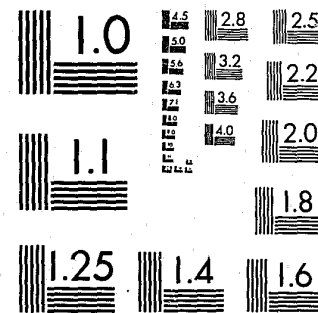


National Criminal Justice Reference Service

ncjrs

This microfiche was produced from documents received for inclusion in the NCJRS data base. Since NCJRS cannot exercise control over the physical condition of the documents submitted, the individual frame quality will vary. The resolution chart on this frame may be used to evaluate the document quality.



MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963-A

Microfilming procedures used to create this fiche comply with the standards set forth in 41CFR 101-11.504.

Points of view or opinions stated in this document are those of the author(s) and do not represent the official position or policies of the U. S. Department of Justice.

National Institute of Justice
United States Department of Justice
Washington, D. C. 20531

DATE FILMED

JULY 21, 1981



BUREAU OF
POLICE
CHARLES JORDAN
COMMISSIONER

B. R. BAKER
CHIEF OF POLICE
222 S.W. PINE
PORTLAND, OR. 97204

PEER TUTORS

A pilot project jointly sponsored by
the Portland Police Bureau and the
Portland Public Schools, Portland,
Oregon.

All materials included within are
able to be copied, with the
stipulation that credit be given the
Portland Police Bureau.

"This project was supported in part by Grant
number 78-DF-AX-0127, awarded by the Law
Enforcement Assistance Administration,
United States Department of Justice. Points
of view or opinions stated in this publication
are those of the Portland Police Bureau,
Portland, Oregon, and do not necessarily
represent the official position of the United
States Department of Justice."

U.S. Department of Justice
National Institute of Justice

This document has been reproduced exactly as received from the
person or organization originating it. Points of view or opinions stated
in this document are those of the authors and do not necessarily
represent the official position or policies of the National Institute of
Justice.

Permission to reproduce this document has been
granted by

Public Domain, U.S. Dept. of Justice
Portland Police Bureau

to the National Criminal Justice Reference Service (NCJRS).

Further reproduction outside of the NCJRS system requires permis-
sion of the copyright owner.

77163
C-1

THE PEER TUTOR PROGRAM

At noon on May 20, 1980 the Lloyd Center Optimist Club honored the students at Whitaker School. Noting that each year the Optimist Club designates a Respect for Law Week, Whitaker School was selected for 1980 because of the crime prevention activities of the Peer Tutor program.

Peer Tutors are seventh and eighth graders who visit fourth and fifth grade classrooms with property and personal safety talks, movies, and demonstrations. How did a program like this get started? Can kids only 13 years old effectively communicate sophisticated crime prevention information to fourth fifth graders? Across the nation, programs are reporting that they train older youth to train, educate or tutor younger youth. One thing we know: kids don't listen and learn very well from adults. So it seems that kids will listen to kids. The next question is: Can we train 13 year olds to effectively communicate crime prevention information and techniques?

The Peer Tutor program does not use the professional language, or "sophisticated" phrasing. It teaches kids the concepts behind the phrases, and those kids then encourage the younger students to consider crime problems and come up with their own unique, individual answers to prevent the problem. The Peer Tutors are trained using Portland Police Bureau materials designed to train adult volunteers. The Police Bureau's Crime Prevention Division coordinates the initial three week training. Training has two objectives: first to give the student crime prevention information and techniques, then to teach them the skills of a trainer or presenter - how to manage a classroom of young kids! Using lecture, demonstration, role playing and audio-visual aids, the older peers then show the younger the risks of being victimized, their options for reducing the risk, and the responsibilities to protect themselves and others by

NCJRS

APR 9 1981

ACQUISITIONS

reporting all crimes. Specific topics include personal safety considerations in babysitting, assault and sexual confrontations; and property protection by responsible management versus personal convenience and ease of access ("Lock it or lose it!").

As a measure of the effect of the program, the Peer Tutors have been the subject of newspaper articles and television programs. During the summer of 1980 the Portland Parks Bureau paid the Peer Tutors to perform their program in city parks, in hopes of reducing vandalism and personal confrontations. As mentioned, the Optimist Club awarded their Respect for Law plaque to the school because of the worth of the program. Finally, the Peer Tutors were invited to the State Juvenile Officers Association annual training at the police academy on June 4, 1980 to demonstrate the program to the 28 officers attending. Nine officers requested an information packet about the program, so that they might initiate a similar project in their own schools. In Portland in the 1980-81 school year, the Peer Tutor project will be operating out of three schools and reaching more and more into the lives of young children.

Scope: Exactly how many schools and how many classrooms will your Peer Tutors be going into? Within what time frame do you want to do those presentations? (Give yourself at least four calendar weeks to train the teams.) How many teams will you have? How many "extras"?

Logistics: Be sure to have 10% more sets of handouts than there are in the classrooms (for interested people, and PR. Always give media a full set of the materials they see you giving a class). If ordering materials, do it before the training ever starts so the teams can train with the materials they will use in the classroom.

School: Have you discussed the training materials with the Curriculum Department or supervisor, to ensure complementarity with school courses, materials? (That person may also help you add to the post-program teaching materials you leave with the teacher.

Grading: With school staff, establish a written policy about grading for the peer tutors, to ensure credibility and responsibility.

Teachers: 1. Are all teachers aware of the coming project?
2. Especially important: the Peer Tutors should not be punished for participating. Some teachers may feel the students are not "earning" a grade in social studies because they don't do class work. Ensuring that those teachers know all of the scope of the project will help ensure its total success, with an appropriate grade for the peer tutors.

3. Other teachers (besides grade 4 and 5) may be interested in having the Peer tutors come to their class, or in having speakers into their classroom. Use the students from the Peer Tutor teams as creatively as possible - the whole community will benefit.

Scheduling: Be sure to schedule the Crime Prevention Week for each classroom over a full calendar week, Monday through Friday. Coming at the same time each day is best. And jog the teacher's memory to be sure there is no conflicting event scheduled during that week.

Materials: If your budget (and the schools) does not allow for purchasing materials, go to your service clubs. Start with the Chamber of Commerce, and ask for their involvement and assistance.

Incentives: The incentives, the "extras", are what makes the program work. They offer kids something to get excited about, and teach valuable lessons because the kids will remember the tips on the Blazer cards, will see the T-Shirt transfers and want one themselves.

Strokes: Are lists being compiled as people get involved?

Schools: 1. Does the head school official understand the project and fully support it?
2. Do your school counterparts understand their role, and are they interested in seeing it succeed?

Media:

Have you contacted media about coming in to watch a day of the program? Suggestion: inviting them to a training day, and later into a classroom, will get twice the coverage. TIP: some days are poor, some are rich for "news". Call folks ahead of time, and ask which day is best for them.

PR:

Use your letterhead when possible. Others need to know that your agency is involved in a meaningful program like this.

PEER TUTORS

1. How many schools?
2. How many classrooms?
3. How long do you want this to run?
4. How many teams needed achieve #3, given #1 and #2?
5. Training room and times?
6. Combine training with Col./Whit? EXPLORE.
7. Training and materials furnished by PPB - CPD.
8. Three weeks training; one week at presentations; 3 days of next week to
9. Written grading policy, and tardiness at preceeding or following classes.
(Don't punish for participating)
10. How notify prospective trainees?
 - Memo to teachers; note to Jim/Betsy?
 - Me talk to each class for 10 minutes; note to _____
 - Jim Lambert explain it; note to _____

II. COMPONENTS OF A SUCCESSFUL PROGRAM

A. Police Commitment

The local police agency needs to be committed to supporting this program. This pilot project was jointly sponsored by the Portland Police Bureau, Crime Prevention Division, and the Portland School District, staff at Whitaker School. Unless an area has a highly developed, professional caliber citizen crime prevention program, it is mandatory for the local police agency to be directly involved in the development of the program, and the training of the peer tutors - both from the view point of expertise and from the community visibility of an appropriate agency.

B. School Commitment

The commitment of the school to the project is perhaps even more important than the commitment of the local police agency. From the chief administrative official of the school (the principal of the school, or the superintendant of the school district) must come the willingness, perhaps desire is a better word, to see the program succeed. There are innumerable details which can become an issue; the scheduling of a classroom for the training of the peer tutors; the provision of a teacher to be with the peer tutors when they are out of their scheduled classes; previously scheduled field trips or other programs which require a major commitment by the school and may conflict. When the support of the chief administrator is sincere and evident, it is our experience that all of the details are overcome.

C. SOUND PROGRAM CONCEPT

Our experience with other crime prevention programs in the Portland schools is that the program that is completely developed and ready to be

implemented with minimal involvement by the school is the program that will be welcome. Specifically for this program, that means being aware of all the options contained in this information package, having determined where to obtain all training materials necessary, how transportation might be provided if the peer tutors will be transported from their school to any other location, what printed materials and printing may be required, and how many personnel are being committed and for what amount of time by the police agency involved. Additionally, to insure that the school develops a feeling of part ownership of the program, it is necessary to list and resolve those areas where there are several options, with the school being allowed an equal voice. For this program to be more than a one time success, it is mandatory that the school as well as the police agency feel ownership of the program. Otherwise, it may not be continued the next school year, especially in larger school districts where principals are rotated between schools and the incoming principal might not have the background information or desire to support continuation of the Peer Tutor Program.

Presentations must be in classrooms, not in an assembly. The key to a successful learning experience is the experience, not the lecture. There are three primary ways to transmit information: verbally, as in a lecture; visually, as with training aides such as the Trail Blazer training cards; and kinesthetically. Researchers point out over and over, and our seat of the pants experience substantiates their claims, that the lecture method by itself is not very effective. In classroom presentations, not only are lecture and visual presentation, but experiences such as role playing, group decision making, class interaction with the presentors, and hands-on experiences are allowed (such as working a deadbolt, sliding windows, and pinned windows).

There are two kinds of successful programs: one program which, in terms of the number of presentations made, is highly efficient; the second kind is the program, which regardless of the number of presentations, is effective. This peer tutor program evolved from a search of program options which allowed kids to actually take responsibility and have authority for what is usually reserved for a very select portion of the general populace (police officers). What gets kids excited - adults too, is being allowed access to information that they are normally denied. "They are too young, they don't have the commitment, they don't have the need to know, they don't have the background," or all of the above. In reality, two dynamics are involved: first, the claim that crime prevention is "too sophisticated" really means that the ability to clearly communicate the essential principals of crime prevention is lacking. Secondly, as to the ability of youth to handle responsibility and authority: they do it very well - when allowed the opportunity. In fact, they will study harder than they ever do for their regular school lessons, they will meet independently outside of school to work together on a presentation, and they will even choose to teach the crime prevention program at another school when that means missing out on a major event at their own school.

