

Burglary-Free



A strategy for primary schools
and their communities

Foreword


I am pleased to support ***Burglary-Free***, an educational resource which complements existing community burglary reduction initiatives.

Burglary is a crime that touches the lives of most New Zealanders. Many regard burglary as the most serious crime in their community. Police, together with community partners, have reduced burglary offending in recent years. However, the rate of burglary is still unacceptably high. Current Police initiatives focus primarily on those committing the burglaries, particularly targeting repeat offenders or youth at risk of offending. While this focus on reducing offending will be maintained, Police and communities must also examine opportunities for prevention and burglary reduction.

Burglary-Free is based on a positive relationship between schools and local Police. This relationship can be expanded to form a partnership between schools, Police and communities which offers a wider perspective for preventing or reducing levels of burglary in communities. This community-wide partnership will involve many more of the resources available within each community.

I acknowledge the support, enthusiasm and encouragement from staff and partners in developing ***Burglary-Free***. I particularly recognise the contributions made by teachers, Police Education Officers and the Crime Prevention Unit in developing this material.

I encourage my staff to take this opportunity to work together with schools, parents and children in the spirit of **Safer Communities Together**.

A handwritten signature in black ink, consisting of a large, stylized 'R' with a horizontal line extending from the bottom left.

Rob Robinson

Commissioner of Police

Acknowledgments

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Introduction

Burglary-Free

A strategy for primary schools and their communities

The National Survey of Crime Victims 1996 showed that burglary is one of the most feared, most intrusive crimes in New Zealand. Of people concerned about crime in their community, 76% indicated that burglary was the most common crime concern. When people surveyed were asked about personal fears of victimisation, 58% were concerned about being the victims of burglary. Burglary is not just a crime against property, it is a crime against people.

The Government has acknowledged this fear, and has placed emphasis on reducing levels of burglary offending and victimisation. Police are working on prevention and enforcement strategies to lower the burglary rate and increase the numbers of cases solved. One effective way of reducing burglary through prevention is to increase awareness among communities, and to encourage people to share the responsibility for making their homes, property and communities safer.

Aim

To create burglary-free zones around schools and their communities.

General Objectives

- To raise awareness within the school and its community of burglary and its consequences.
- To enable schools and their communities to use preventative strategies to keep people and their property safe.
- To provide information on what to do when a home has been burgled.

Burglary – a Definition

The crime of burglary is set out in the Crimes Act 1961 (section 241). This section states that:

Everyone is guilty of burglary who:

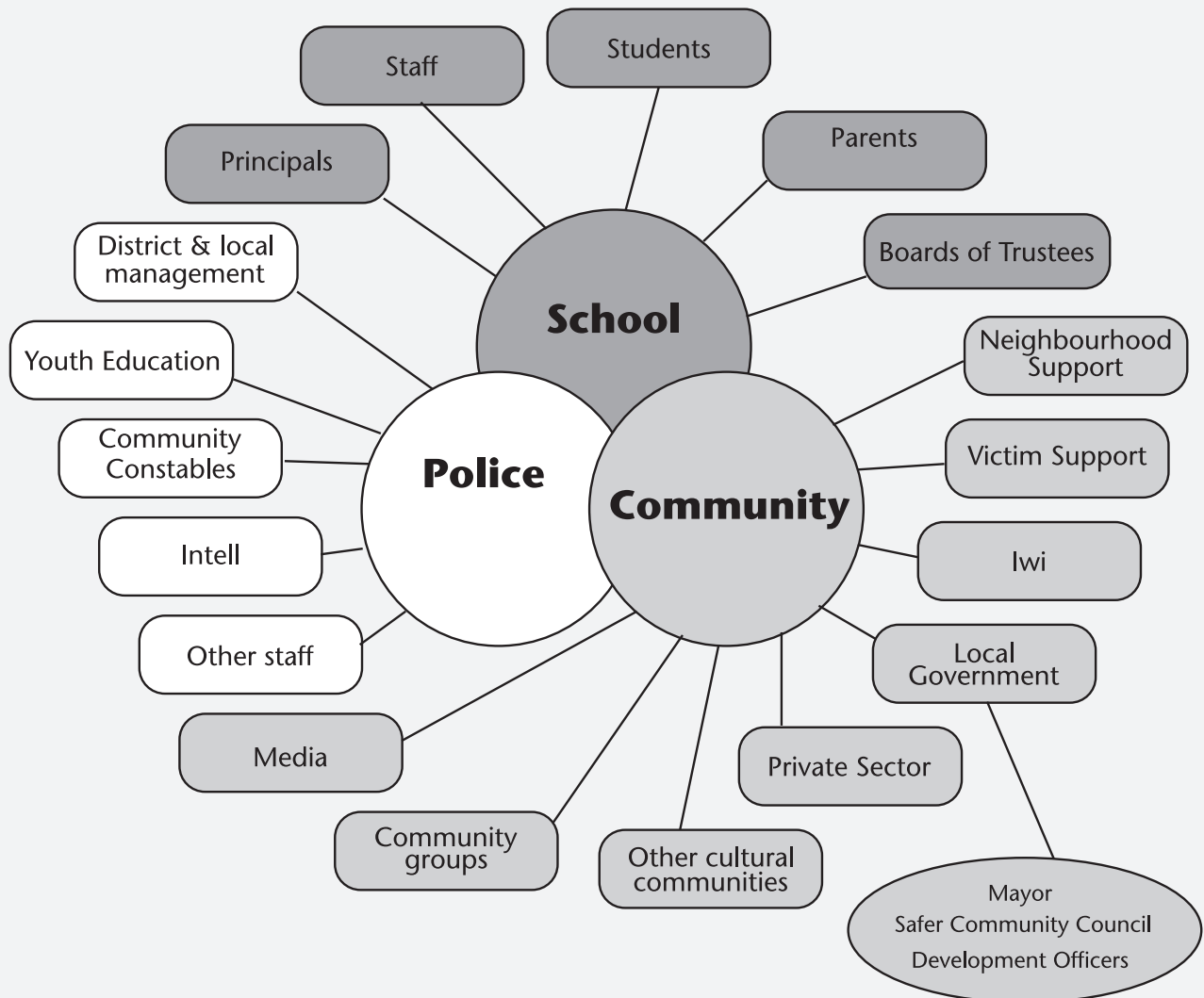
- Breaks and enters a building or ship with intent to commit a crime therein; or
- Breaks out of a building or ship either after committing a crime therein, or after having entered with the intent to commit a crime therein.

Note: This definition may change, as a result of the Crimes Amendment Bill No 6. The principles will remain essentially the same, however, it is likely that a 'break' will no longer be necessary for a burglary. Please check with your local Police.

While this initiative principally focuses upon reducing burglary, there are a number of other closely related crimes that would also be worthwhile to consider. These crimes include receiving stolen property, theft and unlawful entry on to property.

Partnership

Burglary, like many other community problems, cannot be solved by individuals or organisations working alone. A partnership approach is likely to be most effective in reducing the incidence and effects of burglary in communities. This approach involves people sharing their information, resources, skills, ideas and time. For this initiative, three key partners have been identified. These are shown in the diagram below.



The Role of the School

The school is often the focal point for the community. This is a place where people can gather to discuss issues, get information, make decisions and be supported as they take action. It is logical, therefore, that the school take a leading role in focussing community attention on reducing burglary. The role of the school could include:

- Making contact with community partners.
- Working closely with Police.
- Providing information about **Burglary-Free** to parents and community.
- Providing a safe, secure environment at the school. Providing advice and support.
- Helping to keep students supervised, supported and assisted in out-of-school time.
- Supporting children and their families who have been victims of burglary.
- Encouraging parents to take steps to keep their property secure.
- Teaching **Burglary-Free** lessons to students.
- Hosting a parent/community meeting.

The Role of the Community

A number of agencies in the community have an interest in burglary and could work effectively with schools. These could include Safer Community Councils, Neighbourhood Support N.Z. Inc, Victim Support, local councils, the New Zealand Fire Service, Iwi, Church groups, security firms, and a wide collection of other groups found in any particular community. The community role could include:

- Working closely with school and Police.
- Helping to plan and run the parent/community meeting.
- Providing crime prevention and security advice and support.
- Taking part in information panels with students and parents.
- Assisting local people set up Neighbourhood and Rural Support Groups.
- Preparing information for local newspapers and newsletters.
- Supporting victims of burglary.
- Assisting in setting up and running after school and holiday programmes for young people.

The Role of Police

The New Zealand Police can provide schools with ideas and materials, and can make staff, particularly Area Controllers, police education officers and community constables available to assist. The Police role could include:

- Identifying areas of need.
- Assisting the school community to get started.
- Providing advice and support.
- Providing additional copies of the resource.
- Providing background information about burglary in the community (from the Police MAPS system)
- Assisting schools to choose and plan strategies to meet their needs.
- Taking part in classroom lessons.
- Helping set up and run parent/community meetings.
- Providing advice on target hardening strategies.
- Providing links with community partners.
- Writing relevant articles for local newspapers and school newsletters.

Using this Resource

The intention is to provide schools with an information and ideas pack that will allow them to act as a catalyst for helping make their communities burglary-free. It is intended that the strategies included should be realistic and achievable by any school community. The material falls into two sections:

Part A Strategies for the Whole School Community

This includes a range of activities the school can do to help raise community awareness of burglary, and to encourage families and community people to take preventative action.

Part B Activities for the Classroom

Lessons and extension activities are provided for junior, middle and senior primary classes. Some of these will involve students taking anti-burglary messages to families and community. The lessons have all been planned to fit within the New Zealand Curriculum Framework.

Other Helpful Resources

For students

Stealing – A resource package for Standard 3 to Form 4 (Years 5-10), NZ Police 1991

Community Support – a teaching unit for primary and intermediate schools NZ Police 1989

Safely Home - video and pamphlet about getting home safely and being safe at home alone in the town. NZ Police

Rural Safely Home – a video and pamphlet about getting home safely and being safe at home alone in the country. NZ Police

All the above are available from your local police education officer.

Ban the Burglar – a resource package available from Manakau Police 2001

For communities

Reducing the Risk of Burglary - A Victim Support Target Hardening Scheme. Available from local Victim Support Groups

Preventing Burglary and Repeat Victimisation: summary of good practice for local action.
Crime Prevention Unit and New Zealand Police 2000

Available from Safer Community Councils



Part A: Strategies for the School to Implement

A range of ideas has been included here to help schools focus their community's attention on preventing and reducing burglary. Schools will choose strategies that meet their needs, as well as the needs of their community.

Part A

Strategies for the School

School Security

- Adopt a zero-tolerance attitude to burglary and related crimes.
- Model effective security for your parents and students.
- Encourage students to name their property and keep it in safe places.
- Encourage students to respect property belonging to other students.
- Advise the community of guidelines for safe use of the school grounds in out-of-school time.
- Establish good relationships with neighbours who can report problems in out-of-school times.
- Consider setting up parental patrols in the school grounds.
- Set up a Neighbourhood Support Group around the school.



Visitors to the School

- Write a policy or management statement about visitors to the school. We suggest:
 - report to the office
 - sign the Visitor's Book with name, date/time, contact details, reason for visit
 - visitor's label given
 - sign out and return label
- Make children and parents aware of the policy.
- Children should know that visitors wear a tag and should report anyone without one to the office or a teacher.
- Network with neighbouring schools to inform (fax/call) each other of suspicious people or activity in or near the school grounds.
- Official visitors for the day should be listed in the staff room. Ensure staff are introduced to them.

Environment Safety Check

- Have an emergency phone line in each classroom/syndicate.
- Install sensor lighting.
- Install burglar alarms, have security firm checks at night, and display security stickers.
- Enlist the support of local Neighbourhood (or Junior/Kids) Support Groups.
- Appoint a person to check that **all** doors and windows are closed each day.
- Set up a staff in/out board, so that people know who is left at school at the end of the day. The second to last person out should check on personal security with the remaining person.
- Teachers working late should bring their cars as close as possible to the exit.
- Doors should be locked when someone is in the school after hours.
- Keep buildings clear of trees and shrubs.

Keeping School Property Safe

Complete the following checklist to evaluate how safe your school property is.



Safety Measures	✓ if in place	Comments
1 Property Manager appointed.		
2 All staff have listed the equipment/property for which they are responsible.		
3 All equipment/property has been photographed or videoed. A running commentary or notes to describe the property has been included.		
4 Serial numbers are recorded. See page 58		
5 Staff informed of the importance of equipment/property checks and are aware of the system used.		
6 Lists of equipment/property are updated and current.		
7 Valuable equipment is covered when not in use and moved as far from windows as possible.		
8 All equipment is put away at night.		
9 Documents are kept in an orderly fashion in a safe place.		
10 School policy or management plan states the necessity of providing accurate records of property.		
11 Board of Trustees adopts and promotes zero-tolerance of burglary.		
12 Additional funding has been sought to enhance and increase school security.		
13 School property is marked or initialled.		

Keep Students Occupied

Carry out a needs assessment of your students to find out:

- Students who go home to an empty house
- Students who have shown a tendency to take things or who have been in trouble with Police. This information would need to be kept strictly confidential.

All of these students are at risk, whether it is of surprising a burglar when they go home alone, or starting on a life of crime. The school, with help from the community, can put some things in place to ensure that students are supervised/supported/assisted until parents return home.

You may like to consider:

- Helping students find out about clubs or groups set up for students out of school hours.
- Setting up an after school library or care group. Assistance with staffing and funding could come from local church groups or community councils.
- Setting up a homework club.
- Working with local youth workers to set up holiday programmes.
- Offering sports activities after school.
- Having a range of activities available during lunch and break times.



For any of the above, the school would need to consider how students will get safely home after these activities.

Supporting Victims

Most overseas burglary research identifies a phenomenon called 'repeat victimisation'. Although a feature of many crimes as well as burglary, repeat victimisation (RV) refers to the same person, place or property being subjected to a subsequent crime within a certain timeframe (e.g. within the last 12 months). RV is most common in areas with a higher crime rate. In Britain, studies have found that, once a house has been burgled, its chance of revictimisation is four times the rate of houses not burgled before. And where there is a 'repeat burglary', over half occur within seven days of the previous burglary.

The school has an opportunity to support children whose homes have been burgled. To assist this process, schools should consider how they could obtain information from parents, and how they could provide support for children during school hours, if needed.

