## What is anti-social behavior?

**Key Stage 3**

<table>
<thead>
<tr>
<th><strong>Aim of this lesson</strong></th>
<th>To think about the term anti-social behaviour. What sort of behaviour can be considered as anti-social and what impact can this have on the people and places around us.</th>
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<tbody>
<tr>
<td><strong>Learning objective</strong></td>
<td>By the end of this lesson pupils should understand what is meant by the term anti-social behaviour and what sort of behaviours can be included within its meaning. Pupils should also understand that there is not a clear distinction between anti-social behaviour and crime, as one can often be a precursor to the other.</td>
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<td><strong>National curriculum</strong></td>
<td>See links to the national curriculum document.</td>
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| **Resources required**  | You will need the following resources to complete this lesson:  
- Crime and anti-social behaviour venn diagram worksheet |
| **Context**             | Tackling anti-social behaviour is now recognised as a pressing social problem. In terms of public transport, passenger research indicates that ASB is one of the largest precursors to the fear of crime and thus, a barrier to using public transport. Survey results have indicated that 17% of passengers feel uncomfortable on bus due to the ASB of others; this is significantly higher than the national average of 11%. |
## Introduction

Introduce the topic and the aims of this lesson

Ask your class what the term anti-social behaviour means to them. Create a mind map of their ideas.

There is no single definition of anti-social behaviour. Here are just a few interpretations of the term:

- “...behavior which causes, or is likely to cause **harassment, alarm** or **distress** to one or more persons …” *(Crime and Disorder Act, 1998).*
- “…any activity that **impacts on other people** in a negative way” *(West Midlands Police).*
- “…conduct capable of causing **nuisance or annoyance** to any person” *(Anti-Social Behaviour, Crime and Policing Bill).*
- “…a range of **everyday nuisance, disorder and crime**…” *(Home Office, 2011).*

Discuss these definitions and the keywords highlighted within them. These suggested activities will help you to further explore the definition of anti-social behaviour and what behaviours can be associated with this term in more detail.

## Activity one

Identifying the differences between anti-social behaviour and crime:

Using the worksheet provided ask your class to cut out the different crime/anti-social behaviour types and sort them into the venn diagram. Do they think that they should be classed as a crime or anti-social behaviour? If they are unsure or think it could be classed as both, they can be put it in the middle section of the diagram.

This exercise aims to show students that the distinction between crime and anti-social behaviour is not always clear or simple!
It is important to prompt discussion about why they think certain behaviours are crimes, ASB, both or why they are unsure. The activity is not particularly concerned with right or wrong answers, it aims to encourage students to think about different behaviours and how they can be classified.

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<th>Activity two</th>
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<td><img src="image" alt="Diagram" /></td>
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This diagram is useful to illustrate that anti-social behaviour often falls short of the category of crime but exceeds the category of bad behaviour. Therefore ASB warrants an intervention to prevent the behavior from happening. The harms caused by anti-social behavior can be categorized based on their negative impact on the well-being of individuals, the community or the environment.
**Lesson Summary**

By the end of this lesson, following a brief introduction to the term anti-social behaviour, students should be aware of the subjective nature of the term, what sort of behaviours can be classed as anti-social, how this sort of behaviour relates to crime and therefore that it requires some form of sanction and or prevention.