



# 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.

Preview Pass

# **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.

---

---

---

---

---