Necessary for a successful peer tutor program, then, are trainers who will allow the peer tutors themselves to select their own options. Of course, this entails more work for those trainers: they must identify areas for which more than one teaching style is feasible, and provide several options as to content of a particular day. They must allow the peer tutors themselves to do the selection within those options. This allows for a program of professional caliber, because the material is preselected; however, it also insures feelings of responsibility and authority among the peer tutors, as they actually, selecting from the options, design and build the program.

III. TRAINING THE PEER TUTORS

A. ASSEMBLING THE TRAINING AIDS AND MATERIALS

The pilot program used a variety of materials, enough to insure that the peer tutors would have much more information than they would ever be called upon to use in a class with fourth and fifth graders. There are several reasons for this: first, and probably the most important, the kids themselves feel like they know all the answers to the questions that the kids might ask. Second, all human beings - including kids - are curious, and we wanted to provide enough information to satisfy their curiosity in any given area. Third, the kids have to prove themselves to adults at many stages in the program, and we wanted them to have enough information to be successful in that effort too. The two primary information and training documents are: "Children as Victims", "Children as Offenders", two training manuals developed by the author to train volunteers. These manuals give a general, comprehensive overview of crimes, the frequency of specific crimes to which youth may either become a victim, or be an offender; crime prevention tips for each of the crimes mentioned; an overview of the juvenile justice system; a glossary of common crime prevention terms; and a section containing the statutes which delimit crimes, or authorize or mandate agency intervention. The rest of the training aids and materials will be grouped under the individual day:

DAY 1 - HOME SECURITY AND PROPERTY SAFETY - FOR

DEMONSTRATION PURPOSES

Teaching script for day one

Window - sliding aluminum

Window - wood frame

Passage sets and deadbolts mounted on 2" x 6" stands

Trail Blazer trading cards

Junior Crime Fighter Check Lists

Home Security - Property Safety Terms (2 pages of definitions)

Teaching script for day two - Drugs

Drug demonstration board

Tee-Shirt Transfers

Trail Blazer Trading Cards

Drug Checklist

"This Side Up; Making Decisions About Drugs" (informational booklet, available from National Institute on Drug Abuse, Office of Communications and Public Affairs, 5600 Fishers Lane, Rockville, Maryland 20857.)

US government Printing Office: 1979 0-297-278

(DHEW Publication Number (ADM) 79420 Printed 1979)

One of these booklets should be provided for each one of the peer tutors.

Teaching script for day three - School Problems

Trail Blazer Trading Cards

Tee-Shirt Transfers

Day 4 - "WHO DO YOU TELL"

Teaching script for day four - "Who Do You Tell"

Film: "Who Do You Tell"

Tee-Shirt Transfers

Emergency Telephone Stickers

Trail Blazer Trading Cards

"Smart Kids Guide to Self-Protection" (reprint from Family Circle)

Film: "VANDALISM" (there are several available from which one should be chosen - "Clubhouse" and "Greenhouse" are recommended.)

Trail Blazer Trading Cards

"Describe the suspect" placard

Tee-Shirt Transfers

Teaching Script for Day Five - Vandalism

Teaching Script for day five - Shoplifting

Film: "Shoplifting" (several films are available; "So I Took It" is recommended for grades 4-6)

Trail Blazer Cards

Tee-Shirt Transfers

Flyer describing civil liability as well as criminal responsibility

B. EXPERIENCING THE PRESENTATIONS

The trainers should arrange for the peer tutors to be the audience for each of the six presentations, for their first experience. Crime Prevention staff, community mental health professionals, and school staff were all used in making these presentations for the pilot project training of the peer tutors. The day immediately following the presentation, whether it be day 1, day 2, or which one, the trainers and the peer tutors debrief the previous days presentations focusing on content, delivery, style, and individual assessments by the peer tutors of the meaningfulness of the material presented.

C. STUDYING THE WRITTEN MATERIALS

In the pilot project the peer tutors were given the training manuals prior to the beginning of the training. They were assigned to read parts that specifically related to the six areas in which they would be trained. They were encouraged to read the rest of materials, but it was not a mandate. Other material was introduced on the day of the specific presentation; for example, the booklet "This Side Up" was given to the peer tutors after the drug presentation was made.

D. DETERMINING COMMITMENT

Commitment by the peer tutors is one of the - if not the most - important needs of a successful program. In the pilot program, seventh and eighth graders were informed of the program and asked if they wished to participate. One of the agreements between the school and the police bureau was that scholastic achievement or behavior was not to be a determinate in the program; if the student desired to participate in the

program, and attended the sessions, they would be allowed to participate.

Before the training started, there was a meeting at which a general overview of the project was given, and the students were informed that as long as they wanted to stay in the program, and demonstrated it by their behavior, they would remain a member of peer tutor teams. During the first two weeks of training, our only real concern about commitment to the program was whether or not the student showed up every day for the training period - one class period long. From then on, additional criteria for remaining in the program was added: knowledge of the material, willingness to verbally participate in the discussions, and once the actual presentations to the fourth and fifth graders began, active participation in the presentations - including being the team leader for one of the five presentations during the Crime Prevention Week. Of the fourteen students who stated some interest in the program in the very beginning, thirteen showed up for the orientation. One student quit coming before the training was finished; one student moved out of town; and one student stopped after the presentations in the schools began. No student was removed from the peer tutor project other than by their own action (or non-action: not coming anymore.)

E. USING THE TRAINING AIDS

Human beings take in information (learn) in three distinct ways: Through the eyes (sight); through the ears (hearing); and through feeling (kinesthetically). While it is true that we absorb approximately 70% of that information visually, it is important to remember that not everyone is a good visual learner. Some of us have to hear something before we fully understand it, and some of us can see it and hear it and still won't

understand it until we do something with it physically. For example, putting a key in a dead bolt lock and turning it, hearing the noise it makes and watching the dead bolt slide in and out when we turn the key. It is very important in the selection of training aids that all three separate learning systems are all allowed to take in information. It is also important to vary the way we present information because human beings also have a tendency to load up or burn out any one of those three information processing systems if we use only that system for more than ten or fifteen minutes. Look back at A of this section on Training Peer Tutors and look at the different kinds of training aids that were used in this pilot project. The larger the variety of training aids, the better the kids have more options. The ones listed are what is considered to be the minimum necessary for a really successful program. It is also important to notice the second word of the phrase "training aid". These are intended as an aid to the trainers, not to be used in place of a trainer.

F. SELECTING THE PEER TUTOR TEAM MEMBERS

For the pilot project, all seventh and eighth graders at Whittaker School were notified of the program and asked if they wished to participate. The program was intended to transmit crime prevention information to fourth and fifth graders; also to develop leadership qualities in the seventh and eighth graders, while making them crime prevention resources to their peers. Additionally, educators and psychologists have pointed out how labelling of youth as slow learners, troublemakers, delinquent or any of a number of similar names has a tendency to be self-fulfilling. At the police bureau's request, the school was asked to pass on any request by a student to participate in the program, without making a

judgement or attaching a label to that request. The reason for that policy is that some students may not be challenged by the school curriculum, and it may be a project such as the peer tutor program which will be the catalyst for that student to be seen as industrious, sincere, and "redirected". The experience with this pilot project justified this selection criteria and the underlying philosophy.

As every manager knows, it is always necessary to plan for illness and unexpected conflicts. It is suggested that 50% more students be trained, or allowed to enter the training process, than will be needed to form the Peer Tutor teams. This will ensure always having a replacement when one might be needed because of illness or other conflicts. Additionally, it allows for motivation of the students because of their feeling the need to compete for the slots on the teams. It is suggested that, unless enough students drop out so that there are only enough to form five member teams, that team members be rotated so that all who have completed the training and are qualified to be a Peer Tutor are allowed the experience.

Forming of the Peer Tutor teams should be directed by the trainers, but with as much of that responsibility shifted to the students as is possible. In fact, this is just another example of the underlying philosophy of the Peer Tutor Program: Kids can be responsible, take responsibility, act responsibly, and quite capably handle delegated authority. One technique to use in allowing them to form their own teams is to facilitate a discussion by them of what makes up the best team. The adult trainer can initiate the topic, suggest that the students consider what is needed within each of the teams (assuming that more than one team will be formed) and list those features on the board. For example, our students listed sex, age, and topic interest as being three considerations for forming each of the

two teams in the pilot project. Then, since there were twenty students and two teams were to be formed, the students were directed to write up a list with their name at top, listing six other students with whom they would like to be on a team. They were reminded as they began this task of the criteria which they had already determined would be beneficial in formation of the teams. Since they were listing one more person for their chosen team than would be needed (they listed six in addition to themselves), the pilot program trainers were then able to form two teams of five, with a substitute for each team, and still satisfy all of the students.

Once the teams had been formed, they were physically grouped into teams and given the task of determining which students would be the ones responsible for leading or directing the presentation on the five separate days. Our experience was that three of six students were quite clear as to which day they wished to lead: One liked home security, one liked school problems, and one liked vandalism. The adult trainers with each team facilitated the remaining students selection of a day which they would lead. As soon as that task was finished, the teams were immediately given another task, of beginning the specific structuring of Day One. The team person responsible for that day was encouraged to take charge of outlining a sample presentation, and the other members of the team were encouraged to support the team leader for that day by volunteering to assist at specific places. This ensures that no student feels responsible for making an entire forty minute presentation on any given day, and also that all team members have some responsibility for every presentation during the crime prevention week.

"BUILDING A TEAM" TRAINING EXERCISE

Have group count off, so that you can move them into groups of twos. Then have each develop a list of "What is a Peer Tutor Team". Give them eight minutes to do that task, reminding them of the time at two minute intervals.

After eight minutes, stop the development process and have one person from each group report to the whole group what criteria they developed. You should list those items on the black board as they say them.

After the reports are done, have the whole group discuss the criteria they have selected. Keep focusing their attention toward group dynamics: How can the Peer Tutor teams function most effectively? What can you do if one or two people don't support the team like you think they should? Would having a weekly, facilitated, debriefing of the team help them? What can each team member contribute to the team? What is the role of the team members on days they aren't leading the presentation?

IV. Scheduling the presentations: The pilot project made all of the Peer Tutor presentations to classes in schools other than where the Peer Tutors attended. Teachers responsible for the Peer Tutor project at Whittaker School contacted teachers of fourth and fifth grades at the six elementary schools in the area, determining who was interested in having the Peer Tutor presentation done with their students. In K-8 schools, where the Peer Tutor teams make the presentations within the school that they attend, either the chief school administrator or the school staff coordinating the Peer Tutor project could do that scheduling.

