Crime reporting strategies

Before you begin

<table>
<thead>
<tr>
<th>Time suggested</th>
<th>75 minutes</th>
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</table>
| Resources            | Student worksheets  
Whiteboard and pens or blackboard and chalk 
Overhead projector and overhead transparencies 
Butcher’s paper and textas |
| Things to do         | Make photocopies and overhead transparencies as required. |
| Key points           | Crime affects different people in different ways. The way a person feels can differ from day to day. 
Young people can be victims of crime. Like adults, they have both physical and emotional reactions. They may need specialised professional help to deal with the effects of a crime and should be referred to an appropriate agency if the need is identified. 

Reporting a crime
Children may not know whether or not to report a crime to the police. There could be many reasons why they are apprehensive to do so. These reasons should be addressed with the students to encourage them to feel comfortable about reporting a crime whether they are a victim or a witness to an incident. 
They should be encouraged to report the matter as soon as possible after the crime to enable police to successfully investigate the matter before valuable evidence is lost. Early reporting also enables police to protect the person and others from further victimisation and help to keep the child safe. The report also assists to identify patterns of crime in the area which can help in developing crime prevention strategies. 

This module focuses on reporting a crime and ways to prevent becoming a potential victim.

Correct phone number use:
• 000 Police Emergency 
• 112 Mobile Emergency *See note page 64 
• 131444 Police Assistance or report non-urgent crime (or call your local police station) 
• 1800 333 000 BankSA Crime Stoppers |

The Juvenile Justice system
An offence committed by a youth aged 10 or over but below 18 years, will be dealt with by the Young Offenders Act. 
The youth will be dealt with by either: 
• Informal caution |

Juvenile Justice system
If the person who is accused of committing the crime was less than 18 years old at the time of the offence, he or she will usually be dealt with through the Juvenile Justice system. This system recognises that some young people do hurt other people and their property and should do something to make up for this. 
However, they do not have the full legal responsibilities of an adult and may still be in the process of learning about these responsibilities and how to exercise them. In South Australia, young people who abide by the law but made mistakes growing up are encouraged to start life without being limited by youthful errors. The principle of restoration is an important one and is
demonstrated through the Family Conference System. Under the Young Offenders Act 1993, Family Conferences are held, in certain circumstances as a way of diverting young offenders from court where the offence is minor.

<table>
<thead>
<tr>
<th>Links to SACSA</th>
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<tbody>
<tr>
<td>Learning Area: Society and environment</td>
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<tr>
<td>Strands:</td>
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<td>Societies and cultures</td>
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<tr>
<td>Social systems</td>
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<tr>
<td>Outcomes: 3.7, 4.7, 3.9, 4.9, 3.10, 4.10, 3.12, 4.12</td>
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<tr>
<td>Key Competencies: KC1, KC2, KC3, KC4</td>
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<tr>
<td>Essential Learnings: Id In T C F</td>
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<thead>
<tr>
<th>Getting started</th>
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<tr>
<td>The other modules in the crime prevention program aim at giving participants a knowledge of:</td>
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<tr>
<td>• What crime is</td>
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<tr>
<td>• Who its victims are</td>
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<td>• The role of the police</td>
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<tr>
<td>• The consequences of dangerous, selfish and illegal behaviour</td>
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<tr>
<td>• How to keep safe</td>
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*Note:

In an emergency 112 is the best number to call on a mobile phone because:
• it will use any network available (regardless of your provider)
• there is no need to know the PIN for the phone
• it will work even if the SIM card is barred or blocked.

The mobile phone does need to have battery life and be turned on and ‘enter/dial’ must be pressed to connect the call.
Module content

Activity 1 – Ice breakers
‘People bingo’ or ‘Victim/grief exercise’.
See Handouts/Activities section at the end of this module.

Topic overview – Define the topic 5 mins

Crime Reporting Strategies mean that young people need to be aware that there are a variety of ways to prevent themselves from becoming a victim of crime.

This module outlines strategies that young people can adopt to prevent being a victim of crime or if they are a victim of crime and provides information on how to report a crime.

Opening discussion – 10 mins

Go through these brainstorming questions. Pick the most appropriate questions for the group. (You may not have time to discuss all of them.)

