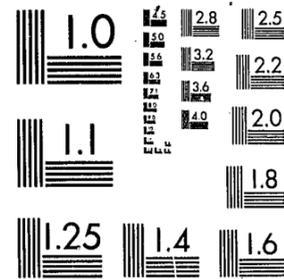


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National Institute of Justice  
United States Department of Justice  
Washington, D. C. 20531

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12/01/81

79298



# CRIME PREVENTION

TEACHER'S  
MANUAL  
Grades 6th-9th

U.S. Department of Justice 79298  
National Institute of Justice

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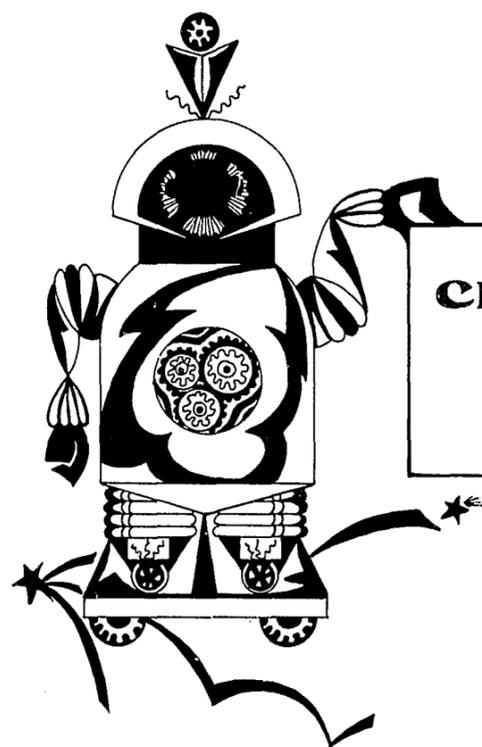
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## CRIME PREVENTION

grades 6-9

### FOREWORD

Crime prevention is an effective and innovative approach to the ever-present problem of spiraling crime rates. A successful prevention program depends first on citizen education followed, then, by citizen involvement.

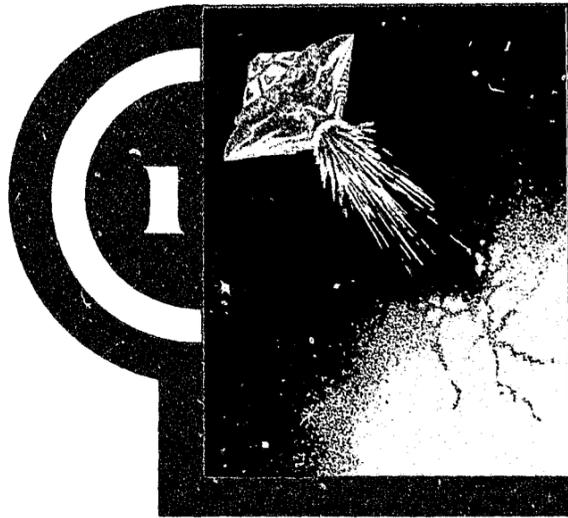
This education package, consisting of 10 full-color posters for classroom display and the Teacher's Manual (containing 10 lesson guides — one for each school month), is designed to stimulate students to develop positive attitudes toward their ability to prevent crime and their responsibility toward becoming actively involved in preventing crime. Each lesson focuses on a particular area of prevention and introduces students to situations they might encounter in daily life. Suggested classroom discussions and activities will encourage students to formulate their own crime prevention strategies.

FREE supplementary materials for most lessons are listed after Lesson 10. These films, slide presentations, brochures, etc., are available from your local law enforcement agency or may be ordered direct from the Office of Crime Prevention, State Office Building Annex, Frankfort, Kentucky 40601 — 1-800-372-2994. An amusing introductory filmstrip which presents an overview of the total program is also available (free) for your school library. These materials will provide a lively and colorful addition to your study of crime prevention.



PROGRAM OBJECTIVE — To instill a sense of personal responsibility for reducing crime through prevention.

- |           |  |
|-----------|--|
| Lesson 1  | CRIME AND PREVENTION — To help students understand: a.) what crime is; b.) whom crime affects; c.) how each individual can and should prevent crime.   |
| Lesson 2  | SELF PROTECTION — To initiate a sense of awareness and responsibility for personal protection and safety, to alert students to potentially dangerous situations which they can learn to recognize and avoid, and to provide the student with knowledge of alternate solutions if faced with dangerous or threatening situations. |
| Lesson 3  | PROTECTING YOUR PROPERTY — To instill a sense of personal responsibility for the protection of personal property, and to advise students how Operation Identification can help to protect their property from theft.   |
| Lesson 4  | PROTECTING YOUR HOME — To instill good security habits that will help students protect their homes from burglary and advise them how to react if their home is burglarized.  |
| Lesson 5  | PREVENTING CRIME IN YOUR NEIGHBORHOOD — To enforce the concept that "getting involved" in crime prevention is a neighborhood responsibility; and, as members of a neighborhood, it is also a personal responsibility. To acquaint students with neighborhood crime prevention programs in which they may become involved.        |
| Lesson 6  | IDENTIFYING AND PREVENTING CRIME IN YOUR SCHOOL — To assist students in understanding what crimes take place in their own school and how they can help prevent those crimes.   |
| Lesson 7  | PREVENTING CRIME IN YOUR COMMUNITY, VANDALISM — To encourage a sense of personal responsibility and respect for the community and for the property of others as a positive approach to the crime of vandalism.   |
| Lesson 8  | UNDERSTANDING AND PREVENTING CRIMES IN YOUR BUSINESS COMMUNITY — To acquaint students with crimes against business which affect every member of the community, and to alert them to the consequences of committing those crimes.   |
| Lesson 9  | REACHING OUT TO OTHERS — To enable students to function as members of the community in a positive role of education and protection by sharing their knowledge of crime prevention.   |
| Lesson 10 | REVIEW — Crime Prevention can be fun as well as beneficial.  |



# CRIME & PREVENTION

## OBJECTIVE

To help students understand:

- a. *what crime is;*
- b. *whom crime affects;*
- c. *how each individual can and should prevent crime.*

## BACKGROUND DISCUSSION

**CRIME** — We can start with a basic dictionary definition of crime:

*An act committed or omitted in violation of a public law forbidding or commanding it.*

A definition, however, doesn't dramatize the seriousness of the problem. Students need to realize crime is a personal problem. It affects their community, their school, their families and themselves. \*(Activity 1)

In our own state in 1977, there were 30,131 burglaries, 8,486 auto thefts and 659 rapes. (You should contact the crime prevention officer in your area to obtain local statistics for an up-to-date picture of crime in your own community.) These and other crimes are committed against individuals like yourself. What's more, seemingly impersonal crimes such as shoplifting and vandalism become personal when we realize everyone indirectly absorbs the costs of these crimes.

Because everyone is either directly or indirectly the victim of crime, it becomes our problem as responsible citizens to do what we can to prevent crime.

