

What are the causes and effects of youth crime?

Topic: Human rights and responsibilities

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| Lesson: What are the causes and effects of youth crime? | KS or Year Group: KS 3 |
| Resources: <ol style="list-style-type: none">1. Sky video2. Resource 1 – Card sort (student version)3. Resource 2 – Card sort (teacher version)4. Resource 3 – News article5. Red and blue pens | Outcomes: <ul style="list-style-type: none">• All students will understand the causes of youth crime.• Most students will be able to describe the effects of youth crime.• Some students will be able to identify ways in which the country responds to youth crime. |

National Curriculum

Key Concepts – 1.1b, 1.1c, 1.2a, 1.2b
Key Processes – 2.1a, 2.2a, 2.2c, 2.3a
Range and Content – 3b, 3f, 3g

Lesson

The lesson will focus on the causes and effects of youth crime in the UK. The students will explore the reasons why youth crime occurs and the effects that it has on the community. They will also consider various ways in which the country might address youth crime in terms of strategies and punishments.

Starter

- Introduce the title and lesson objectives.
- Show the **SKY video**, about the Gary Newlove murder. After they have watched it, split the class into small groups to discuss what might have caused this crime to occur. Emphasise that there is likely to be more than one single factor involved.
- The groups should feed back their ideas to the class. The class should debate which ideas they felt were the most important cause of youth crime and why.

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Main activity

Activity 1: What are the causes of youth crime?

- The Home Office is the government department responsible for leading the national effort to protect the public from terrorism, crime and anti-social behaviour. According to their research, the causes of youth crime mainly fall into five groups. They are:
 - A troubled home life
 - Poor attainment at school, truancy and school exclusion
 - Drug or alcohol misuse and mental illness
 - Deprivation such as poor housing or homelessness
 - Peer group pressure
- Split the class into five groups. Each group should be given responsibility for one factor as outlined above.
- Each group is asked to produce a short statement about this factor on A3 paper. This statement should include a more expansive definition of the factor, the reasons why this factor might cause youth crime and a rating out of 10 as to how important this factor is in relation to the others (0 = less important, 5 = equally as important, 10 = more important).
- These statements should be presented to the class and pinned up on the whiteboard.

Activity 2: What are the effects of youth crime?

- Distribute copies of **Resource 1 – Card sort (student version)** and give the students time to read the cards.
- In pairs, students should colour all the cards that describe a crime in red and all the cards that describe an effect in blue. They should cut out the cards and pair as many crimes with their relevant effects as possible.
- Using **Resource 2 – Card sort (teacher version)**, the teacher should read out the correct answers, allowing students to mark their own work.

Plenary

- Distribute copies of **Resource 3 – News article**. Students should read the article and highlight words or phrases in the report, using three different colours to categorise a) details of the crime b) the effects of the crime and c) the responses to the crime (either from officials or from the family).

Aim high

Groups students for activity 1 by similar ability to allow extension of ideas for aim higher groups. Some students will develop possible strategies to combat the crimes in activity 2.

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Assessment

Teacher assessment of ideas generated in the starter. Peer assessment of activity 1, as statements are presented to the class. Self-assessment of activity 2, as the teacher reads out the answers to the class.

Check the web

<http://www.homeoffice.gov.uk/crime-victims/reducing-crime/youth-crime/>

<http://www.homeoffice.gov.uk/rds/pdfs07/crime0607summ.pdf>

<http://www.crimeinfo.org.uk/servlet/factsheetservlet?command=viewfactsheet&factsheetid=109&category=factsheets>

<http://news.bbc.co.uk/1/hi/england/7238496.stm>

<http://www.homeoffice.gov.uk/rds/crimeew0607.html>

<http://www.homeoffice.gov.uk/rds/youthjustice1.html>

<http://www.jrf.org.uk/knowledge/findings/socialpolicy/SP93.asp>

<http://www.guardian.co.uk/society/2007/aug/23/youthjustice.gunviolence>

<http://news.bbc.co.uk/1/hi/england/london/7271162.stm>

http://www.nationalschool.gov.uk/policyhub/news_item/crime_youth08.asp

<http://www1.barnardos.org.uk/youthcrime/>

http://www.scra.gov.uk/cms_resources/Victims%20of%20Youth%20Crime.pdf

Summary of learning

- Students will gain understanding of the causes of youth crime.
- Students will understand the effects that youth crime has on the country and its population.
- Student will be able to identify the strategies and punishments that can help to reduce rates of youth crime.