Students will come up with their own possible responses which should be explored and discussed further. However, the following answers should be included as strategies to keep young people safe and from becoming potential victims of crime.

<table>
<thead>
<tr>
<th>Initial questions</th>
<th>Possible responses</th>
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</table>
| 1. Why should you plan your outing before you go? | • So an adult knows your whereabouts in case something goes wrong  
• So you can plan for the unexpected |
| 2. How can you keep yourself safe to the best of your ability? | • Don’t go alone  
• Don’t go to lonely, dark places  
• Agree on a meeting place |
| 3. Where can you go if you get lost or are injured or frightened? | • To a Safety Assist Place (formerly Safety House)  
Any time day or night  
All ages  
• Look for Safety Assist sign |
| 4. What are some strategies for safe internet use? | • Don’t trust people you don’t know  
• Never give out your name, address or phone number  
• Never send a picture of yourself or your family |
Crime reporting strategies • Module content

Safety Assist signs indicate the locations of places where people can seek help. The problem could range from being lost, injured, bullied, frightened, or feeling unsafe to needing to contact road service or call for emergency services.

Victimisation does not necessarily involve only physical violence. It also includes any violation of basic human rights. While some crime victims may have legally recognised crimes committed against them, others may be subjected to violence not punishable according to law. In fact, victimisation always involves a loss of power. Even if this loss is momentary, it results in an imbalance of power between two parties.

5 What should you do if you are going for a walk to stay safe?
- Never arrange to meet another computer user face to face
- Never speak to another computer user on the phone
- Don’t answer messages that make you feel bad or uncomfortable
- Follow these rules at home, school, the library and at friends’ houses
- Tell a trusted adult if something makes you feel bad or uncomfortable
- If you get an email from someone you don’t know delete it – don’t open it
- Tell someone where you are going
- Advise them of your route
- Advise them of your estimated time of return
- Tell them who you are going with
- Walk in lit areas
- Don’t walk in lonely areas
- Avoid walking near overgrown bushes
- Walk against the flow of traffic

6 What can you do if you are using public transport and feel unsafe or are being harassed?
- Tell the driver
- Ring 000
- Sit near the driver
- Don’t wait for long periods of times at the bus/train/tram stop

7 Who is a victim?
- Somebody who has had something bad happen to them
- A person whose rights are violated

8 What makes a person a victim?
- Having something happen to them caused by another person that they had no control over
Crime prevention education • Learning for safer communities

9 What sort of feelings might a victim feel?  
- Hurt  
- Angry  
- Upset  
- Frightened  
- Anxious

10 Who is responsible for crime?  
- Offender  
- Community

11 If you feel unsafe or threatened, what can you do?  
- Tell the police  
- Go to a Safety Assist place

12 How does crime affect individuals and the community?  
- Person may get sad or depressed  
- Person may not leave their home  
- Cost to the community  
- People feel unsafe

13 How can you keep your mobile phone safe and secure?  
- Switch off when unattended  
- Don’t show it off  
- Carry it on you rather than in your bag  
- Never leave it unattended  
- Place an IEMI block on it  
- Engrave it  
- Leave it at home if possible – don’t take it to school

14 What can you do if you have information about a crime?  
- Ring BankSA Crime Stoppers  
- Free call 1800 333 000

Activity 2 – Finish the sentence
See Handouts/Activities at the end of this module.

Concept building

Discussion of activities so far undertaken together with further discussion of specific comments made during the Opening Discussion will help students to build their concepts of crime reporting strategies.

Remind students there are strategies they can put in place to help prevent becoming a potential victim.

Remind students that there are strategies they can use to report a crime.

IEMI block for mobile phone

The instruction book supplied with a mobile phone will provide details on how to secure the phone.

By pressing *#06# in the phone the serial number of the mobile phone will be displayed. If lost or stolen contact the carrier and they will put a block on the phone so that it can’t be used.

