

Only purchasers of the DVD are authorised to make use of these notes.

Look At It This Way

'Look At It This Way' was developed in conjunction with the Home Office and Suffolk Constabulary to support crime prevention campaigns targeting youngsters from the age of 10. By looking at the social and moral responsibilities it provides valuable material to support school Citizenship sessions. The programme demonstrates how the dividing line between 'high spirits' and breaking the law can be easily broken. A considerable percentage of this type of crime is attributed to teenagers and is wrongly labelled 'petty'. *'Look At It This Way'* shows there is nothing petty about such offences or the impact crime has on people's lives.

DVD CONTENTS

As the title suggests, the issue can be considered in many ways. *'Look At It This Way'* concentrates on three areas and is divided into sections:

Section 1 – Financial (6 mins 30 secs)

Crime costs the country millions of pounds. It is a cost that is paid for by all of us through taxes, insurances and higher prices. This introduces the concept and provides examples – graffiti, vandalism, theft – that can be discussed.

Section 2 – Victims of Crime (4 mins)

Victims of burglary, violence or vandalism are easy to identify with but there are other 'victims of crime' that are not so apparent. This concentrates on these unseen victims and gets viewers to face some very pointed questions.

Section 3 – The Culprits (3 mins 30 secs)

Apart from the obvious penalties that offenders have to pay - fines, probation or imprisonment - this examines other implications of having a criminal record and opens up areas for discussion.

METHOD OF PRESENTATION

INTRODUCTION

Before screening the DVD, an introduction to the subject needs to be given. This can be achieved by posing open questions:

'Lets start by finding out what your definition is of crime?'

Crime covers a wide area but is primarily any action that breaks the laws imposed by the state. It therefore follows that what can be defined as a crime in one country may be permitted in others e.g. different drink and drive regulations, codes of accepted dress, rights of protest, censorship etc. A country's laws are a guide to the social and moral standards that people living there have to follow.

'So what would be your definition of petty crime?'

Most people try to categorise crime in terms of severity e.g. murder is a more serious crime than shoplifting. Whilst this is true and the penalties imposed for breaking different laws can be taken as a guide to how serious each crime is perceived, in law there is no definition of 'petty crime'. 'Petty' implies 'not important' - certainly not the case as the video will demonstrate.

'So who are the victims of crime?' *The ideas of the group can be written down under the heading 'VICTIMS' and referred to during the remainder of the session.*

The main point to put across is that all crime is serious and results in someone suffering physically, mentally or financially. Our laws provide us with a guide to how we should treat each other - break those rules and there are prices to pay.

'So what impact does crime have on society?' *The ideas of the group can be written down under the heading 'IMPACT' and referred to during the remainder of the session.*

The DVD clips will demonstrate to the group how crime impacts in three particular ways:

- Financially
- To the victim
- To the culprit

The first DVD section can then be played.

*The group should consider: **'From a financial point of view, who pays for the crime you're going to see?'** while watching the opening clip*

CLIP 1 – Financial impact

After viewing, discuss in terms of identifying the ‘crimes’ and deciding on who pays.

The opening titles demonstrated an example of **graffiti**. Not always viewed upon as ‘crime’ but criminal damage is caused and every year millions of pounds are spent to clean up after such attacks. Examples of **vandalism** shown include damage to public property (*telephone box*) and private (*damage to car*) plus the result of ‘high spirits’ – broken milk bottle on step, broken bottle on play area. For both graffiti & vandalism the cost to replace, repair or clear up has to be found. The following issues can be discussed:

- In many cases, the damage cannot be put right and even higher costs are involved in replacing damaged items.
- Graffiti attacks often obliterate vital information signs. Vandalism can result in injury to the public.
- In areas where graffiti and vandalism is rife, the image of the area is degraded often encouraging further crime

The examples of **theft** shown include shoplifting from a multi-national and from a small corner shop plus theft from private individuals - milk from step, briefcase from car, bikes. For businesses the financial impact includes the cost of replacing stolen stock plus the expense of additional security measures.

Stolen or damaged property has to be paid for. Where does the money come from?

The cost to repair or replace public property is found through taxes, community charges or insurance. All those in the group eventually working and living in their own homes will be paying taxes. In other words, their money will be going towards paying for damage caused by graffiti and vandalism and replacing stolen items. Criminal damage to public property is an attack on property ‘owned’ by the public and it is the public that end up paying. The cost to repair or replace private property is found by either having to use own funds (personal or business) or by claiming on insurances.

