Introduction

The Crime Prevention Education program

The Crime Prevention Education program for middle years learners (years 6 and 7) forms part of the Government's vision for safer communities. It has been developed through a partnership between the Department of Education and Children's Services and South Australia Police and is designed to assist teachers and police to work together in the prevention and reduction of youth crime.

The Crime Prevention Education program is a long term strategy that complements the existing work of Government to improve safety and security in our schools. It has been written with the understanding that classroom teachers can work with police officers to deliver relevant activities and promote constructive relationships within existing police resources. If police are not available, other agencies can be invited to participate.

The program consists of the following set of modules related to crime prevention, to be incorporated within the society and environment Learning Area.

- Acceptable community behaviours
- Crime prevention strategies
- Public space
- Crime reporting strategies
- Harassment, assault and bullying
- Stealing and shoplifting
- Property damage
- Graffiti

A pamphlet for parents and caregivers complements the Crime Prevention Education curriculum. Its aim is to support parents and caregivers to reinforce to their children the curriculum's messages about community safety and crime prevention strategies.

Connection to the South Australian curriculum

Crime prevention can be addressed and reinforced within the context of the South Australian Curriculum, Standards and Accountability (SACSA) Framework through the development of the Essential Learnings and through curriculum development within all Learning Areas, with particular emphasis on the Learning Area society and environment.

‘The Essential Learnings provide an opportunity to encapsulate the very essence of developmental crime prevention, particularly in the strong focus on the development of the person and communities of people.’

*Crime prevention curriculum in South Australian schools: A study of programs, materials and initiatives*, Centre for Research in Education, Equity and Work, University of South Australia, 2001

Within the SACSA Framework, five Essential Learnings – Futures, Identity, Interdependence, Thinking and Communication – combine to foster in students the capabilities to:

- develop the flexibility to respond to change, recognise connections with the past and conceive solutions for preferred futures (*Futures*)
- develop a positive sense of group, accept individual and group responsibilities and respect individual and group differences (*Identity*)
- work in harmony with others and for common purposes within and across cultures (*Interdependence*)
- be independent and critical thinkers, with the ability to appraise information, make decisions, be innovative and devise creative solutions (*Thinking*)
- communicate powerfully (*Communication*).

The Crime Prevention Education program is one way to address and make the Essential Learnings live in the classroom. Fundamental to this is the adoption of a pedagogy which values active student participation, an understanding of middle school learners, and meaningful involvement of students in decision making.
Links to Key Competencies

In association with the Essential Learnings, there is a focus in the SACSA Framework on Vocational Education and the skills which are considered to be essential for future, socially active citizens. These skills, called Key Competencies, can form part of the learning that takes place within the Crime Prevention Education program. The Key Competencies are as follows.

KC1: collecting, analyzing and organizing information
KC2: communicating ideas and information
KC3: planning and organizing activities
KC4: working with others in teams
KC5: using mathematical ideas and techniques
KC6: solving problems
KC7: using technology

Links to society and environment

The society and environment Learning Area also readily lends itself to the development of Crime Prevention Education curriculum. Society and environment involves the study of how the life experiences and relationships of individuals and groups are shaped and characterised by particular social, cultural, religious, historical, economic, political, technological and ecological systems and structures which develop in different ways and places and at different times.

There is also an emphasis on understanding and participating in ethical issues. Society and environment encourages students to understand and critically challenge ideas in order to participate positively and effectively in their schools and communities. This area of the curriculum also encourages students to become active citizens with the skills to make informed and reasoned decisions followed by action.

Broadly speaking, the place, space and environment strand encourages students to assess the ways in which values shape behaviour.

The societies and cultures strand aims to develop an understanding and respect for diverse values, beliefs and practices of groups of people and the social systems strand aims to engage students in decision-making and negotiations alongside an understanding of rules and laws in society.

Shared values

The society and environment Learning Area promotes three clusters of shared values that influence what is learnt, how learning occurs and the outcomes of learning.

The value democratic process includes a commitment to individual freedom, and the rights and responsibilities associated with participating in a democratic and just society, respect for law and for legitimate and just authority, respect for different choices, viewpoints and ways of living, and commitment to ethical behaviour and equitable participation in decision making. This value contributes to learners’ understanding of what constitutes a fair and just society.