There are many reasons why people might not report burglaries to local police. They might not have insurance, the value of stolen property might be small, and in some cases the 'burglar' might not have gained entry into the home. Schools should encourage people to report all crimes and suspicious behaviour, as this enables police to establish patterns of burglary and other criminal activity within the community.

Ways of supporting victims of burglary at school could include:

- Making them known to the school social worker. If the school does not have a social worker they may consider appointing one.
- Ensuring the family is aware of Victim Support. They operate 24 hours a day and can be contacted through the police station.
- Providing an older child or buddy to support the child at school.
- Being aware that the child can be traumatised, and dealing with this sensitively.
- Encouraging families to advise the school of any burglary attempts.
- A child may disclose knowledge of a burglary while at school. This should be dealt with in line with school policy.
- Making families aware of the Victim Support package **Reducing the Risk of Burglary**. It is available from local Victim Support Groups.

Strategies for Families and Community

Newsletters

- Invite local police to write an article for the newsletter to increase awareness of burglary occurrences.
- Regularly include burglary prevention tips. Choose ones that are suitable for your community. Some suggestions are provided below, grouped under headings:

Locks, Bolts and Security Devices

- Lock your car and your garage.
- Keep the doors locked, even when you are at home.
- Keep your spare key in a safe place. Burglars know all the usual places.
- Generally, the more expensive the lock the more effective it will be.
- Consider installing burglar alarms.
- Sensor lights act as a deterrent.

Reporting Crime

- Report any suspicious activity you see to the Police. Use 111 if it is an emergency. Otherwise call the Police Station on their local line.
- Always report a break-in.
- If your house gets burgled leave things as they are until the Police have been.
- If there is an intruder in your house go elsewhere and ring the Police. Do not enter the house.

Recording Details of Valuables

- Record serial numbers of your possessions and keep the record in a safe place.
- Keep valuables in a safe place, such as a safe or at the bank.

Other Crime Prevention Tips

- Make your house look lived in while you are away.
- Most burglars are opportunists. Don't leave your keys, wallet, purse or credit cards in obvious places or near windows.
- Work out an emergency exit plan with your family.
- The Fire Service can give you help on emergency exit plans and installing smoke alarms.
- Keep tools and ladders locked away when not in use.
- Keep your house visible from the road.
- Keep trees and shrubs near windows trimmed back.
- Check your insurance policy is up to date.

Receiving Stolen Property

- Receiving stolen goods is a crime.
- People who receive, or buy stolen goods can be arrested.



- A person commits the offence of receiving when they take possession of any property that they know has been stolen or dishonestly obtained.
- Some indications that goods may be stolen include:
 - serial numbers or distinguishing marks have been removed or defaced
 - goods are being sold at well below market prices.
 - goods are being sold in unusual places, such as hotels or flea markets
 - the seller doesn't give their name and/or won't give a receipt
 - the seller can't, or won't give any information about when or where they bought the property, or how much they paid.



A Parent/Community Meeting

While it is sometimes hard to get large numbers of people to a community meeting, it is an effective way of sharing information with a large group of people. The burglary topic should in itself be a draw card, and other 'enticements' could be added to the programme. Follow these steps for a successful meeting.

Form a Committee

The meeting should not be the sole responsibility of the school. The organising committee should be a small group made up of people such as the police education officer, community constable or other police officer, a school representative, a member of the Board of Trustees, a representative from the Safer Community Council and a representative of the local neighbourhood support organisation.

The Committee makes Decisions

Consider:

- Date – it could be before, during or after the students have started their part of the programme
- Time – what suits the community?
- Length - develop a programme that suits the local situation
- Venue
- Child care assistance
- Invitations – who will be invited and how will this be done?
- Publicity – this should be before and after the event, to ensure as many community people as possible receive the important messages
- Special guests and speakers - could include other police staff, such as the Area Controller, Detectives, Victim Support, Neighbourhood or Rural Support, security firms, locksmiths, local government representatives
- Role of students – demonstrating work done as part of **Burglary-Free**, such as role plays, art work, brochures or posters
- Support – local firms and businesses may wish to support this initiative, for example insurance companies providing free marking pens and security firms offering special deals on security equipment.
- Programme – plan a programme that is entertaining, informative, provides for interaction and questioning, and is not too long!

Sample Programme

5.00pm	Teacher/student netball game	} optional
5.45pm	Sausage sizzle –display of students' Burglary-Free material	
6.30pm	Welcome by the principal	
6.45pm	Presentation of local burglary statistics by police staff	
7.15pm	Group discussion and formulation of questions on burglary for panel	
7.45pm	Students role play from Burglary-Free	
8.00pm	Police education officer discusses the classroom component of Burglary-Free	
8.30pm	Panel of invited guests (Police, Council, Victim Support and Security); audience questions answered	
9.15pm	Cup of tea and personal questioning time	



Note: Victim Support and Neighbourhood Support are an important participants, particularly in areas where there has been a lot of repeat victimisation and people may be fearful of repeat burglaries.



Part B: The Classroom Programme

Part B



Using the Material

Lessons have been provided for junior, middle and senior primary classes. In each case, three key lessons, of approximately an hour to an hour and a half, have been included. Ideas for extension and reinforcement have also been provided. The teacher should choose lessons and activities that meet the needs of the class and fit within the time available. Some teachers may only have time for two lessons. Others may choose to extend **Burglary-Free** into a three week unit.

It would be ideal if students throughout the school were working on **Burglary-Free** at the same time. This will help to build zero-tolerance of burglary. It will also mean that consistent messages are going out to families and community at the same time. Other activities, such as the community meeting, could be scheduled within this period.

Intermediate schools have more flexibility. They may choose to pick some activities from the middle primary section, if they feel that students have not had sufficient background.

The Role of the Police Officer

Your local police officer, either a police education officer or another such as a community constable, will be available to assist with the classroom programme. Their role could include:

- Providing additional copies of the resource.
- Helping to plan a needs-based programme for your class.
- Working in partnerships with you during teaching.
- Offering advice and support.
- Helping to make contact with other Police staff and community people who may assist.
- Providing statistics.
- Answering students' questions in a credible way.
- Assisting with evaluation.
- Providing a link between classes and schools.
- Providing other Youth Education Service resources and programmes to complement **Burglary-Free**.

Involving Families and Community

It is important that parents and caregivers understand that their children are doing **Burglary-Free** at school. They are then in a position to reinforce messages, such as respecting other people's property, and to discuss things that have been talked about in class. Also, children are an effective way of getting messages about being burglary-free home to their families. This is done through 'homefun' activities which parents and children carry out together, and through posters and brochures that children design and make. A sample letter for Families is provided on the next page.

Kia Ora! Talofa!
Kia Orana! Hello!



Dear Family

Our school has just started work on a programme called **Burglary-Free**. We are doing this because we want to help our community become a burglary-free zone. We will all need to work together to make this happen. Your children will be having **Burglary-Free** lessons, but as well we will be providing information for you through a meeting and newsletters. We are working with our local Police and Safer Community Council to make this as effective as possible.

We would ask you to talk to your children about what they have been doing at school. They will bring home information and some activities for you to do together. These will help you to keep your home and property safer.

If you have any questions about **Burglary-Free** please contact me.

Thank you for your support.

(Principal)

Junior Primary Years 0-3

Overview

Lesson	Learning Outcomes	Resources
Lesson 1 <i>Mine!</i>	Students will: <ol style="list-style-type: none"> 1 be able to explain that taking other people's things is hurtful. 2 be able to say why possessions should be named. 3 be able to describe some of their own property. 	Story – Zoo Talk page 28 Copysheet 1 Scenario Cards page 30 Copysheet 2 Letter to Parents page 31
Lesson 2 <i>Looking after My Stuff</i>	Students will: <ol style="list-style-type: none"> 1 be able to explain that putting things away in the right place helps keep them safe. 2 know where classroom and personal things are kept. 3 be able to put classroom things away in the right place. 4 will ask to borrow something and will return it with thanks. 	Copysheet 3 The Right Place page 32 Copysheet 4 Classroom page 33 Copysheet 5 Put Me Away page 34
Lesson 3 <i>Getting Help</i>	Students will: <ol style="list-style-type: none"> 1 know who to go to for help when they feel scared. 2 be able to recognise a police officer. 3 be able to use the 111 system. 	Community constable or police education officer Copysheet 6 Police Officers page 35 Copysheet 7 Homefun Page 36 Copysheet 8 Evaluation Page 37





Lesson 1: *Mine!*

Explanation

The focus in this lesson is to make children aware that they should not touch, use or take other people's possessions. They learn that this can be a hurtful thing to do. In order to keep possessions safe, they learn that it is important to have them named and to be able to describe them. It is acknowledged that most children in this age group will be too young to label their own property, and so the help of parents and caregivers is enlisted. Teachers should also be sensitive about labelling children's things themselves – the parents may not like this, or in some cases, the property may belong to another family member.



Key Messages

These will become part of students' thinking as they work through the lesson.

- **Finders Isn't Keepers.**
- **I only touch my own things.**
- **I can recognise my own things.**

Specific Learning Outcomes

By the end of this lesson students will:

- 1 be able to explain that taking other people's things is hurtful.**
- 2 be able to say why possessions should be named.**
- 3 be able to describe some of their own property.**

Resources

Story **Zoo Talk** page 28

Copysheet 1 **Scenario Cards** page 30

Copysheet 2 **Letter to Parents and Caregivers** page 31

Links with the New Zealand Curriculum Framework

Essential Learning Areas

The Arts

Drama: PK1.1, 2.1

Health and Physical Education

Strand C 1.1, 1.2, 1.3, 2.1, 2.3

Strand D 1.1, 2.1, 2.3

English

- Visual Language - Presenting - Level 1 and 2
- Oral Language - Listening to texts - Level 1 and 2
- Interpersonal Listening - Level 1 and 2
- Processing Information - Level 1 and 2

Essential Skills

See the Appendix on page 81

Communication 1, 2

Numeracy 1

Information 1, 2

Problem-solving 1, 2, 3

Self-management and Competitive 7, 9

Social and Co-operative 1, 3, 5



Teaching Activities

1 Feelings

Share the story **Zoo Talk** with the children.

Choose some of the following to do with the class.

- Talk about the story.



- Ask:*
- How was Mareka feeling when he went to school?*
 - Why was he feeling like that?*
 - Why do you think Lilly took the roaring lion?*
 - Do you think this was a good thing to do?*
 - Why do you think this?*
 - How did Mareka feel when he went to get the roaring lion out of his bag?*
 - How did Lilly feel?*
 - What did the teacher do?*
 - How did Mareka feel at the end?*
 - How did Lilly feel?*

You may like to write some of these feelings on the board.

- Do a PMI (Plus, Minus, Interesting) chart with the class. It might look something like the one below.

P + ☺	M - ☹	I !?/!
- Mareka got the roaring lion back	- Lilly took the roaring lion	- The lion roared!
-		



- Either:** the teacher or police officer tells children about a time when they had something taken and how they felt about it.
Or: ask if anyone in the class has had something taken and how they felt about it.
- Read some of the scenario cards from Copsheet 1 to the children, or make up scenarios to suit the class. Suggested questions are provided, but you may like to make up questions of your own. Children could role play the **solutions** to some of the scenarios.
- Use de Bono's Six Thinking Hats for some of the scenarios on Copsheet 1. Introduce and count the hats.

Choose a scenario and read it out to the class. Use a hat to brainstorm ideas.

The Six Thinking Hats

Red Hat = Feelings *How do you think ————might be feeling? Why?*

Blue Hat = Thinking About *What do you think about this story?*

Green Hat = New Ideas *What do you think might happen next?*

Black Hat = Bad Things *What sad thing could happen?*

Yellow Hat = Good Thing *What is something good that might happen?*

White Hat = Facts – What happened? *Tell me what has happened.*

2 Naming Possessions

- Show children examples of clothing and possessions that have been named.

*Ask: Why should we have names on our things?
What things should we name?
What might happen if we don't name our things?*

- Show the children some items from the lost property box.

*Ask: Why do you think these things are here?
Why can't the teachers give them back?*



- Send a letter like the one on Copsheet 2 home to parents and caregivers, encouraging them to name children's possessions. This could be followed up with checks on names and suitable rewards for those with everything named. A reminder notice may need to be sent out, or a permission slip to allow the teacher to label items.

3 Describing Possessions

- Either the teacher or the police education officer holds up a possession and describes it to the class.

Ask: Why should we be able to describe our things?

- The children describe what the teacher is wearing. Write the description on the board. The teacher leaves the room for a short time and changes something about their appearance, for example takes off their glasses. When the teacher returns, the children have to identify the missing item.
- Put children into pairs. One child describes one of their possessions to the other child, who draws it. Compare the actual item to the drawing. Repeat with the other partner.

This activity could be repeated at intervals until children can readily describe their possessions.



Lesson 2: *Looking after My Stuff*

Explanation

In this lesson, children learn the importance of putting their things, and the classroom things, away. They identify the proper places for things, and then practise putting things away in the proper place. They explore the reasons why people borrow things, and know that it is important to give things back. They practise saying 'please' and 'thank you'.



Key Messages

These will become part of students' thinking as they work through the lesson.

- **I can put things away in the right place.**
- **I can ask to use something.**
- **I must give back things that I borrow.**

Specific Learning Outcomes

By the end of this lesson students will:

- 1 **be able to explain that putting things away in the right place helps keep them safe.**
- 2 **know where classroom and personal things are kept.**
- 3 **be able to put classroom things away in the right place.**
- 4 **ask to borrow something and will return it with thanks.**

Resources

Copysheet 3 **The Right Place** page 32

Copysheet 4 **Classroom** page 33

Copysheet 5 **Put Me Away** page 34

Links with the New Zealand Curriculum Framework

Essential Learning Areas

Health and Physical Education

Strand C 1.1, 1.2, 1.3, 2.1

Strand D 1.1, 1.3, 2.3

English

Oral Language - Interpersonal Listening Level 1 and 2

- Speaking Functions Level 1 and 2

Visual Language - Viewing Level 1 and 2

Essential Skills

Communication 1, 2

Information 1, 2

Problem-solving 1, 2, 3, 5

Self-management and Competitive 1, 7, 9

Social and Co-operative 1, 3, 6, 8

Work and Study 1



Teaching Activities

1 Putting Things Away

- The teacher or police officer gives an example of a time when they didn't put something away in the right place. Because of this they couldn't find it and didn't know if it had been taken. This made them cross and sad.