**CRIME PREVENTION** — Every crime has three parts:

1. *opportunity*
2. *criminal desire*
3. *criminal ability*

When any one of these elements is removed, a crime cannot occur. Our Crime Prevention Program focuses on steps citizens (youths as well as adults) can take to reduce the opportunity for crimes to occur.

Opportunity can be removed or reduced in a number of ways:

- . *adopting good security habits*
- . *getting involved*
- . *learning about and using good security products*

## EXAMPLES:

**Adopting Good Security Habits** — Auto thefts could often be prevented if drivers would simply make it a habit to lock their doors and take the key when leaving their car.

**Getting Involved** — Some crimes could be prevented if a bystander would simply get involved by reporting an unusual or suspicious activity such as a stranger entering a neighbor's house when no one is home.

**Learning About and Using Good Security Products** — Many locking devices do not effectively lock a door or window. A talk with a local locksmith or crime prevention officer about upgrading your home and school security could prevent a burglary.

1. **Class Discussion** — Goal: *to reinforce reality of crime as a personal problem.*

Say *Crime* to students. Ask what comes to mind. Guide them from abstract examples of crime to specific personal crimes such as

- . *bike stolen*
- . *father's car vandalized*
- . *family home or business burglarized.*

2. To enable students to apply principles of crime prevention to daily experiences, have them gather news articles of local crimes. Then have them analyze each crime to determine if citizen action (opportunity reduction) could have prevented crime. Encourage them to get a variety of crimes to discuss such as burglary, personal assault, rape, shoplifting, vandalism, auto theft, etc.



3. **Interview Project** — Divide the class into three groups to represent the three traditional approaches to crime:

1. *law enforcement*
2. *courts*
3. *corrections*

Each group should contact a representative from their branch of the justice system and set up an interview between him and a selected member of the group.

The group should then work together to formulate interview questions focused on the following:

*How is (law enforcement, courts, corrections) approaching the problem of the rising crime rate and what limitations prevent it from being a completely effective criminal deterrent?*

After the interview, the groups should gather to evaluate their findings and prepare for a class discussion on:

*The advantages of taking action against crime before it happens (opportunity reduction) versus reacting to it after it has already occurred (traditional approaches).*

4. Have students create case studies which provoke discussion about opportunity reduction.

**Sample Case Study** — *Joe and Don were really down. They had both flunked another math test. Their teacher was disgusted and their parents would be just plain angry. Both the teacher and parents knew the boys could do the work, but for some reason they just weren't trying. Joe and Don knew it too, but math*

*was a drag. As a matter of fact school was a drag. "I just hate school!" Don was complaining as they turned the corner.*

*Both of them spotted the shiny silver Corvette at the same time. "What a car. A guy could really drive away from his troubles in a job like that!" It was then Don eyed the keys hanging in the ignition. They looked down the street - - no one around. "C'mon Joe, let's try it out."*

**Discussion** — Evaluate the circumstances of the crime. The elimination of what factors in the crime triangle could have prevented the crime.

- . *The boys now have criminal records. Is it farfetched to place some of the blame for their records on the owner of the car?*
- . *Should there be a law against leaving car keys in the ignition?*
- . *Is it fair that some insurance companies will not cover the theft of a car if the keys were left in the ignition, etc.?*

## COMMUNITY PROJECT

**Telephone Survey** — Have each student contact one home or business to determine if a random sample of the community:

- a. *Is aware of crime prevention programs;*
- b. *Feels Crime Prevention is a personal responsibility.*

Take into consideration survey results when planning community projects in subsequent lessons.

**DON'T FORGET TO CHECK THE LIST OF FREE SUPPLEMENTARY MATERIALS. . . . THESE FILMS, SLIDE PRESENTATIONS AND BROCHURES ARE AVAILABLE TO ADD DIMENSION TO EACH CRIME PREVENTION LESSON!**



# SELF PROTECTION

## OBJECTIVE

To initiate a sense of awareness and responsibility for personal protection and safety, to alert students to potentially dangerous situations which they can learn to recognize and avoid, and to provide the student with knowledge of alternate solutions if faced with a dangerous or threatening situation.

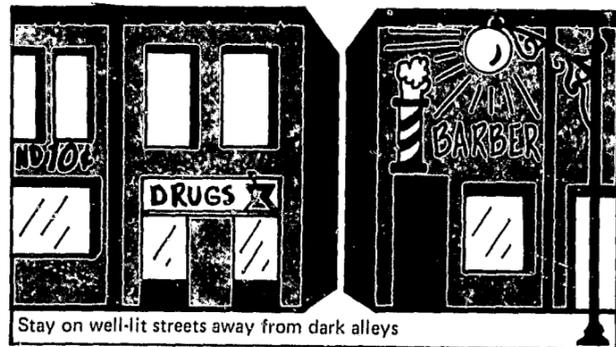
## BACKGROUND DISCUSSION

The major focus of this lesson is to teach students the responsibility of self protection. Though these students are under the guidance and protection of parents and teachers, they are old enough to be aware of potential personal crime situations and should be able to initiate some types of personal protection. Personal safety rules should be reinforced as the first means of protection; then, through classroom activities, discussions and projects, students should learn how to handle a crime situation.

Students can often avoid becoming a crime victim by simply following these important tips for self protection.

- . When at home alone, always keep doors and windows locked.
- . Never open your door to strangers, tell your parents; if you are alone, don't answer the door at all.
- . If alone and someone calls on the phone, don't tell them you are alone; tell them your parents are busy and will call back later. For harassing phone calls, contact the police, explain your situation and have them handle it.
- . When walking to and from school, store, friend's house, etc., stay near other people (they could be a source of help in emergency), away from alleys, entry ways and bushes. If you must walk at night, stay on well-lit streets.
- . Avoid short cuts through parks or other deserted places, stay in the middle of the sidewalk.

- . If someone is following you, go to the nearest house or place of business for help.
- . Do not give directions or other information to strangers. If a driver stops to ask you a question, avoid getting close to the car; you could get pulled in.
- . Never hitchhike, it is against the law and you could get yourself into an uncontrollable situation.
- . When babysitting, follow the same rules you would if you were home alone.
- . Never accept gifts, candy or medicine from strangers, or even other students. Never take pills or drugs that belong to someone else, even if offered by a friend.
- . When babysitting, always know where the parents can be reached.
- . Make a list of all emergency phone numbers and keep a copy near every phone in the house.
- . Tell your parents the name, address, and phone number of the people for whom you are babysitting, and when the people expect to be home.
- . If at any time you feel uncomfortable or unsafe about riding home with the people for whom you have been babysitting, tell them you have already arranged to have your parents take you home; then call your parents to come after you.
- . Never flash or carry large amounts of cash.



Stay on well-lit streets away from dark alleys

- . If you become a victim of any type of personal crime, try to remember these things:
  - . stay calm — getting excited and reacting irrationally may get you hurt;
  - . try to remember as much as you can about the criminal — physical appearance, voice, car, license number, etc. (clothes are least important because they can be changed);
  - . cooperate with an attacker to avoid physical harm, e.g., turning over your money without a fight may be the wisest way to leave a crime physically unharmed;
  - . Always report the crime to the authorities.

