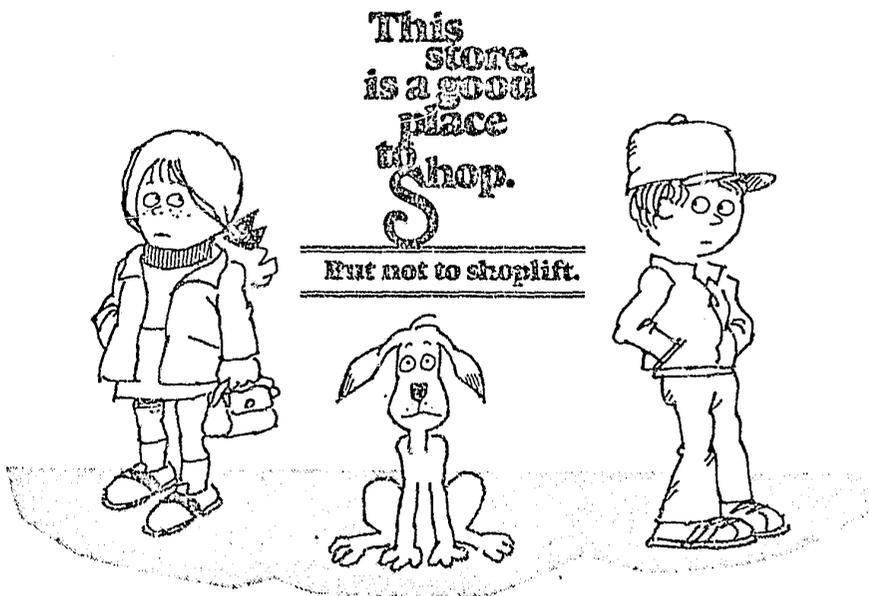


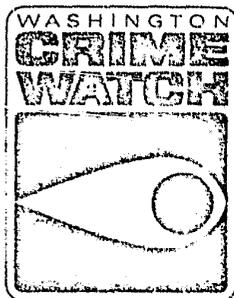
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SHOPLIFTING: Nobody Decides But Me



A CURRICULUM NOTEBOOK

Developed by Washington Crime Watch
 in cooperation with
 Office of the Superintendent of Public Instruction
 Washington Council on Crime and Delinquency



5-8688

ACKNOWLEDGEMENTS

These materials were created by Washington Crime Watch, the crime prevention division of the Office of the Attorney General.

The text was drafted by Marsha Hallett and Patrick O'Hearn, special consultants to the shoplifting project.

None of these materials would have been possible without the assistance of the Office of the Superintendent of Public Instruction and the Washington Council on Crime and Delinquency.

Special thanks to Bob Cram for the graphics.

INTRODUCTION

This curriculum package has been developed as a result of a study of shoplifting in the State of Washington. The results of this study indicate that Washington shoplifting losses in 1977 alone totalled over \$62 million. Additionally, it was discovered that shoplifting behavior begins with children in the fifth and sixth grades generally operating in groups, is often a result of peer pressure, and may be the individual's first experience with criminal activity.

The attached curriculum is intended to acquaint children in the fourth, fifth and sixth grades with responsible behavior toward property, and equip them to cope with peer pressure. It is hoped that through such exposure they may be dissuaded from involving themselves in shoplifting activities and, further, will have an understanding of and consequent respect for their property and the property of others.

In the teaching of this curriculum, it is suggested that as appropriate, you may wish to contact one or more of the following individuals in your community to make a presentation to your class: local retailers, the crime prevention officer attached to the police or sheriff's department, the prosecuting attorney or one of his deputies, a judge from the municipal court, a representative of the public defender's office, a representative of juvenile court.

It should be noted that there is a copyright pending on these curriculum materials. However, permission is hereby granted for the reproduction of any or all of these materials for the purposes of educational use within the State of Washington. Reproduction for commercial use is strictly prohibited.

TO THE TEACHER

ACTIVITIES

Most of the activities in this curriculum are designed so students can work independently. You will need to duplicate all STUDENT PAGES for your students.

When questions are asked in the activities, the students should write their responses on the blanks provided.

GOALS and FOR TEACHER USE ONLY pages are bar-coded and need not be reproduced.

PREPARATION

You may wish to have the student pages read aloud for those who may have reading difficulties. You may wish to prepare tapes for this need.

When reading the SYNOPSIS (please note the common themes of property; distance of ownership; and the roles of the victim, observer and thief), pay special attention to the fact that in each unit the names of the characters are listed. It is strongly recommended that if one of these names is the same as one of your student's names substitute another name in its place before reproducing the story. Failure to do so may negatively impact the outcome of the lesson.

In order to allow your students to explore feelings on all sides of the issues, accept all appropriate responses, especially during class discussions.

STUDENT VOCABULARY

All of the student vocabulary words appear on each unit's GOAL page. They are identified in the text in italics and are defined immediately after their use in the text. You may wish to

TO THE TEACHER (continued)

Page 2

write these words on the board before beginning each unit. As you preview the student pages, you may wish to select additional vocabulary words that may need to be re-introduced.

Sometimes the vocabulary may seem harsh. (In Unit 3, a person who steals is called a thief.) After careful considerations, the writers felt it necessary for impact to be specific about the act of theft.

RELATIONSHIP

The writers have attempted to show how the activities relate to the total school program. A list of related activities is included on the SYNOPSIS page after the description of the unit.

LETTER TO THE PARENTS

It is recommended that you send home with your students copies of the letter to the parents before beginning the program. This letter explains the program and encourages parent cooperation.

SYNOPSIS

FOR TEACHER USE ONLY

The program is organized in five (5) units. The subjects are as follows:

UNIT 1

- Distinguishing between personal and other kinds of property
- Distinguishing between borrowing and stealing

Activities include:

Independent reading
Written responses
Discussion
Student Quiz

Names used: (Paul, Larry and George)

UNIT 2

- Distinguishing family property from other kinds of property
- Using rules to resolve family conflict
- Emphasis on cooperation

Activities include:

Art
Independent reading
Written responses
Discussion
Cooperation chart - with letter of explanation
to parents
Student Quiz

Names used: (Carlos and Maria)

UNIT 3

- Distinguishing school property from other kinds of property
- Introducing consequences of theft for the victim, observer and thief.

SYNOPSIS

UNIT 3 (continued)

Activities include:

Independent reading
Written responses
Teacher-led discussion
Listing and categorizing
Student Quiz

Names used: (Hans and Bill)

UNIT 4

- Identifying membership in the economic community
- Emphasizing the consequences of shoplifting for the victim and observer

Activities include:

Independent reading
Written responses
Creative writing from a story starter
Teacher-led discussion
Student Quiz

Names used: (Mrs. Brown, the teacher)

UNIT 5

- Introducing peer group, peer pressure and coping skills
- Emphasizing the consequences of shoplifting for the thief

Activities include:

Independent reading
Written responses
Decision making
Discussion
Student Quiz

Names used: (Sally, Lisa and Jan)

Dear Parents,

Our school district is presenting a block of instruction designed to prevent student involvement in shoplifting. Materials being used were designed by Washington Crime Watch, a statewide crime prevention program which is part of the Office of the Attorney General. The Office of the Superintendent of Public Instruction and the Washington Council on Crime and Delinquency assisted in the creation of these materials.

You may be interested to know that this crime is responsible for almost 60 million dollars a year in losses in the State of Washington alone. For many young people, shoplifting represents the first introduction to criminal behavior often leading to more serious crime. It is hoped that by providing this information at an early age (shoplifting generally begins with fifth grade children) we can encourage young people to actively resist involvement in this crime.

The curriculum will acquaint your child with the following concepts:

UNIT 1

Distinguishing between personal and other kinds of property, and borrowing and stealing.

UNIT 2

Distinguishing family property from other kinds of property, and using rules to resolve conflict.

UNIT 3

Distinguishing school property from other kinds of property and introducing the consequences of theft to the victim, observer and thief.

UNIT 4

Defining the consequences of shoplifting within the community.

UNIT 5

Helping students develop skills to cope with peer pressure which might lead to shoplifting.

We want you to be aware of the program and hope you will ask your child to share with you the ideas explored.

If you wish additional information, please feel free to call.

Sincerely,

UNIT 1
MY OWN PROPERTY

GOALS:

The Student:

1. Is able to recall the three elements which define property.
2. Is able to distinguish between personal and other kinds of property.
3. Is able to explain the meaning of borrowing and its consequence.
4. Is able to explain that the borrower assumes responsibility, and if the item is damaged, lost or destroyed, a similar item of equal value should be returned.
5. Is able to explain the meaning of stealing and its consequences.
6. Knows that if property is stolen, it must be returned, and a penalty may be expected.

STUDENT VOCABULARY:

borrowing
personal property
property
stealing

UNIT 1

STUDENT - 2

property - Something which can be possessed, used, and controlled.

On the blanks below, list some things that belong only to you.

Now check your list to make sure that:

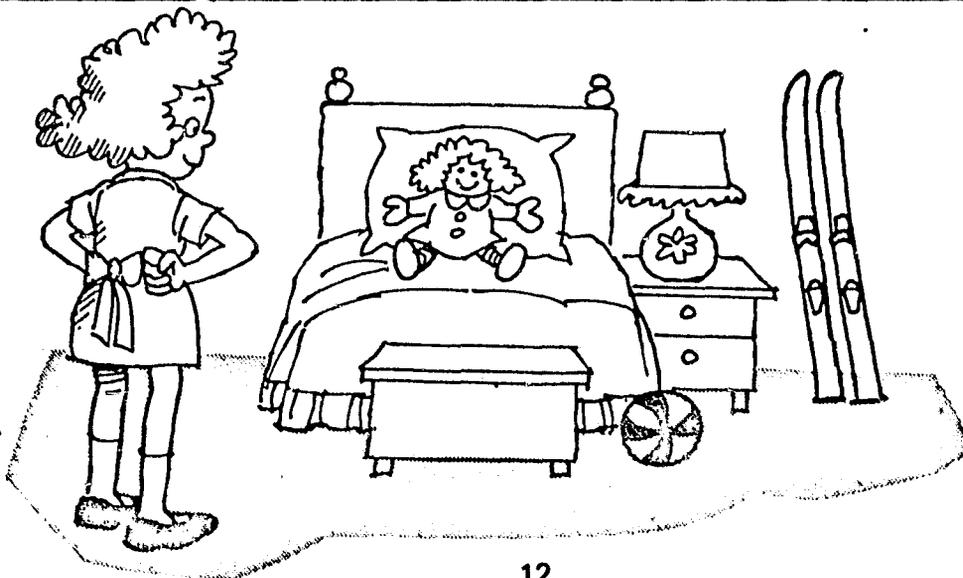
1. You can keep each of these things listed above without asking permission.
2. You can use each of these things without asking permission.
3. You can control each of these things without asking permission.

If you are in complete control of them, then they are your personal property.

personal property - You own these things. You can keep them, you can use them, you can control them.

Who is responsible for taking care of your personal property?

Why?



ACTIVITY #2

Carefully read the story and answer the questions on the blanks.

PAUL MOWED THE GRASS TO GET ENOUGH MONEY TO BUY A RED SQUIRT GUN. HE SHOWED IT TO HIS FRIENDS LARRY AND GEORGE. LARRY ASKED PAUL IF HE COULD BORROW THE GUN TO USE WHILE PAUL WAS TAKING A PIANO LESSON.

1. If Paul allows the gun to be borrowed, who then becomes responsible for its care?

Why? _____

borrow - To receive something with the understanding that it will be returned.

AFTER THE PIANO LESSON, LARRY RETURNED THE GUN. BUT THE GUN DIDN'T WORK ANY MORE!

