

Level 3



Crime Awareness

NEW



WORKSHEETS

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Mapping of Learning Outcomes





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.

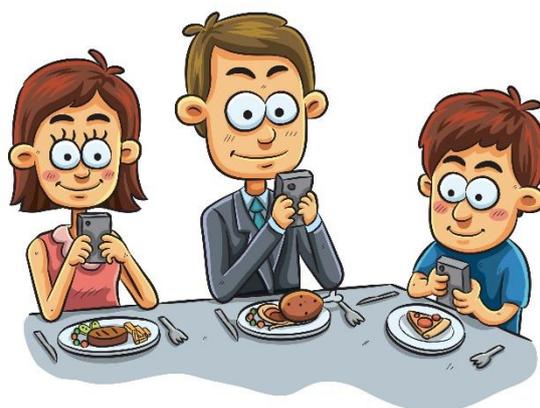




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9. Do any of these 'good old-fashioned manners' not apply in today's times? Using your values, place a cross by those that you don't think apply. Then discuss as a group and come to an agreement of those that don't apply.

- Children should be seen and not heard.
- Always say "please" and "thank you."
- Don't talk with your mouth full.
- Always obey the adult in the room.
- Don't pop your gum, and dispose of it in a responsible way.
- If you don't have something good to say, don't say anything at all.
- A gentleman should always remove his hat indoors.
- Never brag about yourself.
- Keep your elbows off the table.
- Do not use your phone at the dinner table.
- A gentleman should always hold the door for a lady.
- Leave a place as you found it.
- Respect the elderly.
- Help others.
- Always address people by their last name and title.
- Give up your seat on public transport to someone who may need it more than you.
- Hold the door open for people who may be behind you.
- Shake hands when you greet someone.
- Cover your mouth and nose when you cough or sneeze.
- Say 'sorry' when you bump into someone accidentally.
- Chew with your mouth closed.
- Wait for everyone to be served their meal before you start eating.
- Say 'excuse me' to get someone's attention.
- Take your place in a queue without pushing in.
- When meeting, a man should kiss a woman's hand.
- Always carry a handkerchief.
- Knock on closed doors before you enter.
- Hold your knife and fork in the 'correct' way.
- Make eye contact when you greet someone.
- Place the cutlery in the middle of your plate when you have finished eating.



SAMPLE



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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

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

a) family

b) peers (social influences)

c) the workplace (work ethics, job roles)

d) educational institutions

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

f) music

g) media

h) technology

i) culture

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

k) the law

l) where we live



INTEGRITY



CREATIVITY



PASSION



GROWTH



GOALS



COMMITMENT



Assessment Brief 2

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

Guidelines:

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:

- 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: _____



SAMPLE



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1. Complete the following:

a) Write down an example of wrongdoing.

b) How could this impact the individual who has done wrong?

c) How could this impact on the individual's family and close friends?

d) How could this impact on the community?



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1. Complete the definitions. Compare your answers with the group. Amend your answers if you need to. (There are a few possible answers for each!)
- a) Kidnapping - Unlawfully and deliberately taking somebody and demanding _____ or conditions to free that person
- b) Burglary - To enter a _____, often while no one is in it, and steal money or objects
- c) Mugging - To take something by force from someone, often in the _____
- d) Pickpocketing - To steal from someone's pocket etc, without them _____
- e) Arson - To set _____ to a building illegally
- f) Hijacking - To use force to take _____ of a plane, ship, train, etc.
- g) Fraud - To deceive or _____ someone to get money
- h) Smuggling - To bring _____ goods, like drugs into a country or to bring goods into a country without paying taxes
- i) Manslaughter - _____ someone by accident through a careless or dangerous act



2. What crimes did they commit?
- a) Martin got drunk one night and after waiting an hour for the taxi, he decided to drive home. As he turned the corner into his street, he crashed into another car and killed the driver. _____
- b) Jim pretended to start a business and persuaded some people to lend him some money to get the business going. He had no intention of starting a business though, and he used the money to go on holiday to the Caribbean. _____
- c) Chris pulled out a gun and shot the security guard five times in the head. _____
- d) Susie stole a computer from the company she worked for. _____
- e) A young, Leaving Cert student set fire to his school after failing all of his exams. _____
- f) Paul and Jenny waited outside the quiet house until night, carefully forced open the window and took the TV and computers. _____
- g) Larry often went to the shopping centre and took wallets from the people, without them even knowing. _____
- h) Annie walked around department store and when no-one was looking, she put two expensive perfumes into her bag. _____



SAMPLE



A. ATTITUDES TO CRIME

1. Read the following scenarios and rate your reactions by ticking the box which best defines your reaction.

Scenario 1



Samantha and Roy have become good friends at the education centre. Roy is a very hard worker and takes the course seriously. Samantha, however, is always putting things off, and she cannot seem to get her assignments completed in time. Roy, being a good friend, decides to help Samantha out, and he offers to do some of Samantha's assignments for her. Samantha is uncomfortable with this.

