

Lesson Plan 6: Situational Crime Prevention II

Purpose of the lesson

This lesson is the second in a two-part series on situational crime prevention. Lesson 6 will review situational crime prevention (including the Crime Triangle and Broken Window theory) and introduce Crime Prevention Through Environmental Design (CPTED). Officers will be given a scenario at the end of the lesson in order to apply the concepts to a real-life situation.

Overview

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|---------------------------------|---|
| Learning objectives | By the end of the lesson, officers will have: <ul style="list-style-type: none">• reviewed the theoretical basis and definition of situational crime prevention• reviewed the Crime Triangle and Broken Windows Theory• become familiar with Crime Prevention Through Environmental Design• applied various situational crime prevention concepts to a problem-solving scenario. |
| Time | 15 minutes |
| Instructional techniques | <ul style="list-style-type: none">• Presentation• Q & A with discussion• Case study |
| Materials | <ul style="list-style-type: none">• PowerPoint CD (slides 1–12)• Flip chart or white board (optional)• Handout A: Techniques for Situational Crime Prevention (or)• Handout B: CPTED Site Analysis Form |

Procedure

Slide 1: Situational Crime Prevention II

Introduce yourself (if necessary).

- Describe your job and where you work (if you are not known in this detachment).
- Explain why it is important for members to understand and apply situational crime prevention as part of the framework of strategies within problem-oriented policing.

Slide 2: Overview of Lesson 6

Introduce the lesson.

In lesson 6, we will:

- review the theoretical basis and definition of situational crime prevention
- review the Crime Triangle and the Broken Windows Theory
- become more familiar with Crime Prevention Through Environmental Design, and
- apply various situational crime prevention concepts to a problem-solving scenario.

Note to Instructor: Slides 3–6 are review from Lesson 5 and have been modified as such. This material should be reviewed as quickly as possible to allow sufficient time to introduce Crime Prevention through Environmental Design (CPTED) and to complete the situational crime prevention application exercise.

Learning objective 1

Recall the definition and theoretical basis of situational crime prevention.

Slide 3: Situational Crime Prevention – Definition

Briefly review the definition of situational crime prevention.

Situational crime prevention is a crime prevention strategy that addresses specific crimes by managing, designing and manipulating the environment in a manner that seeks to increase the risk to the offender, while reducing the offender's potential reward for committing the crime (Clark, 1993; Sampson, 2003; Scott, 2001).

The offender must evaluate whether the benefits of committing a crime will outweigh the risks.

Slide 4: Theoretical Basis

Briefly review the supporting theories of situational crime prevention.

Situational crime prevention is rooted in crime theory:

Crime Routine Activity Theory:

Crime requires the intersection of time and space, with respect to:

- a potential offender
- suitable target, and
- lack of a deterrent to prevent the crime.

Rational Choice Theory:

Offenders make conscious decisions to commit crime.

Crime Pattern Theory:

Criminal behavioural patterns form in familiar surroundings, based on:

- where people go
- how they decide to get there, and
- who they meet.

(Ronald Clark, 1993 & Marcus Felson, 1994)

Learning objective 2

Recall the situational crime prevention concepts of the Crime Triangle and Broken Windows theory.

Slide 5: Crime Triangle

Briefly review the Crime Triangle concept.

The components of the Crime Triangle are:

- Desire – the cognitive desire to commit the crime
- Ability – not always based on motor skills (e.g., crime can be committed with computers)
- Opportunity – a situation that facilitates or presents the prospect for crime to occur

Emphasize that all three elements must be present in order for a crime to occur.

Slide 6: Broken Windows Theory

Briefly review the Broken Windows theory.

- The Broken Windows theory was first introduced by James Q. Wilson and George Kelling in 1982.
- The basic idea is that messy or broken-down environmental surroundings invite social disorder and an associated level of criminal activity.

END OF REVIEW SECTION – INTRODUCE CPTED

Learning objective 3

Understand Crime Prevention Through Environmental Design.

Slide 7: Crime Prevention Through Environmental Design

Ask: What is Crime Prevention Through Environmental Design? How does it affect crime?