2. What should Paul expect in return?

LARRY THOUGHT HE SHOULD RETURN SOMETHING OF EQUAL VALUE. HE BOUGHT THE SAME KIND OF GUN AND GAVE IT TO PAUL. PAUL THOUGHT THIS WAS FAIR.



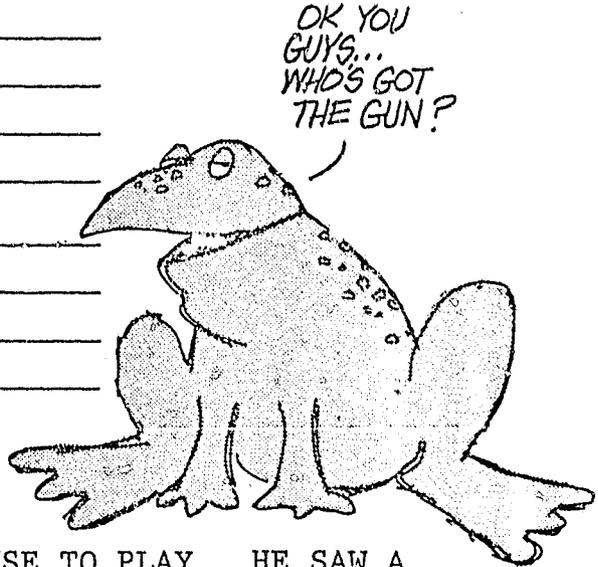
ACTIVITY #2 - continued

THE BOYS WENT TO THE PARK AND PLAYED WITH THE NEW SQUIRT GUN. GEORGE WAS AT THE PARK WITH A BIG, GRAY TOAD. ALL OF THE BOYS BECAME INTERESTED IN THE TOAD. WHEN IT WAS TIME TO GO HOME, PAUL LOOKED FOR HIS GUN. IT WAS GONE! IT WAS NOT UNDER HIS COAT WHERE HE LEFT IT. IT WAS STOLEN!

Stolen (to steal) - To take another's property without permission.

3. What should Paul do? _____

4. How might he feel? _____



THE NEXT DAY PAUL WENT TO GEORGE'S HOUSE TO PLAY. HE SAW A SQUIRT GUN THAT LOOKED EXACTLY LIKE THE ONE THAT WAS STOLEN.

WHEN GEORGE CAME INTO THE ROOM, PAUL ASKED, "IS THAT MY GUN?"

GEORGE SAID, "YES, IT IS, BUT NOW IT IS BROKEN."

PAUL SAID, "YOU STOLE MY GUN."

GEORGE SAID, "OH NO, I JUST BORROWED IT!"

5. Was the gun borrowed or stolen?

6. Since the gun was taken without permission, and broken, would the return of equal value be fair?

Why? _____

7. Besides buying a new gun, what could George do to make up for taking Paul's gun?

UNIT 1

FOR TEACHER USE ONLY

ACTIVITY #3

Class discussion

After completing activities #1 and #2, discuss the following questions with your class. The intent of these questions is to clarify the previous activities, and to re-emphasize the loss to the victim of a theft, as well as the cost to the thief.

Possible answers are included in parentheses.

1. How do you think Paul felt after discovering the gun was missing?
(worried, sad, disappointed....)
2. When Paul discovered that George had stolen and broken the gun, how do you think he felt about George?
(confused, surprised, angry, distrustful...)
3. When George was caught, how do you think he felt?
(embarrassed, sad, worried, confused...)
4. If George had said, "I'll buy you a new gun", do you think that would make up for the bad feelings that Paul had about the theft of the gun? What about an additional penalty?
5. Should George have to do something more than buy a new squirt gun? If so, why?
6. Does Paul have the right to expect more than another similar gun? If so, what, and why?
7. What could George do that might make up for stealing the gun?

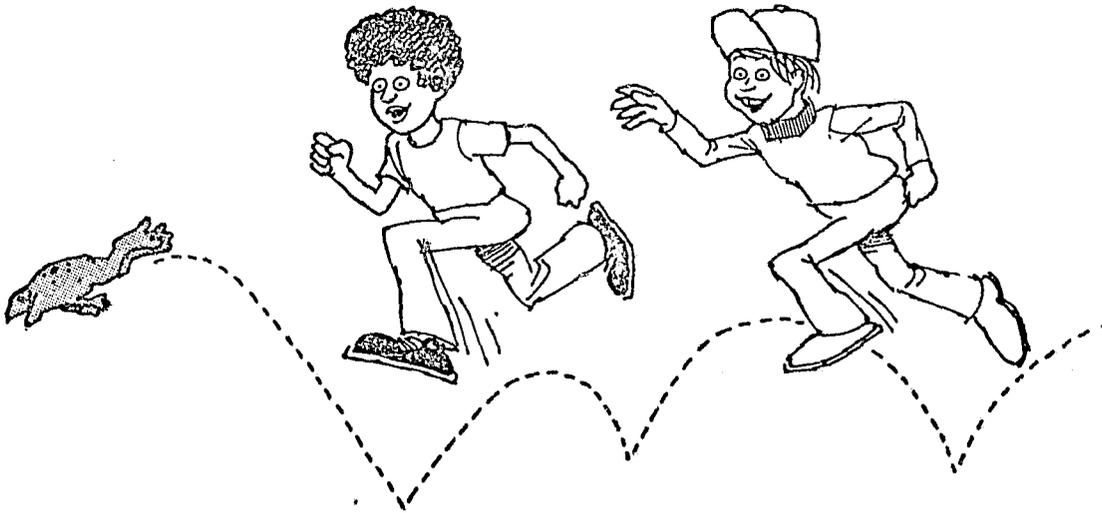
UNIT 1

STUDENT QUIZ

Use the words below to fill in the blanks.

STEALING PROPERTY BORROWING PERSONAL
POSSESSED USED CONTROLLED

1. Something that belongs only to you is your _____ property.
2. Property is something that can be _____, _____, or _____.
3. To take something without asking permission is _____.
4. If you are _____ something, you understand that you must return it or its equal value.
5. _____ is something that is owned.



UNIT 2

MY FAMILY PROPERTY

GOALS:

The Student:

1. Knows that the family is a social group in which s(he) lives and has responsibilities.
2. Is able to explain family property and the responsibilities for its care.
3. Is able to identify rules that will contribute to a more pleasant and orderly family setting.
4. Values rules in a family as being necessary for harmonious living.
5. Knows that in certain instances there must be a mediator to resolve a family conflict.
6. Knows that to cooperate in a family means the ability to adjust to meet the needs of the other members of the family.

STUDENT VOCABULARY

cooperate
family
family property
mediator
responsibilities
rules

MATERIALS:

Drawing paper (2 per child)
Crayons

ACTIVITY #1

On a separate piece of paper, draw a picture of the social group in which you live - your family.

family - the social group in which you live.

By doing jobs, you are helping the family group in which you live. You are acting in a responsible way. You are an important part of the family and you have responsibilities.

responsibilities - Things you should or need to do.



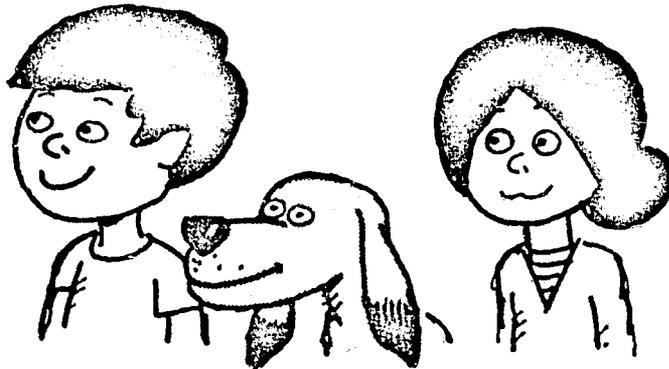
ACTIVITY #1 (continued)

Now on another piece of paper, draw a picture showing something that is being taken care of by all of the members of your family.

List what each family member does to take care of the thing you drew.

The members of your family are showing responsibility toward family property.

family property - property which is possessed, used, and controlled by the family. The family members are responsible for its care.



ACTIVITY #2

Every family has rules.

rule - An expected way of acting that has been decided upon to keep order.

Name three family rules which make living in your family easier.

These rules - family rules - can make living in your family easier, more orderly, and more pleasant.

Interview each member of your family.

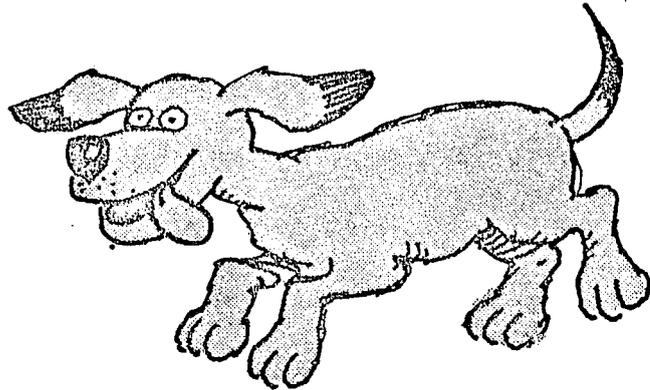
Find out what three family rules they think make living in the family easier.

Are their rules the same as the rules you thought were important?



UNIT 2

STUDENT - 4



ACTIVITY #3

Read the story carefully and answer the question:

CARLOS AND MARIA LIVE IN AN APARTMENT WITH THEIR MOTHER AND TIPPY, A LITTLE BLACK AND WHITE DOG.

TIPPY HAD BEEN A PART OF THE FAMILY FOR A LONG TIME. EVERYONE COULD REMEMBER WHEN TIPPY WAS A PUPPY, HE WAS A REAL "SHOW OFF"! HE WOULD FETCH THE PAPER, PLAY BALL, AND BARK AT THE NEIGHBOR'S CAT.

TIPPY DIDN'T DO THOSE THINGS ANY MORE. HE WAS GETTING OLD AND LIKED TO LIE AROUND. HE STILL LOVED THE CHILDREN, AND THEY STILL LOVED HIM.

THE CHILDREN KNEW THEY WERE RESPONSIBLE FOR HIS CARE. BUT SOMETIMES THEY FORGOT ABOUT HIM.

LAST WEEK TIPPY WENT TO THE VET'S. THE DOCTOR TOLD THE CHILDREN IT WAS IMPORTANT THAT TIPPY GET EXERCISE. HE TOLD THEM TO WALK THE DOG HALF AN HOUR IN THE MORNING AND HALF AN HOUR IN THE AFTERNOON. THIS WOULD KEEP TIPPY HEALTHY.

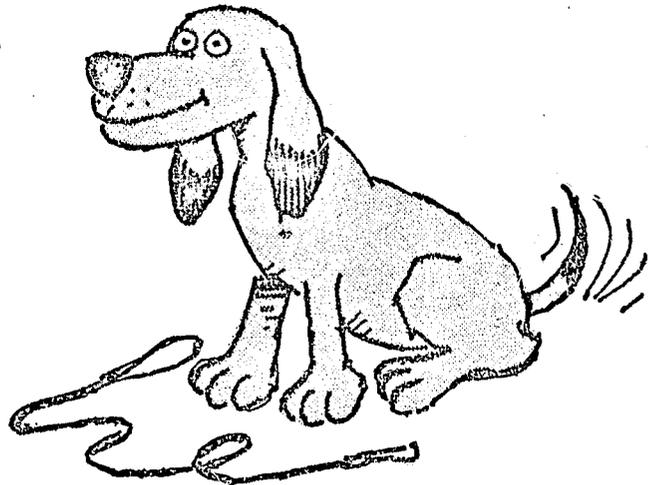
MARIA HAD AN AFTERNOON BABY-SITTING JOB. CARLOS WAS BUSY IN THE AFTERNOON WITH HIS PAPER ROUTE. MOTHER WENT TO WORK EARLY IN THE MORNING AND DIDN'T GET HOME UNTIL SIX AT NIGHT. THEN SHE HAD TO FIX DINNER.