What do you think about Roy offering to do this for Samantha?

- I do not think this is OK.
 I am undecided.
 I think this is OK.

Scenario 2

Wayne has been unemployed for a year, and he is struggling financially to take care of his family. He has joined up with a friend and together they rob people's houses for goods and they sell them off to make money. They target homes where people are out at work all day. Wayne does feel guilty, but he tells himself that he is doing it for his family.

Do you think Wayne is justified in what he is doing?

- I do not think this is OK.
 I am undecided.
 I think this is OK.

Scenario 3

Darryl is receiving unemployment benefit, but it's not enough money. His hobby of motorbiking is very expensive, so he fixes other people's motorbikes from home to make extra cash. He tells the Social Welfare Office that he is looking for a job, but, in reality, he is working on bikes six days a week. He does not declare this income. Darryl feels that he is entitled to do this, because he is not hurting anyone, and he is being productive by working.

What do you think of Darryl's attitude?

- I do not think this is OK.
 I am undecided.
 I think this is OK.





Discussion

2. Read and discuss these quotes about crime:



a) The man that does not fear punishment, little regards crime. **NORMAN MACDONALD**, Maxims and Moral Reflections

b) For centuries the death penalty, often accompanied by barbarous refinements, has been trying to hold crime in check; yet crime persists.

ALBERT CAMUS, Resistance, Rebellion and Death

c) The crime and not the scaffold makes the shame.

PIERRE CORNEILLE, Essex

d) Poverty is the parent of revolution and crime.

ARISTOTLE, Politics

e) All men have crimes, and most of them are hidden.

MAXWELL ANDERSON, Winterset

f) Crime is a logical extension of the sort of behaviour that is often considered perfectly respectable in legitimate business. **ROBERT RICE**, The Business of Crime

g) He who helps the guilty, shares the crime. **PUBLILIUS SYRUS**, Sententiae

h) I think crime pays. The hours are good, you meet a lot of interesting people, you travel a lot. **WOODY ALLEN**, Take the Money and Run

i) There are crimes that, like frost on flowers, in one single night destroy character and reputation. **HENRY WARD BEECHER**, Proverbs from Plymouth Pulpit

j) Commit a crime and the world is made of glass. Commit a crime, and it seems as if a coat of snow fell on the ground, such as reveals in the woods the track of every partridge and fox and squirrel and mole. **RALPH WALDO EMERSON**, "Compensation," Essays

k) What do you think, would not one tiny crime be wiped out by thousands of good deeds? **FYODOR DOSTOEVSKY**, Crime and Punishment

l) Pardon one offence and you encourage the commission of many. **PUBLILIUS SYRUS**, Maxims

m) Crime is terribly revealing. Try and vary your methods as you will, your tastes, your habits, your attitude of mind, and your soul is revealed by your actions. **AGATHA CHRISTIE**, The ABC Murders

