**Teaching Topic: Theft**

**Introduction**

The lesson plan aims to help teachers explaining the definition of the offence of theft and to dispel the myths associated with youth crime, so that students will not be tempted by offenders and will stay away from the trap of crime.

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| **Part 1:** **If you are a law enforcer (Case study)** | | **Key points** |
| 1. Divide the students into two or several groups and ask them to put themselves in the shoes of a teacher or a police officer and talk about their views on the case. (Worksheet 1 can be used)  Case 1:  If you are a discipline teacher:   1. Do you think Siu Ming has committed the offence of theft? 2. Would you accept Siu Ming's explanation and not follow up his case?   Case 2:  If you are a police officer:   1. Do you think Mr. Cheung has committed the offence of theft? 2. Would you accept Mr. Cheung's explanation and not follow up his case?   2. Summarize students' answers and bring out the key points of teaching through the Commonalities between the two cases (can refer to the presentation). | | * Regardless of the value of the items stolen, the offence place, or whether the person is of age or not, the offences of theft are committed if they involve ‘dishonestly appropriates property belonging to another’ and ‘with the intention of permanently depriving the other of it’. * ‘Forget to return’ or ‘forget to pay’ is not an absolute defence to theft. |
| **Part 2: Youth crime prevention video and teacher interpretation** | | **Key points** |
| Watch the video together with students, discuss why young people would involve in stealing and the consequences of assisting others to commit crimes. (Worksheet 2 can be used)  May discuss the following questions after watching the video:   1. Why did Timid accept what Seedy stole? 2. Why did Timid engage in the act of stealing? 3. According to the definition of theft that we had learnt earlier, did Timid commit the offence of theft if she argued that she did not take part in the theft?   Conclusion: Teacher can guide students to think about the above questions and brings out the key points of the lesson. | | * Acting as ‘lookout’ is equivalent to assisting another person to commit an act of theft. * Both the mastermind and the participants are criminally liable. * The masterminds often use peer pressure or gifts to induce others to assist in committing crime. We should think carefully about whether we have fallen into a trap of breaching the law. |
| **Part 3: Quiz on Police Superintendent’s Discretion and teacher interpretation** | | **Key points** |
| Have students complete the following quiz on worksheets or online questionnaires to find out students' myths about the Police Superintendent's Discretion and to correct them. (Worksheet 3 can be used) | | * It is not necessary to handle juvenile cases by means of Police Superintendent's Discretion. * Police Superintendent's Discretion does not mean that young offenders are free from responsibility. The concerned youngsters are subject to police supervision. Also, young offenders may even be liable to criminal liability if they are repeated offenders. |
| Teachers can use the following case as a summary to explain the conditions under which the Superintendent's Discretion is to be administered.  In May 2024, a 16-year-old F.2 boy stole a tablet computer from the victim's school bag at a basketball court in Sha Tin. Upon receipt of the report, the Police conducted a detailed investigation and arrested the boy.  Further investigation and evidence revealed that the boy was also involved in another shop theft case. After a thorough examination of the circumstances, the Police combined the two cases and prosecuted the boy, who later pleaded guilty to two counts of theft and was subsequently sentenced to rehabilitation centre. | | * If person under the age of 18 commits a serious offence or has a previous criminal record, it is likely that Police Superintendent's Discretion will not be used in lieu of a criminal prosecution. |
| **Part 4: Conclusion** | | |
| Definition of Theft   * Theft means dishonestly appropriates property belonging to another and with the intention of permanently depriving the other of it. * Regardless of the value of the items stolen and the offence place, the offences of theft are committed if they involve the above two elements. | There is no absolute defence for theft   * The police will investigate and find out the intention of the offender. * ‘Forget to return’ or ‘forget to pay’ is not an absolute defence to theft. | |
| Being an accomplice also breaks the law   * Both the mastermind and the participants are criminally liable. * Masterminds often use peer pressure or gifts to induce others to assist in committing crime. We should think carefully about whether we have fallen into a trap of breaching the law. | Juvenile also face criminal liability  It is not necessary to handle juvenile cases by means of Police Superintendent's Discretion.  Police Superintendent's Discretion does not mean that young offenders are free from responsibility.  In case of serious offence or repeated offender, it is likely that Police Superintendent's Discretion will not be used in lieu of prosecution. | |

**Worksheet 1: If You Were a Law Enforcer (Case Discussion)**

XXX Secondary School

XXX Academic Year

If You Were a Law Enforcer (Case Discussion) – Group One

Name: \_\_\_\_\_\_\_ Class: \_\_\_\_\_\_\_ ( ) Date: \_\_\_\_\_\_\_

## Case One

Suppose you are a discipline teacher. Please discuss the following case and answer the questions. Record your group’s conclusions on the worksheet.

Siu Man was playing basketball at school. He left his wallet on a bench by the court. Siu Man saw the wallet, decided on impulse to take $30 from it to buy snacks. Two days later, a janitor checked the CCTV and discovered Siu Ming’s actions and reported them to the teacher. Siu Ming initially denied the act, then claimed he was merely playing and forgot to return the money, saying he did not intend to bully Siu Man and pleaded not to be punished.

**If you are the discipline teacher:**

1. Do you believe Siu Ming committed the crime of theft?

🞏 Yes, because

🞏 No, because

1. Will you accept Xiaoming’s explanation and choose not to follow up his case?

🞏 Yes, because

🞏 No, because

**Worksheet 1: If You Were a Law Enforcer (Case Discussion)**

XXX Secondary School

XXX Academic Year

If You Were a Law Enforcer (Case Discussion) – Group Two

Name: \_\_\_\_\_\_\_ Class: \_\_\_\_\_\_\_ ( ) Date: \_\_\_\_\_\_\_

## Case Two

## Suppose you are a police officer. Please discuss the following case and answer the questions. Record your group’s conclusions on the worksheet.

## Mr. Cheung is an office worker, about 30 years old. This afternoon, the alarm sounded at ABC Supermarket. Staff immediately noticed that Mr. Cheung had taken a bottle of red wine worth $3,000 from the supermarket. Mr. Cheung had placed the wine in his reusable bag and walked out of the store, setting off the alarm. Staff called the police. Mr. Cheung refused at first to let staff check his bag. On arrival, you reviewed CCTV and saw him put the wine directly into the bag. Mr. Cheung said he simply forgot to pay and had no intention to steal, asking not to be punished.

**If you are the police officer:**

1. Do you believe Mr. Cheung committed the crime of theft?

🞏 Yes, because

🞏 No, because

1. Will you accept Mr. Cheung’s explanation and choose not to follow up his case?

🞏 Yes, because

🞏 No, because

**Worksheet 2: Video Discussion**

XXX Secondary School

XXX Academic Year

If You Were a Law Enforcer (Case Discussion) – Group One

Name: \_\_\_\_\_\_\_ Class: \_\_\_\_\_\_\_ ( ) Date: \_\_\_\_\_\_\_

After watching the video of Timid and Seedy, note the content and answer the following questions.

1. Why did Timid accept the items that Seedy had stolen?

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1. Why did Timid later participate in theft?

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3. Timid finally argued that she did not take part in the theft. Based on the definition of theft you've learned previously, does Timid’s final action constitute a violation of the law?

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