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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Law, Public Safety, Corrections, and Security |
| **Course Name** | Federal Law Enforcement and Protective Services |
| **Lesson/Unit Title** | Prevention Analysis |
| **TEKS Student Expectations** | 130.341. (c) **Knowledge and Skills**  (9) The student investigates disaster response in emergency situations as it relates to the duties of a security officer for the protection of persons, property, and information.  (A) The student is expected to diagram the crime triangle of ability, opportunity, and motive  (B) The student is expected to describe the concepts of deter, detect, delay, and deny  (C) The student is expected to evaluate the security of a business or residence by using crime prevention through environmental design strategies. |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | The students will be able to:   * Diagram the crime triangle of ability, opportunity, and motive. * Describe the concepts of deter, detect, delay, and deny. * Evaluate the security of a business or residence by using crime prevention through environmental design strategies. |
| **Rationale** | Crime Prevention and Prevention Analysis is an important aspect of security services. Much research has been conducted and many theories have been developed. Also, many crime prevention devices have been developed, such as, alarms, burglar bars, cameras, increased security presence, stricter laws, and educational/training programs for released criminal offenders. These aspects of prevention analysis are essential for security personnel to understand. |
| **Duration of Lesson** | Teacher’s Discretion |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* |  |
| **Materials/Specialized Equipment Needed** | **Materials**   * Prevention Analysis computer-based presentation * Prevention Analysis Key Terms * White board/chalk board * Computer with Internet Access * Discussion Rubric * Individual Work Rubric * Presentation Rubric * Research Rubric |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | Divide the class into several small groups and have them discuss the following questions. Use the Discussion Rubric for assessment.   * What are some carjacking prevention tips? * What should you look for when choosing an ATM machine? * When would property crimes increase? * What do you think the phrase “crime prevention through environmental design” means? |
| **Direct Instruction \*** | 1. Crime and Crime Reporting    1. The Crime Equation       1. For a crime to be committed, three elements must exist for the criminal:          1. Ability to carry out the crime          2. Motivation (desire) to carry out the crime          3. Opportunity to carry out the crime    2. Crime Reporting       1. The private security industry plays a major role in crime prevention efforts       2. Much of security’s role involves eliminating criminal opportunities       3. The most common reason for not reporting a crime is that the victim considers the offense to be a private matter       4. Two sources measure crime          1. Uniform Crime Reports (UCR’s)             1. Created in 1929 by the International Association of Chiefs of Police to meet a need for reliable, uniform crime statistics for the nation             2. Consist of crime indeed (I.e. burglary, motor vehicle theft, and arson) published annually by the Federal Bureau of Investigation (FBI), which summarize the incidence and rate of reported crimes within the US   (3) Compile data from monthly law enforcement reports or individual crime incident records transmitted to the FBI or to centralized state agencies that then report to the FBI   * + - 1. National Crime Victimization Survey (NCVS)          1. A national survey conducted by the Bureau of Justice Statistics and the US Census Bureau for building a crime index          2. Consists of questions regarding the respondents’ experiences with criminal activity          3. Designed with objectives such as estimating the numbers and types of crimes that are not reported to police   II. Crime Prevention   * 1. Any action taken to reduce crime risks and build individual and community safety   2. Usually described by a three-pronged approach—primary, secondary, and tertiary—each of which involve some level of community involvement with private security efforts      1. Primary Crime Prevention         1. Addresses the conditions in the natural environment that may lead to the development of crime such as neighborhood disorder            1. Broken windows            2. Abandoned buildings            3. Lack of street maintenance            4. Broken down cars         2. Suggests that the removal of these risk factors greatly reduces the chances of criminal activity      2. Secondary Crime Prevention         1. Identifies high-crime areas that have the potential to result in criminal behavior         2. Prevents crime by focusing on potential offenders or potential opportunities that nurture criminal activity      3. Tertiary Crime Prevention         1. Deals with the actual offenders         2. Involves intervention techniques         3. Focuses on the prevention of recidivism through            1. Post-adjudication            2. Diversion            3. Reform            4. Rehabilitation            5. Incapacitation            6. Job opportunities for ex-offenders            7. Aftercare services            8. Other techniques   III. Theories of Crime Prevention  A. Deterrence Theory   * + 1. Deterrence – a theory of justice whereby the aim of punishment is to prevent or deter future criminal activity     2. General deterrence – a philosophy stating that punishing an individual offender deters others from offending, and that persons engage in criminal activity if they do not fear apprehension and punishment     3. Specific deterrence (a.k.a. special deterrence) – crime prevention techniques that are achieved by instilling fear in the individual being punished, so that the person refrains from future violation of the law     4. Incapacitation – prevent future crimes by removing the individual’s ability to commit criminal acts, instead of rehabilitating the individual; considered by some to be a subset of specific deterrence   1. Situational Crime Prevention Theory      1. Seeks to reduce opportunities for specific categories of crime by increasing the associated risks/difficulties and reducing the rewards      2. Proceeds from an analysis of the circumstances that give rise to specific kinds of crime      3. Criminal events are not simply a function of where criminals live, but also the concentration of opportunities for crime      4. Crime is much more