Information to teachers: When scheduling the presentations, the teachers should be presented with a written overview of the Peer Tutor program, possibly entitled "Crime Prevention Week". This informational flier should outline the specifics of the program: It is one class period long for each of five days for one calendar week; That a sixteen millimeter projector and screen will be needed on day 4 and day 5; and that their teacher is requested to sit or stand at the back of the classroom, so as not to interfere visually with the Peer Tutor's structuring of each days presentation (see the "Crime Prevention Week" information sheet in the attached package).

What the teacher can do when you're gone: One of the concerns of crime prevention staff is: Once the Crime Prevention Week has ended and the Peer Tutors are not coming into the classroom daily, the younger students' interest is still high. Crime prevention, like any other subject matter, cannot be learned in one week, and should be an ongoing educational process. To encourage this, you will find attached a package entitled "After the Peer Tutors...." This information packet of activities the teacher can involve the students in after Crime Prevention Week should be left with the teacher on the last day of Crime

Prevention Week. NOTE: It is suggested that you assemble a list of persons, listing their agency and their telephone numbers, and giving the area or subject matter to which they could speak upon if invited into the classroom. Most teachers do not have an awareness of all the programs in their area, upon which they can call for a classroom speaker. We suggest you list not only crime prevention and police resources, but also juvenile justice system experts, fire prevention speakers, youth service agencies, and in general, any area that has information to give to kids to help the kids grow up more safely and pleasantly.

IDENTITY

Find someone with a "Badge-maker" machine and make name badges for the Peer Tutors. The rooms they go to will need to be able to identify the Peer Tutor by name; badges make it easy and fun, too.

Also, you may find the Peer Tutors wearing them around their own school. That advertises the Peer Tutors, the program, and police-school communication - at little cost to you!

V. Community Awareness

No program, no matter how good or effective, can expect to survive in a vacuum. Programs need community support, and the community needs the awareness of these programs. Once your training is over and your Peer Tutor teams are into the fourth and fifth grades, let the local media know what the program is, where it will be on a particular day, and the exact time that they might come by to take pictures and sit in-and hopefully write a story on it. Another means of informing the community is built into the program, and is considered one of the more important facets of the program: The Junior Crimefighter Checklist from day 1, and the Home Drug Checklist from day 2 (in attached packet). The effect on a fourth or fifth graders' parents when kids ask the parent to go around the house with them when they check the doors and windows for security cannot be overestimated! Imagine your own son or daughter telling you that the spring latch on the back door is inadequate, and telling you exactly why it is, and you can appreciate the value of the take-home materials.

Additionally, although not a part of the pilot project, it is suggested that you arrange for the prospective Peer Tutors, as a part of their training, to go on a ride along with a police officer. This allows not only for the student to gain valuable insight into the daily routine of a police officer, but it also structures a setting where a police officer can gain valuable insight into the "other" kids, the ones they are not arresting. Further, the participating police officers will also gain firsthand information about the Peer Tutor program-information that is difficult to communicate even during roll call or through department memorandum.

Introduction for whole week

Hi: We're here today and will be for this one period every day this week. We want to tell what we have learned about not being a victim of a crime, so you can be safer. Will someone tell us what "being a victim" means? Yes, it means having something happen to you, like getting your coat stolen or getting run over by a car. Will someone tell us what "crime" means? Yes, it means something that is against the law. Today we'll talk about the house you live in and how not to get ripped off, and how not to lose your bike or coat or transistor radio.

First, getting your home ripped off - burglarized. You need to know WHO does the burglaries. Most are done by kids ages 12-18, or sixth - graders through high school. How come? Because they don't understand how serious burglary is.

We should also define burglary. Who can tell us what it is?

Yes, you're correct. Burglary is when you go into a building (when you don't have the right) or, the staying in a building after it normally closes, so you can take/steal something. If you go in "just to look around" ^{or stay after it closes,} that is still against the law - that's called "criminal trespass." Looking around is less serious than burglary - but if while you're looking around you do take something, then you're guilty of burglary. Now - how do you keep your own house from getting burglarized? Who can tell us? Yes, always lock your doors. (Over 40% of the 8,000 burglaries in Portland were because of unlocked doors or windows.) Yes, always leave a light or a radio on while you're away.

The next thing you can do is make sure you have good locks on your doors and windows. We have examples here today - let's look at them.

Every door should at least have a lock you can't "slip" if the door is closed. This is called a "dead-latch" because the catch won't release when the door is closed unless you turn the knob. No one can use a knife or anything to "slip" the catch. Also - don't worry about anyone "picking" your lock. That's only going to happen if you have a very old skeleton key lock, or one of these (show shackle/key lock) which is very cheap.

If you have any glass in your door, you should have a "dead-bolt" which takes a key to open from the inside, too. When you're inside, you leave the key in the lock in case of fire. This is one here - take a look at it.

REVIEW

Okay - we talked about lots of new things today. Let's see what we remember. Who does most of the burglaries? Kids, yes. And, yes, they could be classmates.

How come so many houses get burgled? Yes, because they leave doors and windows unlocked. And, yes, because they don't have good locks. You will have a chance to make your house safer, today, because we'll give you a Junior Crime - Fighter checklist to take home. Everyone who brings back a completed list, tomorrow, will get a ~~prize~~ **prize.**

Now - how do you keep your bikes from being stolen? Yes - lock it or lose it. How about bringing your stuff to school - how do you keep it from being ripped off? (don't flash it; keep it with you all the time; don't bring it!)

Great! Okay - it's time for us to go, so let's hand out the Junior Crime Fighter checklist. (team does this.) Now: you take these home with you, and the blue sheet you got with it. Do all the things it says to do and answer the

questions. Get your folks to help you, after dinner maybe; and bring the questionnaire back tomorrow. If you complete them, and have your parents sign them, and bring it back tomorrow, we'll give you a prize.

One more thing: who knows what these are? (Hold up 'Blazer cards') Anyone want some? O.K., I'll pass them out - but first, some rules:

- 1) Don't trade them in class
- 2) I'll hand out two each, off the top of my stack - you can trade later if you don't get what you want
- 3) We aren't done yet, so stay focussed on me.

Are these rules sensible? Will you agree to them?

Does anyone NOT agree with them? I just won't give cards to anyone not wanting to follow the rules.

Now, look on the back of the card. Who has a crime prevention tip about what we talked about today?

Please stand and read it. (student reads it) O.K.

thank you. Does anyone else have a card which tells about some thing we talked about today?

Peer Tutors: you are responsible for knowing which cards of the 16 relate to which day of the week, which crime prevention tips go with which day's topic.

PINNING WINDOWS - pinning consists of drilling a hole through the inside top part of a sash window and halfway through the outside bottom part of the corresponding sash, at a slight downslope. Pins or heavy nails are then placed into the holes so the windows cannot be opened. (Window locks are easily forced open.) If residents wish to open the window, holes spaced two inches apart can also be drilled through the inside sash so the inner sash can be raised and the pins placed through those holes and into the one in the outer sash. This allows a window to be left slightly open, for ventilation, but still much more secure than it would usually be.

PINNING DOORS - pinning a door means driving a nail into the door or door frame near the top and near the bottom. Close the door until the nail makes a mark on the opposite piece of wood, and then drill a hole so the nail can slide into the hole, allowing the door to close. This keeps a locked door from being removed by pulling the hinge pins and sliding the door out of the frame, and bypassing a lock.

STRIKE PLATE - the metal plate on a door frame which the door latch strikes, when the door closes. The strike plate keeps the latch from wearing through the wooden door frame. More importantly, the strike plate is an important part of door security. When anchored with long screws which reach into the studs behind the door moulding, the resistance to the door being forced open is increased. Brass screws from 2½ to 4 inches long are usually used to secure the strike plate.

DEAD BOLT - a lock which must be manually turned (it is not spring-loaded). To be most effective, it must be at least one inch long, measured from the edge of the door frame. A deadbolt which uses a key from the outside and has a thumb-turn on the inside is called a single-cylinder deadbolt. If the lock can only be operated with a key, inside or outside, it is called a double-cylinder deadbolt (because what the key slides into is called a cylinder). Double cylinder deadbolts are best, because then a burglar cannot break the glass and reach inside and turn the deadbolt; neither can they gain entry to the house another way, and open the door from outside and cart your belongings out your door.

DEAD LATCH - a door latch (spring-loaded) which has a sliding part in addition to the spring latch, and which (when the door is closed) prevents the spring-latch from being jimmied.

DOUBLE HUNG SASH WINDOW - the type of window where both the top and the bottom part slide up and down, in tracks. Usually secured with an inexpensive thumb-latch which is easily forced.

HINGE PINS - the metal rod which holds the two leaves (parts) of a door hinge together. Most older hinges may be lifted out and the door lifted out of the frame (even if locked). Many newer hinges have non-removable hinge pins.

DOOR VIEWER - also called "peep holes," these viewers let you look through a solid door and see who is outside.

SOLID CORE DOOR / HOLLOW CORE DOOR - an outside door must be solid, for strength and security. Many inside doors are not solid, and are used because they are cheaper and lighter.

DRUGS

Script

Good Morning! Today we're going to talk about drugs. Have you all heard the word, "drug"? Okay. Let's list here on the blackboard the things we think are drugs. Okay - call them out to me. (Write until class participation slows, or after 3 minutes - whichever comes first).

Okay - that's a good start. Now, let's put up a definition for "drug." Do you all know what a "definition" is? How shall we define "drug"? (Something we take into our body; something a doctor or nurse injects into our body; anything which makes us well; something which changes our body or mind.)

Okay - let's take all those ideas, and put them into one single definition. (WRITE ON BOARD: "Anything¹ which, when taken into² our body, changes how our mind or body works³.")

Okay - does that say what we have said? Is anything left out? (If asked, point out how the definition includes all things mentioned (1), includes swallowing, inhaling and injection (2), and all changes to or actions on the body or mind (3).)

Let's look at our list of drugs. We can separate them into three groups: 1) prescription drugs, ones that only a doctor can prescribe; 2) OTC (over-the-counter) drugs that anyone can buy (cigarettes and some cough syrups are an age-limited exception); and 3) illegal drugs, ones that cannot be purchased legally. Let's put a one, a two, or a three beside the ones you've named - here on the board. Remember, "one" stands for drugs your doctor prescribes, "two" means anything else you buy in a store or from a stand, and "three" means the drugs which are against the law to buy or to have or to use. (Write on board:

1. Prescription

2. Over-the-counter)

3. Illegal

(Now go down the list on the board and have the class give you a number. If they don't all agree, have them vote. Keep it quick. When you finish the list, add any of this list which the class didn't think of and mark where they fall.)

