

Unit 2 Crime – young people and car crime

About the unit

In this unit, pupils learn about crime and the criminal justice system in relation to young people. They do so by investigating car crime and its impact on the community. The unit could also be adapted to focus on another type of criminal activity, *eg damage to property, violent crime, burglary*. Pupils consider why young people become involved in crime and the consequences for different people in the community, including young offenders, victims and others. They find out how the criminal justice system operates and about the roles of different agencies.

The activities can be arranged as a series of sessions or as an off-timetable event involving a range of ‘expert witnesses’, *eg police officers, magistrates, victim support workers*.

Where the unit fits in

This unit addresses the following aspects of the key stage 4 citizenship programme of study:

Knowledge and understanding about becoming informed citizens

Pupils should be taught about:

- 1a the legal and human rights and responsibilities underpinning society and how they relate to citizens, including the role and operation of the criminal and civil justice systems
- 1c the work of parliament, the government and the courts in making and shaping the law

Developing skills of enquiry and communication

Pupils should be taught to:

- 2a research a topical political, spiritual, moral, social or cultural issue, problem or event by analysing information from different sources, including ICT-based sources, showing an awareness of the use and abuse of statistics
- 2b express, justify and defend orally and in writing a personal opinion about such issues, problems or events
- 2c contribute to group and exploratory class discussions, and take part in formal debates

Developing skills of participation and responsible action

Pupils should be taught to:

- 3a use their imagination to consider other people’s experiences and be able to think about, express, explain and critically evaluate views that are not their own
- 3b negotiate, decide and take part responsibly in school and community-based activities
- 3c reflect on the process of participating

This unit builds on unit 2 ‘Crime’ in the key stage 3 citizenship scheme of work, and on unit 15 ‘Crime and the local community’ in the geography scheme of work. This unit links with unit 4 ‘How and why are laws made?’ and aspects of unit 3 ‘Challenging racism and discrimination’.

Expectations

At the end of this unit

most pupils: know about the effects of crime on different members of the community. They use statistics to investigate local crime figures and identify why actual crime figures differ from figures for fear of crime. They identify some of the causes and effects of youth crime and know some of the ways in which the local authority responds to it. They know how the criminal justice system operates, what happens to young offenders, and what support is available to victims and offenders. Through investigation, they gain an appreciation of the complexity of the legal system and identify the roles of different individuals and organisations within it, including sources of help and support for young offenders. They present their findings as part of a group presentation or display.

some pupils have not made so much progress and: recognise that crimes such as car crime have an impact on different members of the community. They have some understanding of what happens to young offenders and know who supports them.

some pupils have progressed further and: know how crime affects different members of the local and national community. They use statistics to identify the extent of crime locally, and recognise the different causes and effects of youth crime. They explore how the local authority responds to youth crime and suggest ways of contributing to activities in the Community Plan, including through the formation of Youth Action Groups. They give detailed examples of what happens to young offenders, how the criminal justice system operates, and who is involved at different stages of the prosecution process. Through investigation, they identify the role of different organisations in the criminal justice system, including sources of advice and support for those affected by crime. They communicate their findings to others orally and in writing.

Resources

Resources include:

- expert visitors from the police, social services, Victim Support and the local press
- local newspapers
- videos of television footage
- videos and other material from the local police traffic department or road safety unit
- *Criminal Statistics in England and Wales*, published by the Home Office

Many groups and organisations produce online resources that are relevant to citizenship. QCA has not printed these website addresses as it recognises that they can and do change, often at short notice. So that we can monitor and maintain a reliable and useful resource, the website addresses of the following organisations can be accessed through the key stage 4 citizenship scheme of work site at www.standards.dfes.gov.uk/schemes

- Criminal Justice System Online
- Just Ask (a search engine of legal and crime-related websites)
- Crime Concern (includes information about Youth Action Groups)
- National Statistics
- Home Office's Research, Development and Statistics Directorate
- Youth Justice Board (for information on the youth justice system and on reducing youth crime)

Links with other subjects

In this section, references are made to the programme of study if there is one at key stage 4, or to the subject specific criteria on which GCSE courses are based. Some of these links have been included in the 'Points to note' section to illustrate these opportunities.

