

# Student Task Sheet: 'NEIGHBOURHOOD INVESTIGATION'

## Overview:

This investigation task, 'Neighbourhood Investigation' explores the locations and products found in your neighbourhood in which crime and anti-social behaviour could be reduced by Design. The Investigation task has 3 parts which are worked on together:

1. Use the Resources below and in the Resources section of [www.wa-cpted-awards.org](http://www.wa-cpted-awards.org) to explore design theories relating to crime and crime prevention and answer the 4 questions on the investigation sheet.
2. Create a photo-journal from your own neighbourhood and commonly visited environments such as town centres, shopping malls, pedestrianized areas, public buildings, transportation hubs etc. Look for locations in which crime and antisocial behaviour problems are potentially more common
3. Use you're the above knowledge to design a possible solution to an issue you have identified.

## How long will you need?

4 weeks, including work out of school and teacher instruction time.

## What you need to do:

- Answer questions 1-3 in the attaché Investigation sheet using the Resources below and in the Resources section of [www.wa-cpted-awards.org](http://www.wa-cpted-awards.org) to demonstrate your understanding of how crime and design theories help designers to reduce crime.
- At the same time, take 50-100 photographs of your local environment focusing on locations in which crime-and antisocial behaviour problems are potentially more common (see suggestions above). **Do this without placing yourself at risk.**
- Answer question 4 based on your work above and any additional research you feel you need.
- Present your entire investigation in A3 format, combining your research and answers to the 4 questions along with selections from you images together in the style of a personal journal or mood board.
- Make a **pdf file** (maximum 10Mb) containing your investigation and reasoning

## What needs to be in your folio for assessment?

**Due dates:**

- Edited pages showing your own photographic images and writing.
- Answers to all 4 questions with question 4 clearly related visually to the images taken. Guideline 1500 - 2000 words.
- Pdf file (maximum 10Mb) showing your investigation and possible solution(s) and your reasoning.

## INVESTIGATION QUESTIONS

*Proper design and effective use of the physical environment can produce behavioural effects that will reduce the incidence and fear of crime thereby improving the quality of life. These behavioural effects can be accomplished by reducing the propensity of the physical environment to support criminal behaviour (Crowe 1991)*

Answer all questions in detail.

### Q1. Crime prevention by Environmental Design – Opportunity Theories

Different situations encourage or discourage crime and antisocial behaviour in different ways. Changing the design of a situation changes the level of crime and anti-social behaviour. One way of understanding this is through the *Opportunity Theory*:

- *Routine Activity Theory* - also known as RAT sees crime as the conjunction of a potential offender, a suitable target, and lack of protection for that target
- *Crime Patterns* – explores how potential offenders might come across opportunities for crime in their normal activities
- *Rational Choice Theory* – sees crime in terms of the thinking processes of a potential criminal

Using examples from your photographs and referring to the descriptions of opportunity theory in the Resources section below and in the Resources section of [www.wa-cpted-awards.org](http://www.wa-cpted-awards.org), describe the main points of **ONE** of the above theories.

### Q2.CPTED – Design Practices

Examples of Crime Prevention through Environmental Design (CPTED) and Designing Out Crime practices and concepts include:

- The '3D Approach' (designation, definition, design)
- Natural access control
- Natural Surveillance
- Territorial Definition
- Lighting
- Sightlines
- Target hardening
- Entrapment spots
- Safe routes
- Signage
- Landscaping
- Activities
- Maintenance and management
- Ownership of space
- CRAVED

Investigate the above using the Resources sheet below and the Resources section of [www.wa-cpted-awards.org](http://www.wa-cpted-awards.org).

Using examples from this investigation describe in your own words how **TWO** of the above have been used by designers to reduce or prevent crime. Use your photographs if appropriate. If images from elsewhere are used, they must be referenced.

### **Q3. Targeting crime prevention design effort for Products**

To choose where to apply design effort to reduce crime involving products, it is important to understand *where, when, how* and *why* crime is most susceptible to design that will reduce crime.

Investigate and use examples to describe how **EITHER** the concept of 'Crime Lifecycle' **OR** the concept of 'CRAVED/ HOT' products assists designers identify which aspect of a crime to focus on to reduce crime.

### **Q4. Crime Prevention Design using Your Photo Journal**

You have investigated the use of CPTED and created a photo journal of crime risks in your neighbourhood whilst addressing questions 1 to 3.

For **TWO** locations or products (or one of each):

1. Explain, using photographs, how and why those two locations or products need better design to reduce crime
2. Describe a possible design solution to reduce crime for each, with reference to the knowledge from your investigations for questions 1 to 3 and your photographs,

If appropriate, you may also use images from elsewhere. These images must be fully referenced and acknowledged.