See attached list.

(Erase board. Teacher has a copy, so it's okay)

Let's have a quick review: Who can tell me what a drug is? (Choose someone). Okay - thank you. (To all the class:) Is that right? Is it complete? (If not, and no one spots ^{an} the error, you should add the missing part and say, "We need to add this; who can tell me why?" Make sure they understand what a drug does - that's the most important thing in this day's lesson.)

Next question: what are the three groups we put drugs in? How do we classify drugs? Right - prescription drugs is one; over-the-counter or "anyone can buy it in a store" is two; and illegal drugs is three.

Now let's come up and look at what the prescription and illegal drugs look like, in case you see something and wonder what it is. (Open drug display, let them crowd around, answer any questions) Oh - what would you do if a friend gave you a pill to take, and said it was okay because he or she took one yesterday? (Get class reaction - 3 or 4 answers. Keep it short - no "stories".)

Let me ask you this: What do you use a drug for? ^{(it makes you well;} it changes the way your mind or body works) What do you want to be careful about? (That the drug won't hurt you.) How can you know whether it will or will not? (Know what the drug is and look it up to see what it usually does to a person.) Do you believe your friends - or even an adult - always knows what kind of drug a pill has in it, and what it will usually do to you? *So then, what do you want to do if a friend gives you a pill to take? (Do not give them any answer. Let them respond, and make their conclusions. you can do nothing else which to decide.)*

Okay - it's near the end of our time, and we need to see who ~~did~~ the Junior Crime Fighter Home checklist. Who has ~~the~~ ^{it} all complete, and signed by one of their parents? (Entire team goes to the kids' seats, checks the list for signature and completeness, and hands out iron-on transfers. Those not completed or signed: as you are about to leave, say:)

Okay - for you who forgot to do them or bring them, we'll let you ~~do it~~ ^{bring them} any day for the rest of the week. And - tomorrow - let's see how many wear their decal to school!

Although people have been using various drugs for hundreds, perhaps thousands of years, general understanding about chemical substances and their effects upon the human organism is minimal. Not only do scientists disagree about drugs and their effects but what is believed about drugs by many people is based on half-truths and myths that have been passed along through time. Therefore, it is difficult to separate myths from the facts.

Listed below are some of the more common myths.

A. PROPERTIES OF DRUGS

MYTH: Alcohol is not a drug.

FACT: Alcohol is a drug and in fact is our number one drug problem. About 500,000 Americans are addicted to heroin, but over 10,000,000 are addicted to alcohol.

MYTH: Drugs are bad.

FACT: Drugs are neither good nor bad. The real issue is how they are used, how much is used and the results of their use.

MYTH: It's okay to combine drugs.

FACT: Using more than one drug at a time can be extremely hazardous. The effects may be additive ($2 + 4 = 6$), multiplicative ($2 \times 4 = 8$) or they may interact in unknown ways. Many of the drug overdoses and deaths are related to combining different drugs, including alcohol.

MYTH: Aspirin is a safe drug.

FACT: Even commonly used over-the-counter drugs, like aspirin, can be hazardous to your health. Any drug, if used improperly or by the wrong person, can be dangerous.

MYTH: Coffee is not a drug.

FACT: Wrong. Coffee, tea and cola drinks all contain the drug caffeine, which is a stimulant.

MYTH: Tobacco is not a drug.

FACT: Tobacco contains nicotine and is a drug which can cause dependence. It increases the heart beat, constricts the blood vessels, reduces the appetite and changes many normal body functions.

MYTH: Most drugs that are abused are illegally manufactured and of poor quality.

FACT: Many of our most commonly abuse drugs are manufactured legally in this country, and their quality is very high. They include barbiturates, sleeping pills, tranquilizers, amphetamines, and narcotics. Drugs that are strictly manufactured illegally are most of the hallucinogens marijuana and heroin.



III. MYTHS ABOUT DRUGS

Although people have been using various drugs for hundreds, perhaps thousands of years, general understanding about chemical substances and their effects upon the human organism is minimal. Not only do scientists disagree about drugs and their effects but what is believed about drugs by many people is based on half-truths and myths that have been passed along through time. Therefore, it is difficult to separate myths from the facts.

Listed below are some of the more common myths.

A. PROPERTIES OF DRUGS

MYTH: Alcohol is not a drug.

FACT: Alcohol is a drug and in fact is our number one drug problem. About 500,000 Americans are addicted to heroin, but over 10,000,000 are addicted to alcohol.

MYTH: Drugs are bad.

FACT: Drugs are neither good nor bad. The real issue is how they are used, how much is used and the results of their use.

MYTH: It's okay to combine drugs.

FACT: Using more than one drug at a time can be extremely hazardous. The effects may be additive ($2 + 4 = 6$), multiplicative ($2 \times 4 = 8$) or they may interact in unknown ways. Many of the drug overdoses and deaths are related to combining different drugs, including alcohol.

MYTH: Aspirin is a safe drug.

FACT: Even commonly used over-the-counter drugs, like aspirin, can be hazardous to your health. Any drug, if used improperly or by the wrong person, can be dangerous.

MYTH: Coffee is not a drug.

FACT: Wrong. Coffee, tea and cola drinks all contain the drug caffeine, which is a stimulant.

MYTH: Tobacco is not a drug.

FACT: Tobacco contains nicotine and is a drug which can cause dependence. It increases the heart beat, constricts the blood vessels, reduces the appetite and changes many normal body functions.

MYTH: Most drugs that are abused are illegally manufactured and of poor quality.

FACT: Many of our most commonly abuse drugs are manufactured legally in this country, and their quality is very high. They include barbiturates, sleeping pills, tranquilizers, amphetamines, and narcotics. Drugs that are strictly manufactured illegally are most of the hallucinogens marijuana and heroin.



MYTH: If a little bit of a drug is good, then a lot is better.

FACT: Drugs are like many other things. Sometimes a little bit can be good, but increasing the dosage can lead to undesirable and severe effects. Directions on the container or from the physician should always be followed precisely for proper drug use.

MYTH: An adult dosage of a drug applies to persons eighteen years of age or older.

FACT: Most drug dosages are intended for people, usually males, in their late teens through their thirties. The adult dosage will be incorrect for children as well as senior citizens.

MYTH: Helpful drugs are legal, while harmful drugs are illegal.

FACT: Any drug can be abused. While the federal government regulates the use of drugs, being labeled legal does not mean they are safe. Drugs with the most potential for abuse are controlled more strictly.

MYTH: Combining Aspirin and Coca Cola will cause intoxication.

FACT: This is an example of a placebo, in that the users expect to get high and think they do. Combining Aspirin and Coca Cola is a dangerous practice due to an overdose potential.

MYTH: Drugs have no effect on a pregnancy.

FACT: All drugs may have a potentially dangerous effect on a pregnancy, including alcohol, cigarettes, barbiturates, and many common over-the-counter medications. The most crucial time seems to be the first 60 days of the pregnancy.

B. DRUG DEPENDENCE

MYTH: Once an addict, always an addict.

FACT: Many people can and have recovered from dependence on drugs, while others have been unable to break the cycle of drug dependence. Recovery is not an easy process for most people and recovery rates are not very high.

MYTH: Drug dependence is a state of mind.

FACT: There are two kinds of dependence--physical and psychological. They may occur separately or together. However they happen, drug dependence is a complex problem that is difficult to overcome.

MYTH: You're not an addict unless you are shooting drugs.

FACT: People ingest drugs in a variety of ways. They can be shot, snorted, eaten, swallowed, and smoked. Dependence can develop by any of these routes of ingestion.

MYTH: I don't know any drug abusers.

FACT: Almost everyone knows someone who is a drug abuser. Millions of Americans abuse drugs; it is a very common problem.

MYTH: The best way to handle a drug addict is to throw him/her in jail.

FACT: Drug addiction is a medical problem. People who are sick need help, medical attention, counseling, education, and therapy that jail can't provide.

C. DRUG USE PATTERNS

- MYTH: Marijuana use leads to the use of heroin and other "hard drugs."
FACT: The use of marijuana does not necessarily lead to the use of hard drugs. Many marijuana users never go on to harder drugs, and many users of hard drugs did not use marijuana.
- MYTH: Usually only young people have drug problems.
FACT: Drug abuse does not respect age, sex, race, economic or social status. It is found among all types and dress of people.
- MYTH: THC is easily accessible on the streets.
FACT: Although many substances are sold as THC, little or none is actually sold on the streets.
- MYTH: Drug abuse is mainly a problem found among men in our society.
FACT: Women have problems with drug abuse just as men do. In fact, certain drugs are abused more often by women than they are by men (and vice versa).
- MYTH: The number one drug of abuse in the U.S. is heroin.
FACT: Other drugs are more widely abused in our society including alcohol, caffeine, cigarettes, minor tranquilizers, and marijuana.

D. ATTITUDES ABOUT DRUGS

- MYTH: People have more fun when they are high.
FACT: Sometimes they do, but sometimes they become more violent, more sleepy, more forgetful and more likely to take risks that hurt themselves and others.
- MYTH: Drugs solve problems.
FACT: People have problems, and their use of drugs might compound existing problems or create new ones. Drugs do not solve problems.
- MYTH: People who abuse drugs only hurt themselves.
FACT: Sometimes they do. Also, they can hurt their families and friends, their employers, strangers on the highway and you.
- MYTH: Anyone can handle alcohol and other drugs.
FACT: They may think they can, but if they ever try to quit, they may learn they are dependent upon the drug.
- MYTH: It's none of your business if a friend has a drug problem.
FACT: Maybe if we weren't so "polite", we wouldn't have so many friends with drug problems. If they are really your friend, can you stand by and watch while they are hurting themselves and others.
- MYTH: Drugs are the best way to help you unwind.
FACT: Drugs can certainly create different moods. However, there are a number of non-chemical ways of creating different moods that in the long run are probably healthier for people.

- MYTH: If a friend takes a drug and says its okay, then it must be safe for me.
FACT: It may or it may not be. Your reaction to a drug is very personal. It depends upon many factors, including your general health, body size, age, tolerance, method of administering the drug, and even your mental outlook.

