

Unit 7: Criminality and Paramilitaries in Communities SEN (Inclusion)

Active Citizenship



Lesson 3: Crime in our communities – what can we do?

This lesson relates to the types of activities carried out by paramilitary organisations in Northern Ireland. It encourages pupils to think about the different crimes that paramilitaries commit and to evaluate their own role in society when it comes to tackling crime. Pupils also explore the role of paramilitaries in our society and the impact they can have.

Planning	
Prior Learning	<p>Pupils should have gained prior knowledge and understanding of:</p> <ul style="list-style-type: none"> • the role of the PSNI; and • the role of the Northern Ireland justice system.
Learning Outcomes	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> • differentiate between the different types of crimes committed by paramilitary groups in Northern Ireland; • identify the effects that a form of crime carried out by paramilitaries can have on people; and • evaluate their own role in tackling crime in their communities.
Thinking Skills and Personal Capabilities Focus	<p>Pupils will have opportunities to develop the following:</p> <p>Managing Information</p> <ul style="list-style-type: none"> • asking focused questions; <p>Being Creative</p> <ul style="list-style-type: none"> • taking risks for learning; • seeking out questions to explore and problems to solve; <p>Working with Others</p> <ul style="list-style-type: none"> • listening actively and sharing ideas and opinions; • developing routines of turn-taking, sharing and co-operating; <p>Thinking, Problem Solving and Decision Making</p> <ul style="list-style-type: none"> • making links between cause and effect; and • justifying methods, opinions and conclusions.
Attitudes and Dispositions	<p>Pupils will be encouraged to develop the following:</p> <ul style="list-style-type: none"> • openness to new ideas; and • concern for others.

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Resources

[Transcript](#) of animation: [Criminality and Paramilitaries in Communities](#)

Unit 7: Lesson 3 Resource A – Crime definitions

Unit 7: Lesson 3 Resource B – What's the news?

Unit 7: Lesson 3 Resource C – Crime scenarios

Unit 7: Lesson 3 Resource D – Choices and consequences

An online article about paramilitaries

Crimestoppers UK videos:

- [What happens when I call Crimestoppers?](#)
- Northern Ireland Crimestoppers – [Pass on information anonymously about crime](#)

Suggested Teaching and Learning Strategies

Launch

Lead a class discussion, using prompt questions and effective questioning techniques:

1. **What types of activities do paramilitaries carry out within our society?**
2. **Who is responsible for tackling crime in our community?**

Possible answers and discussion points:

1. *They deal and sell drugs.*

They deal and sell counterfeit goods.

They carry out punishment beatings and shootings.

2. *The PSNI are responsible for tackling crime.*

We have some responsibility to help tackle crime within our community.

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Activities

Activity 1: Crime definitions

- Before the lesson, cut out and mix up the names of crimes and their definitions from **Resource A – Crime definitions**.
- Ask the pupils to work in groups of three or four.
- Give each group the crime definitions and ask them to match the criminal activities to their definitions.
- Discuss the answers together.
- In their groups, ask the pupils to consider which, if any, activities might be linked to the paramilitaries here in Northern Ireland.
- Reveal that all the activities relate to paramilitary groups.

Activity 2: News report

- Before the lesson, choose one of the types of crime to look at in more depth with the class.
- Make copies of a suitable news reports linked to that crime and paramilitary organisations, taking into account the sensitive nature of the content of some reports and the needs of your class.

You may need to present a verbal summary of the articles to give your pupils access to the information.

Here are some examples:

- [Drugs seized by police probing dissident republican terrorism](http://www.belfasttelegraph.co.uk) (28 August 2018, from www.belfasttelegraph.co.uk) – drug dealing.
- [Three suspects held after drug seizures linked to dissidents](http://www.belfasttelegraph.co.uk) (6 December 2018, from www.belfasttelegraph.co.uk) – drugs, counterfeit goods and money laundering.
- [Stash of illegal fireworks found at business premises in the Shankill](http://www.belfasttelegraph.co.uk) (6 October 2017, from www.belfasttelegraph.co.uk) – counterfeit goods.
- [NI paramilitaries 'just organised criminals'](http://www.bbc.co.uk/news) (2 October 2018, from www.bbc.co.uk/news) extortion from local business.
- [Child sexual exploitation report: Paramilitaries in Northern Ireland used their fearsome reputations to sexually exploit children](http://www.belfasttelegraph.co.uk) (18 November 2014, from www.belfasttelegraph.co.uk) – sexual exploitation.
- In their groups, ask the pupils to read or listen to the article. If pupils read the article themselves, ask them to use the news report template **Resource B – What's the news** to help them to think about what stands out.
- If appropriate, ask a pupil from each group to feedback the group's findings to the class.
- Facilitate further discussion with effective questioning.

