

Crime Prevention & Fingerprinting

Prepared By:

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Target Group:

All Scouts

Capacity:

16 Scouts

Time Allotted:

50 minute block

Pre-Requisites:

None

Materials Needed

Paper

Ink Pads

Note Crime Prevention will be done from Monday – Thursday, Fingerprinting will be done of Friday

Instructional Goal:

Scouts will leave camp more aware and enabled to make their communities safer and have a basic understanding of fingerprinting.

Monday

Requirements:

Crime Prevention

1. Laws and Society. Discuss the following with your counselor:

With each of these ask them first what they think about the question then after a bit respond with the true answer try to include their answers with yours if you can.

(a) Why we have criminal laws.

- We have criminal laws to maintain society, act as protection and a deterrence as people clearly know what will happen if they do something against the law.

(b) What are types of crimes, including property crimes, crimes against people, white collar crime, and environmental crime.

- Property crime is any crime involving taking or damaging someone's property - theft, vandalism
- Crimes against people is any crime that has to deal with threatening, harming, coercion, or unwanted physical contact - murder, kidnapping, death threats
- White collar crime is any crime committed for financial reasons - embezzlement, fraud (there are different colored crimes too look it up)
- Environmental crime involves damaging nature, breaking ecological laws, or endangering the well-being of humans and animals - wildlife poaching

(c) Why people commit crimes.

- People commit crimes for many reasons including revenge, out of need, for the thrill, and other many reasons but the main one is because they see an opportunity. Talk about crimes of opportunity and how these are small crimes that happen because people see something easy, use someone's water bottle as an example - say if no one was watching and you wanted a new water bottle and happen to see an unattended water bottle you may just take it (actually pick the bottle up) but if people were there even if you wanted the water bottle you most likely won't take it.

(d) Why everyone should follow the law even when no one is watching.

- Comes to doing the moral thing and having integrity also following the scouts law and oath.

(e) What is the meaning of crime prevention.

- Crime prevention means not to stop crime altogether but to reduce the risk of crime happening by taking away easy opportunities for crime, making it harder to commit crime. You can do this by putting locks on things, making people aware of the law, and things like that

Crime Prevention

2. Groups Working to Prevent Crime. Research how the following groups contribute to crime prevention and share your findings with your counselor:

(a) Citizens, including youth

- Just people being around reduces the risk of crime but can also talk about locking doors, hiding valuables away from sight, knowing your local laws things like that
- (b) Schools
 - Teaches people the skills needed to live in a society, DARE programs (the drug program), Red ribbon week.
- (c) Neighborhood, social and civic groups, including youth groups
 - Can talk about neighborhood watches and how they reduce the risk of crime because it adds risks of being caught. Youth groups tend to give kids a good sense of morality, social and civic groups keep people together giving them a sense of belonging.
- (d) Private security
 - Talk about mall cops and how just their presence reduces the risk of crime happening because of the risk of being caught. Talk about how if a house has security cams it reduces the risk for the same reason
- (e) Law enforcement agencies
 - Basically the same as private security but they enforce the law can give an example of how some of the kids parents might slow down if a car is behind them even if they were already going the speed limit or how they might not like it if a cop follows them too long
- (f) Courts
 - Makes sure that the law is clear and that the correct punishment is handed out that way people can trust the law and if people trust the law is keeping them safe they are more likely to follow it
- (g) Corrections and rehabilitation programs.
 - Gives people a chance to right what they did wrong so they do not break the law again. Ex include halfway houses, Alcoholics Anonymous, the program that shows kids jail and tries to scare them out of doing crime

Crime Prevention

3. Crime in Your Community, State, and Nation. Do the following:

Can either do this with them or have the kids do their own research

(a) With your parent or guardian's permission and the approval of your counselor, research local, state, or national news coverage of three crimes of different types. Research how common these types of crimes are in your state or in the United States.

- Look up some crime that happened in the past week or so and try to include a local, national, and state crime for local citizens. You can use the local police Departments arrests records on line. Use the crime types above to sort them

(b) Record notes on which law enforcement agencies and courts were involved in the pursuit of justice for the victims and the accused person, why you think these crimes were committed, and what could be done to prevent similar crimes. Review your research with your counselor.

- This is a ask and talk kind of thing and changes depending on the crimes you or they found.

Tuesday

Requirements:

Crime Prevention

4. Home and Neighborhood Crime Prevention. Do the following:

(a) Discuss the following with your counselor:

1 How participation in activities of families, churches, sports teams, and clubs prevents crime.

- Builds a good moral character, keeps people busy (too busy to commit crimes), Talk about how people might get kicked out of sports teams or clubs if they commit crimes

2 How designs of houses, neighborhoods, public buildings, stores, streets, and parks prevent crime.

- Talk about how streets are well lit to prevent crime, houses have locks on doors and windows, public buildings have cameras, open lines of sight, stores have their products on shelves that create aisles. These aisles create clear lines of sights that make it easy to see if people steal stuff.

