

Grade: Four	Lesson: 1	Topic: Community Crime Prevention
Virginia Standards of Learning	English 4.1, 4.2 Health 4.1, 4.2, 4.3 Mathematics 3.14	
Virginia School Counseling Standards		
Materials Needed	• Chart paper or whiteboard • Markers	
Learning Objectives	• Define crime. • Explain strategies to avoid victimization. • Practice crime prevention strategies. • Discuss laws regarding vandalism and shoplifting. • Review the consequences of vandalism and shoplifting.)	
I DO	Introduce yourself. Build a positive relationship with the students by sharing a fun fact about yourself. (For example: Your favorite ice cream flavor, your favorite food, or your favorite color.) Next, use the Learning-Ready Visuals and define the classroom expectations for when you visit. Say, "We will learn a lot about safety, responsibility, and respect within our school and community! When we are learning, we must be learning-ready! When we are learning-ready, we will: • Respect personal space - Be aware of your surroundings, respect others' space, and stay in your own area. • Use volume control - Use indoor voices and be mindful of noise levels. • Show active listening - Eyes and ears open! Ready to participate! • Have sharp minds - Be prepared to problem solve, ask questions, and contribute to the lesson."	

Content	Tell the students “Today, we’re going to talk about something very important: crime prevention. But before we begin, can anyone tell me what they think crime means?” (Give students opportunities to respond.) Tell the students “Crime is when someone breaks the law and harms people or property. Today, we’ll learn how to prevent crime, especially vandalism and shoplifting.”
WE DO Practice	Explain strategies to avoid victimization. Tell the students “We are going to talk about ways to avoid becoming victims of crime. Who remembers what a victim is?” (Give students opportunities to respond.) Explain “A victim is someone who’s been affected in a negative way by someone or something. Being a victim to crime is when someone breaks the law, and it affects you in a bad way.” Make a list with the students on strategies to avoid victimization. Examples: • “Stay with someone: Always stick with a friend or family member when you’re outside or in unfamiliar places. There is safety in numbers. • Use your voice: If someone tries to make you uncomfortable or does something that seems wrong, don’t be afraid to speak up and tell them to stop or tell an adult. • Stay aware: Pay attention to what is happening around you. Notice if something doesn’t feel right or if you see something suspicious. Trust your instincts. • Know your safe places: Be familiar with safe places in your neighborhood, school, or in public. Know who your community helpers are. (Like police officers and teachers.) • Keep your belongings safe. Always keep track of your belongings so no one can take them.” Practice crime prevention strategies. Tell the students “Those are strategies to avoid victimization. Now we are going to learn three assertive techniques that aid in crime prevention. (Assertive means confidently standing up for

	yourself, and prevention means stopping something bad from happening before it happens.)” 1. “Use strong body language: Stand up straight, look people in the eye, and use a confident tone of voice. This shows that you’re assertive and not an easy target for someone who might want to bother you. 2. Say ‘no’ firmly: Practice saying ‘no’ in a clear and firm voice when someone asks you to do something you’re not comfortable with or if they try to pressure you into doing something you know is wrong. 3. Set boundaries: It is important to know your limits. If someone tries to cross those boundaries or makes you feel uncomfortable, do not be afraid to speak up and tell them to stop.” “Let's practice hand motions to remember these” First, show the students, then have them repeat after you, and then do it together a few times. 1. “Use strong body language: point your chest up. 2. Say ‘no’ firmly: raise your right hand out into a ‘stop’ position. 3. Set boundaries: cross both arms in front of your chest making an x.”
YOU DO Practice Check for Understanding	Discuss laws regarding vandalism and shoplifting. Review by asking students, “Who can tell me, what is a crime?” Next say, “A crime is when someone breaks the law and harms people or property.” Next ask the students, “Have you ever heard the term vandalism? What does vandalism mean?” Explain to the students that vandalism is when someone purposely damages or destroys property that does not belong to them. Now ask the students, “Have you ever heard the term shoplifting? What does shoplifting mean?” Explain to the students that shoplifting can be explained as taking something from a store without paying for it. Tell the students “Vandalism and shoplifting are both crimes.”

