



**fearless**

A CRIMESTOPPERS RESOURCE FOR  
**SECONDARY EDUCATION**



**CRIMESTOPPERS**  
**0800 555 111**  
Call anonymously with information about crime

[www.fearless.org](http://www.fearless.org) • [www.crimestoppers-uk.org](http://www.crimestoppers-uk.org)

Registered Charity No. 1108687 (England & Wales) and SCO37960 (Scotland).

# INTRO

## About Crimestoppers

Crimestoppers is an independent UK registered charity that operates the anonymous **0800 555 111** phone number for anyone with information about crime who for whatever reason do not want to go to the police.

Crimestoppers was set up in 1988 and operates the anonymous number **0800 555 111**.

The phone number is for anyone with information about crime, who doesn't want to go to the police and reveal their identity.

You will not be asked your name, your call is not traced or recorded and you do not have to go to court or give a statement.

For more information, visit  
[www.crimestoppers-uk.org](http://www.crimestoppers-uk.org)



## Fearless

Fearless is the Crimestoppers brand for young people. It's the main way that 11-16 year olds will be introduced to the valuable service that Crimestoppers provides.

The Fearless team provide presentations and workshops which educate young people about crime that affects them. The main theme of the sessions is to highlight the choices and consequences related to crime which they'll face when growing up.



For more information, visit  
[www.fearless.org](http://www.fearless.org)

## This resource

This is an educational resource for teachers across the UK working with pupils aged 11-16.

It provides exercises on a range of crime types that teachers can use to challenge their pupils' perceptions, stimulate debate and encourage good citizenship.

We have tried to give an accurate picture of where each section fits into the relevant curricula (see page 75). However this should be viewed as a guideline rather than a definitive answer.

To get the most from this resource, please familiarise yourself with Crimestoppers at [www.crimestoppers-uk.org](http://www.crimestoppers-uk.org) and [www.fearless.org](http://www.fearless.org).

We hope you enjoy using this resource and find it of value to your pupils. Crimestoppers is committed to helping young people make informed choices about crime that affects them and their communities. This includes raising the awareness of Fearless and the Crimestoppers service.

For more information on this resource, other Fearless projects and promotional materials, contact us at **020 8254 3200** or [general.enquiries@crimestoppers-uk.org](mailto:general.enquiries@crimestoppers-uk.org)



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# CHAPTER 1: Vandalism

## Quick briefing

Vandalism is a kind of criminal damage. It is often carried out in groups or pairs, rather than by individuals. It can be done on impulse, in anger, or for the buzz.

Vandalism is often not recognised as serious by those who do it.

All these aspects are explored in the lesson plans.

## Where does this section fit into the curriculum?

England p77

Northern Ireland p78

Scotland p79

Wales p80-81

## Students will learn:

- how actions can be perceived in different ways.
- what kinds of influences prompt people to commit acts of criminal damage.
- some of the effects vandalism has on communities.

## Getting started

Ask students to imagine a scene. Read it out to them.

### Scene 1

A group of friends, aged 12 to 14, are out one evening. They are hanging round the back of a disused building. A few of them start a game, throwing stones and trying to hit an old door. One of them notices that a window on the first floor is open. They start aiming to get stones through the opening. Smaller stones that hit the window just bounce off. But on one occasion a bigger stone smashes a window.

It makes a crashing noise, and then the evening is quiet again. Then a couple of the bigger lads actively start trying to smash some of the other windows. They miss quite often, and there is a lot of joking. A couple more windows are broken, before the group runs off, laughing.

Check that students have understood the scene. Then simply invite them to come up with as many words as they can, concentrating on adjectives and adverbs, that describe how the group might have been feeling and what they thought they were doing.

Do it together as a whole class, in groups, or individually. If necessary, stimulate creativity with some prompt words – larking about, excited, daring, destructive...

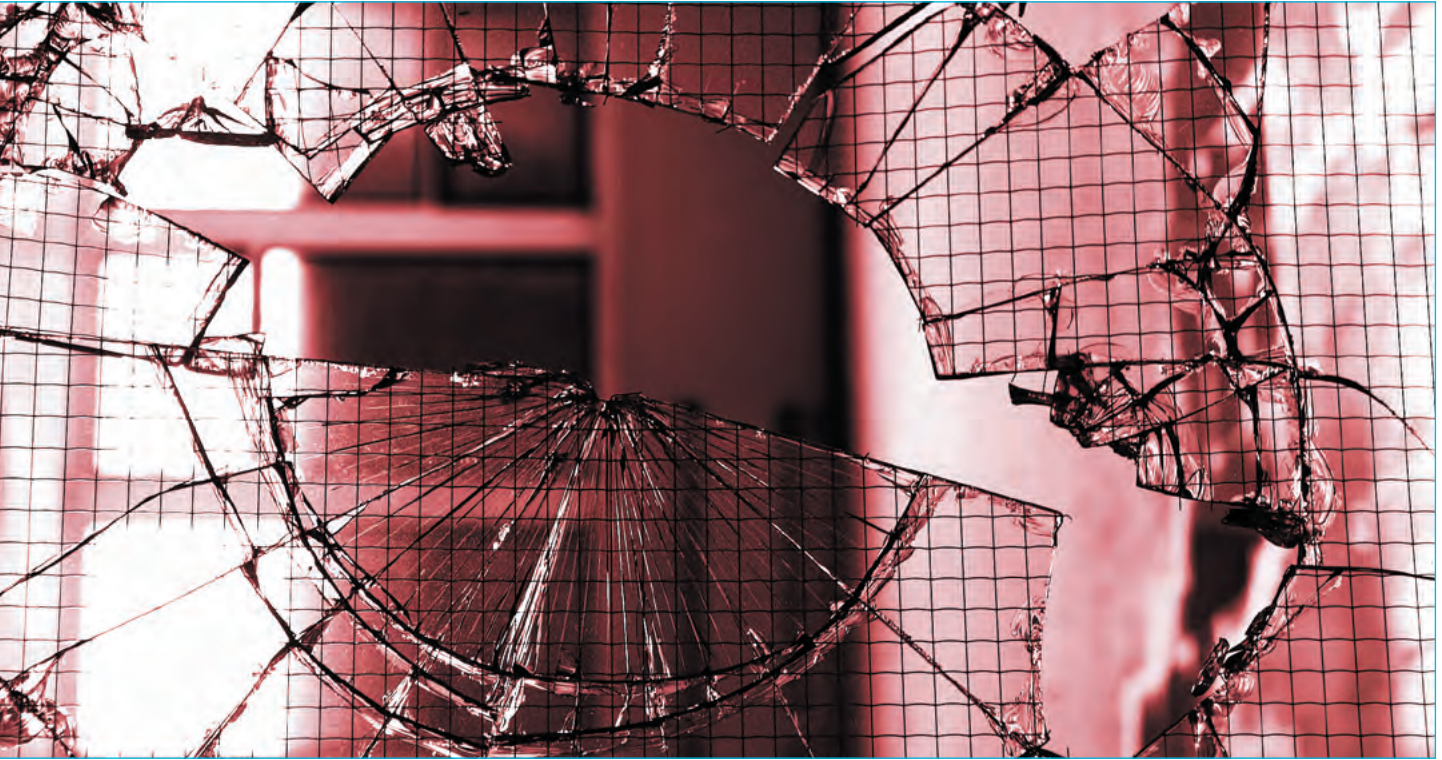
When they have finished, combine the lists, and invite the class as a whole to agree on the three words or phrases that best suit what they think of the incident.

Then get agreement about a single word or phrase that describes what they were doing. Ask them to imagine one of the group being asked by parents or a teacher what they did last night. How would they complete the sentence. "Last night I was with a group of friends and we...."

It is possible that all kinds of discussion points, even disagreements, emerge. Stay focused on the task but log the other elements – on a chart so students can see – to bring up later.

Then move on to one of the classroom activities for 11 to 14 year olds or 14 to 16 year olds, as suits. The first exercise is the same for both age groups.

## Classroom activities for 11 to 14 year olds



### Residents' views

Build on the thinking that students did during the “Getting started” exercise. But switch the focus to what local residents who overheard or witnessed the group’s stone throwing might be thinking.

Ask students to imagine a mother of young children whose bedrooms overlooked the disused building. The children were asleep and the mother was getting ready for bed herself, after an exhausting day. She heard the voices, the laughter, the stone throwing and then the smashing of glass.

For a written exercise, ask students to write a short piece in the form of a mother’s journal entry for that evening. It should start, “I was just getting ready for bed when I.....” Ask students to complete with a few paragraphs saying:

- ***what she heard***
- ***how she felt***
- ***what she assumed was happening***
- ***what she thought might happen next.***

If a written exercise is not suitable, do the same activity as a class discussion. Either way, use what students have come up with as the basis for a general discussion. Ask students to look again at the sentence they came up with after the getting started exercise. Compare it with how the mother viewed the incident.



## Choice of action

Still thinking of the same stone-throwing incident, ask students to imagine that they were walking past at the time. They heard what was going on and recognised some of the voices. What would they do? Ask them to choose between the following options:

Options
Walk on and do nothing
Read it to the police.
Go up to the group and tell them to cut it out.
Go up to the group and join in.
Use the online form on <a href="http://www.fearless.org">www.fearless.org</a> or call Crimestoppers on <b>0800 555 111</b> to give information anonymously

### **Discuss the responses.**

Explore the likely negative and positive outcomes of each option.

## True or false

Give each student a copy of the statements below. Their task is to identify whether each statement is true or false.

Questions	Answers
Throwing stones at a building can be a criminal offence. <b>True or false?</b>	<b>True.</b> There isn't an actual crime called vandalism. But it is likely to be viewed as criminal damage.
Most vandalism is carried out by people over the age of 45. <b>True or false?</b>	<b>False.</b> Most vandalism is carried out by people under the age of 21.
Vandalism is usually a premeditated crime – people plan it in advance. <b>True or false?</b>	<b>False.</b> Most vandalism is a spur of the moment action.
People who live in a high crime area you are more likely to suffer problems with vandalism. <b>True or false?</b>	<b>True.</b>
Insurance, such as on mopeds or scooters, is more expensive for people who live in areas with a lot of vandalism. <b>True or false?</b>	<b>True.</b>

### **Discuss students' answers.**

Focus particularly on anything they found surprising.

## Classroom activities for 14 to 16 year olds



### Residents' views

Build on the thinking that students did during the “getting started” exercise. But switch the focus to what local residents who overheard or witnessed the group’s stone throwing might be thinking.

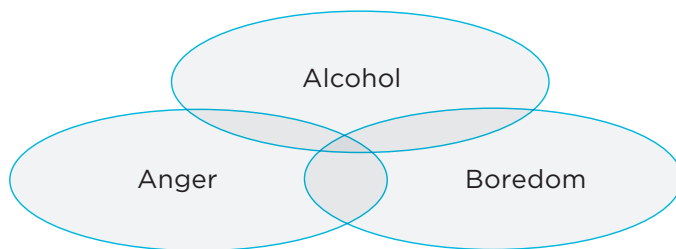
Ask students to imagine a mother of young children whose bedrooms overlooked the disused building. The children were asleep and the mother was getting ready for bed herself, after an exhausting day. She heard the voices, the laughter, the stone throwing and then the smashing of glass.

For a written exercise, ask students to write a short piece in the form of a mother’s journal entry for that evening. It should start, “I was just getting ready for bed when I.....” Ask students to complete with a few paragraphs saying:

- ***what she heard***
- ***how she felt***
- ***what she assumed was happening***
- ***what she thought might happen next.***

If a written exercise is not suitable, do the same activity as a class discussion. Either way, use what students have come up with as the basis for a general discussion. Ask students to look again at the sentence they came up with after the getting started exercise. Compare it with how the mother viewed the incident.

## Alcohol, Anger, Boredom



Show students a version of the diagram. Note the three overlapping circles, each one marked either anger, alcohol or boredom.

### Now tell them the following actions

- Smashing car wing mirrors late at night
- Kicking bits out of a bus shelter
- Destroying trees planted by the council
- Pushing over a garden fence
- Jumping on car roofs and bonnets
- Spray painting over a road sign
- Pouring paint stripper on a teacher's car
- Damaging a railway signal box

Ask students to fit each one of these actions onto the overlapping circles, depending on what they think most likely influenced the behaviour. If they think it was a likely result of alcohol and anger, they should put it in the segment where those two circles overlap. If they think an action was

likely caused by all three, they put it in the centre, where all three circles meet.