Crime Prevention Through Environmental Design:

- was introduced by Oscar Newman in the 1970s
- focuses on removing criminal opportunities by affecting the architectural design of a physical space – in other words, designing out opportunities for crime
- focuses on the overall design to increase ownership by and attachment to the community.

Slide 8: Basic Elements of CPTED

Explain the ways in which space can be designed to prevent crime.

- **Natural surveillance** involves design that provides opportunity for natural observation
 - ⇒ For example, trimming shrubbery; making clear, straight and wide pathways; designing buildings to allow “eyes on the street”
- **Formal surveillance** involves design that includes intentional observation

- ⇒ For example, video cameras and security systems
- **Access control** involves design that controls access and egress points
 - ⇒ For example, underground garage doors, posted security guards
- **Target hardening** involves design that includes structural hardware
 - ⇒ For example, lighting, locks, alarms, gates and window reinforcement

Slide 9: Additional Elements of CPTED

Describe the additional elements that CPTED takes into account when designing out opportunities for crime.

- **Territoriality** involves the creation of symbolic or real boundaries that allow proprietors or homeowners to exercise territorial control.
 - ⇒ For example, front steps leading up to a door on a streetscape, a different coloured walkway surface, or a barrier to introduce a subdivision.
- **Hierarchy of space** involves dividing space into public, semi-public, semi-private, and private areas. This increases personal control.
 - ⇒ For example, apartment buildings that control courtyards for tenants (public do not have access versus wide-open public concept).

Slide 10: Situational Crime Prevention Application (1)

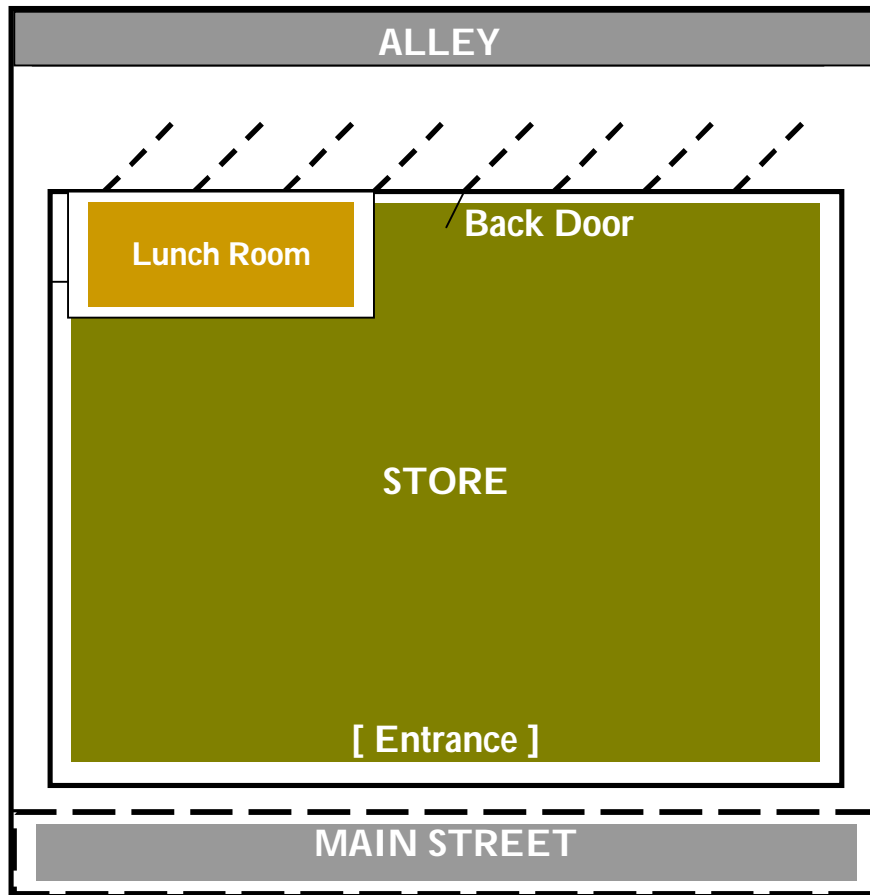
Learning objective 4

Apply situational crime prevention concepts to problem solving.

