



Level  
3

# Crime Awareness

*Student Worksheets*



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# A. PERSONAL VALUES

1. What are personal values? Complete the sentences:

like, yourself, decision, help, auto, strong, values, childhood

- a) Personal \_\_\_\_\_ are reflections of our needs, desires, and what we care about most in life.
- b) A value expresses the worth of something, and what you \_\_\_\_\_ and dislike.
- c) Values are first formed in early \_\_\_\_\_ and are later re-evaluated and developed or changed.
- d) Defining your values will \_\_\_\_\_ you figure out what to pursue and what to avoid.
- e) Having core values helps you get through life with a \_\_\_\_\_ internal compass.
- f) Having values can help with \_\_\_\_\_-making in tricky situations where you might be pressured to act according to some other standards.
- g) Knowing your personal values will help you stay true to \_\_\_\_\_ as you move through life.
- h) Personal values are generally subconscious, happening on \_\_\_\_\_-pilot.



2. How much do you value the following? Shade in the number.

(10 = most important, 1 = least important)

Humour

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Fashion

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Family life

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Fitness

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Spirit of adventure

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Motivation

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Courage

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Commitment

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Loyalty

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

## B. WHERE VALUES COME FROM

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1. Our values come from a variety of sources. Name two possible values you could learn from each of the following:

a) family

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b) peers (social influences)

-----

c) the workplace (work ethics, job roles)

-----

d) educational institutions

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e) significant life events (death, divorce, job loss, major accident and trauma, major health issues, financial losses, etc.)

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f) music

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g) media

-----

h) technology

-----

i) culture

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j) major historical events (world wars, economic depressions, etc).

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k) the law

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l) where we live

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INTEGRITY



CREATIVITY



PASSION



GROWTH



GOALS



COMMITMENT

# Assessment Brief 2

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Course: Crime Awareness  
Course Code: 3N0612  
Assessment: Collection of Work  
Title: **WRONGDOING & CRIME**  
Weighting: Collection of Work 100%,

## Guidelines:

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You will be expected to:

1. Identify situations of wrong doing and their impact on the individual, family and society.
2. Describe the difference between wrong doing and crime, and personal attitudes to crime.
3. Discuss factors which influence participation in offending behaviour and criminal behaviour.
4. Describe the impact of crime on victims' feelings.

## Assessment criteria:

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- Exercises and tasks must be complete and correct.
- Use the vocabulary of crime and wrongdoing.
- Distinguish between crime and wrongdoing, using examples of both, and include the impact each has on the offender, the family and the community.
- Take part in a discussion about crime in your locality / country.
- Consider your own attitudes to crime, and discuss the collective morality of the group.
- Rank crimes / wrongdoings according to their severity.
- Take part in a debate or discussion about the treatment of everyone involved when a crime has been committed.
- Identify possible reasons for why crimes are committed, including a basic understanding of theories in criminology.
- Consider factors that may play a part in offending behaviour, e.g. drug dependency, mental health issues, lack of education and opportunity, etc.
- Demonstrate an understanding of the impact of crime on victims, including physical and emotional symptoms.
- Discussions may be recorded.
- Photographic and/or video evidence may be required.

Submission date: \_\_\_\_\_

Declaration of Authenticity: I confirm that this is my own original work.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_



# A. WRONGDOING & ITS IMPACT

## Definition of wrongdoing

- *improper behaviour or action cleared of any wrongdoing*
- *an instance of doing wrong*



1. Identify situations of wrong doing.

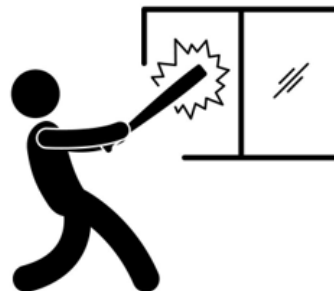
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2. Are all wrongdoings crimes? Explain.

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3. Which of these would you not consider a crime, but a wrongdoing? Highlight any you are unsure of. Discuss in your group.