If it an action doesn't seem to fit anywhere particularly well, position it outside the diagram.

- **Discuss the results.**  
Did the class find it easy to decide. Are students surprised at what they thought and what was said?

## Finding solutions

Tell the class that research findings suggest alcohol, anger and boredom are some of the main influences on people who commit vandalism. Revenge is another one.

Ask students to look at the grids they created, and bearing them in mind, say what they think might work to reduce the incidence of vandalism.



### Work through different types of possible solution:

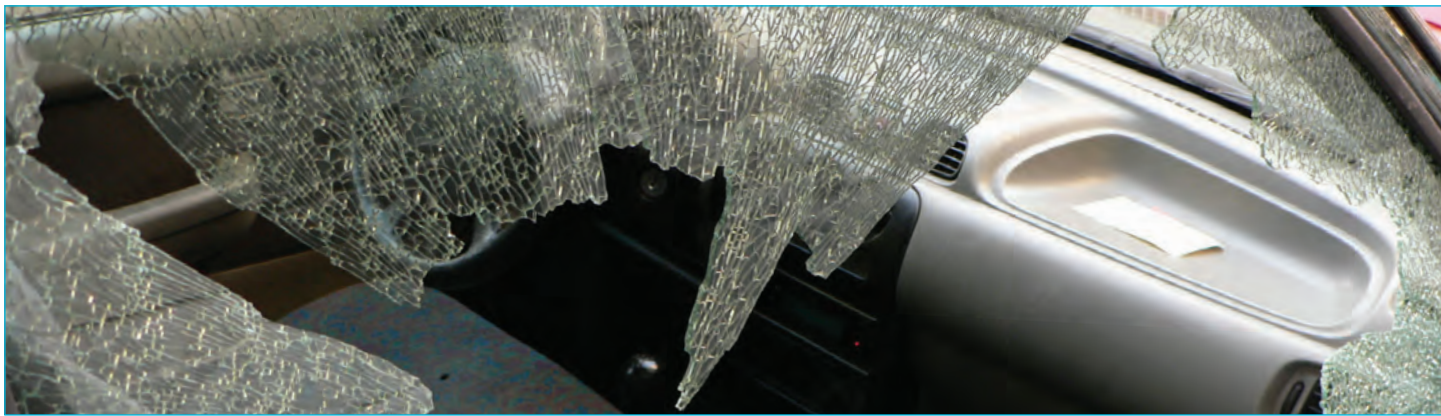
#### Possible Solutions:

- A penalty notice for disorder – a fine of £40 or £80 for anyone found vandalising property.
- Sports based activities and places for young people to hang around, play and do things.
- A youth shelter with seats that young people can regard as their own.
- Arts based activity programmes – including music, dance, film and theatre.
- Clamping down on sales of alcohol to those under-age and those who have already drunk too much.
- Educational programmes so young people realise the effects of vandalism on others.

► **Ask the class to rank the ideas with a mark out of ten.** Give high marks to those they think are very likely to reduce vandalism, and low marks to those they think are less effective.



## Homework and beyond



### Photo evidence

Ask students to watch out for evidence of vandalism in their local community. Ask them to capture what they see, using video or still camera. Phone quality is fine.

Uploaded onto a computer, the images and footage could be edited onto a snapshot of their area and a soundtrack added.

### Fine art

Ask students to take one of the ideas that has struck them about vandalism – the causes, the effects, the mess and destruction, or whatever – and illustrate it.

The result could be a poster, a cartoon or a piece of representational art. Work as individuals, or in small groups.

### Press coverage

Ask students to watch out for media coverage of vandalism. Suggest they bring in cuttings from national, regional or local papers. Free newspapers often cover vandalism stories.

Analyse the stories. What assumptions are they making? Whose views do they report? Discuss how scene 1 at the beginning of this section might have been reported by the press. How would it differ from the way those involved saw it?



Encourage your pupils to log on to [www.fearless.org](http://www.fearless.org)

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# CHAPTER 2: Graffiti

## Quick briefing

Like vandalism, graffiti is also a form of criminal damage. That can surprise students. It is confusing because graffiti can also be a respected art form. These lesson ideas will help students explore some of the myths and realities about graffiti.

## Where does this section fit into the curriculum?

England p77      Northern Ireland p78  
Scotland p79      Wales p80-81

### *Students will learn:*

- to distinguish between criminal and artistic graffiti.
- to appreciate some of the financial and community costs of graffiti.
- to explore how graffiti can be used positively.

## Getting started

Ask students to think about a railway bridge crossing a road. Ask them to imagine it covered in spray painted words and pictures – graffiti.

At this point, check that everyone is familiar with the word. Graffiti is a noun borrowed from Italian that refers to words, pictures or symbols that are written, etched, painted or otherwise physically marked on property such as buildings or vehicles. (In Italian graffiti is a plural noun – with a singular of graffito. Which is good to know, even if it is not a great deal of use in English.)

Some graffiti includes, or consists of, a stylised “signature” – a personal mark of the person responsible for it. That is often called a tag.

### Show the class the following list of words

Attractive	Risky
Cheerful	Stupid
Criminal	Beautiful
Daring	Wasteful
Expensive	Neglected
Eyesore	Pathetic

Ask the class to keep the image of the graffiti on the bridge in mind, and say which of the words seem to match it.

Which words do students think do not belong? What words not on the list do they think should be there?

Discuss attitudes as they arise. If there are a range of different views, invite the class to ask why. How can the same activity create a variety of responses?

Show the class a photograph of some actual graffiti, if you think that will be better than asking them to imagine it.

## Classroom activities for 11 to 14 year olds

This is a written exercise, but could also be done as a class discussion. Prepare copies of the following statements and make them available to each student.



### View A

Graffiti is more than just an ugly nuisance. It is a destructive act that costs communities millions of pounds a year. The mindless yobs responsible should be severely punished, and forced to clean up their graffiti. Repeat offenders should be imprisoned.

### View B

People need to relax about graffiti. It can be a nuisance, but only like litter or dog mess on the pavements. Some of it is quite colourful and interesting. Tagging may be wrong. But treating taggers like real criminals is way over the top.

### View C

Graffiti cheers places up, especially run-down areas and drab concrete cities. It is a joyful expression of freedom and creativity. It should be welcomed and celebrated as street art created by and for the people.

Ask students to decide which of the views is closest to their own and make a note of it.

They should then choose one of the other views, and write a short summary of why they disagree with it. They could challenge the logic, the assumptions, the fairness, as well as identifying any practical problems.

- Afterwards, **discuss which was the most popular view**, and what arguments students used.



## Criminal Graffiti

### Read out the following

Graffiti is not necessarily a criminal act.

Smashing a window is not necessarily a criminal act.

Slashing a sofa is not necessarily a criminal act.

Scratching a car with a screwdriver is not necessarily a criminal act.

***If it seems helpful,***  
show the sentences on a  
board or handout

Explain that each of those actions very often is illegal. But it doesn't have to be. Can students guess in what circumstances those acts would be lawful?

### ***If necessary, lead the class through discussion to the realisations:***

- All involve destructive acts against property.
- All are therefore likely to be criminal – if the property belongs to someone else.
- But if the property belongs to you, or if the owner has giving you permission, it is unlikely to be a crime. It may be stupid to scratch your own car or daub a message on your own wall. But it is not criminal.

This should help students grasp the point that questions of artistic merit or brightening up environments are only relevant if the graffiti is done with the owner's permission. Otherwise, art doesn't come into it. It is potentially criminal damage.



## Disposals

Ask the class to act as sentencing magistrate – deciding what punishment should be handed down in the following case of criminal damage, also known as graffiti:

A 15 year old goes out with spray paints and creates a simple but colourful cartoon on the wall of a disused building. He denies criminal damage, but is found guilty.

Invite students to vote for one – **and only one** – of the following “sentences”. They should choose the one that they think is most likely to reduce the chance of further offences:

1.	A £50 fine.
2.	A £500 fine.
3.	A £5,000 fine.
4.	Community service, cleaning graffiti.
5.	An anti-social behaviour order, specifying no further use of graffiti – or risk of prison.
6.	An immediate short prison sentence.
7.	Enrolment on an art class to use encourage productive use of creative talents.

**Total the votes cast and keep a record.**

Results:	1.	2.	3.	4.	5.	6.	7.
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**Then ask, what if...**

The graffiti was on students’ own property.

Results:	1.	2.	3.	4.	5.	6.	7.
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The graffiti was racially abusive, and was sprayed on a place of worship.

Results:	1.	2.	3.	4.	5.	6.	7.
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The local council says it has to increase council tax because of the costs of graffiti clean-up

Results:	1.	2.	3.	4.	5.	6.	7.
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The offender fell from a roof while creating the graffiti and broke both legs.

Results:	1.	2.	3.	4.	5.	6.	7.
----------	----	----	----	----	----	----	----

Log the results after each vote. Afterwards, look together at the voting pattern and see what it says about students’ attitudes.

## Classroom activities for 14 to 16 year olds



### Who pays?

Spray painters and taggers sometimes say that graffiti doesn't hurt anyone. No real harm is done if a bus, train or bridge is decorated with some extra colours and designs, they argue.

Check students' immediate reaction to that.  
Then let them know some clean-up costs.

#### These are just examples

Cleaning and repairing graffiti and vandalism on the London Underground network costs between £2.5 and £3 million a year.

The MP for Birmingham, Yardley estimates that the costs of graffiti in Birmingham are more than £1 million.

In Southend the local council spends more than £120,000 a year clearing up graffiti. That doesn't include the costs of other statutory organisations – such as the police, who estimate that at least 10 officers in Southend deal with graffiti, at a cost of about £500,000.

In 2000 the then Home Secretary said that the total cost to the country was in excess of £1 billion.  
It is probably much more now.

**Ask students who meets these costs.** The answer in most cases is they are met from public funds, ultimately deriving from taxes. Discuss other uses for £1 billion a year.

Check whether students have changed their views on whether graffiti hurts anyone. **What alternative ways of paying might there be?**

In some areas offenders are required to pay for clean-up, in a scheme known as "civil recovery". Offenders can be faced with a very big debt, which may take years to pay. **Do students think this is a good idea? Do they think it would deter others from committing this crime?**

## Tag discovery

### Tell the young people this situation

One evening, you are with a group of friends. You are in the bedroom of someone you've not known for very long. You are listening to music and talking. Someone is throwing a ball around. The ball rolls under a table, you lean down to fetch it and happen to see, hidden from normal view, a graffiti artist's tag. You recognise it. It has been appearing a lot recently in all kinds of areas, including on dangerous places near the railway and around a bridge.

You strongly suspect that the mate whose room you are in, Tam, must be the tagger. This fits with other things that you know about him.

#### ***What would you do next?***

Ask the class to consider what they would do, and why. Look at some of the options:

- Tell everyone there and then what you had just seen.
- Wait until you were alone with Tam and ask him about it.
- Warn him of the risks.
- Ask if you can go out with him one night.
- Use the online form on [www.fearless.org](http://www.fearless.org) or call Crimestoppers on **0800 555 111** to give information anonymously.
- Do nothing.
- Call the police.

For a written exercise, ask students to take one option, and write what they think might happen following the decision. What might happen next? How might different people react? What would change? What would stay the same?

For students who choose to write about the “do nothing” option, say that next time Tam went out spray painting he fell through a roof he'd climbed onto. How would students feel if he was killed? What would it feel like to give evidence at his inquest?



## Alternatives to crime

Remind the class that local councils spend tens of thousands of pounds a year reacting to graffiti.

Ask students to imagine their task is to reduce that spending, while also cutting the incidence of graffiti.



There are various options. Some would promote legal graffiti artworks and murals, setting up graffiti walls and gaining permissions for art on derelict buildings. Others would concentrate on detection and punishment. Others would clamp down on selling spray paints. Others on rapid removal.

But this exercise is not about choosing what to do. It is about choosing whose opinions to seek before deciding.

Break into pairs or small groups and ask each group to come up with a list of people who might be consulted about the task of saving money while reducing graffiti. That could include graffiti artists, previous offenders, the police, magistrates, the council clean-up team, the general public, academic researchers, economists, those with direct experience of successful schemes from other areas or countries...

- **Encourage students to come up with a long list and share them.** Then ask them to prioritise – put the list in order of the most important people to consult.

