

INSTRUCTORS MANUAL FOR
CRIME PREVENTION
Theory and Practice

_____ by _____

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Instructor's Manual For
Crime Prevention: Theory and Practice
By Stephen Schneider

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1. Introduction

This manual is a teaching aid developed to meet the needs of instructors using *Crime Prevention: Theory and Practice* as a textbook. The textbook follows a traditional pedagogical approach of imparting basic concepts, theories and empirically-derived information. But it also reflects the applied nature of the crime prevention field; one of the goals of this textbook is to nurture in the reader the knowledge and technical skills necessary to plan, implement, evaluate, and sustain effective crime prevention interventions.

This manual reinforces this applied approach by providing interactive exercises that can be administered and facilitated by instructors to help students enhance their learning experience, better understand the field of crime prevention, while fostering skills that can be employed when implementing a crime prevention initiative. Given that crime prevention is an inherently problem-oriented discipline, many of the recommended exercises are structured as crime problems that students must try to ameliorate in a proactive, preventative way (using problem-solving interventions and methodologies taught in the textbook).

In addition to this manual, the supplemental package accompanying this textbook includes other resources that can help an instructor teaching a course or workshop on crime prevention. Specifically, the contents of this supplemental package include the following:

- Instructor's manual, which includes numerous exercises that can be assigned to students, an exam data bank (including multiple choice and essay questions), and a template for a course syllabus;
- PowerPoint slides, which can be used by the instructor in the classroom;
- Public domain literature on crime prevention (PDF files); and
- Research instruments and other tools that can be used by students and practitioners as part of the crime prevention planning process and/or course assignments (safety audits, victimization survey questionnaires, etc.)

Instructors who use this textbook as part of a crime prevention course or workshop are free to modify the material in this supplemental materials package.

2. Instructor's Manual

The Instructor's Manual is broken down into three parts: (1) exercises that can be assigned to students, broken down on a chapter-by chapter basis, (2) exam questions, and (3) a template for a course syllabus that coincides with the structure and contents of the textbook.

2.1. Exercises

Much of this manual contains interactive exercises that can be assigned by instructor to students for use within and outside of the classroom setting. Some of these exercises are meant to reinforce an understanding of key concepts covered by the textbook, some are meant to promote debate and discussion within the classroom, while others attempt to nurture students' problem-solving skills (i.e. addressing specific crime and disorder problems by applying the concepts, strategies, and skills taught in the textbook). One of the last exercises in this manual (assigned as part of the Chapter 8 readings) tasks students with developing a crime prevention plan for a real community (an exercise that can constitute a major graded assignment for a crime prevention course or to receive a diploma or certification for a crime prevention workshop or program).

For most chapters, this manual provides one or more of the following types of exercises that can be assigned to students:

Discussion Questions – At the end of each chapter in the textbook are discussion questions. A select few of these discussion questions have been included in this manual and are recommended for use within a classroom using a small group format. Studies into education indicate that small groups are ideal vehicles to encourage learning through deliberative discussion among peers. This format also provides students with the skills and experience to work within a group setting. Students must also understand that the planning and implementation of crime prevention projects often necessitates cooperation and coordination with numerous individuals and agencies. Assigning discussion questions (and exercises) to groups of students also facilitates a deliberative discussion and debate at the classroom level because each group's answers may be different (which promotes the idea that there is often no one correct answer to the question just as there is no one definitive solution to a particular crime problem).

Interactive (Concept-based) Exercises – These interactive exercises are meant to reinforce the learning of key concepts covered in the textbook. A number of interactive techniques are included, such as multiple choice, true and false, and drag and drop questions. Most of these exercises are imbedded in the PowerPoint slides and take advantage of this technology. For example, using the PowerPoint software, the instructor can "drag and drop" a concept (a "text box") into an appropriate category of a table. Detailed instructions are provided for each exercise.

Problem-Solving Exercises – As mentioned, this manual emphasizes exercises that promote the development and application of students' problem-solving skills. This is meant to be reflective of the problem-oriented methodology that is inherent in crime prevention project planning and implementation. The problem-solving exercises in each chapter can be demarcated into two categories. This first category includes an interactive format whereby students select an appropriate answer from a list of options. For example, a problem-solving exercise for Chapter 1 presents students with a particular social problem. From a list, they then must identify the crime prevention "institution" that is most appropriate to addressing this problem. The second category of problem-solving exercises consists of open-ended questions that present students with a particular crime problem, which they must then solve (in an essay format) using concepts and strategies discussed in a respective chapter.

Field Research Exercises—This category includes exercises that require students to conduct some research. In the earlier chapters, this often entails having students identify examples (case studies) of crime prevention strategies, institutions, or organizations discussed in a respective chapter. This research may be limited to finding relevant information through the Internet or the media. In later chapters, students are asked to conduct primary research, which involve identifying and analyzing local crime prevention groups, programs, and strategies (and then comparing what they found to the concepts and strategies discussed in a respective chapter).