The value social justice refers to concern for welfare, rights and dignity for all people, empathy with people of different cultures and societies, fairness, commitment to redressing disadvantage and commitment to changing violent and discriminatory practices.

The value ecological sustainability refers to the importance of environmental stewardship and conservation.

Four strands

Crime prevention curriculum can be developed through all four strands of the society and environment Learning Area. Through the time, continuity and change strand, students are encouraged to link personal and social histories with broader social issues and to begin to understand that human experiences shape individual and collective identities.
Crime Prevention Education curriculum map

The following map provides a summary of links to the SACSA Framework in the society and environment (middle years) Learning Area for each module.
Introduction

Linking crime prevention education to the SACSA Framework

The learning and assessment associated with the Crime Prevention Education modules connect strongly with the Essential Learnings (Future, Identity, Interdependence, Thinking and Communication) and provide opportunities to link with Key Competencies and Key Ideas and Outcomes in other Learning Areas.

For example: Module: Acceptable Community Behaviours
Learning Area: Health and Physical Education
Strand: Personal and social development
Outcomes: 3.5, 4.5
Essential Learnings: Id In T C
Key Competencies: KC1, KC4, KC6
Delivery of Crime Prevention Education program

The program has the following aims:
• To enable young people to understand the consequences of involvement in crime and anti-social behaviour for both perpetrators and victims.
• To assist students to develop strategies that avoid involvement in crime and anti-social behaviour.
• To establish a more constructive relationship between young people and police.

The module format allows for flexibility of delivery. Sessions can be selected to reflect local concerns.

The modules support other student welfare programs, such as Program Achieve and the Drug Strategy that are presently available to schools.

When teachers and police are co-delivering the program, they should meet before the lesson to organise roles and responsibilities and to allocate time for the activities.

The teacher should NOT leave the police officer alone with a class at any time. It is important that both police and teachers have input into the sessions to model effective collaboration for students.

Guiding principles for effective collaboration between teachers and other agencies

Before presentation of the program in classrooms, co-presenters are required to meet to discuss and negotiate the following issues.
• Venue and time allocated to the session.
• Number of students.
• Level of maturity of the students.
• Facilities and resources available.
• Purpose of police or other agency's involvement.
• How the session fits in to the curriculum.
• Existing level of knowledge of students.
• Any sensitive issues relating to the school, students and/or topic.
• How to prevent or manage any student disclosures.
• How the session will be evaluated in terms of student learning.

Structure of modules

Each module has three main sections:

Section 1 Before you begin
This provides brief background information on the topic and the way it can be presented.

Section 2 Module content
This section provides a structure for delivery in the classroom. Each module begins with ice breakers, followed by presentation of the topic under the following main headings.

Topic overview
The definition of the topic is presented and discussed in the context of crime prevention.

Opening discussion
Brainstorming exercises are used to allow all students' views to be heard and to gauge student perceptions, understandings and knowledge of the topic.

Students are expected to make positive and spontaneous contributions to this group activity.

Students should be encouraged to respond freely without interruption. This activity should demonstrate co-operation, courtesy and interaction. Every response should be valued.

Concept building
Specific reference should be given to responses given in the opening discussions.

Values, beliefs, attitudes and ethics will be explored at this time.

Students should be expected to listen attentively to others and to think critically.

The trigger words and concepts listed in this section are an opportunity to expand knowledge, vocabulary, create an in-depth focus and to introduce consequences of actions to contextualise learning.

Ethical inquiry
These questions provide students with the opportunity to discuss safe practices appropriate to a range of situations and environments. Wherever possible some of these questions should take the form of a class discussion or small group work.

The consequences of personal choice should be the focus.
**Sum up key learnings**

This is the opportunity for presenters to revise the main points that have emerged. Students should be able to discuss and describe how safe practices promote personal and community wellbeing.

**Enrichment activities and Take action**

Students are encouraged to research independently after the lesson, and complete other activities relevant to the topic.

Students are encouraged to challenge world views and consider how they can use their learning to make a difference in the prevention of crime in the community.

**Section 3 Handouts/Activities**

Student worksheets and detailed information on suggested activities are included at the end of each module. These can be used by the presenters as a resource to address issues raised in each session as well as for the student’s personal record of the class discussions.