## Homework and beyond



### True or false

Based on the work they have done, ask students to come up with a **true or false quiz** designed to refresh their memories and let others know some surprising or interesting facts about graffiti.

### Clean-up days

Ask students to imagine that there was a clean-up day being planned in their area. Ask them to locate areas that they think are in greatest need of being cleaned.

They could photograph the graffiti they think is the biggest eyesore.

### Rules for permitted graffiti

Many towns and cities do have legal graffiti. Cartoons and murals can make positive statements about the community – and the artists paid for their work.

Ask students to list what rules they would make for permitted graffiti. Apart from having the owner's permission, what else makes graffiti acceptable and positive? How do you judge artistic merit?



Encourage your pupils to log on to [www.fearless.org](http://www.fearless.org)

# CHAPTER 3: Arson

## Quick briefing

Fires are easy to start. Many young people are fascinated by fires. Perhaps for these reasons, there is a constant battle to reduce the number of arson attacks in the UK. This section introduces students to some key realities about arson.

## Where does this section fit into the curriculum?

England p77	Northern Ireland p78
Scotland p79	Wales p80-81

## Getting started

Show the class the following sentences. Ask students to say how much they agree or disagree with them.

Use a 0-10 scale, where **0 means disagree totally** and **10 means entirely agree**, to grade each one.

Try to get a consensus from the whole group, if possible. Allow minority view alternative scores if necessary.

- ***Fire is fun.***
- ***Fire is easy to control.***
- ***Playing with fire can be a serious criminal act.***
- ***People who cause fires deliberately are mentally ill.***
- ***A lot of fires are started by people who are bored.***
- ***Everyone should attend fire safety awareness courses.***

The main point of the exercise is to check students' attitudes and allow them to exchange thoughts with each other. Take the opportunity afterwards to correct any misconceptions. For instance, fires are far from easy to control. Starting them can be a serious crime. And only a few fires are caused by people with mental illness.

## Students will learn:

- about the dangers and risks of fire and the consequences of deliberate arson attacks.
- to explore the many different reasons that can motivate people to start fires deliberately and maliciously.
- greater awareness of the education and arson-reduction programmes that are available in some parts of the country.



## Classroom activities for 11 to 14 year olds



### Find the words

Start introducing some ideas about arson by getting students to fill in the gaps. The words to fit are listed alphabetically below.

#### Fill in the gaps

Setting fire to the \_\_\_\_\_ of another person is a crime known as arson.

Every week, around 20 \_\_\_\_\_ in the UK a week suffer an arson attack.

Arson is a very \_\_\_\_\_ crime.

Some fire services provide help to parents of children who develop an \_\_\_\_\_ interest in fire

Stones are sometimes thrown at \_\_\_\_\_ when they arrive at a fire.

► **When complete, look back at the sentences.** What did students find interesting or surprising in them?

firefighters • property • schools • serious • unhealthy



## Get the message across

Ask students to design a poster that communicates an important message about arson. They may need to investigate the issue first, to decide what the strongest and most urgent message is.

Ask them to choose from the following topics. They could use the actual words below, or, better, devise their own attention-grabbing slogans.

- Hoax calls cost lives
- If there's a fire, know your escape route
- Fire setters need help, before someone is killed
- Know a firestarter? Call Crimestoppers anonymously or go online at [www.fearless.org](http://www.fearless.org)

## Friendly fire

**Describe the following situation to the class:**

One day you are with a friend. He's messing about with a cigarette lighter, flicking it on around some papers. They catch fire and he throws them in the bin. They catch fire, and he watches them burn for a while before they go out.

This kind of incident happens a few times. You feel that your friend is getting boring, he is so seriously into matches and fires.

Some days later, a big fire breaks out in a shed on an allotment near your friend's house. You realise he wasn't at school that day. You wonder if he had something to do with it.

**Ask the class what action they would take:**

### Would they

- Ask the friend if he was responsible, and try to persuade him to stop
- Tell an adult or someone in authority
- Use the online form on [www.fearless.org](http://www.fearless.org) or call Crimestoppers on **0800 555 111** to give information anonymously
- Do nothing
- Call the police

- **Discuss each of the options.** If large numbers of students choose “do nothing”, change the detail until they feel that they would act. For instance, say that it was a house not a shed, or part of the school buildings. What if someone was badly hurt or killed?

## Classroom activities for 14 to 16 year olds



### Unintended consequences

Invite students to say what happened next.

#### Describe the following incident to the class

One day in the summer holidays a couple of teenagers lit a fire in a skip. They were just messing about round the back of some buildings where there had been work going on.

They watched it for a bit, then it seemed to die down. They wandered off.

Later that day, during the evening, the teenagers were at home. Each was startled to hear a knock at the door. On the doorstep were two police officers. They said that they were investigating something serious.

What do they think the police were investigating? What might have occurred since the friends left the skip?

They could do this as a written exercise, or as a class discussion. Either way, use the opportunity to talk about how fires spread, and how they can burst into life, even though they seem to have gone out.

Imagine that the fire had gone on to cause considerable damage. Discuss whether the teenagers would feel responsible for what happened. What would the law say?

## What arson does

Arson can devastate people's lives, in ways that those responsible barely imagine. Explore the different effects using three different scenarios. Split the class into three and ask students to work on one of the following:

Scene 1	An elderly woman living alone had a lit firework thrown through her letterbox. She narrowly escaped alive. Her house took months to clean and for the damage to be repaired. Certain items she lost can never be replaced.
Scene 2	A junior school is burned down a few weeks into a new school year. The kids have lost everything - their work, their classroom, their pets. They now have to travel by bus a couple of miles across town to a run-down, once-empty school in an area they don't know. This will continue for at least 18 months, until their school is rebuilt.
Scene 3	As result of a row about drugs, the flat of a drug dealer is set alight. No one is hurt, but his flat and that of the young couple upstairs, who have a young baby, are gutted and condemned as not liveable.

### Ask students to make notes on:

- How those affected might be feeling about the effects of the fire.
- How their life might have changed.
- What activities that they used to do might they not be able to.

- **Discuss** what difficulties they have are temporary, and which are more long-lasting. Are those responsible for the fires likely to have given thought to the results?
- **Discuss** what those responsible for the fires might feel. How much would they know about the effects of their actions?

## Reasons for arson

There isn't just one reason that people start fires deliberately.

**Here are some:**

**Profit** – some people benefit financially from fires. A common example is insurance fraud, carried out because owner wants the pay-out from the insurance company more than they want the building. Likely to be carefully planned and may be carried out by a hired criminal.

**Vandalism** – typically a teenager or group of teenagers, mainly male, who will force entry to a building and start a fire. Can be spur of the moment, rather than planned.

**Excitement** – some arsonists get a thrill from starting a fire. They may be obsessed with watching fires, or like the excitement of the fire engines arriving. Sometimes happens in out-of-the-way places and can happen repeatedly until the offender is caught.

**Revenge** – done with the idea of getting back at someone or some organisation. A grudge may be the cause for some attacks on schools. Also may be personal, following the break up of a relationship.

**To conceal another crime** – fires are sometimes started to destroy evidence of another crime.

**Extremism** – this can include acts of terror or racist attacks. Riots and discrimination also fall under this distinction. The target usually represents the “antithesis”.



**Explain and discuss** the categories. To check whether students have understood them, ask which category they might place each of the following:

- A firebomb attack on a mosque or synagogue
- A spate of fires on a remote moorland.
- A fire in a factory that was thought to be losing money.
- A fire that destroys a stolen car.
- A fire in a derelict building started during the school holidays.
- A fire started in the home of a recently separated woman and her new partner.

## Homework and beyond



### Help needed

Ask students to find out what kinds of education and awareness programmes are available locally. They could contact the local fire and rescue service, or search on the internet to see what projects exist.

If there are none locally, see what happens in other areas. Ask students to list what they think should be available – and who should organise it.

### Finish the sentence

Ask students to write a short ending to each of these incomplete sentences:

***I think people who throw stones at fire engines.....***

***If my school was burnt down.....***

***When I see forest fires raging during hot summers I....***

***If I knew who was responsible for an arson attack.....***

Compare and discuss some of the results.

### Risk assessment

Many fires are started on the spur of the moment and are helped by the fact that there is flammable material lying around. Ask students to take a look around a building they know – perhaps a youth centre or part of the school itself – and identify material that could be a hazard if someone broke in and decided to start a fire.

Some risks are unavoidable. Others, including litter and waste material might not be. Encourage students to make the distinction.



Encourage your pupils to log on to [www.fearless.org](http://www.fearless.org)



**fearless**

# CHAPTER 4: Drugs

## Quick briefing

Society's attitudes to drugs are complex, confusing and sometimes contradictory. Laws relating to drugs can be equally hard to make sense of. This section is designed to help students understand the basics of the criminal law relating to drugs.

## Where does this section fit into the curriculum?

England p77      Northern Ireland p78  
Scotland p79      Wales p80-81

## Students will learn:

- how the criminal justice system responds to people committing drug offences.
- the difference between the way drugs are viewed by the law.
- some of the effects drugs have on people's lives.

## Getting started

Start with a fast-moving "guess the drug" exercise. Read out to the class the following description of substances. Students have to identify the substance, then say whether possession is legal or illegal.

### Questions

1	Comes in the form of a resin, an oil or as a herb, was reclassified in 2004, again in 2008, and is usually smoked.
2	Used for household and DIY purposes, widely available in DIY and other shops, can cause sudden death.
3	Used to build up muscles, can affect growth and personality, available in gyms and health clubs.
4	Sold in the form of a liquid, acts as a depressant, high doses can lead to severe loss of control, fighting and accidents.
5	Powerful stimulant, often associated with celebrities, frequently taken through the nose in a process called "snorting".

### Answers

1	Cannabis, possession illegal.
2	Glue, possession legal.
3	Anabolic steroids, possession can be legal.
4	Alcohol, legal.
5	Cocaine, possession illegal.

**Use the discussion** to gauge students' current level of knowledge and interest.

## Classroom activities for 11 to 14 year olds



### What from whom?

Start by exploring two quick questions with the class. What do they want to find out about drugs and the law? Whom do they want to hear it from?

Ask students to look at the following list. Pick out those they would like to know more about. Also identify those they have no interest in or feel happy with what they already know.

#### Questions

What do the drug classifications A, B and C mean?	Is possession of equipment linked to drug-taking illegal?
How are drugs linked to crime?	Are solvents illegal?
What powers of arrest do the police have for suspicion of possession of drugs?	What quantity of drugs might the police say is evidence of drug dealing?
Is it an offence to refuse to supply a sample for testing?	

Then invite the class to look at this list of possible sources of information.

#### Sources of Information

Teacher	Community police officer
Youth worker	Doctor
Ex drug user	Anti-drugs campaigner
Drug advice worker	Ex drug dealer
Older young people	

Which of the above would students like to receive what information from? Continue the discussion by asking how easily they might get it. And add to the list of questions and the list of possible sources of information.

Then talk about how to get it. Many students say that classroom talks are not the best way to learn about drugs. Ask the class to suggest other ways of learning they might prefer.

## Victimless crimes?

It is sometimes said that a drug user's actions affect only themselves – and so it is “a crime without a victim”. Ask students if they agree.

Then suggest they think about the following statements that might be made by different people in different circumstances.

### Use some or all of them

My chemist shop has been broken into three times already this year by people looking for prescription drugs.

My parents were drug users. I never had a proper childhood

I was kicked and beaten by people who had been drinking and taking drugs all day.

My bag was grabbed from me in the street by a man who needed money for his drug habit.

My sister was persuaded by her boyfriend to carry drugs through an airport by swallowing a bag of them. It burst and she died.

## Celebrities and drugs

Newspapers regularly publish stories linking famous people with drugs. Some celebrities have talked about their battles with addiction. Some have been arrested and made court appearances. Others have been filmed or photographed in the act of taking drugs.

Ask the class if they are know of any celebrities who have been in the news for drug-related activity. Invite their views on what the problem is. Pose some statements such as:

### Statements

Celebrities are treated too lightly by the courts.

Celebrities are singled out for harsh treatment by the justice system .

Celebrities are hounded by the media and should be left alone.

Celebrities are role models for thousands of young people and should never do anything that is criminal or dangerous

What celebrities do in their private life is their business and no one else's.

Ask students to move round the room discussing celebrities and drugs and arrange themselves in groups of people who think similarly about these kinds of questions.

