

THROUGH THEIR EYES

Theft

TEACHERS' NOTES



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SLIDE 4 - 7

What would you most like to buy and have?

This session is looking at theft, what do people want, what do they do to try to get it, and what feelings/pressures lie beneath this yearning to have something. Get the group to talk about what they want?

- a named brand of trainers
- the latest smart phone/ watch
- a football shirt for your team
- make-up
- clothes
- bicycle/skateboard/scooter

Why do you want these?

This would be hard to discuss openly in a group with regard to their reasons. The person delivering the session can name these. As the session continues, the film illustrates reasons people have:

- You haven't got these and you feel you are missing out?
- You feel what you have is old/ not on trend?
- You have been subject to teasing/ banter/ bullying about what you do have?
- Other people you know have better/ newer?
- You are convinced that you would feel better about yourself if you had them?
- You see these on social media and feel you need them for credibility?
- A celebrity you like has them?
- You think you should have what you see/ want?

What do people do to get what they want?

spend their savings/pocket money

ask for them for Christmas/ Birthday presents

get a job and earn money to buy them

value what they have and do without

buy a cheaper version/ secondhand

steal

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SLIDE 8 - 11

Stealing

What does this mean?

Theft is taking someone's property, without the use of force

Burglary is illegally entering a property to steal something from it

Robbery is stealing from a person using force or threatening to use force

The Theft Act 1968

A person is guilty of theft, if he dishonestly appropriates property belonging to another with the intention of permanently depriving the other of it.

What are the key words in this definition?

"dishonestly": the taking of property that you know is not yours and you can't have.

"appropriates": having taken the property, you say and act as if it is yours.

"property": includes items, money, land, and other intangible property, like time.

"belonging to another": items bought by, owned by inheritance, controlled by another.

"with the intention of permanently depriving the other of it:": if the intention is to treat the property item as one's own.

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SLIDE 12

What are other words for theft?

What do these words mean?

Pilfer: This refers to stealing something in very small amounts, over and over again, in the hope nobody notices what is missing.

Swipe: tends to be used when something is quickly grabbed, with a sweeping motion of the hand, and without premeditation, it is often said about opportunistic stealing.

Filch: This is less used now, it means to steal secretly or casually, snatching something quickly.

Appropriate: Appropriate usually means the right thing for the occasion, such as appropriate footwear or clothes or behaviour. When it is used about stealing, it is used as a verb, to appropriate is using or borrowing something belonging to another.

Commandeer: Tends to be used about seizing control of something. When you commandeer something you take it, may be forcibly, even though it is not yours.

Purloin: This is often used about taking something that is hidden but not guarded, whereby it is not noticed it has gone.

Heist: It comes from the word hoist which is to lift up or raise. This is a much loved word in action films about armed robbery, remember Ocean's Eleven. It is used when what is taken is valuable and requires a lot of effort to take it.

Embezzle: This is a specialist word. It refers to the fraudulent taking of funds of money/shares that had been entrusted to that person's care and management.

Hijack: This used to refer to taking any items in transit by car, train, boat, plane, by threat or force. It is now also used to refer to forcing a pilot of a plane to fly to an unintended destination, skyjacking, or taking a vehicle that is not yours, carjacking.

Plagiarise: This refers to taking the intellectual work of another person, and saying that the ideas and words are your own and not crediting the person or the source they came from.

What is the effect on people when there are lots of words for theft?

Ask the group to think about these different words and their meanings. Using different words can confuse the listener or obscure the reality of the crime. For example, a *jewellery heist* is an organised, premeditated, often violent stealing of high value property:

- They show us that theft is not a simple act.
- The act can be completely hidden, or violently in the open, or anything in between.
- It can involve very different items of value, from a cake, to jewellery, to a famous painting, to a plane.

Having different words can conceal or confuse people, that not all are acts of theft. Think about seeing a plate of doughnuts, how does it sound to say, 'I will filch a doughnut'?

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SLIDE 16

Lara

"You know I follow Chantelle online....."

"Yeah, she has thousands of followers, the stuff she does is amazing"

"She says it is all about the products you use"

"There are huge differences, it's about the ingredients, she tells you all about them"

"It is all about the blend of carnuba wax and mineral oil"

"What she says is that you need stuff that nourishes your lashes"

"You know it's good because look who wears it.... Roxanne"

"She is dating this Man United footballer.....he is so fit"

"You can order it online"

"Course it is, but it's worth it. I swear it actually makes my lashes longer"

What do you think are the effects of Lara's talk is on the group?

She is claiming authority for what she says, by saying it is what a famous social media influencer with thousands of followers says.

She sounds like she knows about what the ingredients are and that they are beneficial, does she? Or is this just an advertising ploy, which she is repeating?

She is suggesting that there is further proof that the mascara is good, because it is used by a famous girlfriend of a fit footballer. Is this making her think that if this mascara is worn, it would attract a fit boyfriend?

She says it can be ordered online. She agrees it is expensive, adding that it is worth it. It is clear she has been able to afford the cost. Do the other girls look like they think they can afford it?

Finally, she says she has proof, because she is convinced her own lashes are longer.

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SLIDE 17 - 18

Evie

What are the effects of Lara's talk on Evie?

She doesn't know who Chantelle is

She doesn't know the difference between one mascara and another

She doesn't know the ingredients of mascara

She only uses a bit of mascara

She guesses the mascara is expensive

What does she do next?

