Teacher Worksheet: Robbery and Bullying

Learning objectives
To teach pupils the definition of robbery
To give young people a fuller understanding of the seriousness of robbery as an offence
To explain that while bullying and robbery are both wrong, robbery is a criminal offence
To explore the legal repercussions of robbery

Exercise 1
5 mins: time allowed for discussion in pairs
5 mins: whole class review of answers
Only b, e, and g are robberies although, all of the actions listed are crimes. A robbery is a robbery, no matter what the value of the item taken is. Even stealing a bag of crisps can be classed as robbery if the offender uses force or the threat of force.

Exercise 2
10 mins: whole class discussion
- Robbery is using, or threatening to use, force to steal. Robbery is a more serious crime than theft.
- Theft is taking something that you know doesn’t belong to you. It covers a wide range of things, from shoplifting or stealing from cars, to taking things people leave lying around, like mobile phones or bags.

Exercise 3
You might like to ask one of the students to read out Rashid’s story.
5 mins: time allowed for discussion in pairs
5 mins: whole class review of answers
a) Everything Nick and his mates did to Rashid after he refused to steal the magazine was bullying. Taking his lunch money and MP3 player were acts of robbery.

b) Bullying is when you are unkind, hurtful, or aggressive, either verbally or physically to somebody. Robbery is when you use, or threaten to use, force to steal.
c) When they took his lunch money.

Exercise 4
5 mins: to discuss the viewpoint of both the victim and the offender as a class
5 mins (optional): to write down sentences from Rashid’s perspective (complete this exercise only if you have time)
- It is very important to emphasise the difference between bullying and robbery here. Whilst both bullying and robbery are wrong, robbery is a criminal offence and is punishable by law. Many young people who are subject to bullying do not understand when they have items stolen from them that they have also been the victim of a robbery.

Time for reflection
5 mins: to conclude the lesson
- Robbery is a very serious offence with very serious penalties. Custodial sentences of up to three years can be imposed where no weapon is involved, and up to five years with a weapon.
- The value of what is taken in a robbery is not relevant; even stealing a packet of sweets can be classed as robbery if force is used.
- Everybody has a right to feel safe and to be treated with respect, and you should never allow bullies or robbers to destroy your sense of self-worth.
- Bullies and robbers can only dominate if the victims stay silent. If you “out” them you can break the circle of intimidation and oppression that will only self-perpetuate if left.

Supplementary ICT project (Optional)
For pupils: Using the internet, find out the legal repercussions of being arrested by the police for robbery. You might want to have a look at the signpost links in the youth section of the Crimestoppers website www.crimestoppers-uk.org

Questions
a) What is the age of criminal responsibility? What does this mean?
b) Can offenders under the age of 16 go to court?
c) Can you get a criminal record if you are arrested for robbery when you are under 16?
d) Which of the following are possible sentencing options for young offenders under the age of 16?
  - a fine of up to £1,000
  - a curfew order where you have to stay at home for up to 12 hours a day for three months
  - up to 24 months in a secure unit or a young offenders institution.
e) What is a criminal record?
What can having a criminal record prevent you from doing?
(For Teachers: www.rizer.co.uk is an excellent youth website for pupils to use for this exercise)

Answers
a) At the age of 10 you are deemed to be old enough to be held accountable for any crimes you commit.
b) Yes.
c) Yes.
d) All of them.
e) A criminal record is a list that is kept of the crimes a person has been convicted of committing, which they have to declare if asked. A criminal record is for life. It can prevent you from working with children and vulnerable adults, or from travelling abroad.

Teacher Worksheet: Personal Safety

Learning objectives
To look at locations/circumstances in which a young person might be in danger of being a victim of robbery
To look at ways of increasing your personal safety
To explore the feelings you might experience as a victim
To highlight the people you can talk to if you are the victim of a robbery

Exercise 1
5 mins: to consider questions in groups
10 mins: to discuss answers as a class
It is important that pupils understand that whilst there are certain situations in which you can put yourself at higher risk of being a victim, a robbery can occur anywhere, to either boys or girls, and at any time, not just when it is dark or you are alone.

You might like to write up the ways Alicia could have made herself safer and the feelings she might have experienced on the board. The class should come up with something like the diagram on the next page for a) and b).

c) They can talk to: the police, Crimestoppers, a teacher, their parents, a trusted adult.

Introduce information on Crimestoppers here: Crimestoppers is an independent UK charity, working to stop crime. They offer a service that is completely anonymous. This means that you can ring the number to give information about a robbery and nobody need ever know that it was you who called.

Exercise 2
20 mins: to make posters
You might like to display the pupils’ posters around the classroom for the duration of the SAFE campaign to reinforce the anti-robbery message.

NB: You will need to prepare coloured pens/pencils and some large sheets of plain paper for Exercise 2.
**Exercise 1**
You might like to ask one of the students to volunteer to read out Estelle’s story
5 mins: to consider question in pairs
5 mins: to discuss answers as a class

<table>
<thead>
<tr>
<th>Do</th>
<th>Don’t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Put your phone on silent when you are in public</td>
<td>Walk and text at the same time</td>
</tr>
<tr>
<td>Keep your phone hidden when in public</td>
<td>Be a show-off with your phone</td>
</tr>
<tr>
<td>Put a key-lock on your phone</td>
<td>Use your phone at school except in emergencies</td>
</tr>
<tr>
<td>Stick with friends when out and about</td>
<td>Answer your phone when walking around</td>
</tr>
<tr>
<td>Treat strangers with caution</td>
<td>Wear your phone on a belt or anywhere else visible</td>
</tr>
</tbody>
</table>

**Exercise 2**
10 mins: to consider questions in pairs
5 mins: to discuss answers as a class

- a) She wrote down the IMEI (International Mobile Equipment Identity) number / she registered the phone on www.menduk.org
- b) By dialing *#06# on your handset. The IMEI number can usually be found behind the battery too.
- c) Encourage the students to use text speak here.

**Exercise 3**
You might like to ask one of the students to volunteer to read out Estelle’s story
5 mins: to consider question in pairs
5 mins: to discuss answers as a class

**Time for reflection**
5 mins: to conclude the lesson
- All of us can take small steps towards improving our personal safety in our daily lives. Prevention is better than cure.
- Being the victim of a robbery can make you feel lots of different things but remember, there is nothing shameful about being a victim.

**Supplementary ICT project (optional)**
- If it is possible, a good way of doing this may be to orchestrate a lunchtime session in the ICT facility where students are invited to come and register on MEND. Whilst the school may not have sufficient facilities for the students to register, they may be able to do so at home and should be encouraged.
- Students can also register their phones on MEND with a text message. See www.menduk.org for details.
- It is also worthwhile getting involved with your local police station to see whether they can conduct a phone tagging session with UV pens in school.