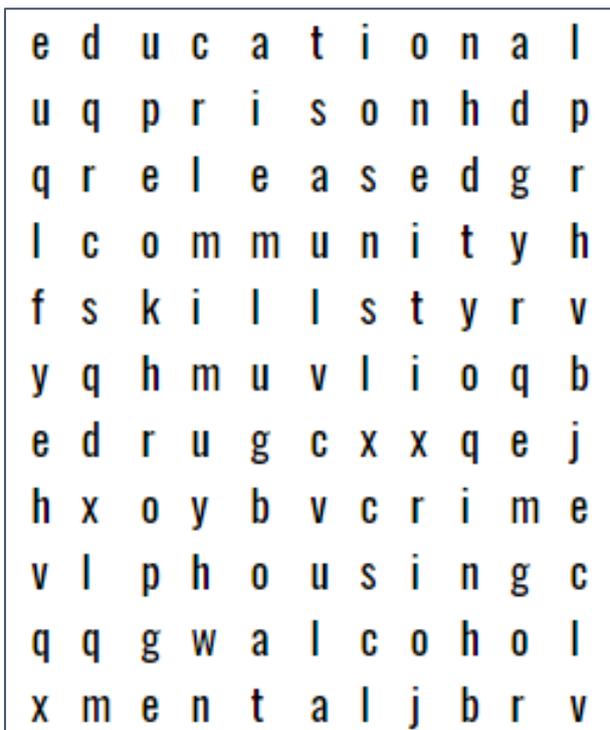
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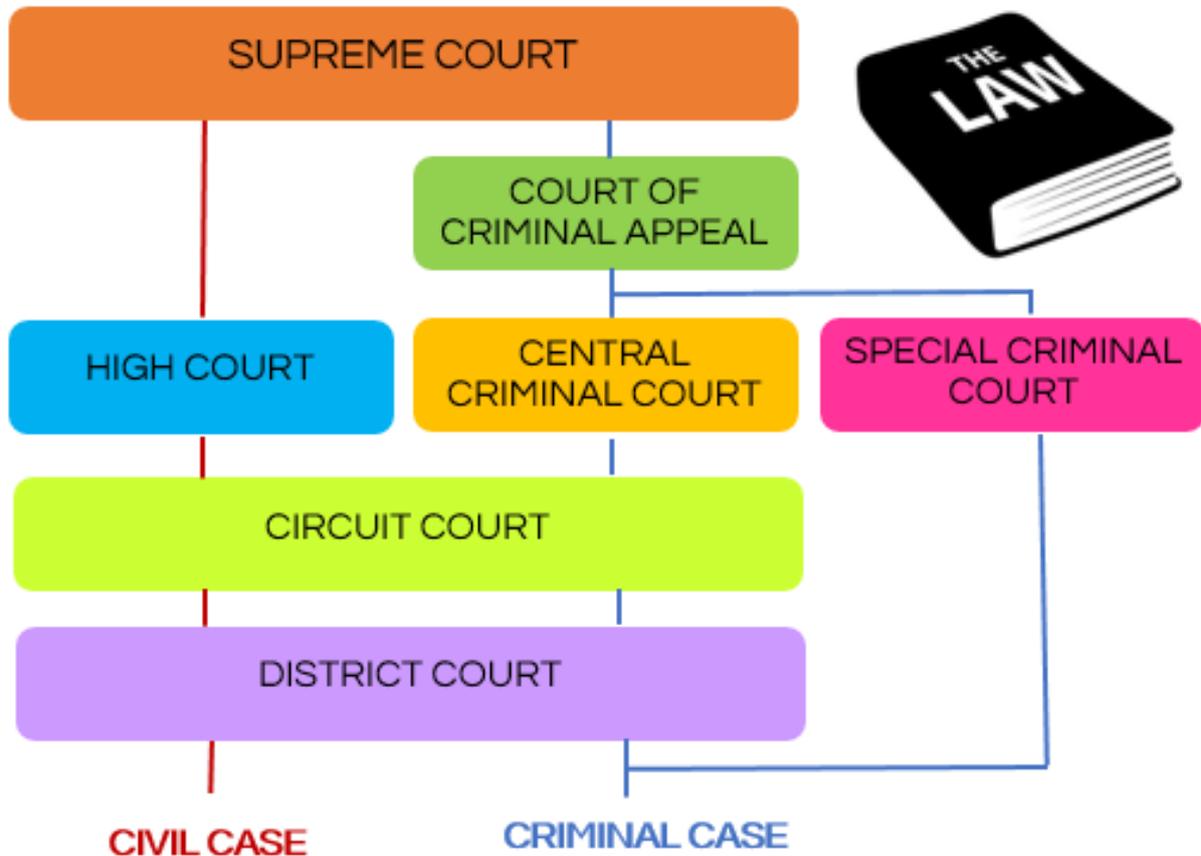
1. Complete the sentences. Find the words in the wordsearch.
 - a) To reduce _____, attention must be given to people who have a drug dependency within their community.
 - b) The Drug Treatment Court seeks to treat people for their _____ addiction, rather than imprison them.
 - c) Many people in _____ have experienced traumatic childhoods.
 - d) Studies have shown that many women prisoners with substance abuse problems have turned to drugs and _____ as a way to deal with experiences of abuse and violence, which in turn led them to crime.
 - e) Many prisoners suffer from mental illness and they need counselling and psychiatric services in prison and when they are _____.
 - f) There needs to be improved resources in the community for _____ illness, to tackle crime related to mental illness.
 - g) People often reoffend because of illiteracy, low _____ qualifications, and a history of unemployment.
 - h) There should be a focus on providing meaningful training and educational opportunities in the _____ to reduce crime.
 - i) To prevent people going back to crime, it is important to provide life _____ education in prison, e.g. independent living, such as cooking and budgeting.
 - j) Access to safe and appropriate _____ must be available for people leaving prison to prevent homelessness and repeat offending.





A. THE IRISH LEGAL JUSTICE SYSTEM

1. Look at the diagram of the Irish courts system:



2. Complete the sentences:

a) This court deals with offences committed by young people under the age of sixteen. _____

b) This court deals with very serious criminal offences; there is no jury in this court. _____

c) This court is the highest court in the land and deals with cases concerning the constitution and appeals from the High Court. _____

d) This court deals with both civil and criminal cases. _____



e) This court hears appeals cases from other courts when convicted people believe that they have not received justice when their case was tried in a lower court. _____

This is the second highest court in the land. _____



What happens if you are arrested?



An arrest is the apprehending or restraining of a person to bring that person to a District Court within a reasonable time.

