

## CHARACTER PROFILES



Linda is a 29-year-old single mum and a heroin and crack user. Her drug use has progressively got worse over the last twelve months and as a result, the nature of her offending has changed from shoplifting to street robbery. Her mother and sister (Gemma) live nearby and she regularly leaves her daughter with them in order that she can 'graft'.

shoplifting

burglary

Nipper is 30 years of age and is a heroin and crack user. He lives on his own and although he has a brother and sister, it has been several years since he has had any contact with them as a result of his offending and drug use. Nipper is an opportunist that whose offending history includes two, commercial burglary and shoplifting. He has served several prison sentences since his late teens, the longest of which was twelve months in his early twenties. Nipper will tell anybody who asks that he is more than happy with his life and has no real intention of changing.



Michael is 29 years old. He has served several prison sentences for burglary. He is a highly opportunistic offender who "prefers" to burgle dwellings, but he also admits to being happy to "doing the chemists" should the chance arise. His offending supports his drug use. He isn't close to his family and his father is an alcoholic who he sees infrequently. He has a girlfriend, Emma, who strongly disapproves of his offending and drug use. If pushed, Michael would tell you that he doesn't much like his life as it currently is, but he is very much resigned to it. Michael's best friend is Nipper.

street crime



Gemma is 16 years old and lives in with her mum in one of the flats backing on to the park. She has an older half-sister, Linda who she looks up to, despite the fact that Linda is a heroin and crack user. Gemma spends most of her time hanging around the children's park with a group of children and young people who have been identified as being responsible for much of the damage to the park.

At sixteen she is one of the eldest in the group and is very much seen as a ring-leader. Well known to the police, and local Youth Offending Team, she has been in trouble on several occasions for criminal damage and shoplifting.

antisocial behavior

## CONTACT AND INFORMATION

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## PARTNERS



University of Salford, UK  
project coordination and technology  
(software/hardware development)



Policejní Akademie, CZ  
advice on crime patterns and  
criminology expertise



Vytauto Didžiojo Universitetas, LT  
support of educational issues



Oskar Kämmer Schule, PL  
pilot the use of virtual educations



Greater Manchester Police, UK  
support the development by  
applying criminology expertise



Institute for Future Studies, AT  
support of educational issues,  
dissemination activities



TU Dresden, GER  
evaluation and  
education design

# CrimCity



<http://crimcity.futurestudies.org/>



founded by the European Commission  
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## The Project

### ABOUT

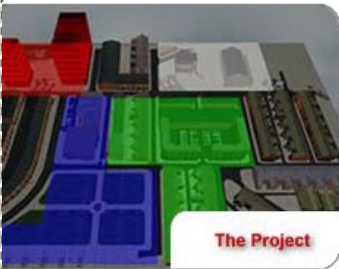
Reviews of current educational software reveal that there is minimal use of VE technology to provide learning experiences in personal and social development or social problems.

In schools and colleges there is little opportunity for students in the 14-19 age range to explore real problems in a truly interactive computer environment, for example to develop social awareness through exploration of events and consequences. On the other hand, young people are consumers of games on home computers that involve them in exciting problem solving activities.

Though many games do have some basis in reality few, if any, have roots in key Themes of the European schools curricula and relevance to the

European Community's transversal policies.

*THIS PROJECT AIMS TO BRIDGE THE GAP BETWEEN THE CURRENTLY AVAILABLE EDUCATIONAL SOFTWARE AND THE MORE DYNAMIC GAMES SOFTWARE MARKET.*



## The City

### CONCEPT

The project aims to combine the engaging factors of 3D games, the benefits of role-playing for enhanced learning and to produce an educational package that has a novel and original approach addressing street crime in the classroom. This will provide an example of good practice in the use of VEs in teaching and learning, and provide greater awareness and understanding of the potential of VE to be applied to other subject areas of the curriculum. The tool could be also used for community consultation and empowerment.



### HARD-/ SOFTWARE REQUIREMENTS

Technological requirements for using the environments are quite low. The interface has been designed to be similar in style to that used in current computer games.

Technology requirements to run the environment, at the moment are:

1.7GHz Pentium 4 or equivalent or better  
512MB of memory (possibly 256MB)  
GeForce 4 64MB or equivalent

## The Concept

### PEDAGOGY

This project aims to combine VEs and role-playing techniques, which studies show provide many learning opportunities and a motivational context in which to learn. Younger people are used to playing computer games and are open to new ways of learning. Engagement is one of the important features creating learning effectiveness. Ahdell and Andresen (2001) identify six key factors influencing user engagement: interactivity, flexibility, competition, reality, drama effects and usability.

This project will allow a study to test the benefits and effectiveness of learning through the use of VE and related technology, and to incorporate the strengths offered by the media.

It will be necessary to take accounts of curricula and teaching practices and national differences. Gender and race specific issues related to crime and street safety will be considered and adaptations required of the VE or accompanying materials identified.

The main didactical approach will be based on providing varying experiences with conventional teaching and media.