Ask students to talk about times when they didn't put things away properly.

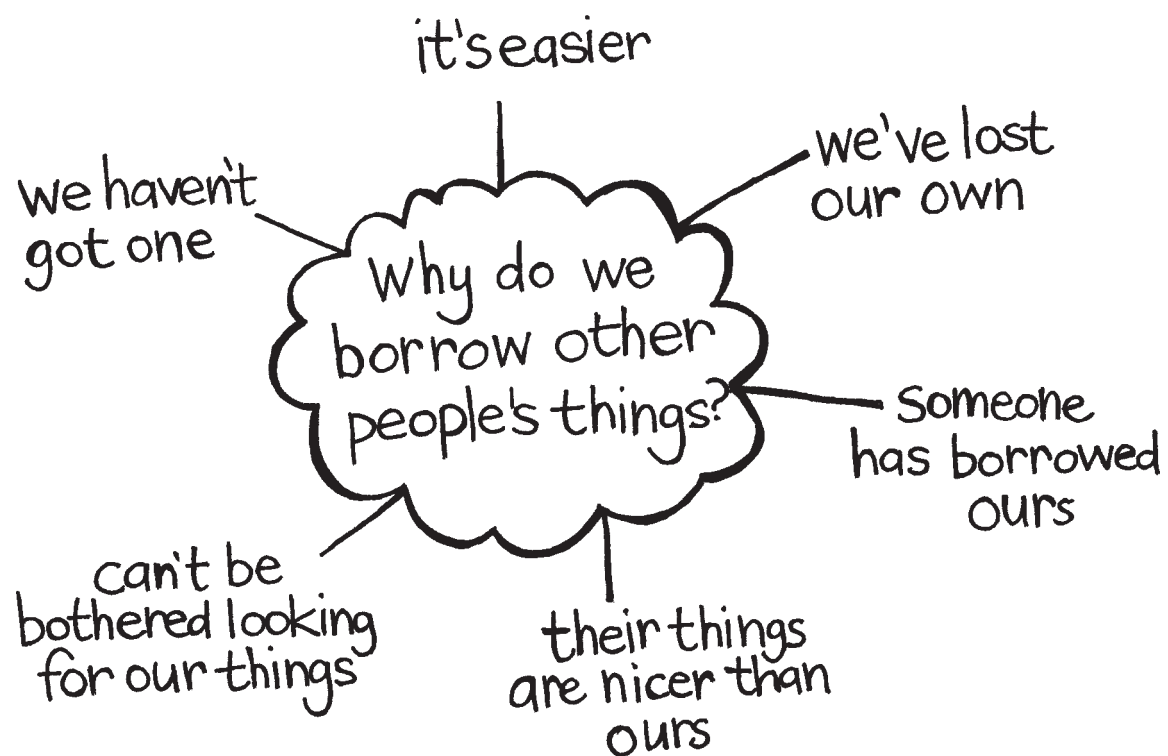
Ask: Why should we put our things away?

- Play the matching game. Children could work in pairs or small groups. Give each pair Copsheet 3 **The Right Place**, cut up into separate cards. The things to be matched up are marked A. Each one should be matched up with the place where it is kept, marked B. The cards could also be used to play Memory.
- Children can work in pairs or small groups. Give each group Copsheet 4 **The Classroom** (you may like to enlarge to A3), or provide a drawing of your own classroom. Go over the plan with the children, to help them identify places such as the paint corner and the place where scissors are kept. Give each group Copsheet 5 **Put Me Away**, cut up into individual items. The group puts each item on the map in the place where it would be put away.
- Practise putting classroom things away. This could be done at regular intervals until all children know where things go and readily put them away. Remind them of safety rules such as holding scissors carefully, and not running where there may be water on the floor.

2 Practising Pleases and Thank Yous

- Put up the words **borrowing, lending and giving**. Explain, using examples, the difference between these.
- Brainstorm or **Think, Pair, Share** about why we ask to use things belonging to other people. Build answers up into a chart like the one below.

Talk about how it is okay sometimes to borrow other people's things if we ask them. However, we should all make sure we have all the things we need for school – our own books, our own pencils and so on.



- Ask children to get into pairs. Each child practises asking the other for things, using 'please' and 'thank you.' To extend this try 'please' and 'thank you' in different languages, such as Maori, Samoan, Somali, Hindi, Cook Island Maori, or any other language that is appropriate for the class.

Ask: What must we remember to do when we have borrowed something? (take care of it and give it back)

Now each pair practises giving something back and saying thank you.



Lesson 3: *Getting Help*

Explanation

In this lesson students talk about times when they feel scared and when they need to get help. They identify people who can help them at home, at school and in the community. They are introduced to a police officer who comes to their school often. They learn how to recognise a police officer and how to use the 111 system. While the concept of having someone break into your house is introduced here, it is very important that children are not made fearful.

Key Messages

These will become part of students' thinking as they work through the lesson.

- **I know who to talk to when I am scared.**
- **I can ask a police officer for help.**



Specific Learning Outcomes.

By the end of the lesson students will:

- 1 know who to go to for help when they feel scared.**
- 2 be able to recognise a police officer.**
- 3 be able to use the 111 system.**

Resources

The police education officer, or community constable should be present for this session.

Copysheet 6 **Police Officers** page 35

Copysheet 7 **Homefun** page 36

Copysheet 8 **Evaluation** page 37

Links with the New Zealand Curriculum Framework Essential Learning Areas

The Arts

-Drawing

Health and Physical Education

Strand C 1.1, 1.3, 2.2, 2.3

Strand D 1.2, 2.2

English

- Oral Language - Interpersonal Listening Level 1 and 2
 - Interpersonal Speaking Level 1 and 2

Social Studies

Social Organisation 1.2

Essential Skills

Communication 1, 2

Information 1, 2

Problem-solving 1, 2, 3, 4

Self-management and Competitive 4, 9

Social and Co-operative 1, 2, 8



Teaching Activities

1 Feeling Scared

- Talk about how we all feel scared sometimes. The teacher and police officer give examples of times when they were scared. Ask children to share times when they feel scared. There should be no compulsion about this – allow them the opportunity to pass. Record ideas on the board.
- Talk about people who can help us when we are scared.

*Ask: Who can you talk to at home when you are scared?
Who can you talk to at school when you are scared?*

Make a chart of people who can help (mum, dad, whanau, grandparents, teacher, the principal, the police officer, the person in the office...)

- Talk about how there are people in the community who can also help us. Help children to think of some of these by asking leading questions such as those below.

*Ask: Who could help us if our house was on fire?
Who could help us if we were sick?
Who could help us if somebody broke into our house?*

- Introduce the police officer to the class. Ask them to describe what the officer is wearing.

Ask: How could it help us if we know what a police officer looks like?

The police officer talks to the children about what to do if they need help, how to make a 111 call and the importance of knowing their name and address.

Invite children to colour in the pictures of the police officers on Copsheet 6 **Police Officers**. Encourage them to use the correct colours. Help them to complete the sentence at the bottom.

- Send home Copsheet 7 **Homefun** for children to complete with their family. Also invite children to take home completed Copsheet 6 to share.



Extension Activities

- Arrange for some of the other community people who help us to come to class and talk about what they do.
- Bring play telephones to class to give children the experience of making 111 calls for emergencies.
- Give children practise in knowing and writing their names, addresses and telephone numbers. (See also **Knowing What to Do**, from **Keeping Ourselves Safe Years 0-3** and **Stepping Out** from the **Road Safe Series Years 0-3**. Both are available from the police education officer.)

Evaluation

- Observe children regularly to find out :
 - do they put things away in the right place
 - do they ask and say please when they borrow things
 - do they return things and say thank you
 - do they usually have their own possessions
- Ask students to complete Copsheet 8 **Evaluation** by colouring in the face that best describes how they would feel in each situation.



Zoo Talk

by Diana Noonan

It was the week after Easter. Mareka couldn't wait to get to school. This morning it was his turn to give his holiday news.

"Have you got everything you need for your talk?" asked Mum, after breakfast.

Mareka checked in his backpack.

"I've got my map of the zoo," he said, "and my zoo sticker. It's got giraffes on it."

"It's a cool sticker," said Mum.

"And I've got my zoo pencil with the seals on it."

"How about the special surprise that you're going to show everyone at the end of your talk?" asked Mum. She smiled a secret smile, and Mareka giggled.

"It's at the bottom of my bag," he grinned, "so that no one will see it 'till news time!"

When Mareka got to school, he unzipped his bag and unloaded everything into his tote-tray – everything except for the special surprise. Then, just as he was hanging his bag on its hook, he felt excited all over again. He looked around. There was no one else in the room. Very quickly, he reached into the bottom of his bag. His hand touched something soft and furry. He gave it a little squeeze and, suddenly, from inside his backpack, a lion roared!

Mareka was grinning so hard, he didn't see Lilly open the classroom door. He didn't see her close it again, either, but when Mareka went outside to play, Lilly came back into the classroom.

Lilly knew what was in the bottom of Mareka's bag. It was toy lion that could really roar. She'd squeezed one in the toyshop in the holidays. Dad had said that she could have a lion when it was her birthday – but her birthday was four whole weeks away. What if the toyshop didn't have any lions left by then?

Lilly looked around the empty classroom. Her face was hot and her tummy felt full of butterflies. Then, very quietly, she ran over to Mareka's bag.

"Everyone on the mat, please!" said Ms Jones, after the bell had gone. She looked at the children.

"Mareka, it's your turn to give your holiday news. What have you got to tell us?"

Mareka put his tote-tray on the desk beside Ms Jones. He put his backpack on the floor behind her chair. He took a big, deep breath. "Kia ora, everyone," he said. "In the holidays my Nanna Henarata took me to the zoo." He held up the map and pointed to all the different animals he'd seen. He took the seal pencil and the giraffe sticker out of the tote-tray and let the children pass them around.

"Giraffes eat hay," he told everyone. "And one giraffe had a baby."

"Ka pai, Mareka," said Ms Jones. "This is an awesome talk."

Mareka bent down to unzip his bag.

"What have you got in there?" asked Ms Jones.

Now all the children were looking at him. Mareka was so excited that he thought he might be going to burst. "A surprise," he said. He reached into the bag. "It's a big roaring ..."



Mareka stopped. He couldn't feel anything soft and furry. The bag was empty!

"**What's** he going to show us?" asked someone on the mat.

"My lion's gone!" said Mareka. His voice was all wobbly. "Someone's taken my lion that roars!"

Mareka started to cry – he couldn't help it – and everyone began talking at once.

"Lilly's got a lion that roars," said someone over the top of all the voices. Suddenly, everyone went quiet.

"No, I haven't," said Lilly, but her face was bright red. "Well, I have, but it's mine. My Dad got it for me in the holidays."

Ms Jones looked worried. "I want you all to go to your desks and start today's printing," she said firmly. "Lilly, and Mareka, I want you to come over to the reading corner with me."

Ms Jones spent a long time talking to Lilly and Mareka. When she finished, she asked everyone to leave their printing and to sit on the mat again.

"You all know not to take something that belongs to someone else without asking them first," said Ms Jones. "We've talked about that before. But who knows what to do if you bring something very special to school?"

Mareka put up his hand. "You should give it to the teacher to look after," he said.

"That's a very good answer," said Ms Jones. "That way it can be kept safe until you need it. How else can we look after the things that belong to us?"

"You can put your name on your things," said Caleb.

"That's a very good idea," said Ms Jones. "Some of you are good at putting your names on your books and bags and pencils, but a lot of you forget to do that." Ms Jones held up some name stickers.

"Remember these?" she asked. "The people at the milk factory gave them to us on our class visit. This morning we're going to have a naming time," she said. "I want everyone to take as many stickers as they need to name all their things."

Everyone went to their desks with some stickers but Lilly went to the reading corner. She took some scissors and cardboard and tape with her. When she came back she was carrying a fluffy gold lion. It had a collar round its neck and on the collar was written "Mareka." She showed it to Ms Jones.

"Thank you, Lilly," said Ms Jones. "That's a very good name tag for a lion."

When no one was looking, Lilly gave the lion to Mareka. "Sorry," she said.

Mareka didn't know what to say. For a minute he just looked at the floor. Then he looked at Lilly. She seemed really sad.

"Do you want to make him roar?" he asked.

Lilly nodded. She reached out and squeezed the lion's tummy.

"What was that!" said Ms Jones.

Mareka and Lilly started giggling.

"Can I have a turn?" asked everyone at once.

"One at a time, one at a time!" laughed Ms Jones.

"We don't want room six turning into a zoo!"



Scenario Cards

<p>1 Elia's lunch has been taken from his bag. He had his favourite sandwiches today.</p> <p>How does Elia feel?</p> <p>What should Elia do?</p> <p>Who can help Elia?</p>	<p>2 Maria has lost her pencil with her name on it. Jan has got two pencils on her desk.</p> <p>How does Maria feel?</p> <p>What should Maria do?</p> <p>Who can help Maria?</p>
<p>3 John took off his jersey at lunch time. So did Ane. The jerseys look the same. After lunch they don't know which jersey to put on.</p> <p>Who could help John and Ane?</p> <p>What could they do so that this problem does not happen again?</p>	<p>4 Tyson finds \$1.00 in the playground. He puts it in his pocket. A teacher sees him do this.</p> <p>What should Tyson do with the money?</p> <p>How do you think the child who has lost the money feels?</p>
<p>5 Helen goes to her tote tray and finds her new pokemon ruler is missing. It has her name on it.</p> <p>Who can help Helen?</p> <p>What could the teacher do to help Helen?</p> <p>How can the class help Helen?</p>	<p>6 Rob sees Leesha taking something out of Loni's bag.</p> <p>What should Rob do?</p> <p>Who could help Rob?</p> <p>What should Leesha do?</p>
<p>7 Paul sees Dalla take something from Hina's tote tray.</p> <p>What should Paul do?</p> <p>Who can help Paul?</p> <p>How do you think Hina will feel when she finds something missing?</p>	<p>8 Rana lends Emma a felt pen. After she has used it, Emma puts it in her pencil case. She says it is hers now.</p> <p>Did Rana give the felt pen to Emma?</p> <p>Who can help Rana?</p> <p>What should Emma do?</p>
<p>9 Sarda borrows Carolyn's ruler without asking. Carolyn thinks it is lost.</p> <p>Who can help Carolyn?</p> <p>What should Sarda do next time?</p>	<p>10 Kerry can't find his shoes. There are three pairs, but he doesn't know which pair is his.</p> <p>Who can help Kerry?</p> <p>What can Kerry do so that this doesn't happen again?</p>

Letter to Parents

Kia Ora! Talofa!
Kia Orana! Hello!