Then ask them to come up with ideas for what should be done. Does an answer lie in more responsible journalism, harsher sentences, stronger privacy laws...?

## Classroom activities for 14 to 16 year olds



### Cannabis under review

The reclassifications of cannabis to Class C from Class B and then back again have left a lot of people confused.

- Is possession of small amounts legal now?
- Have police powers of arrest been removed?
- Does it mean that cannabis is regarded as safer or softer than it was before?

► The answer to all those questions is **no**.

But don't just tell students that. Let them identify what they themselves do not know about cannabis laws. Then use the internet to find out the answers.

First list the questions. Invite students to organise them into logical groups. Then assign the task of finding the answer to small groups of students.

They should be able to answer the question, with explanation and provide a reliable and authoritative source for the answer.

### Intent to supply

People's attitude to drug users can vary. Drug dealers tend to be condemned by everyone.

Ask the class to brainstorm words they associate with the phrase drug dealer or drug trafficker. How does society regard those who profit from other people's use of potentially harmful substances? What do students think personally of those who supply illegal substances to the vulnerable and desperate?

When you have a good collection of descriptive words, change tack and ask the class to think of the following situation.



### Ask the class to think of the following situation

Jaz uses the drug ecstasy from time to time, especially at clubs. His friend Roz, who also takes E, finds one weekend that her regular supplier has gone away. She asks Jaz if he will buy extra from his supplier for her. Then another of Roz's friends hears of it and asks for some too.

They all think that it makes sense for Jaz to go "shopping" for everyone – it's cheaper and more convenient.

Before he can meet up with Roz and her friend, Jaz is stopped and searched by police. He has with him about twice as much ecstasy as he would normally use himself over the weekend.

Invite the class to think about Jaz and brainstorm words to describe him. When finished, compare the list with the one developed for drug dealers. Look for similarities and differences.

Ask students to say what they feel about Jaz. Ask also how they think the law might treat him. If he goes to court, is he likely to be charged as a drug user – for possession of the class A drug ecstasy? Or with possession with intent to supply, known as trafficking or drug-dealing? How serious do they think his offence is?

Explain that he is very likely to be charged with trafficking offence – possession with intent to supply. The maximum penalty for trafficking a Class A drug such as ecstasy is life imprisonment and unlimited fine. That is how serious the law regards what he did.

## Drugs informing

Ask the class, do you commit a crime if you fail to report drug taking that you know about?

Invite discussion, then give the answer – no. Except in very special circumstances there is no legal obligation to report a criminal use of drugs.

But is there a moral obligation? Work through the following list, seeing who changes their mind and why.

Ask the class whether they would inform the police or the charity Crimestoppers (anonymously on **0800 555 111** or go online at [www.fearless.org](http://www.fearless.org)) in any of the following circumstances:

### Circumstances

If they became aware that a friend was experimenting with illegal drugs?

If the drug-taking friend had twice slipped into a coma and said he didn't care about it?

If the friend started stealing from home and other friends to pay for drugs?

If someone he was with died from an overdose?

If he started supplying other people with drugs?

If he said he was going abroad to bring in a large quantity of drugs?

**Continue the questions** until everyone has found the point at which they think the best thing to do is to tell someone in authority. Discuss the tensions surrounding such a decision.

## Homework and beyond



### Defining drugs

Ask students to come up with a short definition of a drug. Can they come up with a statement that makes clear the relationship between coffee, tobacco, heroin, prescription medicines, cannabis and any other substance they think of as a “drug”?

### Schools and drugs

Ask students to find out the school’s drug policy. What does it cover? Does it work? Would students improve it in any way? How can students’ views about drugs in schools be taken into account. If the topic was discussed in, for instance, the school council, what would students say?

### Drugs music

There are plenty of songs that include references to drugs.

Invite students to compile a list of those they know. What messages do they tend to give. If students wrote a song of their own for performance, what message do they think it should have. Agree it, then do it.



Encourage your pupils to log on to [www.fearless.org](http://www.fearless.org)

# CHAPTER 5: Vehicle Crime

## Quick briefing

Vehicle crime covers a range of different offences. Some are specific to driving or car ownership. Others, like theft and criminal damage, are offences that are distinctive when applied to vehicles. They are key for teenagers because vehicle crime is most often committed by 14-19 year olds.

## Where does this section fit into the curriculum?

England p77      Northern Ireland p78  
Scotland p79      Wales p80-81

## Students will learn:

- Which kinds of crimes are covered by the term vehicle crime.
- The serious impact vehicle crime has on many parts of society and, in particular, the high human cost.
- Some of the strategies currently used to reduce vehicle crime.

## Getting started

Just what is vehicle crime? Invite the class to write down the crimes they can think of that might be described as vehicle crime.

### How many of the following did they get?

#### Some are criminal offences

Taking a vehicle without the owner's consent	Criminal damage to a vehicle including arson
Theft of a motor vehicle	Aggravated vehicle taking
Theft from a motor vehicle	Tampering with a motor vehicle

#### Others are motoring offences related to road traffic law

Speeding	Driving under the influence of alcohol
Dangerous driving	Driving while disqualified
Causing death by dangerous driving	Document offences such as having no insurance or licence

There may also be offences under local by-laws which relate, for example, to protecting the environment:

#### Offences under local by-laws

• Abandoning vehicles
• Causing a noise nuisance with a vehicle
• Anti-social behaviour associated with, for example, mopeds

Are students surprised at such a long and endless list? Why might it be that way? Discuss how vehicles have infiltrated so many parts of society, almost dominating many people's lives.

## Classroom activities for 11 to 14 year olds



### Picture the effects

Show students some pictures of cars. It doesn't matter what sort, or in what format. They could be a cutting from a magazine or a whiteboard or image projection. You need enough to split the class into smaller groups all with access to one.

Invite the class to use the knowledge from the starter exercise to answer the question – how can vehicle crime affect other people? Working in their groups, students add their own thoughts to the image.

For instance, based on the crime dangerous driving, they might add a line linking to the phrase “serious injury”. Vehicle theft might lead to “money lost, and major inconvenience”. Or to noise nuisance, they might add “sleepless nights, poor health”.

Work through as many crimes as you can. The finished picture is likely to be an overwhelming mass of links and words.

By the end, students should realise that significant numbers of deaths and serious injuries are attributed to stolen motor vehicles each year. Vehicle crime causes immense suffering and hardship to victims, friends and families.



## Campaign to cut down vehicle crime

Ask students to design a poster or short radio advert designed to cut down vehicle crime. Working in groups, they need to

- Decide who their audience is. Is it vehicle owners, encouraging them to be more security conscious? Or do they wish to target those likely to commit offences?
- Agree what core message they want to get across.
- Work out what succinct and attention-grabbing method might do that.

Take the exercise as far as you want with the students. They could just sketch out their ideas and present them for discussion in the large group. Or actually move into doing them.

## Joys and sorrows

Joy-riding is a familiar term. In this exercise students explore what is joyful about it, and what isn't. First explain that the legal term would be taking without owner's consent (TWOCing) and probably aggravated vehicle taking.

**Split the class into two:**

One half	Other half
<b>One half</b> has to think of reasons why joy-riding has the word joy in it. They might concentrate on the fun, excitement and thrills.	<b>The other half</b> of the class has to think of non-joyous things about it. They might focus on the damage – to property, to people and to the environment. Encourage them to look at the possible full consequences of a joy-riding incident as well as the ride itself.

**Compare the lists.**

Which is longer? Which is more significant. Talk about the whether the risks of joy-riding can be worth it.

## Classroom activities for 14 to 16 year olds



### Just claim on the insurance

Some young people don't think it is very serious to take a car that doesn't belong to them. Even if the car is damaged

Set up a classroom debate, on the motion:

***“This house believes that taking cars only really hurts the insurance industry”.***

The traditional parliamentary form of a debate is to have two speakers for each side, beginning with the proposer of the motion, then alternating sides. Then come contributions from the rest of the class – as the “back-benchers” or floor of the house. A summing-up speech from each side, with the proposer going last, closes the speeches. Don't forget the vote.

Back benchers can prepare short speeches, or just interject and respond to what has been said.

- ▶ **Give students time to prepare and write their speeches.** Invite them to think through all the people potentially affected by vehicle crime – and to be as creative and persuasive as they can in their arguments.

## Get in the car

Under what circumstances would students get into a car driven by someone else? When wouldn't they? Pose the simple question, using the examples below or ones of your own devising.

### Examples

A car driven by your friend's father. You can smell alcohol on his breath and he seems to be behaving strangely.

A car pulls up driven by someone you know – and know they haven't got a car. When you ask whose it is, you realise they have probably stolen it.

Two 18-year-olds you know turn up driving their souped up battered VW Golf. It has beer cans on the dashboard, and heavy bass music booming from the speakers.

Point out some facts about the law – such as that someone knowingly accepting a lift in a car that is stolen is committing an offence.

**Ask students** to say what they would do, and explain their reasons. At what point would they use the online form on [www.fearless.org](http://www.fearless.org) or call Crimestoppers on **0800 555 111** to give information anonymously?

## Follow the diversion

This is a slightly edited version of what a 13-year-old boy told researchers about car crime:

"If you haven't got a car and you are desperate to drive, how can you do it? If you get caught when you pinch a car it means knocking you back more years because every time you're caught you get points on your licence, even though you haven't got one. Your chances of being able to drive on the road legally goes down and down".

Discuss each of the points raised. How can young people who are fascinated by cars legally pursue their interest? Did students realise that you can have endorsements and penalty points on your licence, even if you haven't actually got one yet?

Young people from estates often say that vehicle crime would be reduced if they had a field or track with old cars or go-carts that they could drive around legally. Ask students to draw up a list of three benefits of such a scheme and three potential risks.



## Homework and beyond



### Initial clues

Here's a quiz. Ask students to find out what **ANPR**, **PNC**, and **MID** stand for. And then to explain what effect they have on driving without insurance.

The answers are **Automatic Number Plate Recognition**, the **Police National Computer**, and the **Motor Insurance Database**.

The ANPR network of cameras operated by the police allows immediate recognition of any vehicle which is not taxed or insured, or which is reported stolen or lost. They will be stopped and checks will be made on the PNC and the MID. It is highly successful and making it much harder to drive a car illegally.

### Something new

Direct students to the Fearless website **[www.fearless.org](http://www.fearless.org)**. Their task is simply to find some legal aspect of vehicle and crime that they didn't know before. Preferably it should be something surprising to them.

Then ask them to find three other people – friends or family – and let them know about it.

### Crime prevention

Give students one week to find as many examples of vehicle crime prevention initiatives in their locality as they can.

Ask them to look out for posters, warning signs, disclaimer notices and other references. Ask where they are most likely to be found – in town centres and car parks, perhaps. Invite students to say which they think are most effective in preventing incidents of vehicle crime.



Encourage your pupils to log on to **[www.fearless.org](http://www.fearless.org)**



# CHAPTER 6: Robbery and Theft

## Quick briefing

Robbery and theft both involve taking goods that belong to someone else. They cover shoplifting, mugging, taxing and many other crimes of various seriousness. This section is designed to help students sort out some of the complexities around theft and robbery.

## Where does this section fit into the curriculum?

England p77      Northern Ireland p78  
Scotland p79      Wales p80-81

### ***Students will learn:***

- The crucial difference between robbery and theft, and other aspects of the law.
- What the consequences might be for anyone involved in stealing, and for those around them.
- Some basic self-help skills to reduce the risk of being a victim of robbery or theft.

## Getting started

Get students warmed up thinking about robbery and theft with the following “true or false?” quiz. To make things easier, all the following statements are true.

Statements	
Robbery means taking something using violence or threat of violence.	<b><i>True or False?</i></b>
Finding something that's not yours and keeping it can be theft.	<b><i>True or False?</i></b>
Acting as a lookout for someone who is stealing makes you part of the theft.	<b><i>True or False?</i></b>
Stealing from a member of your family is a crime.	<b><i>True or False?</i></b>

### ***Explore any questions raised.***

A key message is that property usually belongs to someone – and if you play a part in depriving the owner of it, there is a chance that you may have committed a crime. That applies, even when you did not carry out the action of deliberate stealing, or knew the owner well, or anything else that people sometimes use to blur the edges of their responsibility.

► ***Invite the class to think of other situations*** that would be classed as theft, even if they don't fit the obvious pattern of clear-cut stealing.

## Classroom activities for 11 to 14 year olds



### Shoplifting hot seat

This is a drama-linked way to explore some of the realities and emotions around shoplifting and its consequences.