2.2. Exam Data Bank

Provided with this manual are more than 100 questions that can be used as part of a graded exam or a classroom exercise. These questions, which are demarcated by chapter, include multiple choice, true and false, and essay questions. Also note that at the end of each chapter in the text book are key terms (concepts) that can be used as the basis for definition/description questions that require short essay answers in an exam.

2.3. Sample Course Syllabus

A sample course syllabus has been included, which can be adopted (and adapted) by the instructor. The proposed course is structured along the lines of the structure of the textbook.

3. Supplemental Material (Further web-based digital contents)

In addition to this instructor's manual, a web site that accompanies the textbook includes (1) PowerPoint slides that can be used in the classroom, (2) public domain published literature on the subject of crime prevention, and (3) standardized instruments (e.g., safety audit checklists) that students can use as part of selective field research exercises. As you will see, the contents of the web site are broken down by chapter; that is, a folder has been created for each chapter. Each folder contains the PowerPoint slides for that chapter, public domain literature relevant to the material covered by the respective chapter, as well as the standardized instruments.

3.1. PowerPoint Slides

Instructors can use the PowerPoint slides as part of their classroom lectures. These PowerPoint slides reflect the structure of the book and each chapter.

Note to instructors: for Chapter Two there are two sets of PowerPoint slides: the first is dedicated to Situational Crime Prevention while the second covers Crime Prevention through Environmental Design. On the latter set of slides there are a number of photos of urban sites that incorporate safe design principles. All of the photos were either taken by or provided to the author (with permission). All were part of a study conducted by the author that examined CPTED best practices in Canada (so the images are restricted to this country). A summary of this

study, which includes a description of the safe design principles for each of these cases, is included in the “CPTED” sub-folder (the file name is “CPTED Best Practices.PDF”). Inclusion of this study is meant to help the instructor identify and explain the safe design principles for each image included in the CPTED PowerPoint slides. Instructors are encouraged to find other images – including photos taken by the instructor and students – to supplement those already included on the PowerPoint slides.

3.2. Crime Prevention Reports and other Published Literature

The public domain literature included within each chapter folder on the web site is reports, most of which have been commissioned and published by government agencies (such as the National Institute of Justice, the International Centre for the Prevention of Crime, and the Office of Community Oriented Police Services, among others). Most of these publications are in Adobe Acrobat (*.PDF) format and thus require this software to be read (free software can be downloaded from: <http://get.adobe.com/reader/>). None of these reports have any copyright restrictions as far as reproduction is concerned (chapters from published books or peer-reviewed journal articles have not been included as this would infringe upon copyright laws).

3.3. Crime Prevention Planning Tools

Finally, the web site contains standardized instruments used in the field of crime prevention (such as safety audit checklists and victimization questionnaires), and other tools that may help (e.g., matrix for evaluating crime prevention projects, evaluation work plans).

4. Exercises

On the following pages are exercises that can be assigned to students. The exercises are broken down by each chapter. Guidelines to be read by the instructor are in boxes and italicized (and should be removed from any handouts that are printed out and distributed to students).

4.1. CHAPTER ONE: INTRODUCTION AND OVERVIEW

Discussion Question #1

How would you define crime prevention? Do you believe it should be defined broadly or narrowly? Should it be defined by its methods or its consequences? What parameters would you apply to a definition of crime prevention?

***Note to Instructor:** These questions are meant to force student to grapple with the tricky question of how to define “crime prevention.” This includes having students apply conceptual boundaries around this term. This discussion is important because, as pointed out in the textbook, what exactly can be categorized as “crime prevention” is quite subjective and open to debate.*

Interactive(Concept-based) Exercise #1 (Chapter One PowerPoint Slide #11)

In the first chapter, important crime prevention concepts are introduced by providing definitions as well as identifying, describing, and contrasting dominant crime prevention approaches and strategies. In this exercise, students are asked to group the same or similar crime prevention concepts and terms primarily using the categories developed by Brantingham and Faust (1976), which is described in this chapter. Using the table provided on Chapter One PowerPoint slide #11, the instructor facilitates the exercises by dragging and dropping the twelve terms into their appropriate column in the table. (Note: in order for this to work, PowerPoint must be in “normal” view. Place the cursor over a term below the table and when the cursor becomes a multi-directional arrow, the “textbox” which houses the term can be dragged to a cell in the table). The correct configuration of the table is provided below.

| Primary prevention | Secondary prevention | Tertiary prevention | Community crime prevention |
|---------------------------|---|----------------------------|-----------------------------------|
| Situational | Crime prevention through social development | Punishment | Community mobilization |
| Opportunity reduction | Social problem solving | Corrections | Collective crime prevention |
| Target hardening | Criminality prevention | Law enforcement | Community development |

