

Objectives

- LO 1** To think about how the way crimes are recorded affects crime rates.
- LO 2** To think about how reoffending affects crime rates.

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

Connect

Students discuss the following questions:

- *What has stuck in your mind from the lesson about young people and the criminal justice system (or a previous lesson)? What does your partner remember?*
- *Should the government spend less on police and more on cashback for citizens who respect the law?*

Activate

- **Paired discussion:** split the class into pairs and then give them the following scenario and questions to discuss: A whole-school competition has been launched. The class breaking the fewest school rules gets a free trip. There's a new class with a new teacher. How do you feel when you notice the following?
 - *The new teacher never reports swearing by pupils, whereas your teacher always does.*
 - *Your class is reported six times this week for rule-breaking – one pupil broke six different rules!*
 - *The new teacher has applied for promotion at your school, so wants to give a good impression.*
- **Class discussion:** bring the class back together to discuss: *What can this teach us about why crime recording is not as 'black and white' as it seems?*

Demonstrate

Worksheet 3.9a: Are all crimes the same?

- **Class activity:** Write the ten crimes listed on Worksheet 3.9a on the board.
- Students all stand against one wall. Point to each crime in turn. For each crime, ask students to respond to each of the following three statements, by moving one step forward if they

agree with it, or not moving if they disagree with it. There are no right answers, nor are there winners (for example, based on how many steps are taken).

- a) *This crime is easy to detect.*
- b) *This crime is difficult to report (for example, due to trauma or fear of repercussions).*
- c) *This crime only affects one person.*
- Volunteers justify their opinions and challenge other students' opinions. Students complete Worksheet 3.9a, listing three crimes not given on the worksheet, one for each of the above categories.
- They explain how neatly each crime fitted into each category, using the prompts provided.

Consolidate

Worksheet 3.9b: What factors affect crime rates?

- Students answer the questions on Worksheet 3.9b.
- **Extra support:** certain students only answer questions 1–4.

Extra challenge

Ask more able students: *Why might it be in the government's interests, just before an election, to talk about falling crime rates?*

Recommended websites

www.police.uk (click 'crime map')

<http://open.justice.gov.uk/reoffending>

Homework

Choose a crime. Write a paragraph describing how society could reduce reoffending rates linked to this crime.