3. Dramatic Improvisation — Divide class into groups of five or six.
  1. Have each of the groups create "a crime situation" on 3" X 5" cards, and cut out magazine pictures of people to represent characters in their situation (victim, criminal, police, observers, etc.). Put string through each picture so they may be hung around the neck.
  2. Have Group A get up before the class. A member from Group B will then give the circumstances of a crime situation and hang pictures of the characters around the necks of Group A.
  3. Members of Group A take on identity of character pictured on their necklace and act out situation described.
  4. Let each group have a turn acting out a crime situation posed by another group.

## CLASSROOM ACTIVITIES

1. Have students make identification cards with the following information:
  - . name, address, phone number
  - . parents' number where they can be reached during the day
  - . neighbor's phone number
  - . polaroid picture (if possible)
  - . social security number (if some students don't have a social security number, the teacher may obtain forms from the local social security office for them to fill out and return)

These I.D.'s could be laminated at school, if the facilities are available, or a service club could try to find a local sponsor to laminate the cards.

2. Have the school newspaper run a regular column of safety tips or have students submit articles to the local newspaper.

## COMMUNITY PROJECTS

1. Have students consider the specific self-protection problems of the elderly. Then invite the local senior citizens club to school for a presentation of skits students have created about self-protection. A good lesson will be taught the senior citizens and these important rules will be reinforced in students' minds.
2. Have students pick out potential "trouble spots" in their home area. Then have them write letters to their city government, police or sheriff about these spots, complete with their ideas for solutions.

## Babysitters Guide

- I will keep awake, alert, watchful.
- I will know (see right) where to call the doctor, the police, and the fire department.
- I will be sure to have the telephone numbers of where the parents, nearby friends, or neighbors may be.
- I will lock all outside doors after the parents leave — will not open them to strangers.
- I will not permit them to play with matches, knives, or other sharp objects.
- I will feed them only what their mother specifies and nothing else.
- I will faithfully follow all instructions.
- I will not have guests in unless approved by parents.

Where we will be: \_\_\_\_\_

\_\_\_\_\_ Phone: \_\_\_\_\_

Time expected to return: \_\_\_\_\_

Medications: \_\_\_\_\_

Special Instructions: \_\_\_\_\_

### FOR EMERGENCY CALLS:

Fire \_\_\_\_\_  
 Police \_\_\_\_\_  
 Doctor \_\_\_\_\_  
 Neighbor \_\_\_\_\_



# PROTECTING YOUR PROPERTY

## OBJECTIVE

To instill a sense of personal responsibility for the protection of personal property, and to advise students how Operation Identification can help protect their property from theft.

## BACKGROUND DISCUSSION

Students should be made aware that there are preventive measures they can take to protect their property from theft. Good security habits such as the following will protect some property:

*putting bikes, skateboards, sleds in the house or locked garage when leaving home instead of leaving them in the yard as an invitation to a thief;*

*locking the car door behind you when leaving the car will prevent auto theft as well as theft of stereos, CB's, and parcels left in the car.*

Identifying your property, however, is one of the most effective ways to protect property from theft. Operation Identification is a statewide program designed to discourage burglary and theft of valuables from home and other locations and to provide for easy identification of stolen property. Operation I. D. works because it takes the profit out of burglary. Most burglars steal valuables for resale. However, if all items in a home, school, business, etc., are marked with a permanent number, easily identifiable by law enforcement agencies anywhere in the United States, the burglar will find them difficult to sell (fence). Thus, if a criminal knows all the valuables in a potential target are marked, he will probably look for a more profitable location to burglarize.

Operation Identification is easy to join. Local law enforcement agencies loan engravers for marking property and also provide stickers and decals to warn burglars that the marked property is protected by Operation Identification.

Home residents should mark their property with KY + their social security number.

Students should mark their property with a parent's number to keep all numbers in one residence consistent.

Schools and non-profit organizations should mark their property with KY + their tax exempt number.

### WHAT ITEMS SHOULD YOU MARK?

#### Home

Adding Machines  
Bicycles  
Binoculars  
Cameras  
Clocks  
Fishing Equipment  
Golf Clubs  
Guns  
Hand Tools  
Kitchen Appliances  
Metal Lock Boxes

Power Mowers  
Radios  
Record Players  
Stereos  
Stereo Speakers  
Toasters  
Televisions  
Typewriters  
Musical Instruments  
Power Tools

#### Automobile or Truck

Mag Wheels  
Tape Decks  
Speakers

C.B. Radio  
Hub Caps  
Battery

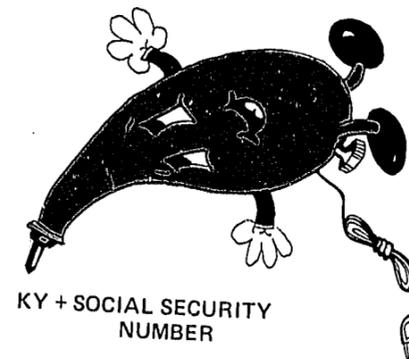
#### Engrave or Photograph

Jewelry      Silverware      Watches

Place inconspicuous identifying marks on

Furs                      Clothing

**NOTE:** Heavy duty markers are available to mark farm equipment. Normal branding procedures should be followed for livestock.



KY + SOCIAL SECURITY NUMBER

## CLASSROOM ACTIVITIES

- Invite a local crime prevention officer (state police, sheriff, or local police) to class to bring engravers and present a program on Operation Identification and crime prevention.
- Engrave school property (tape players, film projectors, instruments, office equipment, sports equipment) and put small stickers on engraved items and large stickers on the entrances to the building to alert potential burglars that the school is protected by Operation Identification.
- Using the following as an example, have the students create case studies involving the use of Operation Identification and crime prevention which will provoke discussion about personal responsibility for property protection.

Sample Case Study — Tom knew about Operation Identification and how it could reduce the risk of theft; yet he had not bothered to mark any of his own personal property. One evening, he was invited to a party and asked to bring his stereo and some tapes. Tom was glad to. He had just purchased some new tapes that afternoon and was anxious to hear them himself. He had to leave the party somewhat early that evening, but told his friends he would be by in the morning to pick up his things. The next morning he received a call from his friend informing him that his tapes were missing. He reported the incident to the police. The policeman asked Tom if the tapes were engraved with an Op. I.D. number. Tom confessed they weren't. "Well," said the policeman, "we will certainly look into the theft — but even if we recover some tapes we can't return them to you without proof of ownership."

### Discussion

- How could this incident possibly have been prevented?
- Do you understand why the police were unable to be of more help to Tom?

## COMMUNITY PROJECT

Let students take engravers home to mark property. A class with 100% participation will be awarded a Crime Prevention Certificate from the Office of Crime Prevention, State Office Building Annex, Frankfort, Kentucky 40601.