likely to occur in certain “hot spots,” and thefts are also highly concentrated on popular products      5. Some repeat victims are more likely to experience crime than others   2. The Routine Activities Theory      1. Focuses on the characteristics of the crime rather than the characteristics of the offender      2. Criminal offenses are related to the nature of everyday patterns of social interaction      3. For a crime to occur, there must be a convergence in time and space of three elements:         1. Suitable target         2. Absence of a capable guardian against crime         3. Likely offender      4. When all three factors are present the chances of criminal activity increase substantially      5. The rate crime increases are equal to the number of suitable targets and the absence of individuals to protect the targets   3. Crime Prevention Through Environmental Design (CPTED) Theory      1. A unique approach to preventing crime that focuses on the physical environment      2. Offenders are rational and look for unguarded targets in the selection of a crime site      3. The physical environment can play a role in determining the opportunities for crime in two ways      4. Directly – reduces access to property and can remove criminal opportunity through target hardening      5. Indirectly – reduces crime, fear, and related problems by influencing the social behavior and social perceptions of residents and/or potential offenders   4. Involves the proper design and effective use of the built environment in a manner that can lead to a reduction in the fear and incidents of crime, and an improvement in the quality of life   5. Provides a physical structure in which individuals have the opportunity, encouragement, and means to extend their use and sphere of responsibility for their neighborhood   6. Relies on the ability to influence offender decisions that precede criminal acts   7. Includes strategies with three important components:      1. Natural Surveillance – the placement of physical features, activities, and people in a way that maximizes visibility and focuses on keeping intruders easily observable and therefore less likely to commit criminal acts      2. Natural Access Control – a design concept that focuses primarily on decreasing criminal opportunities by denying access to the crime targets and creating a perception of risk for offenders      3. Territorial Reinforcement – uses physical design to create or extend a sphere of influence. Residents or legitimate users of an area are encouraged to develop a sense of territorial control, while potential offenders, perceiving this control are discouraged   8. Requires the cooperation of police and private security authorities, architects, city planners, landscape designers, and resident volunteers to create a climate of safety in a community   E. Target Hardening Theory   * 1. The concept of reducing the opportunity for an offender to carry out a crime as a means to prevent crime   2. Based on strengthening the defenses of a site to deter an attack and/or delay the success of an attack   3. Criminals often seek the easy target to minimize the risk of being detected   4. Examples include      1. Secure doors      2. Locks      3. Windows      4. Alarm systems      5. Adequate Lighting   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  none |
| **Guided Practice \*** | *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  none |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | 1. With the target hardening concept in mind, have the students work in small groups and complete one of the following:  * Identify ways in which an ATM machine can be altered, and target hardened to protect it from potential criminal activities * Identify auto theft tips or ways you can prevent a car from being stolen Students can make a list and/or sketch their ideas and then present them to the class. Use the Presentation Rubric for assessment.  1. Do an Internet search for the following: CPTED crime and design video. Have students watch the video while taking notes. Use the following questions for a class discussion:  * What does CPTED stand for? * What are the criminal’s three SAT questions? * What was the percentage of reported crimes that were prevented with chain fences and increased lighting? * What is the main reason that a burglary does not occur through the front door? * What is the primary location in which burglaries occur at a residence? * What natural surveillance issue best predicted convenience store robberies? * What may improve territoriality by indicating that people care about an area? * How can stairwells create a CPTED problem and how can you overcome that problem?   Use the Discussion Rubric for assessment.   1. Have the class illustrate CPTED by sketching a shopping center or a subdivision that would be the subject of prevention analysis. Use the Individual Work Rubric for assessment.   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  Have students create a Venn Diagram illustrating the similarities and differences between the Uniform Crime Report and the National Crime Victimization Survey. Use the Individual Work Rubric for assessment. |
| **Lesson Closure** |  |
| **Summative/End of Lesson Assessment \*** | Prevention Analysis Exam and Key  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  none |
| **References/Resources/**  **Teacher Preparation** | 0205592406, *Introduction to Private Security: Theory Meets Practice,* Cliff Roberson, and Michael L. Birzer, Prentice Hall, 2009  0750684321, *Introduction to Security,* Robert J. Fischer and Gion Green, Butterworth-Heinemann, 2008  Investigator/Officer’s personal experience  Do an Internet search for the following:   * CPTED crime and design video |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** | **Cross-Disciplinary Standards**  I. Key Cognitive Skills   1. Reasoning    1. Consider arguments and conclusions of self and others.   2. Construct well-reasoned arguments to explain phenomena, validate conjectures, or support positions  3. Gather evidence to support arguments, findings, or lines of reasoning.  4. Support or modify claims based on the results of an inquiry. |
| **Recommended Strategies** | |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy**  **Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication**  **90 Second Speech Topics** |  |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | For enrichment, the students will research and explain the differences between general deterrence and specific deterrence. Use the Research Rubric for assessment. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | SkillsUSA |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)