

Lesson Plan 4: Crime Prevention through Social Development

Purpose of the lesson

This lesson provides an overview of crime prevention through social development. It focuses on the relationship between crime and the social environment by examining the way in which a social development framework can assist police officers in targeting root causes of crime.

Overview

Learning objectives	By the end of the lesson, officers will be familiar with: <ul style="list-style-type: none">• the crime prevention through social development concept• the relationship between crime and the social environment• the application of CPSD in policing.
Time	15 minutes
Instructional techniques	<ul style="list-style-type: none">• Presentation• Q & A with discussion
Materials	<ul style="list-style-type: none">• PowerPoint CD (1–11)• Flip chart or white board (optional)

Procedure

Slide 1: Crime Prevention through Social Development

Introduce yourself (if necessary).

Ask: Is anyone familiar with the term *crime prevention through social development*?
Allow the group to offer answers; guide as required.

Slide 2: Overview of Lesson 4

Introduce the lesson.

In lesson 4, we will:

- become familiar with the crime prevention through social development (CPSD) concept
- identify the relationship between crime and the social environment
- gain an understanding of how to apply this concept within a policing scenario
- identify the police role in crime prevention through social development.

Learning objective 1

Be familiar with the crime prevention through social development concept.

Slide 3: Social development includes the chance to...

Read the slide and invite reactions to the statement.

Social development includes everything from... "the chance to stay alive during the first year after birth," to:

- the chance to view fine arts
- the chance to remain healthy and grow tall, and if sick, to get well again quickly
- the chance to avoid becoming a juvenile delinquent, and...
- the chance to complete and intermediate or higher educational grade.
(Curtis, Grabb, Guppy and Gilbert, 1988:432).

Ask: Do all people start from the same place in life? Why or why not?

Ask: How does this affect individuals' life chances for success? For criminal behaviour to develop?

Slide 4: Definition of CPSD

Define crime prevention through social development (CPSD).

Definition: A crime prevention strategy that promotes well-being through economic, social, health, and educational measures.

Crime Prevention through Social Development (CPSD):

- recognizes complex social, economic and cultural processes that contribute to crime and victimization
- includes a variety of programs aimed at social problems, such as ineffective parenting, unemployment, inadequate housing, domestic violence, and so on.
- addresses the root causes of crime by investing in individuals, families and communities (Kelly, Caputo and Jamieson, 2005; Waller, 2006)
- punitive approaches do little to address the cause of crime – punishment is often tough on victims and taxpayers and offers questionable outcomes (Waller, 2006).

Slide 5: Social Factors

Learning objective 2

Recognize the relationship between crime and the social environment.

Ask: What are some of the social factors that may relate to someone becoming involved in criminal activity?

Social factors can include:

- Employment (e.g. low-paying jobs, unemployment,)
- Education (e.g. low literacy, high school dropout, lack of employable skills)
- Social skills (e.g. poor parenting, anti-social behaviour, aggression issues)
- Mental illness (e.g. depression, schizophrenia)
- Environment (e.g. exposure to concentrations of criminality, unhealthy school climate, lack of social supports)
- Inequality or discrimination (e.g. racism, sexism, homophobia)

Emphasize: The above factors can indicate an “at-risk” population. This may include youth, parents, professionals and elderly people.

Ask: Do we tend to pre-judge or stereotype people (e.g. low-income people, people with mental illnesses, racial minorities) as potential offenders sooner than others?

Additional information to link social factors and crime:

- Childhood experiences such as poverty, cultural issues, and poor parenting are consistently linked to a higher likelihood of criminal activity
- People with low incomes are more likely to go to jail
- Aboriginal people are more likely to be denied bail and more likely to be imprisoned
- Lack of parental involvement in a child's education is linked to poor academic achievement
- High school dropouts are more likely to be involved in crime.
(Waller, 2006)

Slide 6: Social Agencies

Ask: What agencies or services in our community addresses social factors, such as employment, skills, environment, mental health issues, and so on? (These can be written on a board prior to power point answers being shown.) For Lower Mainland, refer to "The Red Book Directory of Services" <http://www.communityinfo.bc.ca/redbook.htm>