Read the following scenario and adapt exercise to handouts A or B, as time permits:

A store owner in the downtown area has come to you with some concerns. The staff parking area is at the back of the business; it is isolated, poorly lit and not clearly defined as a parking area. The employees' cars are being broken into and they are fearful for their safety when returning to their cars at night. The business has been the target of graffiti on the back wall.

You discover there is a staff lunchroom on the inside of the back wall of the store with no visibility onto the parking lot area.



Slide 11: Situational Crime Prevention Application Exercise (2)

Ask (and if time permits, record answers on white board or flip chart):

1. What are the specific problems occurring in this scenario?
2. How can Routine Activity theory, Broken Windows theory and CPTED be applied to address these problems?
 - ⇒ Routine Activity Theory – putting enough deterrents in place to protect property and staff (e.g., window over parking lot, sufficient lighting at night, vehicle isolation) decreases the likelihood of staff becoming suitable targets for a potential offender
 - ⇒ Broken Windows Theory – improving the appearance of the area at the back of the store (e.g., graffiti removal) will eliminate signs of neglect and deterioration and suggest that there is ownership of that private/public space
 - ⇒ CPTED – Criminal opportunity is reduced by increasing natural surveillance through modification of building design (adding a window

that looks out onto the parking lot) and applying target hardening through additional outdoor lighting

HANDOUT A

Techniques for Situational Crime Prevention

1. Increase the effort

a. _____

b. _____

c. _____

d. _____

2. Increase the risk

a. _____

b. _____

c. _____

d. _____

3. Reduce the reward

a. _____

b. _____

c. _____

d. _____

4. Reduce the provocations

a. _____

b. _____

c. _____

d. _____

5. Remove the excuses that lead to "rationalization"

a. _____

b. _____

c. _____

d. _____

e. _____

HANDOUT B

CPTED Site Analysis Form

CPTED SITE ANALYSIS FORM*

Officer
Name: _____

Site
Address: _____

Date: _____

Time: _____

Weather: _____

Is this a low, medium or high crime neighborhood?

• Low _____

• Medium _____

• High _____

What types of street crime and nuisance behaviors should be considered?

Assault _____

Break and Enter (residential or commercial) _____

Graffiti _____

Injection Drug Abuse _____

Robbery _____

Skateboarding _____

Street Prostitution (soliciting or servicing) _____

Theft from Auto _____

Theft of Auto _____

Other _____

Surrounding Uses (Are there any uses that may impact crime activity?):

Note: The following list suggests some uses that are often, but not always associated with crime.

High Schools _____

Liquor Establishments _____

Convenience Stores _____

Social Housing _____

Drug Houses _____

Mass Transit Stations _____

Youth Homes _____

Low Income Family Social Housing _____

Methadone Dispensary (Drugstore) _____

Parks _____

Second Hand Stores _____

Other _____

Available Crime Data

- Calls for Service to Site Address for this Year to Date
- Optional Reported Incidents in the Area
- Optional Temporal Analysis of Incidents in the Area

Commentary: _____

Site Analysis

Search for debris such as needle caps, condoms and wrappers, cigarette butts, graffiti, graffiti remediation, slurpy straws, look for potential guardians and areas of concealment (prospect and refuge), consider night and day (lighting), signs of neighbourhood programs, maintenance levels, bars on windows, people watch.

Commentary: _____

Pathway Analysis

Search for walking, driving or cycling pathways used by potential offenders or by vulnerable populations. Observe beaten down grass, bent top edge of fencing, scuff marks from climbing, busyness of the street vehicles, search for cut-throughs.

Commentary: _____

* Developed by the Design Centre for CPTED Vancouver:
Design Centre for CPTED Vancouver: CPTED Crime Analysis, (2003). Retrieved July 28, 2005
from <http://www.designcentreforcpted.org/Pages/CrimeAn.html#SiteAnalysis>