This is where students are asked to think more deeply about their attitudes and opinions. They should also be thinking critically about the responses of their peers.
Ethical inquiry – Go through these probing questions

- What could the consequences be for not planning an outing?
- How could you let someone know if they were making you feel uncomfortable?
- What are the benefits of knowing your local community and the Safety Assist locations?
- How can you make your journey to school or frequently used routes safer?
- Walking is a safe and healthy activity. Discuss when this is not so.
- What are your options if you are harassed on public transport?
- Why can using the internet be unsafe?
- Is there anything you can do to minimise the risk of becoming a victim of crime?
- What are some of the things you can do to prevent your mobile phone from being stolen and misused?
- What can you do if you become a victim of crime?
- What can you do if you feel you are being victimised?

Activity 3 – Group exercise: Being a victim of crime

Activity 3a – The river story

Activity 3b – River story ranking sheet

See Handouts/Activities section at the end of this module.

Sum up key learnings – Discuss these points with the group

- Everyone has the right to feel safe.
- Planning an outing can help keep you safe.
- You should always tell someone where you are going and your estimated time of return.
- If you are feeling unsafe go to a Safety Assist Place.
- Don’t give out your personal details over the internet.
- Don’t walk in dark, lonely places.
- Never leave your mobile phone unattended.
- Place an IEMI block on your mobile phone.
- There are strategies you can put in place to avoid becoming a victim of crime.
- Tell someone if you feel unsafe or threatened.
- Report all suspicious/criminal behaviour to police.
- Know the phone numbers that you can use to report a crime.
Enrichment activities

Activity 4a – Practical safety audit for young people
Have students complete the safety audit to self-check their level of awareness about safety strategies to keep themselves and their property safe.

Activity 4b – Emergency and non-emergency calls
Give students the information sheet about emergency and non-emergency calls.
Ask students to give examples of when they might call 000 and when they might call 131444 or BankSA Crime Stoppers.
Record students' responses.
Hand out worksheet ‘Is this an emergency?’
Have groups of 3 – 4 students decide whether the situation described is an emergency and then write down what they would do.
Feed back to the rest of the class and compare results.
See Handouts/Activities section at the end of this module.

Activity 5a and 5b – Complete a Victim Impact Statement
See Handouts/Activities section at the end of this module.

Activity 6a – Group exercise: Victim scenarios
Aims
• To identify different types of victims/victimisation.
• To think about who is a victim of crime and why.
• To identify community perceptions about victims.

Process
• Hand out victim scenarios and explain as follows.
  We’re going to look at different types of victims and victimisation. Some may not be clear who is and isn’t a victim. There may be situations within the group that result in disagreement. You may know someone in a similar situation.
• Ask whether any young person would like to read aloud, otherwise the facilitators read to the group.
• Discuss who is the victim in each scenario.
• Facilitate differences in opinions.
See Handouts/Activities section at the end of this module.
Activity 6b – Group exercise: strategies

Ask students to form groups to develop a list of strategies that can be implemented in the classroom for students’ safety. Think about assertiveness, reporting matters, sending clear messages on unwanted behaviour and behaviour modification strategies for inappropriate offensive behaviour.

Take action

Ask students to do the following activities.

1 With your family develop an ‘Out and About Action Plan’ to assist to keep your family members and yourself safe.

2 Make a poster advertising the BankSA Crime Stoppers phone number and ways ringing this number can assist the community.
Activity 1 – Ice breakers

‘People Bingo’ – Out and about safety: Instruction sheet

Hand out ‘People Bingo’ activity sheet.

- 6 – 9 people per group. (See next page).
- 1 sheet per student.
- Students move around the class with their sheet and find someone who answers in the positive to the statement posed and then signs their name in the square.
- Do not use the same person twice to ensure the class moves around.
- Person who signs the square may then be asked to talk about the situation and discussion ensues around each point.
Activity 1 – ‘People Bingo’ – Out and about safety

Student activity sheet

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<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>1</td>
<td>Do you plan for an outing?</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Do you decide on a route to get there and back, and stick to it?</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>Do you tell someone what time you are expected back from an outing?</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>Do you check bus/train timetable before leaving to limit waiting time?</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>Do you report suspicious behaviour if you see any?</td>
<td></td>
</tr>
</tbody>
</table>
Activity 1 – Ice breakers (continued)

What it feels like to be a victim / grief exercise

1 Chocolate frogs (or similar treat if students are allergic to chocolate)
Facilitators to hand out chocolate frogs to participants, warning them not to eat them yet.
• When handing frogs out, ask students to identify the frogs as someone close to them or a treasured item.
• Students don’t have to tell us what/who it is.
• Facilitators then randomly remove frogs from young person.