Answer the following questions by filling in the blanks.

1. Is Tippy family property? Why? _____

2. Who takes care of family property? _____

3. Who is responsible for Tippy's care? _____



ACTIVITY #3 (continued)

4. What special care does Tippy need? _____
Why? _____
5. Which of the two children should assume the responsibility of walking Tippy? _____
Why? _____
6. How could Carlos and Maria make sure that Tippy gets a walk? _____

MARIA AND CARLOS TRIED TO DECIDE WHO SHOULD ACCEPT THE RESPONSIBILITY.

MARIA SUGGESTED TIPPY GO WITH CARLOS ON THE ROUTE. CARLOS EXPLAINED THAT HIS CUSTOMERS WOULD NOT LIKE THAT.

CARLOS THOUGHT IT WOULD BE BEST IF TIPPY WENT WITH MARIA. HOWEVER, MARIA SAID THAT SHE COULD NOT TAKE CARE OF THE CHILDREN AND TIPPY AT THE SAME TIME.

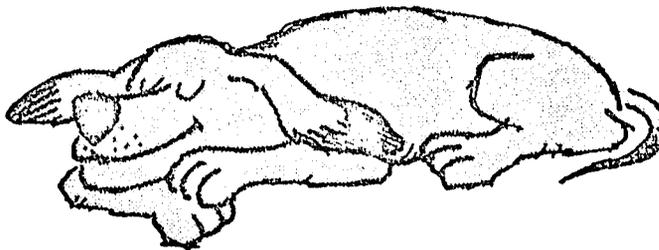
THEY DECIDED TO TAKE THE PROBLEM TO MOTHER. SHE WOULD HELP THEM SOLVE THE PROBLEM IN A FAIR WAY. SHE WOULD BE THE MEDIATOR.

mediator - A person who settles differences between people - helps them solve problems.

Choose two other classmates. Each of you will take turns being Carlos, Maria and Mother. Try to present each character the way you think they would really act.

When you play the part of mother, you are the mediator and should try to come to a fair solution.

After each of you have been the mediator, answer the following questions:



ACTIVITY #3 (continued)

7. When you played Maria
- How did you feel about Mother's solution? _____

 - Did you cooperate with the mediator? In what way?

cooperate - To work together adjusting to the needs of others. To go along with (cooperate with a decision).

8. When you played Carlos
- How did you feel about Mother's solution? _____

 - Did you cooperate with the mediator? In what way?

9. How did you feel when you had to be the mediator-mother?

10. Did the members of your group help by cooperating (going along with) your solution? _____

Each time your group was able to cooperate with the decision of the mediator, they were able to adjust or adapt to meet the needs of other members of the group.

The decision of the mediator became a rule. Cooperating - going along with the rule - would make living in a family easier, more orderly and more pleasant.

UNIT 2
STUDENT - 7
STUDENT QUIZ

Use these words to fill in the blanks:

RESPONSIBILITIES

MEDIATOR

RULES

COOPERATE

FAMILY

FAMILY PROPERTY

1. Things you should do or need to do are called _____.
2. Your _____ is the group in which you live.
3. Family members are responsible for the care of _____.
4. Living in your family can be easier, more orderly, and more pleasant when you cooperate and follow family _____.
5. When you work with others toward a solution, you must be able to _____.
6. A _____ is a person who helps people settle differences and helps solve problems.

Dear Parents:

Your child is currently involved in a unit designed to help promote understanding of responsibilities in following rules and laws.

We have defined family rules as:

Ways of acting that could make living in your family easier, more orderly, and more pleasant.

To help your child understand the importance of cooperation, we are asking you to join in this activity.

Simply fill in the following chart. When your child does something that makes life easier, more orderly, and more pleasant for you and/or members of the family, write down the date and the situation.

Example:

DATE	SITUATION
September 1	Picked up clothes from bedroom floor
September 2	Set table without being asked
September 3	Helped little brother fix toy

A second chart is added for your child to fill out.

With this activity comes an understanding of family responsibility and how to be an important and useful member of the family group. By sharing this chart with your child, you will reinforce these ideas. Thank you for your cooperation.

Sincerely,

UNIT 3

MY SCHOOL PROPERTY

GOALS:

The Student:

1. Knows that the school is a social group in which the student works and has responsibilities.
2. Is able to explain that school property is like family property. It is possessed, used, and controlled by the members of the school.
3. Knows that as a member of the family unit s(he) is a member of the community who owns the school and therefore has privileges and responsibilities for its care.
4. Values the role of caretaker of school property and knows that rules must be made to protect and maintain it.
5. Knows some of the consequences of theft of school property to the victim, the observer, and the thief.

The victim --

is deprived of the right to possess, use and control school property

The observer --

knows that a rule has been broken

knows that a theft has occurred

must make a decision whether or not to inform an authority

knows that if an authority is told, then the observer no longer shares responsibilities for the loss - is no longer an accomplice

The thief --

May experience:

isolation from peer group

losing the trust of peers

further consequences in that the group has the right to demand something in return for the theft of its school property

worry, inner conflict, and the loss of self-esteem

UNIT 3

GOALS (continued)

6. Knows and values the role and authority of the teacher and principal.

STUDENT VOCABULARY

accomplice

authority

caretaker

consequences

observer

school

school property

thief

victim

UNIT 3

STUDENT - 2

ACTIVITY #1 (continued)

If you discovered that all jobs require these skills, then you have discovered why your community provides a school for you. They know that you must prepare yourself for the job you might like to have as an adult.

Answer these few questions:

1. Who provides a school for you? _____
2. Whose job is it to learn? _____
3. Why is schooling important for you as you grow up?

When parents go to work, they are meeting their responsibilities to the community. They are helping the community.

When you go to school, you are really going to your job. Your job is to learn. When you are learning, you are meeting some of your responsibilities to the community. You are helping the community. When you are doing your job as a member of the community you are making it a stronger social group. It becomes a better place to live.

school: the social group in which you work and have responsibilities.

UNIT 3
STUDENT - 3

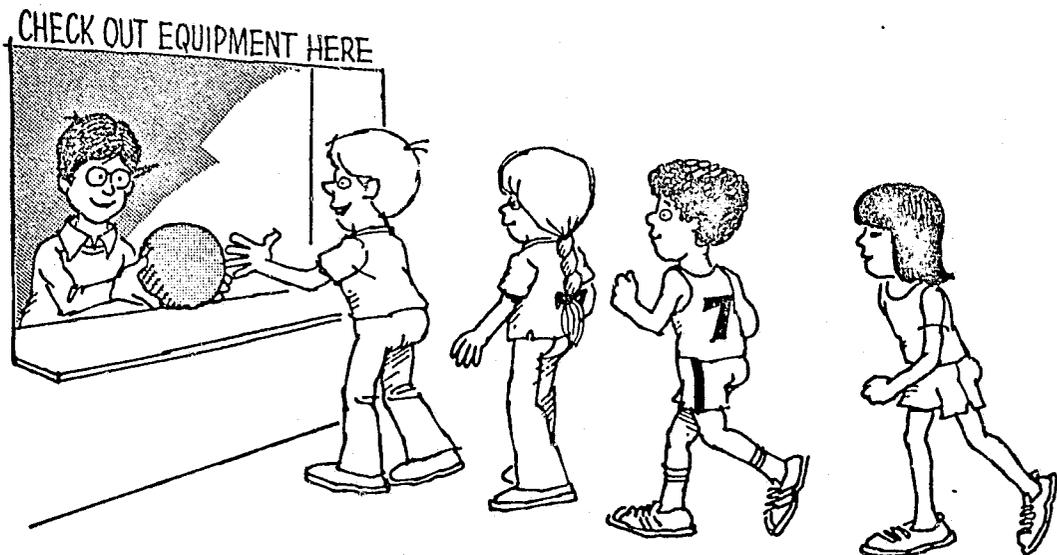
ACTIVITY #1 (continued)

Your community is making sure that your job, learning, is as easy as possible for you. They have provided buildings, furniture, good lighting, books and many other materials for you to use. When you use them you are meeting one of your responsibilities. The things you get to use are called school property.

school property: things which are possessed, used and controlled by members of the school. You are responsible for the care of school property.

When you use school property, it becomes like family property. You are responsible for its care, and protection. You are the caretaker.

caretaker: One who protects and cares for something.



ACTIVITY #2

Read the story carefully and answer the questions.

IT WAS THE FIRST DAY OF SCHOOL. ALL OF THE STUDENTS WERE EXCITED ABOUT THEIR NEW CLASSROOM, NEW CLASSMATES, AND THE NEW TEACHER. EVERYTHING LOOKED SO FRESH AND CLEAN.

TWO OF THE BOYS, HANS AND BILL, WERE ALREADY MAKING PLANS TO PLAY TOGETHER AT RECESS. THEY HAD SEEN THE NEW PLAYGROUND EQUIPMENT AND HAD DECIDED TO PLAY WITH THE LARGE, RED RUBBER BALL. THEY WOULD START A GAME OF KICK BALL WITH THE OTHER BOYS.

AS RECESS APPROACHED, THEY ASKED PERMISSION TO TAKE THE BALL OUTSIDE. ANOTHER GROUP HAD ALREADY BEEN GIVEN PERMISSION TO USE IT. THEY FELT DISAPPOINTED. AT RECESS THEY WANDERED AROUND THE PLAYGROUND.

SUDDENLY THEY SAW A GROUP OF BOYS HAVING FUN PLAYING WITH THE BALL. THEY WENT TO SEE IF THEY COULD PLAY. THEY WERE TOLD SHARPLY BY ONE OF THE BOYS THAT THERE WAS NO ROOM IN THE GAME FOR THEM. THEY QUICKLY WALKED AWAY.

1. How might they feel? _____
2. How might this situation have been avoided?

ACTIVITY #2 (continued)

AFTER SCHOOL HANS AND BILL WERE ASKED IF THEY WOULD LIKE TO STAY TO ERASE THE BOARDS. THEY LIKED THEIR NEW TEACHER AND WANTED TO HELP.

THE PRINCIPAL CALLED ON THE INTERCOM AND ASKED THE TEACHER TO COME TO THE OFFICE TO ANSWER A PHONE CALL. THE TEACHER THANKED THE BOYS FOR THEIR HELP, AND HURRIED FROM THE ROOM.

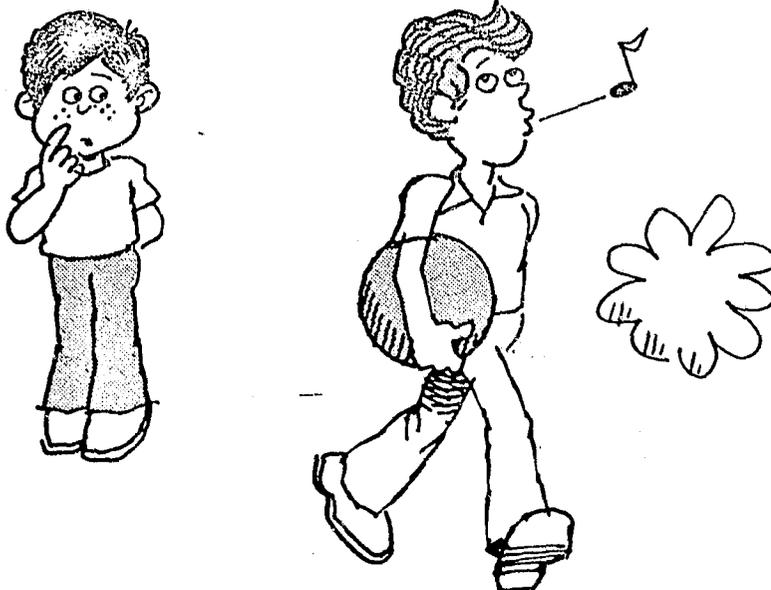
THE BOYS QUICKLY FINISHED THE JOB AND BEGAN TO LEAVE. BILL SAW THE BALL AND REMEMBERED HOW HE FELT AT RECESS WHEN THEY WERE LEFT OUT OF THE GAME. IT WAS NOT A GOOD FEELING!