OPERATION IDENTIFICATION RECORD		
Name _____		
Social Security # _____		
CAMERA, BINOCULARS, SPORTING GOODS, SEWING MACHINE, WATCHES		
Item	Make	Serial No.
BICYCLE		
Make	Color	Lic. No.
GUNS		
Make	Caliber	Serial No.
TELEVISION, RADIO, STEREO, TAPE RECORDER, ETC.		
Item	Make	Serial No.
OTHER PROPERTY		
Item	Make	Serial No.



## PROTECTING YOUR HOME

### OBJECTIVE

To instill good security habits that will help protect one's home from burglary and advise students how to react if their home is burglarized.

### BACKGROUND DISCUSSION

Burglary is perhaps the most preventable of crimes. As we learned in the last lesson, Operation Identification can effectively deter many burglars, however, many of us actually "invite" burglaries through our own careless habits. Following is a list of simple security tips that can substantially reduce the opportunity for home burglaries.

- . Have good locks and use them.
- . Don't leave a door key in obvious hiding places such as a mail box or under a door mat.
- . If your home has tall, thick shrubbery, thin the growth around entrances and under windows so a burglar can't work undetected.
- . Confuse the burglar. Don't advertise your absence. Burglars seldom enter occupied homes. Therefore, always make it appear someone is home. Keep the garage door closed so he won't know if your car is home. Leave a radio playing when you leave and turn on some lights. (Consider putting lights on automatic timers when you go on vacation.)
- . Before going on vacation, notify police, stop regular deliveries, arrange for a neighbor to keep an eye on your home and to pick up handbills and mail and mow your lawn.
- . Don't leave ladders, bikes, lawn mowers, etc., outside or in unlocked garage.

In addition to following these home security tips, homeowners should check their locks. There are many locking devices on the market which offer little, if any,

protection against even the most unsophisticated burglar. And it should be noted, a door chain is no substitute for a good lock. A chain provides little security because it can be easily forced apart.

Despite precautions, there is always the possibility you may encounter a burglar in your home. Most home burglars are not professionals. Often they are nervous and react unpredictably if startled. If you discover someone burglarizing your home, don't confront him and don't fight him. If possible, quietly shut or lock a door between you and the burglar. Try to get to a phone to call the police.

If you should awake to find a burglar in your room, lie still and pretend to sleep until he has left.



If you find yourself having to deal with a burglar face to face, be completely cooperative to avoid physical harm. Then try to remember all you can about him to report to police. Remember the most effective ways to stop burglary are:

- . join Operation Identification;
- . make the burglar think someone is home;
- . make it so difficult for him to break in, he will give up or get caught in the process.

### CLASSROOM ACTIVITIES

1. Invite the local crime prevention officer to class to demonstrate the differences between effective and ineffective locking devices.
2. Burglar Baseball – To reinforce home security techniques.

Divide class into two teams – "Burglars" and "Residents."

- . Members of the "Burglars" make up cards with home burglarizing techniques.
- . Members of the "Residents" make up cards with home security techniques.

These cards then make up the "pitcher's balls" and the rules of the game follow those for regular baseball, i.e., if a resident can't come up with a security measure effective enough to deter the announced burglary, the "burglar" has a "hit" and vice versa. This game could be played actively with members of teams actually moving from base to base or the teacher could draw a diamond on the board and keep track of plays in that manner.

Classmates can make the game more challenging by creating variations and extensions to the rules described above.

3. Home Security Exhibit – Divide class into committees representing different areas of home security – locks, lighting, doors, windows, etc. Have each committee construct a three-panel display similar to the illustration, covering:

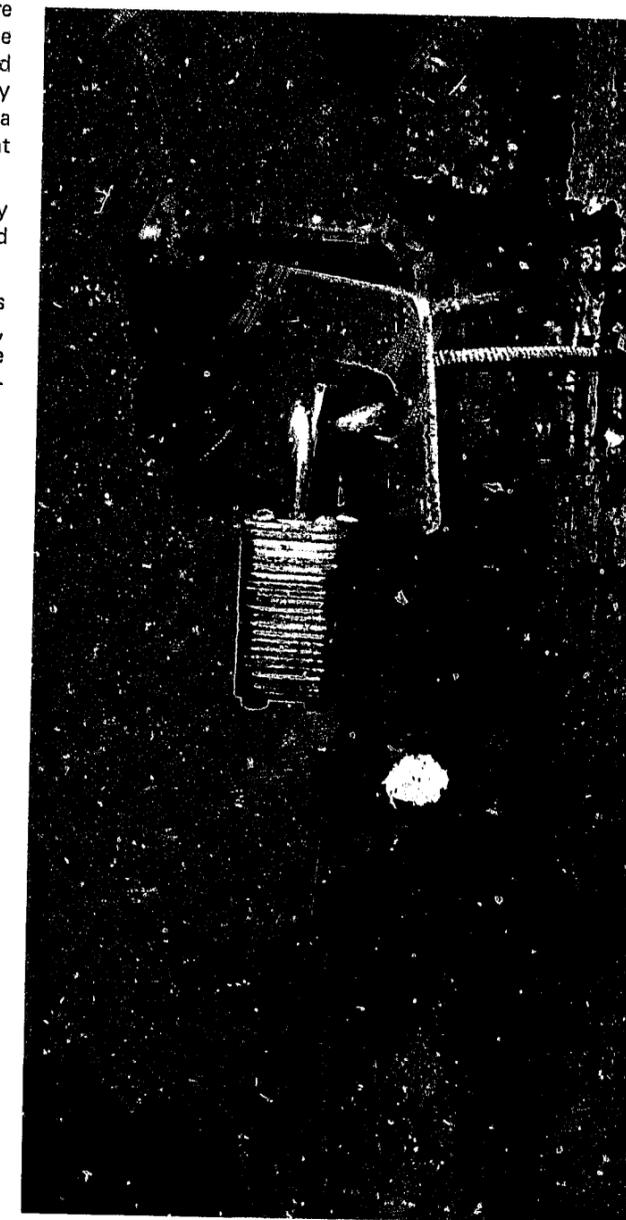
- Panel 1 – Common security weaknesses
- Center – Illustrations or photos of their topic
- Panel 3 – Solutions

A manual could accompany each display if more detail about the subject is necessary. (Supplementary materials listed for Home Security will provide sufficient background for students to create a knowledgeable display.) Arrange to exhibit the displays at a local mall, library or other public area. The project should be coordinated with the local crime prevention officer who should see there is media coverage and a supply of security surveys available for the public.



### COMMUNITY PROJECT

1. Ask local police chief for a letter describing the local home security service and encouraging residents to request free home security surveys. Mimeograph the letter and have students distribute them in their local neighborhoods.
2. Have students take a copy of the Home Security Survey Form (available from your local police or the Office of Crime Prevention) home to survey security weaknesses with their parents. (Note: completed surveys should be retained by homeowners and not returned to school.) Local crime prevention officers are available to help homeowners with their security problems.