2 Magazine clippings
Facilitators to put magazine clippings (made up of material objects and pictures of people) on the table and ask young people to pick two pictures that remind them of something special for them.
• One should be an object or material possession and the other should be symbolic of a relationship special to them. For example, a picture that reminds them of their mother, etc.
• Point out that the young person should study the picture and think about who or what that picture represents and the meaning it has for them.
• Facilitators to allow some time for reflection of the pictures / potential sharing with the group.
• Facilitators then randomly remove the pictures from the young person.

3 Personal drawings
Facilitators to supply each group member with a piece of paper and some textas / pencils.
• Ask each young person to draw on the piece of paper a person or relationship or scene (eg house with parents, dogs and cats) that is important to them
• Allow some time for young people to put some effort into the drawing, thinking about the meaning of the object / person as they go. Stress that it is not about artistic ability.
• Facilitators then randomly remove drawings from young people.

Suggestion: Run option 2 and 3 together, in order to give students a choice.

Reflection
• Ask the group what does it feel like:
  – To have something/someone taken
  – To be a random or targeted victim
  – To be isolated or part of a group of victims
  – To be in close proximity to victim/witness.
• General discussion drawing out key features – helplessness, loss, anger, confusion.
• We all experience feelings from people taking things from us or losing something. Feelings are different and can be of different intensity. Sometimes feelings can get out of control – may need assistance.
• The reality is someone gets hurt – may be for a short time or a long time.
• Identify that any one of us can be, and may be a victim of crime.
Activity 2 – Finish the sentence

Complete the sentence using one of the words from the list below.

1. You should always __________________________ your outing.
2. __________________________ your mobile phone.
3. Tell an adult or someone you trust if you see someone you think doesn’t __________________________.
4. Do not __________________________ people you do not know.
5. Don’t walk near __________________________ grown bushes or trees.
6. Delete __________________________ from people you do not know.
7. Never take __________________________ from a person you do not know.
8. Tell the __________________________ if you are feeling frightened or harassed.
9. Place an IEMI __________________________ on your mobile phone.
10. Look for the Safety __________________________ sign.
11. Agree on a __________________________ place.
12. In an __________________________ ring 000.

PLAN, ASSIST, ENGRAVE, BELONG, MEETING, EMERGENCY, TRUST, OVER, BLOCK, ANYTHING, DRIVER, EMAILS
Activity 3 – Group exercise

Being a victim of crime

During this exercise, we would like students to talk about what it is like to be a victim, not an offender.

Ask group members to respond to:

- Has anyone been a victim of crime?

Have you:
- Ever been rolled for your shoes?
- Ever had a mobile stolen?

What were your thoughts about being a victim of crime?

- Unfair.
- Why me.
- Scared.
- Angry.
- Broken trust.
- Betrayed.
- Sad.
- Physically hurt.

How did these thoughts affect you – short term and long term?

Any commonalities and/or differences in the impact of crime amongst the group members?

- After group discussion, ask those who did not identify as being a VOC whether they have recognised that they have been a victim of crime.
Once upon a time in a faraway land there was a wide river that divided up the countryside. There was only one bridge for miles, which was the only way to cross, although there were a few lucky people who owned boats.

In the river lived dangerous crocodiles.

In this land lived a young couple who were desperately in love. Cathy lived on the left side of the river and Simon lived on the right side of the river. They used to meet each other on the bridge and stare out at the land and down at the snapping crocodiles and dream about the day they would marry.

Then one day the rains came down, flooding the river and washing the bridge away. Cathy was trapped, separated from Simon. She was devastated. It rained for months.

Soon nasty stories and rumours started about death and destruction on Simon’s side of the river. Cathy feared for Simon’s life.

Phone lines were down and she had no way to contact him. She was desperate.

