



Gwasanaethau Dysgu a Datblygu Learning & Development Services



LESSON TITLE:	Public Order
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GROUP/CLASS:	Initial Learning (PCDA/DHEP students)	DURATION OF LESSON:	225 mins
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LESSON AIM:	To introduce learners to the Public Order Act 1986 and the offences which make up this Act
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OBJECTIVES: <i>By the end of the lesson learners will be able to:</i>	ASSESSMENT ACTIVITIES <i>(linked to objectives)</i>
1. Explain the following offences under the Public Order Act 1986, including the points to prove and any defences: a) Breach of the Peace b) Section 5 c) Section 4a d) Section 4 e) Section 3 f) Section 2 g) Section 1 h) Threats to Kill	a) Question Sheet b) Question Sheet c) Question Sheet d) Question Sheet e) Q and A f) Q and A g) Q and A h) Q and A

COLLEGE OF POLICING LEARNING OUTCOMES

1. Describe what is meant by the common law offence of 'breach of the peace', with relevant examples, outlining associated police powers
2. Explain what is meant by public order and outline the role of the police in ensuring it is maintained
3. Explain offences contrary to the relevant sections of the Public Order Act 1986 and identify related powers:-
 - Section 5,
 - Section 4A,
 - Section 4,
 - Section 3 – Affray
 - Section 2 – Violent Disorder
 - Section 1. - Riot

Timing	Session Content		Resources
	Trainer Activities <i>(including any specific questions asked e.g. for assessment purposes)</i>	Learner Activities <i>(including objectives met)</i>	
0-2 mins	Maslow's	• Listening • Asking & answering questions • Discussing	PowerPoint Slide 1
2-5 mins	Gestalt - aims and objectives for the lesson	• Listening • Asking & answering questions • Discussing	PowerPoint Slide 1
5-10 mins	Activity 1: Trainer to ask learners to work in pairs to answer the following question: Q. What is a Public Order offence? Suggested answers: fighting, swearing, causing a nuisance, being abusive, riot Trainer to record answers on white board, which can be revisited throughout the session	Activity 1: Learners to discuss the question in pairs • Listening • Asking & answering questions • Discussing	PowerPoint Slide 2

10-200 mins	Activity 2: Learners to be split into 6 groups with each group given an information sheet about a public order offence. The trainer will give the groups 15 minutes to prepare the information. During the student presentations, trainer to interject with additional information, including case law using PowerPoint notes 5 – 24. The timings include the time needed for the trainer to add his/her comments. Running Order, including approximate time given to each offence: • Breach of the peace <i>(20 mins)</i> • Section 5 POA 1986 <i>(60 mins)</i> • Break <i>(15 mins)</i> • Section 4A <i>(20 mins)</i> • Section 4 <i>(20 mins)</i> • Section 3 <i>(20 mins)</i> • Section 2,1, Threats to kill <i>(20 mins)</i>	Activity 2: (linked to Objectives 1-8): Learners will be split into 6 groups and given information about a public order offence which they will then present to the rest of the group using Flipchart. The idea is that of peer learning rather than the trainer delivering all the information. • Listening • Asking & answering questions • Discussing	Flipchart Marker pens Public order offence info sheet PowerPoint Slides 3-22
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200-220 mins	Activity 3: Trainer to give out the 'Question Sheet' and facilitate discussion around the questions. Trainer to ask learners to recap Sections 3, 2, 1 and threats to kill (these aren't tested in the question sheet). Trainer to ask: Q. What is affray? Q. What is violent disorder? Q. What is riot? Q. What are the elements of Threats to kill?	Activity 3: (Linked to Objectives 1-4); Learners to complete the Public Order Question sheet individually. Answering verbal questions from trainer • Listening • Asking & answering questions • Discussing Objective 1	PowerPoint Slides 23-29
220-225 mins	Revisit objectives Any questions?		PowerPoint Slides 30

EVALUATION OF LESSON: