

PSHE Citizenship

CRIME AND PUNISHMENT

The audio resources explore the theme of theft and what punishment is appropriate for an individual guilty of stealing. The drama focuses on a school girl called Gemma who we learn has been stealing from her mother's boyfriend. Gemma's teacher, Mrs Johnson, becomes aware of the theft and must determine how to deal with the situation.

Before using the audio resources:

Use a display board to show some press cuttings of crime. It would be appropriate to post cuttings of local crime and especially crime involving young people. It would be advisable to avoid cuttings of the more horrific crimes (although pupils may be well aware of them through watching television news and/or listening to adults speaking). The story deals with theft, but other crimes should be highlighted on the notice board, particularly crimes, which figure prominently with young people (car crime, vandalism).

Part of the notice board could have a list of crimes, which need to be matched to an appropriate punishment. This could also include incidents when rules are broken at home or at school with the corresponding punishments. To generate further discussion it might be possible to 'comment' on these home/school punishments by means of moveable 'fair/unfair' labels! Pupils would need to be encouraged to justify their views and offer alternatives.

It might also be appropriate to post crime statistics (links with the numeracy strategy) to generate discussion. The website of your local police force may offer statistics. Other statistics may be found from one or more of the websites listed below.

Using the audio resources:

1. Discussion.

Begin with a general discussion of stealing. Ask pupils about their own experiences of being stolen from. How did it make them feel? As part of the discussion - or as inspiration for it - listen to Voxpops 1.

2. Listen to Voxpops 1.

See below for a transcript. Young people talk about what it is like to have something stolen from them or what they think it would be like to have something stolen.

3. Drama, part 1.

See below for a synopsis. Explain that pupils are going to listen to the first part of a story which involves theft. Remind them to listen carefully as soon it will be their chance to talk about what they've heard. The main characters in the story are:

Gemma - a school girl

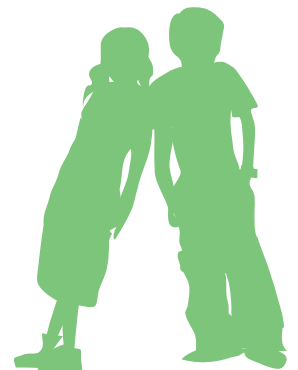
Ella - Gemma's friend

Mrs Johnson - the girls' teacher

Marie - Gemma's mum

Dave - Marie's boyfriend

You may wish to display a suitable image to act as a focus while listening to the drama. Use the online resources to display a large picture of some pounds coins. Display this during the first part of the drama.





4. Discussion.

At the end of Drama, part 1 discuss the following:

Why would you say that stealing is wrong?
Are some forms of stealing worse than others - for example, is it worse to steal something from home than to steal something from a shop?
Why do you think Gemma has been stealing?

5. Voxpops 2.

See below for a transcript. As preparation for the second part of the story you may wish to share some more voxpops with the class. In Voxpops 2 children offer their views on how we should deal with those who steal.

6. Drama, part 2.

See below for a synopsis. Explain that it is now time to listen to the second part of the story, in which we'll find out more about why Gemma has been behaving the way she has...and also what her teacher feels should happen about it.

Use the online resources to display a large picture of the 'Scales of Justice' (from the top of the Old Bailey). Display this during Drama, part 2.

7. Final discussion.

At the end of Drama, part 2 discuss the following:
Does the fact that Gemma was feeling unhappy make it OK for her to have done what she did?
What about Mrs Johnson? Is she right that Gemma's mother must be told about what has happened?
Gemma says she's sorry for what she did - so should that make a difference to what happens to her?
What should happen to Gemma?

8. Have your say!

When you have thought about or discussed the questions above please use the **Contact us** page of the School Radio website to let us know what you think should happen to Gemma.

The significance of the theme:

The punishment element begins to address the issue of how rules and laws are enforced (2b). This programme will also lead into discussion of 2c: to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities

Pupils are very aware of crime as a result of media coverage and numerous television drama series, but they will be less aware of crime statistics and the range of punishments available. Issues of fairness and justice should be raised, both in relation to rules at home and at school and in the wider community. It is in debating and discussing these issues that pupils are able to develop a deeper understanding of their own and others values.

