**Next steps: applying the social principles of crime prevention to our school, home, community.**

The underlying message in the **Safer Schools** initiative is that ‘We care’. A community that is cared about is less likely to be attractive to an offender.

There are many ways that school age children can show the community that they care. Below are suggestions for how your class, team or school could action their learning about crime prevention in the community.

Try to get students involved in improving or working with their local community to make links between community and school.

1. **Formulating solutions to problems such as bikes being stolen**.
* Using crime prevention strategies to generate solutions to problems.
* Design action plans to solve problems.
* Test systems they design.
* Help to implement systems in the school.

An example of this would be education on target hardeners - why they are needed, how they work and why.

1. **Work with the caretaker to care for your school.**

This could involve:

* learning how to maintain different plants
* re-planting areas that need revamping
* taking note of the plants around the school that create opportunities for offenders, such as reducing visibility and providing concealment.

For example: Are there plants that cover signs, and make it hard for people to find their way/make excuses for being in that area of the school? Are there plants that obstruct walkways or provide hidden areas where people could get trapped?

Formulate solutions to various real life problems.

1. **Address issues of vandalism at your school.**
* Why does the vandalism occur?
* Who does it affect?
* Where does this happen?
* What is the cost to the school?

Put an action plan together using the crime prevention strategies like visibility / access and involve more than just the caretaker in caring for your school.

1. **Address issues of Quality Environments at your school.**
* How does rubbish affect how people think, feel and act in your school?
* Why should you care about the rubbish in your school?
* If you don’t care then who will?
* What message does rubbish in your school give the community / potential offenders?
* What systems can be put into place to change people’s behaviour?

Test ideas with the class - change, improve and implement school wide.

This gives ownership of the problem back to the students in your school.

1. **Apply what we know about crime prevention strategies to improve a local facility that has little use by the public.**

Identify a park or recreational area that has little use by the public. Draw, photograph or take notes about features, terrain, layout, access, current users, and facilities.

Make observations, design questionnaires, get students to ask neighbours whether they use the area, why or why not, and the problems they identify with design and usage.

Work with your students, local residents or council to make this area part of the local community.

Issues to consider:

* Access - is it easy to get into and out of?
* Who can view people using the area?
* What facilities are available? How are they used? By whom?
* What other businesses are around the facility?
* Who uses these businesses? Number of people?
* What opportunities are there for people to do the wrong thing?
* Does the lighting make people feel safe? Why or why not?
* Where are the shadows? What is the effect of these shadows?
* Are there facilities that give people excuses to make unsafe choices? What are they? How can they be changed?

Write a report to Council with an analysis of the area, giving reasons why this park is not being used and make recommendations for improvement including a projected plan.

Present plan to Council. Plan sequence for carrying out plan with Council.

Draw a bird’s eye view of the park labeling the boundaries, facilities, changes that could improve the area and why.

1. **Caring for people in our community.**

Identify a group of people who you could help, for example be an old people’s home or a pre-school.

Organise a visit-get to know the people in your community.

Ask the management if there are any issues you as a group could help with. This could include gardening, creating artworks with them for their entranceways, or creating a shared book of stories and memories.

Monthly visits to senior citizens or pre-school as buddies - reading, talking, sharing with each other.

1. **Mural Design.**

Integrating art and technology to enhance an area of the school or community that is a target for taggers.

* What is graffiti?
* Who does it?
* Why? What do they use?
* What is the cost to the community?
* How does tagging make people feel?
* How does tagging affect people’s perception of safety in the community?
* How do artworks discourage taggers?

Invite an anti-tagging team in to talk to students.

Identify areas in the community that are tagged frequently.

Contact members of the community associated with these areas.

Ask them if they want artworks and what would they like featured on them?

Students create A4 size designs of artworks to meet criteria set by the community group affected by the tagging.

**Sequence of teaching skills on mural design:**

1. Investigate the characteristics of artwork about native New Zealand species on a cross-classification chart on: colours used, images incorporated, outline colours, style, position of objects in image.
2. Venn similarities and differences between two New Zealand artists to build an idea of the skill set and images used by New Zealand artists.
3. Ask a community group for criteria for the artworks. What do they want? Images, colour preferences, style preferences?
4. Fold A4 paper 3 times.
5. Use images from the internet to practice drawing ideas for design. For example, if the community wants native New Zealand birds, investigate images of native New Zealand birds drawn by other artists. Look for the prominent features and combine these features into pencil drawings in A4 squares.
6. Combine the ideas drawn in A4 squares onto an A4-size design.
7. Use pencil drawings first with no shading. Draw detailed patterns in the artwork. Overlap images.
8. Use up to five colours to colour the artwork with pencils.
9. Using the design criteria select the best four designs. Involve other staff members in this process.
10. Send photographic images to the community group - they select the design they want.
11. Reproduce the design onto treated undercoated plywood.
12. Use an OHP to enlarge the design accurately.
13. Paint the design twice.
14. Polyurethane the painting.
15. Invite the community group into your school and present the works to them.
16. Involve the local newspaper to publicise the initiative.
17. The more people who own the process, the more people will care for the artworks and the environment where they are mounted.