E. DRUGS AND PERFORMANCE

- MYTH: I drive more carefully when I am high.
FACT: People might think they drive more carefully when they are high, but really they are driving worse. Mood modifying drugs affect one's muscular response time as well as judgement. In fact, many prescription drugs warn the user not to drive or to operate machinery due to the drowsiness that may occur.
- MYTH: I am more creative when I use drugs.
FACT: Drugs can alter one's perception and cause the user to feel more creative. Studies of artists, some using marijuana and others not, indicate that creativity is not improved by the use of drugs.
- MYTH: Alcohol is an aphrodisiac.
FACT: Some amounts of drugs, such as alcohol, will lower inhibitions, but are not conducive to sexual performance.

ANSWER SHEET

Prescription

Penicillin
 Codeine (cough syrup)
 Tranquillizers (e.g. Valium)
 Ritalin (children's hyperactivity drug)
 Sleeping Pills
 Insulin (for diabetes)
 Diet Pills
 Tetracycline Pills
 Polio Vaccination
 Novocaine
 Flu "Shots"

Non-Prescription

Beer
 Wine
 Cigarettes
 Coffee
 Tea
 Coca Cola
 Vitamin Pills
 Gin
 Vodka
 Whiskey
 Decaffeinated Coffee
 Hot Chocolate
 Aspirin
 Mouthwash
 Paint Thinner
 Chewing Tobacco
 Cough Drops & Syrup
 Cold Capsules (such as Contac)
 Eye Drops (such as Visine)
 Nose Drops
 Rubbing Alcohol
 Sleeping Pills
 Diet Aids
 Aspergum

Illegal

Marijuana (pot)
 LSD
 Heroin
 Cocaine
 Morphine
 PCP (Angel Dust)
 Mescaline
 Peyote
 Magic Mushrooms

Not using in class now
2m 4-1-80

☐ Aspergum
☐ Aspirin
☐ Beer
☐ Chewing Tobacco
☐ Chocolate (candy or drink)
☐ Cigarettes
☐ Coca Cola
☐ Codeine
☐ Coffee
☐ Cold capsules (Contact colds)
☐ Compazine (tranquilizer)
☐ Cough Syrups
☐ Diet Aids (candy)
☐ Diet pills
☐ Dr. Pepper
☐ Eye drops
☐ Equanil (tranquilizer)
☐ Flu shots
☐ Gin
☐ Insulin
☐ Librium (tranquilizer)
☐ Miltown (tranquilizer)
☐ Mouthwash
☐ Mr. Pipp
☐ Novocaine
☐ Nose drops

☐ Paint Thinner
☐ Pepsi-cola
☐ Penicillin
☐ Polio vaccination
☐ Ritalin
☐ Rubbing alcohol
☐ Sleeping pills
☐ Tea
☐ Tetracycline pills (for
☐ Valium (tranquilizer)
☐ Vitamin pills
☐ Vodka
☐ Whiskey
☐ Wine

OTHER:

PARENTS:

Your child is being encouraged to explore many of the items in your house this week, as we focus on personal safety and crime prevention. Today we are exploring all the items which are classified as drugs - especially those we usually don't think of as drugs. We hope you will join them on this exploration, and discuss all the drugs with them. This list is not to be brought back to school. It is only to be used to help your child examine all the items we all use daily, which are actually a drug.

Thank You

This day is different from the others. Today, the team will demonstrate six kinds of touching behavior immediately upon entering the classroom, before they even say "Hello" to the kids. The teacher must be told the day before to expect an unusual beginning, so s/he will not try to quiet the class or organize the experience for the class. When the team comes in the teacher should immediately go to the back of the classroom, and stay out of the experience.

The team should enter the classroom and without speaking, begin to touch one another in these ways:

1) An exaggerated touching, standing as far away from the other person as you can and touching them with one finger of one hand. This is almost a poke; a tap; it is a short touch. When a person has touched one person; they should touch another the same way or be touched by another of the team. Team members do not have to be touched and touch all the other members of the team. This should be done in mime.

2) All members of the team gather in a circle, putting arms out to the side and over the shoulders of the persons on each side. It will look like a football team huddle. This must be done silently. This touching does not have to last long - ten seconds is enough.

3) For this kind of touching, two people will wrestle with one another. Choose ahead of time who will wrestle with whom, and how long it is to last. Do not throw each other around or down on the floor, but get serious enough about the contest of strength that the classroom kids know you are really pushing each other. Don't talk.

4) This next touching is the "hand slap" or "gimme 5" that you all have seen around school or on television. Again, DO NOT TALK or make noises. This set of six exercises is most effective when you act out but do not speak. Again, this exercise should show five or six hand slaps but everyone does not have to "gimme 5" to everyone else.

5) Only two of the team participate in this exercise: One person grabs something (a hat, a pencil, a book) from another and runs to the other side of the room. This exercise is silent, too. The person from whom the article is taken should follow the other, trying to grab it back or get the other to give it back. Remember, NO TALKING. Act it out. (Do not turn this into a wrestling contest. It should show what many kids call "teasing," but is really stealing.)

6) This final mime requires the team to do some very good acting. The team should choose one person to be caught, and the other team members should surround that one person, holding each others' arms so that the caught person can't get out. The caught person wants to try to get out (silently) without fighting, but by struggling and letting the fear of being trapped show very clearly on his/her face.

After each of the six mimes, mill around for fifteen or twenty seconds (or check your script to help your memory) before going to the next one. The classroom kids must see each of the six as a separate situation.

After the six mimes are finished, the team leader for this day speaks the first words of the day: "You've just watched us do six

kinds of touching. We'll do each one again, and we want you to name each as we do it."

"First:" (Team members do two examples of the tap or poke.) "OK - what shall we call this one?" (Get at least three names for this kind of touching from the class before going to the second one, and write the names on one side of the blackboard.) If you get more than one name, ask the class, "OK, we've got three names for this, and we need to vote to find out which name the class wants to call this first kind of touching. Who votes for this one...and this one...and this one...." When you have a "winner," erase the others.

Now go to the second kind of touching, again demonstrating it just a few times so they remember it and then ask them to put a name on that kind of touching. REMEMBER: WHAT YOU WOULD CALL IT DOESN'T MATTER. THE CLASSROOM KIDS ARE THE ONES WHO NEED TO ARRIVE AT THEIR OWN NAME FOR IT.

Continue until you have one name for each of the six kinds of touching, and have one of the team members writing them one below another on the blackboard off on one side, as you are going through the selection exercise. DO NOT HURRY THEM. This is an important part of the exercise that they must work through. Don't worry about finishing, just do each part well.

NEXT PART: Making a continuum

Team leader for the day now says, "OK, we now have names for these kinds of touching. Now let's put them in order with the nicest one on the left and the nastiest one on the right." Team leader

draws a line about three feet long on the board, horizontally, left to right. "Let's see: which one do you think is the nicest?" Let the class have time enough to answer; after one answer, be sure to ask, "Does anyone else have another kind of touching they think is the nicest?" If you get more than one, have a vote. After the vote, write in the chosen one on the far left side of your line (continuum).

The team leader continues, "OK, now let's pick the second nicest. Which one is it?" Same as before, make the class answer you, and then check to see if someone has an alternate choice. Usually, people do not pick the same ones and so you'll have to hold a vote several times. That is good. Be sure to let them see that they can say what their choice is, and feel OK about it. And that voting just means that more people feel one way than another - there is no right or wrong in the voting (It should NOT turn into a popularity contest.)

Now the team leader asks, "OK, now let's see what you think the nastiest kind of touching is - the one you like least of all those you saw us do. Before you tell us your choice, close your eyes and think of the six kinds of touching. Feel which one you would like the LEAST. Now open your eyes, and let's see what it is." Go through the naming and the voting, if voting is necessary.

Now the team leader continues the process until all six of the touching behaviors are listed on the continuum on the board. Then: the team leader (or another of the team) says, "There are no "right" names and no "wrong" names for what we showed you, and there are no "right" or "wrong" places on the continuum for those kinds of touching." "People give them different names and different places in their lives."

"You probably notice that I talk and act differently than _____ and that's all right. We're all OK, just different in some ways." (Here, have the team discuss who should say this. It should NOT be the team leader, but another of the team who today has not been saying much. And this person should mention the name of another of the team members who is most different in speaking style, dress style, movement, or something obvious to the group after seeing you all for three days. It is important to keep this POSITIVE, and point out that being different is not being WEIRD.)

NEXT PART: Grounding the experience

Team leader now says, "OK - let me ask you a question: how much is six and five? Eleven - right! Who knows how much 265 and 312 is? It's ok to use a pencil and paper to add it up. Who has the answer? What - 577? Right!

"We've just named six behaviors and put them in an order. We talked about how there are different names possible. In arithmetic, there is only one right answer to 'what is six and five' - but in other things there are many right answers. When it comes to how we think and act, then all answers can be O.K."

"So, let's make up a play. How many of you would like to be in a play? O.K. The first thing we have to do is make a list of all the school problems we can think of, so we can pick one to build a play around. For example, one of the behaviors we acted out for you is O.K. for recess and gym class, but (wrestling, or whatever name

they picked for that or another behavior) is not something we want to do in the schoolroom or the halls between classes. Let's make a list, put all the behaviors we can think of that aren't helpful during school, up here on the board. (See appended list for some hints of behaviors to help get them started.)

NEXT PART: Role play

"O.K., now that we have a good list, let's pick four behaviors we want to make a play about. Which ones do you want to choose?"

(Have them pick four, voting if they have to.)

(Now select two or three students to be the actors.)

(Instruct the students in their simple roles. Role plays should be clear, show the problem happening and developing into a problem, and then the Peer Tutor in charge should STOP it before it resolves. Then have the class tell options for how they would solve the problem, so it didn't disrupt the class or the traffic in the hall or whatever the problem might be. Keep asking them to be specific, and assist them in resolving the problems.

KEY: The solutions we want the students to come up with are those where THEY are the ones doing the solving. Telling the teacher or the Principal is not an acceptable solution, because you and they know that it doesn't solve the problem. Focus them so they begin to see and tell solutions showing them as a student taking some action, whether it is telling some other student to knock it off, or refusing to be drawn into a problem - refusing to participate.)

(See one suggested role play - appended to this.)

SCHOOL PROBLEMS

These school problems were listed by one class of fifth graders:

- | | |
|-------------------------|-------------------|
| tripping | arguing |
| interrupting | ruining things |
| leaving seat | rumors |
| talking back to teacher | passing notes |
| pushing | rudeness |
| teasing | breaking windows |
| threatening | stealing |
| cussing | tardy |
| smoking | eating candy, gum |
| fighting | |
| ganging up | |

ROLE PLAY

LEADER: Pick the students who volunteer to be in the play. You need one to be the teacher, and two to be the students. After choosing the three, take them aside - separately - and explain their roles to them. You will need to have - before you go into this classroom - selected three of the Peer Tutor team, who will each instruct one of the three students in their role. The information you will give to the students is:

TEACHER: is sitting at his/her desk grading papers, and doesn't see the start of the problem. After the "action" has gotten near the start of a fight, the teacher looks up, sees the two students in a hassle, and calls them to his/her desk.