► **Describe to the class the following scenario:**

Shak is 13. Her friends have been telling her how easy it is to steal make-up from a high street shop. They say they have done it loads of times. Shak doesn't want to do it, but she's getting teased by the others and called chicken. So to shut them up, one day after a lot of pressure, when they are in town together, she agrees to take some lipstick.

She is spotted on camera and just as she leaves the shop with the lipstick in her pocket she is stopped by a store detective.

From then on, it gets bad. The police are called, she is arrested and taken to the police station. Shak's parents arrive. They are upset and so is Shak. The police say they have enough evidence to charge Shak with theft.

► **Check that students have understood the details.** Then use hot-seating techniques to explore the feelings and decisions involved.

A student, or even the teacher, takes on the role of Shak and answers questions from the group – in role. Other students can form a circle or semi-circle around the hot seat. They can ask questions about any point in the story, about Shak's feelings and choices. Look particularly at how Shak feels about her so-called friends? Did they have her interests at heart?

## Phone security blitz

Here's a fast exercise to check where students are on basic safety of what is many teenagers' key possession – their mobile phone.

Tell the class they have **two minutes** to note down every bit of phone safety advice they can think of. They can include official advice, what they have figured out themselves and lessons from other people's experiences.

Do it all together, in small groups or as individuals – whatever suits. **The key thing is to have some urgency**

**and think rapidly.** This is important, because such safety measures have to become instinctive and routine, not something you have to think carefully about.

Afterwards, **review the list and add to it if necessary.** Talk about which are the most important recommendations. If the students seem hesitant about what is good advice, play the exercise more than once, even on a regular basis, until they feel confident with the "drill".

## Which is more serious?

Explain the key difference between robbery and theft with the following question. Read out the two scenarios below and ask students to say which is the more serious crime.

### Scenario 1

Purely by accident, a teenager notices a purse left in a coat in a cloakroom. She looks inside and finds a £20 note. Impulsively she takes it and says nothing to anyone...

### Scenario 2

A teenager waits for a younger boy on his way home from school, stops him and threatens to beat him up unless he hands over some money. The boy has just 80p. The teenager takes the money, pushes the young lad into a hedge and runs off laughing...

**Invite students' first reactions.** Ask which is more serious. Why? Note down key words of the responses.

At a suitable point explain that while the first was the crime of theft, the second would be regarded as robbery. This is much more serious. Robbery involves stealing with violence, or the threat of violence. The victim doesn't just lose property or money. Help students see that with violence or threats, a victim can be much more hurt and damaged. That is why the law takes it more seriously.

**Other points to note about the relative seriousness of such crimes are:**

- The greater the value of what is stolen, the more seriously the crime of theft is regarded. It is also worse if it is planned in advance, rather than happening on the spur of the moment.
- Robbery is more serious if the victim is weak or vulnerable, like an old person or a child. It too, is also worse if it is planned in advance, rather than happening on the spur of the moment. And of course, the more violence used, the more severe punishment can be expected.

## Classroom activities for 14 to 16 year olds



### Theft act

Help students explore what theft is by looking at the law – the Act of Parliament dealing with the law on stealing. Section 1 of the Theft Act describes it as follows:

A person is guilty of theft if he dishonestly appropriates property belonging to another with the intention of permanently depriving the other of it.

There are a lot of technical words in that, so spend a bit of time breaking it down and making sure everyone understands each critical part:

“Dishonestly”. It is possible to take someone’s property honestly. Ask for examples.

“...appropriates property belonging to another”. Appropriates means to treat as your own property. What is included in that and what isn’t?

“...with the intention of permanently depriving the other”. Again, talk about this aspect of the law. That is why TWOCing is a separate criminal offence. Someone who “borrows” a car for an hour or two intending for the owner to have it back isn’t committing a theft.

- **Invite the class to think of a few sample situations** whereby someone ends up with something that is not theirs.

Is it theft, **yes** or **no**?

## Problem page

Invite students to act as a newspaper advice columnist. The following extract is from a recent letter to the Daily Record's problem page.

### Extract

#### ***I stole cash from Gran to pay bully***

I HAVE done a very, very bad thing but it's not my fault. I took £20 from my gran's purse. I know I shouldn't have done it but I was desperate.

You see at the end of last term, I got into big bother with another girl.

She said I had gone and splashed mud on her new trainers and she said I had to pay for them.

She said if I didn't pay for them, she was going to get her friends to get me.

So I gave her all the money I had but she said it wasn't enough and that I had to pay her another £20 on the first day of school.

But I had no money left to give her and that was why I took the money from my gran's purse.

I thought she might not notice or I could somehow put it back.

But the really bad thing is she and my mum are blaming my younger brother for it.

You see, he took £5 from my mum's purse not so long ago and so she and my gran think it is him. He says it wasn't him and now they are really angry with him.

I know I have to own up but it is very hard and also the girl says I haven't paid for all the trainers yet and I still owe her £10.

The writer ends saying ***"please, please help me"***.

**Ask students to write a response.** What would they say that would help put things right?

## Terminology

What words do students know that are associated with theft? Ask them to note down or call out as many as they can. They can use proper official words that they have heard used, by police or in television dramas. And they can also include the street words they know or have heard.

**You might end up with a longer version of a list like this:**

### Words associated with theft

Obtaining by deception	Nicking	Taxing
Handling stolen goods	Jacking	

**Go through it and ask students to take a word and come up with a brief accurate explanation** in simple language saying what it means. This could be done in writing, or orally, in groups or as individuals.



## Homework and beyond



### More true or false

Go back to the getting started exercise at the beginning. For homework ask students to add to it – devising their own statements that could be true or false.

Invite students to put the emphasis on statements which are true but surprising. There is more useful learning in this than in statements which are obviously false.

### Shoplifting audit

Ask students to visit a shop or store near them and notice all the anti-theft measures that are visible. Ask them to be surreptitious, definitely not taking notes and certainly not photographs. Discuss why this is important – knowledge of security measures can be useful to someone who intends to steal.

Afterwards, listen to what students found, and discuss the measures, from CCTV cameras to radio frequency tags to store detectives. It is sometimes said that shoplifting doesn't really hurt companies. Ask if shops would take such expensive anti-theft measures if their losses to theft didn't matter.

### Newspaper trawl

For an exercise that could happen out of class or in it, ask students to look through a newspaper, local or national, and find examples of thefts reported. There are likely to be quite a few. The students' task is to choose one that they think will have had a major impact on the victim. Ask them to come to the class ready to describe the theft and the effect they think it might have had.



Encourage your pupils to log on to [www.fearless.org](http://www.fearless.org)

# CHAPTER 7: Burglary

## Quick briefing

Although burglaries are on the decrease, they are still a common form of crime. A relatively small number of offenders are responsible for a large number of burglaries. Many are committed on the spur of the moment, rather than being planned in advance. These and other insights are explored in this section.

## Where does this section fit into the curriculum?

England p77      Northern Ireland p78  
Scotland p79      Wales p80-81

## Getting started

Here is a list of 12 different categories of people. For a starter exercise, ask students which are the four most likely to be targeted by burglars.

### Categories

- lorry drivers
- rich business people
- people living on houseboats
- people moving house
- students
- teenage parents
- celebrities
- older people
- doctors and dentists
- holiday makers
- shift workers
- off-duty police officers

After discussion, tell students that, according to the Home Office, the answers are people moving house, students, older people and holiday makers. Is this what they expected? Talk about why.

## Students will learn:

- What the crime of burglary is, who is most affected by it and how they can be helped.
- What anti-burglary measures householders can take to reduce the risk of being a victim of burglary.
- What the law means when it says a householder may use reasonable force to protect their property or themselves from an intruder.

## Classroom activities for 11 to 14 year olds



### It's a crime

Describe the following scenario to the class.

#### Describe the following scenario to the class

One night, police stop a 47 year old man and a young teenager in an area where there have been recent burglaries. Their bags and pockets are searched. The police find two screwdrivers, a metal file, rubber gloves, a torch, various house keys and a flexible metal strip.

They have no stolen goods. They are not suspected of having broken into a house. Even so, they are arrested. They are later charged with a criminal offence.

Ask students to discuss why they might they have been arrested. What is the criminal offence they were later charged with?

After discussion, explain that the crime is ***“going equipped”*** – a shorthand form for going equipped with items that could be used to help steal something.

It is not necessary to have actually stolen something to be guilty of this offence. The prosecution just has to prove that you meant to steal when you got the chance.

## Good idea, bad idea

Here are some actions that householders sometimes take to protect their property, along with some habits they sometimes get into. Show them to students, either by reading them out, projecting or printing them.

Invite students to say which they think are good ideas, and which are bad ideas. **Importantly, they should say why.**

Good Ideas / Bad Ideas	
Fitting a powerful light that comes on if it detects movement.	Growing a high, thorny hedge to discourage intruders.
Keep a spare key hidden somewhere close to the front door, or hanging on a string so it can be pulled through the letterbox.	Cutting back all hedges so intruders have nothing to hide behind.
Keeping the curtains drawn closed all the time while on holiday.	Fixing razor wire to walls.
Fitting a burglar alarm.	

**Ask the class to come up with their own good ideas** for increasing security – and to identify habits they think are risky.

## There's someone there

Here is a quick on-the-spot exercise to get students thinking about how they react and what they know of the methods of burglars.

Imagine getting home one evening and noticing signs of a break-in at your home. There are signs that the door has been forced, and for some reason your key doesn't work as normal. Some instinct tells you that the intruders may still be in the building.

What do you do? Ask students to write down their very next action. Fast. There is no time to think. Quickly, what would they do next?

Go round the class for responses. Then tell them the following official advice in such situations:

Situations
don't go in or shout as the burglar could still be inside;
go to a neighbour's to call the police – if you think the burglar is still inside, let the police know; and
don't touch anything, you could destroy valuable evidence.

**What did students get right?** What might they want to reconsider?

The advice is listed in a helpful leaflet from the home office:

**[www.crimereduction.homeoffice.gov.uk/burglary/burglary52.pdf](http://www.crimereduction.homeoffice.gov.uk/burglary/burglary52.pdf)**

## Classroom activities for 14 to 16 year olds



### Distraction burglary

Not all burglaries involve forced entry to premises. So-called “distraction burglaries” happen when a fraudulent caller gains access to someone’s home.

They may pose as a council worker or other official. Sometimes children are used to distract the householder. Then an accomplice steals from the home.

It is believed that many such offences are never reported. Ask students to think about why – and then do the following writing task:

Write a letter as if from an elderly person to a friend. He or she has been the victim of a distraction burglary, but hasn’t bothered reporting it to the police. The letter should explain why.

For ideas as to why they didn’t report it, students can consider the following:

#### Samples

Feeling silly and foolish. People are sometimes embarrassed when they realise they have ignored the warnings not to be deceived by bogus callers. Yet, such callers often well understand the psychology of householders and make their stories very hard to resist. They can seem very genuine.

Not knowing that something has gone missing for some time. If jewellery or savings are taken it can be a long time before the person checks and finds it gone. Only then do they remember a caller who they suspect.

Thinking that reporting the crime is pointless. This may be if what has gone missing has great personal value – so the victim feels that there is little chance of getting it back, and so no point in bothering anyone else.

Afterwards discuss arguments in favour of reporting such crimes. What might students say to the elderly person to persuade them to report a distraction burglary? If people suspect they know someone who commits this type of offence who could they tell? Would they call the police? Would they use the online form on [www.fearless.org](http://www.fearless.org) or call Crimestoppers on **0800 555 111** to give information anonymously?



## Restorative justice role play

Restorative justice is a way of bringing an offender and their victim together. It often involves talking, understanding each other's points of view. The offender begins to appreciate the consequences of what they did, possibly for the first time. It usually

leads to an apology and some form of reparation – the restorative bit. The process has been found to be more helpful to victims than the traditional court case, where victims sometimes just feel a witness in a legal process that has nothing to do with them.



Help the class appreciate what restorative justice is about by preparing students to do a role play. Here is the briefing for the main characters:

Offender	Householder
You broke into the house on the spur of the moment. You didn't know the area or the householder. You were just a bit high on drugs and drink, and looking for a bit of easy money. You didn't think it was any big deal. Burglaries happen all the time. As for the householder, you didn't think of them at all. You guess they are well off, they can just claim on the insurance, and the stuff you took was only a few odds and ends that didn't add up to very much anyway.	You were very shocked to come home one evening and find that your house had been burgled. It has made you very anxious about going out – so much that your doctor has given you anti-anxiety medication and you keep having days off work. You feel very angry and upset that someone has taken some of your treasured possessions, including some things that belonged to your mother who died just a few months ago. You sometimes feel that you have been targeted by someone who knows you and that someone is always watching your house.

