

Topic: Legal rights and responsibilities

Lesson: Changing crime patterns	KS or Year Group: Year 10
Resources: <ol style="list-style-type: none">1. Resource 1 – Key words (for use throughout the lesson)2. Resource 2 – Can we accept all of the information about crime at face value?3. Resource 3 – The Internet Watch Foundation4. Resource 4 – What is the impact of changing crime patterns on how society develops?	Objectives: <ul style="list-style-type: none">• Students explore how crime patterns are changing.• Students explore the impact of changing crime patterns upon how society develops.

National Curriculum

Key Concepts: 1.3c

Key Processes: 2.1a, 2.2a, 2.2b, 2.3e

Range and Content: 3a, 3b, 3g

Curriculum Opportunities: 4a, 4b, 4c, 4h, 4j

Lesson overview

Students discover that crime patterns are interpreted and discussed in different ways by different citizens. They also explore how changing crime patterns have brought about change in society within their lifetime.

Starter

- Share lesson objectives with students.
- Ask students to get into pairs and to discuss whether crime statistics can be trusted. Encourage students to share their ideas with the rest of the class.
- Some examples of good responses:
 - ▶ ‘We think that you have to be wary about who presents the information. A police inspector who’s talking about recent crimes might be keen to portray the idea that

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criminal activity is decreasing. A tabloid paper might make more money if its headlines report crime as increasing.'

- ▶ 'We reckon that you can trust certain crime statistics. For example, the British Crime Survey asks the general public about their experiences of crime. Theoretically, it presents a representative picture of criminal activity in the UK. We wouldn't trust all crime statistics though. For example, sometimes, the way in which crimes are classified can change suddenly. This can give the impression that crimes have increased or decreased, when in fact nothing has changed apart from the description of what the crime is!'
- ▶ 'We think that all crime figures presented by the government before an election should be taken with a pinch of salt. Political parties tend to draw our attention to highly emotive crimes before elections, which can give citizens a false perception of the amount of crime in the UK at that time.'
- Refer students to **Resource 2 – Can we accept all of the information about crime at face value?** Ask students to match each box on the left with a box on the right. Explain to students that the activity illustrates that one crime can be reported in different ways by different members of the community.
- Answers:
 1. B
 2. D
 3. E
 4. C
 5. A
- Invite students to comment upon the activity.
- Some examples of good responses:
 - ▶ 'I was amazed at how upset I felt when I read the tabloid newspaper's version of events. Compared to the other accounts of the attack, the language used in the tabloid version created really emotive images in my head!'
 - ▶ 'The activity made me realise that every crime can be used as an advert for the latest police intervention technique, or for the most recent government policy on prison sentencing.'
 - ▶ 'I found the statement from the human rights campaigner the most interesting. Lots of crimes make you think about the rights of crime victims and of criminals. When I was younger, I didn't think that criminals should have any rights. Now I think that I've changed my mind.'

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Main activity

Activity 1:

- Remind students that internet crime did not exist until ‘recently’, simply because the internet has not always existed. Also explain to students that there is no international central body that monitors or approves internet content; as such, it is very difficult to regulate internet use.
- Refer students to **Resource 3 – The Internet Watch Foundation** and ask them to read through the information. Next, ask students to fill in the blanks, using the words in the box beneath the text.
- Answers:
 1. charity
 2. obscene
 3. hatred
 4. website
 5. police
 6. Metropolitan
 7. partnership
 8. government
 9. committees
 10. Schools

Activity 2:

- Invite students to summarise in their own words (at the bottom of Resource 3) the work of the Internet Watch Foundation. Ask volunteers to read out their summaries to the class.
- An example of a good response:
 - ▶ The ‘Internet Watch Foundation’ was created in response to a relatively new type of global crime: virtual crime. The Internet Watch Foundation, in tandem with the government and the police, aims to rid UK websites of any information that is criminally obscene, or that incites racial hatred. It also tries to remove sexual abuse from the internet on a global scale. The Internet Watch Foundation provides the public with both a website and a hotline, so that citizens can report incidents of online crime.

Plenary

- Ask students to get into groups of three or four and to read through **Resource 4 – What is the impact of changing crime patterns on how society develops?**

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- Explain to students that they will need to match the responses to crime (at the bottom of the page) with the crimes (at the top of the page). Remind students that there are no right answers as such, providing that answers can be justified in a persuasive manner.
- Encourage students to feed back some of their decisions to the class.
- Some examples of good responses:
 - ▶ ‘We thought that fraudulent use of a company credit card might lead a business to change the way in which purchases are made. If businesses didn’t respond in this manner, then they might lose even more money.’
 - ▶ ‘The drugged sweets issue could have quite a few effects on society. For example, schools might tighten up their security measures in the playground, and local police officers might make themselves visibly present at certain times of day. In some cases, parents might change the way in which they bring up their children. For example, they might encourage them to play inside rather than outside. I watched a documentary last week. The presenter explained that 21st century children are not allowed to play outside as often as children were 50 years ago.’
 - ▶ ‘The one about the bomb on the Canadian plane might cause airports to enhance security measures. It might also be something that is latched onto by the media, due to the current trend in reporting about terrorism. Depending on who the phone call is made by, a minority group might be stereotyped by the general public following news of the incident. As we all know, there is lots of prejudice towards Muslims, for example.’
- Invite students to discuss the following in pairs:
 1. Do you think that all types of crime elicit the same response from the public?
 2. Do you think that certain types of crime/criminal are more likely to be reported by the media than others?
 3. Can you name a recent local, national or global crime that has changed society in some way?
- Encourage students to explain their partners’ opinions to the rest of the class.
- Some examples of good responses:
 - ▶ ‘Cheryl thinks that the public ignores certain crimes but reacts strongly to others. For example, she doesn’t think that the public cares very much if people go to pubs at the age of 17. However, she thinks that people react very strongly to crimes involving child abuse.’
 - ▶ ‘Fabian said that certain crimes are more likely to be reported than others. He reckons that if a group of white girls gets caught with a dangerous weapon, they are not as likely to hit the headlines as a group of black boys caught carrying a similar weapon.’
 - ▶ ‘Lacey immediately thought of Madeleine McCann. She pointed out that some British citizens are considering “tagging” their children as a result of the press coverage following Madeleine’s disappearance.’