What are the causes and effects of youth crime?

Resource 1 – Card sort (student version)

The effects of youth crime

Sort the following cards into pairs – one card being a description of a type of youth crime and the other card being a description of the effects of youth crime. Each pair should have a link or connection.

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| <p>Sneaking on the bus without paying the fare.</p> | <p>Risk of injury or death for self and other road users. Insurance claims will increase and so will premiums.</p> | <p>Inflicting injury or even death, as well as intimidation and insecurity, on other shop users.</p> | <p>Shoplifting some clothes from the local shopping centre</p> |
| <p>Throwing stones at passing trains on the side of a railway track.</p> | <p>Writing tags and offensive language on the wall behind the public library.</p> | <p>Increased expenses for the bus company which may lead to an increase in fares.</p> | <p>Danger to self and passengers. Damage to carriages - the cost will have to be footed by the train company.</p> |
| <p>Possible increase in prices. If a persistent problem, youths may be banned from entering.</p> | <p>Beating up a man outside the shop because he didn't buy alcohol for you.</p> | <p>Unpleasant for local community. May make people feel unsafe in these areas.</p> | <p>Joyriding a stolen car around a nearby housing estate.</p> |

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Resource 2 – Card sort (teacher version)

The effects of youth crime

Sort the following cards into pairs – one card being a description of a type of youth crime and the other card being a description of effects of youth crime. Each pair should have a link or connection.

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|---|---|--|--|
| <p>Sneaking on the bus without paying the fare.</p> | <p>Risk of injury or death for self and other road users. Insurance claims will increase and so will premiums.</p> | <p>Inflicted injury or even death, as well as intimidation and insecurity, on other shop users.</p> | <p>Shoplifting some clothes from the local shopping centre</p> |
| <p>Throwing stones at passing trains on the side of a railway track.</p> | <p>Writing tags and offensive language on the wall behind the public library.</p> | <p>Increased expenses for the bus company which may lead to an increase in fares.</p> | <p>Danger to self and passengers. Damage to carriages - the cost will have to be footed by the train company.</p> |
| <p>Possible increase in prices. If a persistent problem, youths may be banned from entering.</p> | <p>Beating up a man outside the shop because he didn't buy alcohol for you.</p> | <p>Unpleasant for local community. May make people feel unsafe in these areas.</p> | <p>Joyriding a stolen car around a nearby housing estate.</p> |

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Resource 3 – News article

Teenagers Jailed Over Kicking Murder

Monday February 11, 2008

A detective has called on parents to "take control" of their children after three teenagers were jailed for kicking a father to death outside his home.

Garry Newlove was viciously attacked outside his house in Warrington last August after he went to confront a gang about vandalism. He died two days later.

Adam Swellings, 19, Stephen Sorton, 17, and Jordan Cunliffe, 16, were found guilty in January of the murder.

At Chester Crown Court, the judge sentenced Swellings to a minimum of 17 years, Sorton to 15 years and Cunliffe to 12.

Speaking outside court, Detective Inspector Geoff Elvey said none of the defendants were sorry for the murder.

He said: "It's about parents taking control of their children.

"No sentence will ever bring Garry back, obviously, but sentencing is a matter for the judiciary.

"I don't believe any of the defendants have shown any remorse but they will have time to reflect upon their actions."

Jailing them, Judge Andrew Smith said: "You were three of a gang who attacked Garry Newlove only because he had the courage to remonstrate with you.

"For you all drunken aggression was part of the night's entertainment.

"It was a gang attack, each of you continued to behave aggressively after you had finished with Garry Newlove."

After the guilty verdicts last month, it emerged Swellings had been released from custody for an assault hours before he killed Mr Newlove on August 10 last year.

Swellings had been bailed on condition he stayed away from Warrington but he never left the town and met up with Sorton and Cunliffe and went on a drink and drugs binge.

After hearing the evidence of Mr Newlove was kicked "like a football", his widow Helen called for more action to tackle the problems caused by underage drinking and anti-social behaviour on the streets.

Describing her husband, she said: "Garry was a caring, loving, funny, and most of all a family man.

"The light has gone out of my life, the jigsaw has been lost forever."

Courtesy of Sky News