A graphic in the top left hand corner of each handout/activity indicates whether it is intended for presenters or for students.

Depending on the time allocated for each module, the worksheets can be used during the session or as a follow-up activity.

**Student workbooks**

It is recommended that students have folders or create workbooks to keep all work from the modules together. A proforma for student notes is provided at the end of this section.

**Strategies for delivering Crime Prevention Education**

It is important when delivering the modules to acknowledge the contribution of students from diverse cultures and linguistic backgrounds in an open, inquiring and non-judgemental way.

The modules encourage students to use a culture of inquiry in their exploration of crime prevention strategies. Conversation is the main tool by which students are encouraged to participate.

The program uses a range of teaching strategies which allow students to work individually, in pairs, small groups and as a whole group.

The following are the main strategies used throughout the modules.

**Brainstorming**

- Invites all students to respond to any posed question.
- Purpose is to acknowledge the widest variety of responses, not to seek group agreement.
- Analysis of the diversity or commonality of the responses gives the group more information about its own diversity and cohesion and can help give an insight into problem solving.

**Role playing**

- Requires students to act out particular scenarios exploring their values, feelings and beliefs.
- Enables students to practise social skills, explore their responses to situations and explore the responses of others.
- Debriefing and generalising a role play ensures that students stop playing the role of their character and start to reflect and examine the implications. Also ensures group learning is related to real life situations, eg:
  - How do you feel and what did you learn from the character?
  - How did other characters respond to your behaviour?
  - What did we learn from the role play?
  - Do you support or not the behaviours of the characters?
  - What were the underlying beliefs/values informing the actions?
  - What can we learn about real life situations from the role play?

**Values continuums**

- Encourage students to decide with their feet by moving to the best option on a defined continuum that represents their position.
- Students are first asked to observe their position in relation to others. Depending on the context, students are then instructed to:
not discuss but respectfully notice the
diversity of the group’s beliefs
respectfully discuss and examine the diversity
of group beliefs.

**Activity sheets**
- Encourage students to write their feelings, thoughts and beliefs about issues or specific topics.
- Could include sheets of paper with questions and answers to be placed on walls/whiteboard.
- Group leaders have the option of reading activity sheets back to the class or ask the class questions about each sheet to discuss: ‘what did you learn? are there things you are surprised to learn?’

**Rating scales**
- Encourage students to think about their own behaviours, choices, values and beliefs and record them.
- Encourage students to explore the differences about their behaviours, choices, values and beliefs in the context of others and discuss differences and similarities.

**Time**
The eight modules can be delivered in a variety of forms. The suggested approximate time given to each module is based on a 75 minute session. Some options may be:
- one module per week over one term, including one lesson for feedback and evaluation of modules during the term.
- two modules per term over the year
- variations of number of sessions and program lengths to suit class
- modules to be integrated across Learning Areas.

**Assessment strategies**
The following processes can be used during and after presentation of each module.
- Pre- and post-module survey (see proforma at the end of this section).
- Self assessment.
- Oral presentation.
- Self reflection sheets using a range of thinking tools.
- Enrichment activities used as an assessment tool.
- Role play.
- Research report.

**Additional resources and references**
The modules are designed to be delivered in partnership with SAPOL and other community agencies. Therefore a list of people, organizations and resources likely to be available for you to draw on for particular topics is provided below.
- SAPOL Local Community Program Sections (Metro) SAPOL Youth and Community Officers (Country)
- Local Government Crime Prevention Program Coordinators – any topic
- Crime Prevention Unit – Attorney-General’s Department – theories/statistics/national and state crime prevention strategies
- Department for Families and Communities, Children, Youth and Family Services – Youth & Juvenile Justice
- Office of Crime Statistics – Attorney-General’s Department
- Criminologists at universities and TAFE SA – causes of crime and approaches to crime prevention
- Offenders Aid & Rehabilitation Service (OARS) and Centre for Restorative Justice
- Local Councils
- Local Community Health Centres
- School/Neighbourhood/Rural Watch Coordinators
- DECS School Care
- Metropolitan Fire Service
- Country Fire Service
- Victim Support Services Incorporated
- Safer Communities Australia Inc

The modules will be more effective if there is good communication between the school and home. This may involve the use of:
- parent brochure
- information sessions about the modules inviting participation from parents and caregivers
- discussion evenings on topics such as bullying and crime prevention in the community
- information about the modules in the school newsletter.
Web links for crime prevention modules

If you are looking for further information, either for your own research purposes, or to assist in the delivery of the modules, then the following links and resources may be of assistance. Some may just provide further reading whilst others could be used in a classroom situation.