- Drinking in public
- Jaywalking
- Shoplifting
- Driving without a license
- Littering
- Fishing without a license
- Sale of illegal drugs
- Calling emergency services without cause
- Disturbing the peace
- Trespassing
- Driving under the influence of drugs / alcohol
- Assault
- Theft
- Starting a rumour about someone
- Walking an unleashed dog
- Bag snatching
- Assault with a deadly weapon
- Bullying, harassment
- Using offensive language in public
- Destruction of public property







1. Cybercrime is on the increase. Match the cybercrime vocabulary and its definition.





WORD	DEFINITION
piracy	to get your confidence and trust
to hack	someone who uses scams to exploit people
identity theft	the crime of illegally copying and selling music, books, films etc.
cyberstalking	the use of computers to attack or fight a war through electronic systems
a scam	to use a computer to get into someone else's computer system without their permission
to draw you in	a crime involving illegally using someone else's identity
a conman	the use of the Internet to repeatedly harass someone
cyber warfare	a trick involving getting someone's trust then exploiting it (e.g. by stealing money from them)

2. Which of these could be a scam?











3. What do you think about illegally downloading music and movies? Discuss this as a group.



↓ Download

Verification

Discussion

4. What punishments, if any, should there be for breaking copyright in these ways? (All of them are illegal in at least one country).

- a) Buying pirate DVDs \_\_\_\_\_
- b) Sharing illegal downloads of music \_\_\_\_\_
- c) Emailing a copyrighted music track to a friend \_\_\_\_\_
- d) Illegally downloading copies of books (PDFs or e-books)  
\_\_\_\_\_
- e) Linking from your website or blog to illegal downloads \_\_\_\_\_
- f) Make a CD copy on your computer for a friend \_\_\_\_\_
- g) Performing a copyrighted song without permission \_\_\_\_\_
- h) Photocopying pages of books for use in class \_\_\_\_\_
- i) Photocopying whole books (These worksheets are allowed to be copied!)  
\_\_\_\_\_
- j) Posting a copyrighted video on YouTube etc without permission  
\_\_\_\_\_
- k) Publishing photos of people without their permission \_\_\_\_\_
- l) Reading a whole book in a bookshop \_\_\_\_\_
- m) Using a newspaper article without permission in your assignment
- n) Selling pirate DVDs \_\_\_\_\_
- o) Staging a play without permission to use the script \_\_\_\_\_
- p) Using other people's photos without permission in your assignment  
\_\_\_\_\_
- q) Videoing a movie in the cinema \_\_\_\_\_

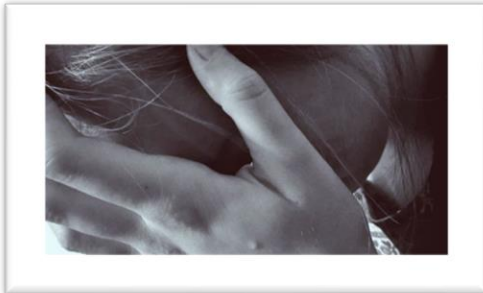
1. Choose a scenario where a crime has been committed and the offender has been sentenced. Take part in a debate focusing on the way people who are involved in this crime are treated.

Examples of scenarios: (or you can make up your own!)



### Scenario 1

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**Millie Smith: Aged 47.**

She stole a 4-month-old baby from a pushchair inside a shop. Despite appeals from the baby's parents on national TV, the baby was only returned when Millie's husband came back from work that evening. The baby had been well looked after. Millie had been trying to have a baby for 10 years, and was suffering from depression.

For / Against: Millie should serve a prison sentence for kidnapping.

### Scenario 2

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**Renee Winters: Aged 29.**

She hit her husband repeatedly with a bat. It was amazing that he survived and he had to undergo major surgery. He will have to have ongoing treatment and it may affect his future employment. Renee's husband had persistently beaten her for many years. Police had been called in several times by neighbours, but she had always refused to press charges. She says she only picked up the bat in self-defence. She has no previous convictions.

For / Against: Renee should be charged with first-degree murder.

### Scenario 3

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**Ciaran Mills: Aged 36.**

He robbed an old lady in the street. He threatened her with violence but didn't use any. He has a long record of previous arrests, for shoplifting and pick pocketing but he had stayed out of trouble for a while before this incident. He has an ill mother and five children and says that he steals to support them.

For / Against: Ciaran should be charged with theft and serve a long prison term for repeat offending.



2. Comment on the debate.

a) Briefly describe the scenario:

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-----  
-----

b) What was the topic of the debate?

For

-----

Against

-----



a) With the help of the group and their comments, complete the self-evaluation below of how well you did in the debate:

*1 = Poor, 5 = Excellent*

Content

- 
- 1 2 3 4 5 **Arguments** (strength, depth and support for arguments)
- 1 2 3 4 5 **Rebuttals** (Understanding of content; strength, depth and support)
- 1 2 3 4 5 **Summary/Conclusion** (Review of major points; Statement of relevance; Summary of case presented)

