



### Lesson 5: Reporting Crime

Planning	
<b>Theme</b>	This lesson looks at the barriers and benefits to reporting crime in the community and the charity Crimestoppers.
<b>Prior Learning</b>	<p>Pupils should have gained prior knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• drugs, alcohol and the risks;</li> <li>• healthy relationships;</li> <li>• impact of breaking the law; and</li> <li>• coping strategies.</li> </ul>
<b>Learning Outcomes</b>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>• explain what organisations like Crimestoppers do;</li> <li>• identify reasons why it is important to report crime; and</li> <li>• explain what the terms bystander and upstander mean.</li> </ul>
<b>Thinking Skills and Personal Capabilities Focus</b>	<p>Pupils will have opportunities to develop skills by:</p> <ul style="list-style-type: none"> <li>• completing a mind map based on a case study (<b>Managing Information</b>); and</li> <li>• listening actively and sharing opinions, taking personal responsibility for work with others and evaluating their own contribution to the group (<b>Working with Others</b>).</li> </ul>
<b>Resources</b>	<p>Film <a href="#">Pushed</a></p> <p>Reporting Crime PowerPoint presentation</p> <p>Flipchart paper and pens</p> <p>Post-it notes</p> <p>Worksheet 1: What is Crimestoppers Mind Map</p> <p>Worksheet 2: Crimestoppers Case Study and Case Study Mind Map</p> <p>Worksheet 3: True or False Wall Signs</p> <p>Worksheet 4: Benefits and Risks of Reporting Crime</p> <p>Worksheet 5: Bystander and Upstander Definition Cards</p>

# Active Citizenship Pushed

## Lesson 5



## Suggested Teaching and Learning Strategies

### Launch

Before starting the lesson, give each pupil a Post-it note.

1. Display slide 2 and ask: **Who do you call when you're in trouble or need help?**
2. Ask your pupils to write their answer on their Post-it note and stick these around the board.

Pupils may respond:

My mum or dad, best friend, uncle or aunt, granny or grandad, teacher

3. Arrange the answers into categories and 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?

## Activities

### Activity 1: Crimestoppers Mind Map

1. Display slide 3 of the presentation and ask:  
**If you knew something about a crime, would you think of ringing Crimestoppers?**  
Ask for a show of hands in response.
2. Ask your pupils, in pairs, to:
  - share their thoughts about their answers; and
  - share their opinions with the rest of the class.
3. Ask your pupils to form groups. Give each group a copy of **Worksheet 1: What is Crimestoppers Mind Map**.
4. Ask your pupils to work together to write down everything they know about Crimestoppers, for example:
  - Where have they seen the Crimestoppers name and number?
  - Who is Crimestoppers?
  - What does Crimestoppers do?

Pupils may answer:

- where you can report crime;
- a branch of the police; or
- an anonymous group.

# Active Citizenship Pushed

## Lesson 5



5. Ask your pupils to feedback their thoughts. As they do, write them on the left-hand slide of slide 5.
6. Reveal the right-hand side of slide 5.
7. Show: [The Blob, Crimestoppers UK](#), video clip.
8. Take feedback from your pupils about what they think of this information.

### Note:

In Northern Ireland, Crimestoppers is often confused with the Confidential Telephone of the 1980s and 1990s. Although the Crimestoppers number appears on the side of PSNI vehicles, it is an entirely different organisation and an independent charity.

### Activity 2: Crimestoppers HQ case study

1. Give each group a copy of **Worksheet 2: Crimestoppers Case Study** (Cool FM interview) and the **Case Study Mind Map**.
2. Play the [Cool FM Crimestoppers video](#).
3. Ask your pupils to read the case study and use the mind map to write down what they think the key points are.
4. Encourage each group to nominate, a scribe, a timekeeper, someone to read the case study to the group and someone to feedback to the class.
5. Each group should feedback and then write down any key words on the board.
6. Stick the **True or False Wall Signs from Worksheet 3** on two sides of the classroom.
7. Ask your pupils to walk to their answers for the following statements:
  - a) In 30 years, Crimestoppers has never given the identity of anyone to the public or the PSNI. (True)
  - b) If Crimestoppers reveals someone's identity they could lose their charity funding. (True)
  - c) If you hang up on Crimestoppers, they can trace the call and ring you back. (False)
  - d) Crimestoppers can pass on the information you have given to the PSNI, but not your identity. (True)
  - e) If you are in immediate danger, you can call Crimestoppers for help. (False)
  - f) If you accidentally give information that identifies you, Crimestoppers will remove it before passing it to the PSNI. (True)
  - g) Crimestoppers is part of the PSNI. (False)
  - h) If you contact Crimestoppers online, they can't trace it to your computer or phone. (True)

# Active Citizenship Pushed

## Lesson 5



### Activity 3: Fearless Videos

1. Show the [Are you Fearless?](#) promotional video from 2017.
2. Take your pupils through the information on slides 10, 11 and 12.