FIRST STUDENT: is reading a book, when SECOND STUDENT takes his/her pencil off the desk and runs across the room. The first student looks up, sees the other student moving away with the pencil, and motions for the second student to give it back. Neither student speaks, because they don't want to alert the teacher.

SECOND STUDENT: sneaks up on FIRST STUDENT and grabs a pencil of the first student's desk, then quickly moves across the classroom. When the first student motions to give the pencil back, the second student acts surprised, as if the pencil belonged to him/her and not the first student. Neither student speaks, because they don't want to alert the teacher, who is grading papers and doesn't see them at first.

LEADER: Stop the role play after the teacher calls them to the desk.

DAY 3 HOMEWORK ASSIGNMENT

From the time the Peer Tutors leave the classroom until they come the next day, watch for the school problems we have listed on the board.

Take out a sheet of notebook paper. Fold it in half. On the top half, write or draw the school problem you noticed. On the bottom half, write or draw the solution you think is the best way to deal with that problem.

Bring the paper to class tomorrow, and turn it in to the Peer Tutors.

DAY 4 YOUR COMMUNITY AS A RESOURCE

Time

5 min Discuss the homework from the previous day

5 min Peer Tutor leader for this day will introduce the topic for the day ("Your community as a resource") by having the class define what a community is, and what a resource is. There is no "correct" answer. The group of students is lead to define what their own answer is, as they named the behaviors on Day 3 - and then build their own continuum. The general focus of a definition of community is: a group of people living within a larger society, having shared interests. So a classroom is a community, in that sense; and a neighborhood can be a community with the larger city; and now: you come up with some meanings or ideas that make sense of this for you.

The general idea of "resource" that you will want to communicate is: "something you use to help you out." If you want a job after school, your school counselor might be a resource for that. The school counselor certainly is a resource if you want help in dealing with problems you or another might be having in school, or at home. Another resource is your fire department - they sure can help you out if the grease in the frying pan catches fire and you don't have a fire extinguisher handy. Police are another resource (they don't just write speeding tickets and arrest people. Most of a police officer's calls are to help people who are lost or confused, who need help figuring out how to keep from being burglarized, who have run out of gas.)

LEADER will make sure all groups have the idea of what to do, and then will give three minutes for them to come up with alternatives: what could you do in this situation?

Next: 2) The groups then will be given two minutes to pick the best alternative: what would you do?

Next: 3) The leader from each group (not the Peer Tutor) will take turns standing, and they will READ THEIR PROBLEM, read the SOLUTION, and TELL WHAT ELSE THEY CONSIDERED AND why the one they chose was the best alternative.

11 min NOW SHOW THE FILM, "Who Do You Tell"

AFTER SHOWING THE FILM, hand out the resource lists. Talk about the main emergency numbers, and drill them on reporting a fire or a police emergency:

- 1) Tell who you are
- 2) Tell where you are
- 3) Tell what happened
- 4) Stay on the telephone until the operator says you can hang up

5-8 min LAST, about 5-8 minutes before the end of your time, hand out the Blazer trading cards and have the kids figure out which ones have a tip you talked about today; have them stand and read it. Hand out T-shirt transfers to any kids bringing their Junior Crime Fighter checklist back - but be sure to check it for completeness, first.

Ask the police officer who is training you just what it is he or she does each day. And see if you can go on a Ride-along with them on a shift some day. These are what you want the students to explore today: people and places that can be a help when needed - "resources."

16 min
total
time
for
this
part:
1,2,3

LEADER: Have the class move so that they form four groups of approximately equal size. Before you left the training room, you and the other Peer Tutors "walked through" this exercise and decided who will sit with each of the four groups. Your role is to direct the students in their task from the front of the room; the role of the other Peer Tutors is to sit in the four groups with the students and help them do the tasks you will give them. Their task is to help them remember what all the steps are, and to do all of them in the time you have. You will help the four Peer Tutors by calling out the time.

SO: Break the class into four groups, with a Peer Tutor sitting with each group.. Then have them choose one of themselves (not the Peer Tutor) to write down what they decide. The groups will each be given a situation (see the appended sheet: DAY 4 - SITUATIONS) by the Peer Tutor in their group, written out, for the group leader to read. The task for each group: 1) List all of the options or alternatives they can think of to solve this problem.

DAY 4 - SITUATIONS

1. A person comes to school with a black eye and body bruises.
2. Your older high school brother is starting to drink. On Saturday afternoon, your brother comes home drunk.
3. You have noticed the same man two days in a row trying to talk to 3rd graders outside of the school. He is giving them candy.
4. Some friends want to spray paint the bathrooms at the local park and ask you to join in.
5. Your friend comes out of the store each day with candy she didn't buy.

Speaker: "Hello I'm from the (school/Police) and I have been asked to share some information with you about shoplifting. I always like to start by defining what we're talking about. Let's define "shoplifting." Who can give me a definition, or a part of a definition, for "shoplift?"

(answer: shoplifting is stealing, from some place of business. It differs from burglary in that the place is open for business and the shoplifter walks in and is presumed to be a customer.)

Speaker: "O.K., that's what shoplifting is. Now, who does it? Who are the people who go into stores and rip off?"

(answer: It can be anyone, any age, any sex, any income level. Little old ladies rip off and little kids rip off; executives (men and women) rip off and poor people rip off.)

Speaker: "All right, if anyone might be ripping off, WHY do they do it? Why do your friends rip off?"

(answers: To be a part of a group; on a dare; to prove they are not afraid; because someone else has something and they want one also. NOTE: MONEY, or lack of it, is usually NOT the reason. Of all the shoplifters caught in Portland, MOST of them can pay for the article with money they have on their person, or they have

credit cards on them so they could pay for the item.

SECONDLY, people don't usually steal milk and bread. They don't steal because they are hungry. They steal because they want MORE than they have. The myth, "I was starving" just isn't true.)

Speaker: "Good. So, shoplifting is stealing. What kinds of things do you feel are stolen?"

(answer: cigarettes, jewelry, wine, beer, electronic toys, clothing such as expensive sports wear, leather coats, shoes, sports equipment, steaks.)

Speaker: "You're right. Now, let me ask you: how many of those items you named would keep a poor soul from starving to death?"

"You're right. People steal the "extras," the luxuries they WANT rather than the things they NEED. And a survey we took showed that 19 out of 20 people caught for shoplifting had either the cash to pay for the article, or a credit card."

"Now let's look at a film of a shoplifting."

FILM: "Caught In A Ripoff"

Speaker: "That's a true story. Now let me ask you again. Why do people steal?"

(answer: dares; peer pressure; want more than they have.)

Speaker: "That's true. Peer pressure probably is a big reason."
"But let me ask you. Do YOU feel it is a problem? Can you remember an instance where you or another person were feeling like you had to break the law just to be accepted by a group?"

(answer: A couple other reasons for shoplifting would be either depression or boredom.

Speaker: "Would you say more about that? Why do you think that boredom or depression would lead one to shoplift?"

(answer: Lots of kids have a lot of free time, and might steal just for the excitement. Someone who is depressed might steal just for the "up," just to know they could get away with something.

Speaker: "That's all true, so far as I know. In fact, we find some thieves who steal things they can't even use. They will shoplift car parts when they don't even have a car. Another reason psychologists say people steal is that they don't get much attention from their parents, and figure if they get caught stealing they will at least get talked to by their parents."

(answer: I feel that many people's standards of living are set real high. If kids want something but they don't have enough money to buy it, they'll steal it. People in our society are always striving for the best and if they can't buy it all, they steal it. Like having three leather jackets when they can only

afford to buy one.

Speaker: "Let's talk about what happens when you shoplift. Who can tell me what happens to shoplifters?"

(answer: If they don't get caught, they can go on to bigger things like car theft and burglary. If they do get caught, there are several things which could happen: 1) If they are caught by store personnel, they might just make out a report, taking the shoplifter's name, address and telephone number, and tell him or her never to come back into the store or they would be arrested for trespassing. They just bar them from the store. 2) The store personnel could arrest the shoplifter and call the police, formally have the person taken into custody. Police then (in Portland, Oregon. In other jurisdictions, call the Police Department for the available responses.) have several options. If the shoplifter is an adult (over 18), they can a) issue a citation, which is like a traffic citation in that the shoplifter does not have to go to jail immediately but is allowed to go free until his or her court date, which is on the citation. A judge then hears the complaint, makes a finding, and sentences the individual if s/he is found guilty. b) the officer may take the person to a Youth Service Center if they feel the shoplifter could benefit from the "diversion" process, but the age limit is 18; no one over 18 would in general practice be diverted, but would be issued a citation and appear in court.

c) The officer would take the ^{adult}shoplifter to the County Courthouse (again, this is the procedure for Portland, Oregon and may differ between cities and counties across the state) for booking and lodging. The shoplifter, after being booked, could bail out or be bailed out; could be released on recognizance (their promise to return to court at the appointed time, dependent upon verification of their address and employment and stability in the community); or might have to sit in jail until their court hearing. That court hearing could be as far in the future as four days, if observed holidays and a weekend came all in a row and the person were arrested after the court had heard all cases for the day of the arrest.

For a juvenile, the process after a police officer is called is nearly the same. One fact of law that must be remembered: In Oregon, a juvenile is not legally responsible for his or her actions - the parents or legal guardians are. There, a juvenile cannot be issued a Citation In Lieu of Arrest, because they cannot be held responsible for appearing in court at the appointed time. The officer, however, may release the juvenile as soon as they have walked outside the store. While that rarely happens, it is one of the discretionary options the officer has. In Portland, what is much more often the case is that the juvenile shoplifter is taken to a Youth Service Center and turned over to the YSC staff for handling; instead of having an arrest record for the

first arrest for shoplifting, the juvenile is allowed to enter a program that may include counseling and job placement, and get his or her life in better order without getting an arrest record. The other option for the police officer is to take the juvenile shoplifter to the juvenile court. NOTE: the diversion to the Youth Service Center is designed to keep first-time shoplifters from getting a criminal record. For a juvenile shoplifter who has already been arrested for shoplifting, the Youth Service Center is not to be considered an option. They have had their chance. They are taken to the juvenile court and handled as a juvenile offender, and acquire a police and court record.