Process

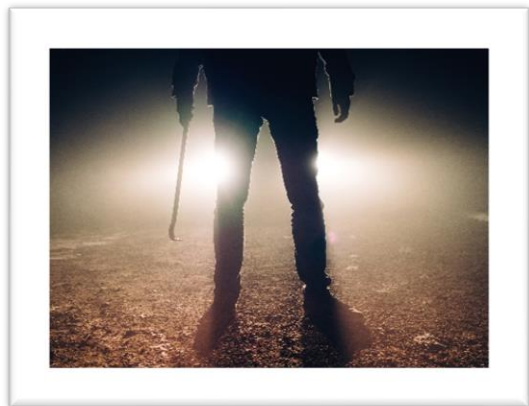
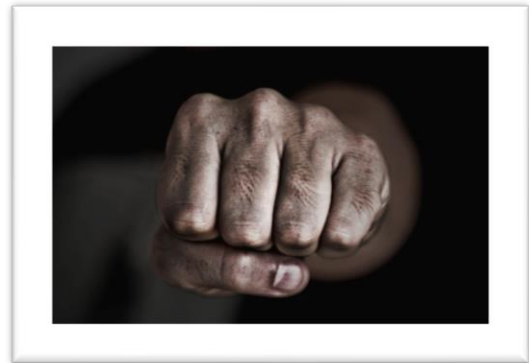
- 
- 1 2 3 4 5 **Verbal Behaviour** (clarity/choice of words/voice level)
- 1 2 3 4 5 **Nonverbal Behaviour** (attention; gestures/movement; eye contact; presence; use of notes/readings)
- 1 2 3 4 5 **Visual Support** (Handouts, photos, cartoons, flip-charts, etc.)
- 1 2 3 4 5 **Timing** (Within limit; coordination; use of time)
- 1 2 3 4 5 **General Coherence** (Ability to follow points; quality of transitions)

b) Which side won the debate? -----



4. Based on the impact on the victim/s, rank the crimes below from the **most (1)** to the **least (22)** serious.

- a) arson
- b) assault
- c) attempted murder
- d) blackmail
- e) burglary
- f) dealing drugs
- g) false advertising
- h) fraud
- i) terrorism
- j) identity theft
- k) buying stolen goods
- l) hijacking
- m) human trafficking
- n) kidnapping
- o) manslaughter
- p) mugging
- q) spreading lies about someone
- r) resisting arrest
- s) online bullying / harassment
- t) tax dodging
- u) overcharging people at shop
- v) cheating in an exam



a) What does RJ stand for?

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b) What are the three basic concepts of RJ?

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c) What is the procedure used in RJ?



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d) How can RJ be beneficial to both victims and offenders?

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e) Are offenders forced into this system? Explain.

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f) Why do you think RJ could be effective?

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-----  
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1. Find these words in the text and highlight them. Explain these words:

- a) harm -----
- b) obligations -----
- c) liabilities -----
- d) participation -----
- e) voluntary -----
- f) arbitrated -----
- g) offender -----
- h) beneficial -----
- i) reintegrate -----
- j) recidivism -----
- k) diverting -----



# A. PRISON LIFE

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1. Read the text below:



Life in prison is difficult. It can be frightening, boring and bleak and it places huge strain on relatives and loved ones on the outside. Family and relatives of a prisoner often feel like they are serving a sentence too, and it can have a negative effect on their lives. Some prisoners find it difficult to cope with life behind bars. Violence, bullying and drug abuse is quite common.

In prison, there are many rules that the prisoners have to follow. Life is carefully regimented and ordered by prison officers. Prisoners can be held in their cells for hours at a time. Their meal and exercise periods are at certain set times. Remember, every prisoner has had his / her freedom taken away.

2. How do you think a person, going to prison for the first time would feel?

*Examples: loss of freedom, fear, anxiety, loneliness, confusion, guilt, shame, hopelessness, apprehension, degraded, humiliated, worried*

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3. What is the role of prison? Do you agree with these? Say why / why not.

*Role of prison: a deterrent, punishment, rehabilitation, repaying society, keeping criminals off the streets, protecting the community*

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4. Prison also provides a chance of rehabilitation. What does this mean?

*Examples: attending classes, gaining qualifications, being productive, planning for release from prison, learning useful skills*

-----  
-----  
-----



1. Answer yes or no:

- a) Can a prisoner send a letter to family members? \_\_\_\_\_
- b) Can prison officials prohibit magazines which detail how to smuggle contraband into prison? \_\_\_\_\_
- c) Can a prisoner avail of treatment for alcoholism? \_\_\_\_\_
- d) Can a prisoner be photographed, without their consent, on the way to court? \_\_\_\_\_
- e) Can a prisoner be prohibited from having extremely long hair? \_\_\_\_\_
- f) Can a cell be searched only with a search warrant? \_\_\_\_\_
- g) Can the government be required to pay prisoners minimum wage? \_\_\_\_\_
- h) Can a prisoner set his/her own daily routine? \_\_\_\_\_
- i) Can a prisoner have unsupervised visits with family members? \_\_\_\_\_
- j) Can a prison governor take away the prisoner's rights to communication with others? \_\_\_\_\_
- k) Can prison officials discriminate against certain prisoners, because of their cultural background? \_\_\_\_\_
- l) Can a prisoner refuse treatment designed for rehabilitation? \_\_\_\_\_
- m) Does a prisoner have the right of access to legal materials? \_\_\_\_\_

