

Burglary Free

Years 4-6

Focus area 2

This section contains one of the following Focus areas from the **Burglary-Free** programme, aimed at years 4-6 (ages 8-10):

1. Burglary – the facts
2. **Burglary – a crime against people**
3. Safe homes

Note: An effective programme should include learning experiences from each of the focus areas.

Focus area 2: Burglary – a crime against people

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Focus area 2: Burglary – a crime against people

Explanation

In this focus area students clarify their own feelings about burglary and identify the feelings of others. They learn that burglary is a crime and is hurtful. They discover some of the consequences of burglary.

Key messages

- Taking other people's things is hurtful and unacceptable.
- Burglary has consequences.

Curriculum links

Key competencies: Managing self; Participating and contributing; Relating to others.

Learning areas:

Level 2 and level 3 Health and Physical Education – Strand A: Safety management; Strand C: Interpersonal skills; Strand D: Rights, responsibilities, and laws

Level 2 and level 3 English – Purposes and audience

Level 2 and level 3 Social Sciences – Implementing rules and laws.

Success criteria

Students will:

- be able to describe how burglary affects people
- be able to list some of the consequences of burglary.

Learning experience: Feelings

Learning intentions

Students will:

- be able to describe how burglary affects people
- be able to list some of the consequences of burglary.

Resources

Resource people – School Community Officer or another police officer, victim support person

Copysheet: **Burglary Situations**

Copysheet: **Victim Impact Report**

Copysheet: **Summary of Facts**

Activities

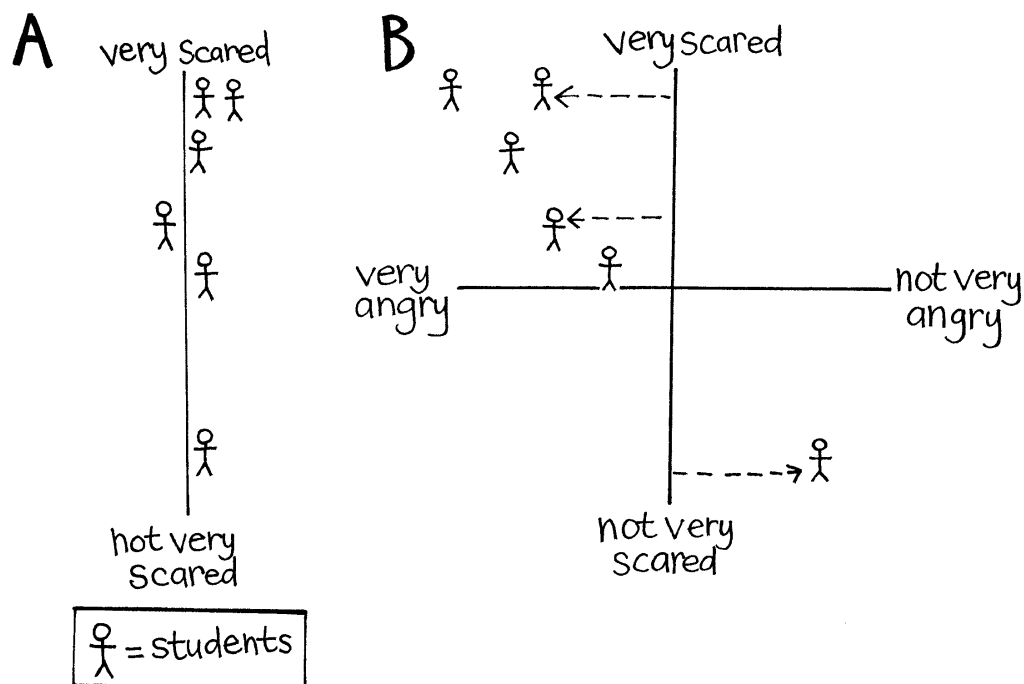
Note: In this learning experience the teacher should be alert for students who may become upset. If there are students in the class whose homes have been burgled, they should be treated sensitively.

Explain to students that you are going to be asking them how they would feel if they were involved in a burglary. Mark out a continuum along the length of the classroom. Explain that one end is **Very Upset** and the other end is **Not Very Upset**.

Read out one of the scenario cards from Copysheet: **Burglary Situations**. Ask students to position themselves along the line according to how they would feel if that happened to them. Ask some students to explain their positions.

Repeat with another card. Ask students to stay in the same place on the line. Now introduce another continuum line crossing the first, one end of which is **Very Angry**, while the other is **Not Very Angry** (see diagram B below). Students now, while still maintaining their relative position on the first line, move to a position on the second line. Each of them now is showing two feelings.

Ask some students to explain why they would feel like that. Repeat this with other scenarios. The feelings on either continuum could be altered to such things as Frightened, Sad, or Concerned.



Introduce Copysheet: **Victim Impact Report** the class. Students use the information to complete a chart similar to the one below.

Person	How they are feeling/behaving
Jacinta	<p>Cries a lot</p> <p>Frightened to sleep in her own bed</p> <p>Doesn't trust people</p> <p>Won't be left alone</p> <p>Is very quiet</p>
Tommy	

Ask: What could happen to make this family feel better?
 Do you think the person who burgled their house knows how they are feeling?
 What do you think should happen to the burglar?