(b) Conduct a security survey of a home, a neighborhood, a park, or a camp building with adult supervision and following youth protection guidelines using a security checklist in the pamphlet or one approved by your counselor.

- Talk about the security features of camps, how there is only one road in and out, how we have a gate guard, leaders always walking around, a PA system, staff members always watching.

(c) Use information from your survey for requirement 4b and the EDGE method to develop a lesson about how a family or Scouts can protect themselves from crime.

Review your teaching plan with your counselor, then present your lesson to your family or to Scouts.

- Have the scouts talk about how they can maybe make a change to camp to reduce the risk of crime.

Crime Prevention

5. Retail Crime Prevention. Research the following topics and review them with your counselor:

The amazing Phil Lovesee will talk about both of these

(a) The impact of shoplifting and employee theft (also known as shrinkage) and loss prevention on retail finances, customer service, and reputation.

(b) Techniques used by retail stores to prevent shoplifting.

Activity:

Go to the Trading Post and talk with Phil Lovesee about the Security Survey and Retail Crime Prevention.

Wednesday

Requirements:

Crime Prevention

6. Reporting Crime. Discuss the following with your counselor:

- (a) When and how to report a crime or an impending crime.
 - Call 911 or the local non emergency line and do it as soon as you see the crime take place or you see the beginning of the crime
- (b) The warning signs for child abuse and domestic violence and how to report these situations.
 - Warning signs are sudden change in behavior, lacks friends or social skills, withdrawing themselves, unexplained marks and bruises. Report them to CPS or your local police
- (c) The three R's of personal safety and protection and how to apply them.
 - Recognise Respond Report, first recognise when you could be put at risk or in danger then find a way to respond to the risk and how to get yourself out of danger then report it to a trusted adult or leader.
- (d) How reporting a crime can help law enforcement provide resources for crime victims.
 - Helps law enforcement decide what support is needed for the person and how to properly distribute their resources.

Crime Prevention

7. Peers and Crime. Discuss the following with your counselor:

- (a) The role that peers play in crime, crime prevention, and experiencing crime.
 - Can keep you from doing crime but being a voice of reason or the opposite. Having buddies with you can help prevent crime as when in a group you are less likely to get robbed, more witnesses can help put a person to the crime committed
- (b) How to resist peer influence.
 - Say no, walk away, get better friends, have a way with you parents or friends where you can say something and they know to come help you.
- (c) Bullying and hazing behaviors and signs that a friend may be bullying you or someone else.
 - Mainly the same signs as child abuse add some new ones if needed
- (d) Explain the impact of gangs on communities.
 - Gangs raise crime rate in an area making the communities feel unsafe, cause housing prices to crash as no one wants to move in, causing businesses to shut down due to lack of people, splits the community apart.

Crime Prevention

8. Substance Use and Crime. Discuss the following with your counselor:

- (a) The legal and health consequences of using alcohol, tobacco and vaping products, illegal drugs, and diverted prescription drugs.

- Alcohol, tobacco and vaping if under age can cause fines also will destroy your lungs and liver the more you do it
 - Illegal drugs can cause jail time depending on the type and amount, Can kill you and can destroy your mind, liver, lungs, teeth and many different things (show teeth after a person starts doing meth)
 - Diverted prescription drugs can cause being banned from places, fines and in some cases jail time, Can ruin a person immune system or mess with their body really badly with side effects. Can take about how people taking Adderall made it hard to be happy with out it as they took it when they did not need it. (can talk about how some prescription drugs are different froms of illegal drugs like how adderall is a from of meth)
- (b) How substance use contributes to violence and property crime and increases a person's risk of becoming a victim of crime
- Impairs judgement and increases the likelihood of committing a crime of opportunity. Also makes people easier to take advantage of.
- (c) How drug abuse awareness, prevention, and recovery programs help prevent crime.
- Take about the DARE program and how it makes kids aware of the side effects and why it would be bad if they tried it. Can talk about AA and how they give people a way to stop and try to help the person fix their life. Talk rehab or other local prevention programs that might be running in your area
- (d) How to get help if you or someone you know needs help with drugs or alcohol.
- Reach out to the programs we just talked about

Thursday

Requirements:

Crime Prevention

Crime Prevention

9. Online Crime and You. Discuss the following with your counselor:

(a) How to avoid being the victim of online crimes.

(b) Common online financial scams.

(c) Effective online security.