Dear Family

At school we are learning to take care of our own things and to return things we find to the right owners.

You can help us do this by naming your child's clothing, schoolbag, lunch box and drink bottle, and anything else they bring to school.

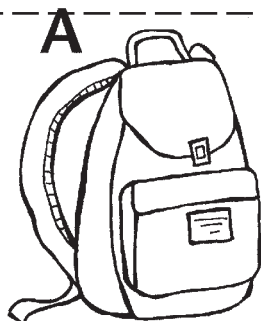
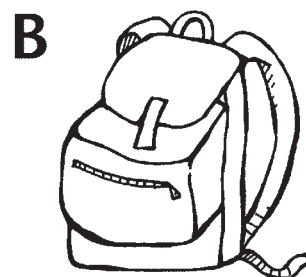
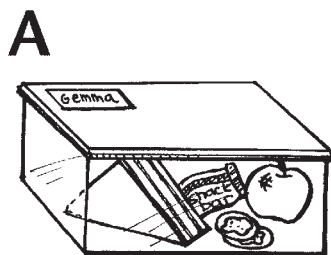
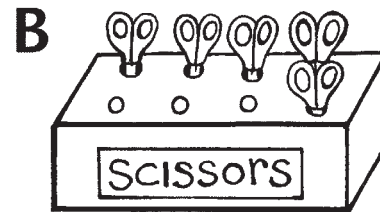
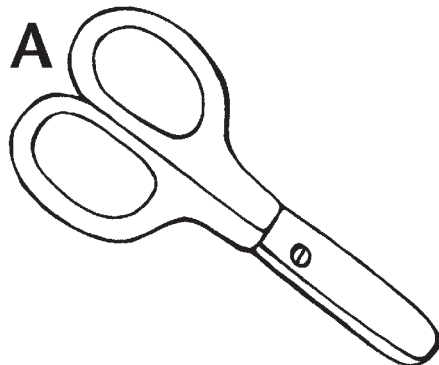
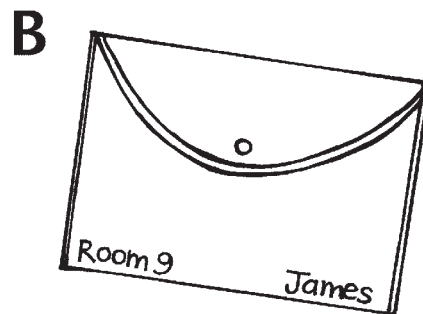
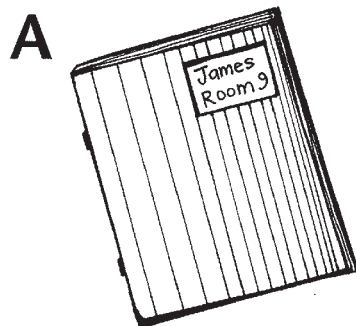
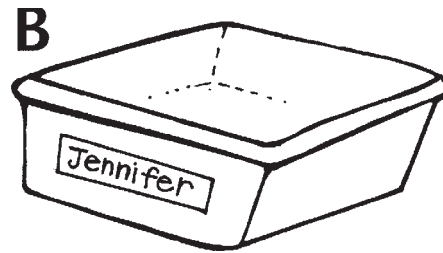
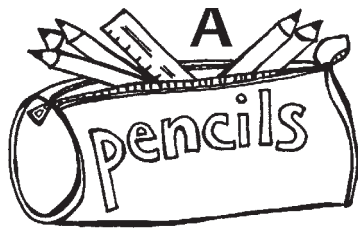
You could use vivid pens, sewn in names or iron-on labels.

In the next few weeks we will be rewarding children who have all their things named.

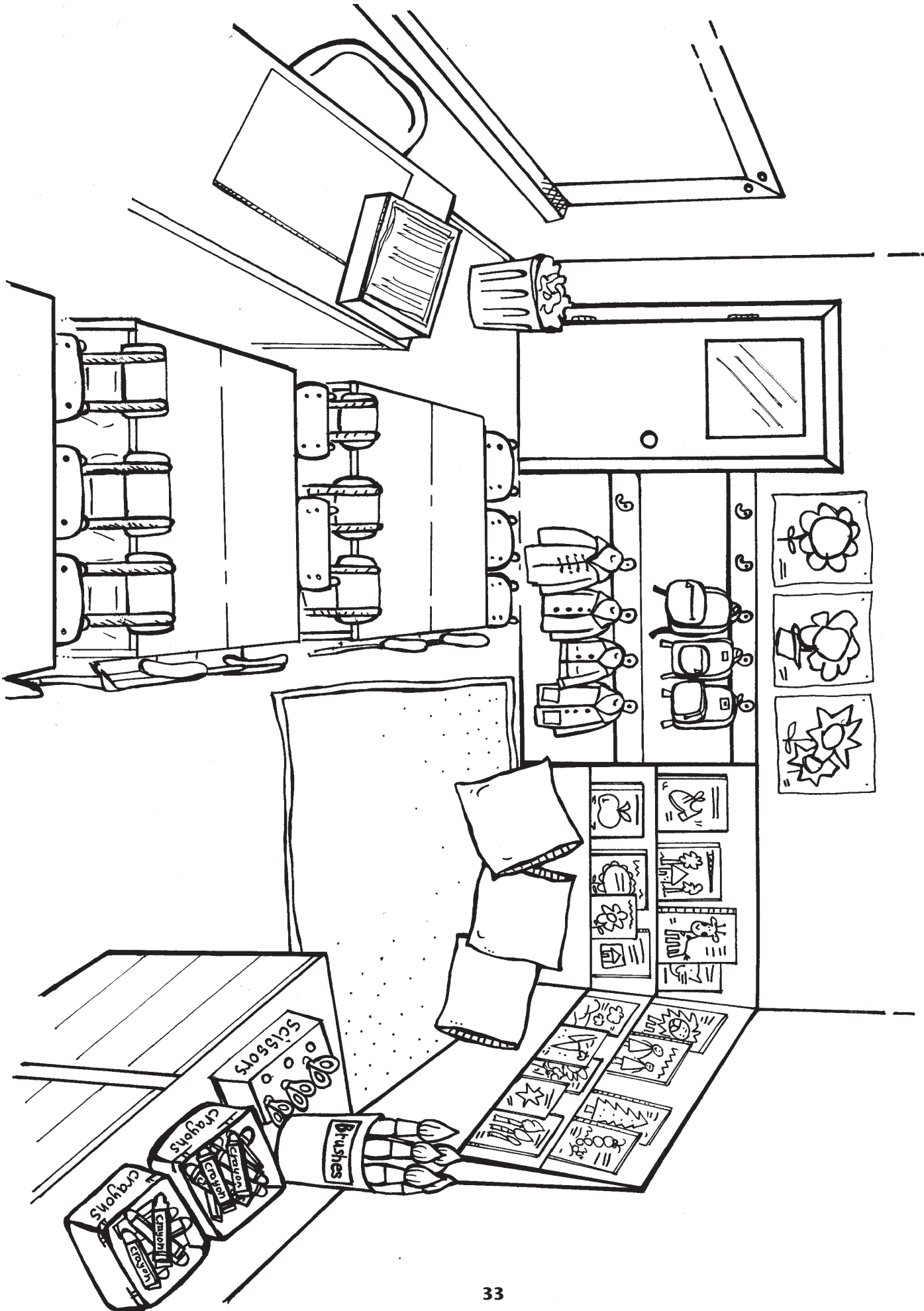
Thank you for your help.

(class teacher)

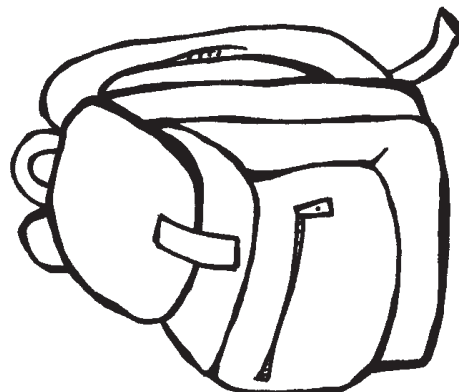
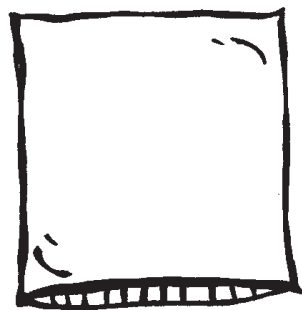
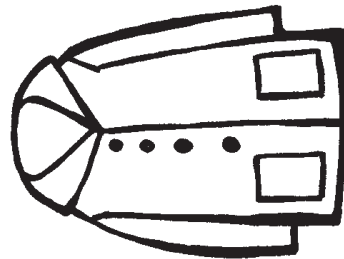
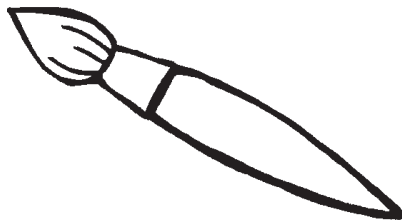
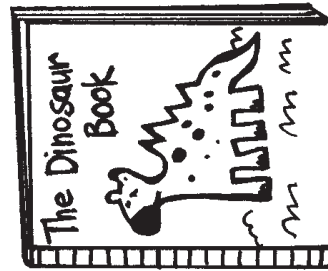
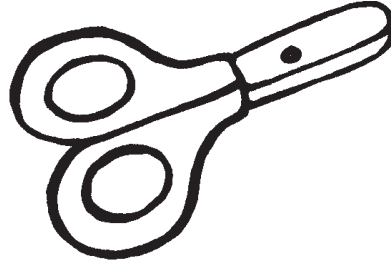
The Right Place



The Classroom



Put Me Away



Police Officers



I can talk to Constable _____ when I am scared.

Homefun

Kia ora! Talofa!
Kia orana! Hello!

Dear Family

Today in class we talked about people who can help us when we are scared. Please help me write down who I can talk to at home when I am scared. Help me draw a picture of them.

When I am scared at home I can talk to:

1 Name	Picture
2 Name	Picture

Today I met the police officer who comes to our school. The officer's name is

_____.













We found out about using the 111 system in an emergency. Please talk to me about this.

Thank you for your help.

(child's name)

Evaluation

For each line colour in the face that best describes how you feel.

1 When I put things away I feel...	  
2 When someone takes my things without asking I feel..	  
3 When I find some thing I have lost I feel..	  
4 When someone helps me I feel..	  

Middle Primary Years 4-6

Overview



Lesson	Learning Outcomes	Resources
Lesson 1 <i>Burglary – The Facts</i>	Students will: 1 be able to explain what burglary is. 2 be able to describe what to do if their home is burgled.	The police education officer or community constable. Dictionaries Copsheet 1 Burglary is.. page 51
Lesson 2 <i>Burglary – A Crime Against People</i>	Students will: 1 be able to describe how burglary affects people. 2 be able to list some of the consequences of burglary.	Resource people – police officer, Victim Support Person Copsheet 2 Burglary Situations page 52 Copsheet 3 Victim Impact Report page 53 Copsheet 4 Summary of Facts page 54
Lesson 3 <i>Safe Homes</i>	Students will: 1 be able to help their families make their homes safer. 2 be able to help their families record details of their property.	A police officer Copsheet 5 Is this House Safe? page 55 Copsheet 6 Home Security Checklist page 56 Copsheet 7a Letter to Families page 57 Copsheet 7b Describing Our Property page 58



Lesson 1: *Burglary –The Facts*

Explanation

In this lesson students define burglary and share personal experiences. They have questions about burglary answered by a police officer. They identify the correct procedures to take when their home has been burgled, or when they suspect a burglar is in their house. They make posters and notices to share what they have learnt with their family and the community.

Key Messages

These will become part of students' thinking as they work through the lesson.

- **I know what burglary is.**
- **I know what to do if my home is burgled.**



Specific Learning Outcomes

By the end of the lesson students will:

- 1 be able to explain what burglary is.**
- 2 be able to describe what to do if their home is burgled.**

Resources

The police education officer or community constable should be present for this session.

Dictionaries

Copysheet 1 **Burglary is..** page 51

Links with the New Zealand Curriculum Framework

Essential Learning Areas

The Arts

Visual Levels 1 and 2

Drama

Health and Physical Education

Strand A 1.3, 2.3

StRand C 1.3, 2.3

Strand D 1.2, 1.3, 2.3

English

- Oral Language - Interpersonal Listening Level 1 and 2
 - Interpersonal Speaking Level 1 and 2
- Visual - Presenting Level 1 and 2

Social Studies

Social Organisation Level 2.2

Technology

Strand B Level 1 and 2



Essential Skills

See Appendix on page 81

Communication 1, 2

Information 1, 2, 3

Problem-solving 1, 2, 3, 6, 8

Self-management and Competitive 2, 9

Social and Co-operative 1, 2, 5, 7, 8

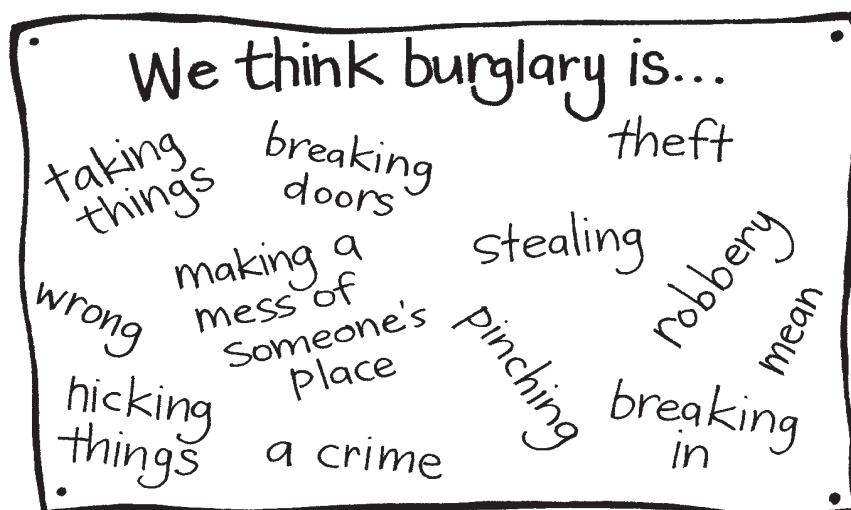
Physical 5

Work and Study 1, 2, 3, 4, 5

Teaching Activities

1 Burglary – a definition

- Brainstorm with students what they understand by the term 'burglary.' Accept the words the students give. Put the words they suggest on a chart like the one below.