HE SAID TO HANS, "I'M GOING TO TAKE THIS BALL HOME. THEN WE CAN PLAY WITH IT WITHOUT ANYBODY TELLING US WHAT TO DO."

HANS SAID, "BUT THEN WE CAN'T PLAY WITH IT TOMORROW!"

BILL ANSWERED, "OH, THEY HAVE LOTS OF THEM. THEY WILL NEVER MISS IT."

BILL THEN PICKED UP THE BALL AND LEFT. HANS HAD SEEN A THEFT AND SAID NOTHING.



ACTIVITY #2 (continued)

Think about these facts:

Bill is a thief.

thief: a person who steals something.

Hans is an observer.

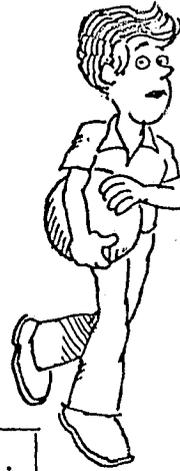
observer: a person who sees something - in this case, a theft.

Answer the following questions on the blanks:

Who are the victims in this theft? _____

victim: someone who is harmed or suffers from an act - is deprived of possession, use, and control of something.

I stole the ball.



I saw him take it.



I have no ball to play with.



How might the students in the class feel about the theft of the red ball?

ACTIVITY #2 (continued)

HANS KNOWS THAT A SCHOOL RULE HAS BEEN BROKEN. HE KNOWS THAT A THEFT HAS OCCURRED. HE MUST DECIDE WHETHER OR NOT TO TELL.

What might Hans do? _____

If Hans decides to tell, who might he tell?

How might he feel about Bill now? _____

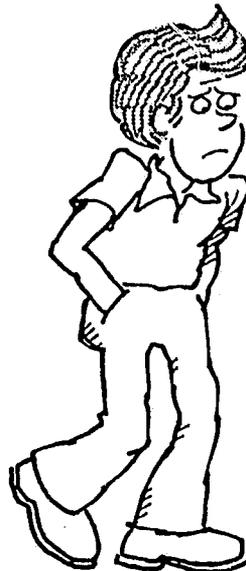
HANS DID NOT SLEEP WELL THAT NIGHT. HE WAS WORRYING ABOUT WHAT TO DO.

HE FELT DIFFERENTLY ABOUT BILL. HE DIDN'T KNOW IF HE COULD TRUST HIM ANYMORE. NOW HANS HAD TO DECIDE IF HE WOULD TELL AN AUTHORITY.

authority: someone who has the power to take action and enforce rules.

HANS KNOWS THAT IF HE DOES NOT TELL AN AUTHORITY, HE WILL BECOME AN ACCOMPLICE.

accomplice: someone who shares responsibility for breaking a rule or law.



ACTIVITY #2 (continued)

BILL TOOK THE BALL HOME AND SECRETLY HID IT IN HIS ROOM. HE KNEW IT WAS WRONG TO TAKE THE BALL, BUT HE WAS MAD.

HE ALSO KNEW THAT IF HIS CLASSMATES FOUND OUT HE TOOK THE BALL, THEY WOULDN'T TRUST HIM ANYMORE.

HE LOOKED AT THE RED BALL AND HATED IT. IT WAS A STUPID BALL! HE FELT IT HAD CAUSED HIM LOTS OF TROUBLE. HE TOOK A PAIR OF SCISSORS, POKED A HOLE IN IT AND THREW IT AWAY.

How might Bill have felt when he was hiding the ball in his room? _____

Did destroying the ball solve the problem? _____

Why? _____

What new problems did destroying the ball make? _____



ACTIVITY #2 (continued)

THE NEXT MORNING HANS WENT TO SCHOOL A LITTLE EARLY . HE WANTED TO TALK TO THE TEACHER. HANS DECIDED THAT HE DID NOT WANT TO SHARE RESPONSIBILITY FOR THE THEFT. HE DID NOT WANT TO BE AN ACCOMPLICE. HE DECIDED TO TELL WHAT HE HAD OBSERVED.

THE TEACHER LISTENED CAREFULLY AND THANKED HANS FOR TELLING HER. SHE TOLD HANS THAT SHE WOULD TRY TO BE KIND AND FAIR IN SOLVING THE PROBLEM.

WHEN THE STUDENTS ARRIVED, THE TEACHER EXPLAINED THAT THE BALL WAS GONE. SHE ADDED THAT THAT WAS THE ONLY BALL OF ITS SIZE THAT HAD BEEN ORDERED FOR THEIR ROOM. SHE SAID, "I HOPE THE BALL IS RETURNED SO THAT YOU STUDENTS CAN USE IT."

THEN SHE TOOK ROLL CALL AND THE SCHOOL DAY BEGAN.

THE TEACHER WAS HOPING THAT BILL MIGHT RETURN THE BALL. SHE DID NOT KNOW THAT THE BALL HAD BEEN DESTROYED.

WHEN THEY WERE ALONE BILL TEARFULLY TOLD THE TEACHER THAT HE HAD STOLEN THE BALL AND DESTROYED IT. THE TEACHER ASKED BILL TO THINK OF WHAT MIGHT BE DONE TO REPLACE THE BALL AND ALSO TO MAKE UP FOR STEALING IT.



UNIT 3

STUDENT - 10

ACTIVITY #2 (continued)

What might Bill do about the problem? _____

Would it be fair for the teacher to tell the other students that Bill had taken the ball? _____

Why? _____

If they knew the ball was stolen, what else might the students expect? _____

THE TEACHER DID NOT TELL WHO HAD TAKEN THE BALL, SHE PREFERRED THAT BILL NOT SUFFER THE TOTAL LOSS OF TRUST FROM THE OTHER STUDENTS.

A FEW WEEKS LATER THE TEACHER HELD A CLASS DISCUSSION. SHE ASKED THE STUDENTS TO HELP MAKE CLEAR WHAT MIGHT HAPPEN WHEN SCHOOL PROPERTY IS STOLEN. SHE WAS ASKING THE STUDENTS TO LIST POSSIBLE CONSEQUENCES, TO SOMEONE WHO STEALS AND DESTROYS SCHOOL PROPERTY.

THE RESULTS OF STEALING SCHOOL PROPERTY ARE CALLED CONSEQUENCES.

consequences: the results or effects of one's actions.

ACTIVITY #2 (continued)

THE STUDENTS NAMED MANY CONSEQUENCES.

THE TEACHER WROTE EACH IDEA ON THE BOARD. SHE INCLUDED ALL IDEAS.

BELOW IS A LIST OF SOME OF THE STUDENTS' IDEAS:

PAY FOR THE PROPERTY

LOSE ALL THEIR FREE TIME

WRITE 1,000 TIMES, "I WILL NOT STEAL."

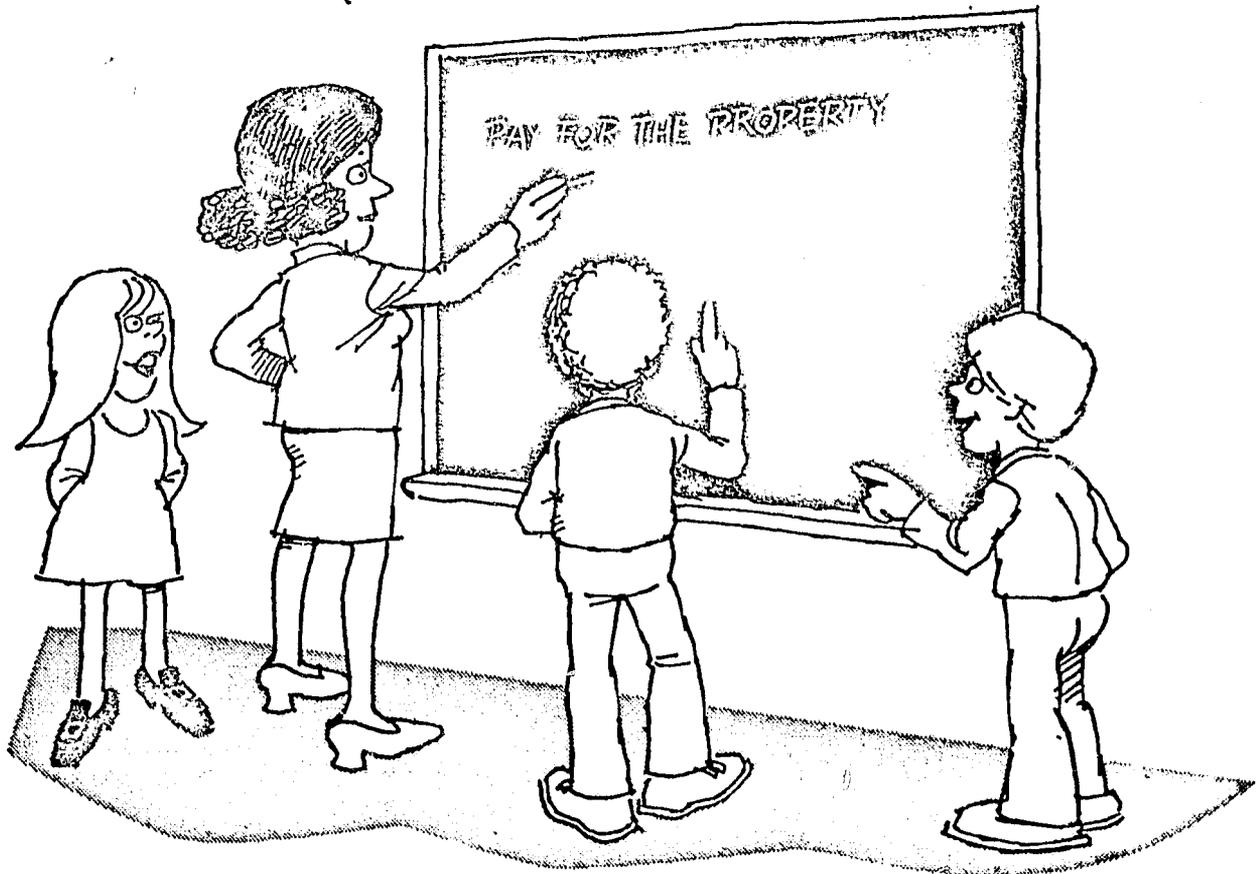
GET A SPANKING FROM THE PRINCIPAL

REPLACE THE ITEMS

LOSE THE PRIVILEGE OF USING ITS REPLACEMENT

BUY AN ADDITIONAL ITEM THAT THE CLASS CAN ENJOY

THE TEACHER THANKED THE STUDENTS FOR THEIR IDEAS. SHE SAID THAT SHE WOULD CONSIDER THEM ALL AND MAKE A DECISION. SHE SAID SHE WOULD DECIDE WHICH CONSEQUENCES WOULD BE JUST AND FAIR. AFTER SHE HAD THOUGHT ABOUT THEIR IDEAS, SHE WOULD GIVE EACH OF THEM A COPY OF THE CONSEQUENCES.



ACTIVITY #2 (continued)

THE STUDENTS NAMED MANY CONSEQUENCES.

THE TEACHER WROTE EACH IDEA ON THE BOARD. SHE INCLUDED ALL IDEAS.