Acceptable community behaviours

<www.curriculum.edu.au/values>
<www.livingvalues.net>
<www.cornerstonevalues.org>
<www.virtuesproject.org>
<www.becal.net>
<www.edna.net.au>
<www.socialhuman.com>
<www.abc.net.au/civics>
<www.crimereduction.co.uk/toolkits>

Crime prevention strategies

<www.aic.gov.au>
<www.mcgruff.org> (this is a great interactive site)
<www.police.sa.gov.au>
<www.crimestopperssa.org.au>
<www.crimereduction.co.uk/toolkits>
<www.planning.sa.gov.au>
<www.cpted.net>
<www.ncrel.org/sos/preven.htm>
<http://cecp.air.org/guide>
<www.keepschoolsafe.org/>  
<www.ed.gov/offices/OSERS/OSEP/products/earlywrn.htm>
<www.safercommunities.asn.au>

Crime reporting strategies

<www.wandsworthclc.org/smartkids/slt.htm#> (this is an interactive game)
<www.crimereduction.gov.uk/personalsafety.htm>

Stealing and shoplifting

<www.crimereduction.co.uk/toolkits>
<www.aic.gov.au>
<www.lawforkids.org/cartoons/15.cfm> (another great interactive site)
<www.lawstuff.org.au>

Harassment, assault and bullying

<www.lawstuff.org.au>
<www.dfes.co.uk/bullying/index.shtml>
<www.bullyingnoway.com.au>
<www.bullybeware.com>
<www.education.unisa.edu.au/bullying/>
<www.caper.com.au>
<www.scre.ac.uk/bully/>
<www.bullying.co.uk>
<www.colorado.edu/cspv>

Property damage

<www.aic.gov.au>
<www.arsonpreventionbureau.org.uk>
<www.crimereduction.co.uk/toolkits>

Graffiti

<www.aic.gov.au>
<www.nhwatch.asn.au/graffiti>
<www.cpu.sa.gov.au>
<www.kesab.asn.au/graffiti>
<www.crimereduction.co.uk/toolkits>
<www.graffiti.nsw.gov.au>
<http://library.trinity.wa.edu.au/issues/graffiti.htm>
Survey: Pre-Crime Prevention Education Program

Read all questions carefully. All answers are confidential.
Circle the answers that apply to you.

1. Circle your gender
   - Male
   - Female

2. Circle your age
   - 10 years
   - 11 years
   - 12 years
   - 13 years

3. Do you know anyone who has committed a crime?
   - YES
   - NO

4. Write down one reason why you think some people commit crimes.

5. What crimes have you heard of in your local area committed by young people?

6. List some steps you believe you can take to prevent crimes being committed.
   a)
   b)
   c)

7. Have you or your family ever been a victim of crime?
   - YES
   - NO

8. Have you asked for help from a police officer on any occasion?
   - YES
   - NO

9. If you were arrested by the police, what consequences would there be for you and your family?

10. Has your school had visits from a police officer to work together on a project?
    - YES
    - NO

11. What would you like to learn about in the Crime Prevention Education Program?
Survey: Post-Crime Prevention Education Program

Read all questions carefully. All answers are confidential.
Circle the answers that apply to you.

1. Circle your gender
   - Male
   - Female

2. Circle your age
   - 10
   - 11
   - 12
   - 13
   - years

3. Do you know anyone who has committed a crime? YES / NO

4. As a result of the program, have your ideas about police changed? YES / NO

5. If you were arrested by the police what would be the consequences for you and your family?

6. Describe some strategies you would suggest to someone to avoid being involved in committing a crime.

7. Which module did you like best in the Crime Prevention Education Program?

8. Was there anything about the program you think should be changed?

9. Did you talk to your parents/caregivers about the program? YES / NO

10. If so, what were their comments?