Follow-up activities:

Contact the Magistrates Association to see if a visit is possible.

If you have a Schools Liaison Police Officer could he or she set up a mock trial scenario and 'talk' the pupils through?

Investigate crime and punishment in the various communities to which the pupils belong. Collect and display statistics (from local newspapers?)

Debate ways to reduce crime. When /if a consensus is reached, relay suggestions to a wider audience for comment (parents, media - letter to the local newspaper, local council, School Radio website, etc)

Additional information:

www.magistrates-association.org.uk

Including details of Magistrates Association work in schools. Interactive / mock trial/ presentations/ quiz sheets and games

www.homeoffice.gov.uk/rds/crime1.html

Home Office Crime statistics. (Care should be taken not to alarm the pupils.)



www.pmnw.co.uk

Prison! Me! No-way! Dedicated to educating young people away from crime. This is designed for KS3/4, but has useful information for Primary teachers.

www.galleriesofjustice.org.uk

Galleries of Justice is based in Nottingham and is intended for local schools to visit. It offers opportunities to investigate the topic of crime and punishment through history. It also offers resources for purchase for schools too far distant to contemplate a visit.

The BBC is not responsible for the content of external websites.

Transcript of Voxpops 1:

Once I had my camera stolen. I was very upset. It cost a lot of money and it was quite new.

I had this Pokemon card and it got nicked...and it was quite a good one. I found out who took it and I felt really mad and annoyed. They didn't have the right to take it 'cause like I'd spent quite a lot of money trying to get it.

Once I had my diary stolen that I'd written all my personal feelings in and I was very, very angry.

If somebody stole something from me I think I'd feel very bad because it might have been one of my favourite possessions.

I'd feel upset because it might be something that you can't replace.

It could be worth a lot to you but very little to the person that's stolen it.

Synopsis of Drama, part 1:

The main characters in the story are:

Gemma - a school girl

Ella - Gemma's friend

Mrs Johnson - the girls' teacher

Marie - Gemma's mum

Dave - Marie's boyfriend

Scene 1.

School classroom. Mrs Johnson is telling the class about a forthcoming exam. Gemma isn't paying attention: instead she's showing her friend Ella a shiny cigarette lighter that she has brought to school. Mrs Johnson discovers the lighter and confiscates it.

Scene 2.

Gemma's home. Dave, the boyfriend of Gemma's mum, is looking for something that's gone missing...

Scene 3.

School playground. Gemma is giving money away in the school playground. She gives Ella a £1 coin and boasts that she also has a £20 note. Once again Mrs Johnson intercepts. Ella reports that Gemma has even more money and that she has been stealing from a local shop.

Scene 4.

Gemma's home again. Dave tells Gemma's mum, Marie, that £50 is missing from his wallet and that he suspects Gemma.

Transcript of Voxpops 2:

We should talk to people who steal because they need to understand that they're hurting other people.

I think what we should do to change attitudes is to show them what it's like to be stolen from.

I think it's a good idea for the person who's been stealing to meet the person they've been stealing from because it can give them a good chance to try and change their personality.



If people carry on stealing we should show them what it feels like to have their most valuable possession taken away from them.

If people knew how hurtful it was to have something stolen then perhaps they might stop stealing.

Synopsis of Drama, part 2:

Scene 5.

Gemma's home. The drama continues with a flashback to the day before Gemma stole Dave's lighter and money. Gemma is complaining to her mum about the way Dave treats her. She is extremely unhappy.

Scene 6.

Mrs Johnson's office. We rejoin the present and witness Gemma being interviewed by Mrs Johnson. Gemma eventually confesses and talks about her unhappy relationship with Dave. Mrs Johnson makes Gemma think back to an occasion when she had something taken. Gemma begins to feel sorry and Mrs Johnson talks about putting things right. Mrs Johnson insists that Gemma's parents must be told. The drama ends with Gemma pleading with Mrs Johnson not to tell them.