If a person from Victim Support is present, they could talk to the class about their role and how they can help people like the family.

Introduce Copysheet: **Summary of Facts** to the class. The School Community Officer or another police officer could answer any questions the students might have.

Ask: Do you think the maximum penalty for a crime like this is enough? Why, or why not?

Do you think it will stop the burglar from burgling again? Why, or why not?

What do you think should happen to young people who take other people's things?

Copysheet: Burglary Situations

You arrive home to find that your house has been broken into but nothing has been taken.	Someone has broken into one of the sheds on your farm and damaged some machinery.
You arrive home, see the door open and can see someone you don't know inside looking at your things.	Your grandma's house has been burgled and lots of things have been taken.
Your best friend has had her scooter taken in a burglary.	You buy something off someone at school and you later find out it has been stolen.
Your house needs all new locks because a burglar has stolen the keys.	You see a big truck up the drive next door. Some men are loading things into it. You know the people are not moving.
A burglar has been through your house looking in all the drawers and cupboards. The place is a mess.	Your friend tries to sell you something that you know belongs to someone else.
Your precious family photos have been ripped up by a burglar.	Your house has been burgled for the third time.
A precious greenstone pendant that has been in your whānau for many years has been taken.	Burglars have taken some fine mats that came from your family in the Cook Islands.

Copysheet: Victim Impact Report

NEW ZEALAND POLICE

POL 392
02/98

VICTIM IMPACT STATEMENT

Name: June STREETMAN

*[The victim must be informed that:**The information in this statement will be put before the Judge after the accused is found guilty and before sentencing, as one of the matters which will help in deciding on a suitable sentence for the offender. The information given will need to be true and correct. A copy of this statement will be available to other people such as defence counsel, the probation officer and the accused.]*

Statement to take narrative form and to cover following:

Victim Details if appropriate

- e.g.: age, occupation, gender, living arrangements/ marital status, relationship to offender (if any), ethnic origin

Physical Injuries

- include type and extent of injuries, long/short term effects, whether treatment/ absence from work/ hospitalisation reqd. medical/dental reports.

Property damage or loss

- provide full description of property damaged/stolen

Financial Costs

- include costs of treatment, replacement/repair costs, loss of wages/income, incidental costs.

Emotional/Psychological Effects

- include changes in behaviour/ lifestyle/personal reaction. Include details of treatment/ counselling as appropriate. Attach psychological/other relevant reports.

Any other effects of the offence

- on the victim/victim's lifestyle.

Prepared by: Kathy

Designation: Victim Support
Volunteer Worker

Date: 10 MAY 2012

Sources of information:

[Continue on next page if necessary]

My name is June Streetman. I am 35 years old. I live with my 3 children and their names are, Tommy -13yrs, Clifford – 10yrs, and Jacinta – 7yrs. I work as a postie during the day while the children are at school. I do not know who burgled my home.

Even though the burglar stole many things, the most precious thing that was taken was a video of our family christmas with my parents, which was taken a year ago. My children often played that christmas video as it has some wonderful shots of my father on it. My father – the children's grandfather – died 6 months ago, and watching their grandad laughing and playing and joking with us all was helping my children through their loss. Now the video has gone.

I feel very frightened that someone has been in my home and I have had to replace some locks, repair a window that the burglar broke to gain entry, and install sensor lights. I cannot afford insurance, and the cost to do the repairs and put in the lights was \$800. I am now struggling to pay this off at \$10 a week. I can't afford to replace Tommy's play-station, or Clifford's skate board that were given to them for their birthdays, and the children hate not having the video.

Jacinta won't sleep in her own bed and cries a lot. She used to be a very happy, playful person who talked to everyone. Now she is quiet, and doesn't trust anyone. And she gets frightened if left in a room on her own. I've had to take her to the doctor.

I used to go to night-school once a week to do computer studies, while the children stayed with my sister. I gave the course up because I'm frightened that when I get home I'll find my place has been burgled again. I feel like I'm becoming a prisoner in my own home.

Tommy has become an angry young man and gets really mad at even the smallest things. Clifford shuts himself in his room for hours and doesn't want to join in family things anymore.

We all wish this burglary hadn't happened. We hate the way it has changed us all.

This is a true and correct statement. I have nothing further to add.

Signed

Copysheet: Summary of Facts

POLICE v Barry Green
DOB 04/05/81

CHARGE Burglary
Crimes Act 1961 Section 241(a)
Penalty: 10 Years Imprisonment

SUMMARY OF FACTS

Between 9 am and 3:30 pm on Friday 4 May 2012, the defendant GREEN was at 9 Mine Street, the property of June STREETMAN.

While at the address, the defendant used a screwdriver to force a bedroom window. The defendant then entered the house through the window.

Once inside, he rifled through the draws and cupboards of the bedroom, taking an EFG skateboard valued at \$200.

The defendant then went into the lounge and took a Sony DVD player valued at \$200 that contained a DVD valued at \$25 and a Playstation valued at \$300.

The defendant then carried out a search of the rest of the home, before leaving by the same window he entered through.

On Monday 7 May 2012, the defendant GREEN was located and interviewed by Police. He admitted the facts as outlined.

The stolen property has not been recovered.

GREEN is a 31-year-old unemployed male. He has not previously appeared before the Court.

Constable S Smith