#### Tip

Slide 12 shows what your pupils will see if they go to the Fearless website to report an incident. Point out the **hide your visit** button on the website to your pupils. This button takes you back to a Google search page immediately, so if someone sees you online, you can quickly leave the website.

### Activity 4: Reporting crime as a young person

1. Remind your pupils of the scene where Mikey says to Katie **Touts get hurt, know what I mean ... only messing.**
2. Show the [Don't Let it be too Late](#) Fearless promotional video from 2011.
3. After watching the video, ask your pupils to get back into their groups and assign the roles of timekeeper, scribe and person to feedback to the class.
4. Give each group a copy of **Worksheet 4: Benefits and Risks of Reporting Crime** or give each group a piece of flip chart paper with a line drawn down the middle and these two questions:
  - a) **What are the benefits of reporting a crime or telling a responsible adult?**
  - b) **What are the risks or why might some young people be afraid to report a crime?**

Possible answers:

- a) Relieves stress; takes a weight off your shoulders to not be the only one with information; benefits the community;
- b) Fear of being branded a tout; fear of the person you're reporting finding out; don't want to talk to the police.

5. Ask your pupils to work together to note down all of their reasons under each question.
6. Once finished, ask them to stick their pages to the wall. Encourage one pupil to explain the group's response to the rest of the class.
7. Use effective questioning techniques to probe for deeper responses from the groups.
8. Display slide 15 and encourage feedback from your pupils.
  - **Why was it right for Katie to contact Fearless?**
  - **What are the benefits of telling an organisation like Crimestoppers or Fearless?**
  - **What might have happened if Katie had contacted one of these organisations sooner?**

# Active Citizenship Pushed

## Lesson 5



### Activity 5: Bystander or Upstander

1. Give your pupils a copy of **Worksheet 5: Bystander and Upstander Definitions Cards**.
2. Ask them to work in pairs to come up with a definition for each word and write them on the definitions card.
3. Encourage your pupils to move around the room, looking at other pairs' definitions to see if others' ideas match their own. Encourage them to ask each other questions if they come across something unusual or interesting.
4. Show the official definition on slide 17. Ask your pupils if their definitions matched.
5. Ask your pupils:  
**In your opinion, was Katie a bystander or an upstander?**  
Encourage your pupils to justify their answers.

#### Tip

As an extension activity, you could use the Corrymeela film and resources [Upstanding, Stories of Courage from Northern Ireland](#)

### Debrief

1. Display slide 18 with the question: **After today's lesson, would you be more likely to report a crime anonymously to an organisation like Crimestoppers or Fearless?**
2. Ask your pupils to write their response on a Post-it note and place it on your desk on their way out.

# Active Citizenship *Pushed*

Lesson 5: Resources



## Worksheet 1: What is Crimestoppers Mind Map



# Active Citizenship Pushed

## Lesson 5: Resources



### Worksheet 2: Crimestoppers Case Study

#### **Crimestoppers has said it passes around 10 pieces of information to the PSNI every day.**

Damien Edgar

*Published on 30 09 2019*

The independent charity has been running here for the past 27 years and offers an anonymous phone line and online form system for passing on tips.

Downtown Radio/Cool FM news was given an exclusive look behind the scenes at their HQ in England.

Almost 4,000 calls are received relating to Northern Ireland every year.

That roughly works out at around 300 a month, which is filtered before the most actionable pieces of information are then passed on to PSNI.

Louise Peers is the Head of Contact Centre Services for Crimestoppers and explained that it has never once breached the anonymity of those contacting the centre.

'Starting with the phone calls, if you phone Crimestoppers, the caller line identity is completely stripped, encrypted and we don't see what area you're calling from or your handset details at all,' she said.

'We can't ever get that, or trace that, when you get through to an agent we're not recording your call.

So we can't play it back, we can't ring you back, it is genuinely 100% anonymous.'

What stood out for me inside the charity's HQ was the absolute commitment to anonymity.

Calls were fielded and online contacts received, with agents taking down the information in a form, removing any details that might reveal where the source might be.

It's then passed across to another team who read over it again and make any amendments they think might be needed, before then passing that on to the various police services that would need to hear it.

The other standout aspect is just how detailed the information callers give is. I was able to hear calls where people were concerned with the potential activities of convicted paedophiles, drug deals going on in neighbourhoods and scams against the elderly.

It just highlighted the value really of having a source outside the police, with all the fears that people might have about speaking to officers.

# Active Citizenship Pushed

## Lesson 5: Resources



Chatting with Louise too, she revealed they've had police officers ask them for the source of their information, but their systems are set up in such a way that that can never become an issue regardless of how much pressure is applied.

'On the online side of things, we do have the technology and the methods to keep people anonymous.'

'IP addresses are stripped out, we can't trace those or get back to people.'