Whether the property is public or privately owned the result is the same (*put the question to the group*) **Who pays financially for crime?** The answer is that we all do through:

- Higher taxes – primarily income tax – soon know what this is once you receive your first pay packet
- Higher insurance premiums – once you have your own home, car or motorbike premiums need to cover the cost of crime
- Higher community charges – paid by everyone with their own home whether rented or owned
- Higher prices for goods & services – businesses have to recover the cost to replace stock, install security systems, pay increased premiums

*Section 1 can be concluded by posing questions such as **Just Look At It This Way –***

What if you were given the bill to repair the damaged phone box?

What if your CD or clothes cost more to pay for shoplifting?

After discussing the financial impact of crime, the second video clip can be played.

Victims of burglary, violence or vandalism are obvious but there are other ‘victims of crime’ that are not so apparent. This section concentrates on these unseen victims. The group should consider ‘Who are the victims of crime?’ while watching the second clip:

CLIP 2 – The Victims

After viewing the clip, the victims should be identified from both the clip just seen and the opening section. The emphasis should be put on how crime has affected them. The following provides suggestions of how this can be discussed:

Old Lady

- Frightened – potential stress, impact on health, may have to move
- Inconvenience/cost – has to replace the milk, repair the gate - what seems small cost (milk) to some is high cost to others

Mother/Child

- Pain – could have been more serious
- Peace of mind – can mother trust the area again?
- Inconvenience/cost – hospital/doctor visits, time off school
- Psychological – crime can affect victims for years

Doctor

- Lives put at risk through thoughtless act
- Inconvenience/cost – having to have car repaired, replace notes

Shopkeeper (opening clip)

- Shoplifting threatening his livelihood – higher premiums, cost of security, replacing stock
- Potential damage to health – stress
- Tainted opinion towards teenagers

Bike Owners (opening clip)

- Inconvenience/anxiety – how did victims get home that night?
- Cost – if not insured will have to pay for another bike

Culprits Family (often forgotten)

- Often innocent themselves – gossip, reputation and character threatened, bad publicity, embarrassment, worry etc

The discussion can then be opened up by asking the group for examples of crime that they know of personally - concentrating on the impact on the victims rather than the crime itself.

**Section 2 can be concluded by posing questions to the group
*Just Look At It This Way.....***

What if it was your grandmother who was being terrorised?

What if it was your young sister hurt in the park?

What if it was you that had to make an urgent phone call?

(Phone vandalised from first clip)

What if it was your car that was scratched and vandalised?

What if it was your bedroom that was vandalised?

What if it was your bike that was stolen?

What if it was you the doctor was coming to help?

After discussing the impact of crime on victims, the final clip can be played.

*Paying fines, facing probation or imprisonment are the obvious issues culprits have to face and these need to be discussed but there are other 'prices to pay' that are not so apparent. Look At It This Way concentrates on these areas. The group should consider **'What impact can crime have on the culprit?' while watching the final clip***

CLIP 3 – The Culprit

After viewing the clip, the group can comment on the impact so called 'petty crime' has on Danny. His offence is considered by many to be a minor one and Danny himself states at the beginning of the programme; **'It's only a can of coke.'** However the consequences of a single act can have far reaching effects, the following are some of the issues that could be discussed:

- **Family conflict** – arguments with parents?
This can lead to family rifts that become difficult to repair and the added stress of an unhappy home life can make the situation even more intolerable
- **Reputation** – cannot be trusted, troublemaker?
Mixing with the 'wrong crowd' is often how youngsters get caught up in crime. Peer pressure 'Go on prove it' 'Chicken!' etc can also encourage youngsters to show that they are 'one of the gang'. Those not taking part are often taunted or bullied and seen as 'wimps'
- **Job prospects** – threat to potential income?
Whilst every effort is taken to encourage young offenders into employment the scope of work is often limited. Dependent on the nature of the offence, a criminal record has to be declared (time limits apply) and not doing so constitutes an offence in itself.
- **Future** – will this lead to further crime?
Crime can be addictive and, like all addictions, usually starts in a small way progressing to more serious offences.
- **Psychological** – self-esteem low, anxiety?
The mental impact and feeling of remorse can result in depression which then leads to other problems. If remorse is not felt, then often the culprit builds up anger 'It's not fair', 'We were only having a laugh', leading to further conflict with family and authorities.

SUMMARY

Restating the key points covered can conclude the session:

- Crime has an impact in three ways – financial, on the victims and on the culprits
- The victims can include a wide range of people many not usually perceived as victims
- In some form or other we all pay for crime
- There is no such thing as 'petty crime' – having a laugh, just good fun can often lead to a criminal record
- Breaking the law and getting a criminal record (*even from a one-off, mindless act*) can have far-reaching implications
- We all have a social and moral responsibility to respect other people and their property.

The group can be left to consider one final question:

***'Look at it this way...
what price would you pay for a can of coke?'***