

## Street Robbery and Immobilise

### Aims

To educate pupils re:

1. Street Robbery and Personal Safety
2. Registering property on [www.immobilise.com](http://www.immobilise.com)

### Starter Activity

Cast read through Scene One of attached Robbery Scenario [5 mins]

### Development

1. Ask students to list/board blast responses to Robbery Scenario. [5 mins]

Cover:-

- Who in the audience has been robbed?
- Physical danger, assault / knives
- Criminal Offences, theft / robbery
- What can you do to stay safe?
- What can you do to catch the offender  
(Call the police when safe and [www.immobilise.com](http://www.immobilise.com))

Return to any pupils who have been robbed and ask for their account [0 - 5 mins]

2. Explain Immobilise [5 mins]

- National website / database for registering personal property
- Secure and free to use
- For all types of property
- For phones dial \*#06# to generate IMEI number
- Students to write down steps to register or give out leaflets  
(make need to ask school police officer about these)

**3. Read through Scene Two of attached Robbery Scenario [5 mins]**

**Discuss outcome and emphasise the role of Immobilise [5 mins]**

Every person coming into custody has phone/s checked against the database

**Plenary**

**Question and answer session [3 -5 mins]**

- What is a street robbery?
- What can you do to keep yourself safe?
- What can you do to keep others safe?
- How can you keep your property safe?
- How can you help catch the offender?

## Your life your choice Robbery scenario

### Scene One

Cast; Narrator, Victim, Robber, Police Officer

**Narrator;**

It is about five o'clock and Jim/Jane is on his/her way home from school. He/she has just got off the bus and is walking the last part of the journey, alone. Darkness is falling on this winter evening and with his/her collar pulled up and head down Jim/Jane is just looking ahead thinking about what is for tea ...

**Victim;**

Starts walking slowly across the front of the room head down...

**Robber;**

steps across to block victims way and says

*"Oi"*

**Victim;** tries to walk around

**Robber;** steps across blocking the way again and says

*"Where you going? Huh?"*

**Victim;** *"What?"*

**Robber;** *"What have you got for me?"*

**Victim;** *"What do you mean?"*

**Robber;** *"Money, phone anything, give it to me"*

**Victim;** *"leave me alone"*

**Robber;** *"Don't diss me man. I bet you got something"*

**Victim;** *"Its mine leave me alone"*

**Robber;** *"you want to get shanked? You're in trouble now"*

Reaches into his/her own pocket and holds the hand in pocket threatening victim

**Victim;** *"oh man, oh no, its not fair"*

**Robber;** *"fair aint in it. Give it me now"*

**Victim;** Puts his/her hand into his/her pocket and hands over a mobile phone.

**Narrator;** The robber walks off and the victim walks home and tells his mum what has happened. She calls the police and an officer arrives.

**Police officer;** *"Your mum said you were robbed about 10 minutes ago just round the corner in Main street. Is that right?"*

**Victim;** *"Yeah. He/she said that he/she had a knife, what could I do?"*

**Police Officer;** *" you did the right thing, your safety comes first. What did the robber look like?"*

**Victim;** Describes the person who was playing the robber....  
*"the robber was a male/female, about .....tall, their hair was short/long/medium and was ..... in colour, their skin colour was ..... , their build was..... , they were wearing....."*

**Police officer;** *" what did he/she take?"*

**Victim;** *"My mobile phone, it was a (make, model)."*

**Police officer;** *" was it registered on immobilise?"*

**Victim;** *"yeah my brother did all the phones in the family for an IT project at school"*

**Police officer;** *"Excellent. We have officers searching the area. I will circulate the description you have given me on the radio. Right lets take all the details in full"*

**Narrator;** The police officer gives out the victim's description of the robber to the local units and takes a full report.

## Scene Two

Cast; Narrator, Robber, Police Officer

**Narrator;** following the robbery the robber is walking down the street when he/she sees a Police Officer. He just keeps on walking ....

**Robber;**  
Starts walking slowly across the front of the room head down....

**Police officer;**  
steps across to block suspects victims way and says

*"Excuse me, can I have a word"*

**Robber;** *"you can't touch me. I ain't done nothing"*

**Police officer;** *"You match the description that has just been circulated relating to a recent robbery. Do you know what I'm talking about."*

**Robber;** *"what? no way man"*

**Police officer;** *"As I said you match the description of a robbery suspect, I intend to search you. I am PC Smith attached to Acton Police Station. I am searching you for stolen property under S1 of the Police and Criminal Evidence Act 1984. A record will be made of the search and you are entitled to a copy. You are being detained for the purpose of the search."*

**Robber;** *"what am I nicked?"*

**Police Officer;** *"No, I'm just saying you have to stay here while I search you"*

**Narrator;** The police officer searches the pockets of the suspect and finds a mobile phone. As he holds it up the robber says...

**Robber;** *"yeah, so, its mine."*

**Police Officer;** *"This is the same type of phone that was stolen. I'll just check the IMEI number and we'll soon see..."*

**Robber;** *"What's an IMEI, your mad its mine let me go"*

**Narrator;** The police officer enters \*#06# into the phone and gets out the IMEI number. He/she contacts the police control room and then turns to the robber.

**Police Officer;** *"The IMEI number on this phone is that of the phone stolen in the recent robbery. I am arresting you on suspicion of robbery. You do not have to say anything. But it may harm your defence if you do not mention when questioned something which you later rely on in court. Anything you do say may be given in evidence. Do you understand?"*

**Robber;** *"oh man, oh no, its not fair"...*

**The end**