Cathy thought she would visit the fisherman down by the river and ask for help. She knew he had a good boat and thought if she asked him nicely he might take her across the river. Cathy begged the fisherman for help but he said he would only help her if she would steal vegetables for him from Mary’s garden. Cathy did not want to do this. She was worried and frightened and ran off to Old Bert’s place. He had an old boat and might help her.

Old Bert is a 96-year-old man and a bit deaf. Cathy told him about her concern for Simon and that the fisherman would not help her unless she stole vegetables for him. Bert said he was too old to help and that he had to stay and look after his cabbages.

Cathy was in great distress and despair. She had no option but to go back to the fisherman and do what he asked. So with tears running down her face she went and stole vegetables from Mary’s garden for him. Afterwards the fisherman rowed her across the river.

Once across the river she ran up the hill into Simon’s arms where he was shovelling sand into sandbags. She burst into tears and started to tell him of her terrible ordeal.

When Cathy told Simon that she had stolen Mary’s vegetables to get a ride across the river by the fisherman Simon was angry with her and said, ‘I can’t believe you did that. I don’t want to see you any more’. Cathy was shocked and ran off into the woods.

She was crying. A woodcutter saw Cathy and asked her, ‘what’s the matter?’ Cathy told him the whole story.

The woodcutter was angry with Simon and so he went to Simon’s house and punched him.

Activity 3a – The river story
**Activity 3b – River story ranking sheet**

Rank the behaviour of the following people stating whether you think they are:

- a victim
- a perpetrator of crime
- a witness
- an innocent bystander.

NB: some characters may be more than one.

<table>
<thead>
<tr>
<th>Cathy</th>
<th></th>
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<tbody>
<tr>
<td>Old Bert</td>
<td></td>
</tr>
<tr>
<td>Simon</td>
<td></td>
</tr>
<tr>
<td>Fisherman</td>
<td></td>
</tr>
<tr>
<td>Woodcutter</td>
<td></td>
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</tbody>
</table>

Now repeat the above exercise in pairs to see if someone else ranked the people differently than you.

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</table>

Act out the river story with a group of friends.
Activity 4a – Practical safety audit for young people

Personal safety is important. This safety audit will assess the way you prepare to go out. The audit asks you questions about your safety practices when out and about so you can think of ways that will assist to keep you even safer. Place a tick in the box next to each comment if these are things you already do. If they are not things you already do, then think about some ways you can improve your safety to reduce your chances of becoming a victim.

**Bags**
- Carry your bag in front of you and never let the strap hang loosely.
- Always close your bag so as not to expose your valuables.
- Always keep your bag within your sight.

**While out and about**
- Always walk in well-lit areas and never isolate yourself.
- Avoid walking near overgrown bushes and trees.
- Where possible always walk against the flow of traffic.
- Always be careful when carrying valuables.
- Know where the Safety Assist places are.
- Always have a plan in case you feel unsafe.

**Mobile phones**
- Switch off your phone when unattended.
- Have a PIN number in your phone.
- Never leave your phone in sight when it is unattended.
- Carry your phone on you rather than leaving it in your bag.
- Have an IEMI block on your phone.
Activity 4b – Emergency and non-emergency calls

The emergency phone number is 000
The mobile number for emergencies is 112*

When the operator answers the phone they will ask whether you want the Police, Fire Service or Ambulance.

000 calls are free so you don’t need any money.

The call is traceable. Even if you don’t know where you are the police can trace where you are ringing from and find you.

Useful things to tell the operator:

Where you are
Who you are
What has happened

Brainstorm examples of situations where you might need to call 000.

For other police assistance (i.e. non emergency situations) call 131444

Brainstorm examples of situations where police assistance is required, but it is not an emergency.

The number for BankSA Crime Stoppers is 1800 333 000

It is a free call number that you can call anonymously (discuss anonymous) between 8am and 10pm, seven days a week, to speak confidentially (discuss confidentiality) to a police officer about a criminal activity or unsolved crime.

If the police solve the crime as a result of the information then a reward may be given to the person who gave them the information.

Brainstorm some examples of situations where you might phone BankSA Crime Stoppers.

Give an accurate description

When speaking to the operator on the phone it is important to give accurate information. One thing that helps police is being able to give a detailed description of suspects.

Compile a list of details that are included in a description of a person, eg hair, eyes, nose, skin colour, scars, height, build, etc.

