

ST2 Explore home security options and systems

This classroom-based module encourages students and teachers to consider issues in developing and monitoring home security options and systems.

Teacher's lesson plan Science and/or Technology

Suitable for teaching at most secondary school years or levels

Explore home security options and systems

How to use this module

Photocopy required numbers of the module. Distribute to students, invite them to choose their characters and then either individually or in groups act out the roleplay and work through the discussion and activities. Use as a class lesson or within your teaching plan.

Lesson duration

One-two class lessons depending on objectives.

Achievement objectives

 Students gather, collate and analyse information about different types of security devices and systems and can potentially survey different organizations to understand their security systems.

Characters

Students One, Two, Three, Four, Five and Six perform characters who are concerned about security and security systems within their homes.

Assessment

By performing this classroom based module students should be more aware of:

- security systems
- reasons for security systems
- different types of security systems eg organisations and homes.

Note

ActUp modules are fictional works. Any similarity or reference to actual events or places or products or persons, living or dead, is entirely coincidental and not intended.

STUDENT ONE IS SITTING IN THE CLASSROOM. STUDENTS TWO-SIX ENTER.

ONE	Hi.
ALL	Hi.
ONE	Can you help me out?
TWO	Depends.
ONE	On what?
THREE	On what sort of help you need.
ONE	Someone broke into our house last night.
FOUR	No way.
ONE	They did.
FIVE	Who?
ONE	Don't know.
SIX	Did they take anything?
ONE	Yeah, sure did. Music gear, skateboard, laptop, you
	name it.
FOUR	That's a lot to take.
ONE	That's what I thought.
TWO	What can we do to help?
ONE	Just keep an eye out, you know what my skateboard
	looks like, and what my laptop looks like, if you see
	anything that looks like mine, let me know.
THREE	Do you have a security system?
ONE	Well, we will do soon.
FIVE	A bit late though now, isn't it?
ONE	Don't tell me, everyone is telling me that.
SIX	I won't tell you that.
ONE	Thanks.
TWO	What sort of security system are you going to get?
ONE	Well that's the problem, you know my family, they talk
	about things but no one can make a decision.
THREE	Well someone should make a decision, especially after
	someone's broken into your house.

Student worksheet Discussion and activities

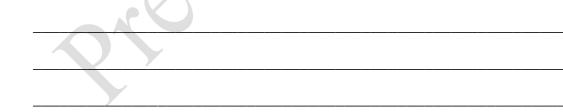
Students perform the play then work through some or all of the following discussion and activities, either individually or in groups.

Discussion

1. Two asks "Do you have a security system?" What is the purpose of a security system? Why?



2. Define a security system. Identify different security features from the play and add any more of which you are aware.



3. Identify benefits or negatives of having a security system.