For the juvenile shoplifter who is arrested for the first time but taken to the juvenile court because the police officer does not feel the juvenile would benefit from the Youth Service Center program, the juvenile court intake worker may decide that the Youth Service Center diversion process is the best option and refer the juvenile shoplifter to them - even though the police officer had earlier determined that the juvenile would not be a good risk for the program.

Speaker: "Now, who can tell me what else can happen to a shoplifter?"

(answer: They can be sued and made to pay for the thing they stole, and then pay a fine or penalty equal to the cost of the article, and additionally fined not less than \$100 nor more than \$250. The total liability, or amount they could be made to pay,

is different for an adult than for a juvenile. For an adult (or emancipated juvenile), they can be made to pay for the actual damages, a penalty equal to the actual damage but not to exceed \$500, and a penalty of not less than \$100 nor more than \$250. For a juvenile, the parents foot the bill! They can be made to pay the actual damages, for a penalty equal to the damages but not to exceed \$250, and for an additional penalty not less than \$100 nor more than \$250. How would your parents like that? That means that you - or your parents - might have to pay a total of \$250.40 for your stealing a 20¢ candy bar!

Speaker: "And remember, even if the store owner demands the civil penalty, and you or your parents pay - the store owner could still file criminal charges! In reality, they usually do not.

Speaker: "O.K., what are some other problems the shoplifter will probably face after being arrested, after clearing up all this legal stuff?

(answer: Shoplifting also cuts down on a person's chances for getting hired for many jobs, because few employers want to hire a known thief. Someone who has a criminal record is considered a risk to the company, in addition to the risk the company takes every time they hire a new employee.

Speaker: "Are there any other consequences that could happen

to a shoplifter?

(answer: What about the humiliation? If I were caught, I would feel really embarrassed. I'm sure my parents would be very displeased with my actions. My parents would lose their trust in me. I would probably be grounded from going to school functions or use of the family car. I would feel ashamed if my friends found out that I stole. Everyone would think that I was a thief and chances are that lots of people wouldn't want me for a friend.

Speaker: "Today, in our society, retailers are pouring millions of dollars into preventing shoplifting. Can you tell me from your experiences of shopping in stores, what the retailers have implemented to reduce shoplifting?

(answer: Many retailers have increased the number of store detectives. When I go into stores there are uniform security officers who roam the aisles, as well as plainclothes detectives in the store posing as customers. I heard a friend tell me that his father works in a store, and all store employees are being trained in how to detect shoplifters, and how to apprehend them.

Speaker: "Good, do you feel this helps the store owners reduce shoplifting?

(answer: I believe so. I sure wouldn't steal anything if I knew there were people hired, looking to catch me.

Speaker: "Has anyone noticed the microdot sensors, the plastic tags that are attached to clothing so they won't come off?"

(answer: I have. And there is a thing by the door so if you try to go outside with the tag on, it sets off an alarm. And Fred Meyer uses them and has a sign on the cash register that tells you to be sure not to leave the department without getting the tag taken off.

Speaker: "Right. Those are the big plastic tags. There are newer, smaller ones out now, for use on smaller items. Some are so small that they look like a price tag - or may be a part of the price tag, something the clerk removes when you pay for the item.

"Are there any other devices which you have seen?"

(answer: Yes, I've noticed the use of two-way mirrors at stores, and I heard that some stores have television monitors. Is that true?

Speaker: "Yes, some stores - and some school buildings - have television cameras in the halls and even behind false mirrors on the walls. And they video-tape people they catch shoplifting so they can prove in court that the person was really stealing.

(answer: I know of lots of stores that have tapes and cassettes and watches and cameras locked up in cabinets so you can't even look them over without getting a clerk.

Speaker: "True. Many merchants have found that the small, expensive items like watches and calculators and tapes are so easy to put in a purse or pocket, that they cut their losses by locking up those "high-risk" items.

"O.K., we need to talk about one more thing. Who is it who gets hurt by shoplifting?"

(answer: The store; the store owners; the stockholders.

Speaker: "Yes, the store owners really get hurt by the shoplifter. But they are not going to go broke if they can help it. How do you think they protect themselves?"

(answer: they have insurance; they take it out of their profits

Speaker: "All stores probably have insurance, but you can't get insurance to protect you from shoplifting. They absorb the cost in another way. Who can tell me how?"

(answer: They raise their prices; they absorb it in their profits

Speaker: "Right: they jack up their prices to pay for what the shoplifters steal. They will also absorb some of it in their profits, but profits aren't high enough to allow for much. Their only option is to raise prices. And so who does the shoplifter hurt?

(answer: It hurts the customer - and the customer is me!

Speaker: "Right. We all suffer. Shoplifters take everybody's money. We all get hurt.

We need to talk about one other myth - the profit a store makes. How much profit do you think a store makes?

(answer: They make 40%; they make 50%; they make lots of profit.

Speaker: "I'm going to pass out a sheet of paper with the actual figures from a store on it. This is actually what a bicycle costs, what it is sold for, and what the profit on that bicycle really is. SPEAKER PASSES OUT THE COST SHEET, THEN GOES DOWN EACH ITEM WITH THE CLASS, SPEAKING ABOUT EACH OF THE COSTS. WRITE EACH DOLLAR AMOUNT ON THE BOARD AS YOU DISCUSS IT - THEN CIRCLE THE PROFIT AMOUNT AT THE BOTTOM. THEN SHOW HOW MANY BICYCLES HAVE TO BE SOLD, IN ORDER FOR THE PROFIT TO MAKE UP FOR ONE BEING STOLEN.

Speaker: "Now you have a better idea of how much profit a store

really makes. Remember, this is an example from a real store, and you can check it out by going to Fred Meyer or G.I. Joe's and asking the store manager if that example is close to his costs. NOW, I have another sheet for you - costs and profit margins for other items. Let's look it over.

SPEAKER PASSES OUT OTHER INFORMATION SHEET, QUICKLY GOES DOWN EACH OF THE ITEMS AND TALKS ABOUT THE REAL PROFIT MARGIN, AND HOW MUCH HAS TO BE SOLD TO MAKE UP FOR SHOPLIFTING.

Speaker: "O.K., now that you see something of the store owner's side of it, can you see why the stores are doing everything they can to cut shoplifting?

O.K. - It's time for me to go. Do you have any more questions? Thanks for inviting me in. If you want to talk to me more, you can call me at _____. WRITE NAME AND TELEPHONE NUMBER ON THE BOARD.

INTRODUCING THE FILM:

1. Suggestion - The teacher or presenter should read the NRMA fact sheet included with this meeting guide. (See last section.) It will give you a better idea of the scope of the problem, relevant statistics, what stores are doing about shoplifting, and other information which will be useful in the discussion after the film has been shown to the group.

2. Introduction

The scope of the problem
Relevant statistics
What stores are doing about shoplifting
Range of punishments with legal warnings-states and communities differ in their regulations and attitudes? (Consult local police or courts)

2. CLASS DISCUSSION BEFORE VIEWING THE FILM:

- (a) Discuss with class why teenagers shoplift
- (b) Discuss which teenagers shoplift
- (c) Explore attitudes toward shoplifting
- (d) Hand out anonymous questionnaire (for teenage audiences only, not parents).

The questionnaire would have five questions as follows:

- 1-Have you ever shoplifted?
- 2-Would you turn in a friend or stranger you saw shoplifting?
- 3-Does shoplifting hurt anyone?
- 4-What kind of stores would you shoplift in? Why?
- 5-What happens if you get caught shoplifting?

- (e) Ask students or meeting participants to fill out the questionnaire before they view the film. Tell them that it will be used as a basis for discussion after they have seen the film.

- (f) Collect the responses and tally during showing of the film.

Note: It is essential that the teacher or meeting leader refrain from any form of moralizing at this point or to express shock at the revelation of wrongdoing they hear in the classroom either before or after the film is shown. In order to get students or group participants to share their feelings and experience, the atmosphere must remain non-judgemental.

3. SHOW THE FILM

4. GROUP DISCUSSION AFTER THE FILM HAS BEEN SHOWN:

- (a) Repeat the six myths:

- 1-Shoplifting doesn't hurt anyone.
- 2-No one gets caught.
- 3-If you're caught, nothing is going to happen to you.
- 4-No one gets arrested for shoplifting.
- 5-The arrest doesn't stay on your record.
- 6-Once it's over, it's for good. *(record follows)*

- (b) The group leader should then ask the following questions:

- 1-Did you believe the six myths before viewing the film? Has the film changed your beliefs, if at all?
- 2-Is shoplifting a symptom of a general disregard for the law in our country at this time? Defend your point of view.

- 3-Are there circumstances under which shoplifting is acceptable to you? What are the limits? Explain?

- 4-What are the most significant deterrents to shoplifting:
 - family reaction
 - fines
 - threat or a jail sentence
 - criminal record
 - ridicule from your peers
 - thinking less of yourself

- 5-How do you think your family would react if you were caught shoplifting?

- 6-To what extent is shoplifting a result of peer pressure? Can it be avoided, and how?

- (c) Make any relevant comments from the responses to the questionnaire (see 2, d, e, and f above).

5. RELATED ACTIVITIES TO THE VIEWING OF THE FILM:

- 1-Invite a representative of the police department, a judge, court clerk, or leader of the local crime prevention group.

- 2-Other films and pamphlets are available from Operations Division, National Retail Merchants Association, 100 West 31st Street, New York, NY 10001.

FACTS ON SHOPLIFTING:

Teenagers constitute more than 33% of all shoplifting apprehensions followed by housewives, who account for about 28%.

The items most popularly stolen are primarily clothing, records, jewelry and records or tapes; with weekdays and evenings being the heaviest shoplifting periods. Whereas teenagers and professional shoplifters usually operated in groups, housewives and college students acted alone.

"Of the majority of shoplifters apprehended, 70% believe that retailers would not arrest and prosecute them for shoplifting. 40% of these shoplifters are frightened when caught and probably would not have shoplifted if they had known they would be arrested and prosecuted. Of all apprehended shoplifters, 18% thought they would just be asked to return the goods or pay for the goods; 21% believed they would be reprimanded and then released and almost 28% knew they would be arrested and prosecuted if caught. 33% had no idea what would happen to them."

The Washington, D.C. Retail Bureau's Survey quoted above also reveals that in almost every single case, a shoplifter, when caught, had the money or credit cards to pay for the stolen goods.

There was a general belief that the most effective anti-shoplifting education begins at home. Parents should discuss with their children the consequences of thievery. Additionally, the survey reveals that the school systems should continue discussing the consequences of stealing throughout the entire school year.

REASONS OFTEN GIVEN FOR SHOPLIFTING:

- I did it for kicks
- I did it on a dare
- It was an impulse
- It was an invitation

"In other words, we think shoplifting is fun, more of a sport, than a crime."