She asks her mum for more pocket money

She puts her point that she should have more than her sister, forcefully

She admits she already has bought makeup, but wants more

She makes a stand and says she wants better brands

She tells her mum that her friends get brands recommended on Instagram

How do you think she is feeling?

Discuss ideas with the group, examples such as:

Stupid: She doesn't know what her friends know.

Left out: As the talk in the group is about people she doesn't know.

Unsure: She doesn't wear much makeup anyway.

Sad: She hasn't got the brands of makeup.

Down about herself: Not believing her mum that she is lovely.

Defeated: She has spent her pocket money, her mum has said no to her having more.

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SLIDE 22 - 24

The pressure builds on Evie

She talks about:

"There is no way I could ever get that stuff"

"I feel like everyday, there is a new 'brand or product'it never ends"

"I wish I had more.. I would feel better about myself if I had more"

What might your fears be for Evie?

Discuss with the group. Ideas such as:

She continues to feel out of it and becomes more miserable.

She avoids her friends because she can't keep up with them.

She feels she is unlovely and her self esteem sinks.

She considers self-harming.

She falls out with her mum and her sister.

She thinks about stealing money or makeup to get what she wants.

What could Evie do to feel better?

She could try to listen less to Lara.

She could talk to Holly away from Lara, about how she is feeling.

She could try sometimes to change the subject of their talk.

She could use some of her time, to spend time with other people, make more friends.

She could avoid going shopping with Lara, so there is less pressure to spend.

She could tell her mum or a trusted adult at school, how she is feeling.

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SLIDE 25 - 26

Products and famous people/ influencers

Can you name examples:

David Beckham: Brylcreem, Pepsi, Adidas, Vodaphone, Sainsburys, H&M...

Beyonce: Tiffany, L'Oreal Feria, Pepsi...

Roger Federer: Gillette, Nike....

Novak Djokovic: Peugeot....

Lewis Hamilton: Monster Energy, Bose Sound, Mobil 1, Santander....

Daniel Craig: Belvedere Vodka, Rolex...

Serena Williams: Nike, Gatorade, Remy Martin, Stuart Weitzman, Gucci, Subway...

Why do firms selling products use famous people in their advertising?

They want to use the fame of a celebrity:

to attract your attention

to add value to their product

to make you want to buy the product to be like your favourite celebrity

What celebrity advertising a product would catch your attention and why?

The aim of this slide is to show the group how effective the links are between celebrities and products. They catch people's attention, they tempt people to choose between brands, and they can feel like a form of pressure to be someone other than yourself. Ask the group to think back to the first slide and what they would most like to buy and have. Who would they most like to see in an advert for that product? Lara is following Chantelle because she is promoting a mascara, that someone famous, Roxanne, uses. Lara wants to be like Roxanne.

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SLIDE 29 - 32

Evie steals and makes excuses

Ask the group to think about what Evie has said. She says it is not like stealing. Is she right?

"I got to thinking....there was loads of stuff there"

"there is no-one watching you"

"you can just pick up the stuff you want"

"what's to stop me"

"I can buy one thing,but pick up more and pocket it"

"It's not like they would miss the stuff"

"The stuff doesn't belong to anyone, they are just selling it"

She admits that she felt bad after she took stuff

"It's not like you've hurt someone, what does it matter"

**What do you think about how likely she is to do it again?
Why do you say that?**

She feels better about herself, after Holly said that her eye makeup looked fab.

She has started to think about what else she wants to have.

She has done it once, that was the biggest step.

She thinks she can get away with this, that she won't be seen.

She thinks that it is an easy thing to do in a large shop where people chose the items they want and take them to the till/checkout.

If she doesn't see this as stealing, as illegal whereby she is committing a crime, she may not feel it matters.

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SLIDE 33 - 35

How does the Manager of the shop view Evie's stealing?

He refers to shoplifting/ pilfering....
"she is taking items and not paying for them."

He refers to it happening a few times.

He is very clear *"this is stealing. It can't go on."*

He is concerned for Evie, *"It will be better for her that she does not develop a habit"*

How does PC Tennant, the School's Liaison Officer view Evie's stealing?

The Headteacher tells the Police Officer that Evie has admitted taking items from the shop.

The Manager told the Police that it is the policy of the firm that shop-lifters are prosecuted.

The Police Officer tells Evie and her mum that she is well over the age at which she is responsible in law for what she has done.

She has admitted stealing and been caught on CCTV committing theft.

Will Evie be charged with the offence of theft?

What do you think?
What will the Police do?

Young people between 10 years and 17 years can be arrested and taken to court if they commit a crime.

It is not likely that this will happen to Evie:

- She has admitted what she did.
- She has her mother supporting her to speak to the Police.
- This is the first time she has been caught, albeit that she has done it a few times.
- She is clearly sorry.

If the shop insists on there being a consequence, the Police would suggest a Community Resolution Order. This would depend on an admission of the offence. The Police must also consider the incident to be an isolated one. This means it is not seen by the Police as part of a pattern of behaviour. There must be an agreement between the Police and the young person which may involve: making an apology to the shop manager; returning the items to the shop; not offending again. This would then be on a person's record for 12 months, after which it would disappear. If you have had a Community Resolution Order once, you can't have another within 12 months.

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