- Ask students to find and write down a definition of 'burglary' from the dictionary. Put up the definition adapted from the Crimes Act, from Copysheet 1 **Burglary is..** Ask students to compare this definition with their own. The police officer should explain various words used in the definition such as:

Enter – any part of the person, or anything such as a tool they are holding enters the building

Break – opening a door, window or something else covering an opening, to get inside the building or ship.

Building – can include such things as a tent, caravan, enclosed yard

Crime – this can be any crime, but in the case of a break in it is usually theft.

- Refer students back to their brainstorm list. Remove any words that they think no longer belong. The police officer can help explain differences between various crimes, such as theft, robbery and stealing. The officer may also give examples of burglaries they have attended. Students may also like to give examples of a burglary they know about. This will need to be handled with care to avoid students becoming upset or fearful.
- The police education officer introduces the term 'receiving' to the students, that is accepting or buying something when you know, or think that it may be stolen. Explain that it is also a crime. Some of the following points about receiving could be covered.



Receiving Stolen Property

- **Receiving stolen goods is a crime.**
- **People who receive, or buy stolen goods can be arrested.**
- **A person becomes involved in receiving, when they take possession of any property that they know has been stolen or dishonestly obtained.**
- **Some indications that goods may be stolen include:**
 - **the serial numbers or distinguishing marks have been removed or defaced**
 - **goods are being sold at well below market prices**
 - **goods are being sold in unusual places, such as hotels or flea markets**
 - **the seller doesn't give their name and/or won't give a receipt**
 - **the seller can't or won't give any information about when or where they bought the property or how much they paid**

2 What to Do

- This section is taken by the police officer. The officer outlines the correct procedures if a house or property has been burgled or is in the process of being burgled. This should include such things as those listed below.



What to do if your house is burgled

- Leave things as you find them. 'Preserve the scene '
- Call the Police as soon as possible, on their local station number
- Arrange a time for the Police to come, as soon as possible
- Ask for Victim Support's help

When the Police arrive

- give the officer information such as who was the last to leave the house and who discovered the burglary, how the burglar got in and left
- provide a written list of what was taken
- Provide serial numbers or photos of the missing items
- Report any suspicious activity you saw before the burglary
- Talk about setting up a neighbourhood or rural support group with your neighbours

If you surprise a burglar or someone who doesn't have permission to be in your house:

- Don't enter the house
- If you are already inside don't confront the burglar
- Go to a friend or neighbour close by, dial 111 and ask for Police
- Wait for the Police to arrive
- Keep a safe watch on your house and note down anything you see

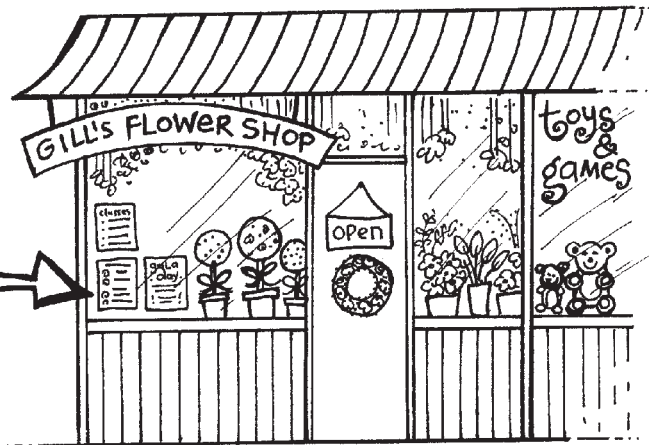
Provide opportunities for the students to ask questions. Remind the students that:

Burglaries are never the victim's fault.

- Working individually, in pairs or small groups students could either:
 - prepare a notice to go on the fridge door at home outlining what to do when there is a burglary.
 - Prepare a poster to go in a shop window outlining what to do in event of a burglary.

In both cases the accuracy of information should be checked by the police officer.

Completed notices should be taken home. Arrange for some of the posters to be taken to local shops or businesses. One poster should also go in the school foyer.





Lesson 2: *Burglary – A Crime against People*

Explanation

In this lesson students clarify their own feelings with regard to burglary and identify those of others. They learn that burglary is a crime and is hurtful. They discover some of the consequences of burglary.

Messages



These will become part of students' thinking as they work through the lesson.

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

Specific Learning Outcomes

By the end of this lesson students will:

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

Resources

Resource people – police officer, Victim Support Person

Copysheet 2 **Burglary Situations** page 52

Copysheet 3 **Victim Impact Report** page 53

Copysheet 4 **Summary of Facts** page 54

Links with the New Zealand Curriculum Framework

Essential Learning Areas

Health and Physical Education

- Strand A 3.1, 3.4
Strand C 2.3, 3.2
Strand D 2.2

English

- Oral Language - Interpersonal Listening Level 2 and 3
- Interpersonal Speaking Level 2 and 3

Social Studies

Social Organisation Level 2.2, 3.2

Essential Skills

Communication 1, 2

Information 1, 2, 3

Problem-solving 1, 2, 3

Self-management and Competitive 2, 9

Social and Co-operative 1, 2, 7, 8

Social and Co-operative 1, 2, 5, 7, 8

Work and Study 1, 2

Teaching Activities



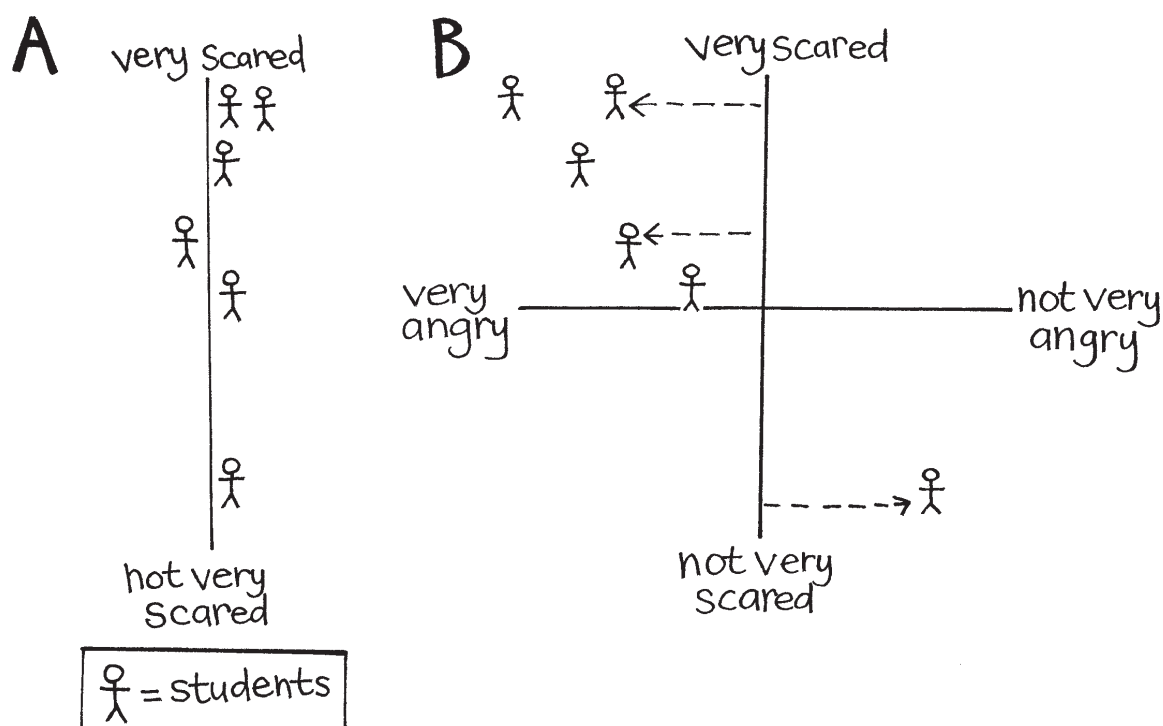
1 Feelings

Note: In this activity the teacher should be alert for students who may become upset. If there are children 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 Copsheet 2 **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 first line. Now introduce another continuum line **across** the classroom, one end of which is **Very Angry**, while the other is **Not Very Angry**. Students now, while still maintaining their relative position on the first line, move to a position on the second line. Each of them is now showing two feelings. Again 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 3 **Victim Impact Report** to the class. Students use the information to complete a chart like the following:

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 Streetman family.

- Introduce Copysheet 4 **Summary of Facts** to the class. The 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?



Lesson 3: *Safe Homes*

Explanation

In this lesson students brainstorm ways of making homes safer from burglary. They consider safe and unsafe home security practices. Students actively work with their parents to check their own home security and to record details of valuable property.

Messages

These will become part of students thinking as they work through the lesson.

- **I can help my family make our home safer.**
- **I can help record details of my family's property.**



Specific Learning Outcomes

By the end of the lesson students will:

- 1 be able to help their families make their homes safer.**
- 2 be able to help their families record details of their property.**

Resources

A police officer

Copysheet 5 **Is this House Safe?** page 55

Copysheet 6 **Home Security Checklist** page 56

Copysheet 7a **Letter to Families** page 57

Copysheet 7b **Describing Our Property** page 58

Links with the New Zealand Curriculum Framework

Essential Learning Areas

Health and Physical Education

Strand A 2.3, 3.3

Strand C 2.3, 3.2

Strand D 2.2, 2.3

English

Oral Language - Interpersonal Listening Level 2 and 3
- Interpersonal Speaking Level 2 and 3

Visual Language - Presenting Levels 2 and 3

Essential Skills

Communication 1, 2

Information 1, 2, 3

Problem-solving 1, 2, 3, 4, 6, 8

Self-management and Competitive 2, 5, 9

Social and Co-operative 1, 2, 3, 7, 7

Work and Study 1, 2, 3



Teaching Activities

Note:

- 1 *In this lesson, teachers should be aware of the local needs and circumstances of their families, for example whether they are rural or urban and what sort of incomes they have. For this reason a definitive list of property to record has not been given. Families should make this for themselves.*
- 2 *The decision of where to store serial numbers should also be made locally. Some schools may agree to store these on students' school record cards. Others may suggest places that families could use, such as a fire proof container at home or with the insurance company.*
- 3 *The return slip that is part of Copsheet 7a will allow the school to calculate how many homes have recorded serial numbers. This information could be provided to police so that figures could be made public for the whole community. This would act as a deterrent to burglars, as it sends a message that the community will not tolerate burglary.*
- 4 *The recording of serial numbers enables police to return stolen property to the rightful owners.*
- 5 *Teachers should be alert for students who may become upset or frightened. Children who have had their homes burgled should be treated sensitively.*

1 Home Security

- Put students into groups that they will work in for this whole activity.

Ask each group to brainstorm things a family could do to keep their house safe from burglary. These ideas should be put to one side.

- Give each group Copsheet 5 **Is this House Safe?** Go over the suggestions listed. The group works together to complete the activity. They can add some of their own ideas from the brainstorm above. The police officer goes over the answers. Remind students of the importance of having a **Fire Safety Plan** so that the family knows how to get out of a securely locked home in a hurry.
- Each group now uses the information from their brainstorm and from Copsheet 5 to design their own **Home Security Checklist**. Once this has been verified by the police officer, each student should receive a copy to take home and complete with their family. A sample is provided as Copsheet 6 **Home Security Checklist**.

2 Keeping Details of Property

- Brainstorm with the class items that they have at home that burglars might want. The list could include such things as cash, stereos, walkmans, scooters, computers, TVs, jewellery, play stations, food. (The list should reflect the local community). The police officer can talk about items that are particularly attractive to burglars.
- The police officer leads a discussion on ways of keeping the property listed above safe. It could include things such as those below.

Keeping Property Safe
<ul style="list-style-type: none">- Record the serial numbers- Keep serial numbers in a safe place- Update the serial number list regularly- Put some identifying marks on your property, such as vehicle registration number or date of birth. This could be done by invisible pens or by engraving- Take photos of the property- Write a description of the property- Keep jewellery in a safe place



- Give each student Copsheet 7a **Letter to Families** and 7b **Describing Our Property** to take home and complete with their family. Remind them of safe places to store the completed list. Offer a small reward to students who return the tear-off strip.

Extension Activities

- Make a big book to share with the junior school on ways to keep our property safe.
- Design a burglar-proof home.
- Write a poem/rap to help remember:
Either: What to do if there is a burglary
Or: Ways to make a house safe
- Design a brochure to advertise ways to keep your home safe while on holiday.
- Design and make a board game (snakes and ladders type) to help teach others what you have learned.

- Do a safety check of the classroom to find out:
 - a) How burglar-proof the classroom is.
 - b) If all property is labelled and put away in the correct place.

Evaluation

- Teacher observation of students and their work during **Burglary-Free**.
- Students' self assessment based on the messages from each lesson. See the example below.



I know what burglary

is: ☺ ☹ ☹

It is: _____

I know some ways to make

my home safer: ☺ ☹ ☹

They are: _____

Burglary is..

A burglar is someone who:

- Opens a door or window and goes into a building or ship planning to commit a crime inside; **or**
- Goes out of a building or ship after committing a crime inside, or after having gone inside planning to commit a crime.

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 whanau for many years has been taken.	Burglars have taken some fine mats that came from your family in the Cook Islands.