Review consequences of vandalism and shoplifting (for victims and perpetrators).

Tell the students, "There are consequences for vandalism. These might be paying fines, doing community service, or apologizing to the victim." Next say, "There are also consequences for shoplifting. These can be paying fines, being banned from the store, or worse."

Say, "Now let us look at some scenarios of shoplifting and vandalism. We will talk about possible consequences and how these crimes could have been prevented." Use slides 29-33 for each scenario:

1. "Emily goes to Target with her friends. She sees a lip gloss she really wants but realizes she does not have enough money to buy it. She hides the lip gloss in her backpack and tries to leave the store without paying. She gets caught by the store clerk.
 - a. Ask, "What type of crime is this?" (Answer-shoplifting)
 - b. Next ask "What is a possible consequence?" Give students opportunities to answer, examples of responses can be:
 - i. She must put it back.
 - ii. She has to call her parent and have them pick her up.
 - iii. Someone has to pay for it for her.
 - iv. She could be banned from Target.
 - v. The police could be called.
 - c. Follow up by asking, "What could have been done to prevent the crime?" Give students opportunities to answer, examples of responses can be:
 - i. She could have asked her friend for more money.
 - ii. She could have come back later with more money.

	iii. She could have asked her parents to buy it for her for her birthday. 2. "Tom and his friends are playing in the park when they see a signboard. They decide to throw rocks at it and scribble on it with markers, thinking it would be funny. They leave the signboard damaged and covered in graffiti." - Ask, "What type of crime is this?" (Answer- vandalism) - Next ask, "What is a possible consequence?" Give students opportunities to answer, examples of responses can be: - They get caught and have to clean up their mess. - They must pay for a new signboard. - They have to do community service. - They get banned from the park. - Follow up by asking, "What could have been done to prevent the crime?" Give students opportunities to answer, examples of responses can be: - They could play somewhere else. - Someone should have said 'no'. 3. "Sarah and her friends go to the candy store after school. While her friends are busy browsing, Sarah is hungry and sees a chocolate bar she wants. She quickly puts it in her pocket and leaves the store without paying for it." - Ask, "What type of crime is this?" (Answer- shoplifting) - Next ask, "What is a possible consequence?" Give students opportunities to answer, examples of responses can be: - She gets banned from the store. - She must call her parents and have them pick her up. - Someone has to pay for it for her. - She could get in trouble with her parents. - The police could be called.
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	c. Follow up by asking, "What could have been done to prevent the crime?" Give students opportunities to answer, examples of responses can be: i. She could have asked someone else to buy it for her. ii. She could have asked her friend for a snack. iii. She could have been patient and purchased the candy bar. 4. "During the weekend, Jack and his friends break a window on their neighbor's car. They thought this was a funny prank." a. Ask, "What type of crime is this?" (Answer- vandalism) b. Next ask, "What is a possible consequence?" Give students opportunities to answer, examples of responses can be: i. They must pay for it. ii. They must do work for the neighbor or community service. iii. They get grounded. c. Follow up by asking, "What could have been done to prevent the crime?" Give students opportunities to answer, examples of responses can be: i. Someone should have said, "This is a bad idea." ii. They could have found a harmless way to prank the neighbor. iii. They could find another activity to play.
Conclusion	After the scenarios, remind the students, "Crime is when someone breaks the law and harms people or property. Today, we learned how to prevent crime, especially vandalism and shoplifting." Tell the students "We also learned about assertive ways to prevent crime. Who can tell me what the three ways to prevent

	crime are, and show me the motions we used to remember them?" (Have the class practice them together one last time.) 1. "Use strong body language: point your chest up. 2. Say 'no' firmly: raise your right hand out into a 'stop' position. 3. Set boundaries: cross both arms in front of your chest making an x."
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