BELOW IS A LIST OF SOME OF THE STUDENTS' IDEAS:

PAY FOR THE PROPERTY

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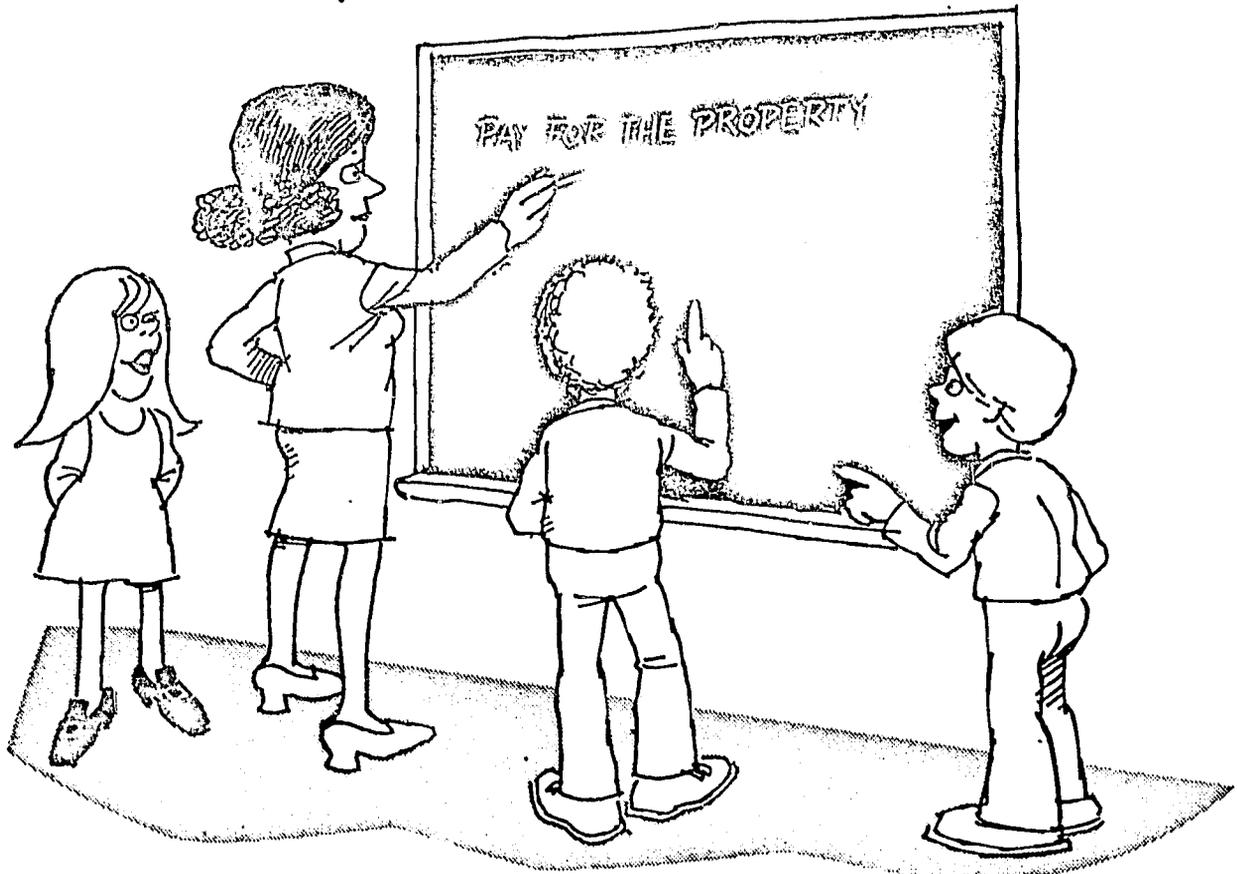
GET A SPANKING FROM THE PRINCIPAL

REPLACE THE ITEMS

LOSE THE PRIVILEGE OF USING ITS REPLACEMENT

BUY AN ADDITIONAL ITEM THAT THE CLASS CAN ENJOY

THE TEACHER THANKED THE STUDENTS FOR THEIR IDEAS. SHE SAID THAT SHE WOULD CONSIDER THEM ALL AND MAKE A DECISION. SHE SAID SHE WOULD DECIDE WHICH CONSEQUENCES WOULD BE JUST AND FAIR. AFTER SHE HAD THOUGHT ABOUT THEIR IDEAS, SHE WOULD GIVE EACH OF THEM A COPY OF THE CONSEQUENCES.



UNIT 3

FOR TEACHER USE ONLY

ACTIVITY #3

This activity is intended to make clear to the students that consequences can be expected when rules or laws are broken.

Directions for the teacher:

1. Ask the students to name some things that might happen to someone who steals or destroys school property. You are asking them to list possible consequences.
2. Write each idea on the board. Include all ideas.

Examples:

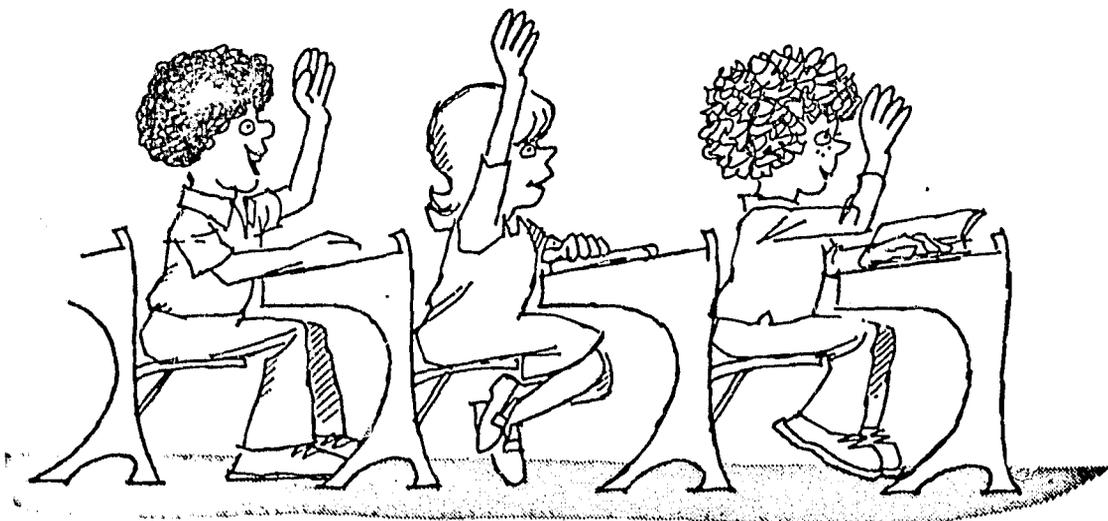
- a. Pay for the property
 - b. Get a spanking
 - c. Lose free time
3. Now continue the story and have your students compare their ideas with those on student page 11.

UNIT 3
STUDENT - 12
STUDENT QUIZ

Use these words to fill in the blanks:

accomplice	consequences	school property
authority	observer	thief
caretaker	school	victim

1. Someone who steals is called a _____.
2. Someone who helps another break a rule or law is an _____.
3. Someone who is harmed by a theft is called a _____.
4. _____ is possessed, used and controlled by the members of the school.
5. A _____ protects and cares for something.
6. Someone who sees something is called an _____.
7. Someone who enforces rules is an _____.
8. Your responsibility in _____ is to learn.
9. If you steal you may suffer the _____.



UNIT 4

OTHER PEOPLE'S PROPERTY

GOALS:

THE STUDENT:

1. Knows that as a member of the family, s(he) is a member of the economic community and, therefore, has privileges and responsibilities within it.
2. Knows that storekeepers are members of the economic community - and have a considerable investment in their goods.
3. Knows the displaying of goods - store property which is for sale - is a service provided by the storekeeper.
4. Is able to identify the theft of store property as shoplifting which is an act that breaks the law.
5. Knows that shoplifting results in an extra cost to all customers.
6. Knows the consequences of shoplifting to the victim and the observer.

The Victim --

is deprived of the right to possess, use, and control store property.

The Observer --

knows that a law has been broken

knows that a theft has occurred

knows that if an authority is told then the observer no longer shares responsibility for the loss

7. Is able to recognize the similarities between shoplifting and other forms of theft.

STUDENT VOCABULARY

economic community
shoplifting

goods
service
investment

ACTIVITY #1

We have talked about the theft of personal property. We hope you have thought about the feelings you had when personal property was stolen or destroyed.

We have talked about family property. We hope you have thought about your responsibility for its care.

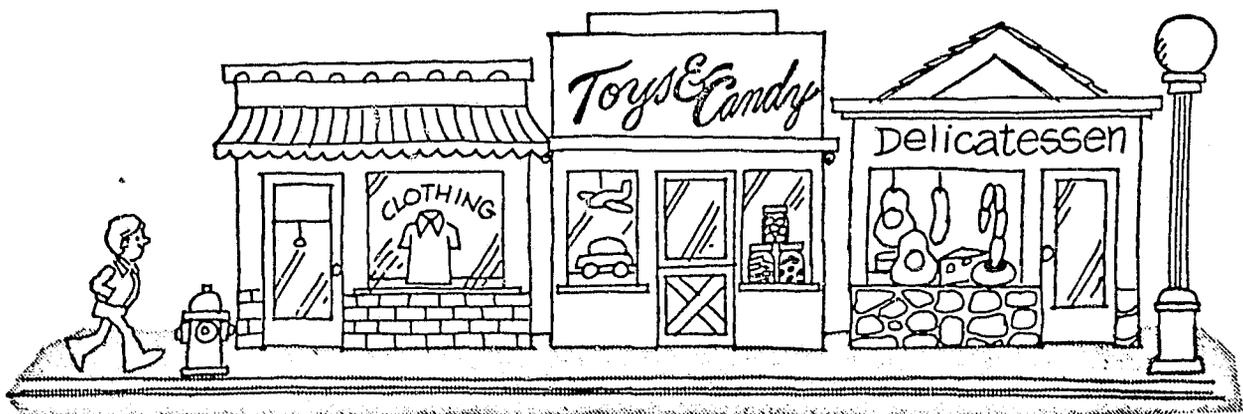
We have talked about the theft of school property. We hope you have thought about your feelings when school property was stolen or destroyed.

You have the feelings because you have ownership in each of these kinds of property. You can possess, use and control them.

Now we are going to think about your membership in the economic community.

economic community - members of the community who produce, distribute and use goods and services

Some of the members of the economic community are producers. They make the things which can be bought in a store.



UNIT 4

STUDENT - 2

ACTIVITY 1 (continued)

All members of the economic community are, at some time, customers. They use the things that are produced and distributed. The things that are produced and distributed are called goods.

goods: things that are for sale - store property.

Displaying the goods for the customers is a service provided by the storekeeper.

service: an action which helps a customer - an activity carried on to provide people with the use of something.

Circle the correct answers below:

1. You are a member of the economic community because you:
(a) produce (b) distribute (c) use goods and services
2. Your mother is a member of the economic community because she:
(a) produces (b) distributes (c) uses goods and services
3. Storekeepers are members of the economic community because they:
(a) produce (b) distribute (c) use goods and services

Compare your answers with those of your classmates.

ACTIVITY #2

(Read the story and answer the questions.)

MRS. BROWN'S CLASS WAS GOING TO HAVE A BAKE SALE. EACH OF THE STUDENTS WAS TO BAKE COOKIES, CAKES AND CANDIES; BRING THEM TO SCHOOL; AND HELP SELL THEM DURING THE NOON HOUR. THE TEACHER TOLD THEM TO BRING SOME MONEY IF THEY WISHED TO BUY SOME OF THE "GOODIES".