History: GCSE SHP content areas, including crime and punishment over time

Geography: GCSE criteria: the significance and effects of the values and attitudes of those involved in geographical issues (3.1vii); geographical patterns (3.1iv)

RE: most locally agreed RE syllabuses and GCSE specifications provide opportunities for the study of religious and ethical teachings on issues such as theft, honesty, responsibility, law and government

PSHE: 3d, 3k in the non-statutory guidelines

Pupils should learn:

Pupils:

What do we know about the causes and effects of crime in our community?

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| <ul style="list-style-type: none"> • about crime and fear of crime in the local community and how crime affects young people • about crime statistics and how to make comparisons • about national government policy on crime prevention and reduction and the ways in which local authorities respond | <ul style="list-style-type: none"> • Pupils brainstorm the types of crime they think occur most frequently in their neighbourhood. They compare their views with those of the wider local community, using local authority community safety audit results and local crime statistics. If appropriate, pupils could also compile a questionnaire and conduct their own survey of members of the school and wider community – both adults and young people. • Ask pupils to compare actual crime figures with statistics on fear of crime and discuss why there is a difference between them. • Invite a member of the Community Safety Team from the local council or a police representative to visit the school. This visitor could answer questions that pupils have been unable to resolve through their research and could support the pupils in the other activities in this section. • Pupils consider which crimes, in their opinion, are most likely to involve young people, either as offenders or victims. Is there a difference between crimes committed by males and those committed by females? They compare their perceptions with information provided by their expert visitor or local crime statistics. They examine the local community plan to see what actions are being taken to address these issues, and they identify what other actions the local authority is taking in response to national government policy on crime prevention and reduction. • Pupils could make recommendations to the local authority on how it could involve young people in addressing community safety priorities. • Extension activities: <ul style="list-style-type: none"> – pupils could undertake a project on ways of reducing crime or fear of crime – pupils could establish a Youth Action Group, perhaps involving key stage 3 pupils, or, through Primary Action, they could support a group for pupils from a primary school | <ul style="list-style-type: none"> • are aware of the extent of crime in the local community and how it affects young people • know the reasons why fear of crime can be different from actual crime • know how local agencies work together to address crime and disorder and recognise that they can contribute to local targets • understand how the local authority responds to national government policy on crime prevention and reduction | <ul style="list-style-type: none"> • Information about local crime and fear of crime is published on local authority websites, as is the local community safety strategy or crime and disorder strategy, including information on Neighbourhood Watch. Local police can supply crime figures, and the Home Office publishes crime statistics annually in <i>Criminal Statistics in England and Wales</i>. • Information on the criminal justice system can be found on the Criminal Justice System Online website (see www.standards.dfes.gov.uk/schemes). • Information on Youth Action Groups (for secondary age pupils) and Primary Action (for primary age pupils) can be obtained from Crime Concern. • Link with geography: GCSE criteria: sense of place (2.1ii); geographical patterns (3.1iv). |
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Learning objectives

Pupils should learn:

Possible teaching activities**Learning outcomes**

Pupils:

Points to note**Why do young people become involved in car crime?**

- some of the causes and consequences of car crime
 - how crime affects people and organisations in the community
 - about the roles of some of the agencies that work with young offenders
- In small groups, pupils discuss and list the reasons why young people become involved in car-related crime and the sorts of crimes committed.
 - Using video materials and newspaper reports, pupils look at how car crime is reported locally and nationally, including joyriding or 'TWOC' (taking without consent).
 - Ask pupils to consider the consequences of specific cases of car crime. They could use newspaper accounts and police reports of real crimes or fictitious scenarios. They identify who is affected and how, *eg the owner of a stolen car, a victim of a road accident, relatives of victims, police and fire officers, paramedics and hospital staff, witnesses, magistrates, insurance companies*. Some pupils may have personal or family experiences of the consequences of car crime that are relevant at this point.
 - In groups, pupils research, *eg through interviews, writing to the organisations, using libraries and the internet*, the roles and viewpoints of one of: the police, the fire service, the ambulance service, Victim Support, magistrates, Youth Offending Teams (YOTs). The groups report back to the rest of the class, explaining the impact of juvenile car crime from that person's or service's point of view.
 - If possible, arrange for representatives of these services to visit the school. The session could take the form of short presentations by the visitors, a 'carousel' with pupils 'circulating' round a range of experts, hot seating, expert witness sessions in which pupils ask questions, or a combination of these approaches.
- appreciate that car crime affects a range of people in different ways, directly and indirectly
 - consider the viewpoints of other people
 - take part responsibly in group and class discussion, communicating effectively and asking appropriate questions
- Video footage from television programmes or the local police or road safety unit may be able to be supplied. It is important that such materials do not show exciting images of stunts and fast car chases.
 - The local road safety unit may be able to supply information if interviews and visits are not possible.
 - If a range of agencies are involved, the session could be held as an off-timetable event that also includes the next topic, to make best use of visitors' time.
 - In a 'carousel', a group of experts form an inner circle facing outwards, and pupils wanting to ask questions form an outer circle facing inwards. The pupil circle rotates round the experts so that each pupil (or small group) has an opportunity to question each of the experts in turn.

Learning objectives

Pupils should learn:

Possible teaching activities**Learning outcomes**

Pupils:

Points to note**What happens to young offenders?**

- about the criminal justice system
 - about the work of the Youth Offending Teams in supporting those at risk of offending
 - about the nature of punishment and sentencing
- The pupils now extend their research to find out what happens when a young person is arrested and charged with a crime such as TWOC. Who is involved? What are the procedures? If possible, arrange for them to meet police officers and court officials, to go through each stage in detail. Pupils may use websites or television programmes to look at police station or court scenes. Each group could focus on a different stage in the procedure, or different scenarios, examining whether outcomes vary according to the offender's age.
 - The groups report back to the class on their findings about the experiences of a young person charged with a car crime. This can be in the form of a display, written or oral presentations, a drama sketch or role play. Pupils could use role play to put across the viewpoints of different people in the case, as well as demonstrating what the various procedures involve.
 - Ask pupils to reflect, individually and in groups, on their learning and their participation in the activities. They give and receive feedback, identifying the extent to which their knowledge and understanding have increased and how their skills of enquiry and communication have developed through the activities. If they have become involved in activities such as Youth Action Groups, how has this increased their skills of participation and responsible action?
 - Discuss or debate the role of punishment in the justice system.
 - Ask pupils in groups to write a mock front page for a local newspaper, with a headline that makes an impact. Give each group a different brief, *eg to sympathise with the victim, to write from the offender's point of view, to produce a balanced article*. Pupils use desktop publishing where possible.
 - Hold sessions on the responsibilities of young drivers, the law as it applies to young drivers and the implications of car ownership.
- develop knowledge and understanding of the youth justice system, including the work of the police, the Crown Prosecution Service, court officials and YOTs
 - describe arrest and sentencing procedures and the support given to young offenders
 - negotiate tasks as members of a group and demonstrate research and reporting skills, orally and in writing
 - develop their self-assessment and peer-assessment skills
- Websites and television programmes should be relevant to the English criminal justice system.
 - If the activities are arranged as an off-timetable day or half-day, information can be presented to the pupils in printed format, through relevant websites or through visitor sessions.
 - A mock trial could be carried out as a full-day or half-day activity, illustrating the whole procedure and involving the various agencies, as appropriate. Local magistrates may be able to support an event of this type. Local 'Magistrates in the Community' initiatives offer interactive sessions, talks and workshops. Local authorities can provide details.