## RESOURCES

Examples of locations often associated with crime and antisocial behaviour:

- Houses – look at potential issues for break in/ theft or criminal damage
- Public spaces – parks, public squares
- Walkways and thoroughfares
- Carparks
- Shops and shopping centres
- Train stations, bus stops and stations and the area around them
- Areas to leave transport such as bicycles

**Examples of products** often associated with crime and antisocial behaviour:

- CRAVED products
- HOT products
- Products associated with high levels of practical need – food, transport, warmth etc.
- Products associated with addictive behaviour or status – alcohol, fashion,

Below are web resources to assist you in your investigation and in generating ideas:

### General

[www.wa-cpted-awards.org](http://www.wa-cpted-awards.org)

[www.designoutcrime.org](http://www.designoutcrime.org)

[http://www.aic.gov.au/publications/current%20series/rpp/100-120/rpp120/07\\_approaches.html](http://www.aic.gov.au/publications/current%20series/rpp/100-120/rpp120/07_approaches.html)

### Crime Life Cycle

The Crime Life Cycle offers a useful guide for designing products to reduce crime, see,

[http://www.veilig-ontwerp-beheer.nl/publicaties/crime-lifecycle-guidance-for-generating-design-against-crime-ideas/at\\_download/file](http://www.veilig-ontwerp-beheer.nl/publicaties/crime-lifecycle-guidance-for-generating-design-against-crime-ideas/at_download/file)

### 'CRAVED' and 'HOT' products

[http://www.designcouncil.org.uk/Documents/Documents/OurWork/Crime/DOC\\_hot\\_products.pdf](http://www.designcouncil.org.uk/Documents/Documents/OurWork/Crime/DOC_hot_products.pdf)

<http://www.designcouncil.org.uk/publications/Design-Council-Magazine-issue-4/A-new-strategy-against-crime/>

[http://www.inthebag.org.uk/wp-content/uploads/2008/02/what\\_are\\_hot\\_products.pdf](http://www.inthebag.org.uk/wp-content/uploads/2008/02/what_are_hot_products.pdf)

### Theories -

[http://www.crimeprevention.nsw.gov.au/agdbasev7wr/\\_assets/cpd/m660001I2/routineactivityfactsheet\\_nov2011.pdf](http://www.crimeprevention.nsw.gov.au/agdbasev7wr/_assets/cpd/m660001I2/routineactivityfactsheet_nov2011.pdf)

<http://www.slideshare.net/khadijahtgo/routine-activities-theory>

[http://www.lga.sa.gov.au/webdata/resources/Files/Session\\_L\\_Norwood\\_P\\_St\\_Peter\\_pdf1.pdf](http://www.lga.sa.gov.au/webdata/resources/Files/Session_L_Norwood_P_St_Peter_pdf1.pdf)

<http://health.vic.gov.au/ohs/research/cpted-presentation-dseinfeld.pdf> )

### Examples of solutions:

<http://www.designcouncil.org.uk/case-studies/design-out-crime/>

[http://www.designcouncil.org.uk/Documents/Documents/Publications/Evidence\\_Design\\_Council.pdf](http://www.designcouncil.org.uk/Documents/Documents/Publications/Evidence_Design_Council.pdf)

[www.docawards.org](http://www.docawards.org)

### Good 'designers guide':

[http://www.designcouncil.org.uk/Documents/Documents/OurWork/Crime/designersGuide\\_digital.pdf](http://www.designcouncil.org.uk/Documents/Documents/OurWork/Crime/designersGuide_digital.pdf)

## Marking Key Task: 'Neighbourhood Investigation'

NAME:

Assessment item	Available marks
<b>Investigative photographs and notes (12 marks)</b>	
<ul style="list-style-type: none"> <li>Comprehensive research local neighbourhood, using a wide variety of personally taken imagery, focusing on both product based and environmental (CPTED) aspects.</li> </ul>	10-12
<ul style="list-style-type: none"> <li>Solid research, using a good range of personally taken imagery, showing a range of issues though without great depth.</li> </ul>	7-9
<ul style="list-style-type: none"> <li>Adequate personal research using more obvious subject matter or only involving product or environmental (CPTED) issues.</li> </ul>	4-6
<ul style="list-style-type: none"> <li>Poor research with little evidence of personal effort in developing imagery and relying mainly on class notes and websites.</li> </ul>	1-3
<b>Description and analysis (6 marks)</b>	
<ul style="list-style-type: none"> <li>Excellent description of theories in relation to products or environments, describing all issues etc., high word count, well written.</li> </ul>	5-6
<ul style="list-style-type: none"> <li>Good description of theories and clear attempt to see how these might be put into practice.</li> </ul>	3-4
<ul style="list-style-type: none"> <li>Basic description and erratic or unclear analysis.</li> </ul>	1-2
<b>Final piece (7 marks)</b>	
<ul style="list-style-type: none"> <li>Well researched, giving multiple examples with a wide range of well taken imagery that is linked well to the analysis.</li> </ul>	5-7
<ul style="list-style-type: none"> <li>Well researched, giving a few examples using adequate personal images that mostly link well to the analysis.</li> </ul>	3-4
<ul style="list-style-type: none"> <li>Adequately researched, showing some personal images that often have an unclear link to what is being discussed.</li> </ul>	2
<ul style="list-style-type: none"> <li>Poorly researched, very few examples or multiple images with little or no attempt to discuss of analyse.</li> </ul>	1
<b>Total</b>	<b>/25</b>

**Teacher comment**