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 2001

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

Summary of Facts

POL 262
04/00

CAPTION SHEET

Police	V	NAME:	Barry GLASS
		ADDRESS:	2 Mine Street Feilding
		DOB:	4 May 1981
		OCC:	Unemployed
Charge(s):		Offence:	Burglary
		Act/Section:	Crimes Act 1961 Section 241(a)
		Penalty:	10 Years Imprisonment
<u>WITNESSES</u>			1 x Civilian 3 x Police
<u>EXHIBITS</u>			1 x Statement 1 x Fingerprint
<u>HEARING</u>			Friday 13 July 2001

SUMMARY OF FACTS

Between 9am and 3.30pm on Friday 4 May 2001, the defendant GLASS, was at 9 Mine Street, Feilding, the property of June STREETMAN.

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

Once inside, he rifled through the drawers and cupboards of the bedroom, taking a Goodgame playstation valued at \$100 and a skateboard valued at \$70.

The defendant then went into the lounge and took a Goodvid video player valued at \$700 that contained a videotape valued at \$5.

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

On Monday 7 May 2001, the defendant GLASS was located and interviewed by Police. He admitted the facts as outlined.

The stolen property has not been recovered.

GLASS is a 20 year old unemployed male. He has not previously appeared before the Court.

Constable S Smith

Is this House Safe?

Situation	✓ if this is a safe thing to do ✗ if this is not a safe thing to do	Things that could be done to make the house safer.
1 There is a large rubbish bin near the back door. There is a skylight on the roof above.		
2 A small window is left open so that the cat can get in.		
3 A spare key hasn't been left in an obvious place outside.		
4 Dad keeps his ladder lying by the garage.		
5 The doors are locked even if the family is at home.		
6 A lot of mail collects in the letter box while the family is away.		
7 Mum leaves her handbag on the table just inside the door.		
8 A window is broken. It is covered by a piece of cardboard.		
9 At night, all the lights are turned off when nobody is home.		
10 There are a lot of shrubs close to the house.		
11 The front door has a faulty lock.		
12		
13		
14		

Home Security Checklist

Things that make your house safe	✓ if this applies to your family and home
1 Do you belong to a Neighbourhood or Rural Support Group?	
2 Do all the doors have locks that work properly?	
3 Can all windows be closed securely?	
4 Are your trees and shrubs trimmed well back from the house?	
5 You never leave a spare key outside.	
6 Do you know your neighbours and do you keep a watch over each other's properties, especially when you are out?	
7 Do you keep all tools and ladders locked away?	
8 Have you made sure that trees and fences aren't tall enough to give a burglar privacy?	
9 Do you have security lights?	
10 Do you arrange for someone to look after your house and lawns while you are away?	
11 Can you lock your garage securely?	
12 Do you lock the doors when you are in the garden or out on the farm?	
13 Do you tell your neighbour when you will be away, and cancel your newspapers?	
14 Have you got a plan to get everyone safely out of the house if there is a fire?	
15 Do you keep valuables where they can't be seen from a window?	
16 Do you have a sensible arrangement when trades people have to get into your house when you're not there?	

Letter to Families

Kia ora! Talofa!
Kia Orana!

Dear Family

Today as part of **Burglary-Free** we have been talking about ways to keep our property safe. Could you help your child with two things.

1) The Home Security Checklist

This has a simple checklist you can do to see how safe your house is. You may then decide there are some things that you can do to make your house less inviting to burglars. If burglars can't get in easily they give up and go somewhere else. Your child can help you with some of these things.

2) Describing Our Property

On this sheet you can write down all the things you think a burglar might be interested in taking and write down details of them. Keep this sheet in a safe place, or give it to a relative living somewhere else. If you have these descriptions you are more likely to get your property back if you are burgled. Also if burglars know that people in our community are recording serial numbers it will put them off. Your child can also help you with this.

Thank you for your help. Please complete the tear-off strip and send it back to school with your child.

(Teacher's name)



I have completed the following:

1) Home Security Checklist ☐

2) Describing Our Property ☐

Name:

Signature:

Describing Our Property

Serial Number									
Values									
Date of Purchase									
Colour									
Description or Model Number									
Brand/Type/ Make									
Item									

Senior Primary Years 7-8

Overview

Lesson	Learning Outcomes	Resources
Lesson 1 <i>Burglary in Our Community</i>	<p>Students will:</p> <ol style="list-style-type: none"> 1 be able to define burglary. 2 be able to describe burglary as it happens in their community. 3 be able to describe the reasons for burglary and its effects. 	<p>Police education officer or community constable</p> <p>Safer Community Council Co-ordinator-optional</p> <p>Newspaper articles brought by teacher and students.</p> <p>Dictionaries</p> <p>Computer</p> <p>Local burglary statistics</p>
Lesson 2 <i>Partnerships</i>	<p>Students will:</p> <ol style="list-style-type: none"> 1 be able to explain the purpose of community partnerships. 2 be able to describe some strategies a community could use to reduce burglaries and increase the solved rate. 	<p>A police officer or Safer Community Council Co-ordinator would be helpful for this lesson.</p> <p>Copysheets 1 and 1A Character Descriptions pages 71-72</p> <p>Copysheet 2 Number of Burglaries in Roseville by Month page 73</p> <p>Copysheet 3 Number of Burglaries in Roseville by Day and Time page 74</p> <p>Copysheet 4 Newspaper Editorial page 75</p> <p>Copysheet 5 Some Possible Solutions page 76</p> <p>Copysheet 6 Summary of Solutions page 77</p>
Lesson 3 <i>Kids' Watch</i>	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1 offer help to neighbours who are going away. 2 demonstrate responsibility and trustworthiness. 	<p>Story Holiday Job by Diana Noonan page 78</p>





Lesson 1: *Burglary in Our Community*

Explanation

In this activity students define burglary and find answers to questions relating to burglary. They identify burglary trends for their local area. They produce material on burglary to share with families and community.

Messages

These will become part of students thinking as they work through the lesson.

- **Burglary is a crime against people and property.**
- **Burglary occurs anywhere.**

Specific Learning Outcomes

At the end of this lesson students will:

- 1 be able to define burglary.**
- 2 be able to describe burglary as it happens in their community.**
- 3 be able to describe the reasons for burglary and its effects.**

Resources

Police officer or community constable

Safer Community Council Co-ordinator - optional

Newspaper articles brought by teacher and students.

Dictionaries

Computer

Local burglary statistics

Links with the New Zealand Curriculum Framework

Essential Learning Areas

Health and Physical Education

Strand C Level 3.2, 4.2

Strand D Level 4.3

English

- Oral Language - Interpersonal Listening Levels 3 and 4
 - Interpersonal speaking Levels 3 and 4
- Written Language - Close Reading Levels 3 and 4
 - Transactional writing Levels 3 and 4
- Visual Language - Presenting Levels 3 and 4

Social Studies

Social Organisation Level 4

Mathematics

- Statistics - Collect appropriate data
 - Choose and construct quality data displays to communicate significant features in measurement data



Essential Skills

See the Appendix on page 81

Communication 1, 2, 3, 4

Numeracy 1, 3, 4

Information 1, 2, 3, 5

Problem-solving 1, 2, 3, 6, 8

Self-management and Competitive 1, 2, 4

Social and Co-operative 1, 2, 3, 7

Physical 5

Work and Study 1

Preparation

Well before the lesson:

- students email, fax or phone the police officer to ask for burglary statistics for their community. The officer is also invited to take part in lessons.
- students and teacher collect local newspaper or magazine articles about burglary
- Safer Community Council Co-ordinator is contacted and invited to take part in lessons

Teaching Activities

1 Finding out about Burglary

- Students work in small groups for this activity. Ask each group to brainstorm the following questions:

Ask: What is burglary?

Where does it take place?

Who commits burglary?

When does it happen?

Why does it happen?

How does it affect the victims, neighbours and the wider community?

- Each group reports back. The police officer and Safer Community Council Co-ordinator, if present, comment on the findings and add any other relevant comments. A definition of burglary could be given (see Copysheet 1 **Burglary is..** in the Middle Primary section, on page 51). Allow time for questions from students.
- Give each group a selection of newspaper articles. Students use these to gather information to support their findings to the questions above.

2 What the Statistics Say

- The police officer presents statistics for burglary in the local area and discusses these. If desired, figures could be given for the last three years so that trends could be looked at. Students may like to share any personal experiences of burglary that they know about.
- Students graph these figures and make summary statements.

3 Sharing the Findings

- Students could do one or both of the following.
 - Write a newspaper article about local burglary trends.
 - Prepare a slide show on the computer with the answers to the questions in 1 above. This could be presented at a staff meeting, board meeting or parent meeting.





Lesson 2: *Partnerships*

Explanation

In this lesson, students come to understand that communities need to work together to solve problems such as burglary. They take part in a role play which allows them to explore the way community partners work and to consider solutions to burglary. They analyse the effectiveness of their partnership.

Messages

These will become part of students' thinking as they work through this lesson.

- **Communities need to work together to reduce the number of burglaries.**
- **Communities can put a range of strategies into place to help reduce burglary.**



Specific Learning Outcomes

By the end of this lesson students will:

- 1 be able to explain the purpose of community partnerships.**
- 2 be able to describe some strategies a community could use to reduce burglaries and increase the solved rate.**

Resources

A police officer or Safer Community Council Co-ordinator would be helpful for this lesson.

Copysheet 1 and 1A **Character Descriptions** pages 71-72

Copysheet 2 **Number of Burglaries in Roseville by Month** page 73

Copysheet 3 **Number of Burglaries in Roseville by Day and Time** page 74

Copysheet 4 **Newspaper Editorial** page 75

Copysheet 5 **Some Possible Solutions** page 76

Copysheet 6 **Summary of Solutions** page 77

Links with the New Zealand Curriculum Framework

Essential Learning Areas

Health and Physical Education

Strand A 3.3, 4.3

Strand C 3.1, 4.1

Strand D 3.4, 4.3

English

- Oral Language - Interpersonal Listening Levels 3 and 4
 - Interpersonal Speaking Levels 3 and 4

Social Studies

Social Organisation Level 4

Mathematics

Statistics – interpret information from graphs

Arts

Drama – role play



Essential Skills

Communication 1, 2, 4

Numeracy 4

Information 1, 2, 3, 4

Problem-solving 1, 2, 3, 4, 5, 9

Self-management and Competitive 1, 2, 6

Social and Co-operative 1, 2, 3, 5, 7, 8, 9

Work and Study 1, 2

Teaching Activities

Note: Students stay in the same groups throughout this activity.

1 Setting the Scene

- Put students into groups of 7. Allocate each person in the group one of the following characters. Choose a strong person to take the role of Boris.
- Joy Osmond - school social worker
- Sergeant Ross Young - police officer
- Cynthia Smith - Victim Support
- Boris Harper - Co-ordinator Safer Community Council
- Hikitia Rooper - District Council
- David Kaipo - school principal
- Robert Taylor - Neighbourhood Support Co-ordinator

Give each character their character description, taken from Copysheet 1 and 1A **Character Descriptions**. Allow them time to become familiar with their role.

- Give each group Copsheet 2 **Number of Burglaries in Roseville by Month**, Copsheet 3 **Number of Burglaries in Roseville by Day and Time** and Copsheet 4 **Newspaper Editorial**.

Allow the group time to read and process all this information. The resource people can move from group to group helping with this process.

2 Partnership in Action

Explain that Roseville community is very worried about its current rate of burglary. A group of people representing schools, social workers, Safer Community Council, Police and Victim Support have got together to see if they can come up with some solutions – that is the seven people in their group. Give the group Copsheet 5 **Some Possible Solutions**. The group, all in role, must discuss each possible solution and make a decision about which ones they think would work for Roseville. Each person must say how much time, money or support they can put into each solution. Boris will chair the meeting.

The resource people present can move from group to group ensuring that all the solutions are understood and that the 'meeting' doesn't get stuck. As decisions are made Boris completes Copsheet 6 **Summary of Solutions**.



3 Sharing Decisions

Each "Boris" in turn reports back the decisions the group has made. The resource people present comment on the decisions made.

Ask:

- Do you think partnerships are an effective way of solving community problems? Why or why not?*
- What is good about partnerships?*
- What might make it hard for a partnership to work?*
- Did your partnership work well? Why or why not?*

Extension

1 Community Check

Students can carry out a check or audit on their local community to find out if it has strategies in place to make the community safer from burglary. Students can devise their own checklist, using ideas from the lesson just completed. This will ensure that it is suitable for the local area. Students will need to go out into the community to talk to people and to make observations. Students will need to be supervised while undertaking this activity outside the school, in accordance with school guidelines on outdoor education and risk management.

Some things to consider could be:

- Is there adequate lighting in public places?
- Is there evidence of neighbourhood or rural support groups operating?
- Are trees and shrubs trimmed well back from buildings?
- How many buildings have security lights?
- Is there evidence of graffiti?
- Is the country part of town as well cared for as the town itself?
- Is there a range of out-of-school activities for young people?
- What is the level of truancy?
- Check for common behaviours that invite burglars, such as garage doors or implement sheds left open
- Check for alleyways and entry and exit points that make it easy for burglars to get in and out
- Do parks, recreation areas and shopping malls have good lighting and security systems?
- Check on security in areas that carry lots of people, such as motorways and railway stations



2 Sharing our Findings

Students collate the data from their audit and draw up some findings. These could be used to:

- write an article for the local newspaper
- write a letter, or visit the local council to present findings
- write an article for the school newsletter



Lesson 3: *Kids' Watch*

Explanation

In this lesson, students consider the safety of property when people are away. They come up with a list of strategies that families could do to make their property safer when the house is empty. Students are introduced to **Kids' Watch**. They produce **Kids' Watch** flyers to discuss with their parents and caregivers, and then to distribute to suitable families. Students may like to try **Kids' Watch** during the time *Burglary-Free* is operating at the school. However, some students may like to make permanent arrangements.

Messages

These will become part of students' thinking as they work through the lesson.

- **I can take an active role to make my community safer.**
- **I am trustworthy.**
- **I care, and take pride in, our community.**



Specific Learning Outcomes

At the end of the lesson students will be able to:

- 1 **offer help to neighbours who are going away.**
- 2 **demonstrate responsibility and trustworthiness.**
- 3 **demonstrate pride in their community.**

Resources

Story **Holiday Job** by Diana Noonan page 78

Links with the New Zealand Curriculum Framework

Essential Learning Areas

Health and Physical Education

Strand A 3.3, 4.3

Strand C 4.1

Strand D 4.3

English

Oral Language - Interpersonal Listening Levels 3 and 4
- Interpersonal speaking Levels 3 and 4

Written Language - Close Reading Levels 3 and 4

Visual Language - Presenting Levels 3 and 4

Essential Skills

Communication 1, 2

Information 1, 2, 3

Problem-solving 1, 2, 3, 4, 5, 8, 9

Self-management and Competitive 1, 2, 3, 7, 8

Social and Co-operative 1, 2, 3, 6, 7, 8

Work and Study 1, 2



Teaching Activities

1 An Invitation to Burglars

- Share the story **Holiday Job** with students.