# NEIGHBORHOOD CRIME

## OBJECTIVE

To instill in students the idea that "getting involved" in crime prevention is a neighborhood responsibility; and as members of a neighborhood, it is also a personal responsibility.

To acquaint students with neighborhood crime prevention programs in which they may become involved.

## BACKGROUND DISCUSSION

Everyone has an opportunity to help prevent crime to their neighbors and to be protected by their neighbors in return. Because neighbors usually know you, your car, and your daily routine, they may be the first to notice unusual or suspicious activity at your home while you are away.

Neighbors are beginning to cash in on this protection opportunity through two programs — Neighborhood Watch and CB Patrols.

Neighborhood Watch involves neighbors watching other neighbor's property during any absence, helping a neighbor keep their home looking occupied while on vacation (by picking up mail and handbills, mowing the lawn, turning lights on in the evening, etc.); and reporting any suspicious activity to the police.

CB Patrols are similar in purpose — watching out for the welfare of others. With the growing popularity of CB radios, there is seldom a time when both primary and secondary roads are not being travelled by a CB'er. CB Patrol involves watching for unusual activity while traveling familiar routes. It can also be an organized patrol by groups of neighbors of specific crime-prone areas. The point of the patrols is to report anything suspicious to the police.

It must be remembered these programs involve reporting only! A neighbor should never confront a possible criminal in action.

Following is a list of information needed by police from a criminal report.

- . observer's name, age, address, phone number
- . what happened
- . when
- . where
- . anyone injured
- . vehicle license number
- . description of suspicious person and vehicle
- . direction of flight

WHAT IS SUSPICIOUS? Some of the more obviously suspicious activities a neighbor or CB'er might report are:

- . a stranger entering neighbor's house when no one is home
- . a scream heard anywhere
- . anyone removing accessories, license tags or gas from a car
- . anyone looking in a parked car (could be someone looking for valuables to steal or a car with keys in the ignition)
- . stranger loitering around your neighborhood, parks, or schools

Less obviously suspicious activity:

- . someone going door-to-door who tries to see if a door is unlocked or goes into the back yard (even if uniformed and in a commercial appearing vehicle)

Young people may hesitate to report a crime because they are embarrassed their suspicions may prove unfounded or they won't be taken seriously. However, they must realize the police need the concerned assistance of responsible citizens of all ages. A responsible report could prevent a burglary, prevent an injury or even save a life!

Concerted efforts by residents can significantly reduce neighborhood crime problems. By being a concerned neighbor, we can truly help ourselves by helping others.

## CLASSROOM ACTIVITIES

1. Have students discuss Neighborhood Watch in class — Ask them "Have you ever seen any suspicious persons or vehicles in your neighborhood?" "What did you do?" "What could you have done?"
2. Obtain Neighborhood Watch presentation kit from crime prevention officer and have a mock block meeting in class. Then have students discuss Neighborhood Watch with parents and ask them to hold a block meeting in their neighborhood.
3. Classroom forums — divide class into groups to discuss the following:
  - . "People Helping People" — "The Best Burglar Alarms are Good Neighbors" Different types of neighbors (i.e., will all neighbors get involved, why or why not).
  - . Reporting a suspicious person — pros/cons (can include "ratting," inaccurate report, fear of retaliation, etc.).

4. Obtain Suspect Identification charts from local crime prevention officer or Office of Crime Prevention, distribute and discuss with class.

Role Playing. Arrange for student from another class (or an outsider) to burst into class; simulate an attack on you (or student); run out. Approximately 60 seconds. Then have students fill in Suspect I.D. chart and write short description of incident. Compare.

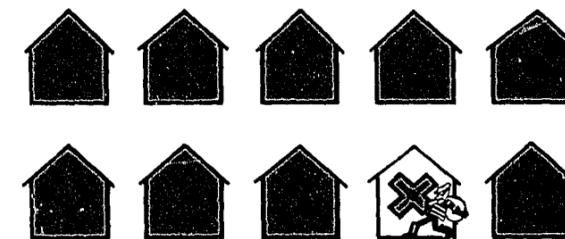
Emphasize to students importance of not exaggerating when describing an incident. A wrong description is worse than none at all.

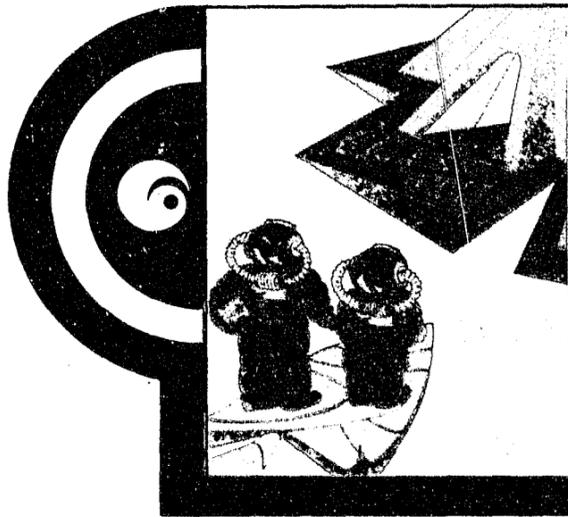
## COMMUNITY PROJECT

Elect representatives from the class to present a Neighborhood Watch program (using a Neighborhood Watch kit) to an organized group such as P.T.A., Lions Club, Women's Club, etc.

Make copies of the form below for class distribution. Divide class into neighborhood pairs to check out their own neighborhoods for security weaknesses; then discuss how these weaknesses could be corrected.

COMMUNITY SECURITY AND LIGHTING CHECK			
	Yes	No	Remarks
Street names plainly marked			
House numbers visible			
Residences appear occupied			
Operation Identification Stickers visible			
Shrubs below window level			
No valuables left in yards			
Street lights			
Spaced properly			
Clean and unbroken			
Residences lit			





# SCHOOL CRIME

### OBJECTIVE

To assist students in understanding what crimes take place at their school and what they can do to prevent these crimes.

### BACKGROUND DISCUSSION

Just how bad are crimes at your school? A recent three-year study of over three hundred school districts in the United States found that assault and battery were up almost 60 percent. A Senate subcommittee reported that violence and vandalism amount to \$500 million a year. They also reported more than 100 murders each year are committed in schools. The findings varied from city to city and even from school to school. This was particularly true for Kentucky schools where each geographic environment (cities, mining towns, rural communities, etc.) breeds its own specific crime problems.

It is important, then, for schools to identify crimes that take place within their own walls. The questionnaire on the following page should be copied for distribution to all students and administrators at the outset of this unit. It attempts to elicit opinions regarding crime problems at

your school. The results will assist in determining specific crime problems and give direction to prevention programs to combat these problems.

### CLASSROOM ACTIVITIES

1. Circulate questionnaire to students and administrators.
2. Using the results from the questionnaire, identify the most serious crime problems in the school. Have the class participate in making a bulletin board with the grid below.
3. To motivate students to consider alternative solutions to the problems identified on the grid, have them create roll playing cards based on those problems with a description of a situation. Then have the students trade cards and take turns playing them out.