► **Get the characters to talk to each other** in role. Then invite the rest of the class to ask questions, to be answered by the role players, still in character.

## Reasonable force – what if?

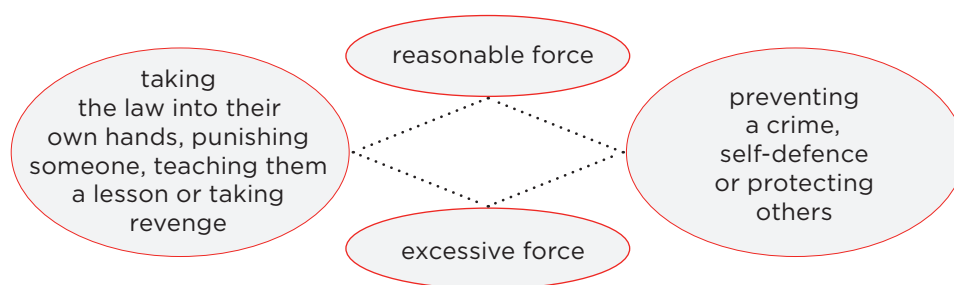
Many people, encouraged by some press articles, believe that a householder who protects themselves from an intruder risks being prosecuted – and that the legal rights in such a case all belong to the burglar.

Explain to the class that this is far from reality. It is legal for someone to use reasonable force in self-defence, in defence of other people, or to protect their property.

It is wrong if a householder uses excessive, unreasonable force. It is also wrong if they take the law into their own hands, and use force to punish someone, to teach them a lesson, or as a form of revenge.

Try to help students understand the difference between reasonable force and excessive force.

**Draw a rough diamond shape, labelled like this at the four corners:**



Then ask the students to think of the following situations, and locate them in one of corners of the diamond. Where do the following fit best?

### Samples

If the householder disturbed an intruder who said fair cop, and sat down waiting for the police to arrive. But the householder held him in an armlock, eventually breaking his arm.

If the householder knocked someone unconscious with a blow to the head to stop them going into their children's bedroom.

If the householder chased down the road with a baseball bat to catch the intruder who had run off.

If the householder sliced someone's head off with a Samurai sword to stop them stealing a DVD player.

If the householder set a trap for someone they suspected was going to burglar their house, for example placing broken glass on the ground next to the fence.

► **Invite the class to think of situations of their own**, and decide where they fit on the diamond.

## Homework and beyond



### Stop the burglaries

Ask students to find advice on burglary from a leaflet or a website. Neighbourhood watch groups can be a good source.

The task is simple. Students should look critically at the advice in the leaflet, choose a section of it and add to it or reword it to make it more effective – particularly to teenagers and young people. The chances are that the advice is geared towards older home owners. How might it be better presented to get its message across to young people living independently for the first time?

### Security audit

One of the best ways to identify a security gap is to look at a building, the home or school might be a good choice, and ask, if the owner left their keys inside, how would they get in.

They might know of a window that is always unlocked, or a door that can be easily forced. Or there may be a spare key hidden somewhere.

Ask students to carry out this exercise on a building they know. Then say, if the owner can get in that way, so can an intruder. So devise a way to make the opening more secure.

Don't forget also to devise a safer way for the householder to get in if they lose their key.

### How to help

Burglary can be a very distressing experience for the victim. Leaving aside the practical security issues, some need help in coming to terms emotionally with what has happened.

Ask students to write a short description of what they might say to someone who had been burgled, to help them cope with their worries and distress.



Encourage your pupils to log on to [www.fearless.org](http://www.fearless.org)

**fearless**

# CHAPTER 8: Assault

## Quick briefing

Assault is not a very well-understood offence. Many people are surprised to learn what it consists of – even the simple fact that you don't have to have physically hurt someone to have assaulted them.

## Where does this section fit into the curriculum?

England p77      Northern Ireland p78  
Scotland p79      Wales p80-81

## Getting started

Assault is an everyday term, which usually suggests some actual physical violence. The legal definition is more complex, and can cover threats of violence too.

Then check students' knowledge with this matching exercise. Sentences have been split and mixed up. Their task is to match the right beginning of the sentence numbered below with the right second half, which has a letter by it.

1.	Grabbing or pushing someone around, or spitting on them	A	to be guilty of assault.
2.	Young people charged with common assault	B	can also count as assault.
3.	You don't have to physically hurt someone	C	is usually treated more seriously than common assault.
4.	Assault on a police officer	D	are normally tried in the Youth Court.

Assault mainly covers things like hitting or kicking. But it is enough for the prosecution to prove that you could see what you were doing might end up hurting them.

Say you put up a fist to frighten someone, not really meaning to hit them at all. They may think you are about to attack and hit back in self-defence. If this leads to a fight, you could be charged with assault, since it was you who started it in the first place.

## Students will learn:

- That assault is a crime of violence, or threat of violence, and what kinds of behaviour might be regarded as criminal assault.
- Some of the reasons that people commit assaults and what they might do to avoid them.
- Under what circumstances they might report assault offences to the authorities, as well as exploring ways of keeping personally safe.

## Note:

Sexual assaults are beyond the scope of this section, but can be significant in the lives of students. Teachers might like to be aware of Childline and the NSPCC as resources for children affected by such issues.



## Classroom activities for 11 to 14 year olds



### Odd one out

Thinking of assault, ask the class to find the odd one out among this list:

The odd one out	
Naomi Campbell	Amy Winehouse
Rihanna	Cheryl Cole

The answer is that the odd one out is **Rihanna**. She was recently the victim of assault – her ex-boyfriend Chris Brown was judged to have assaulted her. The others have all been guilty of assaults on other people.

Discuss the list of those guilty of assault. Most female celebrities do not commit assaults. Talk about the temptation or provocation that might have led these to assault someone. What other factors might have been involved?

Ask students to think about anger management. Ask students to write down one sentence which explains how important it is to be able to keep your feelings under control and not lash out at someone because you are frustrated or annoyed.

## Happy slapping

Describe this scenario to the class.

One day a mobile phone video is being passed round a group of your friends. In fact, it's being sent to loads of people. What it shows is an elderly man walking towards a bus stop. He is approached and slapped on the face by a teenager. It is quite funny, the way it happens. But you also know it is a serious crime. And the elderly man looks very disturbed by it.

Ask students what would they do. Would they report the video? If they knew those involved in the incident, use the online form on [www.fearless.org](http://www.fearless.org) or call Crimestoppers on **0800 555 111** to give information anonymously ?

Ask the reasons for their answer. If some students say they would not report it, change some of the details of the story.

### Questions

What if you knew that those involved were planning to go happy slapping again?

What if you heard that the victim had been taken to hospital and later died?

What if you recognised the victim as your granddad?

**As a possible follow-up,** ask students to search on the internet for news stories about happy slapping. What normally happens to offenders when they are caught?

## Freeze frame: what next?

Set up the following dramatic scene. Adapt it and add to it as suits the group of students. Encourage students to use their own vocabulary and examples for Abby's speech to get the message across.

### Scene

Abby is in town one Saturday morning talking to her friend Brooke. She is explaining what a terrible time she has been having.

Abby: My mum has been going on at me all night. She wants me to look after my little brother. She won't let me get a job. But I'm desperate -I've got debts I can't pay. And I had a really big row with my boyfriend last night. I've just texted him to tell him if he doesn't change we're finished. I'm really mad. If another thing happens to me I'm going to do something I'll regret.

Just then, they bump into another teenager who says to Abby - I heard your boyfriend has dumped you. I knew he was too good for you. Abby is furious. She walks towards the other teenager looking very menacing.

**Discuss the chances** that what Abby does next might be classified as an assault. What strategies could she use to make sure she doesn't?

If possible, get three students to create and act out this mini-scene. Then step in, freeze-frame the action, and ask the class to say what they think might happen next.

## Classroom activities for 14 to 16 year olds



### Feeling safe

Assaults often happen in public – out on the street or on public transport. No one likes going where they don't feel safe. And fear of assault can be a major reason why teenagers steer clear of certain areas. Some avoid going out if they do not have to.

Invite students to explore their own attitudes by reading out or showing them the following statements:

Statement-A	Statement-B
People make too much fuss about crimes like assault. It very rarely happens. The fear of crime stops people going out, but it is all exaggerated. I go out wherever I want and wouldn't let a few abusive words or threats bother me at all.	I feel very unsafe being out, especially at night and especially somewhere that I don't know very well. Even if you are with friends you can get insults and end up in very dangerous situations. I never go out on my own.

Which attitude matches students' own? Which would they prefer to be like? Talk about how it might be different.

**Discuss the effect that teenagers have on each other.** Do they realise that their behaviour can be threatening to others, even if they don't mean it that way?

## Only spitting?

Describe the following situation to the class. Then ask students to choose which of the options below best describes their view of it.

Large crowds have gathered for a peaceful demonstration. The movement of people is being managed by police. One group have been waiting to move for a long time and get bored. One teenager, who is sitting on a high wall, leans over and spits on a police officer who has told them they won't be moving just yet.

Ask students what kind of behaviour is this.

### Choices

Not very polite, but not very serious either.

A minor offence – that might lead to a caution

An assault on a police officer – which is regarded as a serious offence.

### **Discuss different views.**

Then point out that the only correct answer is the last. Not only is spitting an assault, any assault on a police officer is taken very seriously. People are sent to prison just for that action.



## Saying sorry

Ask the class to think of an assault they can remember – perhaps one that could be classified as assault even if no charges were ever brought. If they cannot think of one, they could use their imagination, perhaps based on one of the scenarios or exercises already used.

The task is for students to put themselves in the position of the person who made the assault, and to write a letter of apology to the victim.

Explain that this is something that courts sometimes require offenders to do, in addition to the other sentence. The letter should show that the offender has understood the effect of their action and its seriousness, and that they are genuinely sorry that it happened.

It is okay to explain why something happened – if that will help the victim understand it better. But not if it is just making an excuse or trying to reduce personal blame. Talk about these differences.

## Homework and beyond



### Assaults, count 'em

Bring a collection of newspapers. Or ask students to do this exercise out of class, in a library or on the internet.

The idea is to take one newspaper and go through and identify all the mentions of assault. The chances are there will be quite a few. They will include pub fights, sexual assaults, fights within families, in work places, at sporting events, even on the sports field. Students should make a brief note of each one, and grade its seriousness. Later, compare results and see what conclusions can be drawn.

### Invite a speaker

There are many options having a speaker come to speak to your pupils.

- A victim of assault
- An ex-offender
- Police liaison officer
- Worker from youth offending team

Discuss with students what insights different people might have. Who would they most like to hear from? Students could also help take the lead in identifying possible speakers, or organisations, and for inviting them.

### Assault acoustic

Ask students to write a song or poem of **exactly seven lines** about assault. It can be about how to report one, about the effects on victims, about how it doesn't have to cause physical injury or even about how you can give information to Crimestoppers anonymously on **0800 555 111** or use the online form at **[www.fearless.org](http://www.fearless.org)**.

For this exercise the first letter of each line when taken in order must spell out the word "assault". This form is known as an acoustic.

A S S A U L T

Display the finished results.



Encourage your pupils to log on to **[www.fearless.org](http://www.fearless.org)**



# CHAPTER 9: Guns

## Quick briefing

Guns are thankfully rare in British life. As a proportion of total crime, gun crime is very low. However, the police and other authorities are very keen to reduce it further – for obvious reasons.

## Where does this section fit into the curriculum?

England p77	Northern Ireland p78
Scotland p79	Wales p80-81

## Getting started

Start discussing thoughts about guns with the following:

***If you have a gun, people respect you.***

Invite students' first reactions to that statement. Can they see why some people might believe it, or at least, say it?

**Ask for responses.** How might the class challenge that thinking? Stimulate to come up with answers. They might be along the lines of:

### Possible Answers

You don't respect the person, you just fear the gun

How can you respect someone in prison?

How can you respect someone who is prepared to kill and injure?