Use different passwords, stay on safe websites, dont share address, your name, DOB, or anything a bank might use to prove it is you

(d) Identity theft and how to prevent it.

Identity theft is another person pretending to be someone they are not. How to prevent it is the same as effective online security

(e) How criminals use social media to target victims.

Can use to spread miss information, use it to see where you are, use it to see where you keep things,

(f) How bullying, texting, and sharing photos can become crimes.

Common knowledge you have cyber bullying, texting about harming people or how to do illegal things is a crime, sharing photos without the person Permission is a crime even if they set you the photo directly

10. Interview a law enforcement officer or a civil servant about their work in crime prevention.

Learn about how they chose this career and about their duties. Discuss what you learned with your counselor.

- Last year someone came and talked to them. I do not know if this is happening again if not tell them that they need to do this in order to complete the merit badge.

Crime Prevention

11. Identify three career opportunities that would use skills and knowledge in the field of crime prevention. Pick one and research the training, education, certification requirements, experience, and expenses associated with entering the field. Research the prospects for employment, starting salary, advancement opportunities and career goals associated with this career. Discuss what you learned with your counselor and whether you might be interested in this career.

- Ask them what type of career they think and then with them do the research about the facts of the job

Friday

Requirements:

Fingerprinting

1. Give a short history of fingerprinting. Tell the difference between civil and criminal identification.

- History: Was first used in around 300 B.C. in China and later in the 14th century in Persia to sign government papers and to steal business transactions. Other than those times it was really unused till in 1858 when a British administrator named Sir William Herschel started to again use it for government documents noting the unique patterns and that they did not change with them, Then in 1880 a Scottish doctor named Henry Fauld published a paper that suggests they should use fingerprints to identify criminals. In 1892 a classification system came about and it was proven that they do not change with time. With this along with other systems the UK started to use fingerprints for trials and the US later with the FBI creating the first database in 1999.
- Difference: Civil prints verify identity for employment background checks and licensing, while criminal prints are collected during arrests to identify suspects and track crime-scene evidence

Fingerprinting

2. Do the following:

- (a) Explain the difference between the automated fingerprint identification systems (AFIS) now used by law enforcement agencies and the biometric fingerprint systems used to control access to computers and places like buildings and airports.
 - AFIS looks for many matches and comes with a list of potential people it could be and has a massive database while the civil system looks for one to one matches only saying yes it does match or no it does not. Has a lot smaller of a database and is much quicker.
- (b) Discuss how our society uses identification systems based on tokens, passwords, and biometrics.
 - Used to prove whether people are who they say they are and if they have access to what they are trying to do.

Fingerprinting

3. Do the following:

- (a) Name the surfaces of the body where friction or papillary ridges are found.
 - Toes and the whole palm of the hand (friction and papillary ridges are the lines on our hands and toes).
- (b) Name the two basic principles supporting the science of fingerprints and give a brief explanation of each principle.

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- (c) Explain what it takes to positively identify a person using fingerprints.
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Fingerprinting

4. Take a clear set of prints using ONE of the following methods:

Ink pads should be in the bikeshed if not they are down in the outpost can just use paper instead of the identification cards - make sure they do all of their fingers. Look up a video on how to do both rolled and plain impressions.

(a) Make both rolled and plain impressions. Make these on an 8-by-8-inch fingerprint identification card, available from your local police department or your counselor.

(b) Using clear adhesive tape, a pencil, and plain paper, record your own fingerprints or those of another person.

Fingerprinting

5. Show your counselor you can identify the three basic types of fingerprint patterns and their subcategories. Using your own hand, identify the types of patterns you see.

- Show photos and explain the three types of fingerprints
 - Loops - the line comes in one side and then out the same side (most common)
 - Radial loop - the loop opens up and points towards your thumb
 - Ulnar loop - the loop opens up and point towards your pinky
 - Arches - the line comes in one side from like a mountain or hill then goes out the other side
 - Plain Arch - it flows smoothly like a small hill
 - Tented Arch - creates a jagged peak
 - Whorls - creates like a spiral in the middle of the finger.
 - Plain Whorls - the normal whorls
 - Central Pocket Loop Whorls - A small whorl pattern in nested within a bigger one
 - Double Loop Whorls - two different Whorls that intertwine
 - Accidental Whorls - irregular patterns that combine two or more different types and do not fit into other category

Fingerprinting

6. Identify three career opportunities that would use skills and knowledge in the areas of biometrics and/or fingerprinting. Pick one and research the training, education, certification requirements, experience, and expenses associated with entering the field. Research the prospects for employment, starting salary, advancement opportunities, and career goals associated with this career. Discuss what you learned with your counselor and whether you might be interested in this career.