#### Sample Situations:

- *The dilemma of a student in a group intent on destroying school property.*
- *A student observing fellow student stealing from locker.*

Crimes At Your School	Prevention Alternatives	Expected Effect	Evaluation Of Preventive Measures	Comments
1.	a.	a.	a.	
	b.	b.	b.	
	c.	c.	c.	
	d.	d.	d.	
2.	a.	a.	a.	
	b.	b.	b.	
3.				

CRIME PROBLEM IDENTIFICATION GRID

### Student/Administration Crime Survey

(This is an anonymous questionnaire)

- |   |           |           |           |           |               |                          |                          |
|---|-----------|-----------|-----------|-----------|---------------|--------------------------|--------------------------|
| 1. Circle One:  | 6th Grade | 7th Grade | 8th Grade | 9th Grade | Administrator |                          |                          |
| 2. Sex:   | Male      | Female    |           |           |               |                          |                          |
|   |           |           |           |           |               | YES                      | NO                       |
| 3. Do you feel there are crime problems at your school?   |           |           |           |           |               | <input type="checkbox"/> | <input type="checkbox"/> |
| If you answered "yes," complete the following.  |           |           |           |           |               |                          |                          |
| 4. Have you ever had anything stolen at school?   |           |           |           |           |               | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Have you ever observed acts of vandalism at your school by fellow students?                                    |           |           |           |           |               | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Did you report the theft or vandalism?   |           |           |           |           |               | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Do you feel it is your responsibility as a member of the student body to report wrongdoing by other students?  |           |           |           |           |               | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Do you fear reporting wrongdoing?  |           |           |           |           |               | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Do you feel safe at school — in the corridors, in the restrooms, on the playground?                            |           |           |           |           |               | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Do students carry weapons at your school?   |           |           |           |           |               | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Are there gangs at your school who are responsible for crime problems?  |           |           |           |           |               | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Is there anyone with whom you would feel comfortable discussing school crime problems other than a classmate? |           |           |           |           |               | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Are drinking and drugs a problem at your school?  |           |           |           |           |               | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. List and rank in order the crime problems you feel to be most serious at your school.                         |           |           |           |           |               |                          |                          |

15. If someone asked you to list ways to prevent these crimes, what would you suggest.

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## VANDALISM

### OBJECTIVE

To encourage in students a sense of personal responsibility and respect for their community and for the property of others as a positive approach to the crime of vandalism.

### BACKGROUND DISCUSSION

Juvenile vandalism, the willful destruction of public or private property, is one of the nation's costliest problems. The millions spent annually to repair deliberate damage to property exceeds the amount spent for school textbooks. What's more, these millions are coming from our own pockets. Vandalism is a personal crime. Each one of us pays, not only in dollars, but also psychologically from the damaging effects vandalism incurs on our community pride.

Vandalism is difficult to prevent because it arises not so much from deliberate intent as from unconscious motivation such as boredom, anger, rebellion, drugs, an urge for excitement or going along with the crowd (90 percent of all vandalism occurs in groups and most offenders are boys). Often the vandal himself doesn't understand why he committed the crime.

Therefore, many preventive measures will only change the nature of vandalism rather than prevent it. For example, a group *psyched up* to carry out a prank may start by throwing stones at windows. Coming across unbreakable glass will not necessarily deter their activity; they may simply turn to something else such as overturning garbage cans or spray painting walls. Another preventive measure, police patrol, is often an effective deterrent but an unrealistic approach because there will never be enough police to patrol every potential vandalism target.

Prevention must be geared, then, to preventing vandals as well as specific acts of vandalism. Programs, such as the following, which attempt to change citizen attitudes toward the problem seem to be having the greatest effect on reducing vandalism.

- **Citizen Education** — *Many teens don't even realize their mischief is a criminal offense. They must be taught that vandalism is a crime —*
  - A child can be arrested for vandalism no matter what the age.
  - If arrested, the offender will be taken to the county jail and held until a parent comes to sign for him.
  - He will then have to appear before the juvenile judge.
  - Kentucky law makes parents liable for all damages inflicted by their children.
- **Peer Pressure Programs** — *Teens talking with teens and youngsters. Because teens most often talk one another into vandalizing, they are most likely to be talked out of it by their peers. Adult preaching is often resented; however, youth groups who have a positive attitude against vandalism can often persuade other teens that vandalism is an unacceptable behavior.*
- **Positive Restitution Programs** — *Young people who have committed minor vandalism around their school and have been determined guilty are made to pay for their actions through positive restitution, such as working a Saturday with school maintenance. Some schools have developed a peer jury program in which students determine the appropriate restitution for offenders. Such juries serve to reinforce the negative attitude of the offenders' peers toward vandalism.*
- **Community Awareness Programs** — *Because apathy is an invitation to vandalism, citizens must be faced with the reality of vandalism in their own community and how it is affecting them personally. If the seriousness of the problem is realized, citizens are more likely to become involved in actions to prevent it such as:*
  - watching out for their property and that of others;
  - reporting suspicious activities, etc.

- watching out for their property and that of others;
- reporting suspicious activities, etc.
- **Community Pride Programs** — *Because people tend to become personally interested in something they have actively taken part in, community improvement projects produce pride in those who participate and a desire to keep the community looking nice.*

### CLASSROOM ACTIVITIES

1. Making Vandalism Personal — divide the class into three groups to do the following:
  - Make a photo essay of vandalism in the school.
  - Research each incident portrayed in the photos to find out how much it would cost to repair. Then discuss why these vandalous acts may have occurred.
  - Discuss with the principal how the money spent for repairs could have been spent for the benefit of the students.

The entire class could then be involved in preparing a presentation before the student body based on their photo essay and findings.
2. Invite a representative from the juvenile justice system (preferably the juvenile judge) to give a brief introduction on court procedure and the juvenile justice system. Then working with the principal of the school, set up a youth jury to interview teens and youngsters who have committed acts of vandalism and make recommendations to the principal for penalties.

3. School Pride Program — Schools in need of a new coat of interior paint could provide students with supplies to paint and decorate their own homeroom. Schools which have tried this have found students were very creative with their colors and designs and were extremely proud and protective of their work.
4. *Lights Out!* — Schools may wish to try an unusual approach to vandalism found successful for schools in San Antonio, Texas. During closed hours, all school lights are turned out. According to their director of safety a "lighted school attracts children." In five years this blackout policy reduced their vandalism costs by 66 to 80 percent.
5. *Kids Talking to Kids* — Using students as a resource, Wauwatosa, Wisconsin, Chamber of Commerce developed an anti-vandalism program stressing prevention and a "kids talking to kids" approach.
 

Junior and senior high students visit grade schools, present an anti-vandalism film, and then act as discussion leaders, talking about vandalism, what it is, its causes, its consequences to both individuals and society and how to stop it. They have found that eliminating adult participation leads to an open exchange of ideas on combatting vandalism.