2. Considering the rights that a prisoner does not have, which of these would affect you the most? Explain.



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1. Choose the correct answers.

a) Where should the focus be, with regards to crime?

- the causes of crime and criminal behaviour
- locking people up behind bars as often as possible



b) Which statement is more likely?

- imprisonment will always effect positive change for the offender
- imprisonment can have a detrimental effect on the offender

c) When imprisonment is necessary, the focus should be on

- rehabilitation and re-integration
- punishing offenders with solitary confinement



d) Non-violent offenders who commit crimes as a result of their addiction should:

- be made to go 'cold turkey' in prison
- be treated for their drug addiction

e) What skills should be developed by prisoners?

- life skills, sporting skills, legal skills
- educational skills, work skills, life skills

f) Pre-release programmes, focussed on independent leaving, are essential to

- help the transition from prison to the community
- prepare the prisoner for prison life





1. What alternatives to prison can you think of? Give examples and answer the questions.

a)

Alternative: \_\_\_\_\_

Suitable for these wrongdoings/crimes:

\_\_\_\_\_  
\_\_\_\_\_



One reason why this is better than a prison sentence:

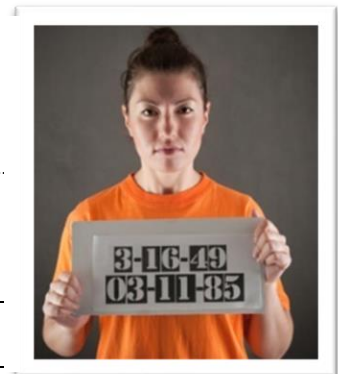
\_\_\_\_\_  
\_\_\_\_\_

b)

Alternative: \_\_\_\_\_

Suitable for these wrongdoings/crimes:

\_\_\_\_\_  
\_\_\_\_\_



One reason why this is better than a prison sentence:

\_\_\_\_\_  
\_\_\_\_\_

c)

Alternative: \_\_\_\_\_

Suitable for these wrongdoings/crimes:

\_\_\_\_\_  
\_\_\_\_\_



One reason why this is better than a prison sentence:

\_\_\_\_\_  
\_\_\_\_\_

# MAPPING OF LEARNING OUTCOMES

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1. Explain personal values and factors which influence them. Pages 9 to 14 (personal values), Pages 15 to 16 (where values come from), Pages 17 to 20 (how values help)
2. Identify situations of wrong doing and their impact on the individual, family and society. Pages 23 to 27 (wrongdoing and its impact)
3. Describe the difference between wrong doing and crime, and personal attitudes to crime. Pages 28 to 40 (difference between crime and wrongdoing, crimes and their impact), Pages 41 to 46 (attitudes to crime)
4. Discuss factors which influence participation in offending behaviour and criminal behaviour. Pages 47 to 52 (reasons for committing crime)
5. Describe the impact of crime on victims' feelings. Pages 53 to 57 (impact of crime on victims)
6. Explain restorative justice, its purpose, the process and the people involved in the process. Pages 72 to 76 (restorative justice)
7. Discuss prison life, its impact on the prisoner, the family and friends, daily routine, prisoners' rights and prison officers' duties. Pages 89 to 91 (prison life), Pages 92 to 95 (prisoners' rights), Pages 96 to 97 (effects of prison), Pages 98 to 101 (prison officers)
8. Describe elements of the Irish legal justice system including arrest, court appearance, verdict, Juvenile Liaison Officer, Community Garda, underage crime. Pages 60 to 71 (Irish Legal Justice System)
9. Role-play a scenario involving negotiation of agreement by all parties following committing an offence. Pages 83 to 85 (role-playing)
10. Describe the learning gained from participation in the role-play prior to reaching agreement. Page 86 (evaluating role-play)
11. Discuss the application of the justice system to young people and how it might be improved. Pages 77 to 82 (youth justice, suggesting improvements/recommendations)
12. Discuss the effectiveness of prison and its alternatives on behaviour. Pages 102 to 110 (effectiveness of prison), Pages 111 to 115 (alternatives and their benefits)