

**Citizen Participation and Community Cohesion**

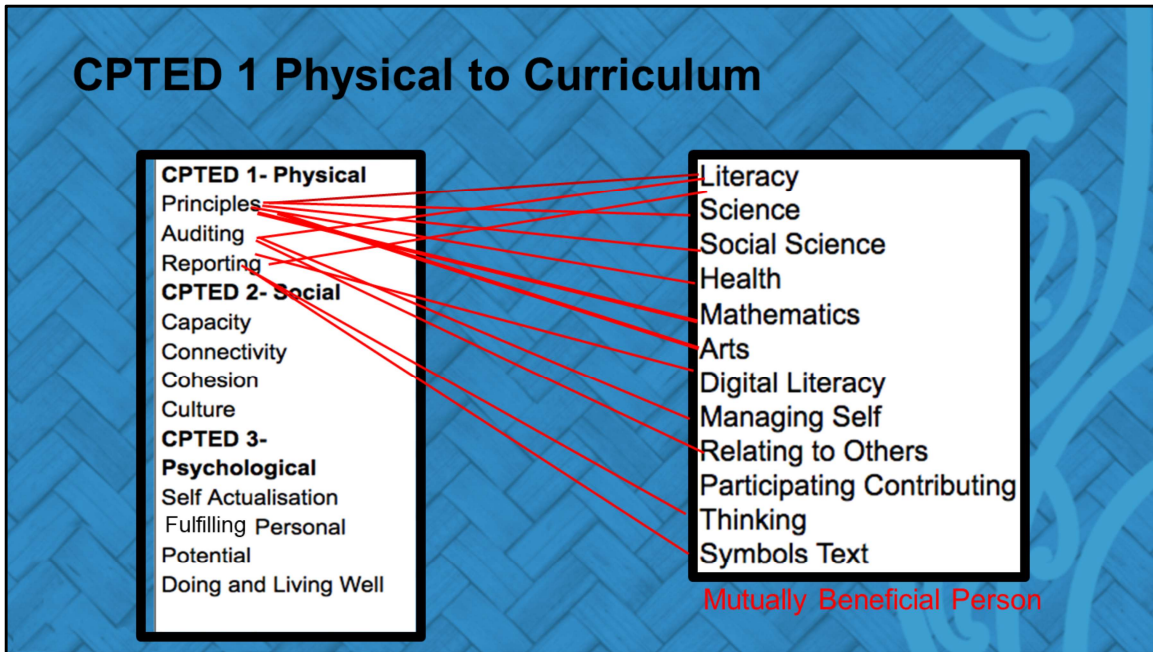
# **Empowering Youth through Community Engagement**



The question of how youth can contribute to community safety began for me 8 years ago. Our focus for the term was caring for the environment. I realised that I needed to teach students about the cause and effect of vandalism/ crime in our school to generate change in student behaviour and attitudes. In order to do this I needed to teach students the skills, knowledge and processes used by the community.. I contacted the NZ Police and adapted and integrated the Physical Principles of CPTED into the NZC.

Integrating CPTED into the New Zealand teaching Curriculum has created learning opportunities for students that are both relevant and valued by the community. This presentation explains the cause and effect of teaching the physical and Social principles of CPTED to students and explores the impact the Psychological principles on student initiatives.

## CPTED 1 Physical to Curriculum



When teaching and integrating the Physical Principles into the teaching curriculum the focus is mainly on teaching knowledge of the Physical principles with application through auditing that is assisted by teachers, SCO and the school community.

# CPTED 1-Physical Application to School Curriculum

Joint initiative New Zealand Police:

Sergeant Deane Mc Entee,

Senior Sergeant Jason Edwards, Fleur Knight.

Endorsed by Bill Searle

(Assistant Commissioner, New Zealand Police).

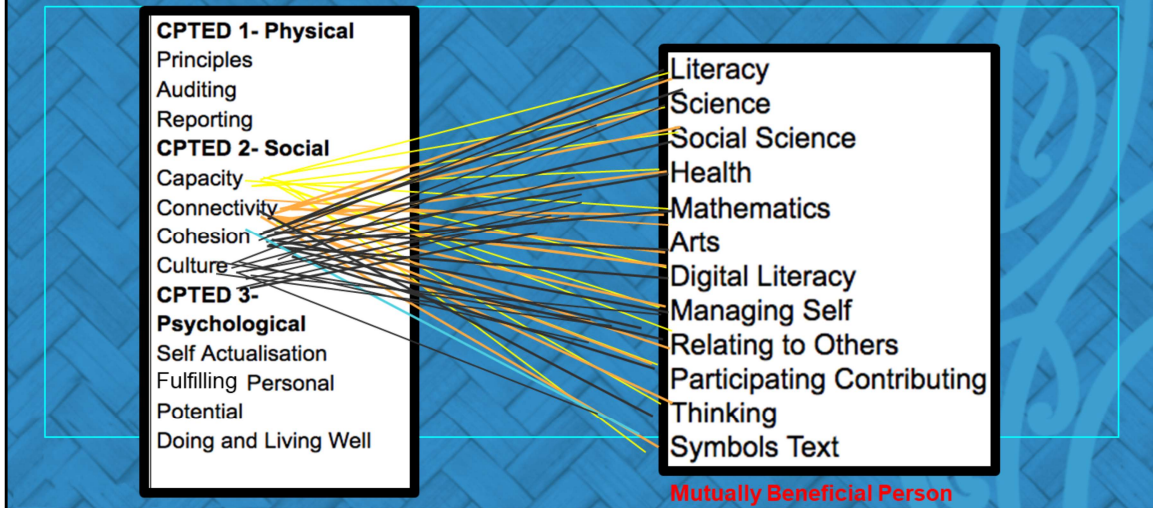


I created the Safer Schools Programme which outworks the Physical aspects of CPTED for NZ schools with Ser. Dean McEntee, and Senior Sgt Jason Edwards. This programme has been endorsed by Bill Searle, the assistant Commissioner for the New Zealand Police. This programme is being shared with you as one example of how the integration of the NZC into CPTED can lead to meaningful learning contexts and valuable connections with community. The safer schools programme was designed initially to address the need for students to understand why they need to care for their environment. It also involves teachers working with the NZ school community officers, such as those involved in teaching DARE programme. The difference with this programme is that although the understandings are generic, the way they are applied are personalised to the needs of each school.

Teachers work in conjunction with the SCO to teach crime prevention principles to students.

The SCO provides real life examples of crime prevention and crime response. The SCO reinforces the value of partnership between the Police, School and community to create safer communities together.

## CPTED 2- Social to Curriculum:



Each of the Social Principles when taught and actioned by the students cover all curriculum areas. Most importantly are the competencies of managing self, relating to others, participating and contributing to society, being able to think and make decisions essential for being able to communicate clearly with community members who may not be associated with the school setting, timetables.

## Consequential Thinking:

Chance  
Choice  
Consideration  
Calculation  
Consequences  
Contribution  
Change



In order to develop the skills students need to work on the social principles with the community I worked with a member of our local council and developed a programme we use called consequential thinking. . Consequential Thinking is a strategy for instilling thought processes inherent in Social CPTED and Positive Youth Development.....What matters, relationships, connectivity. Where students can think through problems and challenges they might have at school, home in the community. This strategic thinking was developed so students can make the decision they think is right for them independently of peers or adults. This tool has been applied by students when dealing with personal issues such as txt bullying, depression and family disfunction. It has also been applied by students when working on initiatives with Community because it helps them understand OPV's on issues and helps students understand OP actions and words. This process has 7 steps: Chance is identifying the opportunity