1. When would the student become a producer? _____

2. When would the student become a distributor? _____

3. When would the student become a user? _____

THE DAY OF THE BAKE SALE, THE STUDENTS TOOK THEIR GOODS TO THE CAFETERIA. THEY ARRANGED THEIR GOODS ON TABLES. THEY WERE VERY CAREFUL BECAUSE THEY WANTED TO MAKE THEIR GOODS LOOK ATTRACTIVE TO THE CUSTOMERS. THEY KNEW THAT IF THEY SOLD ALL OF THEIR GOODS, THEY WOULD MAKE ENOUGH MONEY TO TAKE A SPECIAL FIELD TRIP TO THE ZOO.



ACTIVITY #2 (continued)

4. What would happen if the customers couldn't see the goods?
5. Do you think the students in Mrs. Brown's room could expect to sell their goods if they did not put them on display? _____
Why? _____
6. List some things that might happen to the goods on display. _____, _____, _____

AFTER THE STUDENTS IN THE SCHOOL HAD FINISHED LUNCH, MRS. BROWN ANNOUNCED THAT HER CLASSROOM'S BAKE SALE WOULD BEGIN.

MANY OF THE STUDENTS IN THE SCHOOL HAD BROUGHT MONEY. THE STUDENTS IN MRS. BROWN'S CLASS WERE KEPT VERY BUSY. THEY WORKED VERY HARD TRYING TO SERVE ALL OF THE CUSTOMERS.

WHEN THE BAKE SALE WAS OVER AND ALL OF THE GOODS WERE GONE THEY DISCOVERED THAT MANY OF THEIR GOODS HAD BEEN TAKEN WITHOUT BEING PAID FOR. AS A RESULT, THEY DID NOT MAKE ENOUGH MONEY TO GO ON THE FIELD TRIP.

7. How do you think the students in Mrs. Brown's class felt?

8. Why did the class not make enough money? _____

9. What might the class do to keep their customers from taking the goods without paying for them? _____

WHEN A CUSTOMER TAKES GOODS WITHOUT PAYING FOR THEM, IT IS CALLED SHOPLIFTING.

<p><u>shoplifting</u>: taking something from a store without paying for it -- stealing.</p>

ACTIVITY #2 (continued)

THAT AFTERNOON THE CLASS HELD A MEETING TO DISCUSS THE BAKE SALE. THEY FELT DISAPPOINTED. THEY DID NOT MAKE THE MONEY THEY HAD EXPECTED. ONE OF THE MEMBERS BROUGHT UP THE SUBJECT OF SHOPLIFTING. MANY OTHER STUDENTS AGREED THAT "RIPPING OFF" THEIR GOODS HAD BEEN A BIG PROBLEM.

ONE STUDENT TOLD ABOUT SEEING SOMEONE TAKE SOMETHING FROM ANOTHER TABLE BUT COULD DO NOTHING ABOUT IT. HE WAS BUSY WITH CUSTOMERS AT HIS TABLE. HE COULD NOT IDENTIFY THE THIEF. THIS BOTHERED HIM A LOT. HE KNEW THE CLASS WAS LOSING MONEY BECAUSE OF THE THEFT. HE BECAME MORE CAREFUL ABOUT WATCHING THE CUSTOMERS AT HIS TABLE. HE BEGAN TO WONDER JUST WHO HE COULD TRUST AND WHO HE COULDN'T TRUST.

MRS. BROWN SUGGESTED THE CLASS MAKE A LIST OF WAYS TO PROTECT THEIR GOODS FROM THEFT. SHE WROTE THEIR IDEAS ON THE BOARD. BELOW ARE SOME OF THEIR SUGGESTIONS:

- A. KEEP THE CUSTOMERS AWAY FROM THE GOODS .
- B. MAKE FREQUENT ANNOUNCEMENTS WARNING ABOUT SHOPLIFTING .
- C. PUT UP WARNING POSTERS AROUND THE CAFETERIA .
- D. HAVE THE CUSTOMERS FORM LINES SO THAT EACH STUDENT ONLY HAD TO WORK WITH ONE CUSTOMER AT A TIME .
- E. KEEP GOODS OUT OF SIGHT .
- F. CHARGE EVERY CUSTOMER MORE TO MAKE UP FOR THE LOSS .
- G. ADD A PENNY TO THE PRICE OF EACH "GOODIE" AS A SHOP-LIFTING FEE .
- H. HAVE SOME STUDENTS DO NOTHING BUT LOOK FOR AND IDENTIFY THIEVES .

(Answer these questions: - Write the letters in the blank.)

10. Which ideas above would be most fair to all customers?

Why? _____

11. Which of the above ideas might bother a customer?

ACTIVITY #2 (continued)

Why? _____

12. Do you think shoplifting was a serious problem for Mrs. Brown's class? _____ Why? _____

Mrs. Brown's students were storekeepers during the bake sale. They had a big investment in their goods.

investment: the time and money spent in order to get and distribute goods for a profit.

They were providing a service by displaying their goods for sale. They were making it easier for a customer to make a choice. This was good for them, too. They would sell more goods if the customers could see the goods displayed.

13. Do you think storekeepers have a right to protect their goods from theft? _____

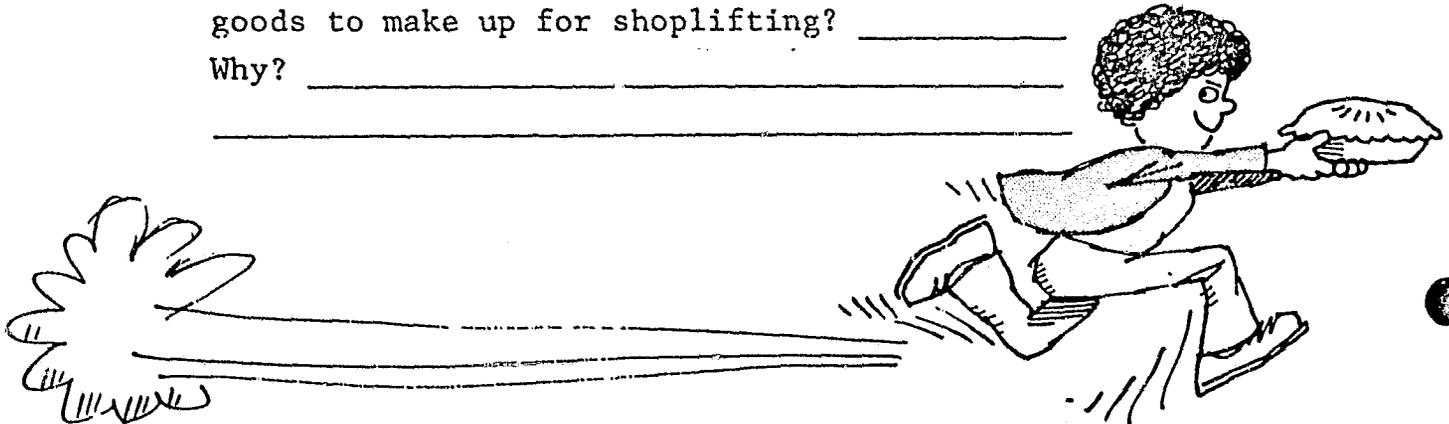
Why? _____

14. Does the economic community need to have rules which protect the goods in stores from theft? _____

15. What happens to storekeepers when their goods are stolen?

16. Is it fair for storekeepers to increase the price of all goods to make up for shoplifting? _____

Why? _____



UNIT 4

STUDENT - 7

ACTIVITY #2 (continued)

AFTER THE MEETING, MRS. BROWN EXPLAINED TO HER STUDENTS THAT SHOPLIFTING IS A BIG PROBLEM TO STOREKEEPERS IN THEIR COMMUNITY. SHE SAID SHE WAS GLAD THAT THEY HAD IDENTIFIED THIS PROBLEM. SHE SAID THAT THEIR LIST CONTAINED SOME OF THE WAYS THAT STOREKEEPERS USED TO PROTECT THEIR GOODS. SHE WROTE ON THE BOARD SOME OF THE WAYS THAT STOREKEEPERS PROTECT THEIR GOODS FROM THEFT. SHE ASKED THE STUDENTS TO COMPARE THE LIST THEY MADE DURING THE CLASS MEETING WITH THE LIST OF WAYS STOREKEEPERS USE TO PROTECT THEIR GOODS. SHE WROTE THE FOLLOWING LIST ON THE BOARD:

1. PUT EXPENSIVE ITEMS IN GLASS CASES.
2. SET UP WAYS TO ALLOW CUSTOMERS TO LEAVE ONLY THROUGH CERTAIN AREAS.
3. PUT UP POSTERS WARNING THIEVES OF THE CONSEQUENCES OF SHOPLIFTING.
4. GET NOTICES ON RADIO AND T.V. WARNING OF THE POSSIBLE CONSEQUENCES OF SHOPLIFTING.
5. DISPLAY ONLY ONE IF ITEMS COME IN PAIRS.
6. CHARGE SOMETHING EXTRA FOR EACH ITEM TO MAKE UP THE LOSS DUE TO SHOPLIFTING.
7. HIRE SOME PEOPLE AS OBSERVERS JUST TO LOOK FOR AND IDENTIFY THIEVES.

THE CLASS DECIDED TO HAVE ANOTHER BAKE SALE NEXT WEEK. THEY AGREED TO KEEP THESE IDEAS IN MIND WHEN SETTING UP THEIR DISPLAYS. THEY HAD LEARNED THAT IT WAS NECESSARY TO PROTECT THEIR GOODS FROM SHOPLIFTERS.

ACTIVITY #3

Most storekeepers hire observers. The observer's job is to look for and identify thieves. If someone breaks the law by shoplifting, the observer will identify the thief and call an authority.

These observers may be called Security Officers. In some stores, the clerk acts as an observer.

(Complete the story below:)

I HAD JUST STARTED MY NEW JOB IN THIS STORE. I WAS HIRED AS A CLERK TO HELP CUSTOMERS BUT PART OF MY JOB WAS A LITTLE BIT HARD TO DO. THAT PART WAS TO WATCH FOR ANYONE WHO MIGHT DECIDE TO SHOPLIFT. MY NEW BOSS HAD TOLD ME THAT SHOPLIFTING WAS A BIG PROBLEM IN THIS STORE. HE WANTED TO DISPLAY HIS GOODS SO THAT THEY WOULD BE ATTRACTIVE TO HIS CUSTOMERS. BUT WHEN HE DID, THE GOODS ALSO BECAME MORE ATTRACTIVE TO THIEVES. THAT'S WHY PART OF MY JOB WAS TO WATCH FOR SHOPLIFTING.

LATE IN THE AFTERNOON, SEVERAL CUSTOMERS WERE IN THE STORE. I TRIED TO BE AS FRIENDLY AND HELPFUL AS I COULD. I WAS HELPING TWO OLDER PEOPLE FIND SOMETHING THEY WANTED. AS I LOOKED DOWN THE AISLE, I SAW SOMEONE PUT AN ITEM INTO HIS POCKET. THAT PERSON QUICKLY HEADED FOR THE EXIT. AT FIRST I WAS SURPRISED. I REALIZED THAT THE PERSON WAS NOT GOING TO PAY FOR IT. HE WENT DIRECTLY THROUGH THE DOOR AND INTO THE STREET. I WAS THINKING OF WHAT TO DO. I KNEW I HAD TO ACT QUICKLY. I RAN TO THE DOOR AND . . .

(Finish this story on a separate piece of paper!)



UNIT 4

FOR TEACHER USE ONLY

ACTIVITY #4

Discuss the role of a security officer with your students.
Use the following questions in your discussion.

1. Why is it necessary for a storekeeper to hire a security officer?

2. What steps might a security officer take when he sees a theft?

(Take name, address and phone number; parent's name, address, occupation, and phone number; call them and call an authority.)