And when it comes to the callers coming through from Northern Ireland, Louise said they are quite distinct to that received from other regions in the UK.

'They certainly are different,' she said.

'Northern Irish callers are typically more cautious and sometimes need more reassurance.'

'We have found some of our agents are tested, so for example, I think it might be a bit of a movie hangover, but there's this 30 second theory that we can trace a call if they speak for that length of time.'

'On occasion, we have had people blurting something significant out and then hang up, expecting that they'll get a call back.'

'If they get in contact again, we can explain that unfortunately, you ended the call and we have no means of getting back to you, but actually, that's enough to reassure them that we are committed to anonymity.'

'The other difference with callers from Northern Ireland is some of the callers there know exactly what they want to say, they don't want to ask questions and sometimes we don't get the opportunity to get all the information, so it would be nice to get more of a chance to speak to them.'

Source: <https://planetradio.co.uk/cool-fm/local/news/up-to-10-pieces-of-info-a-day-being-passed-to-psni-by-crimestoppers/>

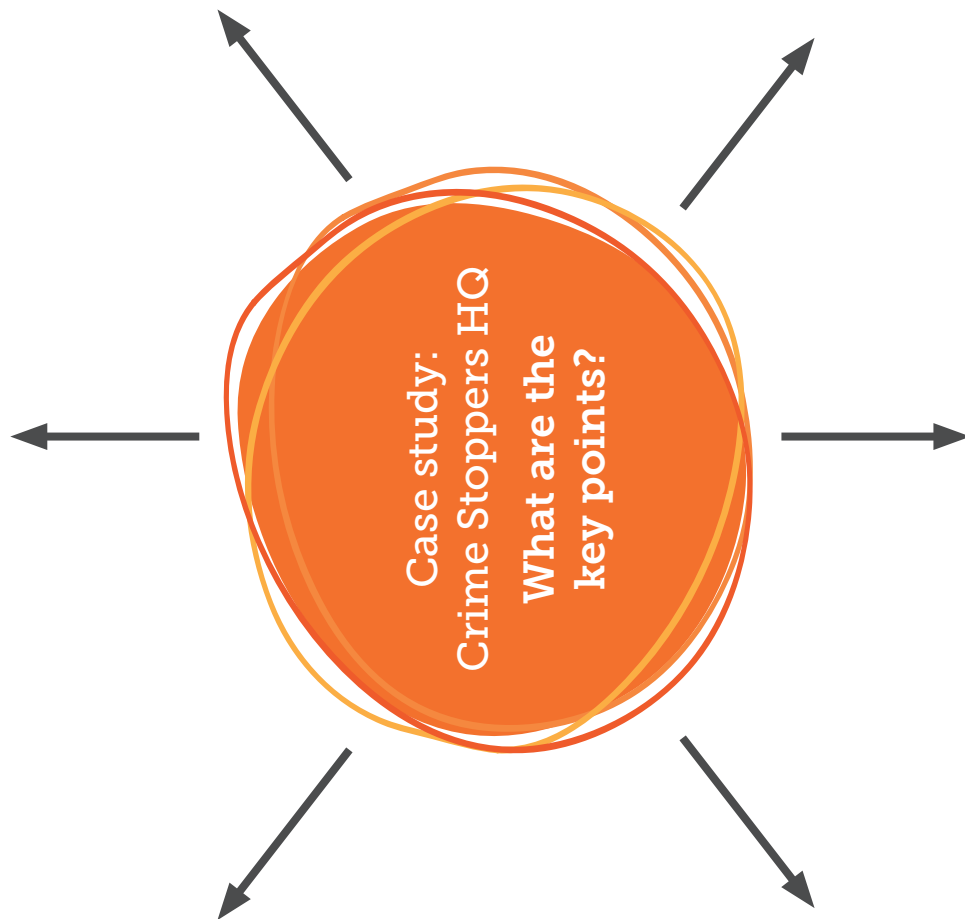


# Active Citizenship *Pushed*

Lesson 5: Resources



## Worksheet 2: Case Study Mind Map



# Active Citizenship *Pushed*

Lesson 5: Resources



## Worksheet 3: True or False Wall Signs

**True**

**False**

# Active Citizenship Pushed

## Lesson 5: Resources



### Worksheet 4: Benefits and Risks of Reporting Crime

What are the benefits of reporting a crime or telling a responsible adult?

What are the risks or why might some young people be afraid to report a crime?

# Active Citizenship Pushed

## Lesson 5: Resources



### Worksheet 5: Bystander and Upstander Definition Cards

**What is a bystander?**

---

---

---

---

---

---

---

---

---

---

**What is an upstander?**

---

---

---

---

---

---

---

---

---

---

**What is a bystander?**

---

---

---

---

---

---

---

---

---

---

**What is an upstander?**

---

---

---

---

---

---

---

---

---

---