### COMMUNITY PROJECT

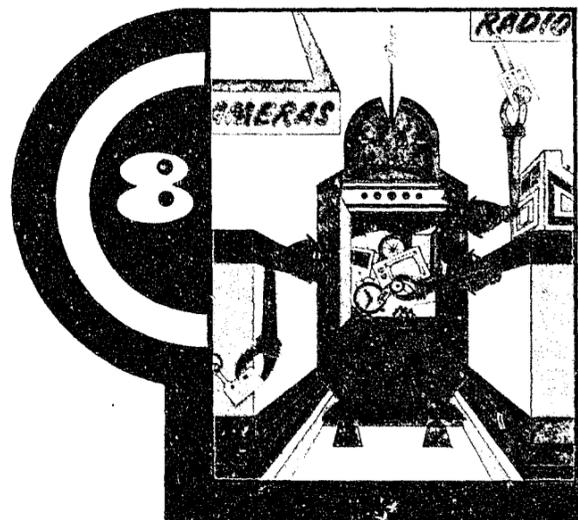
Develop a radio announcement incorporating local vandalism incidents and costs. Arrange for these announcements to be aired regularly on local stations to publicize vandalism and the cost to the community.

**IN KENTUCKY...**

*Vandalism is a recurring problem in all but 14 of 123 school districts.*

*School property damage from vandalism was estimated at \$1.2 million. Window breakage, plumbing fixtures and walls damaged by graffiti, scratching or gouging, accounted for a major part of the cost.*

*Fifty school districts indicated that vandalism is widespread in one or more schools.*



# BUSINESS CRIME

## OBJECTIVE

To acquaint students with examples of crimes against business which affect every member of the community, and to alert them to the consequences of committing those crimes.

## BACKGROUND DISCUSSION

Business crimes are the most costly of all crimes. Conservative estimates exceed \$40 billion annually. High cost business crimes include Burglary and Larceny, Business Opportunity Schemes, Cargo Theft, Computer Related Crimes, Counterfeiting, Embezzlement, Internal Pilferage and many more. These losses are shared by both consumers (through higher prices for goods) and businesses (through direct dollar losses). For instance, supermarkets operating on a profit margin of one percent must sell \$15 of merchandise to cover the theft of a pack of chewing gum.

There are a number of ways private citizens commit crimes against business:

- . *Shoplifting* — Theft of goods on display in a store.
- . *Refund Fraud* — Return of shoplifted goods for full refund.
- . *Price Tag Switch* — Lowering the price of an item by switching the price tag.
- . *Bad Checks* — Forging another's signature, writing checks on no account, or insufficient funds to cover check.

In the past, businesses simply "wrote off" many of these crime losses. However, this violates good business practices and serves to perpetuate the problem. More and more businesses are apprehending and prosecuting offenders of all ages. It is important for young people to realize the serious consequences which may result from actions they may consider to be simply pranks.

**Shoplifting, Price Tag Switch, Refund Fraud** — Many young people, guilty of shoplifting or price tag switching don't consider themselves to be "thieves." Sometimes they do it just for fun, for the challenge or on a dare from friends. They should be made aware:

- . *Stealing is a crime, whether the stolen item is worth five cents or five hundred dollars.*
- . *A person can be arrested at any age.*
- . *Store officials can stop, detain and have a person arrested if there is reasonable evidence he has taken something or bought something through deception.*

Threats are only one preventive measure for such crimes, however. Assisting students in the development of positive attitudes regarding respect and responsibility for the property of others should be the basis of any program intent on preventing young people from getting involved in stealing.

**Bad Checks** — A checking account is a new experience for many students in this age group. Boys and girls who are earning their own money by babysitting, lawnmowing, etc., are often advised to open a checking account. However, they must realize the advantages of having and spending one's own money carries with it the responsibility of keeping personal bookkeeping accurate and up-to-date. It's easy to mistakenly write a cold check when an account is low; but businesses cannot afford to be lenient with anyone who writes cold checks — youth or adult. They can and do prosecute for the offense because bad checks are a crime.

**Bait Advertising** — Business crimes are not always committed by the consumer. Some businesses advertise alluring offers to sell a product or service which they don't, in truth, intend to sell. Their purpose is to switch consumers from the advertised merchandise to more expensive merchandise. Teens can be the victims of this deceptive advertising and should report any such schemes to the Attorney General's Office and the Better Business Bureau.

## CLASSROOM ACTIVITIES

1. Class Discussion — Goal: *to enforce the concept that law is not static but works for and with the citizens.*

Some young people feel many actions, currently against the law, shouldn't be classified as criminal. Discuss the flexibility of our law; how, in our time, the law has been, and is being molded by contemporary issues such as: legalization of marijuana, no-fault divorce, trying juveniles as adults for some offenses, ERA, to name a few. Relate discussion to shoplifting laws, bad checks, etc.

2. Invite the manager from a local store to address your class on:
  - . *Shoplifting in his store;*
  - . *The cost to his business;*
  - . *The cost to his customers;*
  - . *How he handles shoplifters (apprehends? prosecutes?)*
  - . *Etc.*
3. Have students simulate a shoplifting incident, arrest of offender and trial. Assign roles to shoplifter, witnesses, store manager, arresting police officer, attorney, judge,

jury (the remainder of the class). Court procedure (learned in the previous lesson, re: Activity 2) should be followed as closely as possible.

4. The teacher or a local banker should head a discussion on the responsibilities involved in opening a personal checking account. He could also go over procedures for monthly balancing of check book and statement.
5. Invite a representative of the Better Business Bureau to school to discuss crimes against business pertinent to this unit.

## COMMUNITY PROJECT

**Business Survey** — Groups of students could take a survey of local businesses to determine how many are:

- . *displaying check-writing policy;*
- . *displaying return or refund policy;*
- . *displaying robbery warning card;*
- . *using return check form.*

If the stores are not doing the above, students should ask if they would be interested in using the free materials available from the Office of Crime Prevention (shoplifting posters, robbery warning card, return check form).





## REACHING OUT

### OBJECTIVE

To enable students to function as members of the community in a positive role of education and protection by sharing their knowledge of crime prevention.

### BACKGROUND DISCUSSION

By taking an active role in the responsibility of the safety of one's community, a young person is learning the importance of good citizenship. Because the concept of crime prevention is relatively new to the student and the community, sharing crime prevention will serve a dual purpose:

- It will reinforce for the student what he has learned from the previous units.
- It will provide the community with a much needed source for citizen education.

Further, citizens who practice crime prevention are better protected if others around them are aware of and practice prevention also. For example, it has been found that Operation Identification has had a dramatic impact on home and business burglary reduction (as much as 30 – 65 percent reduction in some areas with as much as a 50 percent enrollment rate) in communities where a majority of citizens are participating in the program.

Often students feel they can have no impact on matters of importance in their community. Students sharing crime prevention will be taking a positive step toward discrediting this mistaken notion.