3. What would happen if the security officer did nothing after seeing a theft?

(share responsibility for the loss, get fired)

4. Do you think shoplifting increases the price you pay for goods?

(extra charge is added to each item)

5. If there was no shoplifting in a certain store, would the price of goods be higher or lower than in a store where there was a lot of shoplifting?

(lower - no additional security necessary)

6. Who do you think helps pay for hiring a security officer?

(all customers)

7. If everyone who saw a theft told an authority, would a security officer be needed?

(probably not)

UNIT 4
STUDENT QUIZ

Use these words to fill in the blanks;

economic community

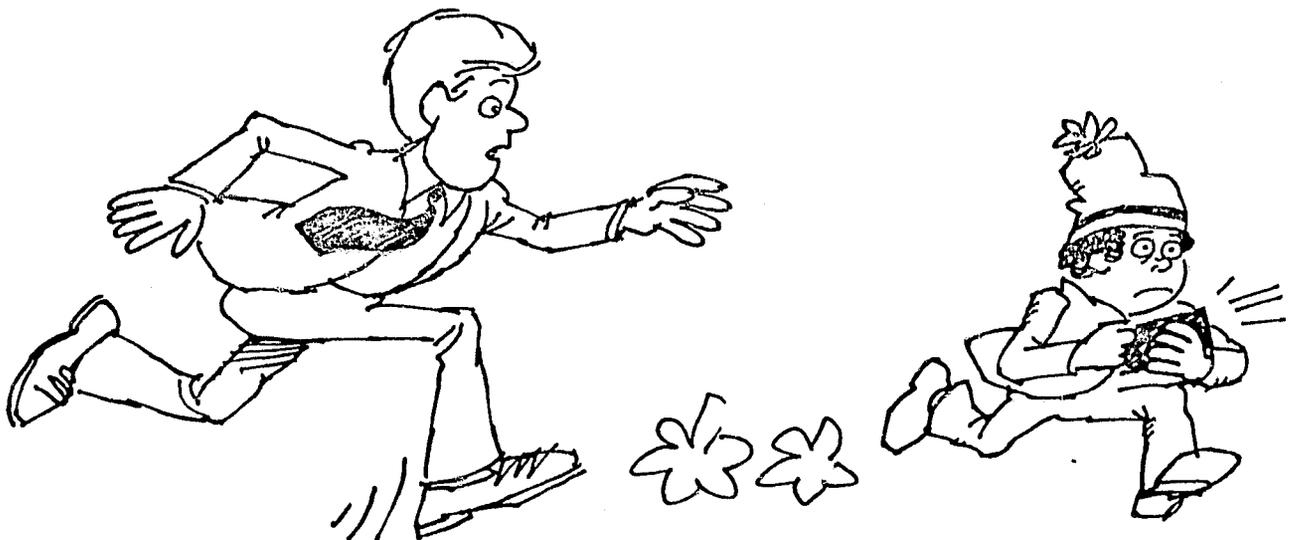
service

goods

investment

shoplifting

1. _____ are things that are for sale.
2. People who produce, distribute and use goods and services are members of the _____.
3. An activity carried on to help people is called a _____.
4. _____ is taking something from a store without paying for it.
5. _____ is time and money spent in order to get and distribute goods.



UNIT 5
SHOPLIFTING - NOBODY DECIDES BUT ME

GOALS:

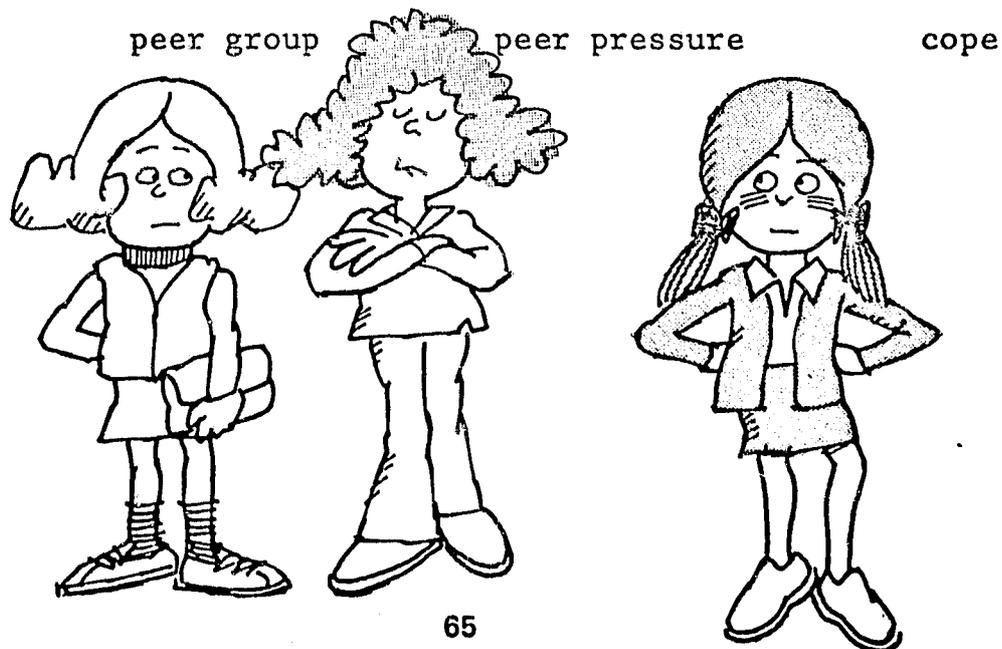
THE STUDENT:

1. Knows that people who are about the same age and have similar interests are called a peer group.
2. Knows that peer pressure is a force felt by a member of a peer group. It points out an expected way of acting that one feels is acceptable to the group.
3. Knows that when peer pressure is exercised, immediate decisions are required.
4. Values the ability to make decisions as a way to cope with peer pressure.
5. Values the role each has in exercising peer pressure to influence other members of the group.
6. Knows the consequences of shoplifting to the thief.

The thief may experience:

- a. isolation from peer group
 - b. loss of trust of peers (friends)
 - c. worry, inner conflict and the loss of self-esteem
 - d. the consequences of loss of money to the family because the storekeeper has the right to demand monetary penalty (a fine) for the theft of store property.
7. Values the role of the authority to use the law in reaching a just and fair settlement.

STUDENT VOCABULARY



ACTIVITY #1

JAN, LISA AND SALLY WERE FRIENDS. THEY WERE ALL ABOUT THE SAME AGE, AND THEY LIKED THE SAME KINDS OF THINGS. THEY WERE CONSIDERED MEMBERS OF A PEER GROUP.

peer group: people who are about the same age and have similar interests.

BUT SOMETIMES THEY WOULD NOT GET ALONG TOO WELL. TWO OF THEM WOULD WANT TO DO ONE THING AND THE THIRD PERSON JUST WOULDN'T WANT TO. SOMETIMES THEY COULD TALK ABOUT IT AND DECIDE WHAT TO DO. OTHER TIMES, THEY WOULD JUST ARGUE WITH EACH OTHER. WHEN THAT HAPPENED, THE PERSON WHO DIDN'T WANT TO GO ALONG WAS GIVEN A VERY BAD TIME. THAT PERSON WOULD USUALLY CHANGE HER MIND AND DECIDE TO GO ALONG WITH THE GROUP. SOMETIMES THAT TURNED OUT FOR THE BEST.

WHEN A PERSON CHANGES HIS OR HER MIND AND GOES ALONG WITH THE GROUP, HE OR SHE IS GIVING IN TO PEER PRESSURE.

peer pressure: a force felt by a member of the group to go along with the decisions of the group.

SOMETIMES WHEN A PERSON GIVES IN TO PEER PRESSURE, IT IS NOT FOR THE BEST!

FOR EXAMPLE, ONE DAY THE THREE GIRLS WERE IN A VARIETY STORE. THE GOODS WERE ATTRACTIVELY DISPLAYED. THE GIRLS LOVED GOING TO THIS STORE BECAUSE THEY COULD LOOK AT AND TRY ON ALL KINDS OF JEWELRY.

ACTIVITY #1 (continued)

THAT DAY THE GIRLS DECIDED TO TRY ON NECKLACES. THERE WAS A MIRROR ON THE COUNTER. FIRST ONE AND THEN ANOTHER WOULD TRY ON A NECKLACE, LOOK IN THE MIRROR AND THEN THE OTHERS WOULD GIVE THEIR APPROVAL OR DISAPPROVAL OR JUST GIGGLE.

SALLY TRIED ON ONE AND REALLY LIKED IT. THE OTHERS AGREED. IT SEEMED JUST RIGHT FOR HER. IF ONLY SHE COULD BUY IT, BUT SHE DIDN'T HAVE ANY MONEY.

JAN WHISPERED IN HER EAR, "OH, WHY DON'T YOU JUST TAKE IT?" SALLY SAID, NO, I CAN'T DO THAT."

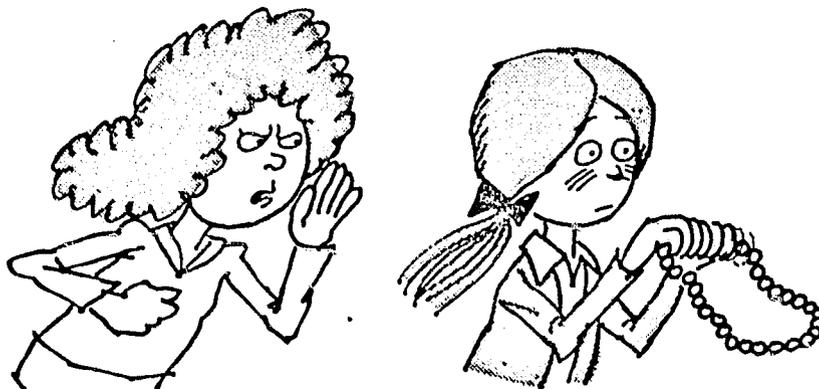
"WHY NOT," SAID JAN. "YOU WON'T GET CAUGHT. YOU KNOW THAT GOLD BRACELET YOU LIKED SO MUCH? I TOOK IT FROM THIS STORE LAST WEEK. NOBODY CAUGHT ME."

SALLY WAS SURPRISED. IT WAS HARD TO BELIEVE THAT JAN HAD TAKEN SOMETHING FROM THE STORE WITHOUT PAYING FOR IT. SALLY REALIZED JAN HAD SHOPLIFTED! SHE POINTED TO A POSTER ON THE WALL THAT SAID, "THIS STORE IS A GOOD PLACE TO SHOP BUT NOT TO SHOPLIFT."

JAN LOOKED AT THE POSTER AND SHRUGGED HER SHOULDERS. SHE SAID, "THAT DOESN'T MEAN ANYTHING! THEY WOULDN'T DO ANYTHING EVEN IF THEY CAUGHT YOU. GO ON, TAKE IT AND RUN!"

JAN LOOKED AT LISA FOR HELP. LISA LOOKED BACK AND THEN QUICKLY LOOKED AWAY.

JAN WHISPERED HARSHLY, "GO ON, CHICKEN, TAKE IT! HURRY UP!"



UNIT 5

STUDENT - 3

ACTIVITY #1 (continued)

SALLY HAD TO MAKE A DECISION. SHE KNEW STEALING WAS WRONG. BUT SHE WAS AFRAID OF WHAT JAN MIGHT DO IF SHE CHICKENED OUT. SHE REMEMBERED OTHER TIMES WHEN SHE WOULDN'T GO ALONG WITH JAN. JAN COULD MAKE HER LIFE MISERABLE. SHE WOULDN'T SPEAK TO HER AND WOULD GET OTHER KIDS TO CALL HER NAMES. IT WAS HARD TO COPE WITH THAT KIND OF PEER PRESSURE.

cope: to contend with pressure successfully

1. What might Sally do? _____
2. If Sally decides to take the necklace, (go along with peer pressure), how might she feel?

