

Objectives

- LO 1** To find out more about crime reduction.
- LO 2** To find out more about crime prevention.

Class:	Date:	Last lesson:	
G & T pupils:	SEN pupils:	M:	F:

Connect

Students discuss the following questions:

- *What did you find most interesting in the lesson about what's happening to crime (or a previous lesson)? What most interested your partner?*
- *Which punishments might be attractive to certain offenders?*

- Then they write a summary of how society tries to reduce crime, using at least five items of key vocabulary and underlining these. Ask a few volunteers to read their summaries aloud and then ask the rest of the class to vote for the best one. Students improve their own summaries to include other students' ideas.

- **Extra support:** certain students only match 1, 3, 6, 9, 12, 16, 18 and 20 to their definitions.

Activate

Worksheet 3.10a: Reducing crime

- Write up the following traffic light system on the board: red: ineffective/inappropriate; amber: not sure; green: effective/appropriate. Ask students which colour traffic light goes with each of the following examples:
 - *Ten-year prison sentence for a 35-year-old hacking someone's online bank account*
 - *Twelve-week anger management course for a 13-year-old slapping a teacher*
 - *Death penalty for a 70-year-old stealing a loaf of bread from a supermarket.*
- **Class discussion:** ask students: *Why do we want to reduce crime? Why are different types of crime reduction needed?*

Consolidate

- **Small-group discussion:** ask groups to discuss the following and to appoint a spokesperson to feed back to class afterwards:
 - *Which part of crime reduction is the most important and why? Prevention, protection or punishment?*
 - *Which key vocabulary would be the most useful in discussing crime reduction with our local MP?*
 - *What have you been inspired to look up online about crime reduction?*

Demonstrate

Worksheet 3.10a: Reducing crime

- Students match key vocabulary to definitions on Worksheet 3.10a. (Answers: 1. D, 2. L, 3. J, 4. P, 5. B, 6. R, 7. H, 8. N, 9. G, 10. O, 11. E, 12. Q, 13. K, 14. S, 15. M, 16. C, 17. A, 18. I, 19. T, 20. F).

Extra challenge

Ask more able students: *Which innovative crime reduction strategies have not been mentioned in this lesson? For example, what if the government gave every law-abiding citizen a voucher (for example, for a popular online shop) at Christmas?*

Recommended websites

<https://crimestoppers-uk.org>
www.police.uk/crime-prevention-advice

Homework

What's the most effective crime reduction strategy in your area? Research using the website for your local police service.