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Activity 3: Rights and responsibilities

- Invite the pupils to consider what society can do to help report or tackle crime.
- If appropriate give the pupils, still in their groups, copies of the news article [Public still in fear of reporting paramilitary-linked crime](#) (19 April 2018, from [www.irishnews.com](#)). Feedback is not required, but monitor discussions as you move around the room.

Possible answers and discussion points:

Yes – they think that if they report the crimes, members of the paramilitary groups may start targeting them.

No – the PSNI should be there to protect people, so people should want to come forward and report crimes to protect their communities.

- Next, ask the pupils to work together in groups of three or four and give each group a different scenario from **Resource C – Crime scenarios**.
- Ask them to consider how someone might respond in their scenario. They can record their choices in the left-hand column **Resource D**.
- Ask them to consider reasons why someone might be afraid to report a paramilitary-style crime and record the consequences in the right-hand column **Resource D** beside each of the choices they have given.
- Scenarios can be rotated so that groups see a range of possible scenarios.
- Discuss some of the responses at the end of the activity.
- Ask them to think of reasons why people should report crime.

Possible answers and discussion points:

Reasons someone might be afraid:

If a person were to report someone who was dealing drugs, they might get beaten up

If a person was kept awake by noisy joyriders, they might be afraid to report it in case their car was stolen and/or damaged by the joyriders.

Reasons people should report crime:

Drug dealers should be reported to protect young people from serious harm or even death.

You might be kept awake at night by joyriders or they could possibly knock someone down and kill them. It might even be someone you know and love.

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Debrief

Discuss the following:

- 1. If you are going to report a crime in your community, do you know who to report the crime to?**
- 2. Without putting yourself in danger, why is it important to do our best to report crimes within our communities?**
- 3. What happens when someone contacts Crimestoppers?**

In relation to the last question, you could show the following videos available on www.youtube.com:

- [What happens when I call Crimestoppers?](#)
- Northern Ireland Crimestoppers – [Pass on information anonymously about crime](#)

Possible answers and discussion points:

- 1. (Pupils' own answers).*
- 2. If we don't report crimes, people can get hurt.*

Buildings can get damaged or destroyed and property can be stolen.

The PSNI can deal with the people who commit the crimes and put them behind bars, so they don't commit future crimes.

The fight against organised criminals can only be completely effective if it has the help of the whole community in Northern Ireland.

- 3. Emphasise that Crimestoppers is an independent charity, not the PSNI. It is 100 percent anonymous.*

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Unit 7: Lesson 3 Resource A

Crime definitions

Drug dealing

Selling illegal drugs of any type. It includes small-time dealers who sell small amounts to pay for the costs of their own drug use. Highly organised groups run it like a serious business.

Dealing in counterfeit goods

Making or selling goods or services that look like those that have a brand name, for example Gucci or Adidas. The making and selling of these goods is meant to trick the person who buys them so that they think they are buying the real thing.

Money laundering

The process of making large amounts of money, made from criminal activity such as drug trafficking or terrorism, appear to come from a legal source. Money from criminal activity is considered dirty and the process launders it to make it clean.

Human trafficking

Illegally shipping people from one country or area to another. Usually, it is for the purposes of forced labour or commercial sexual exploitation.



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Unit 7: Lesson 3 Resource A

Crime definitions

**Extortion
from local
business**

Obtaining money or property that is not yours by threatening a victim's property or loved ones, by intimidation or by dishonestly claiming it as a right.



**Sexual
exploitation**

Abuse or mistreatment of another person's sexuality for the purpose of sexual gratification, financial gain, personal benefit or advantage or any other illegal purpose.

**Tiger
kidnapping**

A type of robbery involves two separate crimes. The first usually involves abducting (kidnapping) a person or taking something that another person values.

Then instead of demanding money, the captors demand that a second crime be committed on their behalf.