### Students will learn:

- to understand that while gun crime is rare, its consequences can devastate many people's lives.
- to think through what motivates people to carry guns, and what persuasive techniques might help them stop.
- to explore what it means being an active citizen contributing to reducing gun crime.

► **Students could sketch out rough ideas** for a poster based on this. What is the strongest most persuasive message that might make someone think twice about carrying a gun?

## Classroom activities for 11 to 14 year olds



### Guns and glamour

Some years ago a politician suggested that guns were becoming a **“fashion accessory”**. Help students think through what might make firearms seem cool and fashionable

Ask students to identify particular examples in some or all of these categories they think might have contributed to glamorising guns.

#### Possible Reasons

Movies	Adverts	Music
Newspapers and television	Celebrities	Older teenagers
Other role models		

► **After discussion**, get the class to choose the top three that they think are most influential.

## Gun quiz

Most people recognise that carrying a loaded gun in a public place is very likely to be a serious offence.

**But which of the following can also be illegal?:**

- Carrying a toy gun
- Carrying an air rifle
- Carrying a gun that isn't loaded

The answer is that all of them can be illegal. In brief, having an airgun in a public place without good reason can be a crime, as can using a toy gun intended people to think it is a real one. It is a crime to carry a gun, even if unloaded. Discuss these with students.

## Missing words

Explore some basic insights into gun crime, and some surprising ones, with this missing words exercise. The words to slot in the spaces provided are listed alphabetically below.

### Fill in the gaps

Gun-related crime is frequently \_\_\_\_\_ to gang activity and the illegal \_\_\_\_\_ trade in the UK.

The overall level of gun crime in England and Wales is very \_\_\_\_\_ - less than 0.5% of all crime \_\_\_\_\_ by the police.

Someone found in \_\_\_\_\_ of a loaded gun is unlikely to be able to show a \_\_\_\_\_ that they had it for a good reason.

Two-thirds of firearms offences were \_\_\_\_\_ in Greater Manchester, London and the West \_\_\_\_\_

### Words to slot

committed

court

drugs

linked

low

Midlands

possession

recorded

When students have completed the task, check the answers. Then **lead a discussion on the content**. Which did students find most interesting? Which most surprising?

## Classroom activities for 14 to 16 year olds



### Children and guns

Is a three year old too young to be handling a gun? Of course. But could it ever happen? Sadly, yes.

Read or show students the following summary of a news story.

#### Extract:

A mother told how playtime turned to horror when her sons found and fired a loaded pistol in their back garden.

Nimco Guled, 38, said her three-year-old, Mahde, spotted the gun on the grass while playing outside. He called his older brother Warsme, 11, to look at it.

Thinking it was a toy, Warsme grabbed the gun and ran around playing soldiers with his little brother in the car park behind their home in Smethwick, West Midlands.

Then he pulled the trigger, firing a single round, which hit a parked car. The windscreen was smashed, but no one injured.

Afraid that he would be in trouble with his mother, who was inside the house, Warsme took the gun to a neighbour, who phoned police.

Around a dozen officers arrived and Warsme and his mother were taken to the police station and questioned.

***Adapted from the Daily Mail, 11th March 2008.***

► ***Discuss students' reactions to the story.***  
How do they think the gun ended up in the garden? What kinds of tragedy could have happened.

It is assumed that the gun had been thrown over the garden fence by a criminal in a hurry. For a written exercise, ask students to write a letter, as if from the boy's mother, saying what she thought of whoever was responsible.

## Reasons to grass

Choosing to carry a gun is a high risk activity – in many ways.

**Invite students to follow this logic:**

### Statements

Anyone who carries a gun to impress or scare other people has to let other people know they have one. Otherwise no one will be impressed, obviously.

Someone who is known to carry a gun is very vulnerable. A single phone call to the charity Crimestoppers anonymously on **0800 555 111** or use of the online form at [www.fearless.org](http://www.fearless.org) can alert the police. No one will ever know who made the call.

The police take gun crime very seriously. So do the courts.

How safe does that make a gun carrier feel?

At the end, **review the list** and ask students to vote. Having seen the arguments, what would they do?

Ask the class to think through reasons for and against calling Crimestoppers. Say that they had discovered someone they knew carried a gun. Would they report it anonymously?

On a board or flipchart, labelled reasons for and reasons against, invite students to come up with as many arguments, thoughts or considerations as they can.

## Gun control?

People who choose to carry guns sometimes think it gives them power. It puts them in control. The reality is very different. Very often guns cause devastating consequences that no one ever intended.

Here are some examples from recent press reports that students might recognise.

### Recent press reports:

**Jessie James**, a Liverpool teenager who was shot dead as he cycled through a park

**Magda Pniewska**, a 26-year-old hospital care worker, who died instantly from a single bullet wound as she crossed a car park.

Eleven-year-old **Rhys Jones** died after being shot in the neck as he walked home from football practice.

**Sharon Beshenivsky**, a probationer police officer, was shot dead by an armed gang who were robbing a travel agency.

Fifteen-year-old **Michael Dosunmu** was killed as he lay in bed by two gunmen who mistook him for his brother.

**Invite students to think about these and other gun-related accidents, panics, and cases of mistaken identity.** Ask them to design a poster based on their discussion that might be used to educate others about the lack of control involved in guns.



## Homework and beyond



### Perspective

Ask students to imagine they are on an internet chat board. There's a discussion about fears of gun crime. Someone from another country is moving here and is worried about high levels of shootings and other gun-related crime.

Students' task is to write a reply, helping readers to get gun crime in the UK in perspective.

### Best of the antis

There have been various anti-gun crime initiatives run by police authorities and councils. Some are national, some local. They range from poster campaigns to amnesties.

Ask students to research recent initiatives and to think about which is likely to be most effective.

Ask them to be prepared to tell the class which initiative they thought would be most likely to cut gun crime – and why.

### Removing the glamour

Look again at the exercise on guns and glamour. This time, students' task is to deglamourise the images. They should pick some aspect of movies or music that seems to encourage gun use. They then should rework it in some way to build in some of the reality of death injury and prison term that is actually associated with guns. That could be by introducing a mortuary into a rap song, or the thoughts of a bereaved child or parent into a movie scene.

***Encourage inventiveness.***



Encourage your pupils to log on to [www.fearless.org](http://www.fearless.org)

# CHAPTER 10: Knives

## Quick briefing

Knife attacks involving young people hit the headlines with shocking frequency. That is especially so when they lead to a fatality, which has happened in a small number of tragic cases. Knives are also implicated in a lot of domestic violence incidents, not related to youth crime.

## Where does this section fit into the curriculum?

England p77	Northern Ireland p78
Scotland p79	Wales p80-81

## Getting started

Start exploring knife crime by looking at what students know about the reasons for it.

Simply ask:

### ***Why do so many teenagers carry knives?***

Invite contributions, list them on a board, and encourage more and more until the collective imagination dries up. Then ask the class to work together, as a whole or in small groups, to sort them. Group the reasons into **high**, **medium** and **low** importance, depending on what the students assess their relative significance.

When finished, lead a general discussion on ideas for the best way to reduce the top three reasons.

### ***Students will learn:***

- to explore some of the reasons people carry knives, and what can be done to discourage them.
- to examine the consequences for individuals and communities of knife crime and the response of the justice system.
- to critique some of the proposed anti-knife crime measures and use their own experience to suggest solutions.

## Classroom activities for 11 to 14 year olds



### True or false\*

Test out the basics of students' knowledge with this true or false quiz.

Question	Answer
A knife can do as much damage to someone as a gun. <b>True or false?</b>	<b>True.</b> Both can kill.
Provided that you don't actually use or threaten to use a knife, it is not an offence to carry one. <b>True or false?</b>	<b>False.</b> It is an offence to have a knife with the intention of using it.
It is a criminal offence for a shopkeeper to sell a knife to a person aged under 18. This was recently increased from 16. <b>True or false?</b>	<b>True.</b>
Teachers have the legal power to search students for knives and offensive weapons, but only with the student's consent. <b>True or false?</b>	<b>False.</b> Teachers can search for knives whether students consent or not.

*\*Correct as of November 2008*

## Defence is no defence

Some people say they carry a knife to defend themselves. This can seem to make sense to them. But it doesn't make sense to the police or the courts.

**Describe the following situation to students:**

### Situation

Bib is 12, and is being bullied. Some older kids at school are making his life a misery. They've been picking on him for ages, and now they've started taking money from him.

"I was scared, I felt I needed to protect myself" says Bib. "So I got myself a knife. I carry it with me all the time. It makes me feel safe.

"What else could I have done?"

**Ask students to answer Bib's question.** What else could he have done? Working individually ask students to come up with at least three ideas for action he could have taken. Then share them and discuss.

For practical ideas on personal safety you may want to refer the students to:

[www.suzylamplugh.org](http://www.suzylamplugh.org)

## Scanners

Should the school introduce metal-detecting scanners to combat knife crime? Ask the class to vote – for or against – and note the result.

Then ask students to think of all the benefits they can think of and all of the risks. Use the following prompts for discussion:

### Discussion Points

Would it send a message that knives are not tolerated?

What difference would it have on journeys to and from school?

Might there be ways to smuggle avoiding the scanners?

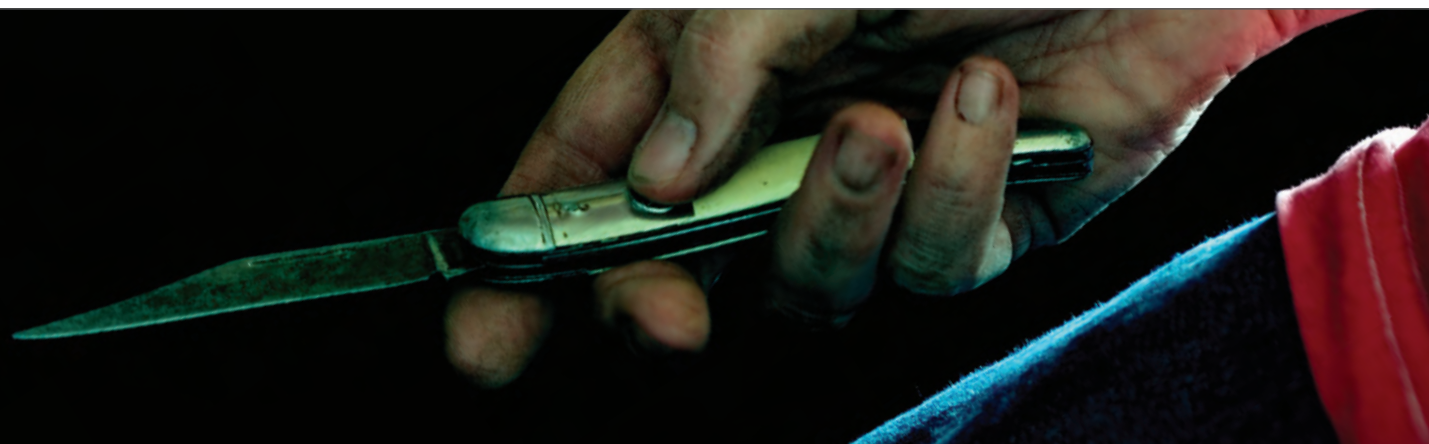
Would it help students feel safer in school?

Might it be disruptive to the school day?

How would students feel about having to empty their pockets and bags?

**Encourage a full discussion**, in small groups if helpful. Then hold another vote. Make the point that there is no shame in changing your mind after listening to discussion. That's what democratic debate is for.

## Classroom activities for 14 to 16 year olds



### Balloon debate (or Big Brother House)

Have fun with a serious topic, and learn at the same time, by staging a balloon debate. Explain the set-up. A motley group of characters have gathered in the basket of a hot air balloon. It launched, but hit problems. The balloon is losing height and the only way to save the group is to throw one character out. As it happens, that continues until only one character is left.

Deciding who to throw out is done by voting by the whole class. This is done after each character has argued their own case. They must persuade everyone that their survival is the one that will bring most benefit to most people.

The twist is that in this case each of the characters is in some way connected to knife crime. And their speeches must be related to how they think they can reduce it.

#### The characters could include

- A shopkeeper selling stab-proof vests
- An ex-offender who no longer carries a knife
- A headteacher who has the power to search students
- A police officer with powers to stop, search and arrest
- A newspaper editor who can report crimes
- A Crimestoppers call handler who takes anonymous calls from the public about crimes
- A manufacturer of metal detectors and security scanners

- Add to the list, allocate roles and give students time to prepare speeches.

