask extra questions if needed to tap into students' prior knowledge of the subject.

Introduction:

*Teacher tip: Use extra examples of passive with modals if students don't understand the concept. Use this link for extra practice:

<https://www.learnamericanenglishonline.com/Green%20Level/G8%20Modal%20Passive.html>

See Handout #4 for extra practice.

Guided Practice:

*Teacher tip: Turn on subtitles on the video and if necessary play it two times.

Communicative Practice:

*Teacher tip: Ask a higher-level student to be a Block Captain and assign roles to the other members of the group (e.g., a recorder and a timekeeper).

Walk around as students discuss the steps of the Neighborhood Watch Program and provide students with necessary help.

Application:

*Teacher tip: Check with each group to make sure every member of the group participates and follows the roles assigned to them.

Evaluation:

*Teacher tip: Tell the students to face the class and have eye contact during their presentations. Also, have them introduce each member of the group and have opening and closing phrases. (We would like to present to you the following steps./Thank you for your attention.)

Extension:

*Teacher tip: Give students an outline to help them write the paragraph.