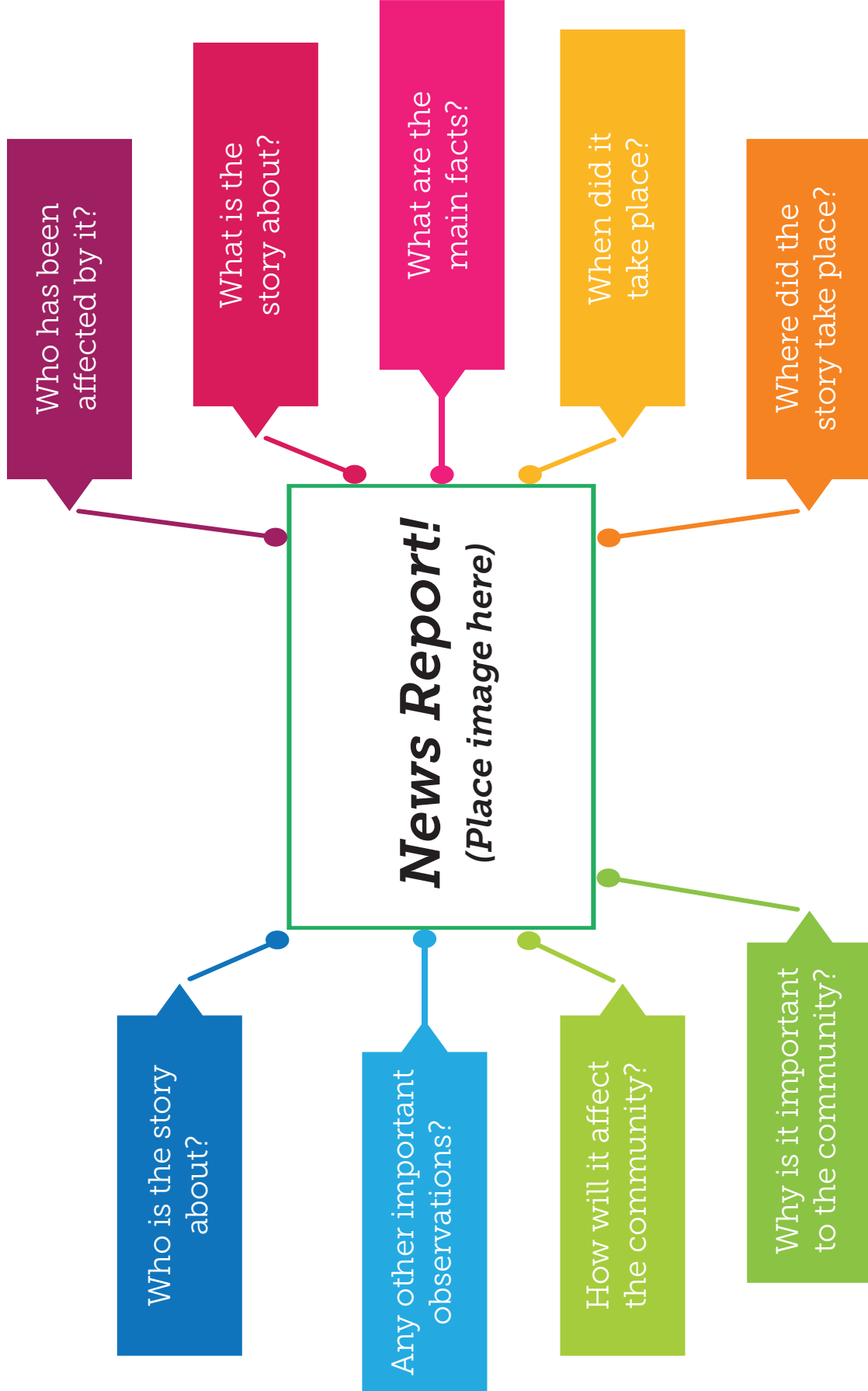
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Unit 7 Lesson 3 Resource B

What's the news?



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Unit 7: Lesson 3 Resource C

Crime scenarios

Scenario 1

Someone sees a person dealing drugs to teenagers at the corner of their street.

What could they do?

Scenario 2

Someone notices underage drinkers in the local park. They have been setting fire to bins and drawing graffiti on the children's play items.

What could they do?

Scenario 3

Someone has been kept awake every night for the past week by joyriders on their street.

What could they do?

Scenario 4

Someone has told a friend that they have been summoned by text message for a 'punishment' attack.

What could they do?

Scenario 5

Someone notices someone shoplifting from a local corner shop.

What could they do?

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Unit 7: Lesson 3 Resource D Choices and consequences

Scenario	Choice	Consequences