Problem-Solving Exercise #1

Student Instructions: As emphasized in Chapter One, the field of crime prevention incorporates a problem-oriented approach characterized by a systematic process whereby one: (1) assesses, predicts, and anticipates the potential for a crime to occur in a particular place or the potential for delinquent and criminal behavior to develop in a young person, (2) gathers and analyzes relevant information in order to assess the scope and nature of the (potential) problem, and then (3) intervenes to address the problem, employing individualized strategies that are developed according to the level of risk and the nature and scope of the problem. Incorporated into the third stage is the need to identify the key people or agencies to assist in implementing the intervention. Using this problem-oriented model, this exercise you are asked to select the three crime prevention institution(s) that you believe are critical to solving problems listed. Be prepared to provide a rationale as to why you chose certain institutions.

Note to instructor: The correct answers are already indicated (by an “X”). Make sure to remove the “X” before distributing the exercise to students. Following completion of this exercise, students should present their findings and provide a rationale as to why they chose certain institutions.

| | |
|---|--|
| A six year old child lives in a single parent family with a teenaged mother who has little support from her own family | <input checked="" type="checkbox"/> Family <input checked="" type="checkbox"/> School <input type="checkbox"/> Labor market <input checked="" type="checkbox"/> Neighborhood/community <input type="checkbox"/> Place <input type="checkbox"/> Police |
| A teenage boy in a rural, resource town, with a high unemployment rate, has dropped out of school and is hanging out with a “bad crowd” | <input checked="" type="checkbox"/> Family <input checked="" type="checkbox"/> School <input checked="" type="checkbox"/> Labor market <input type="checkbox"/> Neighborhood/community <input type="checkbox"/> Place <input type="checkbox"/> Police |
| An apartment building has had five burglaries in the past two months. No suspects have been identified. All burglaries involved forcible entries through side doors or windows. | <input type="checkbox"/> Family <input type="checkbox"/> School <input type="checkbox"/> Labor market <input checked="" type="checkbox"/> Neighborhood/community <input checked="" type="checkbox"/> Place <input checked="" type="checkbox"/> Police |
| A number of seniors have complained to police and the local parks board that they are intimidated to go into a certain park at night. | <input type="checkbox"/> Family <input type="checkbox"/> School <input type="checkbox"/> Labor market <input checked="" type="checkbox"/> Neighborhood/community <input checked="" type="checkbox"/> Place |

| | |
|---|---|
| | <input checked="" type="checkbox"/> Police |
| | |
| A family tries to help integrate their son, who has committed a number of property crimes in the neighborhood and has recently been released from a correctional facility | <input checked="" type="checkbox"/> Family <input checked="" type="checkbox"/> School <input checked="" type="checkbox"/> Labor market <input checked="" type="checkbox"/> Neighborhood/community <input type="checkbox"/> Place <input type="checkbox"/> Police |
| | |
| Some local residents have tried to get NeighborhoodWatch program up and running in their block, but are having a difficult time getting neighbors to come to meetings. | <input type="checkbox"/> Family <input type="checkbox"/> School <input type="checkbox"/> Labor market <input checked="" type="checkbox"/> Neighborhood/community <input checked="" type="checkbox"/> Place <input checked="" type="checkbox"/> Police |
| | |
| Children in a very poor neighborhood lag considerably behind their peers from schools in more affluent parts of the city | <input checked="" type="checkbox"/> Family <input checked="" type="checkbox"/> School <input type="checkbox"/> Labor market <input checked="" type="checkbox"/> Neighborhood/community <input type="checkbox"/> Place <input type="checkbox"/> Police |
| | |
| Neighborhood residents voice concerns to police that they are fed up with cars speeding through the school zone in their Neighborhood | <input type="checkbox"/> Family <input type="checkbox"/> School <input type="checkbox"/> Labor market <input checked="" type="checkbox"/> Neighborhood/community <input checked="" type="checkbox"/> Place <input checked="" type="checkbox"/> Police |
| | |
| A local convenience store right next to a high school has a high rate of shopping lifting | <input type="checkbox"/> Family <input checked="" type="checkbox"/> School <input type="checkbox"/> Labor market <input type="checkbox"/> Neighborhood/community <input checked="" type="checkbox"/> Place <input checked="" type="checkbox"/> Police |
| | |
| A family where both parents are unemployed are unsure how to best discipline their 13-year old son, who is constantly in trouble with police | <input checked="" type="checkbox"/> Family <input type="checkbox"/> School <input type="checkbox"/> Labor market <input type="checkbox"/> Neighborhood/community <input type="checkbox"/> Place <input type="checkbox"/> Police |