Ask: Do you think the family considered for a moment that their house would get burgled while they were away?

How did they feel when they found out?

What evidence is there that Gran and Grandad are good neighbours?

What do you think of Nick's scheme?

Do you think that is something that would work in your community? Why or why not?

- Put the students into groups. Ask them to brainstorm a list of all the things that kids like Nick could do to help neighbours keep their properties safe while they are away. Take reports from each group and build up a main list. Consider all the points on the list to make sure that they are sensible and safe.

2 The Kids' Watch Contract

- Introduce the concept of **Kids' Watch** to the class. This is kids taking responsibility for keeping a neighbour's property safe while they are away. Explain that many of the things that they have listed on the board could be done by responsible young people who are neighbours or friends. Brainstorm with the class a list of qualities that a member of **Kids' Watch** would need to have.
- Each student creates a **Kids' Watch** flyer that states clearly what services they could offer to people when they were away. It might look something like the one on the next page.



Talk about the importance of getting permission from parents before entering a **Kids' Watch** Contract. Students and their parents would also have to feel very safe and comfortable with the family whose house they were minding. In turn, this family would need to trust the **Kids' Watch** member.

Discuss the issue of payment.

- Students take their **Kids' Watch** Contracts home to discuss with parents. If parents are agreeable, then the flyer could be delivered to suitable families who lived close by.

Extension Activities

- Provide opportunities for students to heighten their observation skills, which would assist them to give accurate information to Police. For example:
 - show them a picture for a short time. Take the picture away and ask them to record details. A suitable picture would be the Stealing poster available from police education officers.
 - Students work in pairs. They stand in front of each other and observe the other person. They then sit and write a description of each other.

- Play the **Guess Who?** Board Game.

- Design a Burglary-Free home.
- Design a Burglary-Free logo. This could be done as a competition. The local mayor could assist with judging – with suitable media coverage. The winning logo could be presented to the council.
- Students could take home and carry out a property check. See the Middle Primary Section Copysheet 7b **Describing Our Property** page 58.
- Students could work together to form a Kid's Neighbourhood or Rural Support Group. This could be done with help and ideas from local members of Neighbourhood Support NZ Inc. The group would watch out for each other and each other's property, hold meetings, and email or send newsletters. They could share ideas with adults about keeping houses and property safe.



Evaluation

- At intervals ask students to report back on **Kids' Watch**.
- Students write a poem/rap about what makes a burglar-free community.

Character Descriptions

Sergeant Ross Young

Ross is very concerned about the high burglary rate in Roseville and the amount of repeat victimisation. One of the tasks he has been given is to reduce these figures. His district commander has also told him that it is important that they improve the way the community views police. From the statistics, Ross has worked out that most burglaries occur during school hours and in the early evenings. Burglaries increase in school holidays.

Ross is managing the new police directed patrolling units aimed at keeping a high police presence in the high burglary areas, during high risk times. He is also thinking about making a bid for funding for a burglary reduction strategy.

Ross is a keen rugby player, and would quite like to do some coaching for young players. He also wants to develop a good working relationship with local schools, so they can find a way to tackle truancy, which he thinks is a major cause of burglary. The local school principal doesn't agree on this point.

Joy Osmond Social Worker

Joy is a social worker based at Barton Street School. She does a lot of work with at-risk youth and families in crisis. Some of her caseload are young offenders with convictions for burglary. However, Joy feels that it is wrong to say that young people are mainly responsible for burglary. Joy really wants to get something done. She is sick of meetings where everyone talks but no decisions are made.

Most of the young people Joy deals with complain about being bored and say there is nothing for them to do. They are scared to play outside because of angry dogs and speeding cars. They say the after school programmes that are available are just boring places to do homework.

Joy is very keen to develop a programme that will help train young people in the area in real skills, which might help them get work later. She knows lots of the kids are good artists.

Robert Taylor Neighbourhood Support Co-ordinator

Robert Taylor is an ex-police officer and is now the Roseville Neighbourhood Support Co-ordinator responsible for setting up and maintaining the many neighbourhood support groups in the area. He is employed by the Roseville Neighbourhood Support Trust which, in turn, is funded in part by the District Council. Because of his police background, Robert is familiar with police methods and knows how valuable the "eyes and ears" of neighbourhood support groups are to the police.

Cynthia Smith Victim Support

Cynthia is the co-ordinator of Victim Support for Roseville. Their job is to support people who are the victims of crime. Cynthia sees a lot of distress caused by burglaries. Some of the members of the Safe Community Council think Victim Support are just do-gooders who can only offer tea and sympathy.

Cynthia has visited a lot of homes that have been burgled several times. She knows that the families can't afford the expense of getting better locks or security systems. She read a news article about another SCC which has a trust fund to provide home security for low-income families in high burglary areas. She thinks this is a good idea.

Boris Harper Co-ordinator of the Safer Community Council (SCC)

Boris and the SCC know that burglary is high in Roseville and that there is a lot of fear among the people. The SCC wants to get a project off the ground to help solve this. The Council wants results, and Boris has a month to get something started.

Boris is sure that there is a link between where young people are concentrated and where the burglaries occur. He also knows that a lot of people in Rosewell are living on low incomes and many can't afford to have their property insured.

Boris has also heard a rumour that the District Council has some money that could be used for crime prevention – about \$20,000. But he can't come out and ask Hikitia directly.

Hikitia Roper District Council

Her main job with the council is to look after the maintenance and repair of public spaces and amenities. She has been told that they have to reduce the amount of money they spend on this.

Most of the damage occurs on Friday night when people drink in the park opposite Barton Street and leave lots of smashed bottles and rubbish. They also cause damage like graffiti and damage to letter boxes and fences. They have just done a review of lighting in the area and have found that there are not a lot of street lights. A lot of businesses have complained that the whole area looks run-down and dilapidated.

Hikitia has a budget of about \$10,000 that can be used for 'safety' purposes. She is under strict instructions from her manager not to offer any money at the meeting, unless there is a really worthwhile project.

David Kaipo School Principal at Barton Street School

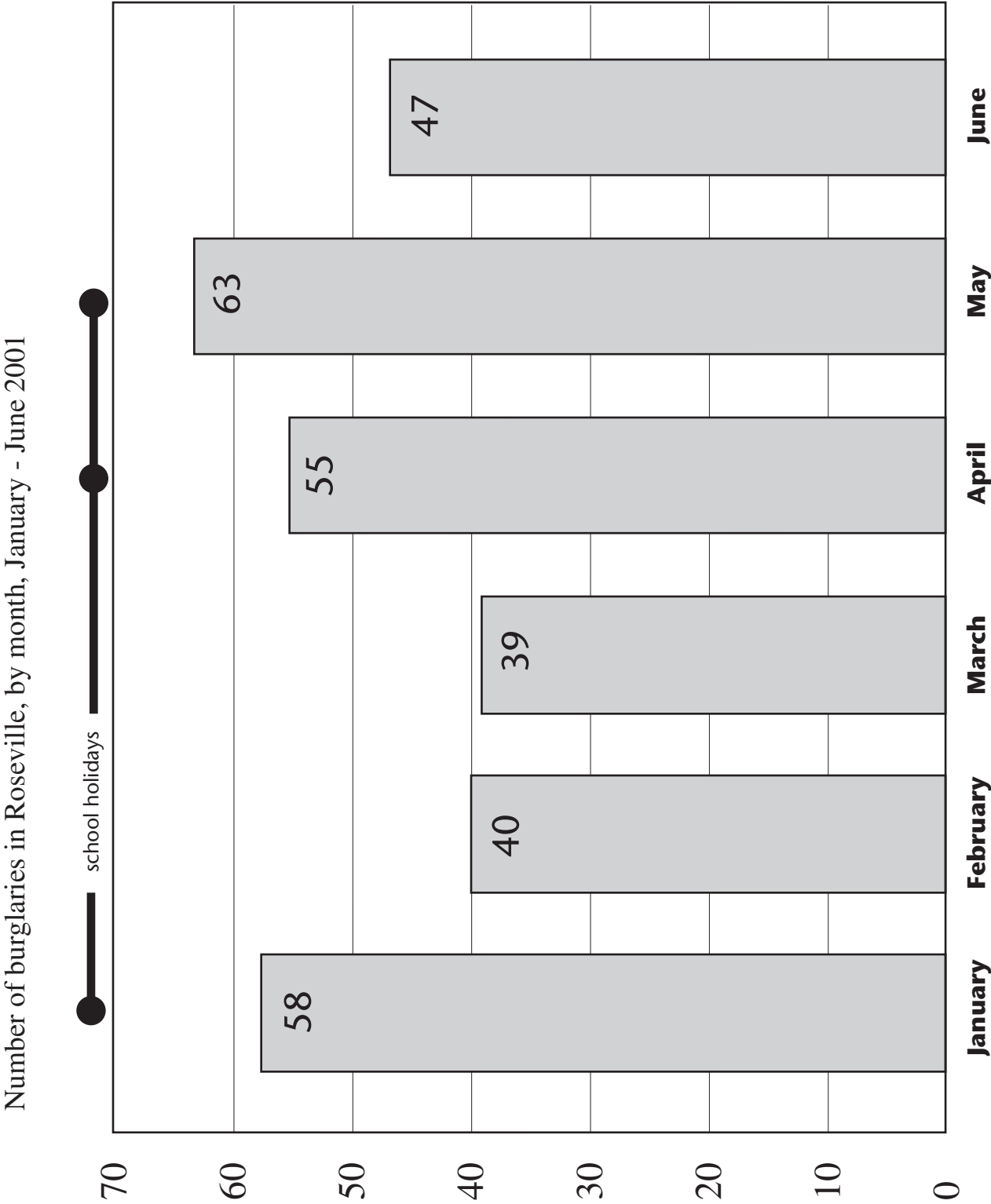
David is really keen to see the community working together. Several local shopkeepers have contacted the school in recent months saying that kids from the school (they don't wear uniform) have been shop-lifting in school hours. David reckons people are just down on his kids. He does worry, though, about the lack of things for young people to do out of school hours. Many of the kids are good at sports and have energy to burn – but there is no-one to supervise them.

Barton Street School has a role of 350 students and David says about 20 are regular truants. He has noticed that truancy is highest just after lunch and on Friday afternoons. He is keen to work with Police and others to reduce truancy so long as it doesn't damage the reputation of the school.

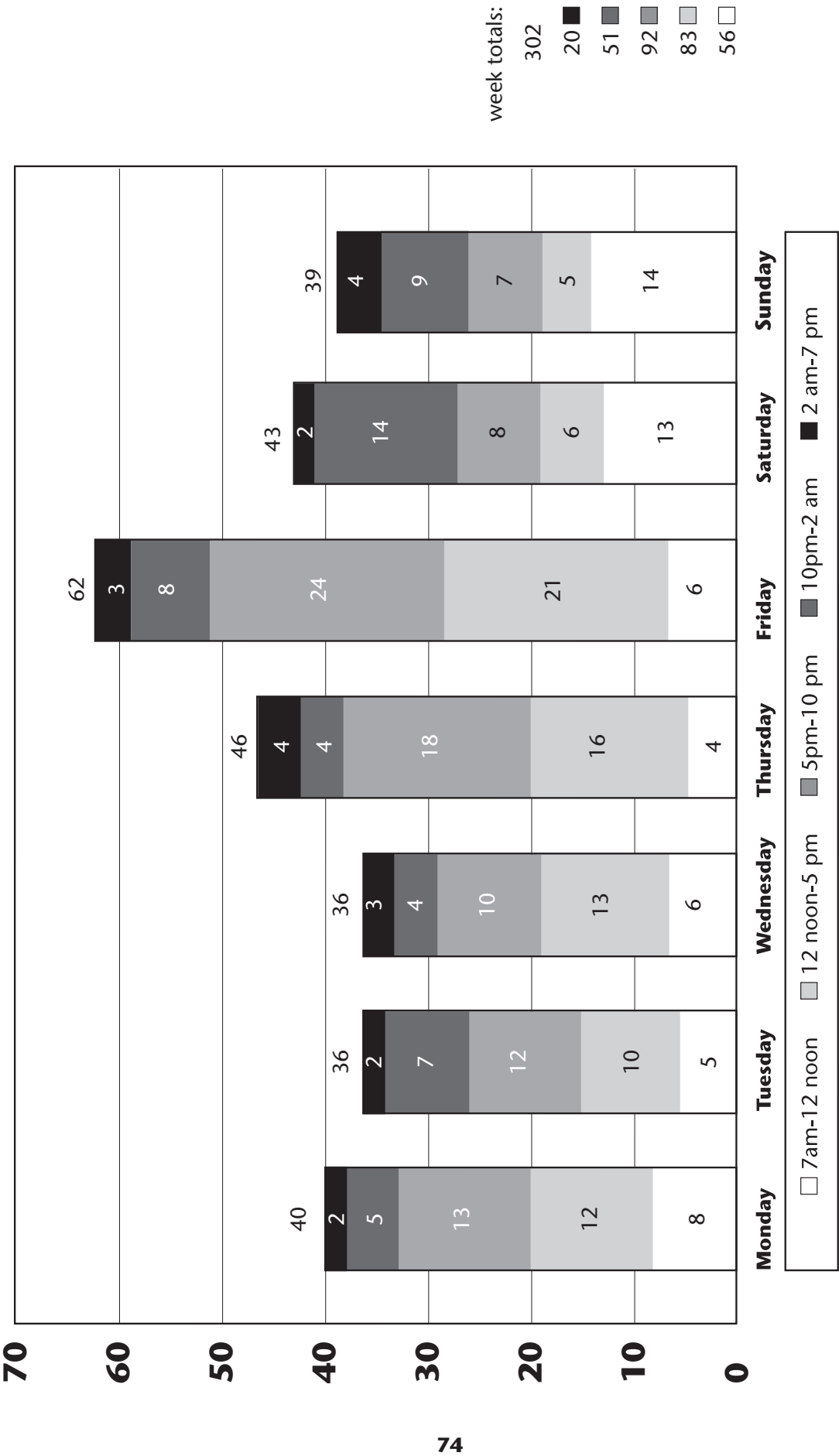
David tried to get a volunteer programme for supervised after school activities off the ground, but he wasn't successful. A lot of the students are Maori. David knows that some other areas have set up successful Kapa Haka groups with district funding.