### COMMUNITY PROJECTS

1. Handicapped and senior citizens often have problems with their vision and mobility and have difficulty engraving their property. Students could organize into teams and visit these citizens to engrave their property.
2. Older students can share crime prevention with younger children by creating skits or puppet shows to present in the elementary schools.
3. The young children of the community could also benefit from a "big brother/sister" service organized by older students to escort youngsters to school, parks, library, playground, etc. Parents of children "adopted" by older students, impressed by the youth involvement in crime prevention, may be more easily encouraged to take part in crime prevention themselves.
4. Poster Contest — The students could utilize their artistic abilities to make posters on different topics of crime prevention. It could then be arranged for posters to be exhibited in shops and other public places in the community.

## Poster contest



## REVIEW



### OBJECTIVE

To reinforce crime prevention concepts learned throughout the year with an activity that makes crime prevention fun as well as beneficial.

### CLASSROOM ACTIVITIES

1. Invite your local police department to sponsor a school Crime Prevention Fair.
  - Each class would be responsible for designing and building a display booth representing one aspect of crime prevention. Eg.
    - Op. I.D. Engraving Booth
    - Lock Display Booth
    - Window and Door Security Display Booth (shop class may want to make miniature doors and windows for this display)
  - Parents and the public would be invited to the fair.
  - Students would be expected to man booths and discuss their display with knowledge and authority.
  - Brochures on all topics are available from local crime prevention officers or from the Office of Crime Prevention for distribution to the public.
  - The fair could be coordinated with an annual spring festival or could be expanded to include games and refreshments if a spring festival is not already part of the existing school program. (Local restaurants and stores will often donate prizes for events or trophies for a booth contest.)
  - Be sure to notify the media of this event.

This project has unlimited possibilities. Let the students come up with their own ideas to make this a very special and educational experience for both students and community.

2. If a school does not want to handle a large-scale project such as the school fair, classrooms could have a small-scale fair with each student making up individual displays.
3. Have the school newspaper publish a **SPECIAL EDITION** on crime prevention made up of articles, cartoons, editorials, prepared by students from each class on different aspects of crime prevention. Copies of the paper could be reproduced for distribution by students to members of the community.





# SUPPLEMENTARY MATERIALS

The following written materials are available in reasonable quantity FREE OF CHARGE. You may order them from your local police department or directly from the Office of Crime Prevention, State Office Building Annex, First Floor, Frankfort, Kentucky 40601.

The 16 mm films and slide shows are available on loan. To borrow a film or slide show, please call the Office of Crime Prevention, toll free at 1-800-372-2994, at least 3 working days in advance of your showing schedule. Films and slides will be sent and picked up by UPS at no cost to you.

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## CRIME AND PREVENTION

**Prevention in Action** — A progress report on the Kentucky Crime Check Program. A good teacher's resource. It gives a brief introduction to crime prevention, a pictorial overview of crime prevention projects throughout the state and statistical analysis of the impact Kentucky Crime Check has had on burglary since the program was initiated in 1975. Available in limited quantities only.

### 16 mm films:

#### BEFORE IT'S TOO LATE — 28 min.

Aimed at encouraging law enforcement and private citizens to orient their thinking toward crime prevention rather than criminal investigation after the fact.

#### INTRODUCTION TO CRIME PREVENTION — 23 min.

Illustrates why crime prevention is necessary, how crime prevention techniques can reduce or remove crime, and describes criminal opportunities and methods particularly relating to burglary.

## SELF PROTECTION

**Preventive Measures Against Rape** (brochure) — Personal security techniques and tips for the prevention of rape and other crimes against persons.

### 16 mm films:

#### CRIME ON THE STREET — 18 min.

On all types of crime found on the street and how to avoid them. Illustrates pick-pockets, purse snatchers, rapes, robberies, etc.

#### BETTER SAFE THAN SORRY — 14 min.

Depicts potentially dangerous situations young people may encounter with stop-action after each situation for class discussion.

#### BABYSITTERS GUIDE — 10 min.

Demonstrates safety precautions babysitters should take.

#### RAPE ALERT — 17 min.

Simple, self-defense tactics if confronted with several different situations, and what to do if actually raped.

## PROTECTING YOUR PROPERTY

**Operation Identification** (brochure) — A concise explanation of Op. I. D., why join, what to mark, and what number to use.

**Crime Prevention for Rural Communities** (brochure) — A description of Op. I. D. and how it can deter theft of farm equipment, grain, etc.

## Supplementary Material Continued

**Operation Identification Kits** — A boxed kit for groups to make Operation I. D. a community project.

**Operation Identification Slide Show** — Audio tape and color slide presentation on Operation Identification. Approx. 15 min.

**Electric Engravers and Pencil Engravers** — For marking property with Operation I. D. number.

**Operation Identification Warning Stickers**

## PROTECTING YOUR HOME

**Your Security Starts at Home** (brochure) — A detailed explanation of basic security weaknesses in the home and how to correct them.

**Home Security Kits** — Envelopes with basic home security materials.

**Home Security Slide Show** — Audio tape and color slide presentation which teaches basic crime prevention techniques for home residents. Approx. 15 min.

### 16 mm films:

#### INVITATIONS TO BURGLARY — 20 min.

Raymond Burr narrates this film which illustrates how people create the opportunities for burglaries to occur, and what security devices and procedures can be used to prevent such crimes.

## PREVENTING CRIME IN YOUR NEIGHBORHOOD

**Neighborhood Watch** (brochure) — A brief explanation of the Neighborhood Watch concept and how it can help prevent crime in the community.

**Neighborhood Watch Kits** — A boxed kit for groups to facilitate formation of Neighborhood Watch groups. Kit includes presentation guide, membership cards, colorful visual aids.

**Neighborhood Watch Slide Show** — Audio Tape and color slide presentation describing the Neighborhood Watch program. Approx. 10 min.

## PREVENTING CRIME IN YOUR COMMUNITY VANDALISM

### 16 mm films:

#### THE CLUBHOUSE — 10 min.

Thought provoking film on property damage and vandalism.

## UNDERSTANDING AND PREVENTING CRIMES IN YOUR BUSINESS COMMUNITY

**Shoplifting is a Crime** (brochure) — A discussion directed at young people and their parents about the seriousness of the crime of shoplifting.

### 16 mm films:

#### SO I TOOK IT — 10 min.

Shoplifting film, good for elementary children.

#### SHOPLIFTING IT'S A STEAL — 20 min.

Deals with the young shoplifter. Good for parents.

#### THE RIP OFF — 15 min.

A Walt Disney Production on shoplifting and its consequences.

## REACHING OUT TO OTHERS

**Don't Be An Easy Target** (brochure) — Crime prevention tips for the elderly. Explanation of crimes commonly committed against the elderly.

**Crime Check Coloring Book** — Incorporates explanation of Op. I. D. and home security on kindergarten through third grade level with animated ready-to-color illustrations.

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