

Active Citizenship

Pushed

SEN (Inclusion)



L2

Lesson 2: Reporting Crime Safely

This lesson looks at the barriers and benefits to reporting crime in the community and the charities Crimestoppers and Fearless.

Planning	
Prior Learning	<p>Pupils should have gained prior knowledge and understanding about:</p> <ul style="list-style-type: none">• drugs, alcohol and the risks;• healthy relationships;• impact of breaking the law; and• coping strategies.
Learning Outcomes	<p>Pupils will be able to:</p> <ul style="list-style-type: none">• explain the role of organisations like Crimestoppers and Fearless; and• identify reasons why it is important to report crime.
Thinking Skills and Personal Capabilities Focus	<p>Pupils will have opportunities to develop skills by:</p> <p>Managing Information</p> <ul style="list-style-type: none">• completing a mind map based on a case study; and <p>Working with Others</p> <ul style="list-style-type: none">• listening actively and sharing opinions, taking personal responsibility for work with others and evaluating their own contribution to the group.
Resources	<p>Film Pushed</p> <p>Lesson 5: Reporting Crime presentation</p> <p>Northern Ireland Crimestoppers video</p> <p>Don't Let it be too Late video</p> <p>Worksheet 1: What is Crimestoppers Mind Map</p>



Suggested Teaching and Learning Strategies

Launch

Display slide 2 of the Reporting Crime presentation and ask: Who do you call when you're in trouble or need help?

Use effective questioning techniques to lead a discussion about why pupils should turn to these people. For example:

- **Why is this the best person to talk to?**
- **What qualities does this person have that makes you trust them?**
- **What might you expect this person to do to help you?**

Pupils may respond: My mum or dad, step-parent, foster parent, best friend, uncle or aunt, granny or grandad, social worker, teacher.

Activities

Activity 1: Who are Crimestoppers?

Ask your pupils what they know about Crimestoppers. Ask them if they have ever seen Crimestoppers signs or advertisements? If so, where?

Show pupils this [Northern Ireland Crimestoppers](#) video.

Ask your pupils to:

- think about what Crimestoppers do to encourage people to come forward with information;
- take notes if necessary, during the video.

Pause it at certain points to allow time for discussion.

After watching this video, ask your pupils if they would be more likely to come forward with information.

Possible answers and discussion points:

- *Pupils may say they see them on police vans or on police advertisement boards or perhaps television adverts.*
- *People who call Crimestoppers remain anonymous; no personal details are taken.*



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Activity 2: Fearful but Fearless



Ask your pupils if anyone has heard of the charity Fearless.

Then ask whether anyone noticed Fearless in the short film Pushed. If so, when?

Raise awareness of Fearless among the pupils in the class by explaining what it is and how to contact Fearless. Show the [Don't Let it be too Late](#) video.

Discuss this video with the pupils. Ask questions about the video and the similarities between how the boy in the video feels and how Katie in the film Pushed feels.

The end of the film shows Katie using her mobile phone to contact Fearless. It implies that she has passed on information about Mikey and his role in Zoe's death. Ask your pupils, in pairs, to consider:

- why it might have been difficult for Katie to tell someone about Mikey and Zoe before the tragedy; and
- why Katie's decision to contact Fearless might have been difficult.

Answers might include:

- *Katie didn't want to be called a tout. She was worried that her parents would be angry that she had been drinking. She was worried about losing Zoe as a friend.*
- *She felt guilty that had let her friend down. She might have been worried that someone might find out she had contacted Fearless and that this would put her in danger.*

Ask your pupils:

- What are the similarities and differences between the charities Fearless and Crimestoppers?
- Why do you think this activity is called Fearful but Fearless?

Information for teachers on Fearless:

Fearless is Crimestoppers' youth service aimed at 11- to 16-year-olds.

It aims to increase awareness of the dangers of street crime, drugs and violence.

Guided by Crimestoppers, Fearless also develops effective anti-crime resources for young people and their families.

Fearless guarantees the same anonymity that Crimestoppers provides.

It has the advantage of allowing users to provide information through the website, if required.

The Fearless website gives young people access to non-judgemental information and advice about crime and criminality.

The website also provides a youth-friendly online form for passing on information about crime with full anonymity. This covers the whole of the UK, including Northern Ireland.

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Activity 3: Mind Map

Show the class slide 3 of the Reporting Crime presentation. What crimes could Mikey be guilty of? Take feedback on their responses. Answers might include: murder, manslaughter, possession or possession with intent to supply.

Ask your pupils to form groups of three or four. Assign roles to each group member, for example timekeeper, scribe and someone to feedback.

Give each group a copy of Worksheet 1: Mind Map. Encourage your pupils to discuss the two questions and write down all of the ideas mentioned.

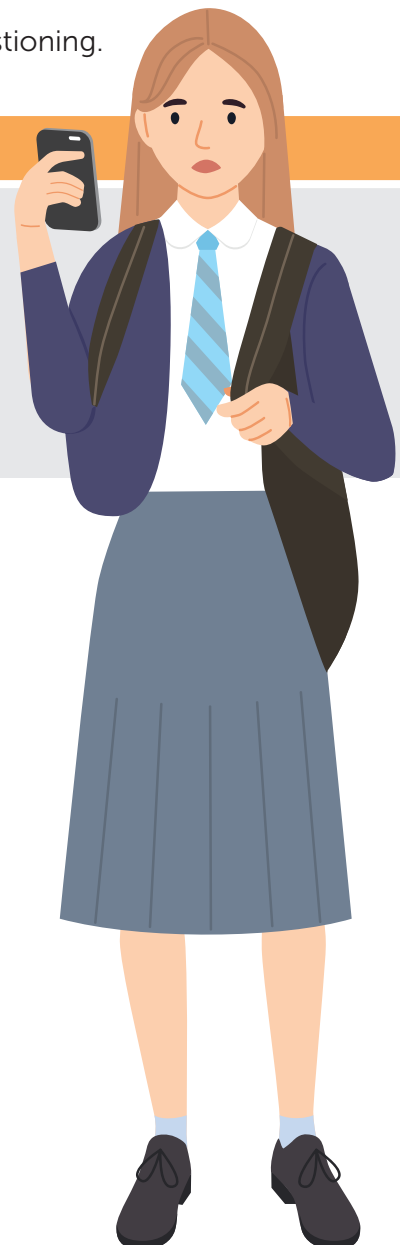
Encourage your pupils to feedback ideas. Write their ideas on the board or on slide 3 of the presentation.

Lead a class discussion on their responses, using effective questioning.

Debrief

Display slide 18 of the Reporting Crime presentation with the question: After today's lesson, would you be more likely to report a crime anonymously to an organisation like Crimestoppers or Fearless?

Ask your pupils to write their response (yes or no) on a Post-it note and place it on your desk on their way out.





Worksheet 1: What is Crimestoppers Mind Map