3. If she decides not to take the necklace (cope with peer pressure), how might she feel? _____
4. Why do you think Jan wants Sally to take the necklace?

5. Why do you think it is so important to Jan that Sally steal the necklace? _____
6. Who was Lisa helping, Sally or Jan? _____
7. What might Lisa have done to change the situation? _____
8. If Lisa had agreed with Sally that stealing was wrong, how might that have affected the group? _____

ACTIVITY #1 (continued)

SALLY COULD NOT COPE WITH THE PEER PRESSURE. SHE WAS WORRIED ABOUT WHAT JAN MIGHT DO, AND SHE KNEW THAT LISA WOULD BE NO HELP. SHE TOOK THE NECKLACE AND RAN FOR THE DOOR. JAN AND LISA QUICKLY WALKED THE OTHER WAY.

JUST AS SALLY GOT TO THE DOOR, A MAN STEPPED IN FRONT OF HER, BLOCKING THE WAY.

"JUST A MINUTE, YOUNG LADY," HE SAID, "I THINK WE NEED TO TALK. WOULD YOU PLEASE STEP INTO THE STORE OFFICE?" SALLY QUICKLY LOOKED AROUND BUT HER FRIENDS WERE GONE!

9. What do you think might happen to Sally now?



UNIT 5

STUDENT - 5



ACTIVITY #2

HI, MY NAME IS SALLY. YES, I'M THE SALLY THAT TOOK THE NECKLACE FROM THE STORE. I GUESS THAT MAKES ME A THIEF.

I DON'T KNOW WHY I DID IT. I TRIED TO BLAME IT ON JAN BUT SHE DIDN'T TAKE THE NECKLACE, I DID. I EVEN TRIED TO BLAME OLD WISHY-WASHY LISA, BUT I KNOW IT WASN'T HER FAULT. I MADE THE DECISION. I KNOW THAT NOBODY DECIDES WHAT I DO, BUT ME. I MADE A STUPID DECISION.

RIGHT AFTER THE CLERK CAUGHT ME STEALING, HE TOOK ME INTO THE STORE OFFICE. HE ASKED ME MY NAME, ADDRESS AND PHONE NUMBER. HE ASKED ME ABOUT MY PARENTS AND HE WANTED TO KNOW WHERE THEY WORKED. HE SAID HE HAD TO CALL THEM RIGHT AWAY. HE WASN'T A BAD GUY. HE EVEN SAID THAT HE HOPED I HADN'T DONE THIS BEFORE BECAUSE IF I HAD, I'D REALLY BE IN TROUBLE. I KNEW I WAS IN MORE TROUBLE THAN I NEEDED RIGHT NOW.

I GUESS THE MANAGER CALLED THE POLICE BECAUSE AN OFFICER CAME IN ABOUT THAT TIME. SHE WASN'T A BAD PERSON EITHER. THE GUY WHO CAUGHT ME TOLD THE OFFICER WHAT HAPPENED AND SHOWED HER THE NECKLACE. THE POLICE OFFICER FILLED OUT SOME KIND OF FORM. I DIDN'T SAY MUCH. I WAS REALLY SCARED. I COULDN'T BELIEVE MY FRIENDS WOULD JUST LEAVE ME HERE. BUT, I GUESS I CAN UNDERSTAND. THEY MUST HAVE BEEN REALLY SCARED TOO, EVEN JAN.

WELL, THE POLICE OFFICER TOOK ME TO THE STATION. MY PARENTS WERE ALREADY THERE.

UNIT 5

STUDENT - 6

ACTIVITY #2 (continued)

DAD JUST LOOKED AT ME. MOM LOOKED LIKE SHE HAD BEEN CRYING. THE POLICE OFFICER TOLD THEM WHAT HAD HAPPENED. THEY ASKED HER WHAT WOULD HAPPEN NEXT.

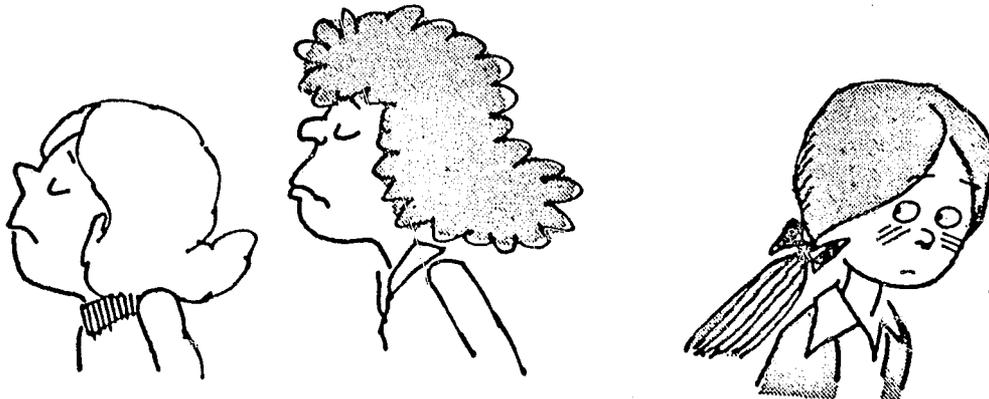
SHE EXPLAINED THAT SHE WOULD HAVE TO FILL OUT A REPORT AND SEND IT IN TO THE PROSECUTOR'S OFFICE. AT THE PROSECUTOR'S OFFICE AN AUTHORITY WOULD REVIEW MY CASE HISTORY.

prosecutor - lawyer who brings a court charge when a crime has occurred.

I GUESS SOME KIDS DO THIS A LOT. IT'S A GOOD THING I HAVEN'T DONE THIS BEFORE. I GUESS THE AUTHORITIES REALLY GET TOUGH WITH KIDS WHO DO.

ANYWAY, MY PARENTS WERE TOLD THAT SOMEONE FROM THE PROSECUTOR'S OFFICE WOULD CALL THEM AND MAKE AN APPOINTMENT. I GUESS I HAVE TO BE INTERVIEWED AND HAVE TO MAKE SOME KIND OF AGREEMENT WITH THEM. AS IF THAT ISN'T BAD ENOUGH, MY PARENTS WERE TOLD THAT THEY WOULD PROBABLY RECEIVE A NOTICE OF A FINE. THE STOREKEEPER CAN ASK THEM TO PAY UP TO \$200.00 AS WELL AS PAYING FOR THE NECK-LACE WHICH I COULDN'T EVEN KEEP.

YESTERDAY I SAW JAN AND LISA. THEY DIDN'T EVEN SPEAK TO ME. SOME FRIENDS!



ACTIVITY #2 (continued)

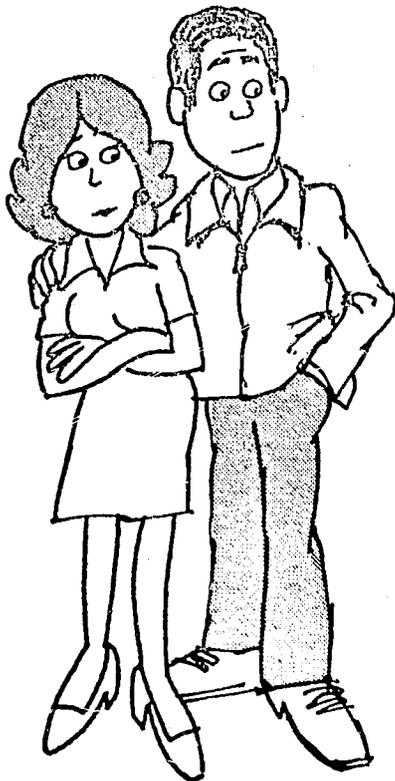
I REALLY AM WORRIED THAT THE OTHER KIDS AT SCHOOL WILL FIND OUT WHAT I DID. I KNOW HOW I FELT ABOUT JAN WHEN I LEARNED SHE HAD STOLEN FROM THE STORE. IT'S HARD TO TRUST SOMEBODY WHO IS A THIEF.

I'VE TALKED TO MY FOLKS ABOUT IT NOW. THEY WERE REALLY HURT TO FIND OUT I HAD MADE SUCH A STUPID DECISION, BUT THEY AREN'T MAD ANYMORE.

THE AUTHORITIES HAVE SCHEDULED A MEETING FOR ALL OF US. I DON'T KNOW WHAT IS GOING TO HAPPEN BUT I AM SURE THEY WILL BE FAIR.

LET ME TELL YOU, I SURE KNOW HOW I WOULD DECIDE NEXT TIME.

WITH SHOPLIFTING, NOBODY DECIDES BUT ME.



UNIT 5
FOR TEACHER ONLY

ACTIVITY #3

After your students have completed Activity 2, discuss the following questions with them.

Before beginning the discussion review the meaning of peer group, peer pressure, coping and their role in influencing other members of the group.

1. Who were the members of Sally's peer group? (Sally, Jan, Lisa and other children in her school)
2. What peer pressure did Jan use? (Bullied, name-called and demanded her way)
3. What peer pressure did Lisa use? (went along with what Jan wanted, gave more power to Jan's role)
4. How did Sally cope with peer pressure? (pointed out reasons not to shoplift but finally gave in)
5. Who suffered the consequences of the shoplifting? (everyone)
6. What were the consequences experienced by:
 - a. the storekeeper?
(loss of goods, cost of security officer, cost of warning about shoplifting)
 - b. Jan and Lisa?
(knowledge that a theft occurred; they share the responsibility for the loss; by not telling an authority, they become accomplices)
 - c. Sally?
(isolation from peers; losing the trust of peers; worry, inner conflict and loss of self esteem, and loss of money to the family.)

UNIT 5
STUDENT QUIZ

Use these words to fill in the blanks:

peer pressure

peer group

cope

1. People who are about the same age and have similar interests are called a _____.
2. The ability to make decisions is a way to _____.
3. _____ is a force felt by the member of a peer group.

GLOSSARY

ACCOMPLICE:	Someone who shares responsibility for breaking a rule or law.
AUTHORITY:	Someone who has the power to take action and enforce rules.
BORROWING:	To receive something with the understanding that it will be returned.
CARETAKER:	One who protects and cares for something.
CONSEQUENCES:	The results or effects of one's actions.
COOPERATE:	To work together adjusting to the needs of others. To go along with (cooperate with a decision).
COPE:	To resist pressure successfully.
ECONOMIC COMMUNITY:	Members of the community who produce, distribute and use goods and services.
FAMILY:	The social group in which you live.
FAMILY PROPERTY:	Property which is possessed, used, and controlled by the family. The family members are responsible for its care.
GOODS:	Things that are for sale - store property.
INVESTMENT:	The time and money spent in order to get and distribute goods for a profit (extra money).
MEDIATOR:	A person who settles differences between people - helps them solve problems.
OBSERVER:	A person who sees something - in this case a theft.
PEER GROUP:	People who are about the same age and have similar interests.
PEER PRESSURE:	A force felt by a member of the group to go along with the decisions of the group.
PERSONAL PROPERTY:	You own these things. You can keep them, you can use them, you can control them.
PROPERTY:	Something which can be possessed, used and controlled.

PROSECUTOR: The lawyer who brings a court charge when a crime has occurred.

RESPONSIBILITIES: Things you should or need to do.

RULES: An expected way of acting that has been decided upon to keep order.

SCHOOL: The social group in which you work and have responsibilities.

SCHOOL PROPERTY: Things which are possessed, used and controlled by members of the school. You are responsible for the care of school property.

SERVICE: An action which helps a customer - an activity carried on to provide people with the use of something.

SHOPLIFTING: Taking something from a store without paying for it.

STEALING: (To steal) To take another's property without permission.

THIEF: A person who steals something.

VICTIM: Someone who is harmed or suffers from an act - is deprived of possession, use, and control of something.

END