Many teenagers shoplift because of such carelessness thinking as:

- 1-The store will never miss it.
- 2-It's fun to see if I can get away with it.
- 3-It's crazy to pay for things you can get for free.
- 4-I do it because "everyone does".

11. THEFT (INCLUDING SHOPLIFTING)

One summer afternoon when there wasn't much to do, Kathy brought up the idea of shoplifting. "I'll bet you're afraid to try it," Kathy challenged Sue.

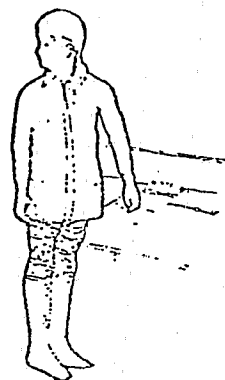
"I am not. I'm not afraid to try anything," replied Sue, who liked to be a leader among the girls. After a while they decided to try stealing some small things from a store just to see what it was like. They went to a big variety store and waited until they thought the clerks were not watching. Sue slipped an expensive handkerchief into her pocket. At another counter Kathy dropped a lipstick into her purse. They left the store thinking they were brave and daring, but that feeling did not last long. A store detective who looked like an ordinary shopper stopped them. The store manager was angry and called the police. Sue and Kathy had committed the crime of theft by shoplifting. Sue and Kathy could both be arrested if one girl stole an item while the other acted as a "lookout" and did not take anything.

A new law that passed the 1979 Legislature declares that parents or guardians of children who shoplift are "civilly liable" for the actions of their children. This means that store owners can sue parents for the amount the stolen goods were worth, plus an additional amount of not less than \$100 or more than \$250.

It is also theft for a person to wrongfully keep or receive lost or stolen property. If Sara steals a radio and gives it to Jack, Jack would be committing a crime for having it if he knew it were lost or stolen.

If Betty found a coin purse in the hall at school and keeps it without trying to find the owner, she would be committing the crime of theft. If she can't find the owner, or if she found money with no clue as to whose it was, it is not theft to keep it.

Most young people never get involved in theft. Those who do, however, are often involved in shoplifting or auto theft.



You And The Law - Oregon Council on Crime and Delinquency, 1980

11. THEFT (INCLUDING SHOPLIFTING)



GOALS

(See ORS 164.015 and 164.065 and Senate Bill 893)

1. Students will understand that stealing property is against the law.
2. Students will understand that shoplifting (even of inexpensive items) is considered stealing; that it results in heavy losses to other citizens.
3. Students will understand that finding and keeping another's property can be considered stealing.

VOCABULARY

1. shoplifting — taking something from a store without paying for it.
2. theft — taking without permission anything that belongs to someone else; to steal.

DISCUSSION

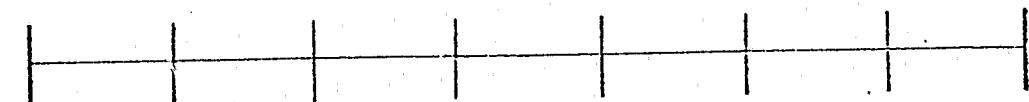
1. Why do people shoplift?
2. Who pays the bill for all the items shoplifted from stores every year?

ACTIVITIES

1. Have the students make a Borrow-Theft Continuum using the following examples:

BORROW

THEFT



- a. borrowing without permission
- b. borrowing when you think the person would give permission
- c. finding a wallet and not trying to return it
- d. accepting a gift from someone knowing it to be stolen
- e. shoplifting
- f. taking a car for a 'joy ride' without the owner's permission intending to bring it back later.

Add other examples to the list. Share the results and put them on the blackboard.

2. Invite the owner of a local retail business to talk to the class and have students ask her/him the following questions:

- Is shoplifting a problem in your business?
- What is the value of the merchandise shoplifted each year?
- How does this affect business and its customers?
- Develop additional questions with the class for the guest.

3. Invite a local law enforcement officer to discuss shoplifting in the community and have the students ask her/him the following questions:

- What is the value of the merchandise shoplifted each year?
- Of those caught, what percentage are juveniles?
- How does the merchandiser make up for this loss?
- Develop additional questions with the class for the officer.

RESOURCES

Books

Tony and Me

What's the Matter with Wakefield?

Films

Shoplifting (21 mins.)

Shoplifting is Stealing (17 mins.)

The Ripoff (15 mins.)

A-ENGROSSED SENATE BILL 893 (1979)

Summary

Permits civil action by merchants against shoplifters for retail value of merchandise, not to exceed \$500, actual damages and certain additional penalties. Declares parents (or guardians) of minor shoplifters to be civilly liable for actions of their children. Exempts foster home operators for acts of children not related to them. Specifies that conviction for shoplifting is not condition precedent for bringing civil action.

A BILL FOR AN ACT

Relating to shoplifting.

Be It Enacted by the People of the State of Oregon:

Section 1. As used in this Act:

(1) "Mercantile establishment" means any place where merchandise is displayed, held or offered for sale, either at retail or wholesale.

(2) "Merchandise" means all things movable and capable of manual delivery.

(3) "Owner" means any person who owns or operates a mercantile establishment or the agents or employees of that person.

Section 2. (1) An adult or an emancipated minor who takes possession of any merchandise displayed or offered for sale by any mercantile establishment without the consent of the owner and with the intention of converting such merchandise to the individual's own use without having paid the purchase price thereof, or who

alters the price indicia of such merchandise, shall be civilly liable to the owner for actual damages, for a penalty to the owner in the amount of the retail value of the merchandise not to exceed \$500, plus an additional penalty to the owner of not less than \$100 nor more than \$250.

(2) The parents having custody of an unemancipated minor who takes possession of any merchandise displayed or offered for sale by a mercantile establishment without the consent of the owner, and with the intention of converting such merchandise to the minor's own use without having paid the purchase price thereof, or who alters the price indicia of such merchandise shall be civilly liable to the owner for actual damages, for a penalty to the owner in the amount of the retail value of the merchandise not to exceed \$250, plus an additional penalty to the owner of not less than \$100 nor more than \$250. Persons operating a foster home certified under ORS 418.625 to 418.645 are not liable under this subsection for the acts of children not related to them by blood or marriage and under their care.

(3) A conviction for theft under ORS 164.045 or 164.055 is not a condition precedent to the maintenance of a civil action under this section.

(4) A civil liability under this section is not limited by any other law that limits liability of parents of minor children.

(5) An action for recovery of damages under this section may be brought in any court of competent jurisdiction including the small claims department of a district court if the total damages do not exceed the jurisdictional limit of the small claims department.

(6) The fact that an owner or seller of merchandise may bring an action against an individual for damages as provided in this section shall not limit the right of the owner or seller to demand, in writing, that a person who is liable for damages under this section remit said damages prior to the commencement of any legal action.

(7) Judgements, but not claims, arising under this section may be assigned.

Oregon Revised Statutes

THEFT AND RELATED OFFENSES

164.015 "Theft" described. A person commits theft when, with intent to deprive another of property or to appropriate property to himself or to a third person, he:

(1) Takes, appropriates, obtains or withholds such property from an owner thereof; or

(2) Commits theft of property lost, mislaid or delivered by mistake as provided in ORS 164.065; or

(3) Commits theft by extortion as provided in ORS 164.075; or

(4) Commits theft by deception as provided in ORS 164.085; or

(5) Commits theft by receiving as provided in ORS 164.095.

[1971 c.743 §123]

164.065 Theft of lost, mislaid property. A person who comes into control of property of another that he knows or has good reason to know to have been lost, mislaid or delivered under a mistake as to the nature or amount of the property or the identity of the recipient, commits theft if, with intent to deprive the owner thereof, he fails to take reasonable measures to restore the property to the owner.

[1971 c.743 §126]

ANTI-VANDALISM

Script

Today we're going to show a film again. First, let's talk about what we have already learned this week. Who can tell me what a "law" is? (it's a rule about how we should act.) Well, why do we have laws? (So we can all live together without hurting one another.) Great. Let's talk about the most common crime. In fact, it's so common that we don't even think of it as a crime. What is it? (Let them give "possibles" for a minute or two - and if they quit after just a few wrong answers, coax them or challenge them to keep trying. Correct answer: vandalism.)

Okay - what is vandalism? Who can give me an example? (writing on desks, walls - with pen, pencil, paint, or knife; throwing garbage (anything) all over the ground; breaking windows; other. List on board everything they say. If another classmate says "No", list it anyway, saying, "Let's put everything up for now and talk them over later.")

Okay - let's look at the film now. (Show "Clubhouse") or "greenhouse")

(Team Leader for day puts screen up, stands up at board, says:)

Okay - anything in the film you saw that you want to add to our list? (wrecking something)

How many of you believe there is a law called "Vandalism?" (get hands - get them to decide, one way or another)

How many believe there is NOT a law called vandalism? Who didn't raise their hand either time?

There is no law called vandalism: What do you think of that? Actually, there are about 8 different laws which operate on what we call "vandalism". The main one (write on board: Criminal Mischief) is called criminal mischief. That means

that no one can mess with the property of another. (law reads: no one has the right to tamper or interfere with the property of another).

Okay - let's look at the list of what we put on the board. Does this one fit our definition? (Go down entire list, noting which ones fall under the Criminal Mischief statute. All the other, write beside if the general category of crime it falls under: Arson, burglary, littering (throwing trash around.)

Okay - enough on the law. Let's talk about why people vandalize. Give me some reasons. (get class to give 3-4 reasons.) Okay - if that is why they do it, what is our responsibility? What should we do when we see someone wrecking stuff? Or should we do anything? (Get class to talk; let anyone who has an idea talk, as long as they can speak clearly, during this discussion, ask the class:) "Should you report vandalism to the police? (Get more discussion, but don't let it go too long - three or four minutes. If they don't say that you should report vandalism - or any crime - then ask them:)

"If it isn't reported, how can we as a community do anything about it?"

"Is vandalism really something each one of us can do anything about?"

Okay - yesterday we handed out Emergency telephone number stickers, with Police and Fire numbers on them. That's the number to call for reporting any crime, but we need to know what to report - even if we don't call the Police ourselves, but tell a teacher or parent or other adult. We'll hand out a "helper" for you. Look at it, and we'll answer any questions you have. (Team hands out cards to students. Answer any questions, and cover the basic reporting info:

1. Your name, location, telephone number.
2. What you're reporting (vandalism, burglary, etc.)
3. When the event happened.
4. Where the "suspect" is now.
5. Stay on the line! The police operator may need more information.

Placar
Suspe.
on line
Auto to
eth

END