



Teacher notes Project 10 Session 7:

STEALING IS A CRIME

SLIDE 2

In this session we will find out:

- What is theft and stealing
- The effects of theft
- The penalties for theft
- How you can protect yourself from theft

SLIDE 3

The main ideas in this session are:

- Taking things without the owner's permission, is stealing.
- When we talk about taking things, these can be valuable or not, property of one person or many; big or small items, tangible and intangible, such as: money, cars, stuff from shops, handbags/wallets, ideas, identity, time, etc.
- When things are stolen there are victims, some people are less obviously victims.
- Theft means there are costs, which have to be paid.
- If a person steals they may be caught, the Police may be involved, the person could be charged, and thereafter may have a criminal record.

SLIDE 4

Ask children to share/discuss the following – could be done by moving round the room to “yes/no” corners Everybody has probably done one or more of these things, the list is likely to make some smile. Ask if it makes it right, if everyone has done it or it seems fun to one person? (relative and absolute wrongs – could be an extension for older/more able)

- Have you ever taken a crisp out of someone's packet without asking?
- Have you ever taken a sweet out of someone's packet without asking?
- Have you ever taken a chip off someone's plate without asking?
- Have you ever taken a pencil or pen off someone without asking? • Have you ever 'borrowed' something without asking? • Have you ever taken some money that was lying around the house?
- Have you ever taken something from a shop without paying?
- Have you ever taken money out of someone's purse?
- Have you ever taken someone's words or ideas? Perhaps you copied their work in class?





SLIDE 6

Get the group to think of as many reasons as they can why people steal, ideas such as:

- Might not know it is wrong to steal things, they could be very young or have learning difficulties.
- Might not have the self control not to steal, because they are impulsive and do things without thinking.
- Might be by a person who has mental health problems, who can't think why what they are doing is wrong.
- Might be jealous of someone and want what they have.
- Might think it is cool to steal.
- Might not like following rules so they think they can do anything they want to.
- Might be hurting inside and steal to get attention from others.
- Might be hurting inside and steal to make themselves feel better.
- Might have the habit of stealing things from others, they could have learned to steal from their family members.
- Might think it is a fun thing to do.
- Might be bullies and steal things from their victims.
- Might not have enough money to buy something, so they take it anyway.
- Might be being pressured by peers to do it, to get things for others.
- Might be forced to do it if they are involved in a gang or want to be in a gang.
- Might do it, to have things they can sell to pay for drugs.

SLIDE 7

It might be useful to help the group by identifying a range of feelings first, ideas such as:
(for younger groups, aim to have four/five emotions)

- Unhappy
- Shocked
- Sad
- Frightened
- Annoyed
- Powerless
- Confused
- Victimised
- Defeated
- Alone
- Ashamed
- Nervous
- Betrayed
- Blamed

Ask each person in the group to pick a word to describe a feeling, and then to design an emoji for that word.





SLIDE 8

Discuss ways to do this.

Core Concepts

What advice do they get from their parents?

- Keep things in safe places, money in their purse in their pocket
- Don't take valuable things to school
- Not to share passwords/PIN numbers for computers/phones

Development ideas

- Locks/padlocks for bicycles
- Markings on property
- Passwords which are not predictable, like your dog's name
- Not sharing information carelessly, such as 'my dad keeps his tools in the garage'
- Not leaving things lying around

Extension activities

What can you school or college do to reduce theft?

- Lockers for students
- Posters to help students to be alert to the risk of theft
- Having a policy with regard to students who steal
- CCTV
- Having positive links with Police Neighbourhood Officers

SLIDE 9

Discuss theft, what it means, who does it, and whether there should be consequences. Is everyone equally responsible?

Core Concepts

How do you learn what stealing is and that it is a crime?

- Parents/carers
- Learning to defend your stuff from brothers and sisters
- Television and films
- Books
- Teachers
- Your faith leaders
- Police

Development ideas

In what circumstances should we make allowances and try to help someone who steals?

- When they are very young and don't know better.
- When someone is truly desperate, very hungry or poor.
- When someone has been exploited and is in fact, a victim.
- When someone is mentally ill.
- When someone has dementia and doesn't understand any more.





Extension activities

Apart from stealing property, what else can one steal?

- The identity of another.
- Time from an employer by not working when you should.
- Equipment from work to use at home.
- Ideas from another, to impress someone and gain an advantage you don't deserve.
- Lying about an insurance claim, saying you have lost more than is true.
- Keeping something you have found, because you want it.