You will not be arrested to give information or to help the Gardai with their enquiries.

When you are arrested, you must be told the reason for your arrest, for example, because you are suspected of having stolen goods. However, if you are arrested under Section 30 of the Offences Against the State Act 1939, you do not have to be told exactly why you are being arrested; you need only be told that you are being arrested under that section.

Often an arrest is on foot of a warrant, but a warrant is not always necessary.

Questions:

a) Under which section do you not need to be given a reason for your arrest?

b) If you are arrested, to which court will you be brought?

What is bail?

If you are arrested and charged with an offence, you will be brought before a District Court as soon as possible. You may make an application in court to be released from custody on bail.

If you are granted bail, it means you are released from custody because of a bond or promise made either by you or by another person (a surety) to guarantee that you will appear in court for your trial. It ensures that you cannot flee before your trial. Bail is based on the principle that the accused is presumed innocent until proved guilty. If you enter into a bail bond, you are committing yourself to appear in court to answer the charges made against you.





Questions:

a) Which Act governs the prosecution of children and young teens?

b) What is the aim of the Juvenile Diversion Programme?

c) What is a JLO and what is their role?

d) How might the Juvenile Diversion Programme stop young offenders from re-offending?

e) Which criminal offences does The Children Court have the power to deal with?



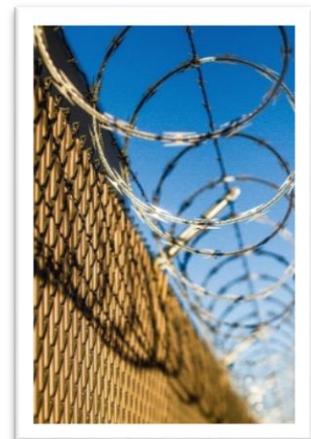


A. PRISONERS' RIGHTS

1. Complete the sentences about prison conditions in Ireland.

**warmth, letters, staff, Drug, prisons, mental, prisoners, employment,
weekends, October, healthy, reduce, Act**

- a) Prison rules regulate the operation of _____.
- b) Section 35 of the Prisons _____ 2007 provides for the making of prison rules which may cover the treatment of prisoners, including their diets, clothing, maintenance, employment, instruction, discipline and correction.
- c) Prison Rules (SI No. 252/2007) came into operation in _____ 2007. They have been amended more recently to provide for, among other things, investigation of serious complaints.
- d) A _____, well-balanced and reasonably varied diet is supplied to all persons in custody in accordance with prison regulations.
- e) All _____ are entitled to wash daily and shower at least once per week.
- f) Cell bedding must be adequate for _____ and health.
- g) Prisoners are free to take part in recreation at _____, in the evenings and when not attending work or educational classes.
- h) The majority of visits are supervised by prison _____ to ensure good order and security.
- i) Prisoners are generally entitled to send _____ to their family or friends.
- j) Prisoners are encouraged to engage with the therapeutic services during their period of imprisonment in an effort to _____ the risk of them re-offending on release.
- k) Services include:
- Education, e.g. prisoners may take classes from basic literacy to Open University degrees
 - _____ treatment – prisoners have access to a range of medical and rehabilitative services
 - Psychology, e.g. _____ health services
 - Work and training, e.g. training activities for working in prison and giving opportunities for _____ on release





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1. Prisoners should be prepared for when they leave prison. If there are good programmes in prison, this increases the effectiveness of prison. Complete the sentences:

integrate, record, community, crime, addictions, support, offenders, education, independently, law



- a) Preparing prisoners to go back into the _____ is key to developing their self-esteem, self-worth and sense of belonging.
- b) Sometimes, the lack of control prisoners have over their daily routine undermines the sense of control they have over their lives, and makes it difficult to adjust to living _____ again.
- c) Prisoners need to be given skills for life, e.g. applying for jobseekers' allowance, doing shopping, finding accommodation, joining a _____ group, making good friends, etc.
- d) When prisoners do not _____ well into the community upon their release, this can lead to homelessness, drug and alcohol abuse and reconnecting with criminals they may have known before.
- e) A prisoner's _____ should include how to access financial or social supports.
- f) Prisoners should be upskilled to prepare them for future work opportunities, thereby reducing the desire to commit _____.
- g) Prisoners need to be aware of why and how they broke the _____ and ended up in prison, and how to avoid committing crime/s again.
- h) Drug and alcohol _____ should be addressed in prison.
- i) If a person is 18 years or older when they commit a crime, they continue to have a criminal _____ for their whole life, so information about where to apply for work, should be explored before a prisoner's release.
- j) There is a role for imprisonment, but aside from punishing _____, an objective of prison also needs to address the issues underlying offending behaviour, e.g. addiction, effects of trauma, poor education, mental health, poverty, etc.



MAPPING OF LEARNING OUTCOMES

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)