If they are unfamiliar with the balloon debate formula, just explain that it is a bit like voting a house-guest out of Big Brother.



## Getting out of a gang

Gangs can be hard to get into – and even harder to get out of. But not impossible. Ask students to critique the following list of advice for gang members wanting to leave.

1.	Never tell the gang you want out.
2.	Begin spending your time doing other things.
3.	Try to stop looking like a gangster. Stop wearing the clothes that you think are gangster clothes.
4.	Stop talking like a gangster, acting like a gangster, and hanging out with gangsters.
5.	Get good at making excuses. Some former gang members have said that when they started trying to get out they stopped taking phone calls from their gang and had their family tell friends they weren't home.

Full version at <http://www.stoptheguns.org/workingtogether/index.php>

Ask students to work through the list, identifying the thinking behind each point. For instance, point 1 could be explained by “ You may be beaten or even killed.”

Which piece of advice do students think will be most effective for someone trying to get out of a gang? Which will be hardest to do?



## Podcast

A microphone and a computer are all the hardware needed to make a podcast, or short radio programme. Saved in appropriate format it can be loaded onto a website or played back to different classes or assemblies. Take advice on the technical aspects while getting students to develop the content.

Ask them to devise a short informative podcast for other students on knife crime. It could focus on ways of staying safe, the dangers of carrying a knife or a statement of the law. Either way, they should choose what seems most appropriate for their audience, and then write and record a script that gets the message across in an appealing way.

## Homework and beyond



### Have your say

Knife crime is often in the news. There is a lot of comment on what should be done. But teenagers' voices are seldom heard. Change that by asking students to post their views, either on a website discussion, a blog, a radio phone-in or a newspaper.

They might make the point that teenagers are more likely than any other group to be the victims of knife crime – so demonising them is not very sensible. They might also say that a lot of violent crime in general is caused by adults.

### No flick knives

Some types of knives are illegal in any circumstances, simply because they have no legitimate use. Give students one week to come up with a list of all the knives they can find that come into that category.

Discuss who might manufacture and sell these kinds of knives. What might motivate them?



Encourage your pupils to log on to [www.fearless.org](http://www.fearless.org)

# CURRICULUM LINKS

The following tables are an indication of some of the learning potential and curriculum objectives that are possible using the resources in this pack.

They have been graded using a star system, broadly indicating whether the exercises in that section give a useful starter on some aspect of that curriculum item (**one star \***), have quite a lot of potential or cover more than one aspect (**two stars \*\***), or are a very good fit or have multiple opportunities (**three stars \*\*\***).

This is far from an exact science since the nature of the materials is that different groups will explore in different ways and end in different places.

Please regard them as a useful guideline rather than a fixed curriculum template.

## England KS3 & 4

		<i>Vandalism</i>	<i>Graffiti</i>	<i>Arson</i>	<i>Drugs</i>	<i>Vehicle Crime</i>	<i>Robbery &amp; Theft</i>	<i>Burglary</i>	<i>Assault</i>	<i>Guns</i>	<i>Knives</i>
<b>1a</b>	the legal and human rights and responsibilities underpinning society, basic aspects of the criminal justice system, and how both relate to young people	***	***	**	***	***	***	***	***	***	***
<b>1c</b>	central and local government, the public services they offer and how they are financed, and the opportunities to contribute		***								
<b>1h</b>	the significance of the media in society	*			***		*				
<b>2a</b>	think about topical political, spiritual, moral, social and cultural issues, problems and events by analysing information and its sources, including ICT-based sources	***	***	***	***	***	***	***	***		***
<b>2b</b>	justify orally and in writing a personal opinion about such issues, problems or events	***	***	***	***	***	***	***	***		***
<b>2c</b>	contribute to group and exploratory class discussions, and take part in debates	***	***	***	***	***	***	***	***		***
<b>3a</b>	use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own	***	***	***	***	***	***	***	***		***
<b>3b</b>	negotiate, decide and take part responsibly in both school and community-based activities	*	**	*	**	*	**	**		**	
<b>3c</b>	reflect on the process of participating		*		**			*			

## Northern Ireland KS3 & 4

		<i>Vandalism</i>	<i>Graffiti</i>	<i>Arson</i>	<i>Drugs</i>	<i>Vehicle crime</i>	<i>Robbery &amp; theft</i>	<i>Burglary</i>	<i>Assault</i>	<i>Guns</i>	<i>Knives</i>
KS3 Local and Global Citizenship	Exploring Human Rights and Social Responsibility provides opportunities to understand that a globally accepted values base exists that reflects the rights, as outlined within various international human rights instruments, and responsibilities of individuals and groups in democratic society.		**								
	Exploring Democracy and Active Participation provides opportunities for pupils to understand how to participate in and to influence democratic processes and to be aware of some key democratic institutions and their role in promoting inclusion, justice and democracy.	***	***	***	***	***	***	***	***	***	***
KS3 Personal Development	Exploring Self Awareness provides opportunities to consider the importance of self-confidence and self-esteem to physical and emotional/mental health throughout life.	**	**	***	***	**	**	**	***	**	**
	Exploring Personal Health provides opportunities to understand the importance of recognising and managing factors that may influence physical and emotional/mental health throughout life.	**	**	**	***	**	**	**	**	*	**
	Exploring Relationships provides opportunities to understand the importance of forming and maintaining relationships to physical and emotional/mental health throughout life.	*	**	**	**	***	***	*	*	*	**
KS4 Local and Global Citizenship	identify and exercise their rights and social responsibilities in relation to local, national and global issues	**	**	**	**	**	***	**	**	***	***
	develop their understanding of the role of society and government in safeguarding individual and collective rights in order to promote equality and to ensure that everyone is treated fairly	***	***	***	***	***	***	***	***	***	***
KS4 Personal Development	develop an understanding of how to maximise and sustain their own health and well-being	**	**	**	***	***	**	**	***	**	***
	reflect on, and respond to, their developing concept of self, including managing emotions and reactions to on-going life experiences	**	**	**	***	***	**	***	***	**	***
	recognise, assess and manage risk in a range of real-life contexts	**	***	**	***	***	***	***	***	***	***

## Scotland Ed for Citizenship

	<i>Vandalism</i>	<i>Graffiti</i>	<i>Arson</i>	<i>Drugs</i>	<i>Vehicle Crime</i>	<i>Robbery &amp; Theft</i>	<i>Burglary</i>	<i>Assault</i>	<i>Guns</i>	<i>Knives</i>
Opportunities for individuals and voluntary groups to bring about social and environmental change, and the values on which such endeavours are based	**	***	***	*	*	**	*			*
The causes of conflict and possible approaches to resolving it, recognising that controversy is normal in society and sometimes has beneficial effects	**	***	**	***	*	**	**	**	**	***
Work independently and in collaboration with others to complete tasks requiring individual or group effort as appropriate	***	***	***	***	***	***	***	***	***	***
Locate, handle, use and communicate information and ideas, using ICT as appropriate	***	***	***	***	***	***	***	***	***	***
Question and respond constructively to the ideas and actions of others in debate and/or in writing	***	***	***	***	***	***	***	***	***	***
Contribute to discussions and debate in ways that are assertive and, at the same time, attentive to and respectful of others' contributions	***	***	***	***	***	***	***	***	***	***
Make informed decisions in relation to political, community and environmental issues	***	***	***	**	**	**	**	**	*	**
Negotiate, compromise, or assist others to understand and respect difference, when conflict occurs, recognising the difference between consensus and compliance.	**	**	**	**	**	***	**	***	**	**
Develop informed and reasoned opinions about political, economic, social and environmental issues	***	***	***	***	***	***	***	***	***	***
Express, explain and critically evaluate views that are not their own	***	***	***	***	***	***	***	***	***	***
Demonstrate a sense of responsibility for the welfare of their communities	***	***	***	*	***	***	***	***	***	***
Confront views and actions that are harmful to the wellbeing of individuals and communities	***	***	***	***	***	***	***	***	***	***
Identify and frame their own questions and problems and suggest possible solutions	***	***	***	***	***	***	***	***	***	***
Respond in imaginative ways to social, moral and political dilemmas and challenges	***	***	***	***	***	***	***	***	***	***
Imagine alternatives to current ways of doing things	***	***	***	***	***	***	***	***	***	***



## Wales PSE KS3 & 4

	<i>Vandalism</i>	<i>Graffiti</i>	<i>Arson</i>	<i>Drugs</i>	<i>Vehicle crime</i>	<i>Robbery &amp; theft</i>	<i>Burglary</i>	<i>Assault</i>	<i>Guns</i>	<i>Knives</i>
Key stage 3 PSE	Physical aspect – know the effects of and risks from use of the range of legal and illegal drugs (including alcohol and tobacco) and the laws governing their use.			***						
	Emotional aspect – know how to resolve conflict and negotiate agreement.	***	***	***	***	**		***	*	**
	Moral aspect – recognise moral issues and dilemmas in life situations.	***	***	***	***	***	***	***	***	***
	Moral aspect – know what they believe to be right and wrong actions and understand the issues involved.	***	***	***	***	***	***	***	***	***
	Show care and consideration for others and their property and be sensitive towards their feelings.	***	***	***	***	***	***	***	***	***
	Have respect for themselves and others.	***	***	***	***	***	***	***	***	***
	Have a responsible attitude towards keeping the body safe and healthy.			**	***			***	***	***
	Be committed to practical involvement in the community.	**	**	**	*	*	**	**	**	**
	Listen attentively in different situations and respond appropriately.	***	***	***	***	***	***	***	***	***
	Communicate confidently one's feelings and views and maintain with conviction a personal standpoint.	***	***	***	***	***	***	***	***	***
	Critically evaluate others' viewpoints and messages from the media.	***	***	***	***	***	***	***	***	***
	Empathise with others' experiences and feelings.	***	***	***	***	***	***	***	***	***
	Use a range of techniques for personal reflection.	***	***	***	***	***	***	***	***	***
	Be assertive and resist unwanted peer pressure and other influence.	***	***	***	***	***	***	***	***	***
	Use a range of strategies to resolve conflict.	***	***	***	***	***	***	***	***	***
	Make decisions and choices effectively.	***	***	***	***	***	***	***	***	***
	Make reasoned judgements.	***	***	***	***	***	***	***	***	***
	Take part in debates and vote on issues.	***	***	***	***	***	***	***	***	***

## Wales PSE KS3 & 4

	<i>Vandalism</i>	<i>Graffiti</i>	<i>Arson</i>	<i>Drugs</i>	<i>Vehicle crime</i>	<i>Robbery &amp; theft</i>	<i>Burglary</i>	<i>Assault</i>	<i>Guns</i>	<i>Knives</i>
<b>Key stage 4 PSE</b>				***						
Physical aspect – know the pattern of drug use (including alcohol and tobacco) in their community and beyond and know where to get information, help and advice.				***						
Emotional aspect – know how to recognise and manage anger, frustration and aggressive feelings.	***	*	*		***	*	*	***	**	**
Moral aspect – identify a set of values and principles by which to live.	**	**	**	**	**	**	**	**	**	**
Show care and consideration for others and their property and be sensitive towards their feelings.	***	***	***	***	***	***	***	***	***	***
Have respect for themselves and others.	***	***	***	***	***	***	***	***	***	***
Take responsibility for keeping the body safe and healthy and have a responsible attitude towards sexual relationships.			**	***	***			***	***	***
Be committed to practical involvement in the community.	**	**	**	*	*	**	**	**	**	**
Listen attentively in different situations and respond appropriately.	***	***	***	***	***	***	***	***	***	***
Communicate effectively their feelings and views in a wide range of situations.	***	***	***	***	***	***	***	***	***	***
Appreciate, reflect on and critically evaluate another person's point of view.	***	***	***	***	***	***	***	***	***	***
Use a range of techniques for personal reflection.	***	***	***	***	***	***	***	***	***	***
Be assertive and resist unwanted peer and other influence.	***	***	***	***	***	***	***	***	***	***
Resolve conflict with a win/win situation.	***	***	***	***	***	***	***	***	***	***
Adapt to changing situations.	***	***	***	***	***	***	***	***	***	***
Make decisions and choices effectively.	***	***	***	***	***	***	***	***	***	***
Work both independently and cooperatively.	**	**	**	**	**	**	**	**	**	**

# NOTES











[www.fearless.org](http://www.fearless.org)  
[www.crimestoppers-uk.org](http://www.crimestoppers-uk.org)

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