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- Encourage students to fill in numbers 9 and 10 with crimes of their choice, and to challenge their partners to decide which responses these crimes might elicit.

Aim high

- During the starter, high-achieving students should refer to the key words from Resource 1.
- During the main activity, high-achieving students should provide at least six key facts about the 'Internet Watch Foundation' in their summaries.
- During the plenary, high-achieving students should respond to their partners' challenges with appropriate answers.

Check the web

www.iwf.org.uk

www.homeoffice.gov.uk/crime-victims/crime-statistics

maps.met.police.uk

Summary of key learning

- Students can describe how crime patterns are changing.
- Students can recognise recent examples of how crime impacts upon society.

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Resource 1 – Key words

campaigner crime

develop fact

fiction government

human right impact

Internet Watch Foundation

journalist neutral

minority group patterns

police restriction

security measure society

tabloid television

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Resource 2 –

Can we accept all of the information about crime at face value?

1. An innocent wheelchair-bound child was savagely beaten and left to bleed like a wounded animal yesterday. The cowardly attackers wore hoodies to protect their identities and were high on illegal drugs.

A. Spokesperson for the police force

2. Yesterday, a 12-year-old boy was attacked by three teenagers in a park near his home. After the incident, the boy, who uses a wheelchair, was helped by some members of the public.

B. Journalist for a tabloid newspaper

3. The attack has saddened us, and my sympathy goes out to the young man and to his family. Fortunately, crimes such as this are decreasing. This is due to our recent change in policy about how violent crime is treated within the Youth Justice System.

C. Campaigner for improved human rights

4. Yesterday's attack highlights the fact that not everyone in the UK is treated equally. Based on the language used during the attack, it is clear that the violence was motivated by the victim's status as a wheelchair user. Significant changes are required so that disabled citizens can be treated with dignity and can have the right to a safer existence.

D. Neutral television interviewer

5. The attack was frightening for the child involved and incredibly distressing for all who observed it. We dealt with it by promptly getting statements from witnesses, and feel confident that we will be able to identify the attackers. We were at the scene of the attack within four minutes, which is in line with the latest crime response targets.

E. Government minister

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Resource 3 – The Internet Watch Foundation

The **Internet Watch Foundation** is a _____ with three main functions. Firstly, it aims to minimise the number of images of sexual abuse (throughout the world). Secondly, it attempts to have criminally _____ content removed from UK websites. Thirdly, it fights against web-based incitement to racial _____ in the UK.

In order to achieve the above, the Internet Watch Foundation runs a hotline that allows the public to report online criminal behaviour, and it also has a _____. This not only enables the public to report internet crime, but to find out more about the role of the Internet Watch Foundation.

The Internet Watch Foundation works closely with many other organisations. For example, it has strong links with the UK _____, assisting officers in tracing the perpetrators of online crime. It does this through its work with specialist teams such as the _____ Police Paedophile Unit, the Serious Organised Crime Agency and the National Hi-Tech Crime Unit Scotland. It also alerts non-UK servers about illegal content on UK websites, and is committed to the Virtual Global Taskforce (which is an international _____ between British, Australian, Canadian and American law enforcement agencies).

Another important part of the Internet Watch Foundation's role is its communications with the _____. Many ministers, departments and _____ liaise with the Internet Watch Foundation, including the Home Office, the Department for Children, _____ and Families, and the UK Council For Child Internet Safety.

government	hatred	charity	committees	police
obscene	Metropolitan	partnership	Schools	website

My summary of the work of the Internet Watch Foundation:

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Resource 4 – What is the impact of changing crime patterns upon how society develops?

1. Hundreds of employees of a leading stationery firm purchase personal items online using the company credit card.
2. Nine young children across one county are offered drugged sweets over the school fence.
3. Three travellers steal food from a supermarket in a well-known city.
4. A phone call is made to a London police station. It alerts officers to the presence of a bomb destined for a flight to Canada.
5. The number of people speeding quadruples over a five-year period.
6. Several thousand mobile phone videos of ‘happy slapping’ appear on YouTube in one week.
7. A young child is abducted from her back garden while her dad is washing the car.
8. A man invents a way of enabling cash machines to give him the details of previous users.
9. _____
10. _____

New laws are created or existing laws become stricter.

Judges’ responses to certain types of crime change.

People become wary or afraid of certain minority groups.

Businesses change their work protocols.

A greater police presence is felt on the streets.

Parents/carers change the ways in which they bring up their children.

Restrictions are placed upon citizens’ human rights.

The media focuses upon certain issues.

Schools change the ways in which they are run.

Airports increase their security measures.