David is also worried about the level of graffiti at school and in the community.

Number of Burglaries in Roseville by Month



Number of Burglaries in Roseville by time period, by day. January - June 2001



Newspaper Editorial

Burglary on the Increase

There is fear in Roseville. Families are worried about the high rate of burglary and they feel unsafe. Everyone knows someone who has been burgled. People are reluctant to leave their homes because they fear what they will find when they get back. People would like to improve their home security, but have little spare money to do this.

Sergeant Ross Young of the Roseville Police understands people's concern. He agrees that burglary is on the increase, but says that Police are taking steps to reduce offending. He cites the new police directed patrolling units as one strategy police are using. Victim Support Co-ordinator, Cynthia Smith, says this is not enough. "This

community has got to work together to solve this problem', she said, "It won't go away on its own. Someone has to help families make their homes secure."

Local community leaders and businesses point the finger at local school children. Crime figures show that burglary locations are clustered around schools in the area. Principal David Kaipo admits that some kids do play truant and some do go off the rails. "There is not enough in Roseville to keep our young people busy and out of mischief."

The Safer Community Council has scheduled a meeting of interested partners. Hopefully they will come up with some solutions which will allow the people of Roseville to sleep sound at night.

Some Possible Solutions

Consider all the burglary risk factors below and the possible solutions given. You will need to think about cost, who will fund it and who will help to make it work.

You may choose more than one solution, dependent on funding.

You may also decide on some other solutions that are not listed here.

Burglary Risk Factors	Possible Solutions
1 Young People are potential offenders because: <ul style="list-style-type: none"> • High level of truancy • Not enough activities for young people to do out of school time 	<ul style="list-style-type: none"> • Set up exciting out-of-school programmes for young people which are based around sport and creative activities • Help local schools deal with truancy
2 Lack of sense of pride in community: <ul style="list-style-type: none"> • People don't know each other • Graffiti and vandalism make it seem as though people don't care 	<ul style="list-style-type: none"> • Set up Neighbourhood or Rural Support Groups to help people get to know one another • Remove graffiti and repair damage in the area around Barton Street • Improve rubbish removal systems
3 Insecure homes, properties and streets means burglars have easy access because: <ul style="list-style-type: none"> • Offenders are hidden from sight • It is easy to get in through insecure doors and windows • Poor street lighting and areas with trees close to the buildings 	<ul style="list-style-type: none"> • Provide security devices for families. This could include security lighting, alarms and assistance with marking property • Improve lighting throughout Roseville • Install security cameras at trouble spots
4 Lack of awareness among people: <ul style="list-style-type: none"> • People don't understand how to make their properties safe • People often don't report a burglary 	<ul style="list-style-type: none"> • Run a community awareness raising campaign with advertising and public meetings. • More visible presence of police through increased patrolling units

Summary of Solutions

- 1** Complete the chart to show what solutions the group has decided on.

Solution	Who will pay? How Much?	Who will oversee?

- 2** Did all the agencies present agree with these decisions?

- 3** What is good about this plan?

- 4** What is not so good?



Holiday Job

by Diana Noonan

"Come on you lot!" Dad called. "We want to get on the motorway before rush hour." Dad was outside on the drive, loading the trailer with all the things my sisters kept passing him, and saying "You can't take that on holiday. There's no room for it!"

My best friend, Nick, who lives a few doors down the street, was busy blocking up our hallway. "Want me to carry your pack out to the car?" he offered. He looked like a Labrador that someone had just shouted at. Nick dreads Christmas holidays. His parents run motels so while everyone else is off at the beach or the river, having fun, Nick's stuck at home vacuuming.

"Not going away this Christmas?" asked Mum, as she tried to squeeze past him.

"No show, Mrs Shannon."

"Well," said Mum, trying to be cheerful, "you never know what might turn up on your own doorstep."

"Huh?" said Nick.

"You might just find something special to do right here in Holly Street."

Nick looked kind of doubtful. I passed him my pack.

By the time I'd found my snorkelling gear in the hall cupboard - I never go to Gran and Grandad's without it because they're right by the sea - everyone was sitting in the car, waiting.

"Just have to put my bike inside," I called to Dad who looked like he was going to explode. Don't want to leave it on the lawn. It might get pinched."

I could hear my sisters laughing. "No one in their right mind would steal that pile of junk!" they shouted.

"Bye!" we all waved to Nick when I was finally in the car and we were moving out of the drive. "See you in three weeks!" Nick looked so miserable. I sure hoped that Mum was right about something turning up for him to do. The drive to the coast took almost three hours. By the time we arrived, I was fed up with being jammed in between my sisters. "Made it in one piece," said Dad, turning left into Tapati Street. I craned my neck to be the first to see Gran and Grandad's place but before we'd even got there, my sister, Jamie, spotted Grandad. He was mowing the lawn in front of a two storeyed place.

"Grandad!" we all called out as Dad stopped the car. Grandad looked up and came jogging over to us.

"Didn't know you were back to earning pocket money lawn mowing!" joked Dad.

Grandad laughed. "Just as well you're here. I've got four lawns to mow in this street. Said I'd do it to keep the places looking lived in while the folk are away on holiday."

"Huh?" I asked.

"Don't want to give any burglars the idea that there's no one at home," said Grandad with a wink.

"Mm," said Mum, "he's got a point there."

It was next morning, at breakfast, that we found out that Gran was busy keeping burglars away, too.

"Who's coming along the street with me to collect the mail?" she asked.

"I will," I said.

"Good," said Gran. "You can carry the rubbish bag."

"Rubbish bag?"

"I'll only be collecting junk mail," explained Gran. "Folk who are away on holiday cancel their mail but the junk stuff still arrives. Nothing like an overflowing mailbox to let burglars know there's no-one home."

"Mm," said Dad. "That's cunning."

Over the next week and a half, in between swimming and snorkelling and lazing on the beach, we discovered that Gran and Grandad knew a few other tricks to keep burglars away.

"Must be seven o'clock," said Gran, one night. She was looking out the living room window.

"See that light on in the house over the road?" It switches on automatically at seven every night while the Beatties are on holiday. Nothing like a light on in the evening to make people think there's someone home."

"I thought there was someone home there, anyway" said Mum. "There's washing on the line."

"Oh, that's ours," said Grandma. "We use the Beattie's line while they're away on holiday."

"Keeps the places looking lived in," said Grandad.

"You two could run a business with all these anti-burglar tactics," smiled Dad. "You know, ten dollars to mow a lawn, a dollar a day to clear the mail box, two dollars to hang washing. You'd be rich in no time!"

Then the telephone rang.

"It's for you," Gran said to Dad. As Dad went to take the phone, Gran looked worried. "Not good news," she told us. "It's the police. Seems that..." She hesitated as though she didn't want to tell us. "Seems that your place has been broken into."

And that was the end of our holiday. We had to go back home early, said Dad, to check our house out and let the police know what was missing.

I felt mad and scared at the same time: mad that our holiday was being cut short by a whole week, and scared that - I don't know what, really. Maybe scared that the burglars would still be in our house when we got back, even though I knew that was a crazy idea.

Mum and Dad were the first to go inside when we reached home. After a few minutes they came out to talk to us.

"Try not to be too upset, kids," said Mum. "The place is a real mess."

"Not that you'd know the difference where your room is concerned, Tom," smiled Dad. He was trying to joke to cheer us up, only no one laughed.

Inside, there was stuff all over the floors. All the clothes from our drawers had been tipped out. My model aeroplanes that I've taken years to build were in bits, as though they'd been deliberately stood on. Suddenly I heard someone crying.

It was Jamie. She was standing in her room in front of her shelves. "My CD's have gone! All of them!" she sniffed. "Why would anyone take my CD's?"

That night, after we'd made a list of the stuff that was missing, and had fish and chips for tea, we unpacked our sleeping bags and all piled into Mum and Dad's room for the night.

We felt a whole lot better being together like that. We even started to joke a bit. "Strange," said Dad, "that your bike wasn't stolen, Tom."

Jamie and Lucy started to giggle.

"Even stranger that that painting you did at night class is still on the wall, Dad," I said. Mum spluttered as she tried not to laugh.

"At least we've learned a few tips from Gran and Grandad on how to keep burglars away," said Mum. "Next time we go away on holiday, we just have to find a willing neighbour to mow our lawns, collect the mail, and hang up some washing."

"And I'll have to buy one of those automatic timer's for the living room light," mumbled Dad just before he started snoring.

As it so happened, the willing neighbour turned up at our front door before we were even out of our pyjamas. It was Nick. He was carrying a notebook and pushing a lawn mower. He looked pretty pleased with himself.

"Hi," he said. "Sorry to hear about your house being burgled. There were four other break-ins in this street and five in the next."

"What's with the lawn mower?" I asked.

"Well," said Nick, looking kind of awkward, "since the break-ins the police have been door knocking - you know giving people tips on what to do with their house and grounds when they go on holiday."

"And?" asked Mum.

"Well," said Nick. He hesitated again. Then he gulped and opened his notebook. "The bottom line, Mrs Shannon, is that I can clear your mailbox of junk mail for twenty cents a day, mow your lawn for five bucks, and check round your property every day for a dollar."

I could see Dad beginning to smile. "I'm doing it for a couple of places already," said Nick. "But I'm giving you guys discount - you know, mates' rates."

"Nick," said Mum, "I told you that something special would turn up in the holidays and it did. Sounds like you're in business!" "You know," said Dad, "we haven't actually unpacked yet. Why don't we finish tidying up the house and then just head on back to Gran and Granddad's for the rest of our holiday?"

"Sounds good to me," said Mum.

"Nick," I grinned, "sounds like you've got yourself a job!"

Appendix

The Essential Skills

Communication Skills

Students will:

- 1 communicate competently and confidently by listening, speaking, reading, and writing, and by using other forms of communication where appropriate;
- 2 convey and receive information, instruction, ideas and feelings appropriately and effectively using a range of different cultural, language and social contexts;
- 3 develop skills of discrimination and critical analysis in relation to media, and to aural and visual messages from other sources;
- 4 argue a case clearly and logically, and convincingly;
- 5 become competent in using new information and communication technologies, including augmented communication for people with disabilities.



Numeracy Skills

Students will:

- 1 calculate accurately;
- 2 estimate proficiently and with confidence;
- 3 use calculators and a range of measuring instruments confidently and competently;
- 4 recognise, understand, analyse, and respond to information which is presented in mathematical ways, for example, in graphs, tables, charts, or percentages;
- 5 organise information to support logic and reasoning;
- 6 recognise and use numerical patterns and relationships.

Information Skills

Students will:

- 1 identify, locate, gather, store, retrieve and process information from a range of sources;
- 2 organise, analyse, synthesize, evaluate and use information;
- 3 present information clearly, logically, concisely, and accurately;
- 4 identify, describe, and interpret different points of view, and distinguish fact from opinion;
- 5 use a range of information-retrieval and information-processing technologies confidently and competently.

Problem-solving Skills

Students will:

- 1** think critically, creatively, reflectively and logically;
- 2** exercise imagination, initiative, and flexibility;
- 3** identify, describe, and redefine a problem;
- 4** analyse problems from a variety of different perspectives;
- 5** make connections and establish relationships;
- 6** inquire and research, and explore, generate and develop ideas;
- 7** try out innovative and original ideas;
- 8** design and make;
- 9** test ideas and solutions, and make decisions on the basis of experiences and supporting evidence;
- 10** evaluate processes and solutions.



Self-management and Competitive Skills

Students will:

- 1** set, evaluate, and achieve realistic personal goals;
- 2** manage time effectively;
- 3** show initiative, commitment, perseverance, courage, and enterprise;
- 4** adapt to new ideas, technologies, and situations;
- 5** develop constructive approaches to challenge and change, stress and conflict, competition, and success and failure;
- 6** develop the skills of self-appraisal and self-advocacy;
- 7** achieve self-discipline and take responsibility for their own actions and decisions;
- 8** develop self-esteem and personal integrity;
- 9** take increasing responsibility for their own health and safety, including the development of skills for protecting the body from harm and abuse;
- 10** develop a range of practical life skills, such as parenting, budgeting, consumer, transport, and household maintenance skills.

Social and Co-operative Skills

Students will:

- 1** develop good relationships with others, and work in co-operative ways to achieve common goals;
- 2** take responsibility as a member of a group for jointly decided actions and decisions;

- 3 participate appropriately in a range of social and cultural settings;
- 4 learn to recognise, analyse, and respond appropriately to discriminatory practices and behaviours;
- 5 acknowledge individual difference and demonstrate respect for the rights of all people;
- 6 demonstrate consideration for others through qualities such as integrity, reliability, trustworthiness, caring or compassion (aroha), fairness, diligence, tolerance, (rangimarie), and hospitality or generosity (manaakitanga);
- 7 develop a sense of responsibility for the well-being of others and for the environment;
- 8 participate effectively as responsible citizens in a democratic society;
- 9 develop the ability to negotiate and reach consensus.

Physical Skills

Students will:

- 1 develop personal fitness and health through regular exercise, good hygiene, and healthy diet;
- 2 develop locomotor, non-locomotor, and manipulative skills;
- 3 develop first aid skills;
- 4 develop specialised skills related to sporting, recreational, and cultural activities;
- 5 learn to use tools and materials efficiently and safely;
- 6 develop relaxation skills.



Work and Study Skills

Students will:

- 1 work effectively, both independently and in groups;
- 2 build on their own learning experiences, cultural backgrounds, and preferred learning styles;
- 3 develop sound working habits;
- 4 take increasing responsibility for their own learning and work;
- 5 develop the desire and skills to continue learning throughout life;
- 6 make career choices on the basis of realistic information and self-appraisal.

*Taken from **The New Zealand Curriculum Framework** Ministry of Education 1993.*

Notes

