

# Activities for the collection of evidence for literacy and numeracy unit standards

## Crime in our community

### Planned learning experiences

The activities below are designed to provide opportunities for the collection of evidence for both the Literacy and Numeracy unit standards. The teacher/tutor can adapt the activities within this module to suit the needs and interests of the learners.

### Information for teachers/tutors

In this module of work, learners investigate an aspect of crime in their local region. Part A involves discussions and reading around the topic of crime. Part B involves learners investigating an aspect of crime, and interpreting statistical information for a purpose. Part C involves learners writing a report about their findings.

Because of the range of options suggested for this module of work, information for learners cannot be specified. Instead teachers/tutors will need to brief the learners on the activities that will be undertaken.

If it is intended that this module will be used for generation of evidence for numeracy (and not literacy) it may still be useful for teachers/tutors to begin with the suggested reading activities in Part A, as information contained in the reading texts (and associated links) could provide useful background information for deciding on an appropriate purpose for the investigation in Part B.

Please ensure you are familiar with the requirements of the Literacy unit standards, as well as evidence collection requirements, should you wish to use evidence generated through this learning experience towards the standards. The standards and associated clarifications can be found on the NZQA website.

Helpful link: <http://www.nzqa.govt.nz/literacy-numeracy>

### Literacy (Part A)

The following activities could provide evidence for the Literacy unit standards and/or provide an introduction to the statistics module (Part B).

#### 1. Group discussion or problem solving activity

A discussion or group problem-solving activity could provide evidence for US 26625. The speaking and listening interactions would need to be of sufficient

length and complexity to meet the requirements of the standard (see explanatory note 4).

Discussion starters:

- What do learners know about crime in their region?
- Are some types of crime more prevalent than others?
- How does the region compare with other regions or with national averages when it comes to crime?
- Do learners think crime rates are increasing or decreasing?
- Are some types of crimes more likely to occur in this region than in others?
- Are more crimes being committed by young people?
- Do people feel less safe in public places?

## 2. Reading about crime

Learners read news items related to crime rates in New Zealand (see links below).

To generate evidence that could contribute towards the standard learners need to have a purpose for reading (e.g. to compare claims made about crime rates in the media with the data for their region/results of their investigation in part A; to identify what the government/police/media messages are concerning crime rates in NZ).

Learners would need to:

- identify some of the main ideas contained in the text that are relevant to their purpose for reading; and/or
- identify either the writer's purpose or at least one explicit and one implicit idea contained in the text; and/or
- evaluate the text in terms of their purpose for reading it.

### Useful links:

Crime rate drops to a 15-year low (2/04/2012)

<http://tvnz.co.nz/national-news/crime-rate-drops-15-year-low-4811366>

NZ's crime rates falling (1/01/2011)

<http://www.3news.co.nz/NZs-crime-rates-falling/tabid/419/articleID/205122/Default.aspx>

Crime down 7% in financial year (3/ 10/ 2011)

<http://www.scoop.co.nz/stories/PA1110/S00013/crime-down-7-percent-in-fy-201011.htm>

## Numeracy – statistics (Part B)

In this module of work, learners investigate an aspect of crime in their local region, and interpret statistical information for a purpose. There is a

considerable range of data available at <http://www.police.govt.nz/service/statistics> sorted by type of offence, region and age of offender.

There are also useful crime trend graphs that could be used for interpreting trends. Note that some of the trend graphs have explanations of unusual features at the bottom of the page and these would need to be removed if asking learners to interpret statistical information for a purpose and if you intend collecting this evidence towards the standard.

Other sources of data could be the local police and neighbourhood watch coordinators.

While US 26626 does not require learners to calculate data features (they may be provided), learners do need to draw conclusions based on the purpose of the investigation and use appropriate statistical features to support those conclusions.

Where data features (e.g. the mean) are calculated, this may be used as evidence for US 26623 (number), provided learners are given the opportunity to choose their own strategy when calculating the data features.

Discuss with learners possible aspects of crime they could investigate and what questions they might ask. It is important that the purpose of the investigation is sufficiently robust to enable an appropriate and reasonable conclusion to be reached that can be supported by general feature(s) of the data set.

By using the *per 10 000 population* data learners can make comparisons between regions, or between their region and New Zealand as a whole.

### **Possible purposes for which learners interpret statistical information:**

- “Crime prevention cameras are installed in public places to help reduce the incidence of crime and disorder.” ([www.police.govt.nz/crime-prevention-cameras-cctv-public-places](http://www.police.govt.nz/crime-prevention-cameras-cctv-public-places))

The NZ Police and local authorities are looking at where they need to install more crime prevention cameras.

Are more crime prevention cameras needed in [local region] or in [another region]? Based on the public place assaults statistics, inform the NZ Police and local authorities where they should install more cameras.

- Some insurance companies charge different rates for car insurance depending on the levels of motor vehicle theft and related offences in the region.

Your friend is moving from [your region] to [another region]. Based on the statistics for motor vehicle theft and other related offences, what is likely to happen to the cost of their car insurance?

- The NZ Police have trained a number of extra Police Education Officers to work in the Police Youth Education Services team, and want to deploy them in the region where they are most needed.

Based on the statistics of youth-related crime, which region would you advise NZ Police to deploy the extra Police Education Officers into?

### **Written report (Part C)**

Learners write a short report based on Part B. The audience for the report is the party they were to advise (e.g. the local authority and the local Police station; the friend who is moving; the Police Youth Education Services team). The report should contain the purpose of the investigation and the findings and relevant conclusions.

Ensure learners are given the opportunity to proof read and edit their report. Emphasise that they need to get the report to a standard that they would be happy to send it to the audience for whom it was written.