*Note:
In an emergency 112 is the best number to call on a mobile phone because:
• it will use any network available (regardless of your provider)
• there is no need to know the PIN for the phone
• it will work even if the SIM card is barred or blocked.

The mobile phone does need to have battery life and be turned on and ‘enter/dial’ must be pressed to connect the call.
Activity 4b (continued)

Instructions:
1 Form into groups of 3-4 people
2 Choose one member of your group to be the scribe.
3 Discuss each scenario and on a separate piece of paper answer the following questions for each one:
   • Is this an emergency? Why or why not?
   • Who would you call and why?
   • What would you do and why?

Scenario 1
Your bicycle has been stolen from the front yard of your house.

Scenario 2
People are fighting out the front of your house.

Scenario 3
Someone is breaking into your neighbour’s house.

Scenario 4
A candle has set curtains inside your house on fire.

Scenario 5
You are home alone when dad suddenly collapses on the floor and you cannot wake him.

Scenario 6
You arrive home to find the front door wide open and you know mum and dad are at work.

Scenario 7
You get lost in the city.

Scenario 8
You see someone setting fire to a neighbour’s brush fence.
Activity 5a – Victim Impact Statement

Choose one of the following stories below and write or draw how you would feel if you were the victim of one of these crimes. Use the Victim Impact Statement form to complete the exercise.

**Story 1**
You have just been given a new bike for your birthday and this is the first day you have got to ride it to school. On your way to school two people who go to your school and who are known to be bullies, stop you near the bushes by pushing you off your bike. They then take your bike from you and ride away with it. How do you feel?

**Story 2**
For the last two months, every day at school you are harassed by some older kids who take you into the toilets and steal your lunch money from you. They threaten you and tell you that if you tell anyone then they will bash you up. One day a teacher walks in and catches the kids taking your money. How do you feel?

**Story 3**
You have just bought a new skateboard with your own money that you have saved up. You are really proud of the skateboard and really like the cool picture on it. You go to get your skateboard which you left outside the shop and you see two people slashing the top of the picture and damaging the wood. How do you feel?

**Story 4**
You have a very special gold chain that is sentimental to you because a special person in your life gave it to you. You left the chain in your bag while you were playing sport and when you went to your bag afterwards it had been stolen. You see a person from school wearing the chain. How do you feel?
Activity 5b – Victim Impact Statement for children and young people

Information for assisting children and young people to complete a Victim Impact Statement.

Young children will need help to fill out their statement. The child should tell the judge or magistrate in their own words how they feel about what has happened to them. You could give a simple description about what feelings you are feeling, like sad, happy or angry. Talk about your feelings since the incident occurred.

Victim Impact Statement

Draw or write anything you would like the judge or magistrate to know about how you are feeling because of what has happened to you. You may write or draw about anything that has changed in your life or family since the crime. You could even write a story or a poem about it.

What is your name? ____________________________ How old are you? ______________

What school do you go to? ______________________ What year are you in? __________

Your signature __________________ Date / /
Activity 6a – Group exercise: Victim scenarios

In groups, discuss who is the victim in each scenario.

**Scenario 1**
An 11-year-old girl was sent to lunchtime detention for hitting and hurting another girl. The girl sent to detention had apparently kissed a boy whilst surrounded by four other girls. She later stated to the detention teacher that she had felt intimidated, harassed, and pressured by the other girls into kissing the boy and had then hit out at one of the other girls, hurting her. **Who is the victim?**

**Scenario 2**
A family was at the football clubrooms when the father sent his 12-year-old son out to get some things out of their car. As the 12 year old closed the door of the car, he was approached by a man about 20 who demanded the keys of the car. The boy gave them to the man who then drove off, leaving the boy frightened to go and tell his father what had happened. **Who is the victim?**

**Scenario 3**
Sarah was good at schoolwork. Other kids in her class thought she was a 'know it all', and a teacher's pet. During lunch one day some of the girls in the class locked her in a toilet for a joke, and would not let her out. When the teacher saw that Sarah had been crying, he questioned her. When he was unable to find out who was responsible he punished the whole class with detention. **Who is the victim?**
Crime reporting strategies • Notes