



# PROGRAMME 19: SNAP

## AIM

The aim of this unit is for students to become aware of the value of noting the serial numbers of valuable items and documenting them in a safe place, such as the SNAP website.

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## LEARNING OBJECTIVES

Students will be able to:

- understand the value of recording the serial numbers of expensive items
  - communicate reasons why having serial numbers on items can be beneficial
  - develop an understanding of the benefits of utilising a secure repository for information, like the SNAP website
  - relay the importance of securing your house and contents, especially while you are away from the house
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## SKILLS

- Information Technology
  - Communication
  - Co-operation
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## MATERIALS

- Episode SNAP, DVD 2, Bryan & Bobby Series 3
  - 2 large paper chart sheets
  - Pens and markers
  - Photos of valuable items for the class
  - Worksheets for the class
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## VIRTUES

- Confidence
- Knowledge
- Awareness
- Responsibility
- Understanding
- Discipline

## LESSON (please adapt for junior students)

### 1. View the episode 'SNAP' DVD2, Bryan & Bobby Series 3.

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### 2. Ask the students to repeat the main points from the episode:

- write down the serial numbers of your valuable items
- create a secure profile on the SNAP website to store the numbers and details of the items
- if things get lost or stolen and are found again, the police may be able to connect the items back to the original owner through the serial numbers.

Talk to your students about the SNAP website ([www.snap.org.nz](http://www.snap.org.nz)) where people can enter the details and serial numbers of their valuable items. Expand on how it makes the process of returning stolen items back to the correct owner easier, if items are found by the police and the owner has provided the serial numbers. It also may even help the police identify who was involved in stealing the items.

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### 3. Have students brainstorm their favourite items from home and/or school and list them on a large piece of paper or the whiteboard. For example;

#### FAVOURITE TOY/ITEMS

Doll  
Playstation  
X-box  
Television  
i-Pod etc  
Teddybear

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### 4. Classify them into two columns, under the headings **Serial Number** and the other **No Serial Number**. Assist the students in deciding which heading each item would go under. For example;

#### SNAP ITEMS

##### No Serial Number

Doll  
Clothes  
Shoes  
Toy Truck

##### Serial Number

Television  
DVD Player  
Playstation

5. Discuss the benefits of having entered their valuable items on the SNAP website. Discuss what could happen if a family does not enter their items and their house gets burgled.
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6. Print the SNAP form from [www.bryanandbobby.co.nz](http://www.bryanandbobby.co.nz) and complete it using the data collected for your class' or the school's valuable items. Write a letter, as a class or individually, to the Principal, to ask if he/she can create a profile for the school on the SNAP website and enter the details collected.

And/or:

Have students take photographs of valuable items in the classroom and/or library, hall, gym, music rooms. Students can arrange the photos in a special file or print them out and label each with:

- Name of item
  - Serial number
  - Date of photo
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7. Brainstorm, in groups of 3 or 4, ways to safeguard the classroom when the class is empty during the day or outside of school hours. What can the students do to keep school property safe?
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8. Brainstorm, again in groups, ways in which you can safeguard your family, home and contents as you leave the property for the day, head to bed at night, or head away on holiday. What simple steps can a family take to protect their belongings?
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9. Have the groups make presentations of the steps they devised for either the classroom or their homes.

Visit [www.bryanandbobby.co.nz](http://www.bryanandbobby.co.nz) for more information.

Watch the following episodes in the previous Bryan & Bobby Resource Kits:

**Episode Keeping Safe, DVD1, Bryan & Bobby Series 1 and use the corresponding unit in Workbook 1**

**Episode Stealing, DVD2, Bryan & Bobby Series 1 and use the corresponding unit in Workbook 1**

# PHOTOGRAPHS OF ITEMS FOR SNAP WEBSITE

Take photos of valuable items in the room/school and cut out and paste the items on the squares below. Please add the serial number and name of item.

Name: ..... Date: .....



## SUPPLEMENTARY ACTIVITIES

### Topic

Have a Community Constable or a Police Education Officer visit your classroom to talk about the benefits of the SNAP programme.

Have students research items most commonly stolen from homes, cars, schools and businesses. Have them find statistics and facts about these crimes and present findings to the class.

Come up with other inventive solutions to aid individuals, families, schools and businesses in keeping track of their valuable items, and how to keep these items safe.

### Visual Language

Students can design an informative poster that encourages people to note the serial numbers of valuable items, and record them in a safe place.

Acrostic poem - students can write an acrostic poem with the words that describe the SNAP processes.

Students can pair up and design a crossword or word find puzzle, using words from the [www.snap.org.nz](http://www.snap.org.nz) website. They can then swap over with a partner pair to find the solutions.

### Oral Language

Students can talk about times when things have gone missing from their desks or bags and describe how it made them feel. How did they feel when these items somehow made it back to them?

Students can talk about a time when they or someone they know had been burgled. They can discuss what items were stolen and if the serial numbers of valuable items had been recorded and kept in a safe place.

### Written Language

Write a letter to the families of the school reminding them of some of the simple ways to keep their property safe.

Write an email to the SNAP website telling them what a great idea it is.

### ICT

Research different initiatives/websites around the world that are designed to help in the recovery of stolen or lost items. Present findings and offer suggestions on improvements, if any.