Possible answers:

- Community services – e.g. job skills, counseling for domestic violence, parenting, anger management, substance abuse
- Salvation Army – e.g. meal programs, housing, clothing, drug prevention programs
- Ministry of Children and Family Development – e.g. child protection, child and youth mental health services
- Public health – e.g. health clinics, mental health services, prenatal care
- Community groups – e.g. Big Brothers/Big Sisters, restorative justice
- Service clubs – e.g. Rotary, Lions Club, camp sponsorship, recreation
- Faith-based organizations – e.g. food banks, spiritual guidance, outreach programs
- Advocacy groups – e.g. tenancy groups, legal aid, transition houses, detox centres

Ask: In what ways might the police be involved in addressing risk factors?

Possible answers: referrals to social agencies, working closely with schools, awareness of community programming, involvement in recreation/coaching sports, restorative justice, etc.

Slide 7: Crime Prevention through Social Development: Scenario

Learning objective 3

Understand the application of crime prevention through social development in policing.

Note to instructor: Feel free to replace this scenario with one that may be more relevant to your area, and that you are comfortable presenting. Provide your members with the scenario as a handout.

Read the scenario:

You receive a radio call to attend a store in your community because security is detaining a woman for shoplifting. The shoplifter is a 22-year-old single mother who is currently out of work. She is polite and cooperative, yet distressed. Her five-year-old child is also with her. Security informs you that she attempted to steal childrens' underwear, a pair of rain boots, a small toy, and a package of meat. The total value is approximately \$35. She has \$10 in her purse, tells you she is in need of the items, and is struggling to make ends meet.

Ask:

1. What is the crime that has been committed?
2. How might the law apply?
3. What risk factors (social factors) might have contributed to the crime?
4. Would you suggest a criminal charge, a social intervention, or combination of both? Why? How does this affect the well-being of the child?
5. What social agency/agencies could be of assistance? (e.g. for the mother, child, police)
6. What is the best response for addressing the root cause of this problem?
7. How might your suggested response reduce risk factors in your this situation?

Slide 8: The police role

Learning objective 4

Identify the role of police in crime prevention through social development.

Ask: In what way might the police help to address underlying causes of crime?

1. Become aware of various community programs and resources that support individuals (e.g. keep a cheat sheet of community agencies and phone numbers).
3. Develop relationships with other community agencies, and look for ways to work together.
4. Interactions throughout the work day are opportunities to advocate for others.
5. Take the opportunity to be a role-model; especially for youth.
6. Envision new ways of working with disadvantaged people in your community. Work with government or other agencies to address community needs that are lacking.

Slide 9: Social Development Organizations and Initiatives - Provincial

If time permits, provide a brief review the resources listed. Feel free to add any other sources you have found to be useful.

Provincial Centers and Initiatives

BC Centre for Safe Schools and Communities

www.bccssc.ca

BC Centre for Social Responsibility

www.bccsr.ca

BC Crime Prevention Association – promotes active community participation in crime prevention through awareness and education.

<http://www.bccpa.org/>

BC Ministry of Public Safety – Community Safety and Crime Prevention

http://www.pssg.gov.bc.ca/community_programs/crime/index.htm

Brockville Police – Asset Development for Youth

<http://www.brockvillepolice.com/programs/AssetDevelopmentforYouth.htm>

Slide 10: Social Development Organizations and Initiatives - Federal

Department of Justice Canada - Youth Justice

<http://www.justice.gc.ca/eng/pi/yj-jj/>

National Crime Prevention Strategy (NCPS)

<http://www.psepc.gc.ca/prg/cp/index-en.asp>

Crime Prevention through Social Development

<http://www.ccsd.ca/cpsd/ccsd/index.htm>

Canadian Council on Social Development

<http://www.ccsd.ca>

Redfern-Waterloo Community Safety Plan (Sidney, Australia)

<http://pandora.nla.gov.au/tep/48179>

Slide 11: Next Lesson

Introduce the next lesson.

Situational Crime Prevention 1

The theoretical basis and definition of situational crime prevention

The situational crime prevention concept of the Crime Triangle

The situational crime prevention concept of Broken Windows Theory